

英語ディプロマコースカリキュラムの中間報告

A Preliminary Report of the Curriculum of the English Diploma Course

メアリー・ヒューズ

文化政策学部国際文化学科

Mary HUGHES

Department of International Culture, Faculty of Cultural Policy and Management

トーマス・パルス

文化政策学部国際文化学科

Thomas PALS

Department of International Culture, Faculty of Cultural Policy and Management

現在進行中のカリキュラム、英語ディプロマコース（以後 EDC）の進展状況を報告する。EDC は、二年にわたって集中的に行われるインテンシブな教育プログラムである。学習意欲の高い学生を対象とし、学生の英語によるコミュニケーション能力を——特にオーラル・コミュニケーションに焦点を合わせて——発展させることを目標としている。学生たちは、時事問題や個人的関心についての多様なトピックを適切な語彙を使用して、形式にとらわれずに話すことを学ぶと同時に、ビジネスにおいて使用できるレベルでも話せるように学習している。教材には、新聞、ビジネスレター、ラジオやテレビのニュース、インターネット上の情報などの多様なメディアを使用している。課題は様々なプレゼンテーションやレポートから成り、卒業後を視野に入れたテーマが設定されている。学生がこのコースを通じて成果をあげるためには、自習のために十分な時間を——例えば LL 教室やインターネット上の材料を利用したり、日記をつけたりして——活用しなければならない。このコースは学生の側に多大な献身を要求するものであるが、それなりの努力をした学生はコース終了時に、社会に出て働くにあたって英語を活用する準備が整っていることになる。EDC は、それぞれが重なり合う三つのスキルを学生に伸長させることを意図している。それらは、英語力、生涯学習を続けるスキル、社会で働くためのスキルである。

This paper reports on the ongoing curriculum development of the English Diploma Course (EDC). The EDC is an intensive 2-year program for highly motivated students aimed at developing English communication skills with a special focus on Oral Communication. Students learn to speak on both casual and professional levels on diverse topics of current public issues and personal interests using appropriate vocabulary. A variety of media is employed such as newspapers, business correspondence, public radio and television news, and online information. Assignments consist of various presentations and reports aimed at themes relevant to post-graduation. In order to be successful, students must take advantage of the ample opportunities for self-learning such as: LL, web materials, and journal writing. This challenging course requires extreme dedication on the students' parts, but committed students will leave the course ready for the professional English world. The three overlapping goals of the EDC are to develop: English language skills, lifelong learning skills, and professional skills.

Goal 1: English language skills

The first goal of the EDC is to develop English language skills. This is done through a curriculum that balances the four skills and aims for TOEIC score improvement. Pedagogical materials are designed considering each of the four skills, Writing, Reading, Speaking, and Listening with content that relates to students' current fields of study.

The four skills

For the Writing component, depending on which level, the students are required to write between two and four academic essays per semester. Thus, at the end of two years, EDC graduates will have written a total of eight academic essays. The process starts with students brainstorming about the given topic in class.

The following week, a 200 to 300 word typed first draft must be brought to class. The students are given a short period of time in class to work in pairs in order to peer edit their essays and ask the teacher about any uncertainties. The essays are then submitted using the *Online Writing System* in conjunction with Ritsumeikan University. The teachers read the essay online and use the computer feedback system to highlight both the errors and praiseworthy points of the essay. On the computer screen, these highlighted points can be moused over to reveal the teacher comment. In printed form, the comments are on the right side of the evaluation form (**see figures 1-3 as examples**). Please note that students may view figure 2 in Japanese.

The computer feedback system then generates up to 20 exercises that focus on the er-

E1 HW4 Evaluation Feedback

Topic: What is your major? Why did you choose it? How do you hope to use your degree in the future? Explain.

SUZUKI Ichiro Seat 01

Ritsumeikan University is one of famous universities not only in Japan but also in the world. It also has about 38,000 students in Kinugasa Campus and Biwaka Kusatsu Campus. There are ten colleges in university and I learn in College of Science and Engineering. In addition, there are thirteen departments in this college and I belong to Department of Photonics. In this department, professors are studying DVD, solar battery, optical communication system and so on. **Moreover, my major is photonics and there are a lot of interesting studies I want to do in the future.**

First of all, the reason I chose Department of Photonics is that I was very interested in light. I had read some books about the theory of relativity for my thesis of graduation. Since that time I have been interested in it because I knew special properties of light. Therefore, I wanted to learn more knowledge about light in the university. Another reason is that there **are some interesting researches** in the department. Especially, the study of solar battery engages my attention as I think that solar energy will be important for solution of an energy problem. **[The energy problem is one of the most sufficient problems all over the world.]** Scientists concern that the energy **problem will become** a cause of the war. Consequently, I think that **progressing in solar battery** has high necessity at present. Moreover, this study is challenging for me to save the world from the energy problem.

Next, in the future I hope to use my degree for the studies to help people around the world. The study of solar battery is of course one of the studies I want to do in the future. Another study that I want to do is **improving on a new type of DVD.** I like watching movies and playing video games, and I was surprised at advance in techniques of image. At the same time, increasing of capacity of DVD is **essential to realize.** Now there are some epoch-making DVD, which are HD DVD and Blue-Ray Disk. They make our life more useful to get high quality images and to carry high capacity data. For this reason, I want to use my skills for progress in DVD. Through 4 years in university I want to decide which study fit in my idea.

As a result, Department of Photonics, which I chose, has important studies for human and society. Technology of light is crucial in society and it is interesting for me to realize new type of solar battery and DVD. It must be so difficult to fulfil, but I want to try it because it is necessary to save the earth and to live in a society filled with a great deal of information. Though studying in Ritsumeikan university will be hard for me to achieve a degree, I will make efforts to get knowledge to lead the world in a right way. I think that it is possible to realize unless I give up trying.

Posted: 2004-05-02 10:41:52
Word Count: 301

[1] Articles <1>
Ritsumeikan University is one of the most famous universities

[2] Thesis Statement <1>
You need to fully answer address the topic in your Thesis Statement.
"I chose to major in photonics because I am very interested in light, and I hope to use my degree to help people."

[3] Topic Sentence

[4] Countable Nouns <1>
is some interesting research

[5] Verb Tenses <1>

[6] Word Forms <1>
progress in solar battery technology

[7] Topic Sentence

[8] Concluzion
Very nice conclusion.

[9] Other Comments
This doesn't make sense. Do you mean "the energy problem is one of the most serious problems around the world.?"

[10] Other Comments
improving DVD technology OR creating a new type of DVD

[11] Other Comments
to realize what? You need an object here.

[12] Other Comments
There were no results here. "In conclusion, the Department of Photonics."

* You have made this mistake <#> times.

Status: Graded

Figure 1. Evaluation Feedback - Individual (English Expeditions)

Scoring: 1.5 + 2 + 1.5 + 1.5 + 2 = 8.5 points | View Grade Chart [- +]

	Overall essay structure competence	Paragraph structure competence	Vocabulary	Grammatical accuracy	Content
0	No evidence of introduction, conclusion, or thesis statement; apparent without liberal amounts of imagination.	No apparent knowledge of paragraph structure; may be a list of unconnected sentences.	Demonstrates knowledge of only a few words in English.	Shows faulty knowledge of even the simplest grammatical constructions.	Lack of ideas. No coherent content, just phrases strung together.
0.5	Uses only a one-sentence or otherwise inadequate introduction and conclusion; does not use appropriate transitions; no clear thesis statement.	Communicates ideas by using sentences which are conceptually linked, but not in clear paragraph form.	Uses only very common, simple vocabulary, barely sufficient for the task.	Uses only the simplest grammar correctly, makes errors which affect the intelligibility of ideas, so the task is not adequately completed.	May be more than a few sentences, but has few ideas expressed in quite limited form, and without the power to convince a reader.
1	Some evidence of an attempt to use introduction - body - conclusion structure, but it is not effective; may not use essay level transitions.	Displays some basic knowledge of paragraph structure, (e.g. topic sentence, support sentences, etc) but does not do it well enough.	Generally uses appropriate words for the task, but shows no special knowledge of vocabulary.	Seems to have enough grammar to complete the task, may make many errors but the ideas are still understandable.	The essay contains some ideas which are supported somewhat logically, but which may not be convincing.
1.5	Uses introduction - body - conclusion structure, but may not be perfectly executed; definitely uses essay-level transitions.	Shows knowledge of paragraph structure and sentence-level transitions, accomplishes the task but may still have some areas which need improvement.	Uses above-average vocabulary, but without complete control.	Some errors may still be present, but displays good control of sentence-level and word-level grammar.	The ideas are expressed relatively effectively; somewhat convincing.
2	Uses introduction - body - conclusion structure very effectively; uses appropriate transitions to organize essay; shows complete control over the organizational and writing task.	Writes well-structured paragraphs which include a clear focus, support for ideas, analysis, and appropriate sentence-level transitions.	Uses varied, appropriate vocabulary; displays evidence of complex lexical knowledge.	Displays excellent control of sentence-level and word-level grammar; few errors.	The essay contains ideas which are expressed creatively and effectively; convincing arguments are presented.

Figure 2. Evaluate Feedback - Individual Score (English Expeditions)

rors of each individual student. Students then need to complete these questions as homework (see figure 4) before they can access

and submit the following essay assignment. Utilizing this online submission system allows both individual and group feedback in a timely

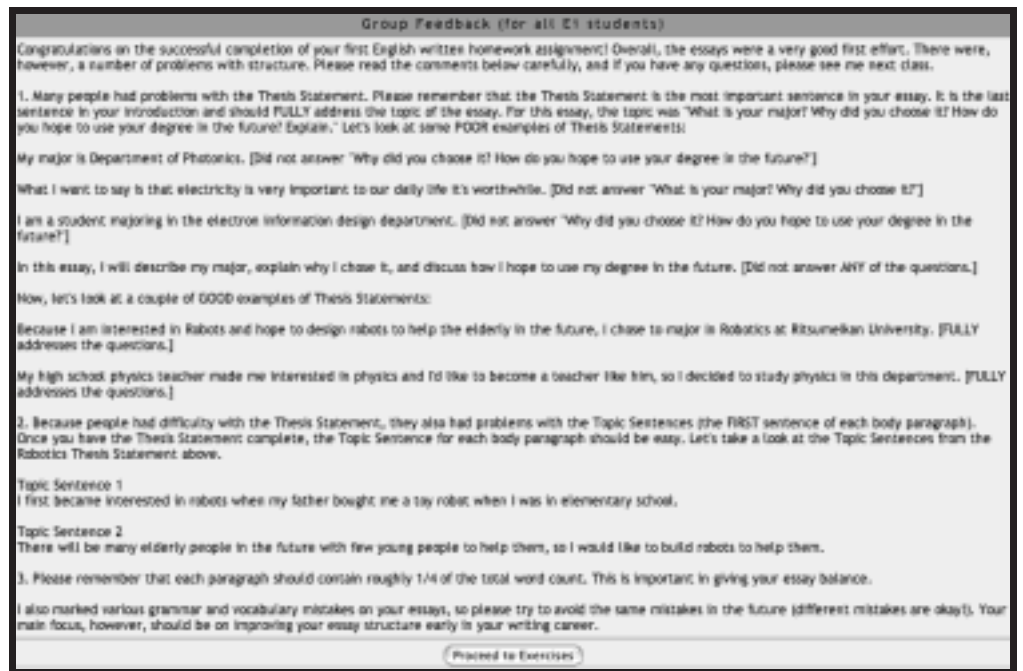


Figure 3. Evaluate Feedback - Group (English Expeditions)

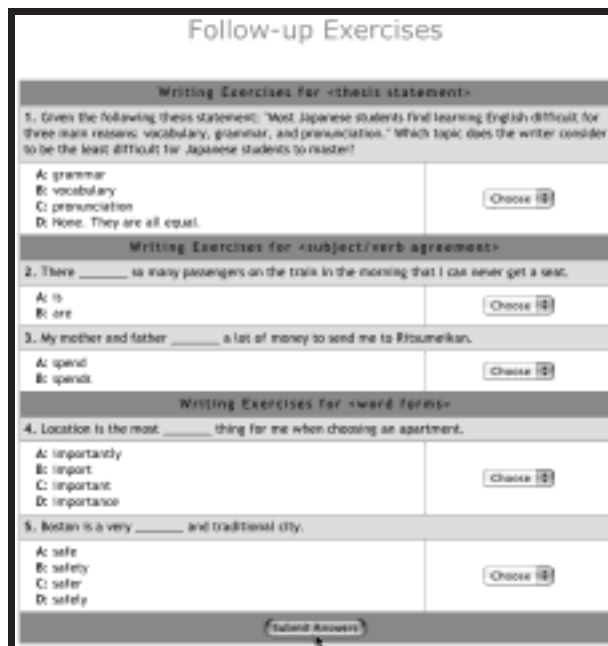


Figure 4. Computer Generated Follow-up Exercises (English Expeditions)

fashion. Student mistakes can be tracked over the length of the course. In addition, follow-up exercises tailored to individual students can be generated to better address and overcome the weak points of each student. Finally, instructors can ensure honesty in essay submissions by checking for plagiarism utilizing the built in clone-check and search engine functions.

The Reading materials consist of current news articles found on the Internet or newspapers or published material relating to the students' fields of study. The students are responsible for finding the reading materials, which will lead to class discussion and/or writing assignments either in the form of an essay or a short opinion piece posted on the online class forum. The students are required to locate TOEIC words in each of the articles using a list of the 600 most common TOEIC words.

The Speaking and Listening materials in class take the form of small group discussions based on Reading assignments. In addition, the students are required to teach grammar points and vocabulary at least twice in each semester and also make one formal presentation where the students learn to peer evaluate.

Out of class Speaking and Listening assignments require the students to access English language learning Listening websites and to make Podcasts to be posted online. Student Podcasts can be accessed online via the SUAC Pals web site at: http://web.mac.com/pals_transfer/iWeb/suac_pals/edc. Additionally, in the final term of the program, students are required to both make and lead discussion lessons utilizing online written and video news sources. Lessons include vocabulary development, question making and answering techniques (comprehensive, interpretive, and application questions). Once completed these lessons are posted on the Internet as a resource for other English language learners. These lessons may be accessed at: [\[web.mac.com/pals_transfer/iWeb/suac_pals/edc\]\(http://web.mac.com/pals_transfer/iWeb/suac_pals/edc\).](http://</p></div><div data-bbox=)

TOEIC

The EDC students are required to complete three cycles of TOEIC questions for a total of 350 questions each term. This *Online TOEIC System* was designed by English teachers at Ritsumeikan University and SUAC and can be accessed via the Internet for self study at school or home. Each question contains one or more of the most commonly used TOEIC words. Each of these words is highlighted and linked to an online dictionary for student vocabulary development.

The first cycle is completed by correctly answering ten questions in each section ($7 \times 10 = 70$). The program will then analyze the results to determine the student's three weakest sections. Students then need to correctly answer 20 questions in each of those sections ($3 \times 20 = 60$) for a total of 130 correct answers. See **figures 5a and 5b** as an example of TOEIC Section 1 type questions.

The second and third cycles are exactly the same as the first, except that only the two weakest areas will be reinforced ($((7 \times 10 = 70) + (2 \times 20 = 40)) \times 2 = 220$). See **figure 6** as an example of the results of the completion of the three-cycle set. These results show a gradual increase in scores in most sections of the TOEIC (Shawback, et al, 2006). At the end of the two years, the students will have answered 1400 TOEIC skills building questions correctly.

Goal 2: Lifelong learning skills

The second goal of the EDC is to develop lifelong learning skills. One way this is facilitated is through exposing the students to various language learning strategies. The students are required to keep a self-study journal in which

they document their study of English outside of normal class assignments. They are allowed class time to teach each other about how they studied and what they learned. The point of their informal presentation is for them to get new ideas on how they can learn English.

Some comments posted on the online class forum after one such presentation are:

S1: I could know a lot of ways to improve my English skills by hearing your presentations. Student A's idea is new idea for me. I didn't

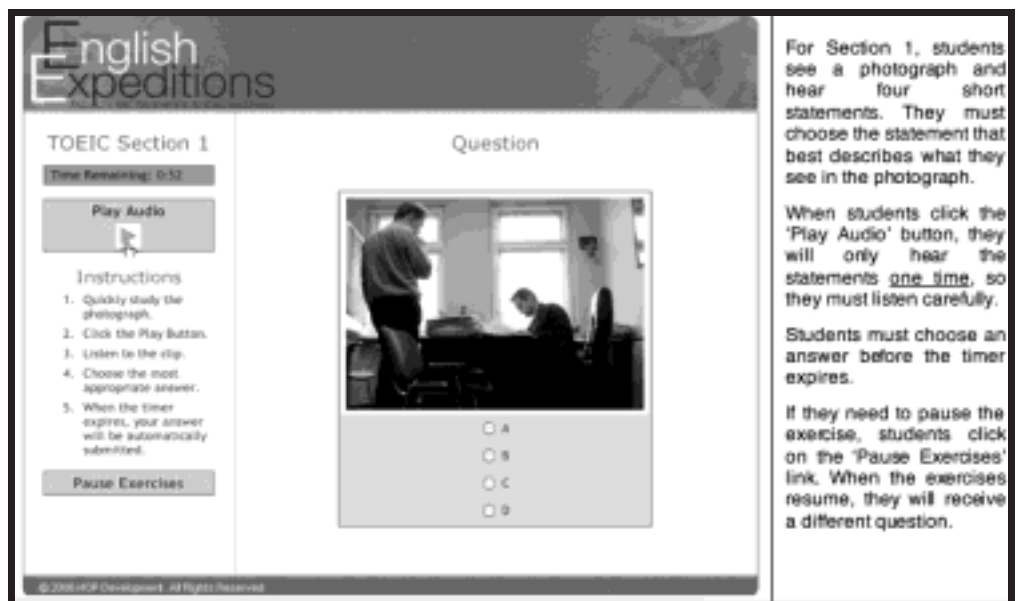


Figure 5a. TOEIC Exercises - Section 1 Question (Shawback, et al, 2006)

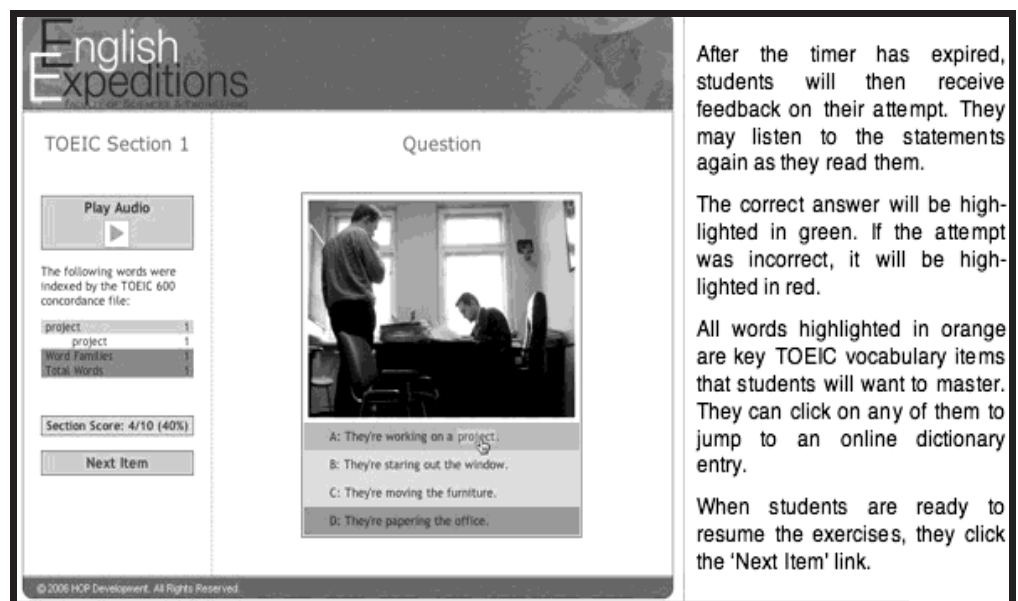


Figure 5b. TOEIC Exercises - Section 1 Question Follow-up (Shawback, et al, 2006)

know "NPR" until I heard her presentation. Yesterday, I accessed the website and listened to news. I could exercise myself in listening and know world's affair. It's a really good way to improve my listening skill. I want to try to do it from now on.

S2: I felt all of you have useful ideas about how to improve English skill for yourselves. All ideas were interesting for me. I will try some of them. Especially, someone said it is good to listen to English songs and to check the lyrics notes sometimes, didn't she? Since last Tuesday, I came to listen to English music, checking lyrics notes. This idea is suitable for me. Thank you for this idea!

Another way the EDC gives students lifelong learning skills is through expansion of computer skills and Internet research techniques. Upon entering the EDC program, students are ex-

pected to be able to utilize computer resources and software in a variety of situations. In the first term of the EDC program, students learn about how to best access and use a plethora of English language development web sites. Additionally, they learn how to utilize forms and perform search techniques to be able to quickly and successfully access the wealth of information available on the Internet. Boolean Logic is employed as a means of being able to scour the Internet productively for both academic and personal research.

Goal 3: Professional skills

The third goal of the EDC is to develop professional skills: give presentations, evaluate presentations, and use presentation software effectively. Learning how to give an effective presentation is a useful skill. In almost any profession, students may be required to give a

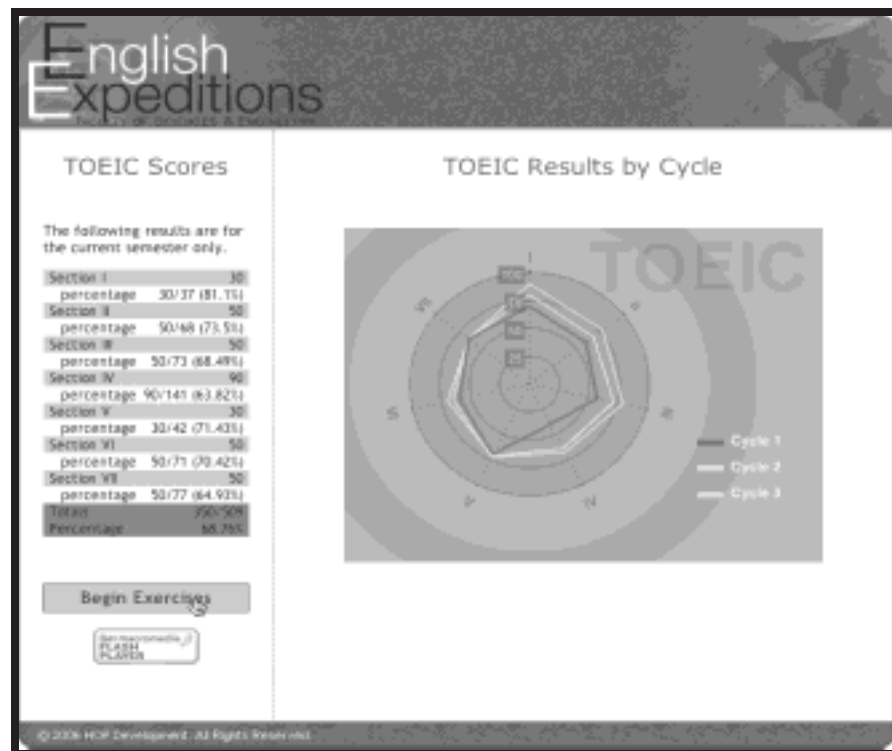


Figure 6. TOEIC exercise index (Shawback, et al, 2006)

presentation. In a business setting they may have to present their ideas to their boss or co-workers. In education, every time a teacher steps into a classroom he/she presents to their students. If students are involved in any kind of research, they will be expected to report the information they gathered researching their topic. Even in their personal life, students may have to convince their parents, siblings, or spouse of something. Indeed learning how to give an effective presentation is one of the most useful skills students can acquire (Pals and Shawback, 2006). Each presentation must be related to topics concurrently being studied at SUAC. By the completion of the EDC program students will give at least one information, one persuasion, and one how-to type presentation.

Students need to be able to effectively evaluate what makes a good presentation. With this in mind the instructors at SUAC, in conjunction with Ritsumeikan University instructors, have developed a comprehensive system of evaluating presentations. Each presentation is evaluated on seven main criteria: Introduction, Body, Conclusion, Content, Visual Aids, Delivery, and Question & Answer. While a student is presenting, the instructor and student audience members fill in an online form highlighting each of the seven areas. The system instantly compiles the data from all of the evaluators to provide immediate feedback to the presenter. In addition, the student evaluators can compare how well they evaluated the presenter by comparing their evaluations with that of the instructor's evaluation. For a detailed explanation read the article: *Computer-based Feedback: Developing an Online Presentation Evaluation System* by Pals and Shawback. By the end of the EDC program students will have evaluated at least 30 presentations.

As part of the process of learning how to give effective presentations, students are required to utilize current presentation software. Stu-

dents received detailed instruction as to how to use *PowerPoint* software. Additionally, students are taught how to properly cite and create effective slides for their presentation. These professional level skills are not language dependant but rather cross-over to be an effective tool in any language.

In addition to developing professional skills via presentations, students are required to successfully utilize evolving software. While this part of the program will remain flexible, by the end of first two years of the EDC program students will have successfully learned how to use a variety of computer systems. Students will also use software to create English materials, which can be posted online. Expansion of such computer skills is considered a crucial aspect to professional development.

Conclusion

At the time of this report, one year into the program, the results for individual student's TOEIC scores are mixed. While the majority of the students have shown significant TOEIC score increases, two students showed slight decreases in scores. The data below shows (**see figure 7**) the changes in the TOEIC scores for the first group of EDC students after the initial year of the program. The ten inaugural students responded to a survey eliciting pre-EDC TOEIC scores and current TOEIC scores.

Students who started the EDC program with scores higher than 650 found it the most difficult to significantly improve their TOEIC score. This mirrors data which shows that it becomes increasing difficult to improve one's score (**see figure 8**).

By the completion of the two-year course, the instructors are confident that all students will have made progress in the three goals of the EDC. With further adjustments to the curriculum, the instructors hope to more effectively

help the students successfully achieve the three goals as well as raise individual TOEIC scores.

Reference

E1 HW4 Evaluation Feedback. Retrieved October 13, 2006, from English Expeditions Web site: http://www.ee.ritsumeai.ac.jp/corres/hw_mark_stud.htm

English Diploma Course. Retrieved October 13, 2006, from SUAC Pals Web site: http://web.mac.com/pals_transfer/iWeb/suac_pals/index.html

Pals, T., & Shawback, M. (2006). Presentation Handbook. Tokyo: Seibedo.

Shawback, M., et al. (2006). Online Education Guide and Course Descriptions. Tokyo: Seibedo.

TOEIC Info. Retrieved October 11, 2006, from Prolingua Web site: <http://www.prolingua.co.jp/toEIC.html>

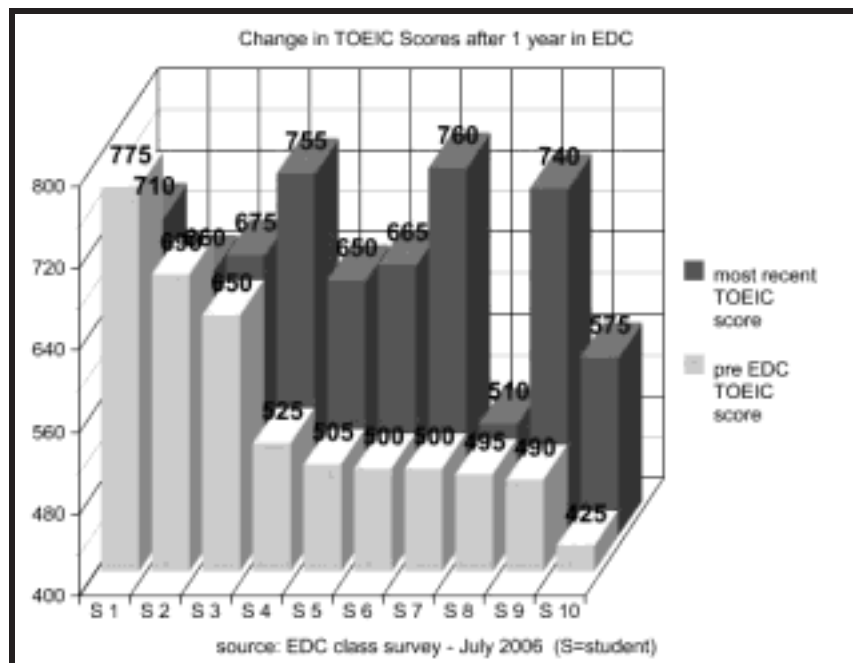


Figure 7.

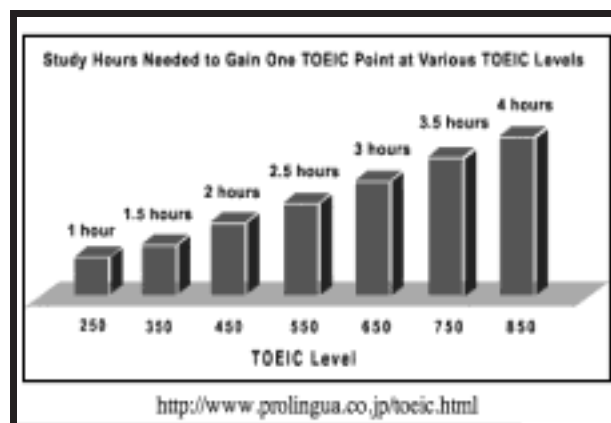


Figure 8. (Prolingua)