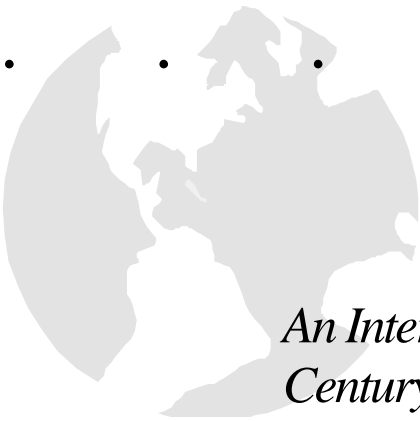




Department of Information Culture

The CEP Report 2001



An International Curriculum for the 21st Century



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The CEP Report

Final Report: 2001-2002

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Synopsis

This second year of the Communicative English Program (CEP) has been one that has witnessed a balance between positive change and the establishment of norms and teaching practices that have helped to further define the unique nature of the program.

This report will cover many of those challenges and changes, while also offering evidence from statistical research, ethnographic research and the results of student surveys that suggest that CEP continues to be an effective language program.

Objectives

This report reports on the following issues, events and decision that occurred in CEP from April 2001 to March 2002:

- A Review of Last Year's Targets
- The Guiding Principles of CEP
- The CEP Standardized Curriculum and Cycle System
- The Creation of the CEP Web Page
- Evaluation of CEP's Effectiveness as a Language Program
- Piloting of Tests for Cambridge University Press
- Political Turf Wars Begin
- Results of Student Questionnaires
- Creation of new Training Manual and Video
- Exit Interview and hire of new CEP Instructor
- Future Plans for CEP in 2002

Review of Last Year's Targets

Issues raised in the CEP 2000 report were dealt with as follows during the 2001-2002 Academic Year:

- To answer student complaints about the separation of speaking from listening, CEP became an Integrated Course that now teaches Speaking and Listening throughout the year.
- The Integrated Course operates on three-week cycles. Two weeks will be devoted to language study, and the third week is dedicated to listening and oral examinations.
- The CEP Steering Committee prepared a list of goals for the new academic year. However, a calendar has not been set to reach attainable targets, as committee members have either been gone on sabbatical or have been distracted by other issues in the University.
- Work is underway to craft materials that focus on International English from a Japanese cultural perspective. New materials will be tested in 2002.
- The designations of “A”, “B”, “C”, and so on for CEP classes have become part of the fabric of the wider curriculum. For political and administrative reasons, these designations cannot be changed. Emphasis, therefore, is given in the beginning of the year to explain that the designations are merely to distinguish between levels of proficiency, and have no bearing on the students’ identity or grades in the program.
- Web-based facets of CEP were developed, but on-line homework online multimedia activities may take far more time to develop than was previously expected. Some piloting of web-based instruction will be carried out in 2002.

Guiding Principles of CEP

A departmental steering committee, together with major stakeholders, reached a consensus in 2001 on goals for CEP. Presently, CEP has five major objectives.

1. Language Instruction in CEP Concentrates on International English

For the moment, International English is roughly defined as English that is free from the cultural and linguistic influence of any one particular country, and which can be used to successfully communicate with other educated native or non-native speakers of English in any country of the world. In CEP, students are encouraged to communicate as Japanese speakers of English on issues that are of interest to them. Recognizing their identity and language egos as Japanese students, they are welcomed to take ownership of the English language as their vehicle for international expression. Instead of expressing the belief, “I am Japanese, so I can’t speak English”, students are reminded to say, “I am Japanese, *and* I speak English.”

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2. CEP's Pedagogy Motivates Japanese Students

Following the program of instruction in CEP, Japanese students should be motivated to actively seek out opportunities to communicate confidently with non-Japanese. The CEP curriculum strives to re-motivate students who associate English with the unpleasant classroom atmosphere and grammar-based testing experiences of their Junior and Senior High School days. Classroom techniques, administered by professional, caring language instructors, create a positive classroom atmosphere. Methods aimed at helping students gain self-confidence are emphasized.

3. CEP is Based on Reliable Language Teaching Practices

CEP utilizes effective language teaching practices that draw from the latest developments in Second Language Education research. To those ends, CEP Instructors are encouraged to attend language teacher conferences as a form of continuing professional development. The goal is to maintain skilled teachers that can help students raise their overall language proficiency. In addition, learners in CEP also receive training in study skills such as regular attendance, active classroom participation, asking questions in class and completing homework assignments on time.

4. CEP Provides a Healthy Environment

CEP provides an environment where students and instructors alike receive the resources for success. Students are given the chance to excel through intensive language study, and are regularly observed and encouraged in class. Because CEP is staffed by instructors who may change every few years, considerable attention needs to be given to their working conditions. For years, many colleges in Japan have opted for a system of hiring cheaper, temporary instructors on a contractual basis. Often these schools have little in the way of expectations for these teachers than their filling their teaching posts for the prescribed period of time. In CEP, we understand that term-limit work can be very demotivating for teachers unless they are working towards certain professional goals. Recognizing the damaging effect that teacher demotivation could have on the success of the entire program, instructors are hired who see CEP as a step in their career development; these teachers are also given time for research and rest in order to avoid stagnation on one end and burnout on the other. The hope is that instructors will find permanent positions on the tertiary level upon finishing their contract period.

5. CEP Upholds Clear Academic Standards

Fair and achievable academic standards are decided by the CEP Steering Committee for the learners, based upon their levels of language proficiency. Special exceptions to these standards are considered extraordinary, because a standard, which is created and then regularly compromised, is in fact no standard at all. This effectively demotivates both students and teachers alike.

An aim in CEP is to maintain secure and lasting criteria for the students to achieve. The result is an increased level of stability in program and greater effort on the part of the students.

CEP instructors and students were given these goals at the beginning of the first semester, and were encouraged to internalize them over the space of the academic year. In the days ahead, the CEP Steering Committee will still need to form concrete tasks that will work towards the further realization of each of these goals. The power of having clearly defined objectives lies in the fact that any innovations proposed are measured against the existing vision of the program. They have been, in effect, the first major step in forming CEP's identity and focus.

CEP Standardized Curriculum and Cycle System

CEP Today

The Communicative English Program continues to be a semi-intensive course in International English. Students are encouraged to learn how to confidently and effectively communicate their concerns, cultural viewpoints and personal interests to non-Japanese speakers of English. CEP also continues to uphold clear academic standards, is highly coordinated and is a consistent program of study that seeks to satisfy the primary needs of the students, teachers and various levels of administrators at NUIS. For a detailed discussion of these issues, readers are encouraged to read the CEP Report 2000, or the paper entitled, *A Sign of Things to Come*, which was published in December, 2001.

New Interchange: English for International Communication (NIC) – the Student's Book as well the Video Activity Book continue to be used the base texts for the homework, listening and speaking activities in the first year courses. The *Atlas 2 Video* materials are used for the higher proficiency levels – as upper level video materials are still not yet available for the NIC series. NIC continues to be used not only because it provides busy instructors with excellent teaching materials, but also because the aims of the course books are consistent with the objectives of CEP. NIC maintains that it teaches international English that is not limited to any one country, region or culture, and features the discourse of both native and nonnative speakers. Other texts and teaching materials that deal with Japan-specific/international issues are also used to further complement the goals of the CEP curriculum during the first year.

Instead of last year's strategy of teaching Listening and Speaking in separate semesters, instruction during the first year of CEP is now integrated, and centers on oral, reading and listening skills. In most classes, the emphasis is on fluency over accuracy. Instructors pay close attention to affective factors in class, and try to keep classes active and engaging. Regular homework

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assignments also keep the students on-task, extrinsically motivated, and prepared for each day's lesson.

Regular attendance and a system that awards participation in the form of coins remain part of the students' instructional training. Students are expected to come to every class on time and actively participate in classroom activities. When they do so, they receive points that make up a significant part of their grade in CEP. Students bring these participation points to the instructor at the end of each class, who records the amount they have earned that day. Students who have come to class late but have absolutely no points are counted as absent, and students with more than 20% total absences fail the course.

This approach to attendance and participation has its critics, who accuse it of being oppressive and Pavlovian in nature. However, this strategy consistently works in modifying the passive behavior and learned helplessness that many have acquired during their secondary education days. The points system also provides a means for students to see, some for the first time, that their attendance and participation are noticed, rewarded, and that their actions visibly count towards their grade.

It should be mentioned that this system is not used in the second and third year. By this time, students are older, more mature, and usually able to participate in class without extrinsic rewards. Regular attendance, however, is important in all courses.

Cycles and Testing

As a result of the Coordinator's study of the English for International Student's Unit (EISU) at the University of Birmingham in England in August 2000, a three week system of cyclical instruction was designed. Although this form of cycle system is common in language programs elsewhere in the world, it is still considered quite innovative in the provinces of Japan. These three-week lesson cycles have become an important part of the program. Students regularly consult the CEP Website (see next section) to find out about homework assignments and lesson plans before coming to class. There are four cycles during the first semester and four during the second semester, and this fits perfectly with the sixteen lessons offered in the New Interchange Textbook Series.

During each cycle for the first year learners, students complete two chapters from the core textbook, and learn to discuss Japan-specific issues. The second and third year courses also follow a cycle system, but the structure is freer than the rigorous training of the first year. From the clear expectations which have been set during the first year, students able to handle greater freedom for

personal expression and language ego formation in the course of the second and third year of instruction.

	Monday	Tuesday	Wednesday	Thursday	Friday
Teacher	Teacher 1 A Teacher 2 B Coordinator	Teacher 1 A/B Coordinator	Teacher 2 B/A Coordinator	Teacher 1 B Teacher 2 A Coordinator	Coordinator
Week 1	Check Homework Ex 3, pg. 3	Check Homework Ex 10, pg. 6	Check Homework Ex 1, pg. 32; Ex 1, pg. 36; Ex 2-3, pg. 37 (J)	Check Homework Ex 1, pg. 44; Ex 2, pg. 45 (AV1)	Reading Quiz Ex 11, pg. 7 (NIC)
Chapter 1	Ex. 1-2. pg. 2; Ex 4, pg. 3 (NIC)	Ex 5-6, pg. 4; Ex 8, pg. 5; (NIC)	Ex 1B, pg. 32; Ex 2, pg. 33; Ex 1, pg. 34; <i>Ex 2, pg. 35 optional</i>	Video Ex 1-2, pg. 45; Ex 3, pg. 46; <i>After you watch, pg. 46 optional</i>	SRA Reading Lab
Week 2	Check Homework Ex 3A, pg. 9; Ex 4A, pg. 10 (NIC)	Check Homework Ex 8A & 8B, pg. 11 (NIC)	Check Homework Ex 1, pg 38; Ex 1A & 1B, pg 42; Ex 2- 3, pg. 43 (J)	Check Homework Ex 1, pg. 47; Ex 2, pg. 48 (AV1)	Reading Quiz Ex 12, pg. 13 (NIC)
Chapter 2	Ex 1-3B, pgs. 8-9 (NIC)	Ex 7, pg. 11; Ex 10-11, pg. 12 (NIC)	Ex 1-2, pgs. 40-41; Ex 2- 3, pg. 39 (J)	Video Ex 1-3, pgs. 48-49 (AV1) <i>After you watch, optional</i>	SRA Reading Lab
Week 3	Listening Test	Review Day	Speaking Tests		SRA
Code: <i>Homework</i> = Preparatory work assigned to students the night before and checked at the beginning of class.					
<i>NIC</i> = New Interchange Textbook					
<i>AV1</i> = Atlas Video 1					
<i>IC</i> = Interchange Communicative Activities at end of NIC					
<i>J</i> = J-Talk (Sub-Text)					
<i>SRA</i> = Scholastic Reading Aptitude Laboratory					

During the third week of each cycle, all students are given a battery of listening and oral proficiency tests. The standards for the oral tests are written both in English and Japanese (see CEP Report 2000 for rating bands) so that both students and instructors will work from the same standard of evaluation. CEP Instructors regularly underwent norming sessions based on videos taken of CEP students in actual speaking tests.

Reading and vocabulary tests were developed and given two times during the first two weeks of each cycle. The results are kept on the shared database that was developed last year (the Super Giant Monster File, or SGM). Students who are having problems with their grades or with attendance are contacted immediately. As stated earlier, the whole process is systematic, semi-

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intensive and academically sound. In-house research, that will be reviewed later, suggests that students are happy with the program.

CEP Web Page

As part of CEP's commitment to help instructors in their professional development, the CEP Instructor Matthew Warwick entered a course on Instructional Design through San Diego University. During his yearlong study, he developed a web page that would serve as a resource for learners and create a presence for CEP on the World Wide Web. Students regularly access the CEP Web Page for checking their class schedules, lesson cycles, and for announcements about tests, placement textbook sales and grades. CEP Web Page access is at <http://www.nuis.ac.jp/~hadley/main/page3.htm>



Evaluation of CEP's Effectiveness as a Language Program

Two studies, one statistical, the other ethnographic, were conducted during the year to investigate if the students' language skills were improving as a result of CEP's instructional program.

Statistical Study

The purpose of this study was to investigate the question of whether the language proficiency level of CEP students had significantly improved over a two-semester period of semi-intensive study.

Method

The study was conducted by comparing the paired means of students in CEP 2 on a measure of language proficiency. The students who participated in first year of CEP (CEP 1 and 2) were chosen because if there was any difference in the level of language proficiency, it was expected to happen with learners in these classes. Other reasons were that a majority of the time and effort into instruction and curriculum building went into these courses. Learners spend significantly more time in CEP 1 and 2 than the other CEP courses (135 hours of instruction in the lower levels, as opposed to 90 hours of instruction in the higher levels).

Subjects

The 2000-2001 pilot study (n = 118) included all of the students in CEP 2. This study was replicated in the 2001-2002 academic year, again using the students of CEP 2 (n = 113) for this research. In both studies (n = 231), the students seem to be similarly distributed in terms of language background, sex and academic status.

Language Distribution, Sex and Academic Status of Subjects				
	<i>CEP 2 Students (2000-2001)</i>		<i>CEP 2 Students (2001-2002)</i>	
Language	Japanese (100%)		Japanese (100%)	
Sex	<i>Male</i> 47%	<i>Female</i> 53%	<i>Male</i> 53%	<i>Female</i> 47%
Academic Status	Undergraduate 1 st year students		Undergraduate 1 st year students	

Materials

The students were separated into six groups based on their proficiency scores from a criterion-referenced placement test, which was developed specifically for use with the New Interchange teaching materials. The placement test consists of 70 multiple-choice items measuring listening, reading and grammatical knowledge. It seems to be a valid measure of proficiency because of its consistent success in placing students of similar levels, and its high reliability coefficients using test-retest ($r = .75$ and $r = .79$, respectively).

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Procedures

In both the pilot study and the second experiment, the learners took the pretest during the first week of April 2000 and 2001. The posttest was administered in the second week of January 2001 for the pilot study, and the first week of December 2001 for the second group. During the pretest, all students took the test in a large lecture hall designed for the testing of large groups. During the posttest, students were reshuffled into different groups, and took the test in a smaller lecture room. Administration of the test was identical in both tests, with the listening section given first, followed by reading, and then by grammatical knowledge. Students were given 15 minutes to complete the listening section, 20 minutes for the reading section and 15 minutes to complete the grammatical knowledge section, for a total of 50 minutes of testing time. The tests were graded and then double-checked by the CEP Coordinator and Instructors. The results for the listening, reading and grammar section were then entered into an Excel spreadsheet and tabulated by computer to avoid potential human error in figuring the scores of so many tests. The pretest scores of any students who dropped out of the course or who were absent from the posttest were excluded from the data analysis.

Analysis

The results were examined using a parametric matched t-test, which studied the two means of the pretest and the posttest. It was hoped that one academic year of semi-intensive study would result in an improvement of an average of up to 10 points on the mean score of the posttests. Consequently, the null hypothesis no difference between the means of the group during the pretest and posttest was adopted, and the level of significance was established at $\alpha < .05$, one directional.

Results

The descriptive statistics for both the pilot study and the second experiment show that, in both cases, there was a significant difference in the mean performance of the students from the time they entered CEP (Pretest) to the time they finished their first year of study (Posttest). In both cases, the differences are all important at below the .05 level of probability that the differences in the means are by coincidence. It is safe to reject the null hypothesis of no statistical difference between the two means in both experiments. The results are not only statistically significant, but the average mean of learners in the posttest increased by six to seven points. Although this did not meet our ambitious expectations of an average of 10 points of improvement, the increase was nonetheless very encouraging.

t-Test: Paired Two Sample for Means
 CEP 1 & 2 Academic Year 2000-2001

	Pretest	Posttest
Mean	0.676271186	0.741646489
Variance	0.012113101	0.007914098
Observations	118	118
Test-Retest Reliability	0.751512805	
Hypothesized Mean Difference	10	
df	117	
t Stat	-1500.312041	
P(T<=t) one-tail	8.7138E-253	
t Critical one-tail	1.657981556	
P(T<=t) two-tail	1.7428E-252	
t Critical two-tail	1.98044745	

t-Test: Paired Two Sample for Means
 CEP 1 & 2 Academic Year 2001-2002

	Pretest	Posttest
Mean	65.05689001	71.3147914
Variance	156.7797157	111.4847519
Observations	113	113
Test-Retest Reliability	0.799926407	
Hypothesized Mean Difference	10	
df	112	
t Stat	-22.9407191	
P(T<=t) one-tail	1.95944E-44	
t Critical one-tail	1.658572728	
P(T<=t) two-tail	3.91888E-44	
t Critical two-tail	1.981370588	

Discussion

This research suggests that students' language proficiency may be generally improving as a result of their studies in CEP. This claim can be backed up by the fact CEP is an EFL program in a monolingual environment (Japanese), situated in an area of Japan where there are relatively few native English speakers. The main, if not only, source of repeated second language study and exposure, comes from the learners' participation in CEP. It should be noted that CEP 1 and 2 provides only 4.5 hours of class instruction for approximately 30 weeks (135 hours in total), so an increase in the students' means of even six or seven points under these conditions is significant. Those who have taught in language education at Japanese schools adhering to a traditional curriculum of one 90 minute class per week know that it is common for the students' level of language proficiency decrease after a year

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of study. With that situation sadly being the norm in many schools, the fact that the student scores in CEP are improving is a hopeful sign.

Nevertheless, even though this study suggests that the majority of learners in CEP may have improved because of the structured guidance and classroom instruction provided, it does not prove that the learners are able to effectively communicate with non-Japanese speakers of English. To explore that question, another method of inquiry is needed.

Ethnographic Study

In order to find out whether CEP instruction may have a positive influence on the students' proficiency in communicating with non-Japanese, an ethnographic study was conducted with CEP students who went overseas for five weeks in the Department of Information Culture's American Studies Program.

Method

The first author of this paper accompanied the subjects (n = 17) to the United States and spent nearly three weeks observing them and their behavior as they lived and studied at Northwest Missouri State University (NWMSU) in Maryville, Missouri.

Subjects

Of the seventeen students who participated in the summer study program at NWMSU, thirteen studied in either CEP 1-2 or CEP 3-4. The majority of the students were female second-year students, though the two male students, who were second year students and also participated in CEP 1-2, were very representative of the male students taught in CEP in terms of academic proficiency. A significant number of students who participated in the overseas program came from the lower proficiency levels of CEP (2 D, 2E and 2F).

Percentage of CEP Students		Sex		Academic Level	
<i>CEP</i>	<i>Non-CEP</i>	<i>Male</i>	<i>Female</i>	<i>2nd Yr</i>	<i>3rd/4th Yr</i>
76%	24%	18%	82%	70%	30%

Procedures and Analysis

Field observation of the subjects' interaction with non-Japanese was conducted in-class, on campus, in restaurants, with native speakers in the community and while on cultural tours to cities near NWMSU. Note taking and videotape were the main methods of data collection. A survey was

administered to the learners about their perceived level of interaction with non-Japanese speakers of English during their stay overseas. Fifteen of the seventeen learners responded to the survey. Teachers and facilitators who worked with the students were also interviewed to gather their insight on the proficiency of the CEP students.

Results

What was discovered from the video footage and field observations was that the students were uninhibited when approaching and communicating with people in restaurants, students on campus and with service personnel in shops and in museums. The students actively introduced themselves to people with whom they



were staying for home visits, and quickly adopted other culturally accepted non-verbal modes of communication common in the rural Midwest, but uncommon in everyday Japanese conversation (i.e. physical contact such as touching and hugging).

Students who had not participated in CEP appeared to have greater difficulty in the beginning with communicating with others, but soon caught up with their peers. In some cases, the CEP students helped these classmates out until they could function on their own.

Interviews with teachers and administrators revealed that, based upon their experiences with past Japanese students, their expectations for the students coming from NUIS were low. Many admitted they were expecting a group of shy, introverted students who would not speak in class. However, all were surprised with the active, outgoing group dynamic of the students. The students were, in most cases, spontaneous in communicating their wants and needs.

Piloting Tests for Cambridge University Press

CEP is one of the few language programs in Japan that uses all the New Interchange Materials in the manner in which they were designed to be used. For that reason, Cambridge University Press approached the Coordinator in the middle of the first semester of 2001 to investigate the possibility of piloting a series of new placement tests specifically designed for the New

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Interchange Series. The Coordinator agreed to pilot the four tests, and together with the CEP instructors, found them to be reliable measures of student proficiency. In return for CEP's help in piloting the tests, participating students received free t-shirts from Cambridge University Press, and approximately ¥30,000 in teacher resource books were added to the CEP Library.

Political Turf Wars

As CEP grows and develops, it is natural for the program to begin to clash with others within the institution that have different aims. When the CEP steering committee designed the five-day template for the program two years ago, they purposely ignored the pre-established regional language programs (Chinese, Korean, Russian and American English). CEP's schedule has repeatedly been in conflict with the smooth running of these programs. In effect, CEP's sheer size in terms of time resources has been squeezing out the other programs.

In 2001, representatives of these language programs, especially the Chinese program, began to push back. Because of the political and economic shifts taking place in the region, many Japanese students are showing greater interest in studying Mandarin Chinese. The hopes of many are that they will get a job with Japanese corporations that have trading and manufacturing branches in China. As more students begin to study Chinese at NUIS, the program representatives have understandably become more assertive in their demands for time and greater recognition.

Considerable and sometimes heated negotiations took place in the latter half of 2001 about CEP's schedule, and how it could complement the schedule of the Chinese teachers. An uneasy agreement was reached, in which the Academic Steering Committee was held to the promises made earlier Committee Chairman (who was overseas on sabbatical and thus tipping the balance of key support for CEP in some quarters). This decision left the Chinese Department at a disadvantage, and further negotiations will need to be reopened next year to seek ways to restore harmony and create allies instead of enemies.

Another challenge arising this year has centered on the CEP 3 through 8 classes. Because of the limitations of the current curriculum, making the upper level CEP classes required courses would mean cutting classes in other parts of the curriculum. This is unacceptable to the Department of Information Culture, and so the upper level classes of CEP were made elective courses that students take for credit on their transcripts, but which will not apply towards their graduation.

Unfortunately, however, this also means that only a small number of students who are very interested in English have opted to take the upper level CEP courses that meet from 16:30 to 18:00. Because the classes meet four times a week, there have been some students who have wanted to take CEP, but can't because they have other classes meeting in the afternoon at the same time as CEP. Additionally, over the year, some students who could attend CEP lost interest or began to skip classes in order to look for work, further decreasing class numbers and leaving only the most dedicated and motivated language learners.

While aspects of this situation might be considered ideal in terms of personalized instruction, rumors began to be circulated in the department that upper-level management was looking for ways to cut corners to shore up budget deficits, and one area they were reputed to be looking at were classes that had low levels of attendance. In order to address this issue before it could possibly emerge and affect CEP, representatives of the Academic Steering Committee began negotiations with the Coordinator to discover a way to bring more students in the upper level classes without changing its status as an elective course.

The compromise reached allowed students to attend three of the four classes a week offered, if they had one class in the afternoon which conflicted with the upper level CEP classes. Students from the Department of Information Systems would be allowed to join the class. All students, however, would have to take a placement test before taking the upper level CEP classes. Students falling below a certain level of proficiency would not be allowed to take CEP. The idea was still to work with learners who had acquired a higher level of language proficiency and create innovative classes that worked in the target language, and not repeatedly going over basic language items in an "English Conversation Class" format that can be found at commercial schools across Japan.

Allowing some students to attend three of the four weekly classes, however, will require a complete overhaul of the curriculum developed for the upper-level classes, which followed a linear cycle format similar to CEP 1 and 2. A new regimen of study will have to be developed for 2002.

Student Questionnaires

The same questionnaire as the one used last year was administered to all the available learners in CEP 1 and CEP 2 ($n = 129$ and $n = 98$ respectively). The surveys were conducted once at the end of the first semester, and once again near the end of the second semester. The main motivation for the questionnaires was to find out how the majority of learners were reacting affectively to the program.

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There was also admittedly an element of political necessity in surveying the learners: On several occasions during the past two years, teachers within the department with their own educational or political agendas would ask students, with which they had a level of rapport, questions about their perceptions and opinions of CEP. Based upon the response of one or two students, these teachers would then propose that they had uncovered evidence as to the attitudes of the entire group of learners participating in CEP.

Surveying the entire student body serves to objectify issues which may have more of a political than educational concern, and investigate whether the private opinions expressed by learners to a trusted teacher represent the views of the majority. Student surveys also help to uncover potential areas that may need to be addressed in order to improve the quality of instruction. Graphs of the learners' overall responses to the survey questions can be found in Appendix One and Appendix Two at the end of this report. An in-depth analysis of the data, based upon class levels, and then gender, revealed the following:

Midterm Results

- **Enjoyment:** A majority of learners stated that they enjoyed being in CEP. Students in CEP 1A and 1C were most likely to say they enjoyed CEP, while students from CEP 1B and 1E were more likely to say they were not enjoying their time in CEP. Female students were more likely to say they enjoyed the class than male students. The majority of learners who were uncertain of slightly disliked CEP were male.
- **Effort:** A majority of learners stated that they believed they were doing their best in their CEP classes. Students in CEP 1A and 1C believed they were putting in the most effort. Students who felt they were not doing their best came mainly from CEP 1B, 1D and 1E. A slightly larger percentage of female students felt they were trying harder in class, but an almost equal number of males felt they were working hard in class. A clear majority of those who were uncertain or slightly felt as if they were not working as hard were male.
- **Interpersonal Dynamics:** Although a slight majority felt as if they were getting along with other students in the class, a significant number of learners were still uncertain about their classmates. The classes that felt most negative about each other were CEP 1B, 1E and 1F. Classes that tended to have a better dynamic by midterm were 1A, 1C and 1D. Females were also far more likely to state they felt at ease with their classmates than males.

- **Comfort:** Students were mostly uncertain about the class atmosphere, which may stem from either not understanding the word “atmosphere”, or a real feeling of hesitation about their comfort in class. If the latter is true, this might be caused by the fact that learners are not allowed to be passive in class, but are constantly moving, speaking and working. Students who did find the class atmosphere comfortable came from CEP 1A and 1C. Students who were most uncomfortable in class came from CEP 1B and 1D. Males were more likely to feel either uncertain or possibly negative towards the class atmosphere than females by a significant margin.
- **Confidence:** This question asked students if they felt as if they were going to pass or fail the class. Most students felt uncertain whether they would pass or not. Those who felt confident that they would pass came from CEP 1A, while students who felt the most worried about failing typically came from the CEP 1D or 1F classes. There were no significant differences about grades based on gender, though of the 20 students who felt they were going to fail CEP, 60% were male.
- **Improvement:** As to whether or not students felt as if they were improving as language learners by the end of the first semester, a clear majority of students felt they had made progress. Of the few learners who were uncertain or felt as if they had not improved, these came mostly from CEP 1A, 1B and 1D. Ironically, the classes that had students who had the most students who felt they had improved came from CEP 1A, 1C and 1D. There were no significant differences based on gender for this category.
- **Class Activities:** Most learners enjoyed the language activities in CEP. Student who felt the language activities were interesting or very interesting tended to come from CEP 1A, 1B, 1C and 1D. We can definitely see a split in attitudes of students in some of these classes, as most of those students who said they were uncertain or slightly disliked the activities in class came from CEP 1A, 1B, 1E and 1F. Females and males alike tended to enjoy the classroom activities on an almost equal basis, though there was a smaller group of mostly males that formed the majority of those who disliked the activities.
- **Textbooks:** Most learners liked their textbooks. CEP 1B, 1C and 1D learners tended to rate the textbooks highly. Of the 13 students who disliked the textbooks, these came mainly from CEP 1B and 1D, with a sizeable representation from CEP 1A. Females tended to like their textbooks more than males. Some of the strongest feelings of dislike were expressed by small group of mostly male students.

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- **Video:** Most learners enjoyed the instructional videos. Video was most popular with the CEP 1C and 1D classes. The few students who had strong feelings against video in the classroom came mainly from CEP 1E, and again, the group consisted mostly of male students. There was no significant difference between males and females among those who enjoyed the videos.
 - **Homework:** It is no surprise that a significant number of students felt quite ambiguous about homework, though a slight majority stated that they felt the homework was helping them to learn English. Most of these came from CEP 1D. More females tended to believe in the value of homework than males in this sample.
 - **Likes:** Of the few students who responded to this written response question, the most popular aspect of CEP to the students were the CEP Instructors. Connected to this were words such as *interesting*, *fun*, *video*, and *speaking English*. The CEP Instructors were mentioned most by CEP 1A and 1C, and were most popular with male students. Female students in CEP 1D students were more likely to mention Video as the aspect they most liked about CEP.
 - **Dislikes:** Again, only a few students responded to this question. Those who did expressed a dislike of the Participation Point System, with a majority of those responses coming from female students in CEP 1A. Five students (three females and two males), mostly from CEP 1E, were more likely to mention that the meeting time for the classes was far too early for their liking.
 - **Wants:** Students who responded said they wanted to speak more English in class, with a majority of these responses coming from female students CEP 1A and 1C. Others said they wanted more Participation Points. These were male students from CEP 1D.
 - **Pet Peeves:** Only a few responded to this question. Those who did mostly mentioned their irritation with students who spoke Japanese in class. Over half of these responses came from CEP 1A, and a majority of these were male students.

Interpretation of Midterm Results

Although unsure of the amount of work and active participation required to pass the class, the vast majority of the learners were happy with CEP by the end of the first semester. Of that majority, female students in CEP 1A, 1C, and sometimes 1D, formed a core group of enthusiastic learners. Serious affective issues were taking place within smaller group of male students in CEP 1B, and in particular with the CEP 1E class.

Yearend Survey

Many learners moved either up or down a few levels based on their proficiency in CEP 1, and this was hoped to affect the class dynamic, hopefully dissipating the problems in CEP 1B and 1E, and spreading some of the positive attitudes that were displayed in CEP 1A, 1C and 1D. The following are some of the findings after further analysis of the data:

- **Enjoyment:** Even more students reported enjoying CEP than in the first semester. Of that majority, students in CEP 2A, 2B, 2C and 2D were typically happy with CEP. Students in CEP 2E were less certain, and there was less enjoyment in CEP 2F. As before, of that small number of students who disliked the class, the majority was male. Female students were more likely to say they enjoyed the class.
- **Effort:** A higher percentage of students were putting greater effort in CEP 2 than in CEP 1 a semester earlier. Those who felt they were putting the greatest effort into studying came from CEP 2A, 2B, and 2C. Lesser effort and some uncertainty was exhibited in CEP 2D and 2E, and CEP 2F showed signs of demotivation, with many if not most reporting they were putting little effort into their studies. A higher number of male students stated they were not giving their best in class than in the first semester, and percentage of females that were trying their best increased.
- **Interpersonal Dynamics:** The dynamic between learners appeared to be better overall, with most students in CEP 2A, 2B, and 2C feeling very positive about their classmates. However, students in 2D were quite uncertain about each other, and 2E and 2F clearly showed a negative tendency within the class itself. Again, there was the trend of an even higher percentage of females stating that they were getting along fine with their classmates, while the percentage of males stating they did not like the other people in their class increased.
- **Comfort:** Students appeared to feel about the same about their class atmosphere. Again, it was found that students in CEP 2A, 2B, 2C were inclined to feel better about the class atmosphere, which students in CEP 2D, 2E and 2F tended to feel more negatively.
- **Confidence:** A majority of learners surveyed felt they had learned enough to pass the requirements of the course. While fewer students felt as if they would fail than in the first semester, these moved mostly into the “uncertain” category of the questionnaire. Students who were most confident about passing were in CEP 2B and 2C. Greater uncertainty was seen in 2A, 2D, 2E and 2F.

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- **Improvement:** Almost all of the learners surveyed felt as if they had improved as language learners. Only a small minority of learners from CEP 2D and 2F felt as if they had not improved after a year in CEP.
 - **Class Activities:** Again, an overwhelming majority felt the class activities were helping them to better acquire the English language. A minority group of learners who had doubts as to the validity of the classroom activities came mostly from CEP 2D and 2F.
 - **Textbooks:** The level of confidence in the textbooks was about the same as in the first semester. However, there were a greater number of learners who had moved from the “uncertain” category towards a slight lack of confidence in the helpfulness of the text. These learners were mostly found in CEP 2D and CEP 2F.
 - **Video:** A higher percentage of students expressed their interest in Video than in the first semester. Most of these learners came from CEP 2A, 2B, 2C, and 2E. As in the other responses, more students in 2D and 2F felt negative about video, though there were almost equal numbers (but lower percentages) in those classes who enjoyed video-based language instruction.
 - **Homework:** Attitudes of the learners towards homework differed little from the first semester.
 - **Likes:** As this question and the following three after this were text-based questions, only a few students took the time to write their responses. Of those, *speaking with classmates, teachers, and class atmosphere* were the top three responses that were listed. CEP 2A mostly enjoyed the opportunity to speak with their classmates in English, and the overwhelming majority of these learners were female. The CEP Instructors were most popular with the male 2B students, and interestingly, 54% of the respondents who liked CEP’s class atmosphere came from 2D.
 - **Dislikes:** Again, only a few students responded to this question. Those who did expressed a dislike of the speaking tests and of the general difficulty of the course. Female students mostly disliked the speaking test, while male students mostly complained about the difficulty of the class. Another group (all male) complained that the classes met too early in the morning, and that classes met every day (again, from mostly male students). These responses were fairly well distributed among the classes, except that a majority of the complaints about the speaking test (five students) came from CEP 2B.

- **Wants:** As with the survey results of the first semester, students who responded said they wanted to speak more English in class, and to speak it with their friends. These responses were fairly well distributed across the different proficiency levels.
- **Pet Peeves:** Again, only a few responded to this question, suggesting either satisfaction with CEP or a reluctance to report negative opinions. Those who did mostly mentioned their irritation with homework or shy students in class. Again, there were only three responses each for these two items, and may not represent the feelings of the majority, who opted not to answer this question.

Interpretation of Yearend Results

Instead of a major shift in attitudes, what the second semester witnessed was a further polarization of opinions. Of those students who were uncertain about various aspects of CEP in the first semester, the majority of these moved towards acceptance. The dynamics based on gender changed little from the first semester, except that more males moved toward the negative end of the spectrum, while more females had developed a decidedly more positive attitude towards most aspects of CEP. The small group of approximately fifteen mostly male students that were in CEP 1E moved either to CEP 2D or 2F. Their motivation and attitudes appeared to have hardened by the end of the year. It should be noted that this was a minority group, and that the overwhelming majority of learners in CEP were happy with the quality of instruction that they had received during the year.

Training Manual and Video

At the close of the first semester, Matthew Warwick had tendered his resignation, stating his desire to return to his family in the United States. The loss of his professional teaching expertise and technical know how would come as a major blow to CEP. Partly as a means to secure his knowledge for the stability of program, and for all of the team members of CEP to “teach themselves” everything that had been developed over the past year and a half, an 80 page training manual and accompanying training video was created. The development of the video and manual took nearly four months of work. It was to be piloted with the replacement CEP Instructor to determine if it successfully communicated the necessary skills and primary responsibilities and main aspects of CEP.

Exit Interview and New CEP Instructor

One of the most significant pieces of information that came from the Exit Interview was the need for CEP Instructors to have a space where they can teach lessons that fit their own teaching style and interests. While CEP 1 and

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2 were considered highly successful and necessary for working with a large number of mostly basic level language learners, it was hoped that CEP Instructors could be allowed greater freedom of expression and room for innovation in the upper level elective courses (CEP 3 through 8).

After receiving over 80 resumes and interviewing over 20 of those applicants, Nicola Hutton was chosen as Matthew Warwick's replacement. She was inducted into the CEP Orientation program using the training video and manual. Her response to the training program has been very positive, and it is expected that she will move smoothly into CEP once the program starts in April.

Future Plans for CEP in 2002

Based upon the developments over the past two years, the following plans have been drafted for 2002:

- While slight refining of CEP 1 and 2 may be needed, the innovative focus of 2002 should be on further developing CEP 3 – 8.
- Greater attention in CEP 1 and 2 should now be directed on teaching the learners within the existing framework, and seeking to give learners as much personalized care as possible.
- Because students will be allowed to miss any one of the four days in which CEP 3 – 8 are offered, a linear form of instruction will be impossible, as it will be nearly impossible to determine which students will be attending class at any time.
- Sudden changes in time schedules and number of classes have far reaching effects on CEP. This is something that members of the Academic Steering Committee have repeatedly failed to understand, despite numerous attempts to explain the structure of CEP's development. Because the Academic Steering Committee has been discovered to have the ability to arbitrarily suggest far-reaching changes to CEP, greater effort must be put into educating them about the nature of CEP, and the success of its present form.
- The TALK Tools, which have been used with great success in the Intensive Courses both this year and last (see CEP Report 2000 for more details), will be ideal for a "salon style" English class, which is the format that CEP 3 – 8 will have to take. The Coordinator has been in communication with the developer of the TALK Tools System, and we have agreed to create teaching materials using the TALK Framework that will be based on International Themes and the

Issues that the Department of Information Culture would like the students to be able to discuss in English.

- The CEP Instructors will be delegated the CEP 3 – 8 classes as a place for them to try their own ideas and help develop the curriculum according to the needs of the students, the desires of the department, and in accordance to their own teaching philosophy – so long as it does not clash with the overarching goals of CEP.
- Further training of Nicola Hutton will be a priority, as will greater delegation of responsibility to David Jeffrey, whose experience and background knowledge of CEP will be indispensable.
- The political battles of the past year have taught the Coordinatory that CEP in its present form may be too rigid to adjust to the rapid curricular changes in small private universities – changes that take place often more for political rather than educational reasons. Steps must be taken to either make CEP more flexible or to strengthen its present form from attack. History tends to favor the flexible program over the rigid one.
- The Coordinator will again go to the University of Birmingham (UK) in the summer in order to study Language Centre Management Skills – specifically, delegation, motivation of teachers, and negotiation.

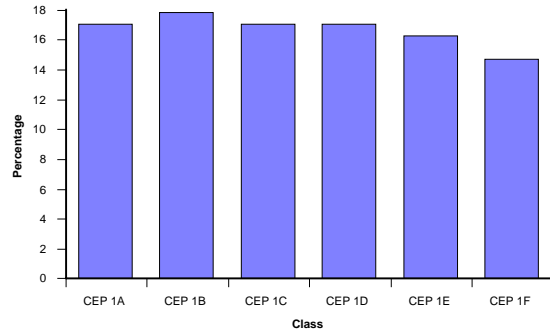
Conclusion

The second year of CEP has been even more successful than the first. The innovations of the first year were firmly established. CEP was tested from within, challenged from outside forces, and has withstood the trial. An effective, organized cycle system of instruction and standardized curriculum was developed. An exhaustive training manual and video was created. A presence on the World Wide Web and greater student coordination was accomplished via the creation of the CEP Web Page.

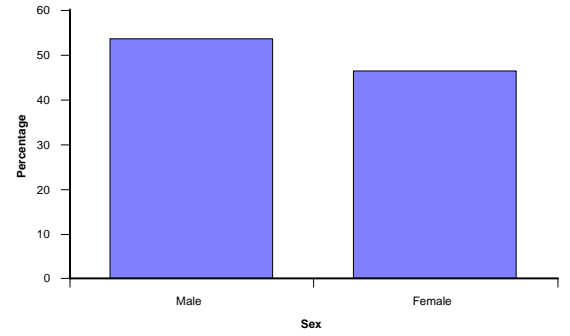
Student Surveys continue to show that the vast majority of learners approve of the way CEP is being handled. The CEP Instructors will be given more of a free hand in the development of the upper level courses. Any discoveries or successful innovations will be preserved in order to make the upper levels of CEP as appealing as possible to a wider number of motivated learners.

Appendix One

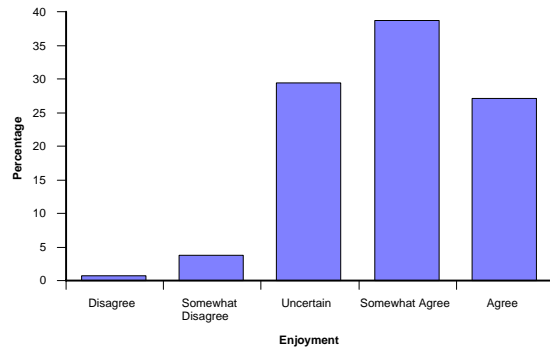
1) Which class are you in?



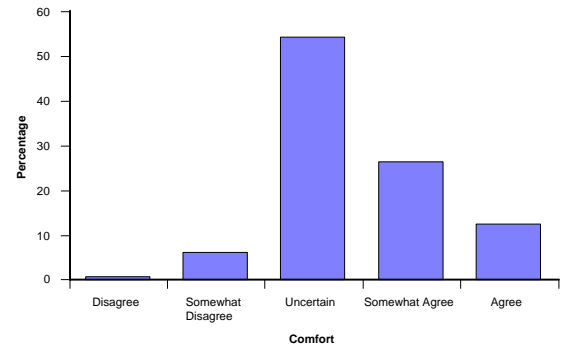
2) Sex



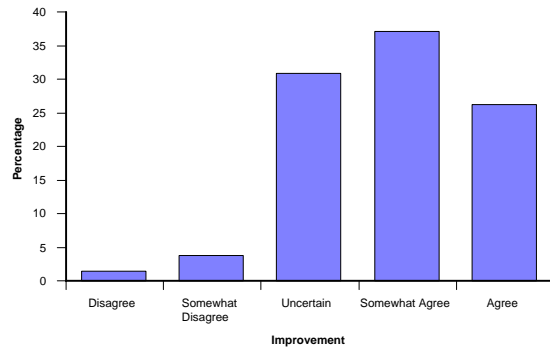
3) I am enjoying this class



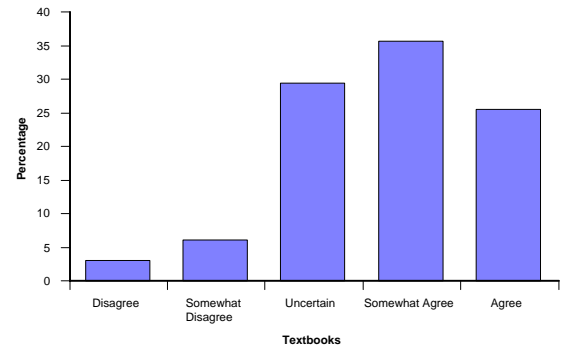
4) The class atmosphere is comfortable



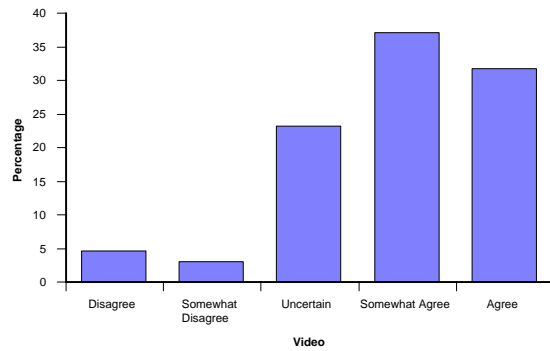
5) This class helps me to improve my English.



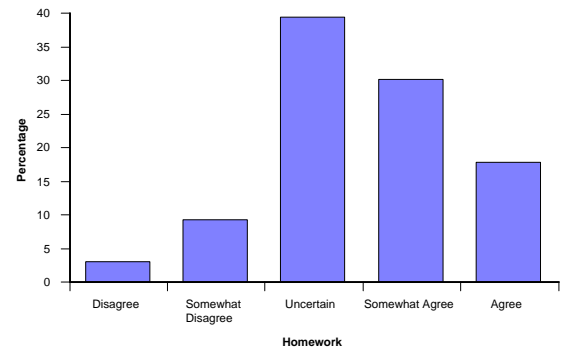
6) The textbooks help me learn English

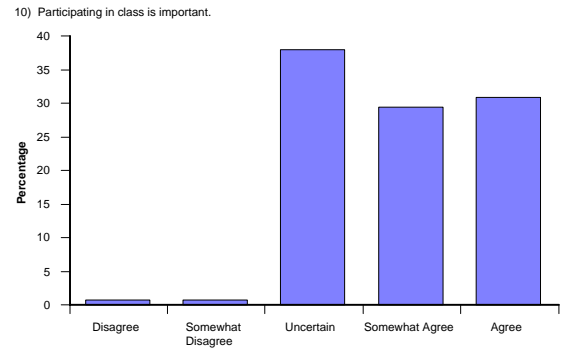
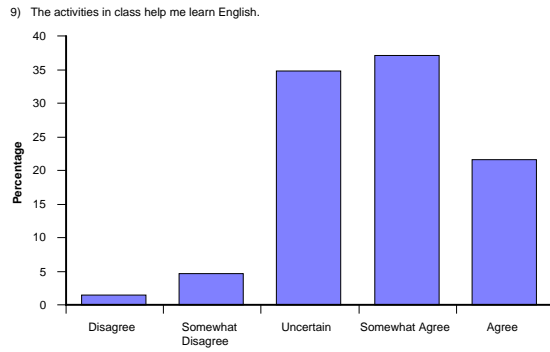


7) The video helps me learn English.



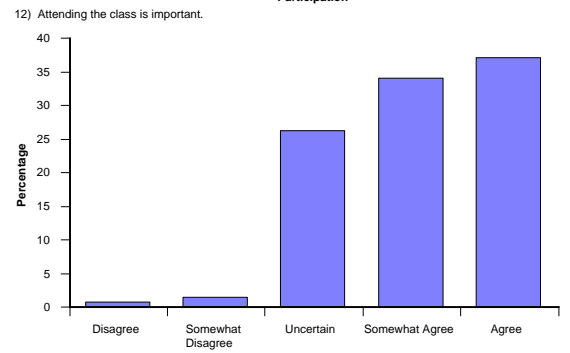
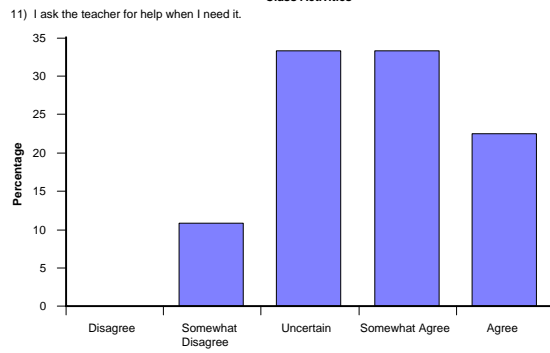
8) The homework assignments helped me learn English





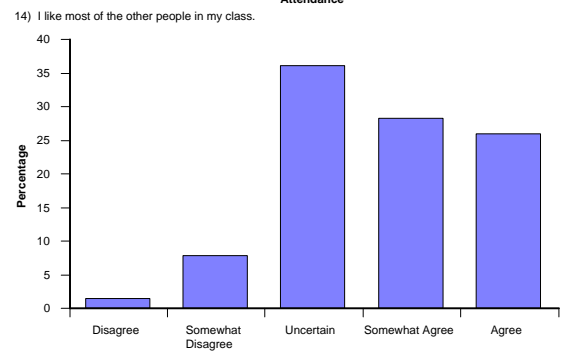
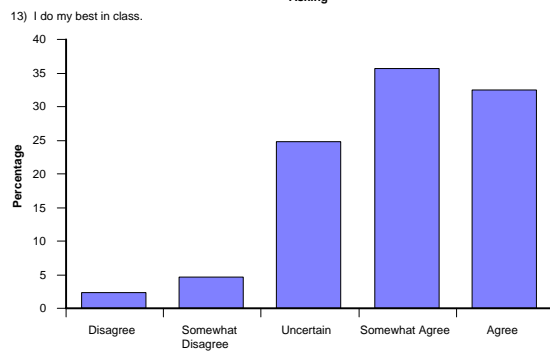
Class Activities

Participation



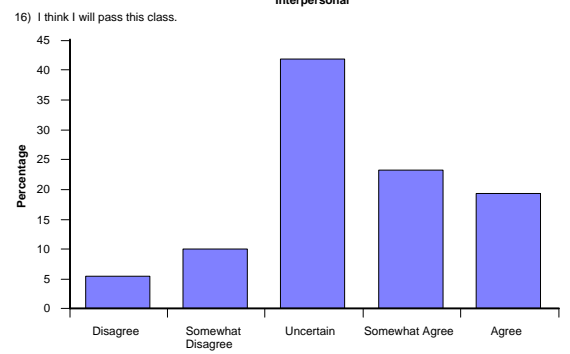
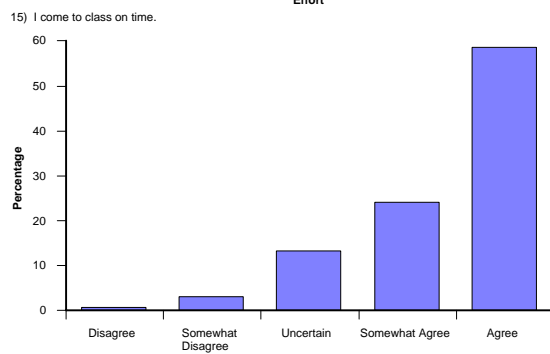
Asking

Attendance



Effort

Interpersonal

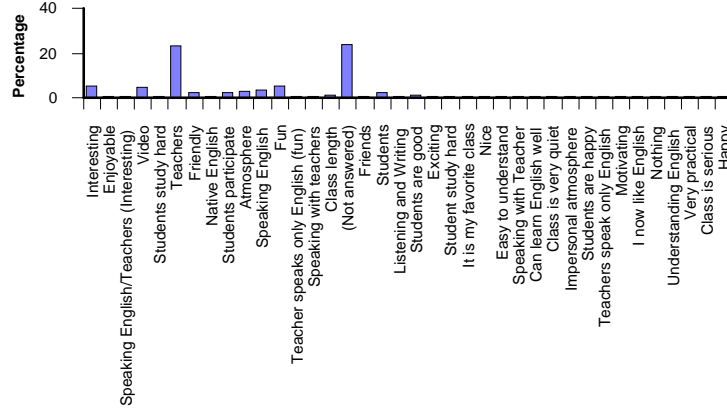


Interest

Confidence

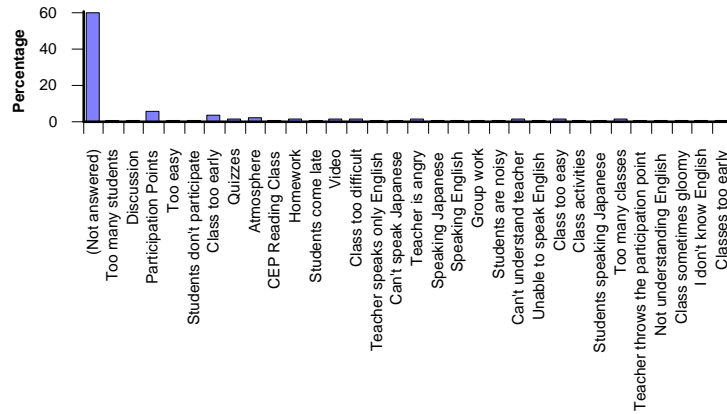
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17) What do you like about this class?



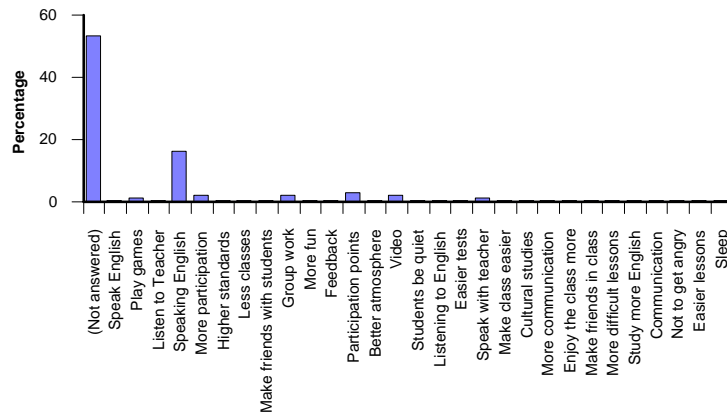
Specific Likes

18) What do you dislike about this class?



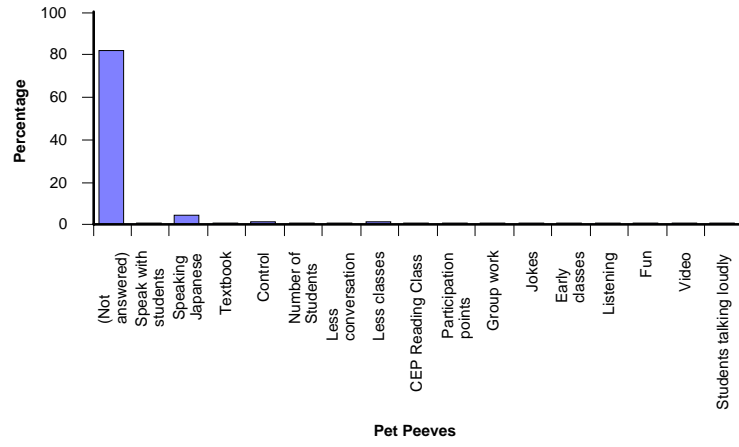
Specific Dislikes

19) What do you want more of in this class?



Specific Wants

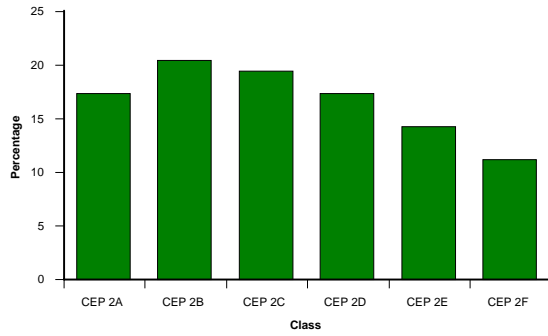
20) What do you want less of in this class?



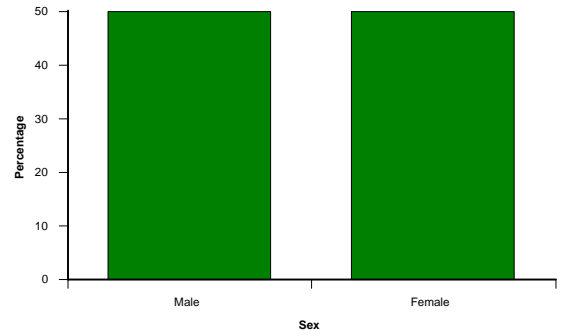


Appendix Two

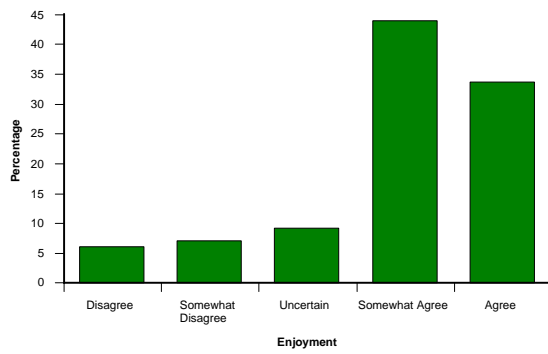
1) Which class are you in?



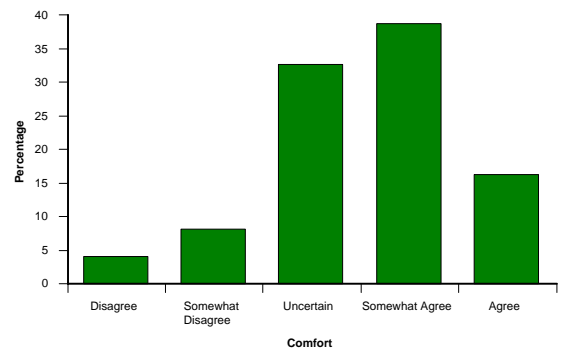
2) Sex



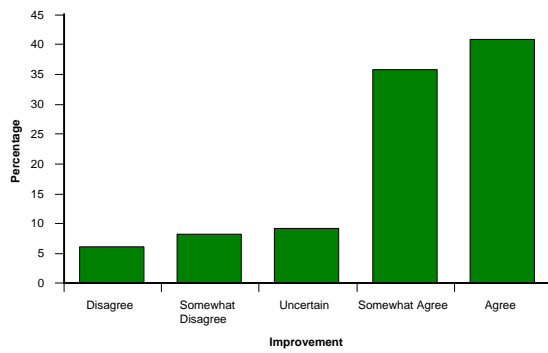
3) I am enjoying this class



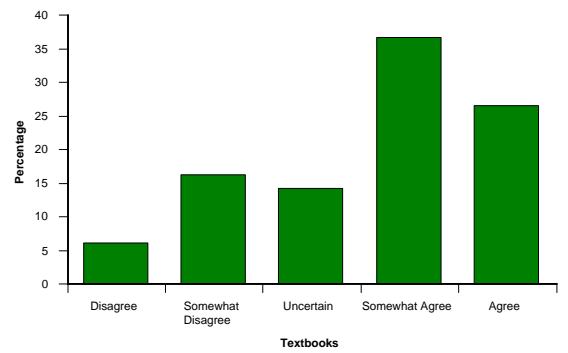
4) The class atmosphere is comfortable



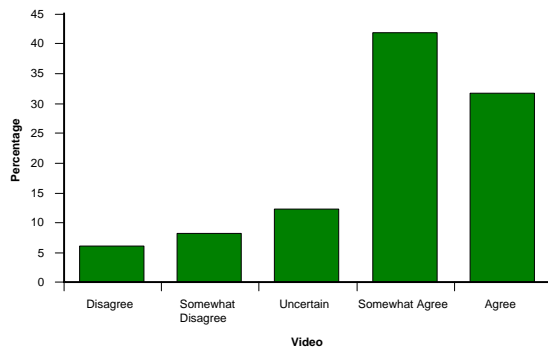
5) This class helps me to improve my English.



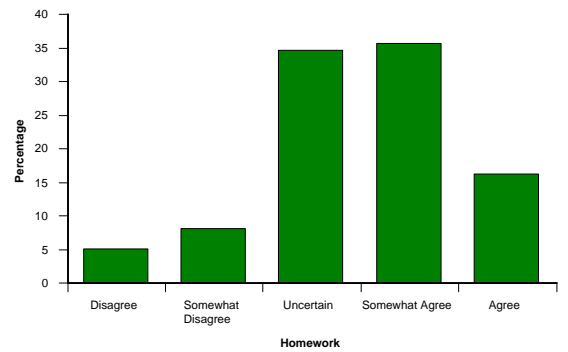
6) The textbooks help me learn English

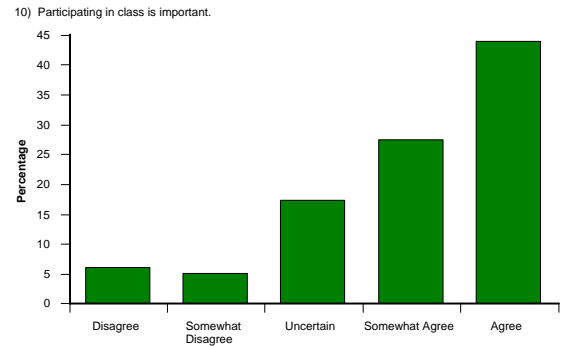
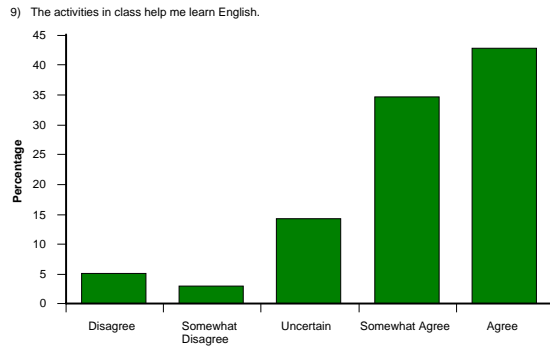


7) The video helps me learn English.



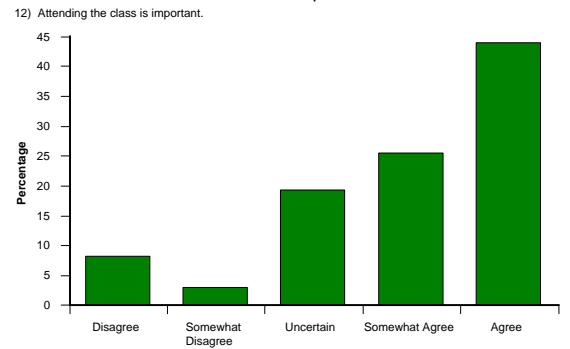
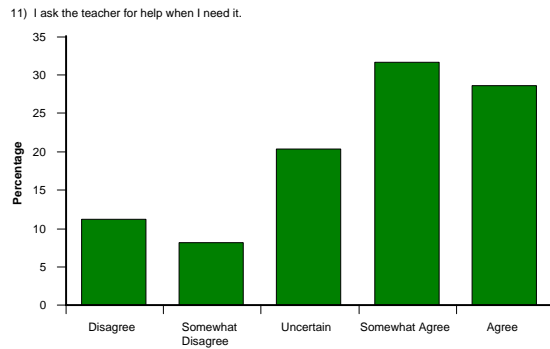
8) The homework assignments helped me learn English





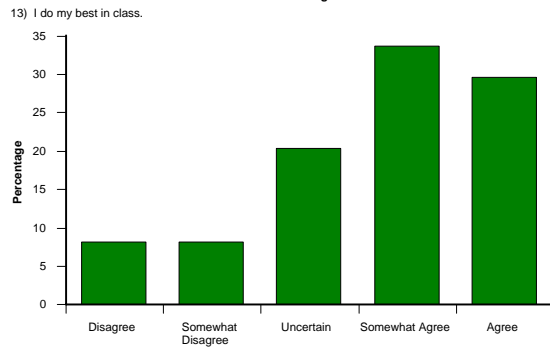
Class Activities

Participation



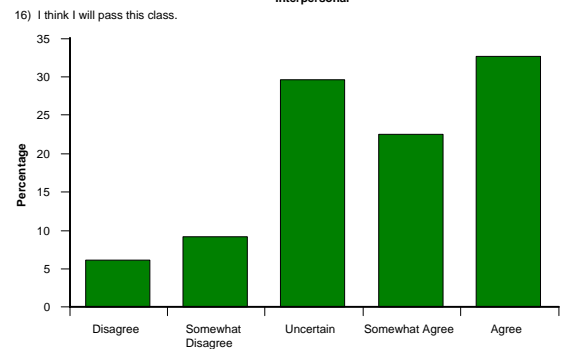
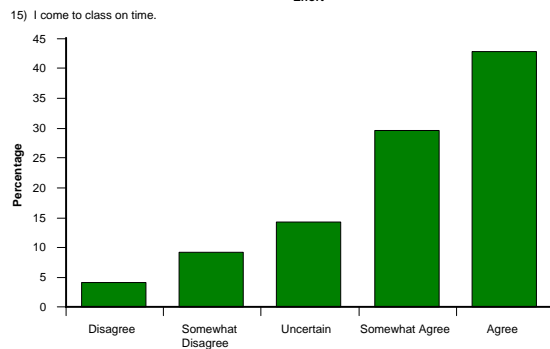
Asking

Attendance



Effort

Interpersonal

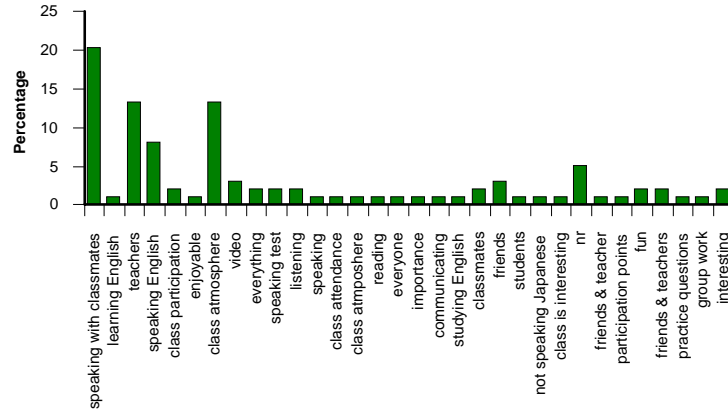


Interest

Confidence

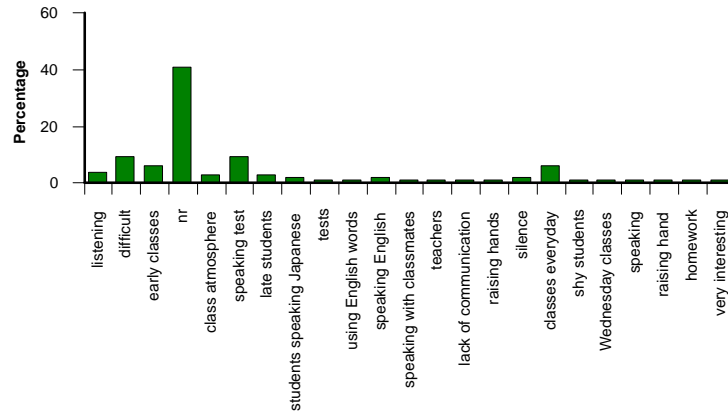
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17) What do you like about this class?



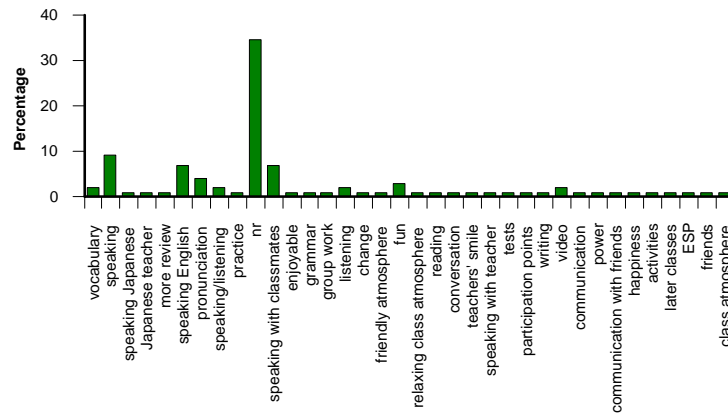
Specific Likes

18) What do you dislike about this class?



Specific Dislikes

19) What do you want more of in this class?



Specific Wants

20) What do you want less of in this class?

