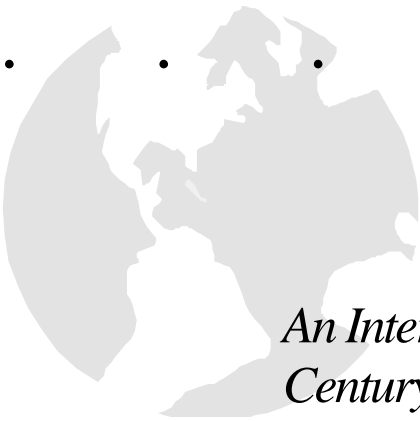




Department of Information Culture

The CEP Report 2002



An International Curriculum for the 21st Century



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The CEP Report

Final Report: 2002-2003

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Synopsis

The Communicative English Program has now reached a level of stability in which it can be assessed as to if it is reaching the goals set by the Department of Information Culture at NUIS. This report finds that the CEP is making strides towards many of its goals, but that greater effort is needed, especially in finding ways to motivate learners and create affective atmosphere that will encourage learners to excel in their studies.

Objectives

This report covers the following:

- A Review of Last Year's Targets
- Revised Mission Statement and Guiding Principles
- An Account of Significant Issues and Events occurring from April 2002 to March 2003
- A List of Possible Targets for Next Year in CEP

Review of Last Year's Targets

Issues raised in the CEP 2001 report were dealt with as follows during the 2002-2003 Academic Year:

- The conflict surrounding the time schedule for CEP 1 and 2 has been resolved. A win-win solution was reached with the Chinese teachers, and the resulting 2003 schedule for CEP is actually better than last year's schedule.
- The curriculum and course procedures for CEP 1 and 2 continue to be stable and successful as a means of language instruction.
- While it is uncertain whether we met our goal of providing the CEP 1 and 2 learners with more individual instruction, the students in CEP 3 – 8 did receive greater attention from the Instructors through personalized tutorial sessions.
- The TALK Tools were employed in CEP 3 – 8 in an effort to deal with the problem of students being allowed to miss any one of the four days when classes were offered. However, this decision failed to foster a framework that would be based on International Themes.

The CEP Instructors and the upper level learners eventually rejected the materials.

- CEP 3 – 8 classes were delegated to the CEP Instructors during the second semester. They were encouraged to help develop the curriculum according to the needs of the students, the goals of CEP, and in accordance to their own teaching philosophy. Students in these classes reported that the experience of the second semester was very positive and motivating.
- Nicola Hutton's training and orientation proceeded smoothly. The decision to delegate most of Nicola Hutton's training in the daily duties of CEP to David Jeffrey provided him with valuable new experiences and fostered greater team spirit between him and Nicola Hutton.
- The Coordinator went to the University of Birmingham (UK) during the summer of 2002 to study Language Centre Management Skills – specifically, delegation, motivation of teachers, and negotiation.
- From the training received in the UK, the Coordinator started negotiations with influential members of the Department of Information Culture. The effort has been both to strengthen the present structure of CEP 1 and 2, and to search for more flexible ways to improve the foundering situation of CEP 3 – 8.

Mission Statement and Goals

A new mission statement has been included to help further focus CEP. This statement complements the Vision Statement of the University. Some of the Goals have been slightly refined as the Communicative English Program develops:

Mission Statement

CEP is a reliable and valid program of International English that respects Japanese and regional cultural values while contributing to the educational betterment of students and the professional development of instructors at NUIS.

Goals

Language Instruction in CEP Concentrates on International English

- **Objective:** International English is roughly defined as English which is free from the cultural and linguistic influence of any one particular country, and which could be used to successfully communicate with

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other educated native or non-native speakers of English in any country of the world. Teaching International English will entail encouraging students to communicate as Japanese speakers of English on issues that are of interest to them. CEP welcomes Japanese students to take ownership of the English language as their vehicle for international expression.

The Pedagogy of CEP Motivates Japanese Students

- **Objective:** The pedagogy of CEP motivates Japanese students to actively seek out opportunities to communicate confidently with non-Japanese. CEP instruction strives to re-motivate students who associate English with unpleasant classroom or testing experiences in Junior and Senior High School. Strategies and techniques are sought which will foster a positive classroom atmosphere. Methods aimed at helping students gain self-confidence are emphasized.

CEP is Based on Valid and Reliable Language Teaching Practices

- **Objective:** Although considerable time in the beginning of the course may be investing in training learners basic academic skills, (e.g. study skills such as regular attendance, active classroom participation, asking questions in class and completing homework assignments on time), CEP is based on sound language teaching practices aimed at raising the overall language ability of the learners. It is vital that students show clear evidence of progression by the end of the academic year.

CEP Fosters a Healthy Environment for Learning and Development

- **Objective:** CEP provides an environment where students and instructors receive the resources for development and self-improvement. Opportunities for additional language learning, as well as fun activities to strengthen the class dynamics are encouraged for students. CEP Instructors will be given adequate time for research and rest in order to avoid stagnation on one end and burnout on the other.

CEP Upholds Clear and Fair Standards

- **Objective:** CEP is an orderly program that upholds clear academic standards. It is designed to be easily administrated and staffed by instructors who may change every few years. Fair and achievable

academic standards are decided by the Department of Information Culture for the learners. Special exceptions to these standards will be considered as extraordinary.

The Year in Review

The events of the 2002-2003 academic year will be interpreted through each of the CEP Goals. In this way, it can be determined if CEP is achieving its objectives.

Concentrating on International English

The primary way in which we have worked towards an emphasis on International English is to bring on board representatives from different countries where English is spoken as one of the National Languages. During the academic year, students received instruction under teachers from South Africa, America and Scotland. We still have done little in the way of better defining what is meant by “International English” in CEP, and instead of trying to be overly prescriptive about how to teach cosmetic aspects of the language, the Instructors are encouraged to serve as living examples of the variety that exists among English speakers to the students. The only prescription would be that nobody’s culture or language style should be upheld as an ideal that everyone should conform to.

The *New Interchange* series continues to be used in CEP 1 and 2. It provides a solid course of language instruction for the learners, who need to be able to communicate in English before attempting to express themselves on deeper issues related to their national identity. As in years past, when the textbook focuses on American issues, we are quick to encourage students to find points of commonality in their own culture, and where that fails, how their culture is different. Detailed information on the structure and procedures of the CEP curriculum can be found in the CEP Report for 2001.

For the upper-level classes of CEP 3 – 8, it was thought that the TALK Tools System would provide a flexible framework for helping students to discuss topics of personal interest and wider issues from a Japanese point-of-view. However, one month into the first semester, the CEP Instructors became disenchanted with the methodology of facilitation. Whether this was implicitly communicated to students or not is uncertain, but reports of complaints from upper-level classes of CEP were soon being reported through the Instructors. The Coordinator assigned an action research project to Nicola Hutton to try to identify the problem and offer solutions. The report (See Appendix One) concluded that debate, class and small group discussions about current affairs would challenge students and still encourage them to communicate as Japanese speakers of English on issues that interest them.

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Recognizing that the TALK System may work better for the Intensive Courses than for a full semester course, the Coordinator pulled the TALK Materials, and asked the Instructors to begin developing lessons according to the students' interest late in the first semester, and throughout the second semester. This decision also allowed the Instructors to teach in a manner closer to their beliefs about what constitutes "good teaching", and took the pressure off of learners to be constantly producing language.

Through the rest of the term in CEP 3 – 8, students focused on topics that all had agreed beforehand would be interesting and motivating for them. The discussions and debates that followed had a positive effect on the motivation of those who attended the classes.

As to whether the learners this year have taken ownership of the English language as a means of international expression, there are signs that at least a significant number of learners in all levels of CEP are using English outside of class in a variety of ways. Besides the students who study in the American Overseas Study Program, there are reports from students that they frequently use English to communicate with other university students during the Overseas Study Programs held in China, Korea, and Russia. Even in the

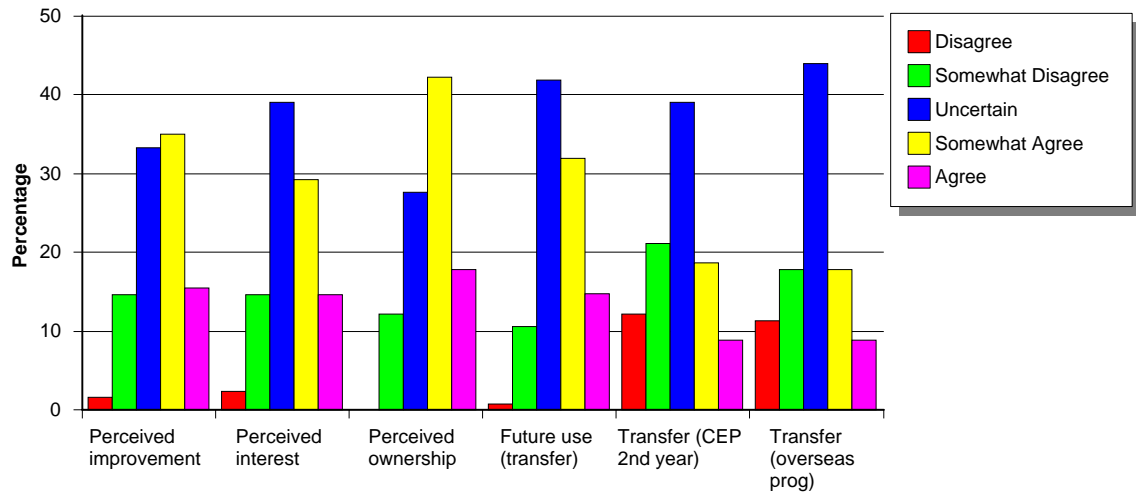


Figure 1

American Program, students report that it was easier for them to make friends with other Asian exchange students, and they maintained these relationships using English. Some in the upper levels of CEP went abroad during their vacation time to study English in America or visit friends in Europe.

Responses from CEP 2 students at the end of the semester (see Appendix Five) found that over half believed their language proficiency had improved, and nearly two-thirds of the students felt they had received the skills to

communicate with non-Japanese in English (Perceived Improvement and Perceived Ownership in Figure 1. See Questions 17 and 19 in Appendix Five).

Motivating Learners

While the survey data in Appendix Five revealed that a majority of CEP 2 students have greater confidence that they now have the skills and proficiency to communicate with non-Japanese in English, it also indicated that there was less interest to actually seek out such opportunities. In terms of transferring what was learned into future opportunities (e.g. overseas study, looking

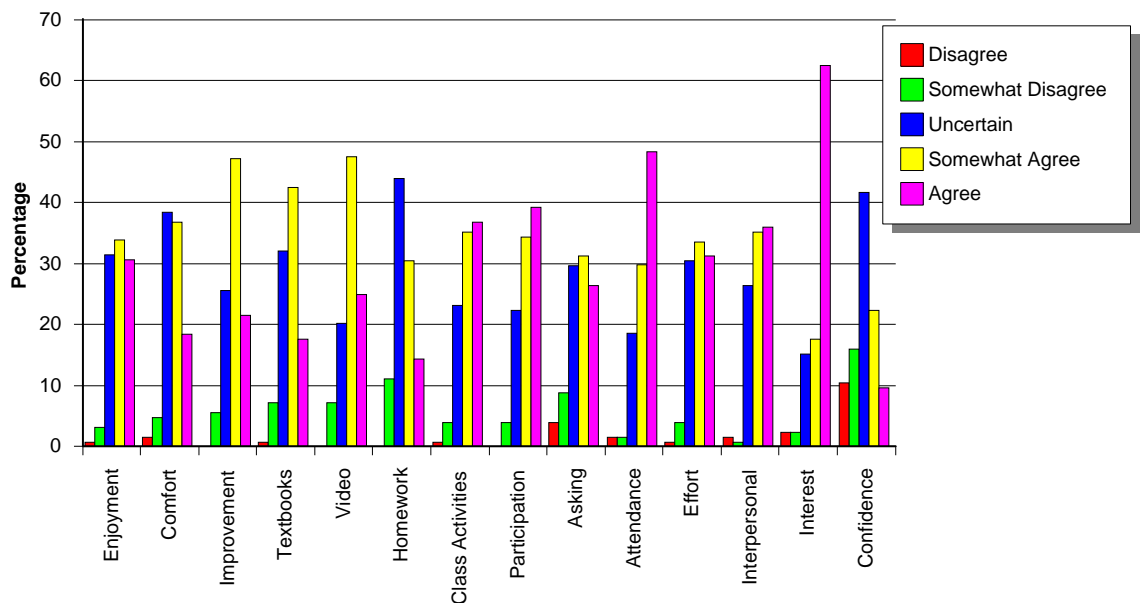


Figure 2: CEP 1 Class Dynamics (First Semester)

forward to communicating with non-Japanese, or continuance in CEP 3 – 8), students were more uncertain. Similar findings were reflected in the study on Homework Attitudes and Internalization (Appendix Three), although on that occasion, more interest in meeting non-Japanese speakers of English was expressed (see Question 18).

A decline in overall energy levels of the CEP 2 students was observed, especially when compared to the enthusiasm of the first semester (CEP 1). As can be seen from Figure 2 and Figure 3, student interest, participation and effort fell during the second semester. While a majority of the students still held interest in CEP, discomfort with classes nevertheless increased. Since this survey was administered at the end of the semester, we were unable to find out why this dynamic took place, but we have considered the following theories:

- It has been observed that First Year University Students in Japan frequently experience an emotional let down after the “honeymoon period” of their first semester at university. Perhaps these findings

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are less about CEP, and more about their emotional well-being at the time they took the survey.

- Students may have been physically tired from the five-day routine of CEP by the end of the academic year, and that the constant study-testing cycles had a demoralizing effect on some who, for a number of reasons, were not rapidly improving.
- Students were given the CEP 2 survey after taking a Listening Quiz. Most of the learners had done poorly on this quiz, and the survey results may reflect their emotional state at the time.

Nevertheless, we recognize that some adjustments may need to be taken in the CEP Cycles in order to avoid activating the students' memories of unpleasant testing experiences in High School. Since most of the students attending

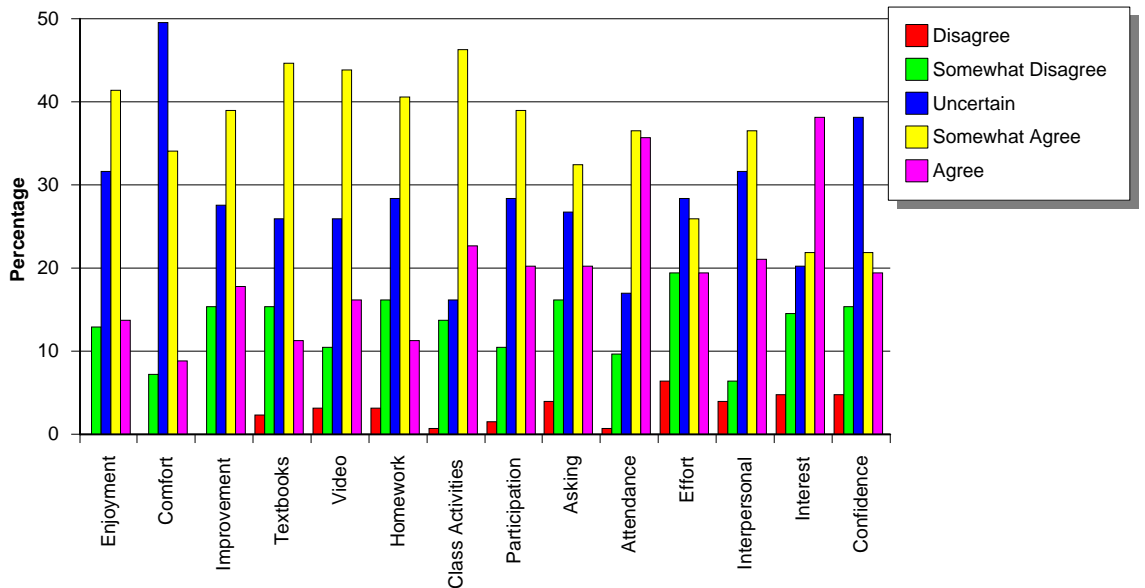


Figure 3: CEP 2 Class Dynamics (Second Semester)

NUIS did not excel academically in High School, we should be careful not to remind students of past failures.

Students in the upper levels of CEP (CEP 3 – 8) do seem to have integral motivation. Although we do not have survey data, we are able to speak personally with the 20 or so learners who regularly attending these elective courses. These students are the ones who often travel overseas on their free time to study English, and some in the past have made English as part of their lives by writing poetry or music in the language.

We had over 40 learners sign up for CEP 3 – 8 at the beginning of the first semester. However, the numbers dropped through the first semester, and we had only half that number by the second semester. The reason for this may be dissatisfaction with the TALK Tools. Also, in the second semester, a number of learners went on overseas study to China, Russia or Korea. Others dropped out because they felt that they didn't "fit in" with a core group of learners who have attended CEP 3 – 8 every year. While this "club" atmosphere was very motivating for those in the clique, it was severely demotivating for those on the outside.

The Coordinator spoke with the learners of CEP 3 – 8 about this problem, and to encourage the learners to focus on other goals besides strengthening friendships with classmates, a tutorial system was introduced (see Report Form in Appendix Six). Students were encouraged to find their own goals for learning English, and to work with the Instructors towards their objectives. While there are still a number of issues to work out (for example, one Instructor had students fill out the forms themselves instead of offering more direct advice), the preliminary results seem to indicate that the Individual Tutorial time with upper level learners in CEP is both motivating and helpful in focusing the students towards more integrative issues.

To wrap up this section, for many learners in CEP, if they studied regularly and participated in class, the grading and testing regimen of CEP gave them the chance to see their progress. It is felt that this is the reason why many expressed that they had gained self-confidence in their level of language proficiency by the end of the first year: They studied hard and saw results.

And yet, it must be admitted that so far we have not consciously created strategies and techniques aimed at fostering a positive classroom atmosphere in CEP 1 and 2, nor have we thought about how we can seek to motivate learners to actively seek out opportunities to communicate with non-Japanese. Most of the motivational techniques have been instrumental – creating a need to learn the language in order to pass the battery of listening, reading and speaking tests, and to pass the course. We will have to do better than this if we are going to aim for a deeper integral level of motivation in our learners.

For next year, we plan on doing the following to help increase motivation and foster a positive classroom atmosphere:

- For CEP 1 and 2, devote Friday classes to enjoyable activities that will aim on integrating the language items studied during the week. "Finishing the week with a smile" will hopefully keep students from getting as tired as they seemed to become this year.
- Devote the last week of each semester in CEP 1 and 2 to "caring and sharing" activities, and other affective activities, so that the last memories of their classes will be ones of enjoying speaking the

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English language with their friends – something that students stated in surveys as being very enjoyable (Appendix 3, Question 13).

- About 40 students stated that they might attend CEP 3 – 8 next year. We plan on building on this Tutorial System as we seek to find out what motivates these students to continue studying English.
- Continue to negotiate with NUIS for setting up an Overseas Program in Singapore, where CEP 3 – 8 students could receive opportunities to use International English with non-Japanese in the Asian Pacific region.

Valid and Reliable Teaching Practices

A large part of our efforts in CEP have still been in this area. During the beginning of CEP in April 2002, considerable time was investing in training learners in study skills such as regular attendance, active classroom participation, asking questions in class and completing homework assignments on time. A new student training video and Japanese instructions was introduced, which helped us to orient students far more quickly than in years past.

Care continues to be taken to justify our language teaching practices by a conscientious study of literature in TESOL. A few examples of our efforts to raise the overall language ability of the learners are as follows:

- David Jeffrey finished a Cambridge Teacher Training Course (taught by the Coordinator). Completing this course helped him to make more informed teaching choices in the classroom. Nicola Hutton will take the same course next year.
- Large blocks of time were devoted in class to conversation strategies, and vocabulary enrichment.
- An adequate level of academic pressure seems to have been maintained throughout the year. Even by the end of the year a majority of learners still felt uncertain whether they would pass the course (Appendix Five, Question 16). Far from being a negative indication, this suggests that, as students are not sure as to the result of the course, they may continue to study and make effort to pass.
- Our efforts to lower cheating on Homework, as well as convincing students as to its importance to improving their language proficiency was very successful, as suggested by David Jeffrey's follow up study of an Action Research Project conducted by him and former CEP Instructor Matthew Warwick.

- Greater academic rigor was required for upper level CEP classes in an effort to dispel the club atmosphere that had made learners too complacent in their progress.

We were unable this year to show any evidence this year of student progression. We used the same Pretest-Posttest design as last year to determine if there was any evidence of student improvement over the year. However, instead of using the same test used in the Pretest, the Coordinator chose to use another test in the Cambridge Testing Package, confident from last year's trials of the package that the tests were reliable, the same level of difficulty and essentially interchangeable. We hypothesized that students would have improved in the language enough to get at least 5 points higher on after on the posttest, but we were unprepared for the shock of the results. For the 122 learners who took both the pretest and the posttest, there was a negative difference of 22 points in the means of the two tests. After studying for five days a week for a year in CEP, it is inconceivable that learners could have done so poorly.

T-Test for Spring 2002 and Winter 2003		
t-Test: Paired Two Sample for Means		
	Spring 2002	Winter 2003
Mean	66.72131148	46.97892272
Variance	172.6998996	191.1349881
Observations	122	122
Pearson Correlation	0.832050052	
Hypothesized Mean Difference	5	
df	121	
t Stat	20.76482212	
P(T<=t) one-tail	5.29765E-42	
t Critical one-tail	1.657544999	
P(T<=t) two-tail	1.05953E-41	
t Critical two-tail	1.979765329	

Our procedures and the results were shown to colleagues at NUIS who are skilled statisticians; the most likely reason for this drop is that the tests are different. The posttest, while measuring the same areas of language proficiency (as suggested by the positive correlation of +.83) must have been more difficult than the pretest, which was a placement test created for an earlier incarnation of the Interchange Series. It also must be remember that students appeared very tired and their responses on the surveys suggested they were less motivated near the end of the second term.

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The CEP Instructors also suggested that the placement tests had strong grammatical content, and since the instructors had chosen to focus mainly on fluency over accuracy, the posttest might not have been a fair measure of what the students' had studied over the year. If true, this would be an unfortunate development, as it probably would not be in the learners' best interests to create a false dichotomy of fluency over accuracy. This possibility may need to be investigated next year, and if warranted, more balance in course content would need to be assured.

A comparison of the means from the Placement Test at the end of the first semester (Summer 2002) and the posttest (Winter 2003) gave a glimmer of hope. With a hypothesized improvement of 5 points as a measure of success, the results showed an increase in means from summer to the end of the semester five months later, which was statistically significant when using a one-tail design (moving from Summer 2002 to Winter 2003). The decrease in variance in the Winter 2003 test was also encouraging, as it suggested that fewer scores were drastically lower than the rest (but also fewer scores that were dramatically higher than the rest as well).

While this data was at face value more hopeful, we must remember that, even though both tests were from the new Cambridge Interchange Testing Package, and seem to be of the same level of difficulty, they were nevertheless different tests, and the level of their correlation was slightly lower than when the pretest from the older Interchange Placement package was used (+.79).

Because a true pretest-posttest form of inquiry was not employed this year, unfortunately, little can be safely concluded as to the effectiveness of CEP,

T-Test for Summer 2002 and Winter 2003		
t-Test: Paired Two Sample for Means		
	Summer 2002	Winter 2003
Mean	45.49180328	46.97892272
Variance	214.4382018	191.1349881
Observations	122	122
Pearson Correlation	0.798095218	
Hypothesized Mean Difference	5	
df	121	
t Stat	-7.892425125	
P(T<=t) one-tail	7.4978E-13	
t Critical one-tail	1.657544999	
P(T<=t) two-tail	1.49956E-12	
t Critical two-tail	1.979765329	

except of course the important point that many of the students expressed on the surveys that they feel as if they have improved. We have learned our lesson, and next year will be more rigorous in our test design.

Fostering a Healthy Environment for Learning and Development

During the year, ample opportunities for teacher development were made available to the CEP Instructors. Each received 320,000 yen in personal research money. The Instructor who took the most advantage of these opportunities was David Jeffrey. He wrote two papers, both of which were accepted for publication in journals in the Philippines, gave a presentation about the Speaking Test procedures in CEP in the Philippines, and finished his dissertation for his M.A. in TEFL/TESL in the University of Birmingham's Distance Learning Programme. Nicola Hutton needed time to become acquainted with NUIS and CEP, but has been engaged in self-improvement by furthering her studies of Japanese and received a prestigious Level 2 Ranking on the National Japanese Proficiency Test.

Opportunities for language learning and development afforded to learners have been to encourage participation in the TOEIC testing program. High scores on this test can be an important qualification for getting a position in Japan's tight job market. This year, a student in CEP 2 received one of the highest ratings ever for a learner at NUIS (628). This achievement also afforded her an additional scholarship from the university.

Besides the plan mentioned earlier for designing activities on Fridays to make CEP more enjoyable for learners, we plan to experiment with a student representatives program, in which each class chooses a representative who will report to the Coordinator on a biweekly basis. In this way, any concerns can be met, and ideas for improving the class atmosphere and learning environment can possibly be worked on in partnership with the learners.

Upholding Clear and Fair Standards

The work of the past three years has made CEP easier to administrate and track student progress through the Super Giant Monster File (SGM) on the CEP Intranet. The CEP Website has made communication with students on issues related to classwork and study far easier. Considerable time this year was devoted to norming for the Speaking Test, and to better defining the standards of the tests' Rating Bands.

We maintained the standards set at the beginning of the semester, and did not lower them, even in the face of reduced performance on the part of some students. However, we had a record number of 22 learners needed to attend the Winter 2003 Intensive Course. Most of these learners had low scores during the year due to poor attendance, though there were some that showed less improvement on tests during the second semester than during the first.

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As in past Intensive Courses, the TALK Tools were used successfully, and 21 of the 22 students passed the course. The point was made to students that the academic goals of CEP 1 and 2 are achievable if learners will study. Those not making the mark will be given extra opportunities to learn, but the standard will not be lowered.

In light of these developments, the Department of Information Culture has decided to maintain CEP 1 and 2 for the upcoming Curriculum Reforms in 2004, and is considering upgrading CEP 3 – 8 to a required credit. If this happens, more resources and greater development will be needed to insure these classes build upon the foundation started in the first year.

At the end of the 2002-2003 academic year, David Jeffrey, one of the founding team members of CEP, left to take a position at Asia University in Tokyo. He will be missed, and his contribution to CEP will not be forgotten.

Since his decision to leave was late in the academic year, it was difficult at first to find a replacement at short notice. However, CEP has maintained its high standards by hiring Brian Gregory Dunne to replace him. Gregory Dunne has taught 10 years in Japan, has an M.A. in TEFL/TESL, multimedia skills and is knowledgeable in textbook materials design. From Australia, he represents one of the countries of the Asian Pacific region where English is spoken as a national language, and it is expected that his expertise will be a great asset to the CEP Team.

Targets for Next Year

The following are possible targets to work for in the 2003—2004 academic year:

- *Language Instruction in CEP Concentrates on International English*
 - Better Define what is we mean by “International English”
 - Develop Themes and Issues in CEP 3 – 8 which complement the International Topics taught in other classes at NUIS
- *The Pedagogy of CEP Motivates Japanese Students*
 - For CEP 1 and 2, devote Friday classes to enjoyable activities that will aim on integrating the language items studied during the week.
 - Devote the last week of each semester in CEP 1 and 2 to “caring and sharing” activities, and other affective activities, so

that the last memories of their classes will be ones of enjoying speaking the English language with their friends.

- Build on the Tutorial System in CEP 3 – 8 to find out what motivates the students to study English and to help them form achievable goals.
 - Continue to negotiate with NUIS for setting up an Overseas Program in Singapore, where CEP 3 – 8 students could receive opportunities to use International English with non-Japanese in the Asian Pacific region.
- *CEP is Based on Valid and Reliable Language Teaching Practices*
- Investigate to see if a greater balance between fluency and accuracy is needed in CEP 1 & 2's course content.
 - Insure that CEP 3—8 does not again devolve into an exclusive club.
 - Take greater care in setting up the Pretest-Posttest design for investigating the possibility of academic progression in CEP.
- *CEP Fosters a Healthy Environment for Learning and Development*
- Encourage Instructors to identify career goals and aim for them during their stay in CEP.
 - Look for other outside opportunities that would encourage students to use English (TOEIC, Speech Contest, Overseas Study Programs, etc.)
 - Set up a provisional Student Representatives Program in CEP 1 & 2
- *CEP Upholds Clear and Fair Standards*
- Insure that Greg Dunne is trained in CEP procedure and program goals
 - Maintain program of norming for Speaking Test
 - Continue to work for greater development of CEP 3 – 8 into a fully-accredited course of study at NUIS.

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Appendix One: Analysis of CEP Upper-Level Survey

Results of CEP 3/4 Student Questionnaires

Introduction

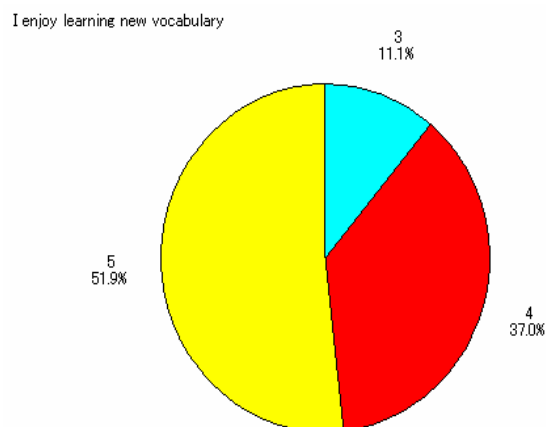
During the first semester of 2002 it was decided that the CEP 3/4 program would be revised and developed in terms of teaching focus and materials. Firstly, a student questionnaire was created (see Appendix 2) to ascertain the students' views about the present course contents, their reasons for taking the course and their ideas about the kind of activities they would like to do in class.

Views On Present Course

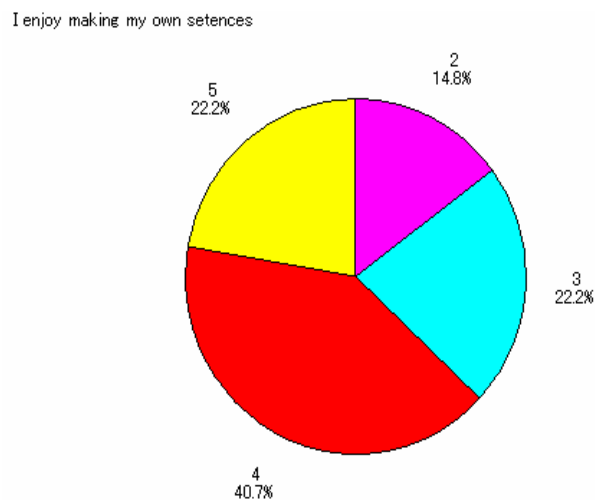
The students were using TALK TOOLS, a English speaking course designed by a German teacher of English. The aims of the TALK TOOL materials are to improve students' fluency and confidence in speaking English. Students have freedom to choose their topics of study, they then work with a partner, independent of the teacher on a variety of different activities. The teacher's role is that of a facilitator, being available to help and encourage students when necessary.

There are many different speaking activities incorporated in the TALK TOOLS, some which were popular and some which were not. The following is a breakdown of the most significant results from students' responses.

Positive Responses



Graph 1



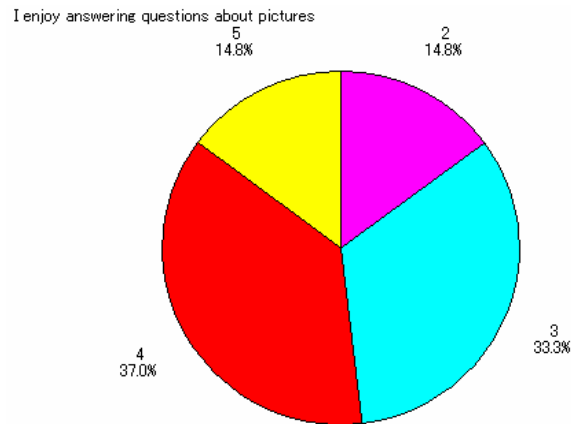
Graph 2

Two aspects of the TALK TOOLS which student gave a very positive response to were learning new vocabulary and making sentences. Each TALK TOOL topic had a list of vocabulary, which students read and tried to understand the meaning, either by discussing with a partner, asking other class members or consulting with the teacher. This new vocabulary could then be used with the other talk activities and hopefully, ultimately outside the class in a 'real life' situation. 'Making my own sentences' and talking about the meaning of sentences also showed positive responses. Students enjoyed using the set structures to create their own sentences. This gave them independence and the chance to be creative, but within a grammatically correct structure.

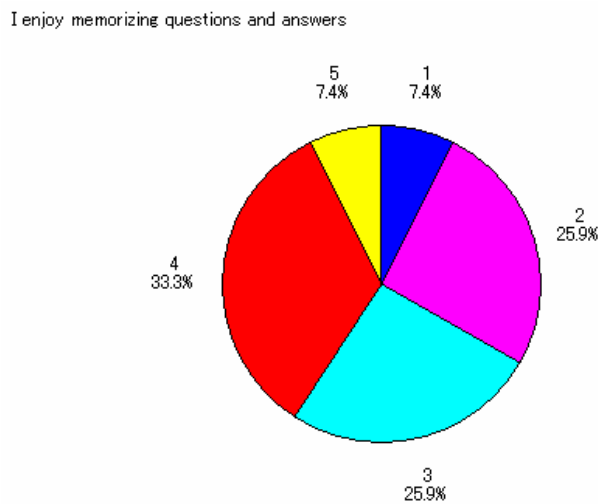
The grammatical structures, vocabulary and pictures could all be used when students are given the opportunity to 'talk about their own experiences', 75% of students answered that they enjoyed this section. From the positive responses we can conclude that the students enjoyed talking about their own experiences and learning structures and vocabulary that would aid their skill to communicate their ideas.

Negative Responses

Two questions which show low positive responses, about 50% or less, were 'I enjoy answering questions about the pictures (Graph 3) and 'I enjoy memorizing questions' (Graph 4). Both of these sections required the students to memorize and recall certain information. Students show clearly that they prefer more flexible styles of learning where they are not merely using memory skills, but using their knowledge of English in a meaningful context to communicate their ideas and opinions.



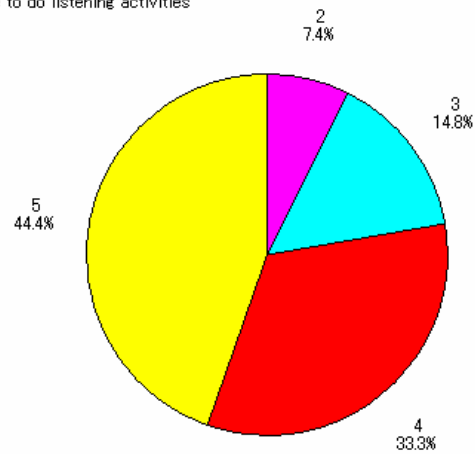
Graph 3



Graph 4

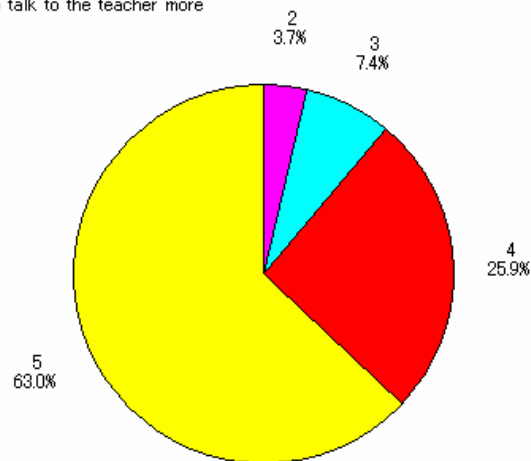
The TALK TOOLS, while giving students freedom and flexibility in their learning did not provide any opportunities for listening activities. 78% of students indicated that they would like to do listening activities (Graph 5), therefore in this aspect the TALK TOOLS were not meeting the students needs. Also because of the independent nature of the study course students did not have many opportunities to speak with the teacher (facilitator). 88% of students said that they would like more opportunities to speak with their teacher. (Graph 6)

I would like to do listening activities



Graph 5

I would like to talk to the teacher more

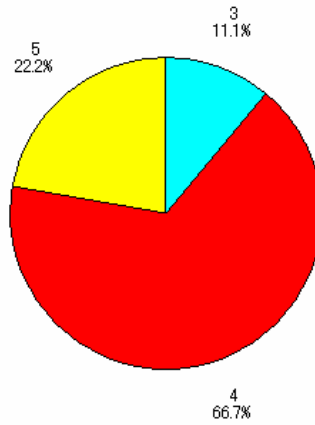


Graph 6

Another aspect of the present course, which was shown to be less popular with the students, was the pair work situation. Students were asked about how they like to study.

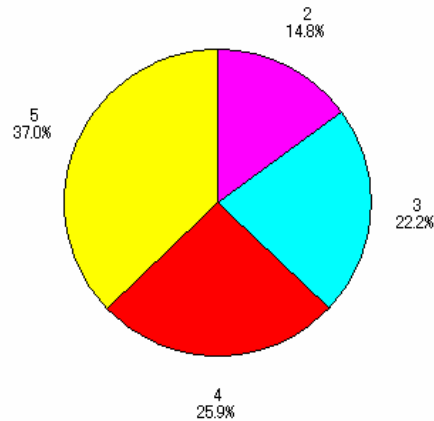


I like working in small groups



Graph 7

I like whole class discussions best



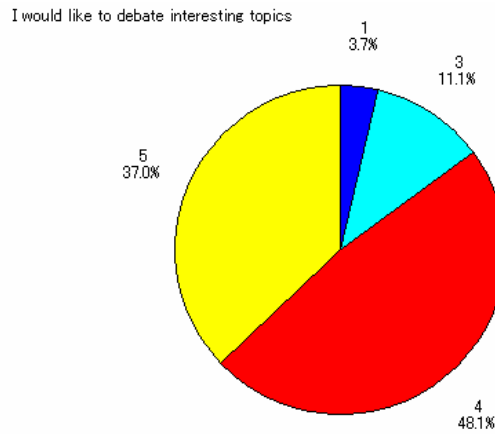
Graph 8

Working in small group and whole class discussion were the most popular class learning style. Only 50% responded that they enjoy working with a partner, indicating that small group activities and whole class discussion should be incorporated in any new program.

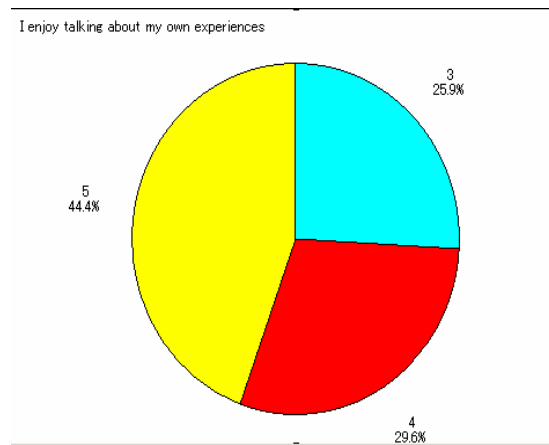
Student Responses On Future Course Content

Students were asked about what kind of activities they would like to study in the CEP class. Debate was the most popular activity, with 85% of students saying they would like to debate. 71% of students said they enjoyed talking

about their own experiences. It is obviously important that these are incorporated into the program. However, the results for 'talking about one's own experiences' when crossed with level show that the higher levels enjoy this more (Graph 11). Results for lower level students show that they prefer more structured activities and are less confident about talking about their own experiences. Differentiation of course content and learning styles will be considered when designing future activities.



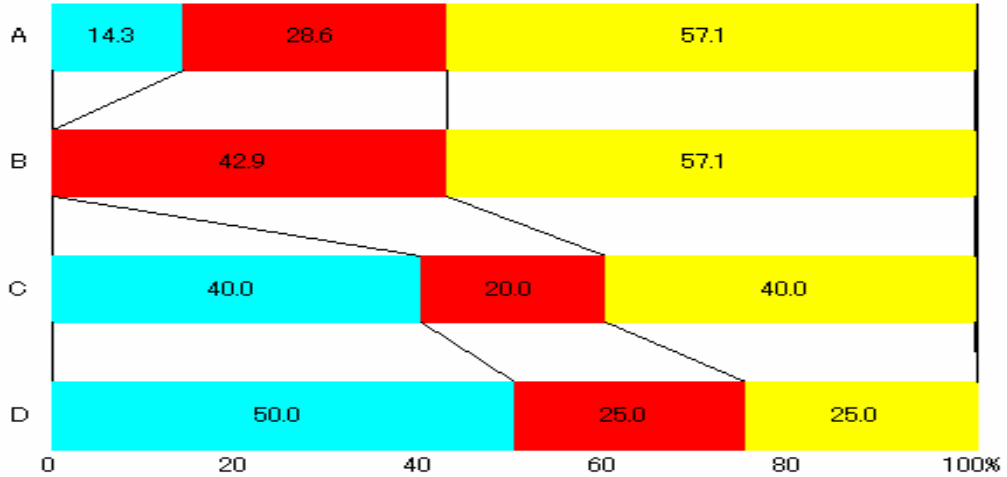
Graph 9



Graph 10

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I enjoy talking about my own experiences



Graph 11

Half the students said they would like to discuss newspaper articles and this didn't vary significantly by level. This should obviously be included in future CEP classes. Students will be able to discuss and eventually debate current issues at a local, national or international level.

Students Progress

74% of students thought that they were learning words and phrases, but only 37% thought their English was getting better. This may suggest that although students are being presented with new words and phrases during class activities, they are not actually internalising this new English and therefore not able to use it when speaking English.

Conclusions

From these results it is reasonable to conclude that the current TALK program has been successful to a degree, however it is evident that changes to the kind of activities and the classroom dynamics are needed. From looking at the differences in responses by level it may be beneficial to make two programs to take into account the preferences of lower and higher level students learning need and preferences.

Debating, class and small group discussion about current affairs would challenge students while encouraging them to communicate as Japanese speakers of English on issues that interest them. One of CEP's main aims is to help students take ownership of the English language and provide the environment for them to use it as their vehicle for international expression. CEP 3/4 has been working towards these aims and will use these results to

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4. I enjoy talking about the meaning of sentences 1 2 3 4 5

Explain: _____

5. I enjoy acting out sentences 1 2 3 4 5

Explain: _____

6. I enjoy making my own sentences 1 2 3 4 5

Explain: _____

7. I enjoy learning new vocabulary 1 2 3 4 5

Explain: _____

8. I enjoy answering questions about pictures 1 2 3 4 5

Explain: _____

9. I enjoy memorizing questions and answers 1 2 3 4 5

Explain: _____

10. I enjoy talking about my own experiences 1 2 3 4 5

Explain: _____

Classroom Learning

11. I like working with a partner best. 1 2 3 4 5

12. I like working in small groups best. 1 2 3 4 5

13. I like whole class discussions best. 1 2 3 4 5

14. I would like to do listening activities. 1 2 3 4 5

15. I would like to do role-play activities. 1 2 3 4 5

16. I would like to debate interesting topics. 1 2 3 4 5

17. I would like to discuss newspaper articles. 1 2 3 4 5

18. I would like to talk to the teacher more. 1 2 3 4 5

How is my English?

19. I am learning new words and sentences 1 2 3 4 5

20. My English is getting better. 1 2 3 4 5

21. I am speaking English easier and quicker 1 2 3 4 5

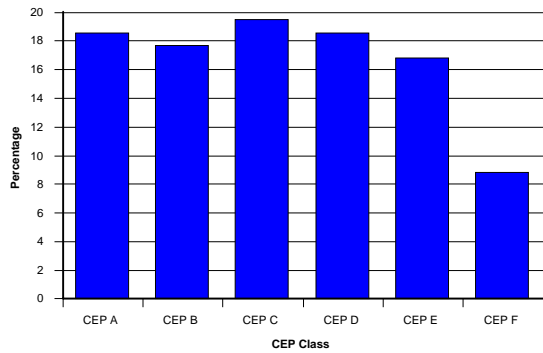
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20. Patients Rights	1	2	3	4	5
21. The Right to Die	1	2	3	4	5
22. Alive or Dead	1	2	3	4	5
23. Organ Transplants	1	2	3	4	5
24. Hostage	1	2	3	4	5
25. Helping Others	1	2	3	4	5
26. Women in Society	1	2	3	4	5
27. Employees and their company	1	2	3	4	5
28. Homosexuality	1	2	3	4	5
29. Honesty	1	2	3	4	5
30. Capital Punishment	1	2	3	4	5

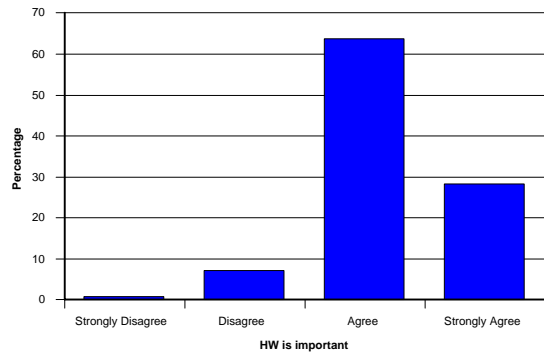
Thank you for answering this questionnaire and for your ideas and opinions. If you have any other suggestions for the CEP 3/4 classes then please write below.

Appendix Three: Homework & Internalization

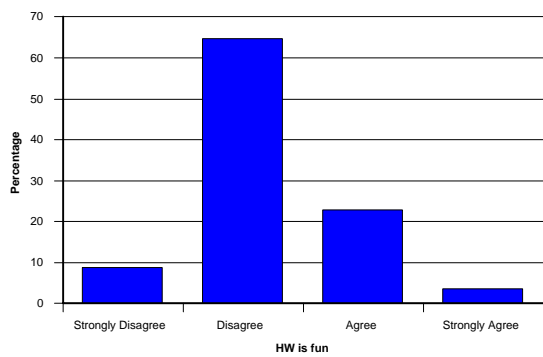
Please Circle Your Class



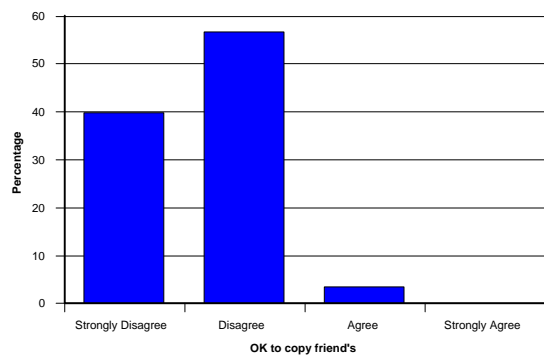
1. It is important to do homework in CEP



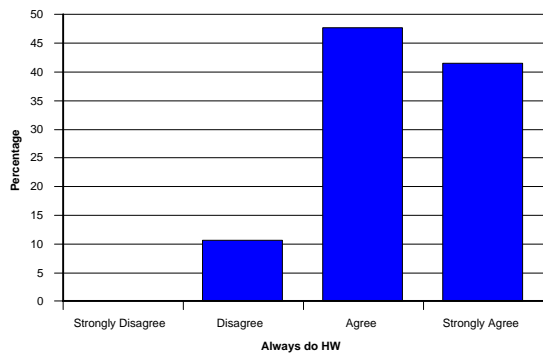
2. Doing homework in CEP is fun



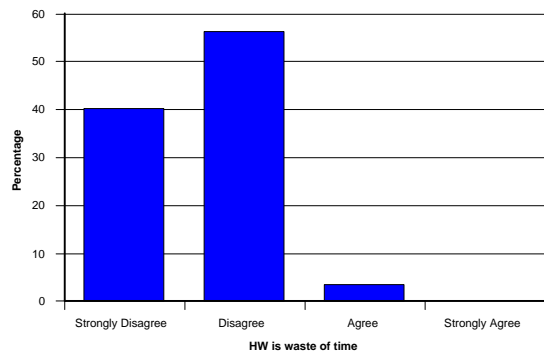
3. It is ok for me to copy homework from a friend



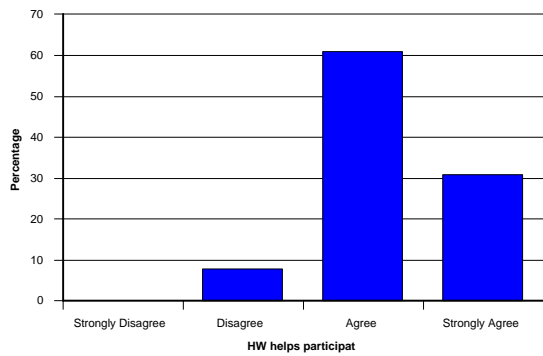
4. I always do my homework



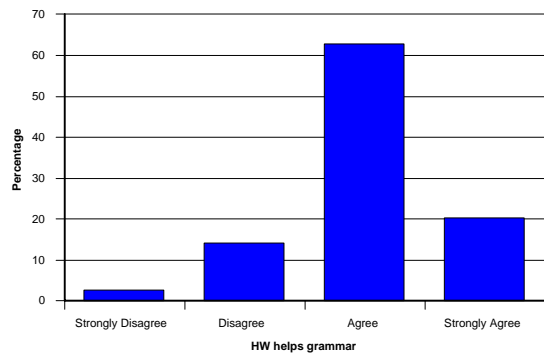
5. Doing homework is a waste of time



6. Doing homework helps me participate in the CEP class

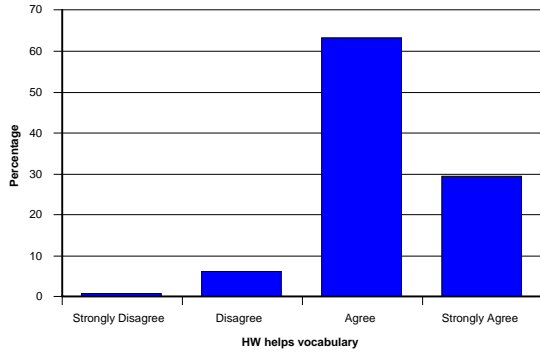


7. Doing homework helps me with grammar

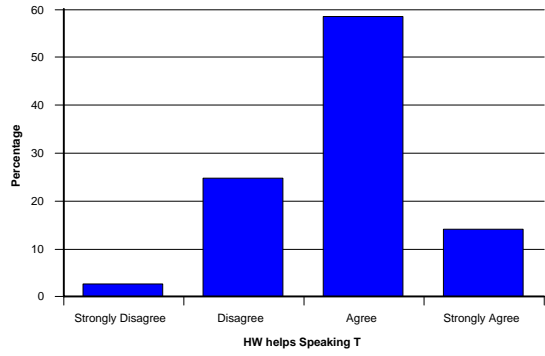




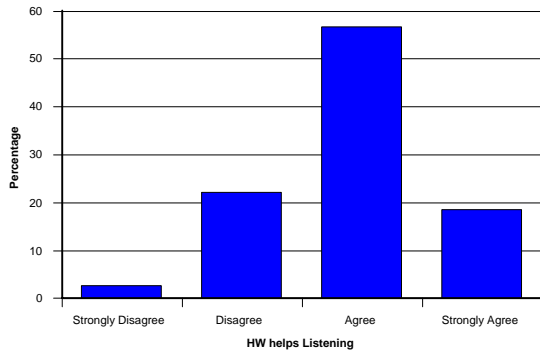
8. Doing homework helps me with vocabulary



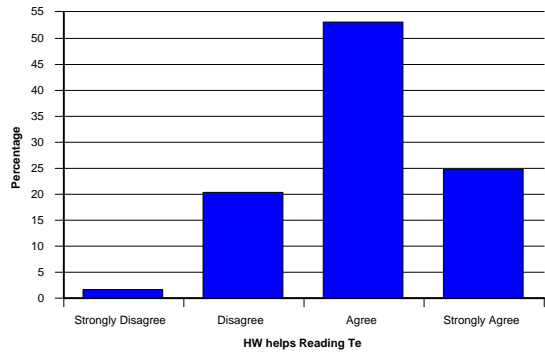
9. Doing homework helps me with the CEP speaking tests



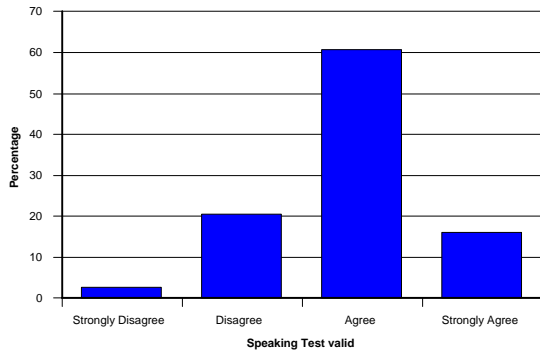
10. Doing homework helps me in the CEP listening tests



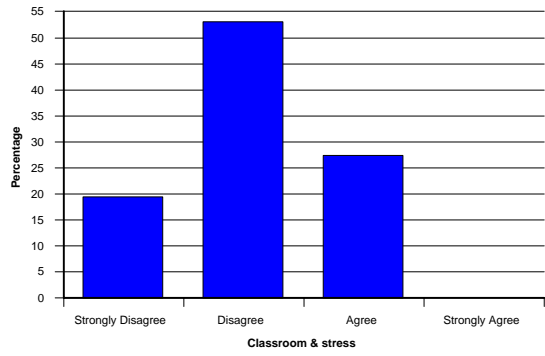
11. Doing homework helps me in the CEP reading tests



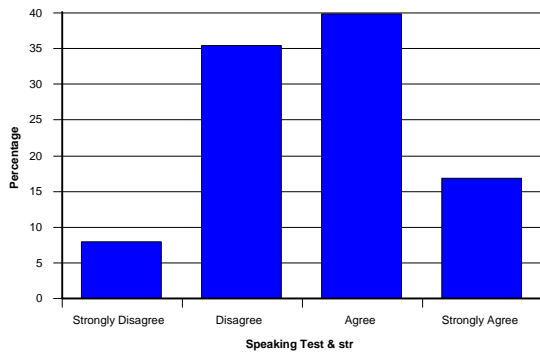
12. My CEP Speaking Test score is a true measure of my English speaking ability



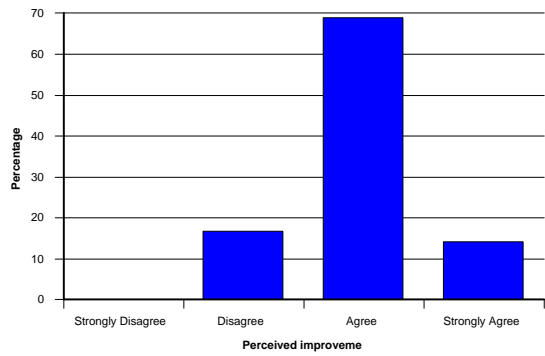
13. I feel stressful when speaking English in the CEP classroom



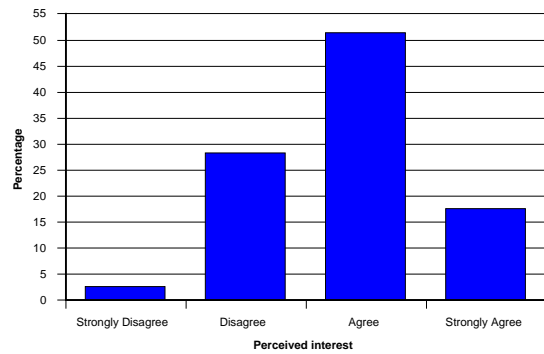
14. I feel stressful in the CEP Speaking Test



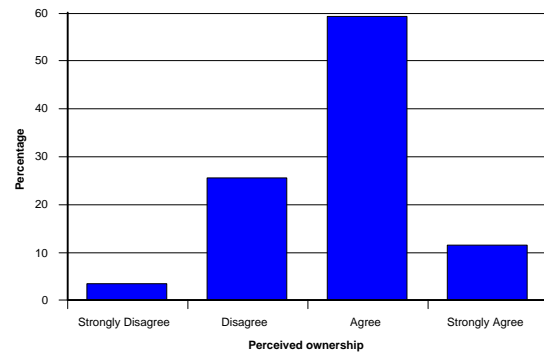
15. I can speak English better after one year of CEP



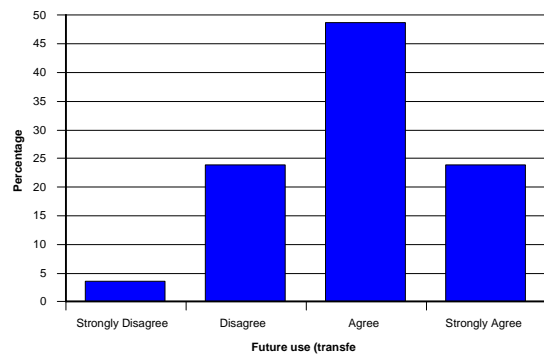
16. I have become more interested in English after one year of CEP



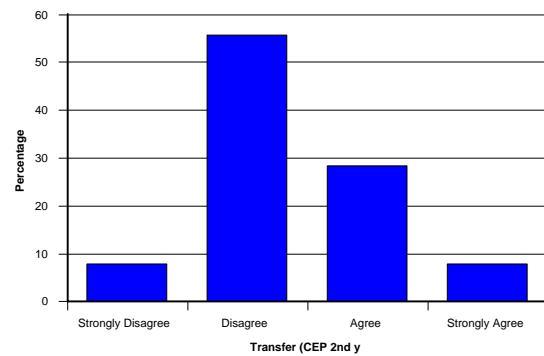
17. CEP has given me the skill to speak with people of other countries in the future



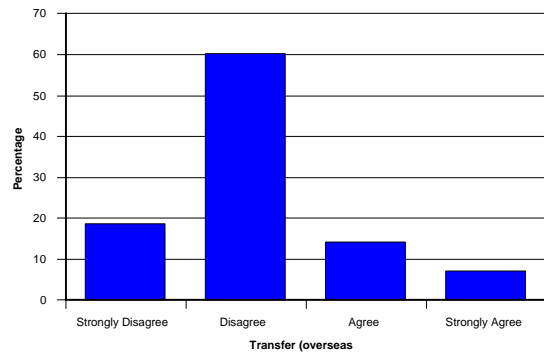
18. I look forward to speaking to people of other countries in English



19. I would like to continue with CEP in my second year at NUIS



20. I would like to attend an overseas study program next year, where I can use English

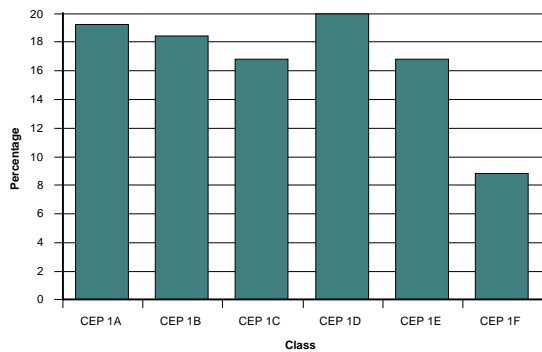


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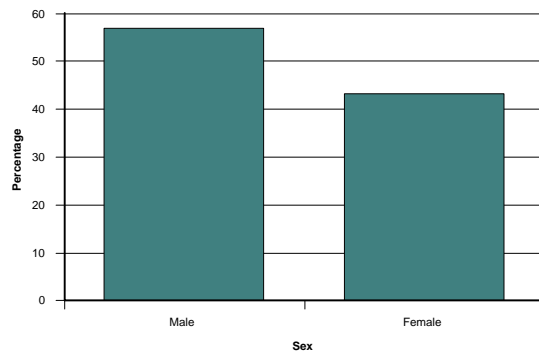


Appendix Four: Results of CEP 1 Student Survey

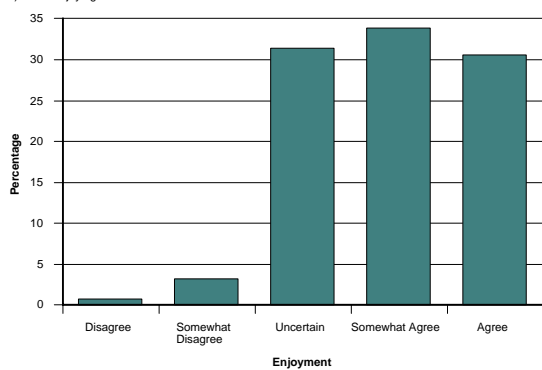
1) Which class are you in?



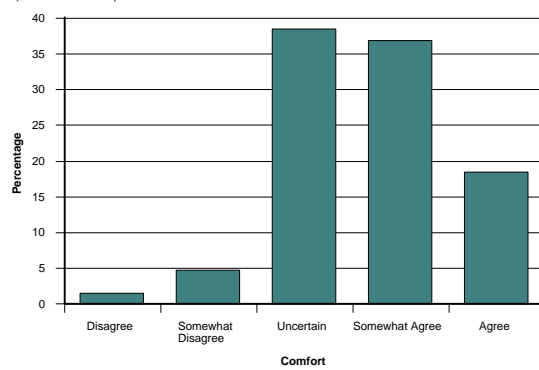
2) Sex



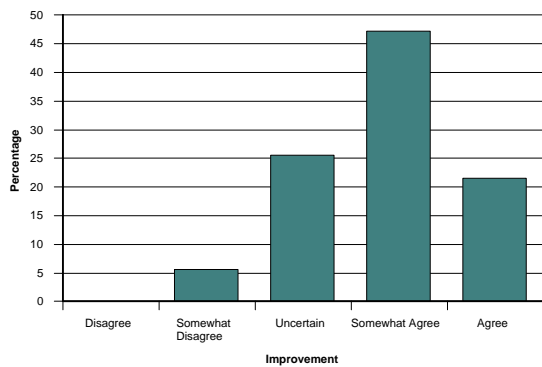
3) I am enjoying this class



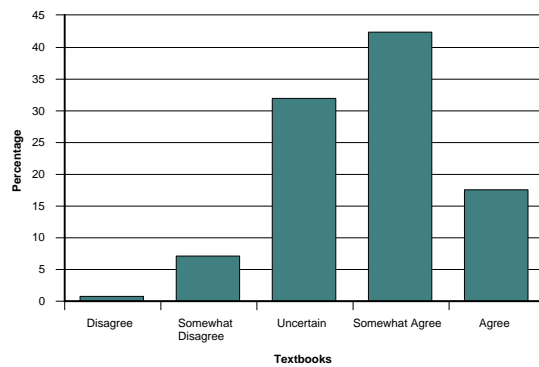
4) The class atmosphere is comfortable



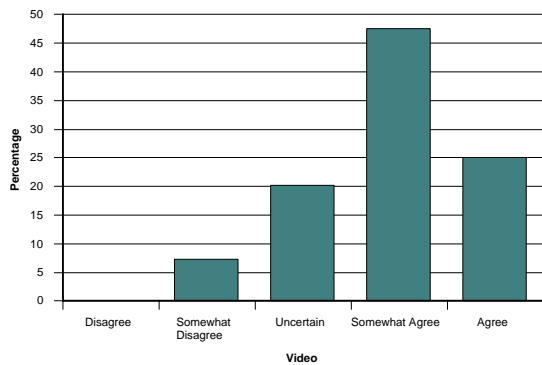
5) This class helps me to improve my English.



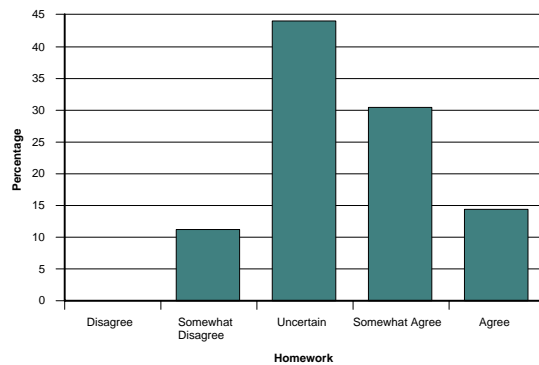
6) The textbooks help me learn English



7) The video helps me learn English.

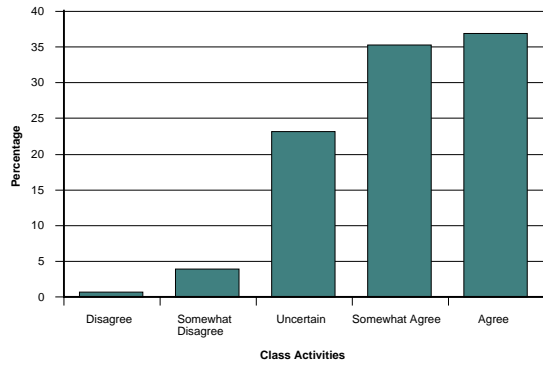


8) The homework assignments helped me learn English

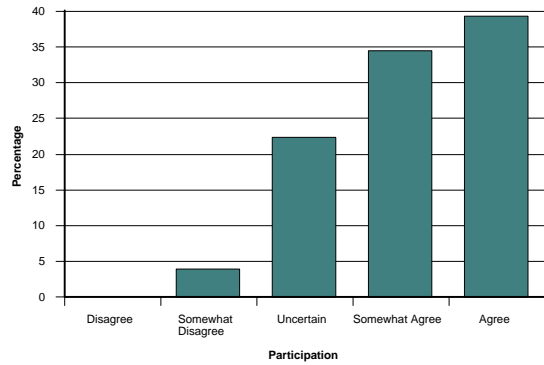




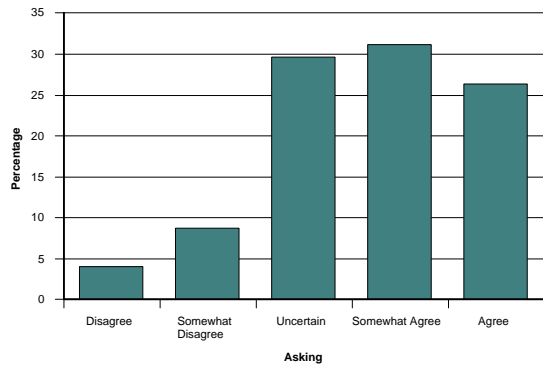
9) The activities in class help me learn English.



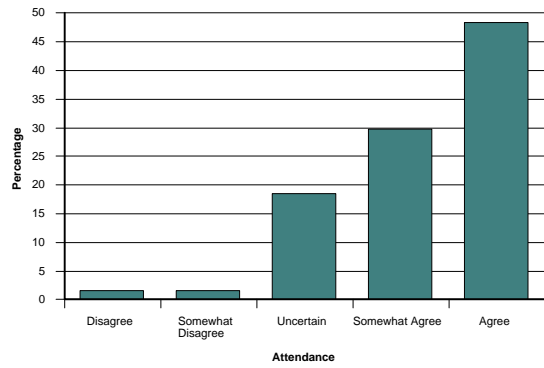
10) Participating in class is important.



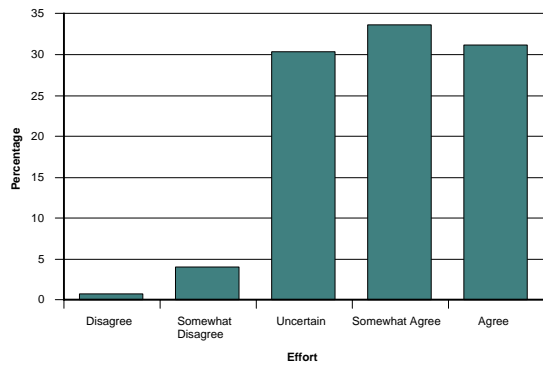
11) I ask the teacher for help when I need it.



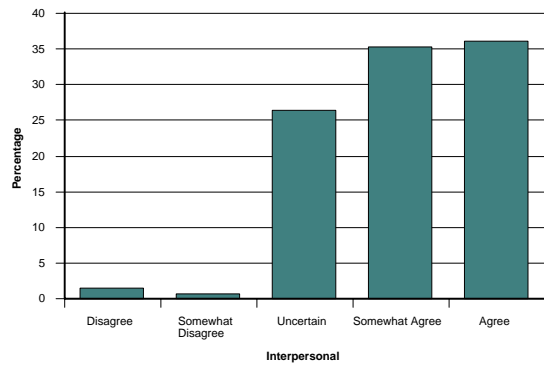
12) Attending the class is important.



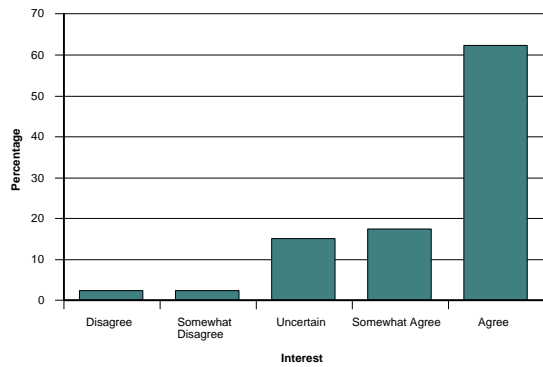
13) I do my best in class.



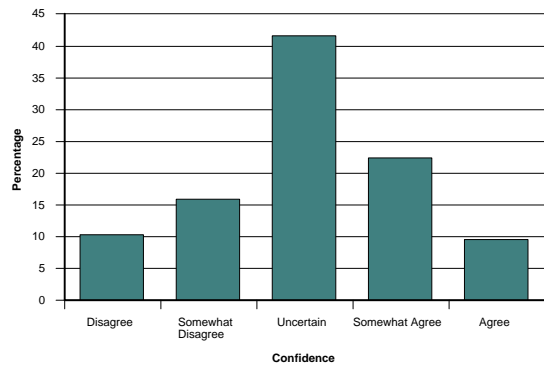
14) I like most of the other people in my class.



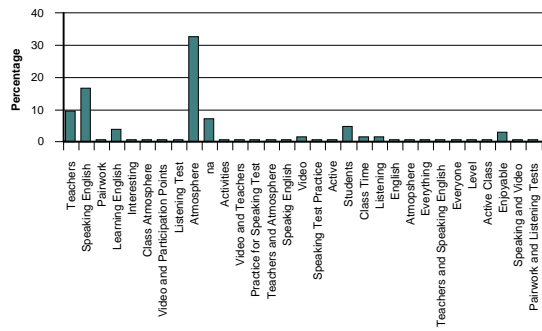
15) I come to class on time.



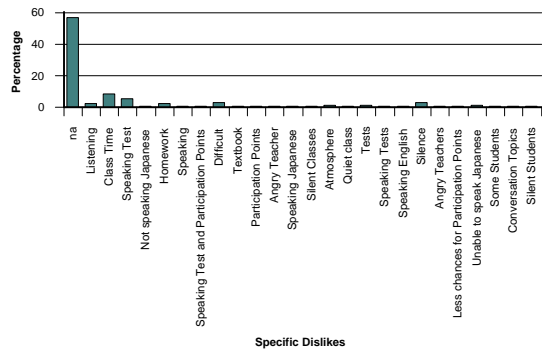
16) I think I will pass this class.



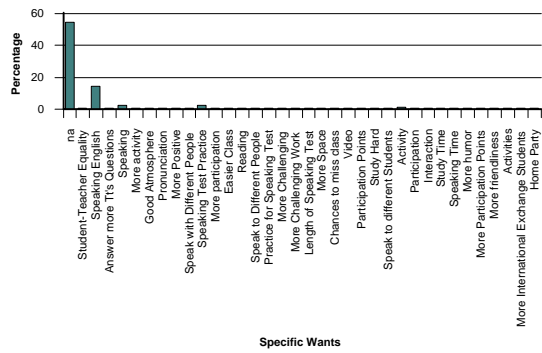
17) What do you like about this class?



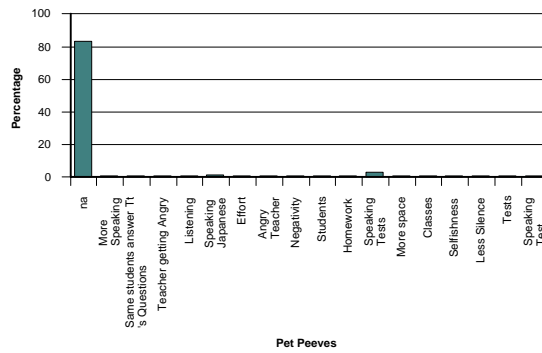
18) What do you dislike about this class?



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



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

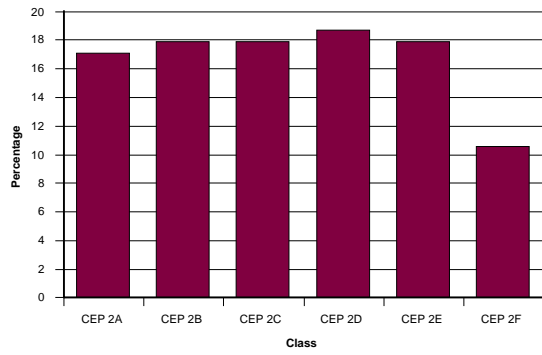


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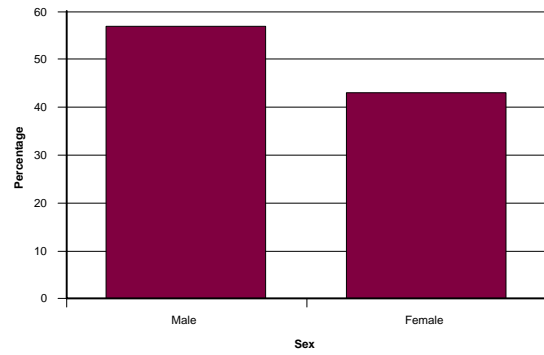


Appendix Five: Results of CEP 2 Student Survey

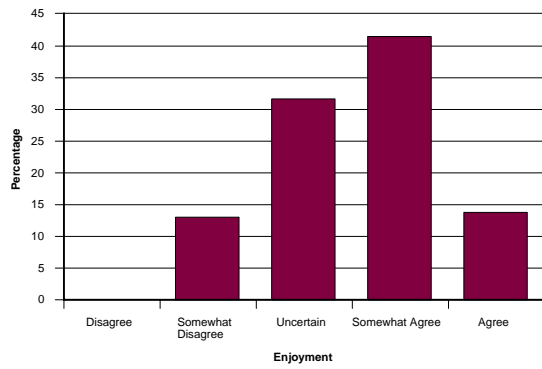
1) Which class are you in?



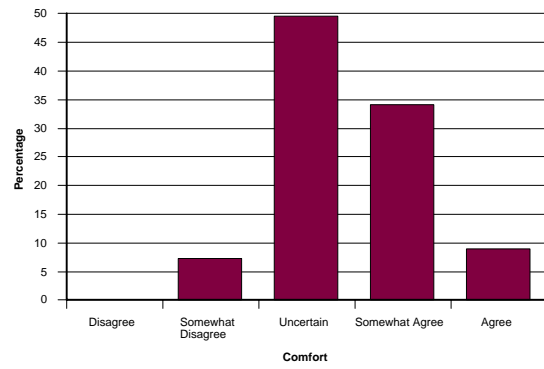
2) Sex



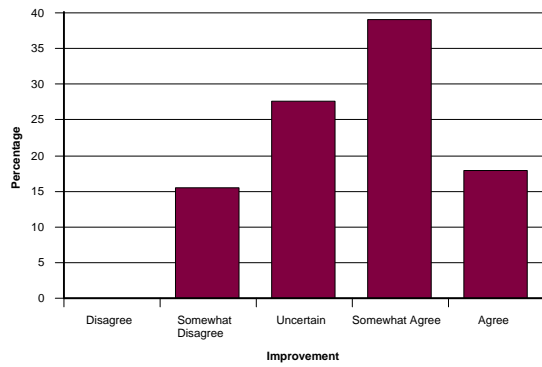
3) I am enjoying this class



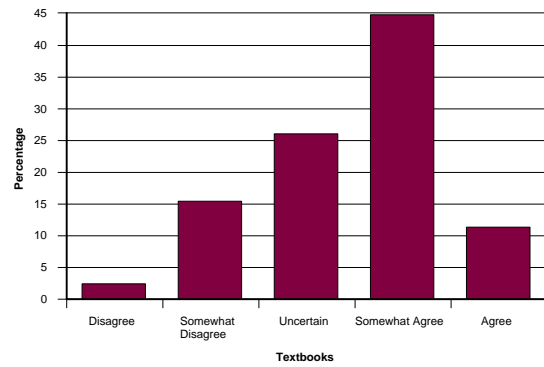
4) The class atmosphere is comfortable



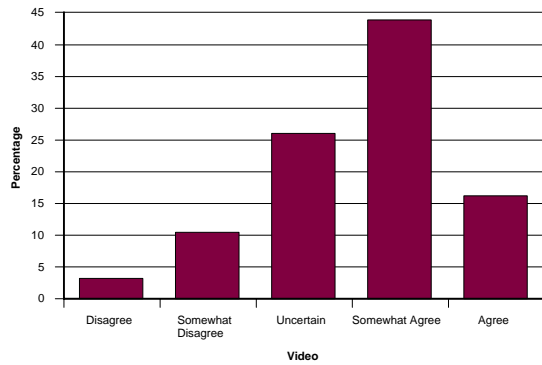
5) This class helps me to improve my English.



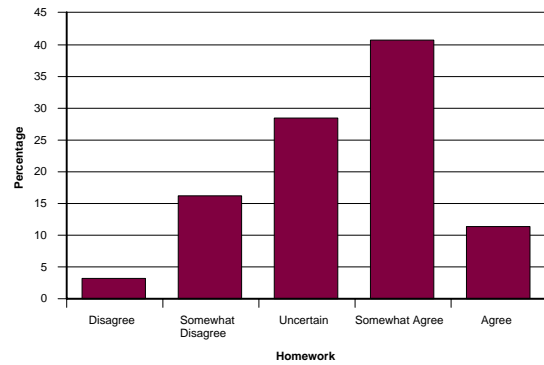
6) The textbooks help me learn English



7) The video helps me learn English.

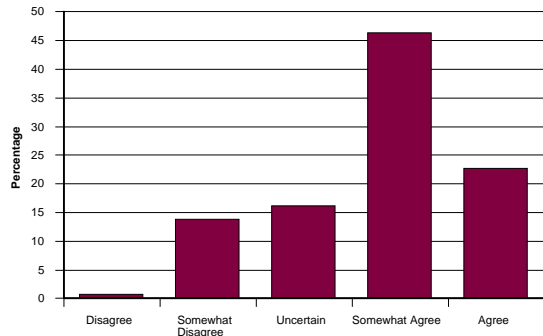


8) The homework assignments helped me learn English



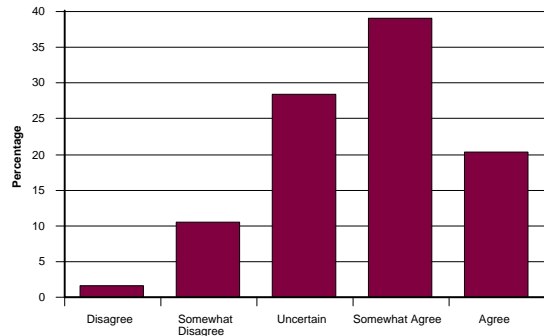


9) The activities in class help me learn English.



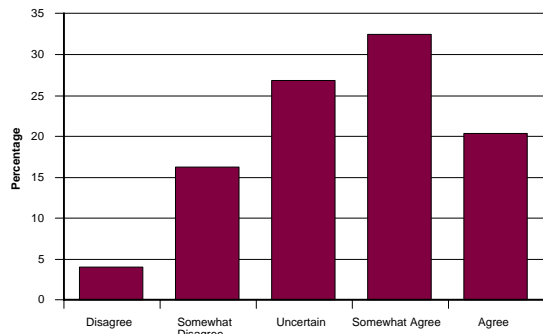
Class Activities

10) Participating in class is important.



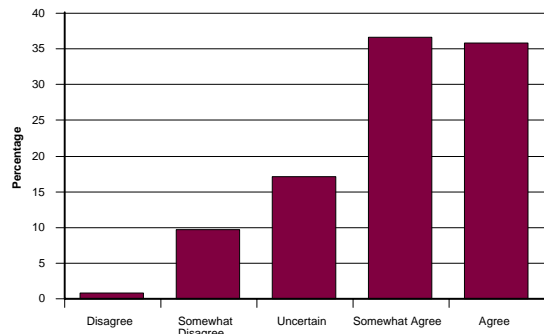
Participation

11) I ask the teacher for help when I need it.



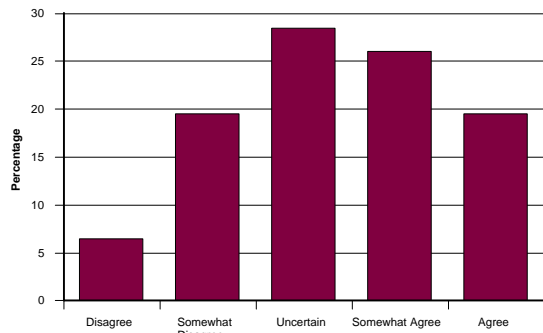
Asking

12) Attending the class is important.



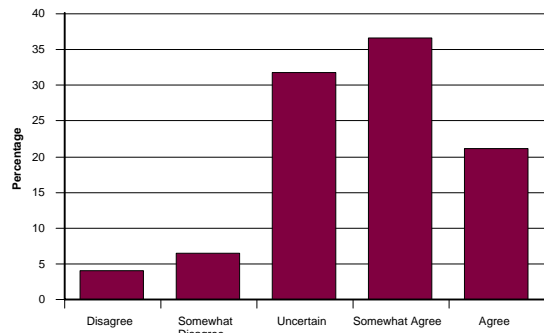
Attendance

13) I do my best in class.



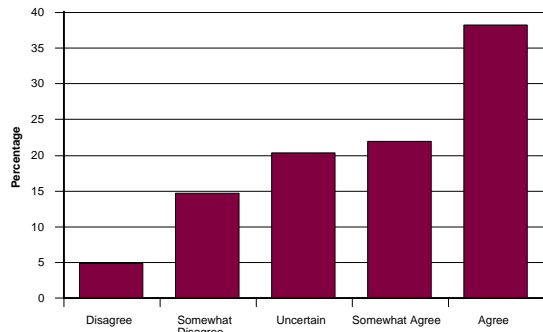
Effort

14) I like most of the other people in my class.



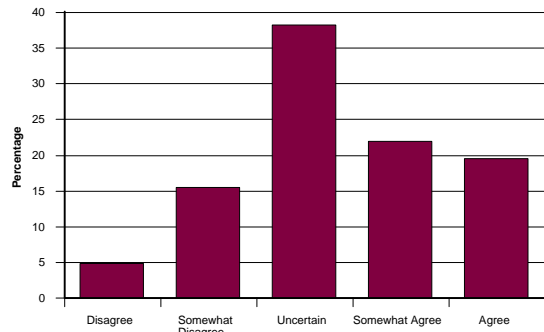
Interpersonal

15) I come to class on time.



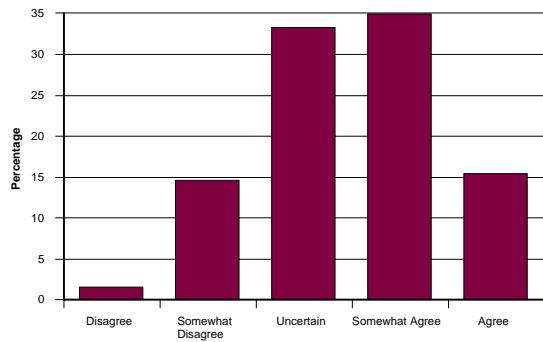
Interest

16) I think I will pass this class.

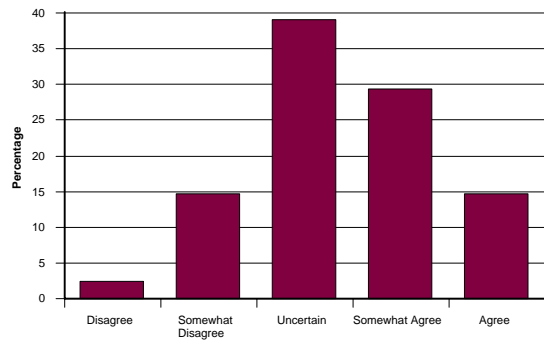


Confidence

17. I can speak English better after one year of CEP

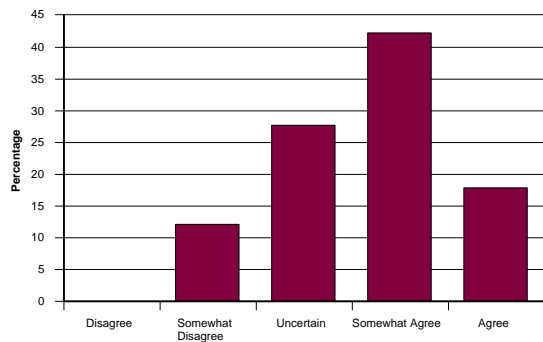


18. I have become more interested in English after one year of CEP



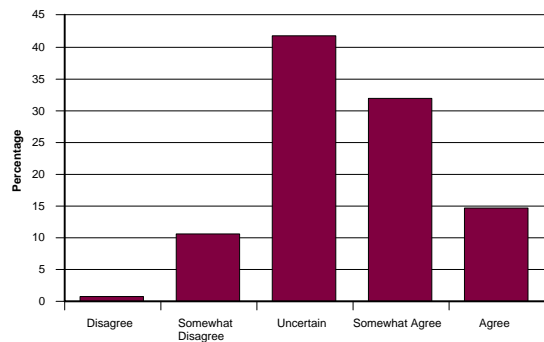
Perceived improve

19. CEP has given me the skill the to speak with people of other countries in the future



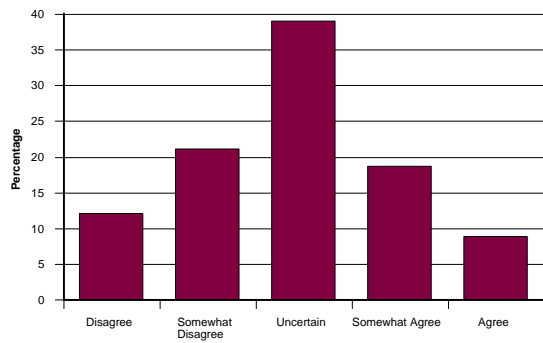
Perceived interest

20. I look forward to speaking to people of other countries in English



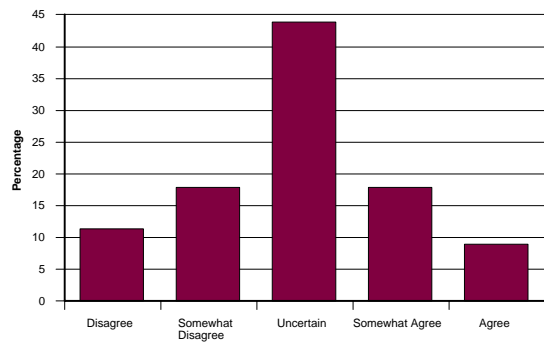
Perceived ownership

21. I would like to continue with CEP in my second year at NUIS



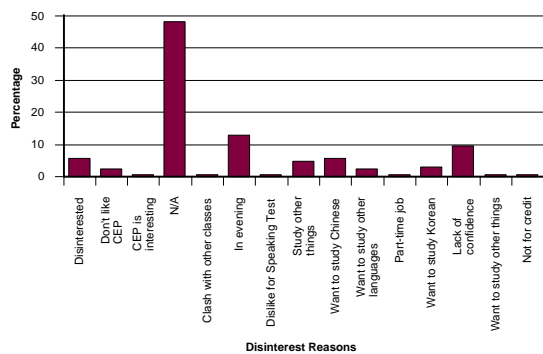
Future use (transfe

22. I would like to attend an overseas study program next year, where I can use English



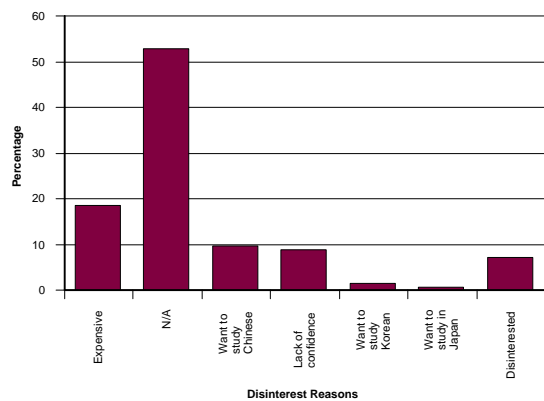
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23. If you do not want to take CEP in the second year, please explain your reasons why?



Transfer (overseas

24. If you do not want to travel overseas to study English, please explain your reasons why?



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Appendix Six: Upper Level CEP Tutorial Form

Individual Tutorial Report Form

Student: _____ Class: _____
Date: _____

1. Oral Communication Skills

Can the student communicate fluently with the teacher and other students? Can s/he use communicative strategies effectively? Does the student's grammar and pronunciation detract from his/her proficiency in the language?

(Poor) 1 • 2 • 3 • 4 • 5 (Excellent)

Strengths:

Weaknesses:

Goals:

2. Topics and Issues

Does the student understand the class topics? Does s/he try to analyse new concepts and theories? Does s/he attempt to speak in depth about the topics introduced in class, or does he/she revert back to simpler, descriptive, or concrete topics, such as food or hobbies?

(Poor) 1 • 2 • 3 • 4 • 5 (Proficient)

Strengths:

Weaknesses:

Goals:

3. Vocabulary

Does the student make an effort to learn and apply new vocabulary to the topics and issues? Is s/he still mostly using very basic vocabulary?

(Very Little Effort) 1 • 2 • 3 • 4 • 5 (Great Effort)

Strengths:

Weaknesses:

Goals:

4. Research Skills

Is the student actively using the library to find information and data from various sources for the class topics. Does the student understand the material that s/he has collected?

(Poor) 1 • 2 • 3 • 4 • 5 (Excellent)

Strengths:

Weaknesses:

Goals:

5. Attendance, Punctuality

Is the student attending regularly and coming to class in a timely manner?

(Poor) 1 • 2 • 3 • 4 • 5 (Excellent)

6. Progression

Has the student shown overall improvement in the areas discussed above? Is there a sign of improvement on their vocabulary or speaking tests? Or, has the student either stayed essentially at the same level, or gotten worse in most of the above areas? (See Key Below)

(Poor) 1 • 2 • 3 • 4 • 5 (Excellent)

- 5: Improvement in All Areas
- 4: Improvement in Most Areas
- 3: Some Improvement, but Difficult to Know For Certain
- 2: Little Improvement in Most Areas
- 1: No Improvement, or has Gotten Worse in two or more Areas

Strengths:

Weaknesses:

Goals:

Welfare:

Please make note of any issues that may be affecting the students' performance in class.

Teacher's Signature: _____

Student's Signature: _____