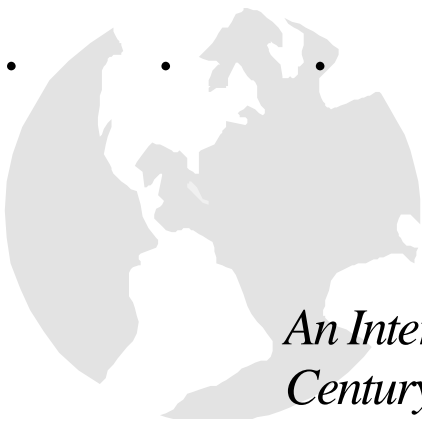




Department of Information Culture

# The CEP Report 2003



*An International Curriculum for the 21<sup>st</sup> Century*



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# The CEP Report

*Final Report: 2003-2004*

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Final Draft: December 22, 2004

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## Synopsis

It has been a stable year for the Communicative English Program. CEP 1 and 2 continued much in the manner as last year. Most of the energy this year went into preparing the way for developing CEP 3-8. CEP 3-8 will become an accredited course in 2006, so materials design will need to start immediately in order to be adequately prepared for this change. Nicola Hutton left this year in order to start a new life in Scotland. She will be replaced by Han Lee Yen from Singapore. Greg Dunne will move into the post of Senior CEP Instructor.

## Objectives

This report covers the following:

- A Review of Last Year's Targets
- An Account of Significant Issues and Events occurring from April 2003 to March 2004
- A List of Possible Targets for Next Year in CEP

## Review of Last Year's Targets

Issues raised in the CEP 2002 report were dealt with as follows during the 2003-2004 Academic Year:

- CEP Instructors were delegated the task of making "International Topics" for the upper levels of CEP. However, due to lack of clear direction from the Coordinator, most of the materials they created were piecemeal and unusable for future classes. This left the instructors tired and a bit demotivated. The coordinator decided that Themes and Issues were developed for the Upper Level of CEP (CEP 3-8) would be chosen that would complement topics that are taught by teachers in their Third Year and Graduation Seminar Courses. The first few modules would be created by the Coordinator to give clear examples of the expectations that he had for the materials, and then future topics, in consultation with the teachers in the Department of Information Culture, would be developed by the Instructors.
- It has proven difficult to verbalize what "International English" means for CEP. Effort and investment of time were made in firming up a definition, but it was found that even experts in the field of EIL are struggling to find a common definition. However, a representative of

what the Department of Information Culture understands as International English was hired as a CEP Instructor for the 2004-2005 academic year.

- Friday classes for CEP 1 and 2 were devoted to enjoyable activities, and used many of the material for revision from the Textbook. Some “caring and sharing” activities were employed, but we were unable to quantify any claims of whether or not this had a positive effect on student dynamics near the end of the course or not.
- Because of the declining numbers of students in the Upper Levels of CEP, we decided to forego the development of a Tutorial System.
- After intensive deliberations in the Department of Information Culture, it was finally decided that studying in Singapore for an Overseas Credit in CEP 3-8 was not feasible, and it was not included in the new curriculum.
- The question of a balance in Fluency and Accuracy for CEP 1 and 2 became a non-issue after the first few weeks of the semester, and an attempt to investigate this question was discontinued.
- Instructors and the Coordinator continually emphasized the fact that CEP 3-8 was a *class* and not a *club*. Students were reminded fairly regularly through the year, and some aspects of the cliquishness of last year were mitigated.
- Greater care was taken in the Pretest-Posttest evaluation of the course, and academic progression was suggested in the listening-speaking components of CEP. However, the results were less encouraging in the reading section of CEP.
- CEP Instructors were encouraged to identify goals and aim for them while in CEP. Many of the goals they set for themselves were not met, suggesting that the Coordinator must work with them to reach more concrete goals during the year.
- Outside opportunities, such as participation in the TOEIC test, while not entirely compatible with the goals of CEP, were offered to students as a way to get further accreditation and recognition for their language study. Students were also allowed time out of CEP in January on one day to investigate participation in the Overseas Programs of NUIS.
- A provisional “CEP Rep” Program was set up. Student representatives were able to cooperate with the teachers in perennial classroom issues (absenteeism, flagging motivation, etc), but the students of each CEP level were unsure about the benefit of having CEP Representatives.

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- Greg Dunne was trained in the procedures of CEP and the goals of the program. This became a high priority in anticipation of the arrival of a new CEP instructor in 2004.
  - Norming for the Speaking test was maintained, and resulted in very high levels of Interrater Reliability throughout the year.
  - Perhaps the biggest accomplishment of the year is that, after lengthy discussions and negotiations with stakeholders, CEP 3 – 8 has been scheduled to become a fully-accredited course of study at NUIS, starting in the 2006 academic year.

## **The Year in Review**

The events of the 2003-2004 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**

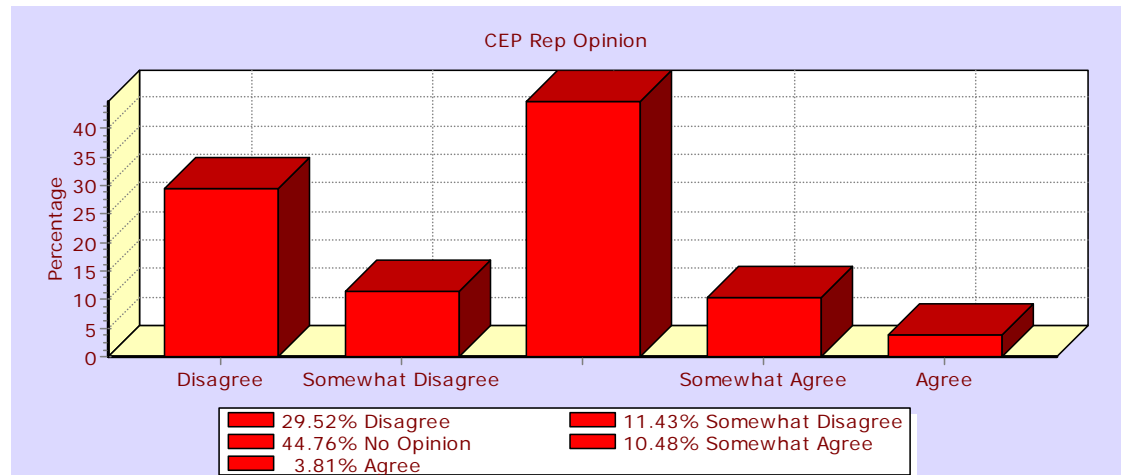
The Coordinator read literature on International English (e.g. Sandra Lee MacKay's "Teaching English as an International Language" (Oxford 2002), and attended the Workshop on World Englishes in the Classroom on December 7, 2003, at Chukyo University in Nagoya, Japan. After listening to the presentations by Kachru, Yoneoka and Smith, the Coordinator concluded that even the leaders in this area of study are struggling with a definition that satisfy a large number of people. The area of English as an International Language (EIL) is still very much an emergent field. In some ways, as Yoneoka stated at the conference, "EIL is an idealization of a language that no one speaks...no one has the authority to prescribe it, nor does anyone have the omnipotence to describe it."

However, while we had difficulty in verbalizing a clear definition of EIL, we did the next best thing by being able to hire a teacher who could represent the concerns of EIL. With Nicola Hutton planning to return to Scotland in 2004, Han Lee Yen, a bilingual speaker of English and Chinese from Singapore, was hired. It was felt that she could serve as a role model to students at NUIS as an Asian representative of International English.

### **Motivating Learners**

Apart from the incentives offered in class, two ideas were tried out this year. One is that we implemented a CEP Representative's System, in which classes chose a member from their group to represent their needs and concerns with

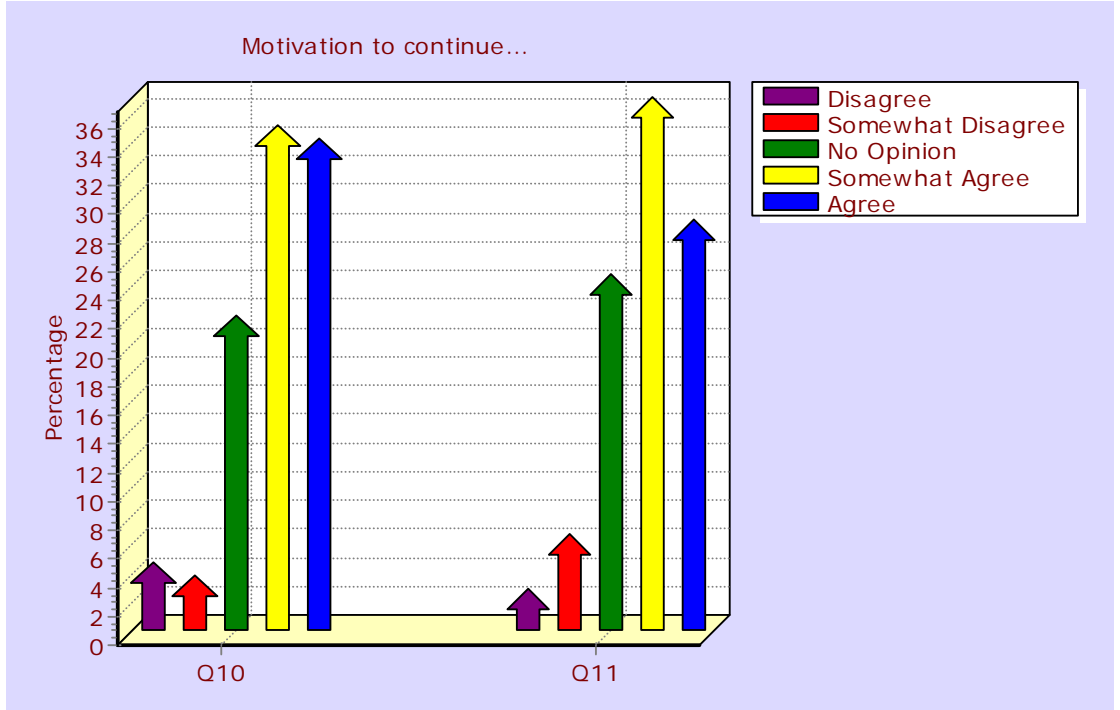
the Coordinator. Any problems could be then relayed to the Instructors, and a cooperated effort with the Representatives to work on solutions could be made. As well, anything that students found to be successful or helpful could also be noted, and these classroom practices could be continued in order to further motivate the learners. However, while the Coordinator found this added connection with the students to be helpful in gauging what was happening in class, and a good indicator for flagging motivation, survey results at the end of the year from students suggested that they did not see the value of the system.



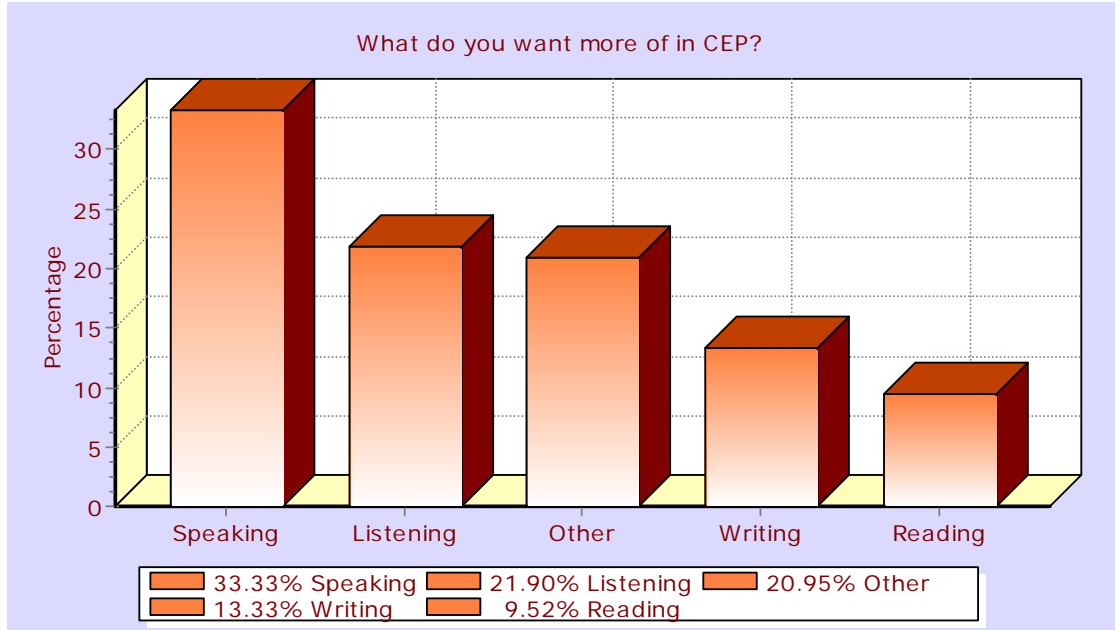
The other item that we encouraged was participation in TOEIC testing, which is offered on campus. If students get a TOEIC score of 600 or more, they can get a scholarship. Any students taking the test would also be given extra credit on their final grade. As a result, many students participated in the test, and since the test is increasingly used by companies to hire employees, they were able to find out what their potential job prospects were as well. This caused some backwash in student effort, though the TOEIC test took place during the middle of the second semester (CEP 2), so the effects on class participation were minimal.

Nevertheless, at the end of the year, it appears that student motivation was high. As the graph shows below, a large number of students want to continue to study in the upper levels of CEP after the first year (Question 10). When asked if they felt that CEP had motivated them to speak more English (Question 11), the response was again very positive, with a high percentage of students feeling that CEP had been instrumental in their effort to speak English.

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A further sign of this motivation can be seen in what students wanted more from CEP. In the middle of the year, students mostly wanted to engage in passive activities that focused on listening. By the end of the year, students wanted to have more opportunities to speak, as the graph shows below.



It must be admitted, however, that most of the classroom effort on motivating students still has relied on extrinsic elements. More work is needed to find out how to encourage students to increasingly “invest” in CEP.

### Valid and Reliable Teaching Practices

We once again used a Test-Retest Model to determine whether academic progression took place during the year with our learners. Comparing the means between the placement tests taken by the learners in April 2003 to the same test given to them in December 2003, the t-test results suggested that the Post-test scores were significantly higher. This is encouraging, since at most Japanese universities, the students' language proficiency drops rapidly after their first year.

t-Test: Paired Two Sample for Means		
	Winter 2003	Spring 2003
Mean	36.92035398	33.4070796
Variance	79.39538559	81.636378
Observations	113	113
Pearson Correlation	0.857352195	
Hypothesized Mean Difference	0	
df	112	
t Stat	7.78998489	
P(T<=t) one-tail	1.844E-12	
t Critical one-tail	2.360102371	
P(T<=t) two-tail	3.68799E-12	
t Critical two-tail	2.620436135	

A comparison of the variances also found that we could reject the null hypothesis, and that there was a significant improvement in the variances of the scores of the learners for this year.

F-Test Two-Sample for Variances		
	Winter 2003	Spring 2003
Mean	36.92035398	33.4070796
Variance	79.39538559	81.636378
Observations	113	113
df	112	112
F	0.972549096	
P(F<=f) one-tail	0.441583088	
F Critical one-tail	0.731855909	

It must be mentioned that these tests mainly measure the learners' knowledge of grammar and vocabulary. There is a listening component to the test, which could be linked somewhat to their oral proficiency. We have yet to discover a way to adequately measure progression in the learners' oral proficiency,

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though we are all certain that this is the area in which students who the most dramatic improvement.

Less encouraging was an analysis of the students' progress in the SRA Reading Component of CEP. Test-Retest of the students' placement test for this part of the course found no significant improvement. While the students did not get worse through the year, neither did they improve.

<b>t-Test: Paired Two Sample for Means</b>		
	Posttest	Pretest
Mean	53.54938272	53.16358025
Variance	291.0224607	274.8151513
Observations	108	108
Pearson Correlation	0.469398935	
Hypothesized Mean Difference	0	
df	107	
t Stat	0.231349259	
P(T<=t) one-tail	0.408742654	
t Critical one-tail	1.659218469	
P(T<=t) two-tail	0.817485309	
t Critical two-tail	1.982384674	

We were uncertain why this has taken place, until we found buried in the Teacher's Manual of the SRA materials on Page 49 that it is not recommended that the SRA course materials be used only once a week. Rather, they should be used several times a week in order to reinforce what the students are learning in class. This suggests that we may need to reconsider changing what we are doing with the SRA materials.

### **Fostering a Healthy Environment for Learning and Development**

Throughout 2003, the Department of Information Culture was involved in curriculum reforms, which were ordered by the president of NUIS. CEP 1 and 2 were reviewed, and it was decided by the committee that they would not need to be changed. However, CEP 3-8 was not becoming a course that was envisioned by the Coordinator or interested members of the department. Especially in the second semester, student attendance fell sharply, and the fact that the course met in the late afternoon caused it to meet at the same time as other classes. Over 60% of first year students in CEP stated that they wanted to continue to CEP 3-8, but because of scheduling conflicts, they were unable to attend the class.

Also, the earlier compromise which allowed students to take three of four classes in a week proved to be even more disastrous, with students coming and going, and many prioritizing club activities and part-time jobs over the class, making it a nightmare to administer and a burden to try to teach.

The small number of students who were attending regularly, however, represented the most proficient students in the department, and as such, were a joy to work with. But both the Coordinator and the Department wanted more, so lengthy discussions over several months were held on what to do about the state of CEP 3-8.

A number of plans were proposed for CEP 3-8. Eventually, “Plan B” was accepted. This class would meet three times a week, with a fourth class scheduled as a self-study tutorial, in which students would have to work on materials on their own or in groups, and who could visit the CEP Instructors’ offices for tutorial or remedial work.

B案	月	火		水		木		金	
9:00 ~ 9:45	CEP 1A, 1B, 1C (Reading)	CEP 1A (Spk / List)	CEP 1B (Spk / List)			CEP 1A (Spk / List)	CEP 1B (Spk / List)	CEP 1A (Spk / List)	CEP 1B (Spk / List)
9:50 ~ 10:35		CEP 1C (Spk / List)				CEP 1C (Spk / List)		CEP 1C (Spk / List)	
10:40 ~ 11:25	CEP 1D, 1E, 1F (Reading)		CEP 1D (Spk / List)				CEP 1D (Spk / List)		CEP 1D (Spk / List)
11:30 ~ 12:15		CEP 1E (Spk / List)	CEP 1F (Spk / List)			CEP 1E (Spk / List)	CEP 1F (Spk / List)	CEP 1E (Spk / List)	CEP 1F (Spk / List)
12:15 ~ 1:10									
1:10 ~ 1:55				CEP 1A (Spk / List)	CEP 1B (Spk / List)				
2:00 ~ 2:45				CEP 1C (Spk / List)					
2:50 ~ 3:35					CEP 1D (Spk / List)				
3:40 ~ 4:25				CEP 1E (Spk / List)	CEP 1F (Spk / List)				
4:30 ~ 5:15		<b>CEP 3A</b> Current Issues in Japan	<b>CEP 3B</b> Exploring Japanese Culture	<b>CEP 3A</b> Sample Lecture	<b>CEP 3B</b> Video & Discussion	<b>CEP 3A</b> Self-Study Tutorial	<b>CEP 3B</b> Self-Study Tutorial	<b>CEP 3A</b> Round Table Discussion	<b>CEP 3B</b> Debate
5:20 ~ 6:00									

Two groups of learners were envisaged: An upper-level group that had been overseas to the United States for one semester, and who would have the proficiency to explore issues related to internationalization. A lower level group was also planned for – students who lacked the proficiency to discuss complex issues, but had a high level of motivation and love for learning the language.

The objectives for these new CEP courses were stated as follows:

- Encourage Students to Communicate on Topics that are of Interest to Them
- Create Opportunities for Communication with Non-Japanese Asians in English
- Link CEP 3-8 to Information Culture Curriculum Development
- Provide Concrete Examples of International English

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Additionally, the Coordinator proposed that the subject matter of the CEP 3-8 be linked to the graduation seminar courses of the teachers in the department. In this way, students would be discussing in English many of the issues they are also studying with specialist teachers. Teachers in the department who speak English could also come to the CEP classes at resource people, or “resident experts.” These teachers would serve as powerful role models to students in the class, as they would see their teachers communicating in English, while maintaining their Japanese identity.

The course was proposed to be taught in cycles that complement the CEP 1 and 2 three week cycles, but these cycles would focus on topics to be developed by the Coordinator and Instructors, such as the sample below suggests.

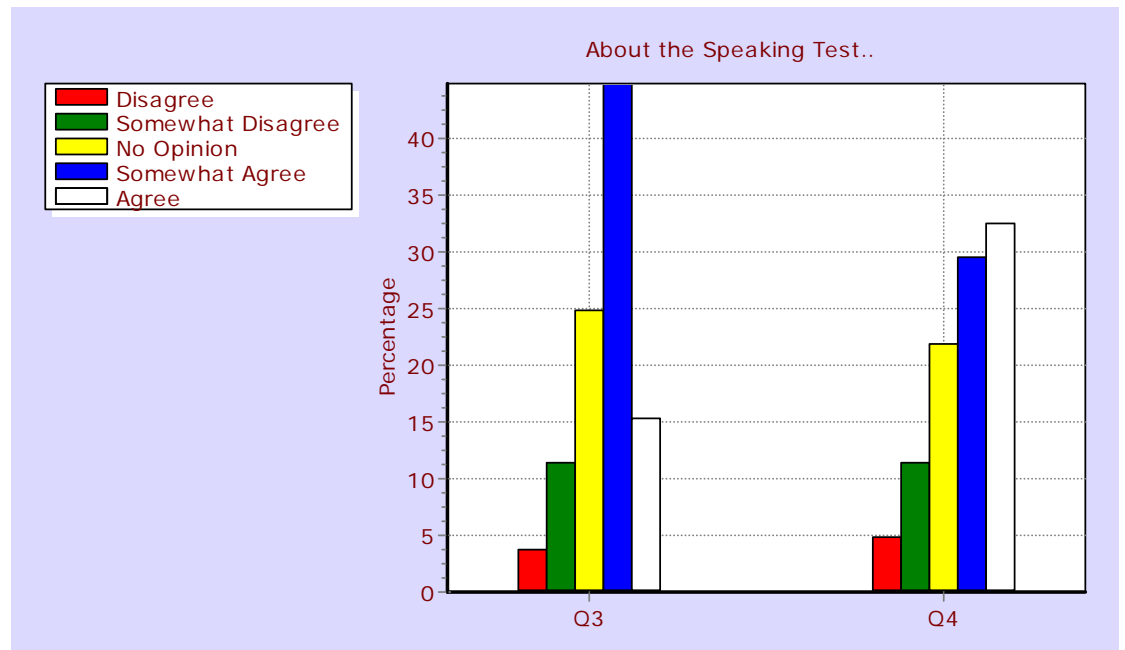
<b>One Week Sample</b>				
<b>Time</b>	<b>Tue</b>	<b>Wed</b>	<b>Thurs</b>	<b>Fri</b>
<b>3<sup>rd</sup> Period</b>				
<b>4<sup>th</sup> Period</b>				
<b>5<sup>th</sup> Period</b>	<b>CEP 3A</b> Current Issues in Japan: <i>Japanese Economic Development</i>	<b>CEP 3A</b> Sample Lecture or Reading from Japanese Teacher in English on Japanese Economy (Video)	<b>Self-Study Tutorial</b> Prepare for Friday Discussion	<b>CEP 3A</b> Class Discussion: <i>Japanese Economy and Current Employment for NUIS Graduates</i>
	<b>CEP 3B</b> Exploring Japanese Culture: <i>The Ramen Shop</i>	<b>CEP 3B</b> Listening and Vocabulary: Japanese Teacher’s favorite ramen shop (Video in English)	<b>Self-Study Tutorial</b> Prepare for Friday Discussion	<b>CEP 3B</b> Debate: <i>The Best Ramen Shop in Niigata</i>

These ideas were approved by the department. However, the idea of sending students to Singapore where they could study International English for credit was eventually rejected, citing the reason that the department’s human resources were stretched to the limit as it is running the Chinese, Korean, American and Russian Programs.

A major improvement for the course is that, starting in 2006, CEP 3-8 will be an elective course that students can apply for graduation credit. This is the accreditation that the Coordinator has been requesting for three years. This will also help to mitigate the cliquish club dynamic that has been plaguing CEP. Finally, the course will no longer be called “CEP 3 through 8.” It will be called “Advanced CEP.” This will help in reducing the confusion that students and new teachers alike experience with the course titles.

### Upholding Clear and Fair Standards

As with years past, the Super Giant Monster File helped in maintaining up-to-date, accurate assessment of the students. Norming for the Speaking Test insured a high level of interrater reliability. Students who did not meet the basic standards of CEP were sent to remedial study at the end of each semester. In most cases, students were able to improve from these intensive courses. The program had a high level of face validity with teachers and students alike, especially in the area of the Speaking Test that takes place at the end of each three-week cycle. Though the significance of the test is balanced by the students' participation, homework and other test scores, it is touted as the culmination of the students' progress during the year. Students tend to believe that the test is an accurate reflection of their proficiency and therefore, is a fair indicator of their grade.



### New Instructor for Upcoming Year

Nicola Hutton announced that she would be returning to Scotland with her new husband in 2004. She has been an excellent teacher who has been especially popular with female students. Some have stated that Nicola has been a significant influence in their development as English language speakers. Han Lee-Yen, an experienced teacher from Singapore, will replace her. Greg Dunne will be in charge of orienting her to the daily duties as a teacher in CEP. While we will miss Nicola Hutton, we are excited for her new life in Scotland, and looking forward to working with Han Lee-Yen.

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## Targets for Next Year

The following are possible targets to work for in the 2004—2005 academic year:

- Train Han Lee-Yen in the routines and duties of CEP.
- Maintain the goals and standards for CEP 1-2, but increasingly focus the CEP Instructors' energy on the development of Advanced CEP in preparation for 2006.
- Create Topic Modules for Advanced CEP that will complement the topics and concerns of the Department of Information Culture's Curriculum.
- Continue to assess the situation surrounding the SRA Reading Materials
- Encourage the CEP Instructors to set clear goals for themselves and make their professional development a priority

## Appendix One: CEP 1/CEP 2 Survey Sheet

### CEP Student Survey

Please Answer all of the Questions Below

#### Q1. What Class are you in?

CEP 2A <input type="checkbox"/>	CEP 2B <input type="checkbox"/>
CEP 2C <input type="checkbox"/>	CEP 2D <input type="checkbox"/>
CEP 2E <input type="checkbox"/>	CEP 2F <input type="checkbox"/>

#### Q2. What is your gender?

Male  Female

#### Q3. About the Speaking Test...

	Disagree	Somewhat Disagree	No Opinion	Somewhat Agree	Agree
<b>Q3.1. My Speaking Test Performance is an accurate reflection of my Classroom Speaking Performance</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q3.2. My Speaking Test Score is an accurate reflection of my Speaking Test Performance</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

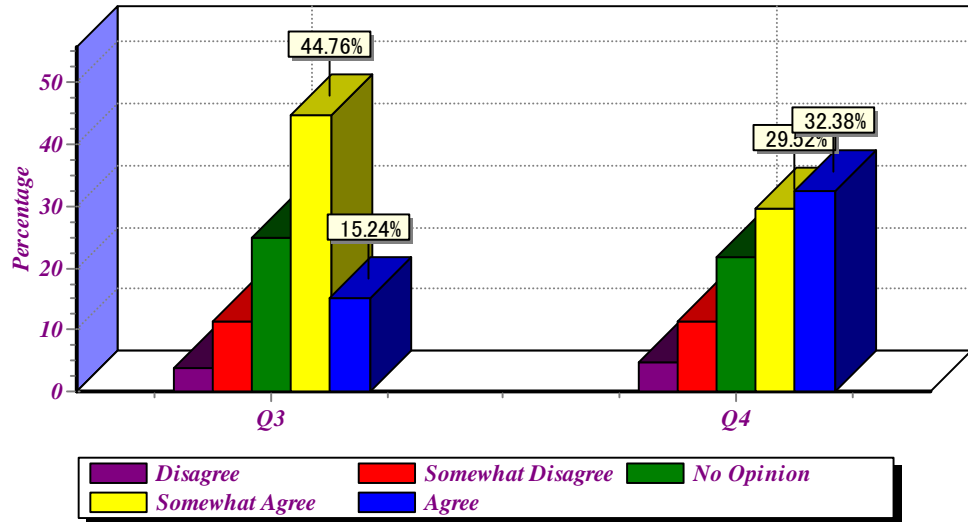
#### Q4. Confidence to Speak...

	Disagree	Somewhat Disagree	No Opinion	Somewhat Agree	Agree
<b>Q4.1. I am confident when speaking English in the CEP class</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q4.2. CEP has given me more confidence to speak English</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q4.3. I will try to speak English to Native English Speakers if I meet them</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q4.4. I will try and speak English to other Asians when I can't speak their native language</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q4.5. It feels natural to talk to my English teachers outside of class</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

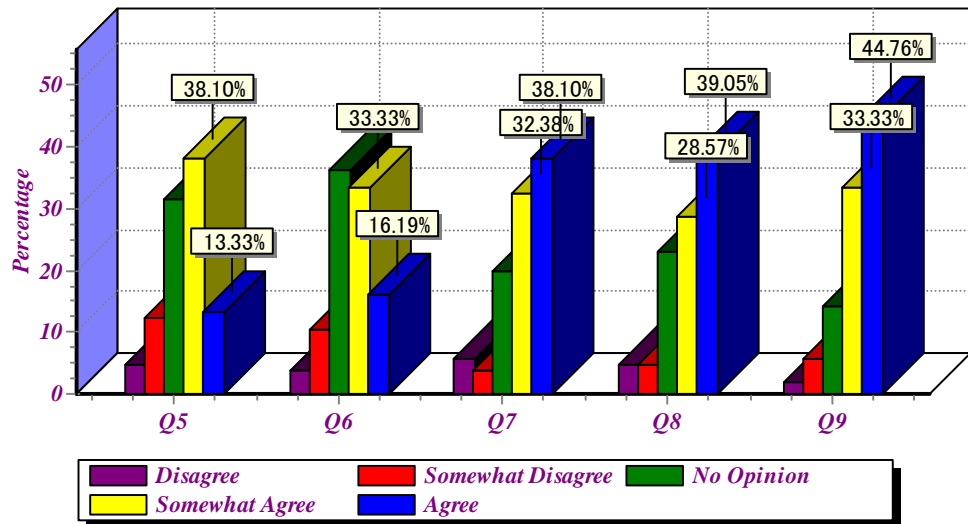


## Yearend Survey Results

*About the Speaking Test..*

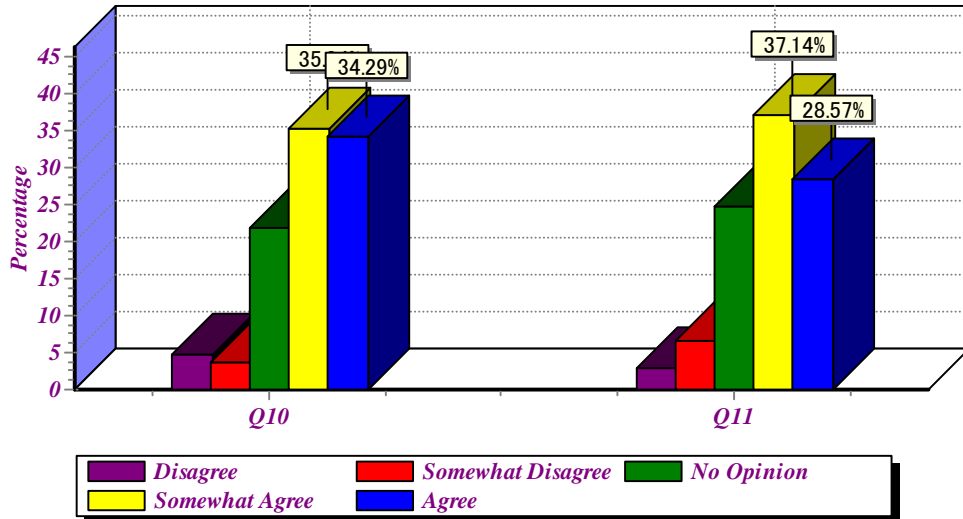


*Confidence to Speak...*

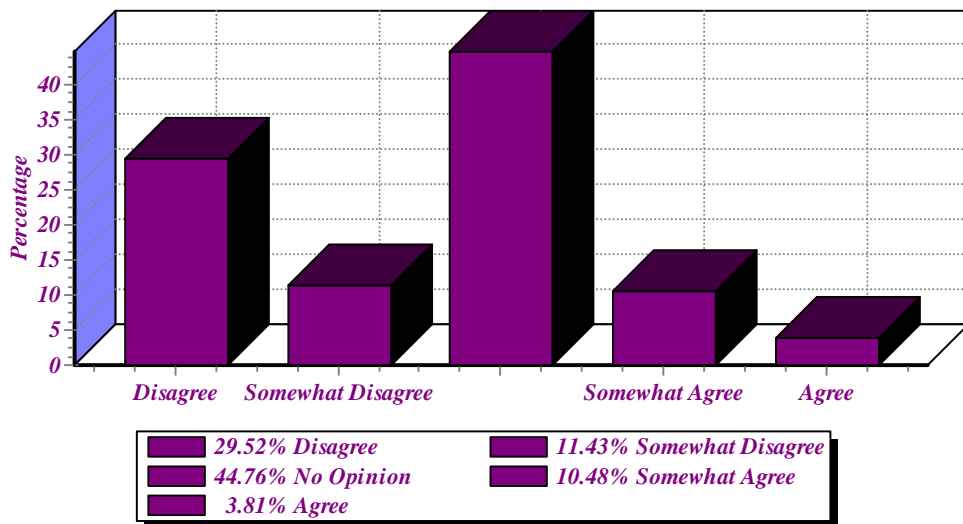


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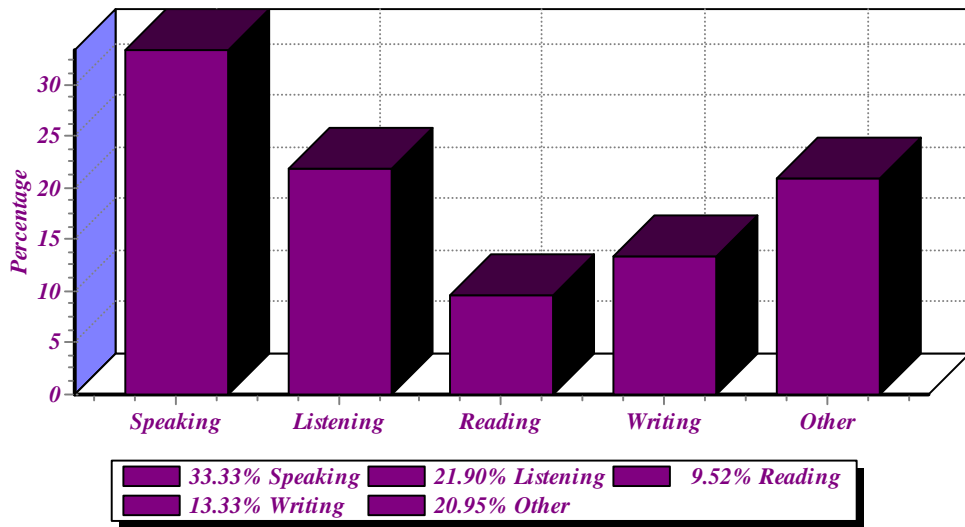
*Motivation to continue...*



*CEP Rep System Helpful?*



What do you want more of in CEP?



Teaching Materials

