First, I explained the purpose of the project, and arranged a brainstorming session on the theme of Kumamoto Castle to help students generate ideas. Then useful tools were introduced to assist their writing with the use of corpus consultation and English writing sites. Topics were then decided and the genre of feature article was shown, followed by the explanation of types of leads, citing and text construction. Finally we decided the title of the magazine before peer editing and teacher feedback. In the classroom, I tried to make students motivated, taking in such activities as doing easy quizzes, discussing them with neighbors, deciding the magazine title by vote. I also used sample feature articles written by other university students as models.

Last September we finally produced a magazine funded by ‘Kirameki Youth Project’ at Kumamoto University, because of the contribution to student education and the local community. The project has been mostly appreciated by both students and teachers. In the presentation, I will show some difficulties I had in the class as well as student comments after this project.

M024

Aug. 31/11:30-11:55/Bld1 R301

Asking Students, Faculty, and Alumni:
How Much Is English Needed in and after University?

H. Umeda (Suzuka International U.)

The purpose of this research is two fold: (1) to examine whether English should be offered to all Japanese students, and (2) if so, what other language could be taught on a priority basis at the university where the presenter currently teaches EFL.

Last summer, the presenter distributed a questionnaire to 394 alumni of his university in order to ask them if they have opportunities to use English in their respective workplaces. Fifty-nine responded. Approximately, 30 percent said they use English at work.

In January 2011, the presenter is distributing another questionnaire to two groups: first, to 48 Japanese students who are taking his English-related classes, and second, to all 34 full-time faculty members of the university. The students are asked what languages they would like to study while the faculty members are asked what languages the university should offer for the Japanese students on a priority basis. Both of these parties are asked to choose three from the following eight languages: English, Spanish, Portuguese, Russian, German, Korean, Chinese, and Japanese. Except for Japanese, all other languages are offered in the university. Choosing three languages, they are asked to put "1" on the language they think they should study/should be taught most, "2" the second most, and "3" the third most.

At present, the presenter predicts that English will be chosen as the most should-be-learned/taught language. At the same time, he anticipates that some students/faculty members may show interest in studying/teaching Japanese, considering the need of its improvement as the students face job-hunting. Furthermore, the presenter would like to show his perspective on whether the university should reconsider offering English to all the students, referring to the results of the questionnaire given to alumni.