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Building a Coordinated English Language Program: Progress, Problems, and Prognosis

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1. History

At Kinjo Gakuin University, students majoring in subjects other than English take two English courses a year for two years. That gives us approximately 160 class hours in which to accomplish our goals. It is absolutely essential, therefore, that we make the best use of our time. With this in mind, in 1989 the English Department of Kinjo Gakuin University decided to implement a coordinated program that will attempt to allot the available classroom hours to work that will most benefit the students. The program was implemented in 1990 with a director and a committee of three people to coordinate the program. In 1992 the program was merged with the English major program and is now coordinated by a committee made up of four people.

2. Description

An Overview of the Non-English Major Program

<i>First Year</i>	<i>Second Year</i>
Oral English I (Speaking)	Oral English II (Speaking and Listening)
Language Lab (Listening)	Writing/Reading (Writing and Reading)

Description of Classes

First Year

Oral English I

Description: *For First Year Students.* In this course students will become comfortable with basic English conversation through practice. Course activities will include pair work and short roleplays based on brief conversations learned in class.

Contents: The student will:

1. learn a variety of new expressions to use in everyday conversations
2. practice the appropriate expressions in everyday conversations

Text: New English Firsthand, Helgesen et al.

Language Lab (LL)

Description: *For First Year Students.* The primary purpose of this class is to improve students' listening ability. This will be done through listening activities based on both audio and video tapes.

Contents: The student will listen to spoken English in daily conversations at the beginning level.

Text:

Easy Listening Part 1: Interviewing People (audiocassette)

Grapevine Video Activity Book 1, Viney and Viney (videocassette)

Second Year

Oral English II

Description: *For Second Year Students.* This course will focus primarily on conversation skills. Students will practice short conversations, alter those conversations, and then develop brief roleplays. In addition, part of the class will be devoted to listening comprehension activities.

Contents: The student will:

1. learn a variety of new expressions to use in everyday conversations
2. practice the appropriate expressions in everyday conversations
3. practice listening to spoken English in everyday conversations at the low-intermediate level

Text:

Expressways 3A, Molinsky and Bliss

Listen for It Second Edition, Richards, Gordon & Harper

Writing/Reading

Description: *For Second Year Students.* This course will be divided equally into a reading component and a writing component. Reading practice will be based on individual readings that will allow each student to progress at their own level. Writing practice will focus on the composition of brief, original essays.

Contents: The student will:

1. read many articles on a wide range of topics.
2. do exercises to improve reading comprehension.
3. do exercises to improve reading speed.
4. write a variety of forms useful in daily life.

Text: Reading SRA Reading Lab

Text: Writing

for Kaseigakubu (School of Home Economics) Basics in Writing, Chenoweth and Kelly

for Bungakubu (School of Literature) Significant Scribbles, Kelly and Shortreed

Testing

At the end of each semester, exams are given to all students in the program. The exams for Oral English I, Oral English II, and LL are all given during a special exam day. The tests for these classes are written by members of the curriculum committee. All sections of the same course take the test at the same time. After the test, a test grade report sheet is handed into the committee which reports how many As, Bs, and Cs there were and asks for feedback from the teacher on the test. All teachers grade their own students' tests.

Since Writing/Reading uses two different textbooks (one for the Kaseigakubu and one for the Bungakubu), it was decided to not make a unified test for this class. Each individual teacher makes and administers his/her own test.

3. Progress

4. Problems

5. Prognosis