《研究ノート》

Assessment Strategies of a University EFL Curriculum in Japan

Tim Grose, Don Hinkelman, Geordie McGarty, Joel Rian

Abstract

The aims of this project were to explore the effectiveness of some assessment methods for students in the General English program at Sapporo Gakuin University. Basing their research on common curricular goals, four teachers considered the following four themes:

1 ）One-to-one speaking tests
2 ）Participation tracking
3 ）Communication strategy tests
4 ）Pair speaking tests

Working on an action-research-based design, the researchers considered a range of questions based on the above categories. These include such issues as the value of assessments, content of assessments, methods of assessments and feasibility of assessments in each of these areas.

The above criteria also posit a degree of student involvement in their own learning processes and, consequently, the application of communication strategies such as 'control' within classroom activities and tests was also explored.

Individual teachers analyzed and reported their own classroom techniques and group reflections were made between the teachers based upon these experiences and reports. In this process, all aspects of the research were clarified and delineated in terms of their merits and demerits, and those areas of education and testing that might be successfully applied to the classrooms for the benefit of our students were indicated. Particularly, a strong case was made for the broad inclusion of communication 'control' models and participation tracking into the General English language program at Sapporo Gakuin University. Researchers were also optimistic about the other categories of language learning and testing, although the teachers recognized that, as part of an ongoing progress, more precise parameters for testing need to be tried, and that further research is needed in order to clarify which methods may be effectively applied to the language learning classroom.

Keywords: oral assessment, communication skills, communication strategies, participation tracking, language testing, EFL curriculum, speaking tests

Introduction

Assessment in foreign language education has been widely studied, primarily from a test-designing perspective (Bachman & Palmer, 1996) or a technical, "how-to" view (Brown, H.D, 2004). This study, however, examines assessment from an institutional perspective. It is an empirical investigation of various strategies that four full-time teachers implemented in their classrooms in an EFL program for university students in Japan. This takes an action research or classroom-based research approach to deal with current challenges in assessing the quality of learning from both bottom-up (teacher-initiated) and top-down (program-wide) strategies. The teacher-initiated strategies involved participation tracking, weekly task assessments, and the development of a common speaking test for the first semester of all native-instructor taught classes in a required foreign language program. To document this process, we first compare theories of language assessment as a context for making strategic decisions. Then we describe the institutional setting and the particular challenges faced at Sapporo Gakuin University (hereinafter, "SGU"). Next we compare and explain our research approach, followed by individual reports by teachers on the results of their assessment strategies. Finally, group reflections, implications, and conclusions are presented.

Language Learning Theories and Appropriate Assessment

The type of assessment chosen for evaluating language learning depends on our beliefs about how language is learned. In this section we describe three major theories of second language learning. The first is called "Second Language Instruction" or "SLI." This theory has a long history and is characterized by an emphasis on learning the structure of a new language. It began with grammar-translation methods, transformed into audio-lingualism and continued until recently as the dominant model for learning a new language. The type of assessment used in SLI focuses on knowledge about a target language, not the ability to use that language. Closed-ended grammar, vocabulary, and pronunciation questions are popular when this theory is the basis for language learning assessment.

A second theory emerged in the 1980's called "Second Language Acquisition" or "SLA." This theory proposes that actual use of a new language is less dependent on formal instruction but rather develops from naturalistic conditions where a learner must attempt to communicate with others in the target language. A learner will then inductively progress to fluency based on levels of interlanguage that can be predicted by cognitive science. Learning can be accelerated

by attention to learning strategies（Oxford, 1990）that develop reading, writing, listening, and speaking skills. Students are assessed with proficiency tests that gauge cognitive abilities such as comprehension, summarizing ability, inferencing, and deduction. Although SLA theory offers many new insights beyond its predecessor SLI, it focuses on the mind of the individual learner, largely ignoring the social aspects of learning in a classroom or a community. SLA is also focused around an information processing metaphor（input and output）which has been criticized by researchers（Kramsch, 2000）and teacher trainers（Brown H.D., 2004）.

A third theory for second language learning, "Second Language Socialisation," or "SLS", has begun to emerge over the past ten years. In SLS theory models, emphasis is placed on the behavior of learners in groups and the role of the teacher and other facilitators of the learning process. Participation in the classroom community and outside groups, as well as the degree or amount of participation and the resulting success of a learner or team to achieve real-world tasks, are key items for assessment.

Table 1 summarizes the three theories of assessment outlined above.

Table 1: Models of Second Language Learning and Assessment (adapted from Hinkelman, 2005)

Model of Second Language Learning	Dominant Era	Focus of Learning	Dominant Assessment Philosophy	Primary Assessment Strategy	Primary Assessment Tool
Second Language Instruction (SLI)	Pre-1980	Knowledge about Language	Structural Reductionism	Closed-ended questions	Multiple choice test
Second Language Acquisition (SLA)	1980-2000	Strategies for using language	Cognitive Constructivism	Communicative competence checks	Four skills tasks
Second Language Socialization (SLS)	Post-2000	Projects applying language	Sociocultural connectivism	Purposeful project creation	Presentation rubrics

We do not plan to choose one theory or another from this theoretical context to directly develop assessment strategies for the General English curriculum at SGU. Rather, it is our aim to develop the assessment from bottom-up needs as they arise from the particular issues in the program. We intend to reflect on the theoretical assumptions in order to determine what values we hold when we make assessment decisions. We assume that all three models will offer useful

insights into our approach to foreign language assessment. The next section will outline the institutional context in which our assessment approaches are built.

Language Curriculum Development and Assessment Models

The field of second language learning, in addition to language learning theories, includes the development of expertise in the construction of curriculum and in assessing individual, class and program results. Curriculum development, as defined by Richards (2001), includes: 1) needs/situation analysis, 2) goals and outcomes, 3) course and syllabus design, 4) teaching, 5) materials, and 6) evaluation. By evaluation, he means a wide view of the whole schooling process, including student assessment (p. 287): What students learned from the program, their perceptions of it, and how they participated in it. In this paper, we intend to address all three of these aspects of assessment. This relates to the Sapporo Gakuin University General English program where over 40 teachers are involved in teaching required classes to approximately 700 first-year and 800 second-year students. One of the eventual aims of this paper is to connect all six points of our institutional program: the broad student needs, curriculum goals, learning outcomes, syllabus design, and evaluation.

Most of the literature defines 'evaluation' and 'assessment' as a broader category than 'testing'. That is, testing is one form of assessment. According to Brown, H.D. (2004), there are two general kinds of assessment: 1) formative assessment and 2) summative assessment. Formative assessment includes all assessment throughout a course that assists learners in their language learning. It is both informal and formal, including consciousness raising and weekly grading. Summative assessment is an end-of-term, level-promotion, or graduation-determining activity. Richards (2001) adds a third type of assessment called "illuminative assessment." This is a form of classroom research which seeks to understand the learning processes within a lesson, not necessarily to make curriculum changes or make judgments on student progress. One of the goals of this study is to determine how assessment fits into the institutional aims of the General English program at SGU, described in detail in the following section.

Institutional Setting

In order to graduate from Sapporo Gakuin University, all students are required to take a series of "foundation" courses. One of these courses is four 15-week semesters of foreign language study. As English is the most popular choice among students, a large number of classes

are devoted to English teaching and learning. These 'General English' classes are 90 minutes long; accordingly, students who attend all classes study a total of 180 hours over a two-year period. Of these classes, half are taught by native speakers of English (hereinafter referred to as "B teachers," a term derived from course designators for these classes) and half are taught by teachers whose first language is Japanese (hereinafter, "A teachers"). Generally, the instructors for each class change after two semesters, so it is usual for students to have a total of four teachers over a two-year period.

At the beginning of each semester, all teachers record their 15-week syllabus outlines in the University Handbook. At the end of each semester, there is a nominal self-assessment of how closely they have adhered to the outline they recorded in the handbook. However, apart from this self-assessment, there is no general overview of what is being taught in these General English classes. Additionally, there is virtually no communication between A teachers and B teachers, although it is generally recognized — although only implicitly stipulated — that A teachers should focus more on studies of foreign cultures through the promotion of reading and translation, whereas B teachers focus on more "communicative" skills. A teachers and B teachers have both traditionally enjoyed a high degree of autonomy with regard to what and how they teach English in their classrooms.

This study reviews a preliminary attempt at curriculum coordination between several full-time B teachers currently employed at SGU. We have undertaken this study for two primary reasons: a) to explore the advantages — as well as the difficulties — of coordinating among teachers across a large number of English classes, as well as b) to respond to ongoing, informal questions and criticisms from university departments other than English whose students are obliged to take English classes as to how the General English program is structured; in simple words, to clarify to them, to ourselves and to our students what is being taught in our classes and why.

In order to move toward a coordinated curriculum, the following two considerations had to be addressed: a) delineating concretely the goals of the General English curriculum; that is, to answer the question "What should our students be able to achieve after 90 hours in a General English classroom?" and b) assessing the degree to which these curriculum goals are being achieved; that is, to answer the question "How do we know how well our students are doing in General English classes?"

General English curriculum goals were considered in a series of B teacher meetings, and in summer 2008 a Mission Statement was drawn up based on principles set out by Clark (1987) and cited by Grose (1992). The Mission Statement lists three basic aims for General English classes:

1. *To motivate.*

To bring home to students that English is an accessible and 'living' entity' it can be an enjoyable challenge to learn and a useful thing to know.

2. *To provide minimal levels of language competence.*

To enable students to communicate, to express themselves and to make themselves understood to a level determined, through consensus, by the B teachers.

3. *To provide a forum for mature, intellectual reflection.*

To recognize that a university should respect its students as mature, young adults with the potential of becoming active and contributive members of the international community.

These aims were further expanded in 2008 in response to the issues that arose from the creation of the curricular outlines. They are:

1. To develop communication skills.

All students have taken a compulsory six years of English instruction, however, it is well documented that this compulsory study focuses almost exclusively on reading and writing through translation and grammatical analysis. The majority of these students have had little or no opportunity to experience "English" as a means of communication, much less as something that they can successfully acquire and use, even at a rudimentary and imperfect level. Therefore, our aim is to provide our students with a fundamental understanding — for many of them, a review — of English, as well as the opportunity to practice using it.

Arguably, classes which meet once a week, even for 60 weeks over a two-year span, are not sufficient to allow significantly discernible improvement in students' English ability. Therefore, the aim of our classes is not only to (re-) introduce and practice basic linguistic elements or to reinforce English proficiency, but to foster communicative ability in general. We believe that as a result of our classes, students will at very least gain experience in self-expression, a skill that is applicable to students' lives long after they have graduated our university.

2. To foster learner autonomy and responsibility.

Whereas learner autonomy and self-motivation are considered essential for effective language acquisition, it is our goal to foster these qualities through our English instruction. This is a challenging endeavor, because the education system that students experience prior to university

―especially with regard to English ―does very little to promote "active learning" on students' part. Consequently, it is commonly observed that students' approach to learning and/or studying is 'passive'. It is our goal, therefore, to introduce through our English classes the value of autonomous ("active") learning, and of a self-motivated, proactive ("self-responsible") approach toward their own education. Again, we believe these qualities will be useful to our students far beyond the English classroom experience.

3. To provide a forum for intellectual development.

We believe that a university should provide students, in addition to English competence, with opportunities to use the language they are learning within the context of academic study. The requirements of basic ("everyday") English may be introduced in the context of topics, exercises and activities that broaden students' field of vision and promote an understanding of 'international' perspectives.

It is acknowledged that designing a comprehensive curriculum for the entire General English program would be enormously complex. General English classes cover a wide range of language competencies, from very rudimentary to mid-intermediate levels. The lower level classes are characterized by very poor levels of motivation, sporadic attendance and, despite six or seven years of compulsory English language education at junior high and high school, an astonishing lack of knowledge, working or otherwise, of vocabulary, structures or functions of English. Our full-time B Teachers meeting decided that an outline of curriculum goals should not exceed the absolute minimums that our students might be expected to meet. This decision is consistent with the second paragraph of the Mission Statement: "to provide minimal levels of language competence". The teachers' first task was, therefore, to define and catalogue the "minimal goals" in a core curriculum outline (See Appendix 1: 2008-2009 Core Curriculum).

Curriculum Design

The full-time B teachers meet briefly once a week to share practical teaching ideas and once a month to discuss administrative issues, professional development and curriculum design. The meetings are open to part-time teachers and any other interested parties. Limited but valuable participation is possible for a few part-time teachers, although the nature of their various working commitments and complex schedules often prohibits wider attendance.

During spring semester 2008, many of the monthly meetings were dedicated to agreeing on the

structures and functions that should make up the core requirements of the curriculum. Input from all staff was invited, although the final draft of the core curriculum has been chiefly drafted by five full-time SGU teachers. The final draft of the preliminary curriculum was produced in August 2008, however it must be emphatically stated that this preliminary curriculum has always been, and continues to be, a work in progress, and is continually subject to revision and amendment. As may be seen in Appendix 1, the curriculum covers four semesters: two for first-year students and two for second-year students.

Problems of Test Design

After establishing a core curriculum, the subsequent task was to create a standardized set of tests to be administered in all classes, whereby student performance could be evaluated within the context of the core curriculum. A pilot set of tests was produced in August 2008 based on the core curriculum as outlined in Appendix 1. As with the core curriculum, all SGU teachers were asked for input. It was also emphasized that the project was an ongoing one and that nothing was excluded from discussion or adoption. In particular, it was recognized that the formatting of certain test questions might not match the teaching styles of each instructor. Therefore, optional formats and/or ways of testing the items in the curriculum were invited.

Whereas construction of the core curriculum proceeded relatively uneventfully, test design was marked by a degree of contentiousness for several reasons. First, because the tests were designed to measure students' progress, it was proposed that they be administered both at the beginning and at the end of each semester. Arguably, however, this dual administration would place unreasonable demands on teachers' workloads. Several teachers with more than 200 students pointed out, for example, that prompt marking of these tests would be virtually prohibitive of anything else.

Second, although extensive efforts were made both during the core curriculum design and test design to ensure that both projects were inclusive and consensual, another heated issue was the suggestion that a standardized testing system could be employed as a 'Big Brother' operation; a way to check up on teachers and possibly coerce them to conform to a set of teaching standards that some teachers might interpret as being restrictive in terms of content, methodology and class management. Underlying the suggestion that the tests were to be imposed from above was the implication that teachers who did not conform to such a program might jeopardize their professional standing. Despite the strongest assurances that this was not the case, this remained a sensitive issue. These concerns seem to highlight degree of autonomy that many teachers enjoy in their classrooms in Japan, as well as the degree of protectiveness teachers hold toward that

autonomy.

A third concern was that a standardized curriculum test might be a "once size fits all" exercise — that it would not take into account the diversity of teaching styles nor the variances of learning styles that each individual classroom presents; that an emphasis on structures, functions and predetermined themes would exclude other learners of English who have different learning skills. For example, the test would have to fairly measure the communicative competence of students with very limited vocabulary or grammar who nonetheless could make themselves understood through creative use of paraphrase and gesture as equally as it would have to fairly measure the competence of students with a broad knowledge of vocabulary and grammar but limited communicative skills.

Ultimately, then, we believe the challenge of designing an effective test will involve thoroughly addressing these three issues.

Computerized Testing

It has been proposed that the problem of time-consuming marking could be lessened by computerizing the progress tests. A number of tests already exist at SGU based on the Moodle platform (Hinkelman & Grose, 2005). These computerized tests can be tailored to suit the needs of individual classes and students. Large numbers of students can be tested simultaneously, and instant feedback can help students to identify their strengths and weaknesses. On the other hand, the format of the tests is limited. The most common style of question is multiple-choice, a question format that introduces a degree of randomness into the testing process, and gives credit for non-linguistic skills such as deduction. In addition, the multiple-choice format is reactive rather than communicative, requiring no creative or interactive skills on the part of the student. Areas of the test that are creative, such as open ended writing tasks, require manual evaluation and marking.

The lack of a speaking component in computerized tests is also problematical. Where B teachers are heavily involved in teaching and testing speaking skills (as mentioned above), it remains that computers cannot effectively evaluate pronunciation, stress and intonation, nor can they measure communicative competence. Further, some classes do not have access to computers.

Nevertheless, the viability of a computerized test remains an open question, and may be useful at a later date as an adjunct to a broader testing concept. Speaking tests predicate that most students in a class will be inactive while their colleagues are being orally tested singly, in pairs or in small groups. In these cases, a computerized test or a paper-based test could occupy these otherwise inactive students as well as providing a pedagogically valid method of evaluating

another set of language skills that may not be covered in speech. To this end, online tests have been designed (see below) which are intended to reinforce aspects of the learning process. They might make up approximately 30% of the students' overall scores.

Speaking Tests: Content and Skills

Many B teachers employ speaking tests as part of their assessment practices, and there is a consensus among them that speaking tests are essential for evaluating students in 'B' classes. Following is a description of the ongoing classroom research that has been undertaken by several teachers involved in this study in order to contribute to the creation of a comprehensive and valid speaking test for lower-level students at SGU.

In addition to the ongoing application of various test formats is a discussion about the relationship between language content and communication strategies, or learning skills. As can be seen in Appendix 1, the core curriculum was originally designed around functional, grammatical and structural aspects of language learning. However, Joel and Geordie felt strongly that mastery of communication strategies is fundamental to language acquisition, especially appropriate to lower-level classes, and that an assessment of strategies is a necessary element in an appropriate evaluation system for the SGU curriculum. One argument underlying this belief is the possibility that students who perform well in functionally or structurally based tests can get good scores simply by memorizing material and parroting it back to the teacher on demand. Further, linguistic negotiation and other more holistic skills may be an indication of more genuine communicative competence.

Don, Tim and Geordie recognized the validity of Joel's proposals and fully endorsed them. In particular, Don and Tim cited one student, who according to conventional testing systems, would be described as very low level. Her TOEIC-IP score was 285. Similarly, both Don and Tim suggested an alternative evaluation was appropriate for this student, based on such aspects as her motivation, classroom attitude and negotiating skills. Don and Tim also suggested that content-based tests and skills-based tests need not necessarily be contradictory, and that one can be easily incorporated into the other. The creation of a rubric to test the validity of such amorphous concepts as may be found in a communication strategies course is another aspect of this paper, the challenge being to design a rubric that can be definitively and consistently scored by a substantial number of teachers.

Prototype skills-based tests

During the discussion process, all participating teachers became increasingly aware of the importance of promoting learning communication strategies within the curriculum. In the past, some teachers had paid lip service to the concept; they had provided a list of 'useful classroom phrases' at the beginning of the semester to which they had referred students at indeterminate points during the course. However, particularly at the urging of Joel and Geordie, learning skills came to be seen as an important part of the communicative language curriculum for a number of reasons. Most importantly, learning skills may be seen as markers of behavioral and attitudinal changes in the classroom which underlie the precepts outlined in the Mission Statement (see above) particularly with reference to 'motivation' and 'accessibility'. Additionally, they may be seen as a way of promoting students to become 'Active Learners' (Maybin, 1992)

Joel noticed immediately that activities based on Maybin & Bergschneider's (1992) independent learning model — herein referred to simply as "Control"— were the most enthusiastically received in all of his classes, particularly in classes with otherwise low motivation (Rian, 2009). The Control Model is based on one of four "Dynamic Strategies" as defined by Oxford (1990, p.8). The model promotes "specific action by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations..." by providing students with "the tools to manage their conversations in another language" (Maybin, 2006). The model reflects a learning system whereby "the individual is empowered and genuine learner independence is nurtured and eventually realized." Research cited by Maybin indicates that students who learn and use the Dynamic Strategies are "more active, efficient, and creative in their conversations in English" when compared to a group of similar learners who do not learn and use them . (Maybin and Bergschneider, 1992, p.159)

Joel emphasizes that by teaching students how to participate in an English conversation *regardless of their English language ability,* students learn that they can participate in classroom conversations even with speakers (including the native-speaking teacher) whose abilities may significantly exceed their own. Given the popularity of Control activities among students, by the end of spring semester 2008 Joel had focused his classroom activities and assessment almost exclusively around the Control model. Hence, the promotion of active learning strategies becomes a learning goal in its own right, alongside more traditional linguistic content goals. However, an accompanying system to assess learner competence with strategies, as well as linguistic competence, is subsequently needed.

Research Design

This study uses an action research-based design. Action research has been advocated for many years as an ideal approach to curriculum development and classroom-based questions (Freeman, 1998; Nunan, 2001). Our specific, local purpose in using action research is fourfold: 1) to improve the quality of education for students, 2) to clarify curricular goals and improve classroom management for teachers, 3) to provide administrative guidance and curriculum designs to decision-making committees, such as at monthly teachers' meetings, and 4) give evidence of faculty development (FD) efforts to the General Education Center. The theme of this action research project is assessment, because this topic was highly debated by teachers involved in curriculum design. In the process of identifying research questions, we hope to determine how assessment can work at several levels (task, lesson/unit, semester).

Action research is a cyclical process involving five steps (Nunan, 2001):

1．Posing practical research questions,

2．Checking relevant literature to see what has been done to answer these questions,

3．Trying a number of solutions,

4．Reflecting and drawing conclusions, and

5．Asking new questions.

We began posing questions in May 2009 and completed reflections by August 2009．

The participants in the study are four teachers who teach General English classes at SGU. Two of them, Joel and Geordie, have one and a half years' experience at the school, while the other two, Don and Tim, have ten and twenty years experience respectively, as well as administrative responsibilities for the program. Indirectly, the students of these four teachers will be involved in the study by attempting the various assessment tools. The research methodology will include both qualitative and quantitative analyses, and data will be analyzed by each teacher after it is collected. This project is a small-scale one, based on a few classes where new solutions will be tested. The perspective of the researchers is called an "insider." Insiders have value because they are able to track changes continuously over the course of a semester, a difficult role for an outsider. However, insiders are often blinded by their own habits and unexamined practices, which must be balanced by group reflection.

Eventually, assessment involves some form of testing, using response items or tasks. Tests can be developed in three ways: in-house, adopted from a textbook or test publisher, or adapted in some form. Brown, J.D. (1996) compares these three options and suggests that the decision to adopt or develop is best determined by purpose. He states that if the purpose is to evaluate a

program and the achievement of students, a locally developed test is necessary. This is current-ly the situation at SGU. Fewer than 20 students per year will study abroad and need a general test of proficiency such as TOEIC or IELTS.

Within the field of testing, four criteria are used evaluate the effectiveness and approp-riateness of a test (Brown, J.D. 1996; Hughes, 2003):

- Validity: Does the test reflect the course content and accurately measure knowledge and ability?
- Reliability: If the test is done again, will it reveal similar results?
- Practicality: How much time and resource-intensive is the test?
- Washback: What effect does the test have on student behavior?

In this study, we will emphasize the validity, practicality, and washback of our assessment strategies. Reliability is beyond the scope of this study and may be useful to

A final concern in testing is the purpose of a test. Placement tests attempt to separate students into groups according to their level. An ideal placement test shows a normal distribu-tion curve with about 40–60% answering correctly, in order to find a good separation between higher and lower ability students. This is called a norm-referenced test (Brown, 1996). Through previous studies in our SGU general English program, we developed an effective placement test that is used annually in this same program (see Grose & Hinkelman, 2005). Achievement tests, on the other hand, seek to determine the level of progress that students make during a course of study. They are called criterion-referenced tests (Brown, 1996) because they set a criterion or standard to aim for. Ideally, answers for an achievement test would be 100%, showing all students could achieve the goals of the course. Achievement tests are used to assist learners know what is important to learn and give them periodic feedback. This is the purpose of our present studies, as we ask ourselves what kind of testing will improve learning as a whole and justify our program to other stakeholders. It is important to be careful in mixing these two dif-ferent purposes of tests. In a later study, Grose (2008) found that when we attempted to dupli-cate our placement test to act as an achievement test, the relevant results declined because an increasing number of students did not take the test seriously, due to absenteeism and random-answering behavior. This called into question our school policy to include the second placement test as 10% of a student's achievement grade. One of our goals of this action research is to find assessment strategies that balance student motivation, authentic types of testing, and teacher concerns that testing is worth the time investment, so that it will generate useful benefits for our program.

Research Questions

Based on the issues discussed above, we began experiments in our classes immediately from April 2009. Each week, the teachers posted descriptions and reflections on a blog to allow each other to comment. Later, as the semester progressed we noticed four themes emerging. Under each theme, we asked a number of research questions. As the themes were continually being reconsidered throughout the semester, they changed in importance.

Theme 1: Extended one-on-one speaking tests

- What is the value of one-on-one conversation tests for students?
- How can they be used to assess communication strategies?
- How can they be executed?
- What are the benefits and drawbacks to implementing them?

Theme 2: Participation tracking

- How to get students involved more in class?
- What factors are involved in assessing participation?
- How to make a practical web-based tracker that students can see easily?
- What effect does the tracker have on student behavior? What effect on student beliefs?

Theme 3: Short communication strategy tests

- Which strategies are most important for I B and IIB? How different from IIIB and IVB?
- What progression of communication strategies is useful for first semester classes?
- How to assess communication strategies in classroom tasks?
- What is the feasibility of assessing communication strategies in a speaking exam?

Theme 4: Pair conversation speaking tests

- What content? Are the functional/grammatical aims appropriate?
- What format? How to do varied assessment?
- How should the assessment be collected and presented?
- How do these test relate to our bi-annual placement tests?

The following sections describe the actions done by the teachers and report the results from their efforts. We report theme-by-theme, so some teachers' experiments are combined in each theme.

Theme 1 Report: Extended one-on-one speaking tests

Because Joel's classroom activities had become centered around communication strategies, and because these strategies are intended to be used while engaged in a conversation with another speaker of the target language, in spring 2008 Joel began experimenting with conducting one-on-one speaking tests with all of his students. Students are informed in advance of a range of conversation topics (for example, "part-time job," "school life"). However, in order to mirror a "real" conversation as much as possible, the content and flow of these conversations is relatively unscripted and unrehearsed. The fundamental goal has been, simply, to gauge how well students can navigate a simple five-minute conversation with the native-speaking teacher, without relying on any Japanese, and without 'giving up', or as Maybin and Bergschneider (1992) terms it, "abandoning the conversation" (p.152).

A detailed account of Joel's classroom implementation of communication strategies and one-on-one conversation tests is recorded in Rian 2009, elsewhere in this Humanities Journal issue.

Conversation assessment

Joel has been continually developing the system by which he assesses these conversations. Two main assessment criteria have emerged. First, how well students can use a key set of control phrases throughout the conversation. The following three phrases were chosen because they were the most frequently reviewed in class.

　　1 . asking for change in delivery speed (e.g. "More slowly, please.")

　　2 . asking for repetition (e.g. "Say again, please?")

　　3 . asking for clarification/explanation of an unknown word/phrase

　　　　(e.g. "What's ＿＿＿＿ ?" See Maybin & Bergschneider, 1992).

The second criterion is the degree to which students actively participate in the conversation. This is gauged at least partially by what language students can use to demonstrate an effort to actively engage in the conversation. Such language includes, but is not limited to: a) phrases that indicate attentiveness or understanding (Joel refers to this by its Japanese term, *aizuchi*); b) gestures ─ or body language ─ to express words or phrases they cannot recall or may not know (Maybin, 1992 p.154, refers to this as "eliciting"); as well as c) whether the student attempts to further the conversation by asking questions to the teacher, or by making a deliberate attempt to engage in the conversation with more than one-word answers to questions.

These two criteria ─ mastery of control and effort to engage in the conversation ─ are called 'control and content'. Students are marked in each category with a double-circle ◎ for "excel-

lent", a single-circle ◯ for "good" and a triangle △ for fair. To illustrate the assessment process of Joel's speaking tests, an evaluation slip used during the first of two conversation tests in spring semester 2009 is reproduced in Figure 1. Next, annotated excerpts from two speaking tests（videotaped in June 2009）follow in Figure 2, followed by a brief commentary on salient elements in the text.

Figure 1: Mid-term conversation test, spring 2009

第 1 回会話テスト	Content	Control
Name: *Satsugaku Tarou*	◯	◎
"Control"の使用 ☑☐☐ More slowly please **などの表現** ☑☑☐ Say again please **などの表現** ☑☐☐ What's _____ ? **などの表現**	**Content（会話の内容、つながり）** ☑☐☐ ライアンに質問をした ☐☐☐ あいづちを使った ☑☐☐ ジェスチャー	
備考:		

These slips were originally intended to be marked and given to students at the end of the test. However, since it was possible that students who finished their tests would show the slip to their waiting colleagues, providing an all-too-easy review. The slip was included in a handout of test guidelines and hints, distributed the day before the test. This handout, as well as copies of all materials used in class, were made available on the school's LMS class website, which also contained the online midterm test.

Figure 2. Annotated excerpts from two speaking tests, spring 2009

Key 1: T＝Teacher, S＝Student, [comments in brackets], *Japanese in italics*

Key 2: These codes indicate at what point the marker would tick the appropriate checkbox on the evaluation slip.

RPT＝repeat request, ***SLO***＝slower delivery request,

EXP＝explanation request, ***GES***＝*gesture,* ***AIZ***＝*aizuchi*

Excerpt 1: Law major, second year

    T: So how's school goin' for ya? [deliberately inserting wordy and/or contracted linguistic structures]

    S: Pardon? ***RPT***

T: How is school?

S: Say again please? *SLO*

T: How is . . . your school life?

S: . . . .

T: Good? So-so? Bad?

S: So-so.

T: Really? Why so-so?

S: Ahhh . . . Sleepy.

T: You're sleepy?

S: Uh-huh! [enthusiastically] *AIZ*

T: [chuckles] Me too.

S: Yeah. [smiles]

T: So what time d'ja go da bed last night?

S: Excuse me. *Nnnn-to,* Say again please. *RPT*

T: Sure. What. . . what time d'jyou, ah, go to bed?

S: *nanji netakke.* . . . What time?

T: Yeah. What time?

S: Go . . . to . . . sleep? [gesturing] *GES*

T: Right.

S: . . . [counting on fingers] About two. *GES*

T: Ahh, the wee hours. [smiling, knowing student wouldn't understand.]

S: Wee hou . . .? What's "wee hou. . ." *EXP*

T: Wee hours? Means like, 1, 2, 3, 4 a.m. Really late.

S: Wee hours. Ah. I see. *AIZ*

T: Yeah, I'm a night owl too. [said really fast]

S: [smiling, hand in air] Excuse me.

T: Yes??

S: More slowly please. *SLO*

T: Ah, of course. A "night owl."

S: . . . . [puzzled look] Night ou. . .?

T: Right. A night owl.

S: What's . . .a. . . night . . . ou ? *EXP*

T: A night owl is a person who stays up late.

This student, obviously a "beginning level speaker," demonstrates appropriate application of all three key control phrases, worthy of a double-circle ◎ in the "control" category. Further, he has deliberately inserted *aizuchi* and used gestures, worthy of a double-circle in the "content" category as well.

Excerpt 2: Social information major, second year

T: So d'ya have any kindofa part time job? [deliberately inserting jargon]

S: . . . One more. ***RPT***

T: D'ya have a part time job? [still deliberately fast]

S: What's that? ***EXP***

T: Uhhh, Part-time? You have . . . part time job?

S: What "part time job?" ***EXP***

T: Uhh, well, for example, a gas station, a convenience store. You know, get money? [gesturing money]

S: Ah, [indicating understanding] Yes. I have . . . part time job. It's . . . *konbini.*

T: *Konbini?* What does *konbini* mean?

S: . . . *Nnnn-to,* for example, 7-11, Seicomart. . .

T: Ahh, you mean a convenience store!

S: Yes! Convenience store. I have, part time job convenience store.

T: Really? How many days of the week do you usually work then?

S: . . . One more. ***RPT***

T: How many days a week do you work?

S: One week?

T: Yeah.

S: Days?

T: Right.

S: . . . . Three or four.

T: Really?

S: Yes. This week, Monday, Wednesday, Friday, ahhh, Saturday.

T: I see. So you work on weekends then, huh?

S: . . . one more. ***RPT***

T: You work on weekends.

S: What "weekends?" ***EXP***

This student, although he doesn't use gestures or *aizuchi* in the above excerpt, displays a will to engage in the conversation with more than one-word responses to questions. At the end he in turn asked me several questions, which earned him a double-circle in the "content" category. On the other hand, his use of Control phrases is limited. For example, he uses a "repeat" request where a "slow" request would be more appropriate. His use of the "repeat" request, too, is rudimentary. This did earn not more than a circle in the "Control" category.

Data and analysis

Results from the first of two conversation tests in spring semester 2009 for three classes are presented in Table 2. Holistic marks were quantified as follows: ◎＝50 points, ○＝30 points, △＝10 points. Content and Control scores were added to produce a score out of 100.

Table 2: Results from three classes, spring semester 2009

	2nd year Law	2nd year Social Info	2nd year Commerce
Number of conversants	22	22	19
Average time taken per test*	6 min 30 sec	6 min 22 sec	7 min 29 sec
Number of conversants with scores less than 50 (passing C)	0	1	2
Average score (max. 100)	83	80	74
Average score, "Control" (max. 50)	47	43	40
Average score, "Content" (max. 50)	42	37	35

*Actual speaking time. Does not include time between tests.

Discussion of scores

The above three classes, of varying ability and motivation, were chosen at random to represent the ten General English classes that Joel currently teaches. Of these non-English major classes, Law and Social Information can be generally described as having mid/low-level motivation and ability, while the Commerce class has a significant number of students whose attendance is porous. Currently, the Commerce Department class is the lowest-level class Joel teaches. The scores presented above indicate three points of interest. First, scores do not vary significantly, suggesting that material presented through classroom activities focusing on both control and content have been learned and used by students even in the lowest classes. Second, control scores are slightly higher than content scores for all three classes. This may support Joel's ini-

tial observation that control activities are particularly popular in all classes. Finally, the fact that there are so few non-passing scores is encouraging. Throughout three semesters of experimenting with one-on-one tests, out of more than 800 conversations no more than three students have irrevocably "abandoned the conversation".

Considerations

While the results listed above, along with a host of informal, positive feedback from students (to be recorded in a future publication), are encouraging, there are several significant issues which must be more thoroughly addressed if extended one-on-one conversation tests such as Joel has described here are to be considered a worthwhile and manageable component of a larger curriculum. In terms of the four criteria for appropriateness of a test mentioned earlier in this report, three considerations are particularly salient:

1) **Practicality.** In order to satisfy an environment conducive to effectively evaluating student performance one-on-one, the primary problem is time. One of Joel's conversation tests currently devours two full 90-minute class periods for each class. Halving that time to one period may seem more feasible, but doing so severely limits per-student conversation time. Looking at the data presented in Table 2, the average conversation time per student was over six minutes. A 90-minute class timeframe divided by a standard class roster of 24 students, therefore, would yield less than three minutes per student, allowing for a short lapse between students. Not allowing enough time for each student risks rushing the exercise and thereby compromising student and teacher comfort levels. Some students, for example, take longer to speak than others, but are otherwise communicative, active, and eager to participate.

Another issue involves location of speaking tests. Conducting speaking tests at the front of the class in order to absolutely minimize the lapse time may seem the most viable alternative to successfully fitting the test into one 90-minute time frame. However, comfort level once again becomes an issue if we accept that there may be students who do not perform as well in front of their peers (however otherwise distracted their peers may seem) than they do if they are evaluated alone with the teacher.

Finally, if using two full 90-minute class periods is arguably more beneficial, the problem remains about what students should do with the ample idle time they are afforded beyond the average seven minutes of speaking time they are asked to do. Japanese educational law mandates 15 weeks of classroom instruction, however, there may be opportunity for interpretation beyond the traditional image of teacher lecturing to students. For example, this semester Joel expanded a set of quizzes into an exam for students to do online, particularly as a content test to add ba-

lance to the heavy Control-orientation of the conversation tests. Looking at online test results, this exam took more than an hour for many students to complete. In future, this exam could be further supplemented with online homework modules that could be completed either in the classroom or elsewhere, at students' individual discretion, whose completion time would roughly equal the time students would spend in the classroom under more traditional "classroom instruction" conditions.

2) **Validity.** It must be accepted that conversation tests are necessarily subjective. Because the content and flow of a real conversation is unscripted, the true "testability" of a conversation becomes questionable. Fundamentally, better definitions for what is being tested are required. For example, in Joel's tests, "control" seems relatively clear, but the concept of "content" as a measure of the degree to which a student "actively participates in a conversation" is still relatively arbitrary. Without much clearer definitions of the "content" category in order to support test validity, in addition to the problem of time mentioned above, the effort devoted to executing extended one-on-one conversation tests may seem a waste. At very least, in order to make the activity attractive for sustained use by other teachers, more development and refinement is necessary.

3) **Washback.** Finally, on a positive note, the impetus to solve the above two persistent problems with extended one-on-one conversation testing seems to stem from this third criterion: the investigation of what impact tests have on student behavior. Joel began experimenting with conversation tests in spring 2008 simply to see what would happen. The response, just as with the Control activities he uses in his classes, has seemed positive enough that he has extended the experiment for two additional semesters. Feedback has come through informal student comments. Joel reports that more than a few students have described the tests as initially nervewracking but ultimately fun, and that others have commented positively on the "realness" of being able to use whatever language they know in order to communicate. These informal comments seem to testify to a sense of learner "empowerment" that Maybin & Bergschneider (1992) refer to.

In addition, therefore, to addressing practicality and validity concerns listed above, it will be helpful in future to systematically solicit student feedback about how they believe the tests have impacted them, and whether they believe the testing practice is worthwhile, in order to support further development of this kind of test in the future. Lastly, it would be extremely telling to find out if and how students have applied what they learned in one class — for example, Control phrases — to a situation in the world outside the classroom, or in another classroom setting.

Theme 2 Report: Participation tracking

Many teachers at SGU have traditionally incorporated attendance, to varying degrees of weight in students' final grades, as a factor in assessment. Recently, however, SGU teachers have been informed that they can no longer formally list "attendance" as a grading criterion in their 15-week syllabus outlines in the University Handbook. "Participation", on the other hand, remains an acceptable criterion, and so some teachers choose merely to reclassify attendance as participation. For example, Joel currently assigns 50 percent of his General English students' final grades to participation. He directly equates attendance to participation, reserving the right to adjust for extreme cases — for example to count sleeping in class as absence, or to forgive lateness for extraordinary participation and effort. Grading details, including participation practices, are outlined to students at the beginning of each semester in both spoken and written Japanese. Joel's participation scoring system is listed in Table 3.

Table 3: Participation points (out of 100) defined in terms of attendance

Number of days attended	Points	Diff.	Number of days attended	Points	Diff.
15	100		11.75	70	(–4)
14.75	99	(–1)	11.50	66	(–4)
14.50	98	(–1)	11.25	62	(–4)
14.25	97	(–1)	11	58	(–4)
14	95	(–2)	10.75	54	(–4)
13.75	93	(–2)	10.50	50	(–4)
13.50	91	(–2)	10.25	45	(–5)
13.25	89	(–2)	10	40	(–5)
13	86	(–3)	9.75	35	(–5)
12.75	83	(–3)	9.50	30	(–5)
12.50	80	(–3)	9.25	25	(–5)
12.25	77	(–3)	9	20	(–5)
12	74	(–3)	9 <	0	(–20)

Whereas Joel's system quantifies days attended in terms of points, neatly adhering to a failing participation grade for more than five absences, it has no way of gauging levels of engagement — especially, for rewarding effort or penalizing apathy — toward classroom activities.

This semester, Geordie has focused on developing a system for assessing learner skills and student participation, which he refers to as "participation tracking." Participation tracking is a form of continuous, formative assessment that evaluates and rewards students for their levels of engagement in their own learning process. Students are clearly informed in English and

Japanese that 40% of their final grade will depend on participation. Participation is defined as any action that demonstrates some kind of participatory intent, from simply attending class on time to consciously pursuing clarification or making a positive contribution to communicative class activities. In each class, students may receive between 0 and 5 points. In their first class, students are informed of the following:

1. If you arrive on time you'll start with 3 points.
2. If you're late by less than 10 minutes you'll start with 2 points (-1 point).
3. If you're late by more than 10 minutes you'll start with 0 points (-3 points).
4. If you are absent you get 0 points, even if excused.
5. If you sleep, use your cell phone, or forget your class materials you'll drop to an immediate 0 points (be careful).
6. If you use the phrases on the back of your name card you can get +1 point.
7. If you show the teacher you're making an effort in classroom activities you'll get +1 point.
8. If you're shy and afraid to make mistakes you won't earn points. You must speak English to learn to speak English.
9. In certain games and activities you can earn +1 point (the teacher may say something like "Bonus point chance").
10. If you try the bonus activities on our classroom eLearning site you can earn bonus points
    There's always a chance to come back. You can do it!

The phrases on the back of the name cards (Item 6) refer to a list of clarification questions that students have on their desks in front of them at all times. These are:

      ***   I'm sorry, I don't understand (---/this/that).

      ***   What does (---/that) mean?

      ***   I don't know --- in English, but it's like...

      ***   I'm sorry (I'm late/I forgot my book, paper...)

      ***   I'm not sure what to do.

      ***   My turn/Your turn/Who's turn is it?

      **   Could you repeat that?/Please say that again.

      **   Could you speak more slowly please?

      *   How do you say/spell (---) ?

Geordie further clarified these statements with image bullet marks (replaced with asterisks above). The top phrases, marked with three asterisks, earn participation points and are stressed in class as Control techniques. Using these phrases the learner is actively seeking clarification or attempting to clarify their own speech. The two asterisks phrases are useful, but already familiar to most Japanese students. Students confused by a single word or phrase often employ these phrases inadvertently. The learner would be better served seeking clarification using the three asterisks Control phrases. The final single asterisk phrase, particularly "How do you say ---?", is a "teacher translation dictionary". This presupposes that the student's interlocutor understands Japanese, an unlikely scenario in the real world.

Students are encouraged to practice important skills for communicating outside of the classroom environment, in an environment in which their native language would be of little use. Geordie feels that providing a translation service to students robs them of a unique learning opportunity. It is through necessity that our cognitive abilities are most alert. Circumlocution is essential for students with a limited vocabulary. Vocabulary elicited from a partner via circumlocution is implicitly of more value as it is given context. Language learned in context is also more easily recalled.

In order to generate this kind of language, Geordie created what Don calls a 'difficult word test'. A 'difficult word test' is one in which the teacher provides a narrative to the student in the form of a direct question or as a piece of dictation. In this narrative is embedded a deliberately obscure word (or one that students will emphatically not be expected to know). Students will gain points if they ask for clarification and/or repetition. Similarly, if the exercise is dictation, students receive credit if they ask for repetition or how the word is spelt. Students were introduced to the process gradually: at earlier stages in the semester difficult words were underlined when in text or enunciated very clearly with pauses to help students to identify the words they should find out about. Also, in an effort to ease student anxiety at this new style of test Geordie chose to title the test in Japanese as *"Hayakuchi Perapera Eigo Challenji!"*. He also attached appropriately confused clipart to illustrate the point that students are expected to be confused. See Figure 3.

Some examples of difficult sentence tests are:

> "Have you ever touched a reptile?"
> "Can you drive an excavator?"
> "Can you drive a standard?"
> "What movie are you psyched about?"

"Are you bummed about this test?"

"Do you have a big refrigerator?"

"Is there a microwave in your kitchen?"

"Are you a mammal?"

"Do you have an aquarium in your room?"

A model conversation may be as follows:

> T: Haveya eva toucheda reptile?
>
> S: Pardon me, could you please speak more slowly?
>
> T: I said, Have you ever touched (gesture; perhaps touching the table) a reptile?
>
> S: I don't understand. (T purposefully focuses on 'touch' to draw attention to target word)
>
> S: What does 'reptile' mean?/ I'm sorry, I don't understand 'reptile'.
>
> T: (Explanation 1) It's a kind of animal. For example, there are birds, fish, and reptiles.
>
> T: Reptiles are snakes, turtles, alligators, chameleons, lizards.
>
> T: They have babies from eggs and don't like the cold.
>
> S: (who understands) Yes, I see.
>
> S: (who does not understand Explanation 1) I'm sorry. I don't understand.
>
> T: Okay, (Explanation 2) For example, at Maruyama zoo there's a monkey house, a bird house, and a reptile house. If you go to the reptile house you can see snakes.

Students then have to write the word in question and ask for clarification on spelling by asking, "Is this okay?" or "Is this right?" They must also write the word in Japanese. They are provided with a recording sheet (see Figure 3).

According to Geordie, the format of this test is going well but it is an ongoing process and he has been making adjustments in response to feedback from the tests. For example, the "Are you a mammal?" question is hard for students to grasp even after two explanations; nouns that can be explained through gestures such as 'excavator' or 'microwave' are the easiest and, therefore, in this context, more appropriate. In order to make the test a more communicative activity he would also like to explore the use of more open-ended questions in the future. For example, "What's your favorite reptile?" would be an easy replacement for "Have you ever touched a reptile?" Such a question would also provide an opportunity for students to demonstrate their

Figure 3. Student Self-Assessment Form

grasp of the circumlocution skill.

In addition, part of Geordie's evaluation is a form of continuous assessment, part is a set examination. A degree of personal judgment and teacher discrimination adds a holistic aspect to this form of evaluation. His motivations are apparent in weekly journal entries.

"Last year I struggled to get the shy students to engage, I fought to get the apathetic to wake, I battled to get them all *speaking* English. Rather than penalize Japanese I chose to start them at 3 points to encourage punctuality and respect. From there I hope to motivate them to become more active learners through the use of the classroom "control" phrases I've mentioned frequently in the past."

"My thinking with participation points is that it will simply encourage active participation. Ideally, through this participation, they'll learn, and thereafter succeed at more formalized testing (speaking tasks in particular), the success they have at this will then lead them to later find that intrinsic motivation I so desire them to have."

As can be seen from the ten guidelines above, some of the items relate to class management, others pertain to classroom behavior and still others to language acquisition skills. A feature of Participation Tracking is that students are able to take charge of more aspects of their own education than simple language learning. This thereby produces more active learners who will

feel more empowered than their peers who focus only on linguistic aspects of the classroom.

To further promote this sense of student empowerment, Geordie and Don created website pages where students could get instant access to their own ongoing academic standing. Figure 5 gives two examples of Participation Tracking websites. They provide students with data in three categories. These are Attendance, Assignment reports and Quiz results. Here, the entire evaluation process is demystified and a large degree of transparency allows students to see the various aspects of their academic progress and, crucially, to take remedial steps where necessary. In the event a student receives a grade below the standard 3 Geordie would write a comment. On the rare occasion a student stayed to complain about a previous week's score a simple click would reveal the infractions to the student. In this way, Geordie hoped to stress the choices that at-risk students were making themselves. Rather than the amorphous grade known only by the teacher he attempted to quantify the somewhat subjective participation score with simple statements immediately available to students, such as "5 min. late, no book, Japanese". To this extent, students are in charge of their own grades. For teachers, the system is easy to set up on Moodle. With 24 students, the average marking time － including the transfer to the computer of paper-based notes and post-lesson reflection － is 5 minutes. This can be done in the break between class periods. Further benefits include automatic grade calculation, the ability to reward constructive student behavior and instant feedback for both students and teachers on homework and other assignments.

Throughout the semester Geordie has noticed that Participation Tracking has had a very positive effect on student performance and their perceptions of their own role in the classroom. At the end of the semester, after having received their final grades, students were presented with an optional anonymous questionnaire. Students were informed that their voices could influence the direction that assessment would take in the second semester, thereby giving them a sense of involvement and empowerment. Figure 4 shows the combined results for seven classes; three Eigo IIIB and four Eigo IB of varying levels. Geordie was somewhat surprised to see that results were similar regardless of levels of ability or motivation. Results were positive. There was, however, overwhelming support for the participation grade to constitute a large part of their final grade.

Geordie is concerned whether this form of Participation Tracking is appropriate for high-level classes which do not seem to require such robust levels of reinforcement. As the curriculum goals and related methodologies are designed for lower level classes, the adaption of Participation Tracking to meet the needs of higher-level students is a consideration that must wait for further research and evaluation.

Figure 4. Student Assessment Questionnaire

	No 1	2	So So 3	4	Yes 5
Do you think it is fair?	1	2	28	9	50
Do you try to speak more English in class to get points?	1	3	34	11	41
Do you try harder in games/activities in class to get points?	1	3	28	13	45
Do you use the nametag phrases to get participation points?	4	2	54	8	23
Do you check your Participation Score on our class site?	5	5	34	6	41
Do you read the teacher comment for a low score?	12	7	34	11	27
Do you prefer to work as a team to get bonus points?	1	0	23	9	57
Do you try to come to class on time to get points?	2	2	10	11	66

Theme 3 Report: Short communication strategy tests

Like Geordie, Don also employed some of Maybin & Bergschneider's (1992) 'control' studies, elsewhere defined as 'compensation studies' and 'social strategies' by Oxford (1990). During one semester, he decided to emphasize three strategies: clarification (restating, asking for repetition) and attentiveness (active listening interjections and repetition). The inclusion of the 'atten-tiveness' category added another dimension to the system. Furthermore, by spreading the tests over a two-year period, Don is able to measure student progress in this area. In relation to this, he investigated two research questions concerning the assessment system of our General English program. In order to differentiate and assess the most appropriate communication strategies to teach in two separate courses, English I B and English III B, he attempted－after choosing the target communication strategies－to design assessment tasks to measure the change in students' skills.

Figure 5. Online Participation Tracking Webpages.

Panel 1

出欠

Present: 14
Absent: 1
Late: 0
Excused: 0
出席率: 93.333333333333 %
出席点: 28
詳細 …

Assignment Reports

My Speech Scores

Assignment Title	Max Score	My Score
Speech 1 Score	100	90
Speech 2 Score	A	B
Speech 3 Score	100	70
Speech 4 Score	100	60
Speech 5 Score an..	100	80
Speech 6 Score	100	80
Speech 7 Score an..	100	90

Congratulations!

Quiz Reports

My Quiz Scores

Quiz Title	Max Score	My Score
Quiz 1a: Posture & E..	100	100
Quiz 1b: Posture & E..	100	100
Quiz 2a: Gestures - ..	100	---
Quiz 2b: Gestures - ..	100	---
Quiz 3a: Voice Infle..	100	100
Quiz 3b: Voice Infle..	100	100
Quiz 4a: Visual Mess..	100	100
Quiz 4b: Visual Maki..	100	100
Quiz 5a: Visual Expl..	100	100
Quiz 5b: Visual Expl..	100	100
BONUS - Introduction..	100	70
Quiz 6c: Introductio..	100	100
Quiz 6d: Introductio..	100	100
Quiz 7a: Main Points..	100	100
Quiz 7b: Main Points..	100	100
Quiz 8a: Reading abo..	100	100
Quiz 8b: Listening a..	100	100
Quiz 8c: Listening a..	100	100
Quiz 9a: Reading abo..	100	100
Quiz 9b: Listening a..	100	100

Please do 2 quizzes per week.

Panel 2

出欠

Present: 10
Absent: 4
Late: 1
Excused: 0
出席率: 70 %
出席点: 21
詳細 …

Assignment Reports

Class Participation Score

Assignment Title	Max Score	My Score
Week 01	5	0
Week 02	5	4
Week 03	5	0
Week 04	5	4
Week 05	5	2
Week 06	5	2
Week 07	5	3
Week 08	5	1
Week 09	5	0
Week 10	5	5
Week 11	5	2
Week 12	5	0
Week 13	5	5
Week 14	5	3
Week 15	5	5
5) My Stuff	10	0
6) Write a Questi..	10	10
Midterm Speaking ..	40	29

Congratulations!

Quiz Reports

Quiz Reports

Quiz Title	Max Score	My Score
Fifty-Fifty2 Midterm..	100	28
3) FF2-Unit00 Quiz	10	---
4) FF2-Unit01 Quiz	10	---
2) Meet YOUR Teacher..	10	7
1) My First Day Quiz..	10	8
Progress Test I B-- ..	100	64
***Meet Don Hinkelma..	10	---
Meet Joel Rian	10	---
***Meet Ken Friesen*..	10	---
***Meet Martin Murph..	10	---

Please finish all quizzes.

Panel 3

出欠

Present: 15
Absent: 0
Late: 0
Excused: 0
出席率: 100 %
出席点: 30
詳細 …

Assignment Reports

Class Participation Scores

Assignment Title	Max Score	My Score
5) My Stuff	10	10
6) Homework: Wri..	10	10
Week 1	5	5
Week 2	5	4
Week 3	5	5
Week 4	5	3
Week 5	5	5
Week 6	5	5
Week 7	5	5
Week 8	5	5
Week 9	5	5
Week 10	5	5
Week 11	5	4
Week 12	5	5
Week 13	5	5
Week 14	5	4
Week 15	5	5
Fifty Fifty 2 Mid..	40	38
Final Test-Speaki..	10	10

Congratulations!

Quiz Reports

Quiz Reports

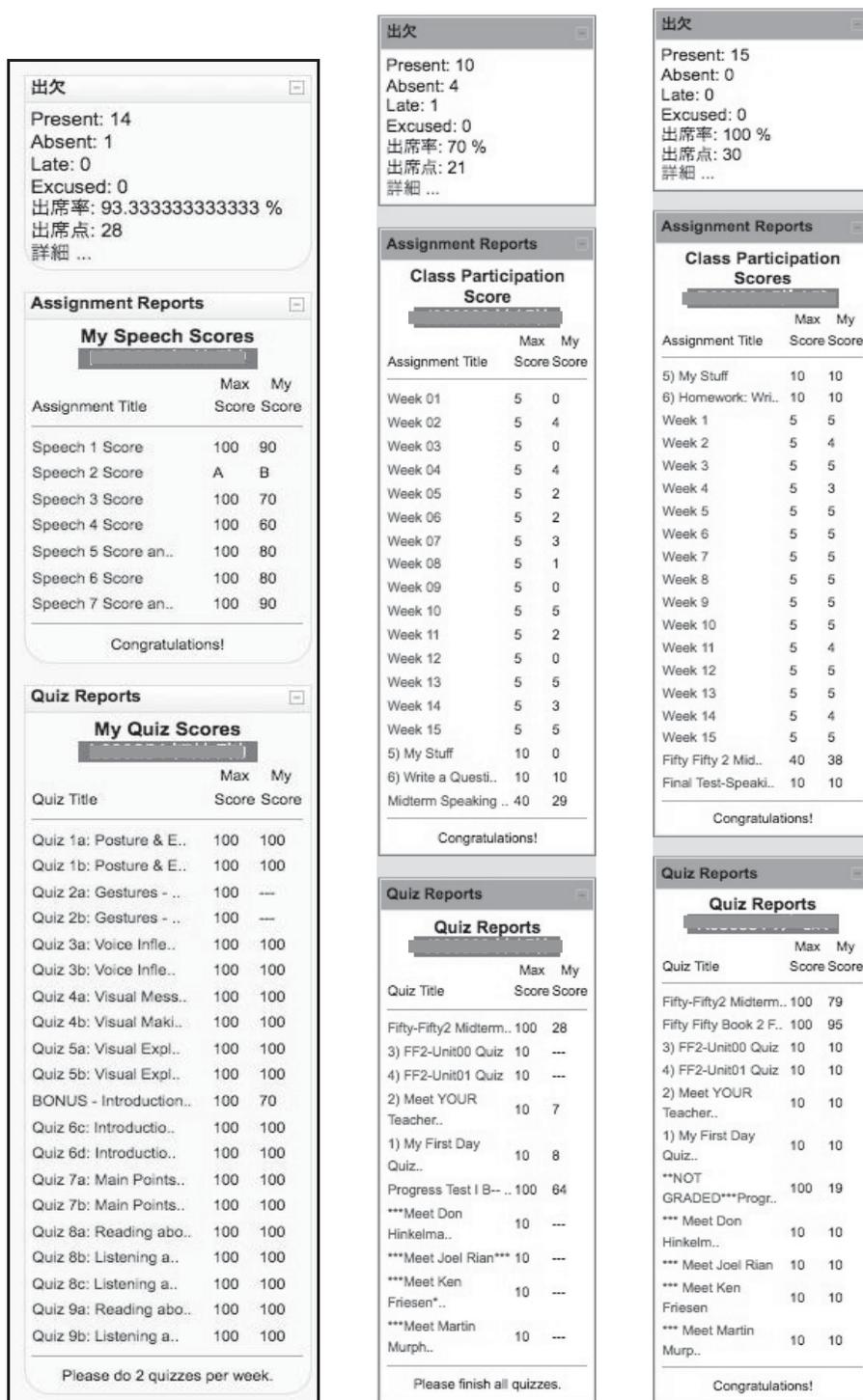| Quiz Title	Max Score	My Score
Fifty-Fifty2 Midterm..	100	79
Fifty Fifty Book 2 F..	100	95
3) FF2-Unit00 Quiz	10	10
4) FF2-Unit01 Quiz	10	10
2) Meet YOUR Teacher..	10	10
1) My First Day Quiz..	10	10
NOT GRADED*Progr..	100	19
*** Meet Don Hinkelm..	10	10
*** Meet Joel Rian	10	10
*** Meet Ken Friesen	10	10
*** Meet Martin Murp..	10	10

Congratulations!

Table 4: Types of Communication Strategies Used in Three Classes

Year and Course	Strategy Type	Strategy Name	Sample Phrasing	Assessment Task
1st year, English IB	Social/control	Asking for repetition	What did you say? Once more, please?	Difficult word test
1st year, English IB	Social/control	Asking for change in speed	Slowly, please	Difficult word test
1st year, English IB	Social/control	Asking for spelling	How do you spell it?	Difficult word test
1st year, English IB	Social/control	Asking for meaning	What does it mean?	Difficult word test
1st year, English IB	Social/control	Show attentiveness	Uh huh, I see Oh, really	Pair conversation test
2nd year, English ⅢB	Social/control	Asking for repetition（polite）	Could you say that again?	Difficult sentence test
2nd year, English ⅢB	Social/control	Confirming	Did you say …?	Difficult sentence test
2nd year, English ⅢB	Social/control	Show attentiveness	Repeating key words	Pair conversation test

The Difficult Word Test is simply the presentation to individual students of a 'difficult' word such as 'schedule' or 'absence' and encouraging them to ask for clarification. The word is then explained to successful questioners who then write the answer and its Japanese equivalent. However, Don found this to be too easy for his students so he has consequently decided to use the Difficult Sentence format instead. This not only makes the exercise more challenging but also makes it more pedagogically valid insofar as it provides a context in which the word is used.

The additional skills of demonstrating attentiveness and confirmation strategies can be measured through Pair Conversation Tests. These are largely self-explanatory, but usually consist of a predetermined conversation performed by two students. The teacher observes and notes which skills are employed. An example of this is taken from one section of a final semester test:

The inclusion of a skills aspect into our student evaluation program has been very positively received by teachers at SGU. The prospects of making fundamental behavioral and attitudinal changes in our students' approach to their own education are exciting. Furthermore, there are no obstacles to integrating such skills training into a content-based, functional or grammatical syllabus. In addition, if evaluations are made as a form of continuous assessment, problems relating to time and time management become redundant. As can be seen, there is a broad range of consensus on the kind of skills that need to be taught and on the methodologies that are appropriate. Ironing out some of the details and apportioning agreed-upon percentages are the challenges that remain to be faced.

Theme 4 Report: Pair Conversation Speaking Tests

One problem in making a standardized speaking test is that most teachers are used to one type of test and hesitate to attempt tests that they are not familiar with. Because of issues of validity, Littlewood (1996) and Underhill (1999) recommend using not one type, but a variety of speaking tests. These types are summarized by Hinkelman (1995). This list gives various categories of oral tests listed in order from more communicative to more mechanical. This report on Theme 4 focuses on the seventh type of speaking tests, 'Pair Conversation-Memorized".

> More Communicative
> > 1. Free Discussion (pair, group)
> > 2. Pair Conversation―Information Gap
> > 3. Role-play (impromptu or prepared)
> > 4. Interview (question and answer)
> > 5. Oral Report
> > 6. Pair Dictation
> > 7. Pair Conversation - Memorized
> > 8. Story-telling, Reading Aloud
> > 9. Sentence Completion, Transformation, Repetition
> More Mechanical

Two spoken tests already exist at Sapporo Gakuin University. These are interview tests. One is a progress test to measure spoken progress between first and second-year English majors, the other is an interview of some prospective candidates for university entrance. Both tests consist of two parts; a question and answer session between one student and one teacher and a picture description exercise in which students are given a picture and invited to describe it. While the format and content of these interviews may not be suitable for ongoing class evaluations based on our curriculum (though some of the questions undoubtedly are), the criteria for evaluation in an interview format certainly are.

Over the two year required English curriculum, Don uses a variety of oral tests in line with recommendations by Littlewood (1992) and according to the outlines set out in our curriculum (Appendix 1). A variety of test types gives a more comprehensive set of tasks and roles that students must play (interviewee/interviewer, speaker/audience, leader/follower, graphic interpreter, recitation, etc.). Table 5 shows a typical pattern reported by Hinkelman (1995).

Table 5. Testing Patterns by a Teacher in the SGU Curriculum

Time	Oral Test Type	Purpose
Year One Semester One	One-to-one conferencing	Authenticity, bonding, initiative, strategies
	Pair conversation	Interaction, prosody
Year One Semester Two	Pair Dictation	Fluency, speed
	Picture description	Fluency, pronunciation
	Drama	Action, non-verbal
Year Two Semester One	One-to-one conferencing	Confidence-building
	Speech	Presentation skills
Year Two Semester Two	Group discussion	Leadership skills, support/listening skills

An example of a final exam for a second-year general English class is provided by Don. The test was comprised of a speaking section and an online test. All students were repeaters; that is, they had earlier failed English IIIB due to inadequate attendance or poor performance. To give greater weight to the speaking section of the final test, Don assigned 70% to the speaking portion and 30% to the online portion. In the speaking section, Don chose to use pair conversations on the grounds that such a format increases interactivity and speaker initiative when compared to a teacher-initiated interview test. Pair conversation also mirrored the most frequent tasks used in class during the fifteen-week semester (22.5 hours contact time). While students were doing the speaking test in turns, their classmates completed a 29-item online test with a variety of listening, grammar and vocabulary questions related to the units in their textbook. It covered 5 of 6 units studied in the semester.

The provision of an online test to run concurrently with the speaking test optimizes the use of student time. Without it, students who were waiting their turn for the speaking test would be doing nothing. In addition, the online test provides another dimension to the evaluation process. Table 6 shows the coverage of functions, grammar and vocabulary in the speaking test (S-Test) and online test (O-test). CS refers to 'communication strategies'.

Table 6. Coverage of Test Content across Semester ─ Fifty Fifty Book Two (2009)

Unit	Hours	Functions	S-Test	Grammar	O-Test	Vocabulary	O-Test
Unit 0	1.5	Greetings	Yes	present	Yes	"W" questions	No
		Clarification	Yes	present	Yes	CS questions	No
Unit 1	3.0	Asking info	Yes	present	Yes	Takes, costs	Yes
Unit 2	3.0	Describing	Yes	it is/it has	No	Made of	Yes
Unit 3	4.5	Requesting	Yes	could you	Yes	15 requests	Yes
Unit 4	3.0	Instructions	No	imperative	No	Sequencers	Yes
Unit 5	1.5	Review	--	--	--	--	--
Mid-term	1.5	Review 0-4	--	--	--	--	--
Unit 6	4.5	Comparison	Yes	More../..er	Yes	20 comparison	Yes
				Much/many	No	words	

The week before the final test, a test practice sheet was given to each student and 60 minutes was spent reviewing past units and preparing for the conversation. During the practice session, students were encouraged to achieve the functional tasks using their own patterns. They became familiar with the functional task types in English (greeting, request, description, for example). The following chart shows a typical final conversation created by two students. The following shows the scores of the sixteen students. Here is a sample of the dialogue students created.

Table 7. Test Content for Pair Conversation in English III B (6)

Final Speaking Test — English III B — Section 6 Topic: "My Stuff"		
Function	Student A	Student B
Greeting	Hi Daisuke. How are you doing? Fine, thanks!	Hi, Yuki. Fine, and you? [holding a personal object]
Clarification	What's that? [pointing]	This? It is called a _____
Description	Really? Really? What's it for? Where is it from? What's it made of?	It's a kind of _____ It's for_____ It's from _____ It's made in _____
Asking info	How much did it cost?	It costs _____
Comparison	Is it good? Why?	Yes, it is. / No, it's not. It's more…/…er than____
Request	Could you give it to me?	Sure, here you are. /Sorry,…
Initiative	I see.	How about you? What's that? [repeat above]
Closing	Well, nice talking to you. See you. Bye.	Nice talking to you, too. See you. Bye.

With the student-supplied realia, the test had an authentic feel and was genuinely interesting to the teacher, except when a student forgot their personal item from home and used a pen or other item at hand. The flow of the conversation was natural and several students made it animated and humorous.

A common instrument for many performance tests is a rubric. A rubric is a set of criteria with levels of achievement for each criteria. A rubric offers transparency to the students concerning their grade. This semester Don used a rubric with a holistic grading system based on fluency, accuracy, pace, use of rejoinders, use of gestures, facial expression, and pronunciation. During the test, he gave prompts (e.g. cost? Is it good?) whenever a student paused for more than two seconds. Students were given a score of either 50 (passable, many prompts), 60 (a few

prompts）, 70（very good）, 80（excellent）, 90（excellent with rejoinders and variety of non-verbal actions）. The following shows the scores of the sixteen students.

Table 8. Score Distribution in the Pair Conversation Test of English IIIB (6) n ＝16

100（A＋）	90（A）	80（A-）	70（B）	60（B-）	50（C）	＞50（D）
0	1	5	7	2	1	0

Following the test, Don evaluated the trial and made the following observations. Scores were higher than expected for repeaters. This is could be due to generous marking, higher quality materials, or to a well-prepared and organized test. This year was more systematic than previous years. Students should receive a copy of the rubric before the test for practice and then after the test, copy the teacher's marks onto that form for reference. This removes the mystery of the grading process, increasing both face validity and backwash effects. The construct was successful in that all students passed, and appeared pleased with the test. It was challenging, but fit exactly with what we had studied during the semester. It is not uncommon for all students to pass, because poorer students tend to drop out during the semester rather than take the final test. A comprehensive task that combines all functions of the semester is an ideal end-of-term oral test. The current test covered 70% of core functions. It would be convenient for sharing test items and instruments to have a common set of aims that match the materials we are using.

Discussion

At the end of semester, the four teachers held a focused discussion to explore what was learned and what needs further research. This section reports on recommendations for curriculum implementation and considerations for future research for each of the four themes.

1 . Extended one-on-one speaking tests

a. Recommendations for curriculum implementation: Joel conducted extended one-on-one speaking tests with all ten of his general English classes and demonstrated that all levels of students could conduct an average six-minute conversation with a native-speaking teacher using communication strategies to interrupt, repeat, slow delivery of, and clarify meaning within the interchange. Students showed initiative and confidence in handling difficult situations. At this point, extended one-on-one speaking tests seem a potentially viable form of test, among others, to be

implemented in other General English classes. Where these tests may be seen to closen student-teacher relationships, we suggest that they could best be conducted before the seventh week of the first semester of each year.

b. Considerations for future research: Two chief concerns must be addressed before extended one-on-one tests can be implemented on a wider scale. One concern is the time required to conduct extended one-on-one tests. In order to accommodate an average six-minute time frame for each student, two full 90-minute class periods (3 out of 22.5 contact hours per semester) must be used. Further, it is not clear in this study whether functional or grammatical curriculum goals were achieved, or whether they were sacrificed in order to attain positive results for communication strategies. Further research needs to show how all aims can be successfully achieved during the semester. Simultaneous activities for students not engaged in one-to-one speaking tests need to be fully developed and tested in order to ensure that students' time is used productively, and that Japanese national contact hour requirements for university classrooms are met. With regard to a comparison of extended one-on-one speaking tests to other types of speaking tests, a literature review would be helpful to determine the variety of speaking test types appropriate to the overall curriculum goals.

2. Participation tracking

a. Recommendations for curriculum implementation: Geordie implemented a participation assessment system for all ten of his General English classes. His impressions of student behavior indicated a measurable change in student willingness to ask questions and engage positively in an English environment. He also developed an online management system that cuts teacher marking time to a minimum and allows constant student monitoring of their participation grades. Student evaluations of the tracking system showed over 50% were positive, another 30–40% neutral, and less than 10% negative to the system. We suggest that at least two other teachers use this same tracking system next semester in order to determine if it is valid and useful to recommend to a broader range of teachers. In addition, we recommend that name cards printed with communication strategy ('control') phrases be institutionalized. The Educational Affairs Office would need to print sufficient numbers of these cards to be used in as many English B classes as possible.

b. Considerations for future research: The most uncomfortable aspect of the participation tracking system is the overt extrinsic approach to rewarding behavior. This system may not be needed for highly motivated students or when the activities or methods itself provide intrinsic motivation for learning. With improved classroom activities, students may find the process of a learning task so enjoyable that external rewards could become counterproductive. On the other

hand, many aspects of education in general relies on such behaviorist incentives（grades, credits and diplomas for example）, so our concerns may be unfounded. Further research is needed on the format of rewarding behavior.

3．Short communication strategy testing

a. Recommendations for curricular implementation: Don and Geordie created a two minute 'control' speaking task for a mid-term speaking test that assessed students' ability. Called the 'Word Challenge', scores for the pre-test averaged close to 0% indicating no learner training in clarification, and weak student autonomy. In the mid-term repeat of the test, scores improved to the 90% level, indicating dramatic improvement and the need for a more difficult version of the task. We suggest expanding the test for general use across all English B classes in 2010 school year.

b. Considerations for future research: This test may be overly simple, even for the lowest level students. It was also devoid of the context of a larger discourse, weakening its validity. However, its value as program-wide assessment tool may lie in its simplicity. Further research is needed to develop a practical way to collect test results from multiple teachers and develop as complex a task as possible.

4．Pair speaking tests

a. Recommendations for curricular implementation: Don conducted a limited trial of a pair conversation tests（partially student-created, practiced and performed with new conditions）and was able to include 70% of the Eigo III B semester one functional aims within a four minute dialogue. We suggest this type of comprehensive test be continued as a trial with additional teachers in the next school year. Functional aims will likely change and the dialogue structure will need to change to reflect that. A test bank would allow teachers to download oral test forms according to semester. Use of the test bank could be surveyed and reported in future research.

b. Considerations for future research: Dialogue is one form of speaking, and this type of test needs to be considered within a battery of oral testing types. This issue is a similar problem as the issue of extended one-to-one testing（Theme 1）and communication strategy testing（Theme 3）and needs to be resolved by investigation and group discussion by a larger teaching team. In addition, only holistic marking was used, so a rubric developed by a team of teachers is needed. Furthermore, during the second semester 2009, it would be useful to make a comprehensive survey of all oral testing used by teachers in the program. At the micro level, there was no grammatical or vocabulary analysis of the speaking and online tests items, a task for future research. The online test needs a broader number of questions per function, tagged by level. Teachers can

construct both a core test and a comprehensive test that covers aims beyond the minimum goals of the program.

Conclusion

The processes of curriculum design and test design are ongoing. For the teachers involved, they have also been learning curves. With reference to the research questions (see above), it will be noticed that this paper does not provide comprehensive solutions to the outlined questions; what it does is more clearly delineate the nature of the challenges and make a number of proposals that appear to be working well. Some issues remain to be resolved by further trials and more in-depths assessments. A particular problem, for example, is the amount of time required for speaking tests, especially one-on-one assessments. The benefits of teaching curricular content along with skills training are clear. However, the values attached to each and appropriate assessment strategies remain to be agreed upon. Also, in areas where subjective evaluations make up a substantial part of the assessment process, consistency between different classes and different teachers' assessments is an ongoing consideration.

It should also be remembered that the curricular outlines in this paper are designed for the lower level classes at Sapporo Gakuin University. Higher-level classes will require a curriculum that covers a far more complicated range of language content and skills. Agreeing on curricular aims for more sophisticated language levels will be difficult and, correspondingly, agreeing on assessment strategies will also be very complex.

Another particular challenge that we have encountered is the problem of creating both a curriculum and a set of tests that are acceptable to all teachers: material that not only meets the requirements of a standardized curriculum (and its evaluation) but also recognizes the wide range of individual teaching styles and methodologies that creative individuals bring to their classrooms. The perception that our goal is a 'one-size-fits-all' curriculum can be offset by accommodating as broad a range of styles of teaching as possible, insofar as they meet the overall curricular goals of the university. To this end, an inclusive and flexible philosophy, a preparedness to compromise and a willingness to try new approaches are paramount.

As the work has unfolded, one aspect of the learning process has come emphatically to the forefront: that students should be encouraged to become more and more involved in their own education and that the promotion of 'active learners' from the beginning of the first semester holds some exciting potential for the longer-term pedagogical goals of the curriculum. Not least of these is the possibility of inculcating upon students new and fundamental ideas about the na-

ture of communication, learning and languages. To this end, the promotion of learning skills and the introduction of participation tracking offer an interesting new dimension to our program.

References

Bachman, L. and Palmer, A.（1996）. *Language testing in practice*. Oxford: Oxford University Press.

Brown, H. D.（2004）. *Language assessment: Principles and classroom practices*. White Plains, NY: Pearson-Longman.

Brown, J. D.（1996）. *Testing in language programs*. Upper Saddle River, NJ: Prentice Hall.

Carroll, B.（1980）. *Testing communicative performance*. Oxford: Pergamon Press.

Clark, J.（1987）. *Curriculum renewal in school foreign language learning. Oxford*. Oxford University Press.

Cohen, A.（1994）. Assessing language ability in the classroom, Second Edition. Boston: Heinle and Heinle.

Cohen, A.（1998）. *Strategies in learning and using a second language*. Essex, U.K.: Longman.

Davies, A.（1990）. *Principles of language testing*. Oxford: Blackwell

Freeman, D.（1998）. *Doing teacher research: From enquiry to understanding*. Boston: Heinle and Heinle.

Grose, T.（1992）. A framework for curriculum design. 札幌学院大学人文学会紀要。弟52号　1992年12月

Grose, T.（2008）. Lack of motivation as a criterion in the assessment of results of placement tests. 札幌学院大学人文学会紀要。弟84号　2008年11月

Hinkelman, D.（1996）. Reliability of a fluency-based oral English test for large communication classes. *Journal of Hokkaido University of Education,*（1C）47（1）.

Hinkelman, D.（2005）. The design of blended environments for second language learning. Unpublished thesis confirmation paper. School of Languages and Linguistics. University of Melbourne.

Hinkelman, D. and Grose, T.（2005）. Placement testing and audio quiz-making with open source software." *Pac-CALL Journal*. Volume 1, No.1, pp.69-79.

Hughes, A.（2003）. *Testing for language teachers. Second edition*. Cambridge, UK: Cambridge University Press.

Littlewood, W.（1992）. *Teaching oral communication: A methodological framework*. Oxford: Blackwell.

Maybin, D. and Bergschneider, L.（1992）. Control: An independent learning model. *Cross Currents,* Vol. XIX, No.2, Winter 1992.

Murphey, T.（1995）. Tests: Learning through shared negotiation. *TESOL Journal,* Vol.4, No.2, 12-16.

Nunan, D.（2001）. 'Action research in language education,' in D. Hall & A. Hewings（eds.）*Innovation in English language teaching*. London: Routledge（pp.197-207）.

O'Malley, J. M., & Chamot, A. U.（1990）. *Learning strategies in second language acquisition*. New York: Cambridge University Press.

Oxford, R. L.（1990）. *Language learning strategies: What every teacher should know*. New York: Newbury House.

Richards, J.（2001）. *Curriculum development in language teaching*. Cambridge, UK: Cambridge University Press.

Rian, J. P.（2009）. Communication strategies and one-on-one teacher-student conversation tests to raise speaking confidence among lower-level English learners. *Journal of the Society of Humanities,* Sapporo Gakuin University, December 2009, p.107-134

Ryan, S.（1991）. Oral testing without tears. *The Language Teacher*. Vol. XXVI, No.10, pp.31-33.

Underhill, N.（1987）. *Testing Spoken Language: A handbook of oral testing techniques*. Cambridge: Cambridge University Press.

Appendix 1： 2008-2009 Core Curriculum

General English B Curriculum

Eigo I B: First Year, First Semester Core Curriculum

Functional Goals	Grammar Goals	Strategy Goals
• classroom requests, questions, and rules • introductions • sharing personal information (favorites, daily routines) • explaining abilities • describing places • future plans •	• simple present • to be / to have • there is / there are • likes / dislikes • can / can not • "wh" questions • adverbs of frequency • prepositions of location • future tense •	• asking questions for clarification • showing attentiveness • show understanding • using interjections effectively (using intonation) •

Sample Themes / Projects / Topics (not limited to the following)
Custom Modules: Introductions   - Personal Interests/Abilities   - My Personal Favorites (animals, possessions); Daily Life/Routines; My Room (locations) - Summer Plans
New English Firsthand 1: Unit 1: greetings, personal information; Unit 3: Daily routine; Unit 4: Describe locations; Unit 7: Abilities, preferences;   Unit 9: What are you going to do
Fifty-Fifty Book One: Unit 0, Unit 7, Unit 1, Unit 11, Unit 3, Unit 5, Unit 4, Unit 6

Eigo II B: First Year, Second Semester Core Curriculum

Functional Goals	Grammar Goals	Strategy Goals
• reporting on past experiences • comparisons • giving directions • giving instructions • summarizing a story • telling a story	• simple past • gerunds / infinitives • when I was • I used to • superlatives / comparatives • Imperative sentences • prepositions of location • discourse markers	all above plus • asking follow-up questions to keep the speaker talking • shifting conversation to a different speaker

Sample Themes / Projects / Topics (not limited to the following)
Custom Modules: - Summer Report; Travel (directions); Hokkaido Guidebook (superlatives, comparisons); Halloween/Ghost Story(telling a story); Japanese Anime (summarizing story, describing characters}; Teaching English to Children (instructions, child development majors)
New English Firsthand 1: Unit 6: Tell me what happened;   Unit 10: How much is this? Descriptions, comparisons; Unit 11: How was it? comparisons; Unit 12: How do you make it? instructions;
Fifty-Fifty Book One: Unit 13, Unit 8, Unit 9, Unit 14

Eigo III B: Second Year, First Semester Core Curriculum

Functional Goals	Grammar Goals	Strategy Goals
• giving personal history • making requests • persuasions • making recommendations /	• should / shouldn't • I think / maybe • probability • would you like	• guesswork and inference • circumlocution

suggestions / giving advice / giving rules & requirements • giving opinions • invitations • asking permission • apologizing • hedging	• may I / can I	

Sample Themes / Projects / Topics (not limited to the following)
SGU Modules: Introductions-2; My Favorites/My Blog Pictures (food, stores); Sharing Japanese Culture (rules, good/bad behavior); Make a Shopping Mall;
New English Firsthand 2: Unit 1: Have you met? past history; Unit 2: Which do you like better? Suggestions, opinions, refusals; Unit 3: Can I do that? Rules/requirements; Unit 5: I'm Really Sorry (apologizing); Unit 8: Do you remember when? Past events; Unit 10: What's the culture like?
Fifty-Fifty Book Two: Unit 13, Unit 8, Unit 9, Unit 14

Eigo IV B: Second Year, Second Semester Core Curriculum

Functional Goals	Grammar Goals	Strategy Goals
• story telling, narratives • hedging • describing change	• would / wouldn't • I think / maybe • probability • present continuous • was / is / will be	• showing assertiveness

Sample Themes / Projects / Topics (not limited to the following)
SGU Modules: Leisure Activities (reporting, stating preferences); Make a Fictional Country (descriptive adjectives); Global Issues-Population/Global Warming (describing change)
New English Firsthand 2: Unit 7: Create a story; Unit 9: What do you think?; Unit 10: Tell a story;
Fifty-Fifty Book Two: Unit 13, Unit 8, Unit 9, Unit 14

（グロース・ティモーシ　本学人文学部准教授　英語教育・言語学専攻）

（ヒンクルマン・ダン　本学人文学部准教授　英語教育・言語学専攻）

（マックガーティ・G　本学非常勤講師　英語教育）

（ライアン・ジョエル　本学人文学部教師　英語教育・応用言語学専攻）