

## A1-2

## Advancing English Communication: April 2009 through July 2010

○ハリソン ジョナサン<sup>1</sup>, ヴァンバーレン ルート<sup>1</sup>  
Jonathan Harrison<sup>1</sup>, Ruth Vanbaelen<sup>1</sup>

日本大学理工学部では、平成 21 年度前期から English Communication (EC) のプログラムが始まりました。EC は英語での発表スキル、海外旅行や留学、ビジネス、文化評価に焦点を当てます。初級と中級のレベルがあります。この発表では、EC プログラム、EC プログラムのガイドライン、オンラインテスト、受講者のアンケートの結果と EC の将来について説明します。

## 1. Introduction

The English Communication (EC) program began in 2009 with two sub-courses with two levels: Public Speaking 1 (PS1), Public Speaking 2 (PS2), English for Traveling Abroad 1 (TA1), and English for Traveling Abroad 2 (TA2). In 2010, two more sub-courses with two levels were opened: Business 1 (BU1), Business 2 (BU2), Cultural Appreciation 1 (CA1), and Cultural Appreciation 2 (CA2). All sub-courses are offered within ECI (spring semester) and ECII (fall semester) courses. Guidelines set the learning outcomes for each level with regard to content, topics and/or vocabulary, specified for individual sub-courses. Pre- and post-tests were given online to measure achievement in each course. Course surveys given to students and to teachers also allowed for feedback. This report will discuss how the EC program has advanced from its first semester to its third semester by means of analyses of the feedback gained through the online testing program, student and teacher surveys, and via direct contact with students and teachers.

## 2. Methods

Individual sub-course guidelines were created in late 2008 and early 2009. From these, sub-course pre- and post-tests were created on university servers which host Moodle software. Student were also given surveys via Moodle. Teacher surveys were distributed and collected by postal mail and email. After each semester, item analyses of the online tests were done for each sub-course test to improve test items, correct level imbalances and pilot new types of test items. Also after each semester, feedback from student and teacher surveys and direct feedback were analyzed. Test and survey analyses allow for guidelines to be further defined and updated on a per semester basis. These analyses are the rationale for various changes in the program not limited to those shown in Table 1.

Guidelines/Communication	Online Testing
Further defining of all sub-courses	English Office to IT Center server change
Development of two student surveys	Updates of Student Testing Handouts
Open email communication w/students	All test item analyses
Faculty development (Feb./March)	"Pass" lists given to teachers in weeks 2/12
Open email communication w/teachers	Pilot fill-in-the-blank vocabulary (TA2)
	Pilot short answer TOEFL items (CA1)
	Short answer TOEFL iBT item rubric developed

Table 1. Improvements Made since ECI 2009

## 3. Results

Results have been assessed in three areas: achievement on online tests, perceptions of outcomes attained, and participation in the EC program. ECI 2010 consisted of 6 sub-courses running pre- and post-tests. The CA1 sub-course was a 2010 pilot test with short answer items which had limited results that will not be discussed here. The other 5 sub-courses showed achievement (See Table 2), calculated via the difference in pre- and post-test means, between 3% and 24% in ECI 2010 which is an increase from between -1% and 5% in ECI 2009.

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Student and teacher survey data (See Fig. 1) indicated students felt that they were achieving the spoken and written goals at higher percentages in 2010. The writing goals of the EC program were achieved according to 62% of the students and the speaking goals were achieved according to 86% of the students. The vast majority of teachers also felt they achieved the goals in their courses.

Term/ Sub-course	ECI 2009	ECII 2009	ECI 2010
TA1	2%	6%	3%
TA2	-1%	12%	24%
PS1	5%	2%	4%
PS2	-	5%	10%
BU1	-	-	7%

Table 2. Achievement per Sub-course

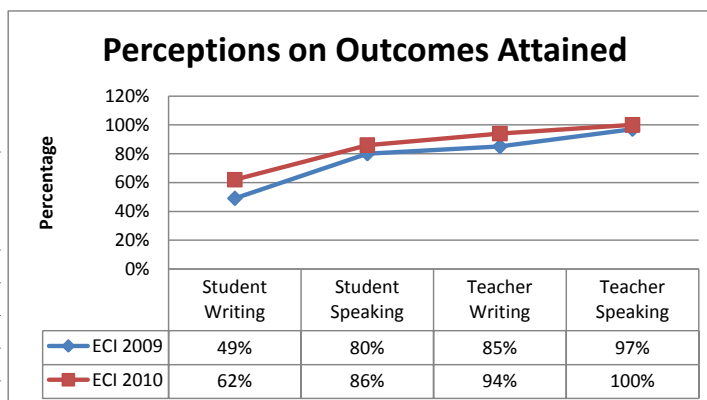


Figure 1. Perceptions of Course Outcome Attainment

Participation rates (See Table 3) have increased since ECI 2009. While the number of registered students, which is not an accurate measure as these students may have never attended class, has been roughly the same, 63 more students (7% based on registration numbers or 20% based on post-test attempt [a more accurate number of students who actually attended and completed the course]) received credit for completion of the required pre- and post-tests. Voluntary post-sub-course survey participation increased by 85 students (12%). Teacher survey completion remained perfect at 100%.

	Registered Students	Course Test Attempts (*More than 1 for some)	Credit Given	Students Receiving Test Credit	Test Credit Based on Post Attempt	No. of Student Surveys Completed	Student Survey Participation Rate by Reg. Sts.	Student Survey Participation Rate by Pre/Post Attempts	Teacher Survey Participation
ECI 2009	788		456	58%	76%	345	44%	58%	100%
Pre		*739							
Post		*598							
ECI 2010	768		519	68%	83%	468	61%	67%	100%
Pre		700							
Post		622				430	56%	70%	

Table 3. Participation Comparison between ECI 2009 and ECI 2010

#### 4. Conclusion

From the information available to EC administration (Student and teacher survey feedback, test feedback, teacher communication via email and during faculty development meetings, and student feedback in class and via email), it is believed the EC program is 1) showing achievement between 3% and 24% regarding student learning of course contents, 2) improving communication between EC administration and teachers due to 6% to 13% increases in outcomes attained, and 3) improving teacher and student motivation as test and survey participation have increased. Student test completion and survey participation, based on pre-/post-test attempts, were 70% or higher for the ECI 2010 semester. Each semester the authors will work to continue to develop methods to advance the EC program to produce higher student achievement rates and high levels of participation.

#### 5. Acknowledgements

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