

## A-1

## 平成 27 年度一般教育 CALL 教室 TOEFL 講座の成果

## Results of the 2015 Yearlong Department of General Education CALL Group TOEFL Course

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**Abstract:** 一般教育 CALL 教室は幅広い学問領域に適応できる英語スキルを育成するために 2015 年度の前期からブレン  
ド型学習の TOEFL 講座を実施した。本稿は昨年度 2 学期を通して実施された当講座の計画、実施要領および予備的  
な結果について記述する。

## 1. Introduction

Nihon University offers study abroad opportunities at various international universities as part of the university experience. To help prepare College of Science and Technology students for these opportunities and to improve motivated students' English proficiency, the CALL Group of the General Education Department approved a voluntary English course (講座) to assess and build academic English skills. A previous report discussed course design.<sup>1</sup> This report will discuss the course design, implementation and results.

## 2. Course Design and Implementation

In May of 2015, the CALL Group of the General Education Department approved a non-credited course designed to provide an opportunity for students of all English proficiency levels to supplement their current credited English language coursework and build their academic skills in listening, reading, speaking, writing, and vocabulary. A native English speaker taught this course for two semesters, and 2 TOEFL opportunities were offered to participants through Nihon University's main campus. In this blended course, there were 13 (180 min.) face-to-face sessions held on Saturday mornings, periods 1 and 2, and 2 testing sessions. Table 1 shows the schedule. Sessions held during holiday seasons are indicated with an asterisk (\*).

To evaluate participant progress, in-house and out-of-house evaluation methods were used. The in-house methods were analyses of the participants' TOEFL-like essays with word profiler<sup>2</sup> software to determine writing characteristics and measure growth. The out-of-house method employed was the use of the TOEFL-ITP

(Paper-based test).

In the initial sessions, the majority of participants expressed an interest in focusing on speaking. Some participants also stated they were not interested in taking the TOEFL. The teacher agreed to focus the course on speaking and discussion, and the course style of topical readings with discussions, vocabulary focus, and TOEFL-like essay writings developed. Through discussions between students and the teacher, a textbook suiting the students' interests and levels was chosen and used throughout the second semester.

Table 1. Session Schedule

Session	Date	Campus	Topic
1	May 30, 2015	Surugadai	Interviews, writing
2	June 13, 2015	Funabashi	Interviews, writing
3	June 20, 2015	Surugadai	Reading, writing
4	July 4, 2015	Funabashi	Reading, writing
5	July 7, 2015	Main	TOEFL PBT
6	July 25, 2015	Online	Reading, writing
7*	Aug. 8, 2015	Surugadai	Reading, discussion
8*	Sept. 26, 2015	Surugadai	Data-driven learning workshop
9	Oct. 10, 2015	Funabashi	Data-driven learning workshop
10	Oct. 24, 2015	Surugadai	All skills
11	Nov. 7, 2015	Funabashi	All skills
12	Nov. 21, 2015	Surugadai	All skills
13	Dec. 19, 2015	Surugadai	All skills
14*	Jan. 9, 2016	Funabashi	All skills
15	Mar. 30, 2016	Main	TOEFL PBT

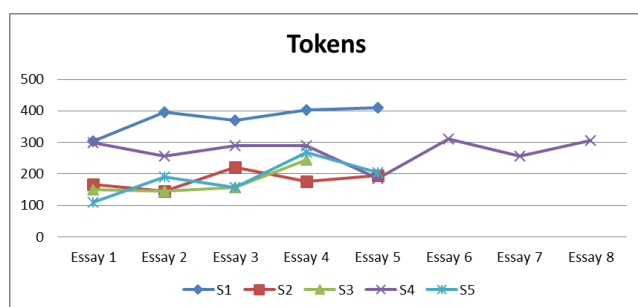
1 : 日大理工・教員・一般

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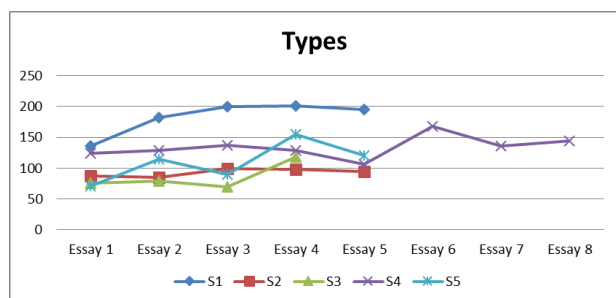
### 3. Results

First, to address participation, 46 students expressed interest in the course via email. Of these, 24 students participated in first semester sessions, yet only 6 students attended 4 or more sessions. Near the end of the first semester, the TOEFL was taken by 15 participants on July 7, 2015. In the second semester, 11 students participated in sessions, and 7 of these students attended 4 or more sessions. On March 30, 2016, 4 students took the TOEFL. To sum up, 6 students attended regularly through both semesters, and 2 of these regular attendees took both TOEFL.

Students received feedback on their writings from the teacher, but to measure progress in writing, token and type analyses were performed on the 4 to 8 essays written by the 5 regular attendees. Figures 1 and 2 indicate individual progress. On average, these 5 writers' initial writings had 206 tokens and 99 types. Their final writings averaged 272 tokens and 134 types. Therefore, on average per 30 minute essay they increased by 66 tokens and 35 types which indicates longer writings with more variety of vocabulary.



**Figure 1.** Token Analysis of 5 Participants' Essays



**Figure 2.** Type Analysis of 5 Participants' Essays

As stated earlier, 15 participants took the TOEFL on July 7, 2015, and 4 participants took it on March 30, 2016. Of these test takers, only 3 participants took both tests. The results, shown in Table 1, show no significant change in overall TOEFL scores or in any particular area measured by

the TOEFL.

**Table 1.** Summary of Changes in TOEFL Scores

July TOEFL	March TOEFL	Change in Listening Comprehension	Change in Structure and Written Expression	Change in Reading Comprehension	Total Change
533	523	-1	-1	-1	-10
490	467	-1	-5	-1	-23
517	530	-3	-1	8	13

Beyond writing and the TOEFL, there are other measures of success, specifically helping students achieve their goals of studying internationally and participating in and succeeding in international events. Of the course participants in 2015, 2 are studying abroad in 2016, and 3 others were part of a team which was awarded a top prize at a 2016 international engineering contest, which included field-specific academic writing and presenting in English.

### 4. Conclusion

This yearlong, non-credited TOEFL course was of interest to a particular demographic of university students, yet attendance was irregular with only a small group of regular attendees. Of these regular attendees, essay writing skills improved both in length of writing and variety of vocabulary used. Results from the TOEFL were insignificant, yet participants did achieve study abroad status and gain skills to allow them to compete in and succeed in international competitions.

Future considerations regarding this type of course include allowing students to receive credit, scheduling for more regular attendance, and measurements of achievement.

### 5. Acknowledgements

The authors would like to thank the main campus for providing the TOEFL-ITP and the CST university administration and Information Technology Center for their support and for providing excellent facilities and services.

### 5. References

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- [2] L. Anthony. AntWordProfiler. Available at <http://www.laurenceanthony.net/software/antwordprofiler/>.