

English Testing and Curriculum Development for Mandatory English Classes in the School of Business Administration at Meiji University

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English Testing and Curriculum Development for Mandatory English Classes in the School of Business Administration at Meiji University

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I. Introduction

The paper discusses two stages in the development of testing and curriculum development in the Department of Business Administration at Meiji University: (1) the introduction of the norm-referenced (NRT) General Achievement Listening Test and Sophomore Reading Test and (2) the introduction of the new English curriculum based on an integrated systems approach as discussed in Brown (1996) together with the introduction of the TOEIC test for student placement in leveled classes and as a means of student and program evaluation.

II. Introduction of the Norm-referenced tests

II.1 General Achievement Listening Test for freshmen

The General Achievement Listening Test was implemented in 1987 for all 1st year students.¹ A description of the test is as follows:

The level A English Listening Comprehension Test (in its two forms C and D) was a listening comprehension test of 50 questions that was entirely on tape and took 45 minutes to administer. It was a 'pure' listening test in which both the stimulus and response were the spoken English language. The response was multiple-choice, and the answers were marked on a computer mark sheet after the students heard four possible choices (a, b, c, d). The students were given blank memo sheets with which to take notes as they listened. The test itself was a general achievement test which consisted of three parts: Part I consisted of 25 two line dialogues spoken by a native American and a native Englishman followed by a question and four possible answers that required the student to analyze the situation and pick out the correct or

most logical answer, starting with a phrase and working up to short sentences. Part II consisted of eight short passages, each read two times by either a native American or a native Englishman followed by two questions, each with four possible answers, read by the native speaker of the other dialect. The students were given memo sheets and were told to write down essential information as they heard it, so memory was factored out as much as possible in the results. Some questions referred to specific facts in the passage and other questions required synthesis or inference in order to answer them. Part III consisted of nine discourse/conversational openers and the students would select the best/correct answering phrase out of four given possibilities. Data collection and score dissemination of the test: The computer program was made specifically for this test by the Department of Business Administration and provided the following data on 50 variables (QA 1–QA 50) and three sub-variables (Part I, Parts II, III and the Total): mean, variance, range, sum, std., error, kurtosis, minimum, maximum, std. dev., and skewness.²

The after-test results provided test data on the percentage correct for each item and the frequency index for each test item. The scores of all students were transferred to class sheets after both the pre and post-tests and score sheets for each class were given to the English 2 (1st year listening classes taught by native English speakers) teachers of the appropriate classes. A master copy of all scores was kept. All the 1st year students were individually given back the results as (1) a raw score and (2) as a percentile score, along with the average score and the maximum and minimum scores on that particular test.

In this way, the student could know his/her ranking in the entire freshman class of the Department of Business Administration for both the pre- and post-tests. The post-test result could also give the student some idea of whether the student's English listening or reading abilities progressed at a faster or lower rate than the average by comparing the individual percentile results on the pre- and post-test. As Japanese students were not used to percentile rankings, English 2 teachers explained the results to them when the scores were handed back in class early in May. English 2 teachers thus had an objective measure to recognize students who had overseas study or were quite a bit above the average in the class in listening comprehension, as well as students who scored low and were in need of special training. Item facility analysis was used as feedback to evaluate individual test items by level of difficulty and make appropriate changes in the test items based on the data. The average score of the pretest for 1989–1999 was 46.72 and the post test for the years 1989–1998 was 51.8, for an average percentage gain of 10%. Data on test results have been published.³

II.2 Sophomore Reading Test

The Sophomore Reading Test program for was implemented in April 1996. The test

had one form (Form A) and was given at the beginning of the academic year (during the period of sophomore orientation). For administrative purposes, it was given on the same day as the freshman General Achievement Listening Comprehension test. The rationale for starting the testing program in reading was that English 3 classes (2nd year English classes taught by Japanese teachers) were reading-based, and so a test based on reading comprehension would function to alert teachers to excellent and remedial students in their classes and also give 2nd year students an indication of their reading ability compared with their peers on a percentile basis in the same way as the freshman General Achievement Listening Comprehension test:

The Sophomore English Reading Test Form A reading test was a norm-referenced reading comprehension test that consisted of 15 short reading passages and 25 questions with a time limit of 60 minutes. The reading passage type of test was selected as it was considered the most integrative type of reading test. As with the freshman listening test the answers were in the form of multiple choice (a, b, c, d) but unlike the listening test, all the passages, questions and distracters were in a printed booklet that was handed in after the test together with the computer mark sheet that was used to score the test. The questions used paraphrase, synthesis and inference items, which are normal for tests of this type. The passages presented a variety of contexts, including (1) short essay passages and questions similar to those used for the TOEFL test, (2) authentic materials from newspapers and advertisements, and (3) short passages similar to those used for high school equivalency exams in the United States.⁴

As with the General Achievement Listening Test for freshmen, the computer program provided the following data on 50 variables (QA 1–QA 50) and three sub-variables (Part I, Parts II, III and the Total): mean, variance, range, sum, std error, kurtosis, minimum, maximum, std. dev., and skewness. The analysis data for the Reading Test were remarkably similar from year to year and the average score for sophomores at the beginning of the academic year was 54 for the years 1996–99, with the maximum score during that time 98 and the minimum score 0. Data results are available.⁵

II. 3 Conclusions on in-house NRTs

The problems of creating and administrating the departmental testing programs were discussed in Johnson (1999) as follows:

In dealing with ambitious tests of this nature (testing from 600 to 800 students at a time two times a year with the finite resources available to our small committee falls under the author's parameters of 'ambitious' testing), the committee has had to deal with the practical issues of obtaining necessary funds, test making and evaluation,

creating audio tapes, printing materials, scheduling and test administration, making computer programs for analyzing data, summarizing the returned test data and giving back scores to the students. Of these, perhaps the most difficult so far is the logistical problem of administrating the test itself. For the pretest, we have to ask for Izumi office staff outside of the Dept. of Bus. Adm. to help administer the test, and we have to find 10 to 15 rooms free during the hectic time of student orientation at the start of the academic year for all departments. For the post-test, the teachers for the 15 English 2 classes must be given the correct materials to give the tests in their regular classes at the end of the year, and this interferes with the curriculum of the teachers at a busy time. Fortunately, we have managed to do it so far, but it seems to be becoming progressively more and more difficult-especially giving the pretest, as personnel and available classrooms are hard to come by. So far, there has been no attempt to incorporate the results of the test into the curriculum in any meaningful manner, such as using the results for leveled classes the freshman year, or for admittance into special elective classes geared to either/both advanced and remedial students. On the other hand, the existence of the testing program signals to both students and teachers that the department takes the learning of English seriously, and gives each student an objective measure of his English listening ability compared to his/her fellow students in the Department of Business Administration, as well as a measure of his/her progress in listening comprehension (or lack of it) during the freshman year. To what extent the testing program serves as a motivational tool for the students needs to be investigated, but from the author's experience in giving the test in his classes, it is not insignificant.⁶

III. New English curriculum of 2002

III.1 Background

Despite efforts to use the General Achievement Listening Test and the Sophomore Reading Test to promote discussion about the nature of the English curriculum in the department, the tests themselves had little effect on curriculum development during the time that they were offered. However, an opportunity to make revisions to the English curriculum presented itself when the Department of Business Administration started to make plans for the addition of the Department of Accounting and the Department of Public Management beginning with the academic year 2002. To take advantage of this opportunity, a curriculum design analysis based on an integrated systems approach for a new undergraduate English program was drawn up and presented to the executive committee in 2000 and a revised version in 2001. This integrated approach to curriculum design represented a change from the traditional English curriculum approach that was commonly used at large Japanese universities.⁷

The model used for the curriculum design analysis submitted to the Department's

Executive Committee was influenced strongly by the ideas of Brown (1996) and emphasized a “systems approach” to curriculum development. This idea of constructing foreign language curricula from a broader theoretical viewpoint began to find favor with many foreign language teaching academics such as: Breen and Candlin (1980), Richards (1984) and Nunan (1988). They, in turn, had been influenced by developments in general curriculum theory as found in Tyler (1949), Wheeler (1967) and Stenhouse (1975). As Nunan Nunan (1988) writes:

We have seen that until fairly recently there has been a lack of balance in the attention devoted to different elements within the model with the focus being either exclusively on the selection and grading of content, or on methodology. The current need is for language curriculum designers to look beyond linguistics to the general field of educational research and theory for assistance in developing curricula. There is also a need for curriculum development to be systematic, and for due consideration to be given to all the key elements in the curriculum development process.⁹

III. 2 Curriculum Guidelines of 2001:

The following curriculum guidelines were submitted to the Department's Executive Committee for approval of the new English curriculum:

Purpose: To design a curriculum plan for the English language program that attends to the following needs:

- (1) Defines **English needs** (as specified) of (a) the students in Japanese society upon graduation and (b) other educational needs as defined by the Department of Bus. Adm. (for example an appreciation and knowledge of the culture and literature of English-speaking countries).
- (2) Outlines **goals and objectives** to meet the needs (as specified in (1)).
- (3) Outlines a **system of classes** during the undergraduate years to achieve goals.
- (4) Gives a **materials research program** to find materials to meet class objectives.
- (5) Provides a **testing system** to evaluate how the program is meeting it's objectives.
- (6) Provides for **ongoing program evaluation** to make sure that the system is working properly to train students to meet program objectives and add new objectives when considered necessary.¹⁰

This classification of curriculum categories resulted in the following detailed guideline for the proposed new English program:

Preliminary Curriculum Design Analysis for the Undergraduate English Program of the Department of Business Administration, Meiji University¹¹

II Guideline explanations

(1) Needs Analysis

Japanese students with university education graduating in early 21st century will need basic hearing/speaking/reading/writing abilities to do their jobs in international/global economy and enjoy travel abroad, movies, books, etc., using English. Students who wish to participate in business at international level will need business presentation and negotiation skills in order to carry out and succeed in business. The Meiji Department of Business Administration should provide an English program that will teach students the necessary English skills given above by the time of graduation.

(2) Goals and Objectives

General:

- a. Students at time of graduation should be able to hear and speak English well enough to travel abroad and deal with normal daily life situations using English. They should be able to read/skim English newspapers/magazines/books and understand the content with some use of a dictionary. They should be able to write easy business/personal letters with few mistakes.
- b. Students should have basic knowledge of culture of English-speaking countries.
- c. Interested students should have knowledge of literature of English-speaking countries.
- d. Interested students should be taught how to prepare and present business presentations in English, search and research topics using English on the Internet, negotiate and debate using English and read and write English at advanced level (as defined in program objectives).

(3) Undergraduate English Program (2002~2003 version)¹²

Eng. 1 Speaking-based English for first-year students

Class objectives: Situational-based English conversation. The classes will range from 16 (S level) to 35~40 (T, U levels) students in size. Textbook selected should have most if not all of the following points- should deal with conversational daily-life situations- should have dialogues for pair practice- should have grammar review dealing with practical conversations- should have a variety of question-and-answer exercises. Teachers should assign extra written homework on university life or personal topics (4~5 times per semester for S level; 3~4 times for T and U levels). Extra reading material to be done outside of class would be greatly welcomed.

Eng. 2 Video-based English listening for first-year students

Class objectives: The main objective of Eng. 2 is practical listening of situational conversation using video-based materials. Of the 90 minute class period, 60 minutes are to be spent on practice using the video and textbook exercises. The last 30 minutes of the lesson you are free to add supplementary materials (prints, reading materials, etc.) of your choice to develop the students' practical English abilities that would help improve their listening scores on the TOEIC test.

Eng. 3A Reading methods

Class objectives: In these 2nd year compulsory classes, the focus is on developing strong reading methods depending on the level of the student. Skimming for main ideas and other basic reading strategies (inference, paraphrase, reading for structure signals, etc.) should be taught. Work should be done to improve reading speed as well as comprehension. Textbook selected should have most if not all of the following points:

- should have reading passages from one to three pages per topic;
 - exercises should teach reading techniques (not just comprehension of passage);
- Extra grammar, vocabulary, writing would be good.

Eng. 3B Theme-based reading and discussion

For S level, teachers will be requested to write a syllabus for this class. The one-page syllabus should include course description on a theme chosen by the teacher. The class includes lectures, students research and presentation (both written and spoken) followed by discussion. The material is up to the teacher and may include: particular chapters from the textbook used in 3A; articles from TIME, Newsweek, internet, etc. For T & U levels, besides reading the given materials with the main intention being reading comprehension, the students should be introduced to research methods on selected topics, and asked to write up a short report and present it in small groups or to the class. Due to scheduling difficulties, the prior format of S level students selecting the class depending on the interest of the theme has been canceled.

Eng. 4A Writing and research methods

Class objectives: In these 2nd year compulsory classes, students are to be taught academic writing and basic research techniques depending on the level of the student. For S level, students should be given an introduction to university level academic writing and the appropriate research methods needed to write class reports, term papers, etc. according to established format (researching and collecting data using Interest or library resources, correct attributing of sources using footnotes, etc.). For T and U levels, Students should be taught intermediate/basic skills for writing English reports of 2~3 pages in length, including format, collection and analysis of data

(using Internet as well as library facilities), correct footnoting and attribution of sources, etc. Textbook selected should have most if not all of the following points: it should teach the writing process from paragraph to essay through exercises which students write and it should teach necessary grammar and writing mechanics for academic writing with S level classes being more academic in content.

4B: Beginning Speech Presentation

Class objectives: In these 2nd year compulsory classes, students are to be taught how to present material on general topics and societal issues according to techniques taught in Writing and research methods as applied to formal speaking situations. All classes have the same objective, with S levels doing more extended speeches and T and U levels less, the level to be determined by the teacher of the class. This class is to prepare students for the compulsory Business Speech Presentation classes in the 3rd year, beginning in 2004. Textbook selected should teach mechanics of speech presentation skills

S level should be academic in content (researching topic and presenting information).

(4) Materials research program

Set up materials committee to determine which textbooks/video tapes/etc. are best for classes as described in (3). Committee should make up approved lists of text materials for each class from which teacher can select for his/her class. Discuss possibility of developing original materials in the case where no existing materials are deemed satisfactory. Ongoing review of selected materials and continuing research for new materials for program is needed.

(5) Testing system

A test such as TOEIC IP to be used to (1) level students for 1st and 2nd year classes; (2) evaluate student level upon entering and leaving university to measure progress in English ability obtained during university years and (3) look at effectiveness of program as measured by increase or decrease in scores to ensure objectives are being met:

(1) Specific tests (CRTs):

Test committee will decide on type of test for major classes in program and give advice on content. Should we use same year-end test in mandatory classes for uniformity?

(6) Ongoing program evaluation

A yearly review of entire English program to ensure that all parts of program are functioning according to plan and suggesting needed changes to improve English program.

III. 3 Main components of new English curriculum

Most of the objectives outlined in the guidelines were implemented with the English curriculum changes in 2002. The main components of our English curriculum after the changes were:

1. Leveled classes based on TOEIC scores (TOEIC test taken on April 3):
(R level), S level, T level and U level
2. Smaller classes:
Top level R < 20, S < 20, T, U < 30
3. Selected mandatory textbooks for each level.
4. Strict attendance policy.
5. Use of English as the medium of instruction.
6. Business English and Business Presentation during the third and the fourth years.

IV. The selection of TOEIC as the testing measurement in our department

The TOEIC IP was selected to be used for placement and for partial evaluation measures beginning with the new English curriculum in 2002. As all the procedures were in place for using TOEIC IP for pre- and post-tests because of the history of using the departmental NRTs since 1987, the introduction of the TOEIC into the curriculum as a pre- and post-test went very smoothly in 2002.

IV. 1 Benefits from using TOEIC

1. Leveling using TOEIC scores allows for smaller classes (S level: 16 students, T/U levels: 32~38 students) where students can learn using appropriate material with students of similar ability.
2. By using TOEIC for four years, students have an independent measure of evaluating their individual listening / reading progress and the English section committee can also look at student progress in listening and reading during the program.
3. TOEIC serves as bridge between departmental students and Japanese businesses as businesses overwhelmingly use TOEIC for in-house measurement and training. Therefore the University English curriculum becomes more integrated into business and society.
4. TOEIC creates need for practical listening and reading in English classes.
5. TOEIC scores give data for {teaching/ curriculum} research and evaluation.
6. Use of TOEIC increases motivation among students as they have definite goal for study and can measure English progress by taking departmental TOEIC IP or individually at other TOEIC testing centers during their 4 years at university and also after graduation in order to measure progress in English.

IV. 2 Drawbacks to using TOEIC

The drawbacks to using TOEIC in a non-TOEIC centered curriculum (TOEIC is not directly taught and reading skills are not taught until the 2nd year) is the tendency for non-English teachers and administration officials to evaluate the effectiveness of the English program based solely on TOEIC results at the end of the 1st year. The 1st year English curriculum is not a TOEIC skill-building course and is centered on speaking (Eng. 1) and general listening (Eng. 2). Teachers, administrators and students need to keep in mind that listening and reading are the only skills measured by the TOEIC and that it is not a criterion referenced test (CFR) that directly tests the results of 1st year study.

IV. 3 Final guidelines on the use of TOEIC

From the 2002 academic year, all freshman students will take the TOEIC test as a pre-test in early April, and the resulting TOEIC scores used to level all 1st year English classes, dividing them into S, T, and U levels for both Eng. 1 (situational conversation classes) and Eng. 2 (video listening classes). Class size will vary according to the label S, T, and U. The TOEIC will be given as a post-test at the end of the 1st year. From 2003 both 1st year and 2nd year classes will be leveled according to the April TOEIC scores obtained for freshman and sophomores. In the 2nd year, Eng. 3 (reading) and English 4 (academic writing) will be re-leveled according to post-test TOEIC scores.

Starting from 2004, there will be mandatory Business English and Business Presentation classes for 3rd year / 4th year students, devoted to developing Business English vocabulary and expressions and English presentation skills using PowerPoint. Both Business English and Business Presentation classes aim to develop students' communicative English skills to assist them in pursuing their careers as international business managers. In these classes, students should learn to read business materials quickly and accurately without translating the meaning into Japanese, express their ideas clearly in discussion and presentation while using appropriate business vocabulary and expressions. They should also improve their listening comprehension skills and practice writing basic business documents such as internal memos, e-mail and simple business letters.

Students interested in English would be able to develop more advanced reading and writing skills through elective classes leveled according to TOEIC IP scores from the 1st year through the 4th year. This will ensure that all students develop their English skills from essential listening and speaking (at the beginning of the program) to the ability to organize and present data using English in formal presentations with the ability to handle discussion on the topic afterward. At the end of the 3rd year, the TOEIC IP test will give a timely objective measure of English ability that will help Japanese companies evaluate the English ability of the students of our department. As can be seen, the TOEIC test is central to the implementation, on-going operation and evaluation of the new curriculum of our department.¹³

V. Discussion of new curriculum changes since and interim conclusions

Using the original curriculum guidelines, interim conclusions of the new curriculum from 2002~2009 can be made.

V.1 Curriculum Guidelines from 2002~2009

(1) Needs Analysis No change from 2002~2009

Discussion: Japanese businesses at present (2010) would like graduating seniors to have even stronger English skills and so an effective English program is even more important in 2010 than it was in 2002.

(2) Goals and Objectives No change from 2002~2009

Discussion: In regard to “b. Students should have basic knowledge of culture of English-speaking countries,” the IBP Short-term Intensive courses at overseas institutions and the new IBP Semester/Academic year programs⁴ in the study of Business Administration at overseas institutions have helped achieve these objectives.

(3) Undergraduate English Program: 2010 version, see Appendix ①

Discussion: Until 2006, TOEIC style listening and reading training were up to the discretion of the listening and reading teachers, but due to disappointing TOEIC results in listening in 2005, the TOEIC Official Text Preparation Guide 2E (with three audio CDs) was required as a supplementary textbook to be used for at least 30 minutes of each class for both listening and reading classes (Eng. 2 and Eng. 3). From 2010, the TOEIC Official Text Preparation Guide 2E will no longer be given out to students and TOEIC teaching will no longer be emphasized in Eng. 2 and Eng. 3 classes. It remains to be seen how this will affect post-test TOEIC scores.

(4) Materials research program from 2002~2009

Discussion: Materials committee has determined which textbooks/video tapes/etc. are best for classes as described in (3). Committee has made up approved lists of text materials for each class from which teacher can select for his/her class. Ongoing review of selected materials and continuing research for new materials for English classes has been done and a textbook list for teachers printed and given out every year.

(5) Testing system: TOEIC used for placement in 1st and 2nd year classes

Discussion:

(1) TOEIC results; see Appendix ② for a brief description of TOEIC scores

(2) Specific tests (CRTs):

No CRTs have been created for mandatory classes (Eng. 1~Eng. 4).

(6) Ongoing program evaluation from 2002~2009

Discussion: A yearly review of entire English program to ensure that all parts of program are functioning according to plan and suggesting changes to improve English program has not been done on a systematic and yearly basis.

VI. Conclusion

The creation and maintenance of a English curriculum should be seen as a dynamic process in which the curriculum guidelines must constantly be reviewed and renewed in order to make the best use of all the resources inside and outside the department in order to integrate testing and curriculum to create the best learning environment for our students. The author has been happy to be a part of this process during his years with the School of Business Administration and would like to thank his colleagues in the English section and the successive Executive Committees¹⁵ and all professors in the department who have worked to create the past and present English testing and curriculum system.

Footnotes

1. As it had to be marked by hand by the Izumi office staff, it was quite a burden on their time. Therefore, a mark-sheet graded General Achievement Listening Test (the software program for scoring the test was created under the direction of Prof. Hashimoto) was implemented in 1989 for all 1st year students at the Department of Business Administration, and was given two times a year; a pretest (Level A: Form C) and a post test (Level A: Form D).
2. Adapted from Johnson, 'An Interim Report on the Department of Business Administration English Testing Program for 1st and 2nd Year Students.' pp. 63-69.
3. Data on General Achievement Listening Test results may be found in 'An Interim Report on the Department of Business Administration English Testing Program for 1st and 2nd Year Students.'
4. *Ibid.*, pp. 71-75.
5. Data on the Sophomore Reading Test results may be also be found in 'An Interim Report.'
6. 'An Interim Report on the Department of Business Administration English Testing Program for 1st and 2nd Year Students.' p. 71.
7. Since the beginning of foreign language study in Japan until around the end of the millennium the debate about English teaching and curriculum design at large traditional Japanese universities has been centered more around methodology; in the Meiji and Taisho era between Seisoku (a method of learning a language by studying the correct pronunciation as well as the meaning) and Hensoku (a method of learning a foreign language which consists in translating the meaning without regard to the correct pronunciation of the words) and from the 60's between an oral-based approach, (read it as Oral, Direct, Aural-Oral, Audio-Lingual, Communicative, etc.) with a translation-based reading approach.
8. Nunan, D. (1988) *The Learner-Centered Curriculum*. p. 20.
9. From unpublished notes of the author.
10. *Ibid.*

11. Unpublished report submitted to the Department Executive Committee in 2000.
12. The English class curriculum went through many revisions during this process with the consultation and help of Prof. Tsuji of our department and later with the additional help of Prof. Yamashita (from 2001) and Prof. Ii (from 2002). In particular, the finding that TOEIC IP could be used for placement and the creation of leveled classes meant sweeping revisions. Therefore In this report I have decided to pass over earlier proposed class guidelines and give the guidelines that were actually instituted for the new curriculum in 2002.
13. From unpublished report by the author.
14. The IBP (International Business Program) was started in 2002 with short-term summer and spring intensive English and business English study programs (together with full home stay) in Victoria, B. C. at Canadian College (later to become part of University CanadaWest) and Portland State University in Portland, Oregon. The programs are now under the control of the International Exchange Program Committee.
15. In particular, the author wishes to thank Prof. Hashimoto, Prof. Hirai, and Prof. Ogasawara for their generous support and enthusiasm for the new English curriculum during the time period they successively served as Deans of the School of Business Administration at Meiji University.

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Appendix①

new 2010 Class Guidelines

Class descriptions for 2010

Eng. 1 Comprehensive English I A, B

Class objectives: To teach a comprehensive 4-skill-based English course with an emphasis on oral English. Integrating the skills of listening, speaking, reading and writing using the appropriate textbook, the students will become accustomed to using English as a means of obtaining information (through listening and reading) and communicating (through discussion and writing) their thoughts. Teachers may supplement the textbook material with Internet reading or prints (with summary writing) for extra reading and also using the reading as a basis for oral reports or class discussion.

Classroom teaching methods: Teachers are to use the selected textbook (together with appropriate multimedia materials – if used by teacher) to make the students familiar with using English for obtaining information and for oral and written expression. It is hoped that this method of teaching integrated skills will help the students prepare for future classes to be taught in English and for possible academic studies abroad through our new International Business Program affiliates and departmental programs. This year, there will be no supplementary textbooks in addition to the recommended textbook. Teachers who wish to work on extra grammar, vocabulary, or pronunciation, please do so with Internet assignments and/or selected prints.

Eng. 2 Listening comprehension A, B

Class objectives: The main objective of Eng. 2 is to develop listening comprehension skills using textbooks based on audio-visual materials such as DVDs and videos.

Classroom teaching methods: Of the 90 minute class period, 60 minutes are to be spent on practice using the textbook exercises. The choice of main textbook will basically determine the flow of the lesson. Basic exercises: (1) TF content-based questions, (2) quizzes on words and phrases, (3) dictation, (4) making own dialogues based on phrases learned and (5) cultural background explanations from teacher.

Eng. 3 Comprehensive English II A, B

Class objectives: To teach a comprehensive 4-skill-based English course. Integrating the skills of listening, speaking, reading and writing using the appropriate textbook, the students will become accustomed to using English as a means of obtaining information (through listening and reading) and communicating (through discussion and writing) their thoughts.

Teachers are urged to supplement the textbook material with Internet reading or prints (with summary writing) for extra reading and also work on raising vocabulary.

Classroom teaching methods: Teachers are to use the selected textbook (together with appropriate Internet sites or prints – if used by teacher) to make the students familiar with using English for obtaining information and for oral and written expression.

As with Comprehensive English I, it is hoped that this method of teaching integrated skills will help the students prepare for future classes to be taught in English and for possible academic studies abroad through our new International Business Program affiliates and departmental programs.

Eng. 4 Writing skills & E-mail writing A. B

Plan 1A - Writing Skills + E-mail writing

B- Writing Skills + E-mail writing

Plan 2A - Writing Skills

B- E-mail writing

Class objectives: The writing component which has been taught as part of Comprehensive English I is to be taught with more depth as comprehensive writing skills in Eng. 4. Students will learn how to write sentences, paragraphs, and/or essays. Depending on students' level, the emphasis will be put on one, two or all of these three writing skills. At all levels of S, T, and U, students' attention should be drawn specifically to structural, organizational, and rhetorical differences between Japanese writing and English writing. They will also practice E-mail writing along with some models.

Classroom teaching methods: There are two methods of teaching these classes. In Plan 1 (see above) writing skills and E-mail writing skills are integrated lessons which are taught throughout the year. In Plan 2 writing skills are taught in Eng. 4A and E-mail writing in 4B. In both Plan 1 and Plan 2, students are to be taught "proper formatting" as a review which has been taught in Comprehensive English I. This basic writing skill should be understood and acquired earlier so that students can focus more on the content of what they are writing as the class proceeds.

In teaching writing, students should be taught to develop their writing skills through the process approach. They will repeat the process of revision based on peer-editing and feedback from the teacher before they produce final products.

Elective classes: Introductory communication, Intermediate Communication (Izumi), Advanced Communication (Surugadai), English special study (Surugadai)

Business English

This class aims to equip students with English communication skills needed for basic business transactions such as telephoning, scheduling, taking and giving orders, attending meetings, making business trips, writing basic business documents, negotiating business terms, entertaining business guests, etc. Reading and listening comprehension practices, speaking practices, writing practices as well as building business vocabulary should be the important areas of this class.

Business Presentation

This class aims to equip students with public speaking skills to meet various business needs. As is often pointed out, in today's global business environment, one's presentational English skills are critical in making a success as an international manager. Further, a businessperson is required to present his or her ideas effectively in both formal and informal business situations almost daily. Students in this class should learn to clearly identify the purpose of their presentation, analyze the audience and the situation, organize their ideas logically in a persuasive manner, prepare appropriate visuals, deliver their speech effectively, field questions properly, etc. To this end, students in this class should learn basic business English with a strong focus on presentation skills. Case studies or discussion questions provided in the textbooks or devised by the teachers should be actively used as the basis on which students are to give presentations. Camcorders and TAs' assistance in videotaping students' performance are available from the Office upon request in advance.

Appendix②

I TOEIC scores by class level¹⁾

A) Average entering TOEIC score for placement in (R)¹⁾, S, T, U level classes

	2003	2004	2005	2006	2007	2008*	2009*
1) R				644			690→736
2) S	551	555	528	532	564	538→574	533→550
3) T	392	401	424	417	414	401→448	401→435
4) U	233	260	305	277	261	263→296	264→302

¹⁾ (R) level was created for 2006 and 2009 academic years only

* pre-test (April) and post-test (Dec.) scores are given for 2008 and 2009

II Results of 1st year study as determined by TOEIC score on post-test

B) Average TOEIC score change in 1st year program for (R), S, T, U level classes

	2004	2005	2006	2007	2008	2009
1) R			+25			+46
2) S	+24	-23	- 8	+10	+35	+17
3) T	+15	- 9	+17	+14	+47	+34
4) U	+48	+ 3	+22	+39	+33	+38

C) Average total TOEIC scores in **post-test** for ALL students: Number in parenthesis after score is (+/-) points {gained/lost} from 1st test

*	2004	2005	2006	2007	2008	2009
TOEIC	425(+32)	421(+ 7)	439(+14)	430(+24)	437(+42)	435(+34)
No. of students	(620)	(412)	(601)	(762)	(701)	(720)

D) Average TOEIC score change in **listening** in 1st year program for (R), S, T, U classes:

	2004	2005	2006	2007	2008	2009
1) R			11			+29
2) S	+21	-13	0	+ 9	+35	+31
3) T	+10	- 9	+11	+ 8	+40	+33
4) U	+27	+ 2	+19	+25	+29	+31

E) Average TOEIC score change in **reading*** in 1st year program for (R), S, T, U classes:

	2004	2005	2006	2007	2008	2009
1) R			+14			+17
2) S	+ 3	-10	- 8	+ 1	- 1	-14
3) T	+ 5	0	+ 6	+ 6	+ 7	+ 1
4) U	+21	+ 1	+ 3	+14	+ 4	+ 7

***reading is not taught in the 1st year; it is a 2nd year class, so TOEIC gains are low**

F) Average Listening and Reading TOEIC scores on post-test for ALL students: (+/-) points {gained/lost} from 1st test:

	2004	2005	2006	2007	2008	2009
Listening	238(+20)	239(- 1)	250(+10)	234(+15)	241(+37)	240(+33)
Reading	187(+12)	182(+ 8)	189(+ 4)	196(+ 9)	196(+ 5)	194(+ 1)