

Empowering Low-English-Proficiency Students:

A Fresh Approach

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初級レベルの英語学習者に対するより適した指導： 新たなるアプローチ

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Abstract

This paper describes one part of Osaka Jogakuin University's new curriculum, the Foundation Program (FP). The FP is designed to help lower proficiency students by providing them with four special courses in the areas of reading, communication, grammar, and writing, and giving them extra time to develop their English ability by shifting some of their required courses to the second- and third-year. It also has teachers working as a team to respond to any student needs by meeting regularly to discuss classes and students. In this way, these lower proficient students are empowered to take control of their English study.

Keywords: low proficiency, motivation, empowerment, joint planning

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抄 録

本論は、大阪女学院大学の新たなカリキュラムの一環である、ファウンデーション・プログラムについて述べたものである。

このファウンデーション・プログラムは、初級レベルの英語学習者に、リーディング、コミュニケーション、文法、ライティングの新たな4科目を提供し、彼女たちが2年次、3年次における必修科目受講にむけて英語力を向上させるための準備時間を設けることにより、学習者の英語力向上の一助となるようデザインされている。また、このプログラムは、それぞれの授業や受講生の情報共有を目的とした定期的な教員間のミーティングを持つことにより、彼女たちの多様なニーズに応えられるよう、各科目の教員がひとつのチームとなって取り組んでいる。このような方法により、英語学習初級レベルの受講生は、各々英語学習を進めていけるよう指導されている。

キーワード：初級レベル・動機付け・英語力強化・共同指導計画

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Osaka Jogakuin University (OJU) has a tradition of revising its curriculum as needed to improve the education of its students and reacting to new conditions. (It has done so in 1988, 1993, 1998, 2004, 2010, 2016. See Swenson and Cornwell (2007) for a description of the process and history of curricular renewal at OJU and Swenson, Chihara, and McKay (2001) for a detailed look at the 1998 revision.) In fact one of the outcomes from an OJU curriculum town meeting¹ in 2010 was that we must teach the students we have, not the students we once had, or the students we wished we had. And the way to teach the students we have is to continue to adjust to their needs which we do through curriculum revisions.

In 2014 OJU began discussions to revise its four-year university curriculum with the new curriculum to start in April 2016. A main goal of the English program remains helping students learn about important issues in English and to improve their English, with the ultimate goal of having them be able to participate actively in a global society using their English skills.

Many ways have been suggested to improve students' English skills by researchers in Japan and elsewhere. These include increasing their willingness to communicate (Matsuoka, 2004), focusing on plurilingualism (Yoshida, 2013), using self-transcription (Afsharrad & Benis, 2014; Swain & Lapkin, 2008), and encouraging learner autonomy (Iimuro & Berger, 2010) to mention a few. We have chosen to continue to do it in a way that supports and works with the other goals of OJU. See Swenson & Cornwell, 2007. We have built our English program around content-based instruction, and not just any content but content on peace, ethics, human rights, and sustainability.

In looking at what we think we know about how languages are learned, student feedback, and our experience teaching and learning languages we have tried to address several problems. This follows one of John Dewey's principles. He felt that "*the teacher's business is simply to determine on the basis of larger experience and riper wisdom, how the discipline of life shall come to the child* [emphasis added]" (Dewey, 1897).

Problems Addressed

One of the reasons for curriculum revisions is to address problems that have been identified in the prior curriculum. The following paragraphs list some of the problems faculty and staff have identified and were considered as the Foundation Program (FP) was designed.

As the following studies show, research in the field finds that lower proficiency students have problems in many areas of language study and with their motivation for language study. A study on Core Academic Language Skills (CALs) found that these skills were predictive of

reading comprehension as “school-relevant language proficiency has long been hypothesized to contribute to academic success, specifically to skill in comprehending school texts” (Uccelli, et al., 2015, p. 2). Tschirner (2016) examined foreign language proficiency by skill and found that listening and reading proficiency was lower than speaking and writing proficiency during through the third year of college. Tschirner went on to determine that there was a disconnect between listening and reading proficiency at the lower level with listening proficiency lagging behind reading proficiency. In addition, Vandergrift (2007) found that for many reasons including depending upon bottom up processing skills, lower proficiency students have problems in listening. Communication strategies can greatly enhance lower proficiency students’ performance on writing tasks (Aliakbari & Allvar, 2013). Finally, lower proficiency students suffer from demotivation and have poorer attitudes toward studying English (Burden, 2015).

Some students have had trouble meeting the benchmarks we have set for their studies in the 3rd and 4th year. Up to 2016, students needed a 500 TOEIC to take 3000 level courses and a 600 TOEIC to take 4000 level courses. Some leeway was granted if they had passed all their required first and second English classes, but even with the exceptions, many students we had were not able to take 3000 or 4000 level courses on schedule.

Some students report being overwhelmed by the amount of work they have at OJU. OJU is known for giving homework and expecting it to be done. Many teachers use a rule of thumb of 1 to 1.5 hours of homework for every hour in class.

Some students lose motivation, which manifests itself in many ways including excessive absences, not doing expected homework, and in some students’ apathy.

Some students have access to special elective courses to work on improving their TOEIC scores, but do not take them seriously. And at the opposite end of the spectrum, a few students are bored in class and report that classes are too slow and/or too easy.

What we have done to address the problems

This paper reports on what we have done working within the parameters of OJU and its curricular goals to address curricular demands. These are

- Increased the number of credits needed in English to 52.
- Spread the required English skill classes out over three years, allowing for some focus on writing and spoken communication in years one to three.
- Increased the number of class meetings for some first-year English courses from one to two periods each week (Discussion, Reading, and Academic Writing).

The changes are built around a renewed focus on English ability. Electives have been redesigned to focus specifically on productive and receptive skills, and not just in one year, but over several years.

As part of the new curriculum and to achieve the above, we created three threads: Advanced, Standard, and Foundation. The later is for lower English proficiency students. The focus of this paper is on this Foundation Program for lower proficient students, but first we will briefly describe the advanced and standard programs.

Advanced Program

We are challenging higher proficiency students by allowing them to participate in a program that is called Women's Global Leadership (WGL). As OJU is a women's school and has long emphasized women's leadership and development (Cornwell, 2005), in a variety of programs for all levels of students, particularly an annual leadership-training program, and as the type of women who come to our university are interested in more from their futures, it makes sense to focus on women's leadership. The WGL program has a faster pace with student completing all three years of English requirements in only two years. This gives them early access to advanced courses and the time needed to study abroad for up to one year.

Standard Program

The majority of students study following OJU's traditional program emphasizing learning in English as it has been successful in raising students' average TOEIC score to 602 compared to the 443 average of other Japanese universities (TOEIC, 2016). OJU students' TOEIC scores increase approximately 200 points over their four years at the university. This is not to say the curriculum could not benefit from improvement.

Given the issues mentioned above, several adjustments were warranted and made to the 2016 curriculum. One adjustment is in the area of theme studies, a second-year required course. We have increased the number of theme studies courses from two to four per year and have arranged them to provide a broader exposure to ideas and themes. Instead of focusing narrowly, we are expanding the foci to cover a genre of literature or several related topics in a broader area. The four areas are history and political science, literature and art, sociology and education, and general science.

Foundation Program

The focus of this paper is to look at what we have done to aid lower English proficiency students. To improve one's proficiency in a language you need to spend time studying the language and while intensive programs can jump-start or help one make quick initial progress, study needs to be spread over time. Prologia (2000) reports that it takes 350 hours of study to raise a TOEIC score from 300 to 500 TOEIC points. The 2016 curriculum provides 216 hours a semester, for a total of 432 hours of English study in the first year, not counting homework or other exposure to English (9 hours x 90 = 13.5 a week x 15 = 216 a semester x 2 = 432).

Some students enter OJU with low English proficiency. They are intelligent young women and have a desire to change their world, but their English-proficiency level is low and without concentrated effort both on their part and OJU's, they will not be able to raise their English to the levels they need. This new Foundation Program acknowledges our responsibility for helping them.

In the design of the Foundation Program, we feel it is important to keep the low proficient students from feeling they are not able. Not being able to use a language is not a lack of intelligence. These students know their English ability is low, but they enter OJU willing to work to change this. What we need to do is help them keep in mind that their English ability is low now, but this program will help them increase their proficiency over the course of one year if they participate completely.

Development of the Foundation Program

As mentioned above, planning for the 2016 curriculum revision began in 2014. At first the president gathered an ad hoc group to begin discussions and then set small working groups. The foundation working group met throughout 2015 to map out an overall approach to the program, considering the issues mentioned above. This overall plan was presented to the faculty, after which work on the actual classes began.

By December 2015 we had decided upon four classes for the Foundation Program: Foundation Grammar, Foundation Reading, Foundation Writing, and Oral Communication and we had assigned teachers to them; those teachers began to design the courses working to integrate the four classes so that what is done in each class informs the other classes not just tacitly but also explicitly. In brainstorming areas to cover and routines to set, the following areas were initially devised:

Vocabulary Word Cards Dictionary Use Keyword Strategies Extensive reading Intensive reading Speed reading Timed writing Extensive writing Careful writing Dialogues (memorization) Fluency Activities 4 3 2/Repeated listening	Prepared Talks (aka Presentations) Substitution Tables Journals/Issue logs Dictations/Dictogloss Oral Book reports/Written book reports Problem Solving Activities Grammar Points Collocations Idioms TOEIC Prep (second semester?)
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The December meeting and subsequent meetings in February and March led to the development of the following conceptualization of Foundation. It is presented below along with specific overall goals, an overview and then specific information about each course. Basic

tenets are the FP is more than a bundling together of elective courses, low class size is a must, students need time to improve, teacher coordination is a must, and a journal common to all classes will help students be aware of their needs.

The Foundation Program is more than a “hodgepodge” of elective courses. The Foundation Program is a program of four integrated courses covering grammar, reading, writing, and speaking. The foci of the program are a) to improve English Skills, b) to help students gain confidence, and c) to provide a safe and supportive environment for basic study/review.

One key feature is low class size—less than 20 students. We are focusing on supporting students and helping them fill in gaps in their English education. This means going slower and recycling material within each course and among the four courses.

To make room for these courses, the Foundation Program spreads out the other first-year required English courses into 2.5 semesters. This gives students more time to cover the required content. But by the end of their first semester in the 3rd year they will be caught up with the Standard Program.

Specifically time to work on English skills is achieved by delaying the required first-year grammar class, allowing students to build their basic grammar knowledge before they are to learn more complex grammatical forms. In addition, the required first-year integrated writing class is delayed so they can improve their basic writing ability. However, FP students take the integrated discussion class and the integrated reading class, along with phonetics, in their first year. In the second year, they have the standard theme studies courses, but only one per semester instead of the normal two. They also wait until their third year to take Academic Writing, which is at the beginning of the second year for those in the Standard Program. Again these adjustments were made to make room for the four foundation courses.

A key to the success of the FP is coordination. The teachers in this program meet once a week to discuss the courses. Each of the teachers report on his or her course and together they discuss any problems, issues, or upcoming work—absences, students having trouble, ways that different classes can recycle or reinforce topics, what topics will be coming up, etc.

We have also created a what-I-have-learned notebook. This is a journal shared by all four classes. Its purpose is to raise students’ awareness of their study and what they need to work on. In addition, it helps teachers see what an individual student is thinking about, struggling with, working on, etc.

Specific overall goals

The planning process led to some specific goals for the program.

- To develop basic, practical grammatical knowledge about common grammatical items
- To use grammar correctly in writing and orally, applying learned vocabulary

- To identify and self correct grammar mistakes and determine if sentences are grammatical.
- To develop reading fluency and confidence
- To improve reading speed while keeping comprehension high
- To develop vocabulary through regular practice
- To write clear English sentences and paragraphs using basic grammar correctly
- To use English orally with confidence in simple conversations
- To develop listening skills and be able to take dictation accurately
- To learn how to state and respond to personal opinions

Overview

- Special orientation meeting to explain the program to students
- Four integrated classes once a week for 90 minutes each
- Regular weekly teacher meetings for integrating activities, reporting on students, addressing problems, etc.
- One-on-one meetings with students
- Teachers visit other classes; some teachers working on the same class, plan together

Foundation Reading (See Appendix A)

- Fluency through a focus on Speed Reading
- Read quickly but maintain comprehension (70%)
- Practice strategies
- Productive vocabulary component added in second semester

Foundation Writing (See Appendix B)

- Fluency through timed writings
- Dictation for grammar review
- Journal Check in What I Learned notebook

Oral Communication (See Appendix C)

- Productive Vocabulary Study
- Weekly Speaking Vocabulary Quiz
- Sentence Cards focusing on the week's grammar point (affirmative, negative, question)
- Dictation for grammar review (Regular, Dictogloss, Running)
- Homework – Transcription again related to grammar point
- Presentation (Self-Introduction, Show and Tell, What I have learned, etc.)

Foundation Grammar (See Appendix D)

- Review basic grammar
- One main point every two weeks
- Listening, Speaking, Writing, Reading
- Biweekly Communicative activity producing the current grammar point; other teachers help with this activity by visiting classes.

Orientation

As part of the overall OJU orientation program we held a 30-minute session with the FP students on April 7, 2016 (37 students assigned to two sections). We introduced the teachers, showing photos of all the teachers in the program as not all teachers could attend the orientation. We introduced the four classes and emphasized that they were not separate classes but an integrated program. Then, we went over the three goals: improve English skills, increase confidence using English, and create a safe environment to study. We told them that all teachers were familiar with the classes and would be meeting regularly to plan and adjust classes to the students needs. Next, we gave them four things to focus on:

- Come to class ready to work.
- Do their assignments/homework.
- Tell us when they do not understand something.
- Don't give up.

Finally, we ended the orientation by showing the beginning of a famous poem known by most Japaense, *Ame ni mo makezu (Be not Defeated by the Rain)*, written by Kenji Miyazawa (Sulz, 2002). However, we adapted it to not be about rain, wind, snow, or summer heat. Rather we focused on things all students grapple with.

Quizにもまけず

Homeworkにもまけず

Testsにも Examsにもまけず

A humorous English version (modeled after the translation by Sulz, 2002) would be

Don't be defeated by quizzes,

Nor let the homework prove you better.

Succumb not to tests. Nor be bested by exams.

What was interesting and encouraging was at the end of the meeting, three separate groups of students asked us how they can move up in their second year. They understood that their teachers' goal is to help them improve enough to study in the standard thread in one year.

Teacher Meetings

During the weekly teacher meeting, we were able to discuss a variety of issues and share

information about different students such as who were doing well on various quizzes, who seemed to be losing motivation, who had missed a few times. Particularly we talked about the following points regularly.

- Briefly discussing what we did in class and how students were responding to the variety of activities.
- Students who were absent too much. Fortunately, most students came and the attendance rate for FP courses ranged from 81% to 91%.
- Questions from students about whether or not they were in the right level. At times students feel the work is too easy, but when teachers critically look at what the students are and are not able to do with the material, we see that some students may have an inflated impression of their ability.
- Textbook questions from the office about whether or not the grammar textbook was too low. After doing some research, we found it is not and is used by other universities for basic grammar courses.
- Preparing a video to show high school teachers about FP.
- Reviewing what students wrote in their “What I learned” notebooks. These notebooks/journals were mentioned briefly earlier and have four sections—one each for grammar, reading, oral communication, and writing.
- Going over communicative activities for use in grammar class. This often led to our developing even better activities with input from several FP teachers. This also helped all teachers better understand the content of grammar class, something missing in the past.

Because of these regular meetings, each teacher had a better understanding of the content and activities in other courses. Furthermore, it was due to these teachers meetings that we were able to coordinate the following:

- Using reading passages from the grammar text as the source for a dictation or dictogloss in oral communication class.
- Using an oral dialogue from the grammar text as a diction in the writing class.
- Preparing the script for a presentation (self-introduction, show and tell) in Oral Communication as part of a writing task in writing.
- Adding a productive written vocabulary quiz to reading after discussing whether it should go to writing or not. Due to the nature of Foundation Reading and our concern to make classes more interesting, there was more space to add it to reading than writing.
- Collaborating on and adapting communicative grammar activities having two or three teachers work with students in one part of the grammar class.
- Developing a plan to make a video of Foundation to show high school teachers how OJU is working with lower English proficiency students which is a perennial concern expressed by some high school counselors given OJU's reputation as a strong English university.

Conclusion

This paper described how the Foundation Program came about and what special aspects are being used to create a different type of program. As we report on it, only one semester has passed and the second semester is in its first week but already reports are being shared that the students have returned from vacation motivated and ready to study.

Though anecdotal after summer vacation, the Oral Communication class teachers gave a surprise vocabulary quiz made up of 10 words out of 1375 words covered in the first semester. Students' scores ranged from a few 5s, to many 7 and 8s, and a few 10s all of which may indicate that they are retaining some of what they have been studying. Similarly, during a running dictation, students were confident in their ability and were laughing and smiling as they worked on comparatives in groups of 3 and 4.

End Notes

- 1 Note: to address needs, OJU has periodically had town meetings as the need arose starting with the first one arranged by Tetsuro Chihara in 2010. Most recently as we started preliminary work on the curriculum under discussion Eiko Kato arranged a town meeting in 2014 where we discussed among other things, students with higher English skills, students with lower English skills, students' Japanese skills, and preventing dropouts.

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Appendices

Appendix A Foundation Reading

FOUNDATION READING 1

1. Goals

To develop reading fluency, reading confidence, vocabulary (including strategies), and grammatical sensitivity a variety of reading activities

2. Overview

Students can read English texts with appropriate speed, comprehension, and awareness of reading and vocabulary strategies.

3. How class will be conducted

The class will work on reading through strategy training, timed readings, reading for comprehension, and reading for pleasure.

The students will benefit from the course if we

- make the class work as simple and straightforward as possible
- give them routines
- give the students the chance to read aloud (to build their confidence)

First Week A: Introduction of the course

B: Reading 1) 2) 3) 4) 5) 6)

1 "Groups of Animals" Pre-reading activity, Timed reading, Check the comprehension (Comprehension questions) Check vocabulary and useful expressions

Reading skills/strategies (For Reading 1, scanning (of names of animals)) Timed reading (second time)

HW: Practice reading the passage aloud, Review vocabulary and useful expressions

Second Week A: Check HW

1) Reading aloud activity/buzz reading

2) Vocabulary quiz

B: Reading 4 "Kinds of Animals" 1) Timed reading

2) Check the comprehension (Comprehension questions) 3) Check vocabulary and useful expressions 4) Reading skills/strategies (For Reading 4, rhetorical pattern (of process)) 5)

Timed reading (second time)

HW: Practice reading the passage aloud Review vocabulary and useful expressions

Reading skills/strategies include: scanning, skimming, title work, organization, rhetorical patterns, outlining, and transitions

4. Preparing for Learning (Homework, etc.)

Meaningful Homework will be assigned each class to either 1) review what has been studied or 2) prepare for the next class.

5. Textbooks

Nation, P., & Malarcher, C. (2007). *Reading for Speed and Fluency 1*. Japan: Compass Publishing. **Supplementary Text**

Bennett, A., & Komiya, T. (2016). *Grammar Plus: 15 Unit Edition*. Nan'un-do Co., Ltd.

6. Evaluation

Classwork (30%) Time readings

Reading comprehension Reading strategy skills

Homework/assignments (25%) Including What I have learned journal

Vocabulary work & quiz (30%)

Reading comprehension/skill check (15%) (final quiz or final reading performance check)

* Incomplete system is applied. (See Incomplete System Explanation under Teaching at OJU/OJC at the end of this catalog)

Spring Semester

1	Animals: Groups of Animals	Timed Reading Comprehension Check Vocabulary Check Strategies HW Read Aloud / Vocab Review
2	Animals: Kinds of Animals	Timed Reading Comprehension Check Vocabulary Check Strategies HW Read Aloud / Vocab Review
3	Books: Reading Books	Timed Reading Comprehension Check Vocabulary Check Strategies HW Read Aloud / Vocab Review
4	Books: Book Clubs	Timed Reading Comprehension Check Vocabulary Check Strategies HW Read Aloud / Vocab Review
5	Books: The Library of the Future	Timed Reading Comprehension Check Vocabulary Check Strategies HW Read Aloud / Vocab Review
6	Books: Books on Tape	Timed Reading Comprehension Check Vocabulary Check Strategies HW Read Aloud / Vocab Review
7	Books: Changing Books	Timed Reading Comprehension Check Vocabulary Check Strategies HW Read Aloud / Vocab Review
8	Computers: Far Away Friends	Timed Reading Comprehension Check Vocabulary Check Strategies HW Read Aloud / Vocab Review
9	Computers: Computer Lessons	Timed Reading Comprehension Check Vocabulary Check Strategies HW Read Aloud / Vocab Review
10	Computers: Everyone Needs a Computer	Timed Reading Comprehension Check Vocabulary Check Strategies HW Read Aloud / Vocab Review
11	Computers: Computers at Work	Timed Reading Comprehension Check Vocabulary Check Strategies HW Read Aloud / Vocab Review
12	Computers: The Amazing Computer	Timed Reading Comprehension Check Vocabulary Check Strategies HW Read Aloud / Vocab Review

13	Music: The Power of Music	Timed Reading Comprehension Check Vocabulary Check Strategies HW Read Aloud / Vocab Review
14	Music: Everybody Loves Music	Timed Reading Comprehension Check Vocabulary Check Strategies HW Read Aloud / Vocab Review
15	Music: Learning to Play Music	Timed Reading Comprehension Check Vocabulary Check Strategies HW Read Aloud / Vocab Review

Fall Semester

1	Places: The Grand Canyon	Timed Reading Comprehension Check Vocabulary Check Strategies HW Read Aloud / Vocab Review
2	Places: Venice	Timed Reading Comprehension Check Vocabulary Check Strategies HW Read Aloud / Vocab Review
3	Places: The Amazon Rainforest	Timed Reading Comprehension Check Vocabulary Check Strategies HW Read Aloud / Vocab Review
4	Medicine: Natural Medicine	Timed Reading Comprehension Check Vocabulary Check Strategies HW Read Aloud / Vocab Review
5	Medicine: Cough Syrup	Timed Reading Comprehension Check Vocabulary Check Strategies HW Read Aloud / Vocab Review
6	Medicine: The Pharmacist	Timed Reading Comprehension Check Vocabulary Check Strategies HW Read Aloud / Vocab Review
7	Medicine: The Emergency Room	Timed Reading Comprehension Check Vocabulary Check Strategies HW Read Aloud / Vocab Review
8	Medicine: The Bird Flue	Timed Reading Comprehension Check Vocabulary Check Strategies HW Read Aloud / Vocab Review
9	Plants: Plants and People	Timed Reading Comprehension Check Vocabulary Check Strategies HW Read Aloud / Vocab Review
10	Plants: Forests	Timed Reading Comprehension Check Vocabulary Check Strategies HW Read Aloud / Vocab Review
11	Learning: How we Learn	Timed Reading Comprehension Check Vocabulary Check Strategies HW Read Aloud / Vocab Review
12	Learning: Step by Step Learning	Timed Reading Comprehension Check Vocabulary Check Strategies HW Read Aloud / Vocab Review

13	Learning: Fast learners	Timed Reading Comprehension Check Vocabulary Check Strategies HW Read Aloud / Vocab Review
14	Learning: Different Ways to Learn	Timed Reading Comprehension Check Vocabulary Check Strategies HW Read Aloud / Vocab Review
15	Learning and Unlearning Fear	Timed Reading Comprehension Check Vocabulary Check Strategies HW Read Aloud / Vocab Review

Appendix B Foundation Writing

1. Goals

To develop competence in writing English Sentences and Paragraphs focusing on basic sentence grammar

2. Overview

Write simple sentences and paragraphs on given topics.

Analyze sentences and paragraphs to determine whether they are grammatical or not.

3. How class will be conducted

The class will focus on writing, peer reviewing, identifying errors, revising writing, etc. Students will write each class and are expected to take an active role in improving their own writing ability. Students will work on improving writing fluency and will write a lot during this term.

4. Preparing for Learning (Homework, etc.)

Meaningful Homework will be assigned each class to either 1) review what has been studied or 2) prepare for the next class.

5. Textbook

No assigned textbook but the class will follow what is being covered in foundation reading and foundation grammar texts.

Supplementary texts

- OJ eBook Writing in English: A guide
- Nation, P., & Malarcher, C. (2007). *Reading for Speed and Fluency 1*. Japan: Compass Publishing.
- Bennett, A., & Komiya, T. (2016). *Grammar Plus: 15 Unit Edition*. Nan'un-do Co., Ltd.

6. Evaluation

Classwork: 60%

timed writing 20%

dictations 20%

other writing 20%

Homework 20%

Revising grammar,
extensive writing, etc.

Portfolio: 20%

The portfolio can include
any writing they do
throughout the course.

* Incomplete system is applied. (See Incomplete System Explanation under Teaching at OJU/OJC at the end of this catalog)

Spring Semester

1	Self-introduction and writing
2	Daily life and feelings and dictation
3	Past tense and family
4	Family and dictation
5	Pronouns and a Classmate
6	Dictation and things we own
7	Progressive form and Reading topics
8	Dictation and Interview with questions
9	Modals and Writing about abilities
10	Dictation and using modals
11	Simple Future and your future
12	Dictation and Computers
13	Question Words and tag questions and Conversations
14	Dictation and Questions
15	Review and Music

Fall Semester

1	Comparatives and places
2	Places and superlatives, and dictation
3	Infinitives and necessity
4	Environment and dictation
5	Gerunds and activities/hobbies
6	Medicine and dictation
7	Passive voice and jobs
8	Health and dictation
9	Adjective clauses and people
10	Plants and dictation
11	Adverb clauses and time
12	Causes, contrasts, and dictation
13	Noun clauses giving directions
14	Present perfect and learning
15	Review and dictation

Appendix C

Foundation Grammar

1. Goals

To develop basic, practical grammatical knowledge about a few high frequency grammatical items. To be able to use grammar terms

2. Overview

To use grammar correctly in writing and orally applying learned vocabulary identify and self correct grammar mistakes.

3. How class will be conducted

The class will cover terms necessary to study grammar, go over grammar points emphasizing being able to use them appropriately, and help students develop the skills to evaluate their grammar.

We will use two weeks to cover a grammar point/chapter.

First week

First week we will introduce the grammar point and try to cover the chapter activities. Once we are beyond the first chapter, we will also do the dialogue quiz from the prior chapter at the beginning of class.

Second week

In the second week, we will 1) give a check quiz on the first week's grammar point. We will use this week to solidify students' understanding through a game/activity, etc. We will assign Homework on the first week's grammar point and assign the next week's grammar point to be read.

Note: If we do not cover the entire chapter we can do the rest in the second week of the unit.

4. Preparing for Learning (Homework, etc.)

Meaningful Homework will be assigned each class to either 1) review what has been studied or 2) prepare for the next class.

Textbooks

Bennett, A., & Komiya, T. (2016). *Grammar Plus: 15 Unit Edition*. Nan'un-do Co., Ltd.

Supplementary Text

Nation, P., & Malarcher, C. (2007). *Reading for Speed and Fluency 1*. Japan: Compass Publishing.

5. Evaluation

- Dialogue (Memorize/Speaking) 15%
- Grammar Check quizzes 15%
- Assignment (translation/what I learned) 15%
- Review Quizzes (10 x 4) 40%
- Final Quiz 15%

* Incomplete system is applied. (See Incomplete System Explanation under Teaching at OJU/OJC at the end of this catalog)

Spring Semester

1	Introduction/ Simple Present	
2		Check Quiz
3	Simple Past	Dialogue (before starting new point)
4		Check Quiz for Simple Past HW 1) write 2 sentences for each point in Simple Past, 2) read Pronoun grammar points and write sentence.
5	Pronouns	Dialogue (before starting new point)
6		Check Quiz / Review Quiz
7	Progressive Form	Dialogue (before starting new point)
8		Check Quiz
9	Modals	Dialogue (before starting new point)
10		Check Quiz / Review Quiz
11	Simple Future	Dialogue (before starting new point)
12		Check Quiz
13	Question Words and Tag Questions	Dialogue (before starting new point)
14		Check Quiz / Review Quiz
15	FINAL QUIZ	Dialogue (before starting new point)

Fall Semester

1	Comparatives	
2		Check Quiz
3	Infinitives	Dialogue (before starting new point)
4		Check Quiz for Simple Past HW 1) write 2 sentences for each point in Simple Past, 2) read Pronoun grammar points and write sentence.
5	Gerunds	Dialogue (before starting new point)
6		Check Quiz / Review Quiz
7	Passive Voice	Dialogue (before starting new point)
8		Check Quiz
9	Adjective Clauses	Dialogue (before starting new point)
10		Check Quiz / Review Quiz
11	Adverb Clauses	Dialogue (before starting new point)
12		Check Quiz
13	Noun Clauses	Dialogue (before starting new point)
14	Present Perfect	Review for Final / Review Quiz
15	FINAL QUIZ	

Appendix D

Oral Communication

1. Goals

To be able to use English with confidence orally and to develop their receptive skills.
To learn how to present, support, elicit and respond to personal opinions and to participate in interesting conversations and group discussions.

2. Overview

Conduct conversations appropriately. Repair a conversation when there are problems with comprehension.

3. How class will be conducted

Classes will use active learning techniques including discussions, presentations, communication strategies, etc. The emphasis will be on producing language.

4. Preparing for Learning (Homework, etc.)

Meaningful Homework will be assigned each class to either 1) review what has been studied or 2) prepare for the next class.

5. Textbook

No assigned textbook but the class will follow what is being covered in foundation reading and foundation grammar texts.

Supplementary texts

- Nation, P., & Malarcher, C. (2007). *Reading for Speed and Fluency 1*. Japan: Compass Publishing.
- Bennett, A., & Komiya, T. (2016). *Grammar Plus: 15 Unit Edition*. Nan'un-do Co., Ltd.

6. Evaluation

Dialogues 15%
Vocabulary 15%
Listening and Dictation 15%
Presentation and Prepared Talks 15%
Homework including What I learned journal 10%
Projects (2 x 15) 30%

* Incomplete system is applied. (See Incomplete System Explanation under Teaching at OJU/OJC at the end of this catalog)

Spring Semester

1	Self-Introductions	Introduction to homework
2	Daily Life	Dialogue / Vocabulary Check
3	Family	Prepared Talk / Vocabulary Check
4	Family	Review
5	About a Classmate	Dictation / Vocabulary Check

6	Things we own	Dialogue / Vocabulary Check
7	Discussing a Reading Topic	Prepared Talk / Vocabulary Check
8	Interviewing	Review
9	Discussing Abilities	Dictation / Vocabulary Check
10	Discussing reading Topics	Dialogue / Vocabulary Check
11	Your Future	Prepared Talk / Vocabulary Check
12	Computers	Review
13	Tag Questions	Dictation / Vocabulary Check
14	Music	Dialogue / Vocabulary Check
15	Final presentation	Prepared Talk / Vocabulary Check

Fall Semester

1	Comparing Places	Introduction to homework
2	The best place	Dialogue / Vocabulary Check
3	Things I need	Prepared Talk / Vocabulary Check
4	Environment	Review
5	Activities/hobbies	Dictation / Vocabulary Check
6	Medicine	Dialogue / Vocabulary Check
7	Part-time Jobs	Prepared Talk / Vocabulary Check
8	Health	Review
9	Describing people	Dictation / Vocabulary Check
10	Plants	Dialogue / Vocabulary Check
11	Learning: How we Learn	Prepared Talk / Vocabulary Check
12	Learning: Step by Step Learning	Review
13	Giving directions	Dictation / Vocabulary Check
14	Learning: Different Ways to Learn	Dialogue / Vocabulary Check
15	Dictation	Prepared Talk / Vocabulary Check

