

Annual Reports

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Annual Reports

A. Academic Literacies

(Old project name: Advanced Skill)

Project Coordinator: Luke Rowland

Committee Members: Will Lingle, Nicholas Canning, David Faulhaber,
Bethan Kushida, Tara McIlroy

The Academic Literacies group focused its efforts this year on further assessing the current state of the 2nd year reading and writing courses. Teachers of the courses were contacted for their opinions and fruitful discussions also took place with management. Based upon the input received from various parties, the group then spent a considerable amount of time mapping out ideas for a possible project-based curriculum for the 2nd year reading and writing classes. Potential project themes include:

- *Language in society:* An investigation of written language used in public in Japanese society
- *Critical Literacy - Short story project:* A critical analysis of a short story
- *Language and learning:* An investigation into learning strategies and wider issues in education
- *Fables & moral dilemmas (old & new):* A look at fables and trickster stories across different cultures, which will be dissected and compared to modern analogues
- *Language in Business:* An exploration of the use of language in business,

culminating in a multimodal pitch for a new business/product idea

- *The art of discourse - Using persuasive language*: A project in identifying, analysing and using rhetorical language

Once the university's plans for the ELI in 2014-15 and beyond are disseminated, the group envisages fleshing out the project themes and aligning them with principles of multiliteracies pedagogy to create a new curriculum.

B. Foundational Literacies

Project Coordinator: Richard O'Loughlin

Committee Members: Stuart Champion, Peter Harrold, Nathan Johnson

The Foundational Literacies group has spent the majority of its time this year on materials development. In the first semester, teachers trialed three new units of work developed by the group last year, which included units on emails, procedural texts and recounts. These text-types are explained further in Feez's (1998) Text-based syllabus design. This year, units on informational texts, persuasive texts and narrative texts have been put together by members of the group and are currently being used with classes in the second semester. Along with the new units of work, the group has also been developing materials for an extensive reading thread which runs throughout the course and a number of award-winning graded readers have been purchased in class sets for use in the classroom by teachers and learners.

References

Feez, S. (1998). Text-based syllabus design. Sydney: National Centre for English Language Teaching and Research/Adult Migrant English Service.

Sub-Committee: Advanced Literacies

Project Coordinator: James Owens

The Sub-committee for the Advanced Stream of Foundational Literacies has similarly spent much time developing materials for the new curriculum. The curriculum is a genre-based one, as advocated by Hyland (2007) amongst others, based on a pedagogy of multiliteracies. Genres in the first semester included email, narrative and essay, and in the second semester we are currently trialling units on information report, product review and media.

As we are also trialling the use of iPads in the advanced stream classes, the sub-committee has experimented with the use of both interactive materials using the moodle website and iBooks, and seems to have settled on using a combination of the two.

Alongside the main course, the committee has trialled the use of a standard reading exercise, based loosely in the work of Scott et al. (1984) but adapted for our needs. Students complete as a homework activity answers to the same list of questions as applied to three different types of discourse: primary, blurred and secondary, as described by Byrnes et al. (2006).

The committee made presentations on the ongoing process of curriculum design at CamTesol 2013 (Phnom Penh) in February and also an updated version at ACE2013 (Osaka) in October of this year. Research regarding the use of the standard reading exercise is currently underway and the results will be presented at next year's CamTesol event.

References

- Byrnes, H., Crane, C., Maxim, H., & Sprang, K. (2006). 'Taking text to task: Issues and choices in curriculum construction'. *ITL: International Journal of Applied Linguistics*, 152, 85–110.
- Hyland, Ken (2007). 'Genre pedagogy: language, literacy and L2 writing instruction'. *Journal of Second Language Writing* 16: 148-164
- Scott, M., Carioni, L., Zanatta, M., Bayer, E., & Quintanilha, T. (1984). Using a 'standard exercise' in teaching reading comprehension. *English Language Teaching Journal*, 38(2), 114–120.

C-1. Basic English Proficiency Project (BEPP-English Dept.)

Project Coordinator: Rochelle King

Committee Members: Erin Hughes, James Atcheson, Caroline Hutchinson, Kristy Welch, and Carla Bridge

Introduction

Even though recent curricular changes resulted in the division of the classes into two groups, the BEPP English committee has continued working on strengthening and improving the core curriculum for the lower tiers. They have

sought to do this by updating the Orientation Unit to better meet the needs of the incoming students in these tiers, improving curriculum wide assessments, and working on individual research.

Group Project

This year the BEPP English committee focused on implementing the updated Orientation Unit developed last year. The committee gathered teacher feedback on the updated materials and is currently working on improving the lessons for next year. Additionally, the committee is looking into new and better ways of introducing and supporting independent learning in the curriculum. They hope to offer teachers and students a wider variety of options and better support in realizing this curriculum aim.

At the end of the first semester, the group also updated the feedback form for the Mid-Year Group Oral exam in order to make it easier for teachers and students to use. The procedures for the test were also simplified based on feedback received from teachers last year.

Individual Research Projects

Rochelle King, Carla Bridge, and Caroline Hutchinson started a new research project which looks at students' self-assessment of their presentations and how they use teacher feedback in that process. This will be done by comparing students' self-assessments before and after receiving teacher feedback to see if students took teacher feedback into consideration when assessing their own presentation videos. Data collection will be completed by the end of the year.

In his continued study from last semester, James Atcheson hopes that by focusing on the perceptual mismatches which occur during self-study conferences which are being held individually with Freshman English students throughout the semester, evidence will emerge as to (1) what kinds of perceptual mismatches happen and their sources, and (2) whether and to what extent perceptual mismatches may be used as pedagogical resources to illustrate and raise student awareness of the differing cultural beliefs and attitudes that affect cross-cultural communication. An awareness of these perceptual mismatches might help teachers design more effective means for communicating with their students, as well as anticipate and prepare for potential problems in communication that might arise.

Though Erin Hughes' initial research questions centered on identifying and using listening strategies, progress in data collection and analysis has revealed that listening strategies cannot be analyzed as discrete units, but rather they are integrated into a wider system of interconnected modes of communication. In order to see how meaning is interpreted through mediums involving audio (speech, dialogue, etc.), she is now currently analyzing data in terms of multimodality. Specifically, she has video recorded a conversation with a Japanese native speaker about a 10-minute viewing of a scene from a Japanese movie. They both viewed the film, and discussed the content in Japanese. Erin's role as the non-native speaker is to provide an autoethnographic account of how meaning was constructed in their conversation, how she was able to make sense of what she "heard" using all available modes of communication (gestures, facial expressions, intonation, contextual knowledge of the movie, etc.). In breaking down how

exactly these modes contributed to her interpretation of the discussion in her L2 (Japanese), Erin hopes to apply this understanding towards the development of more effective approaches for listening-focused activities in the Freshman English curriculum.

Caroline Hutchinson is continuing her project from last year examining the decisions students make following reflection on their previous independent study activities, with particular focus on what they do when they encounter setbacks. The study uses student reflections and recorded consultations collected over the course of one semester of an independent study and goal-setting project. She collected data during the first semester and is currently working on analyzing it.

C-2. The Basic English Proficiency Project (Advanced-track English) 2013-2014 Year End Report

Project Coordinator: Alex Selman

Committee Members: Alex Worth, Chris Kowalchuk.

Introduction

The BEPP Advanced-track committee continued work on syllabus development building around the concepts of Awareness, Interaction and Multiliteracies (AIM). The new syllabus format was introduced with 6 class groups. Implementation of the use of iPads was conducted simultaneously. Throughout the year, there has been continuous review, development and improvement of materials and concepts.

Group Projects

AIM Syllabus for Freshman English:

To meet the theoretical format represented by AIM, the syllabus is constructed with a set of core language learning processes which are repeated and reflected upon and developed in each of six learning cycles that make up the Freshman year. The nature and range of these processes have been examined and refined through classroom experience and consideration of theoretical consistency.

The processes are used in the construction of projects designed to allow students to engage in academic and cultural literacies while also connecting issues to their own lives and developing interpersonal communication skills in English. These project are intended, on further development, to become the basis for grading of the course.

Optimal course material formats and submission requirements are being defined to facilitate the implementation of the syllabus format on a wider scale. We are also investigating ways of making the development of learning strategies and skills an integral part of the syllabus to further the synergy between the English Language Institute and the Self-Access Learning Centre.

iPads for Language Learning:

All students using the new syllabus were required by the university to purchase iPads to support their learning. Affordances and limitations of the devices are being examined and student surveys conducted. We are also taking note of student behaviour with iPads - in particular to identify how tablet use diverges from paper materials, and from desktop computing. The aim is to ensure that the iPads are exploited with efficacy - maximising the benefits of portability and connectivity,

and minimizing potential issues such as distraction or time lost through technical problems. Work is continuing with the analysis of best use of applications and workflows in conjunction with the CALL research group.

Individual Research

Alexander Worth is continuing to work on his research into the self-analysis core activity. Currently he is coding the students' responses to their own performance in the activity as well as examining authors' work on related topics for his literature review. Alex has targeted December for the completion of the literature review and will carry out interviews with selected students in January as a follow up to the narrative analysis he undertakes.

Chris Kowalchuk is working on integrating reflections with the core activities, unit projects, and unit reports. Additionally, he is developing templates for iBooks that incorporate an entire unit, comprised of core activities, unit projects, and unit reports. These templates are designed to be user-friendly and intuitive.

Alex Selman is investigating theoretical and practical issues in multiliteracies for language learners. This is focussed around two principal concepts - enabling students to access multiple literacies, delving into academic and cultural issues and making connections with their own lifeworlds; and developing awareness of communication as multimodal, interpreted through the interplay of culturally-constructed modes. For the purposes of syllabus implementation, these theoretical concepts need to be shared with students and teachers in a way that complements their prior experience and encourages innovation.

D. The Basic English Proficiency Project: **Department of International Communication – BEPP (IC)**

Project Coordinators: Danielle Fischer, Donald Patterson

Committee Members: Allan Nicholas, Amber Barr, Andrzej Szeib, Chad Miles,
Clinton Milroy, Jared Baierschmidt, Joe Geluso, Li-hsin
Tu, Stuart Benson

Introduction

For the 2013-14 academic year, BEPP IC welcomed back seven returning members and welcomed four new members to the team (Amber Barr, Chad Miles, Clinton Milroy, and Li-hsin Tu).

At the beginning of the academic year, the coordinators sent a survey to all ELI lecturers who had previously taught in the Department of International Communications (IC), via Google docs. The survey requested feedback for each core proficiency course in the IC curriculum separately in relation to materials that needed to be added, revised, and or replaced. Based on this information, the BEPP IC project members broke off into three smaller subgroups, took the feedback results for their assigned course and used the information to establish their own subgroup foci for the academic year. Three subgroups were formed: English for International Communication I (EIC1), IC Reading & Writing, and sophomore IC Media English. Summaries of each subgroup's activities may be found in the next section entitled **Subgroup Work**.

In June, in anticipation of future technology developments on campus and within the department, the group conducted an anonymous survey via a Google Form of ELI lecturers in the IC Department on the subject of tablet computers. The main purpose of the survey was to gain a clearer picture of teachers' personal and institutional experience with tablets, and their interest in using them in the classroom. The results were then communicated to ELI management and the IC Department chair. See **Subgroup Work** for more details.

At the beginning of this semester, members of last year's EIC1 sub-group (Stuart Benson, Danielle Fischer, Lucius Von Joo, and Joe Geluso) published their research on communication strategies in *Studies in Second Language Learning and Teaching Journal (SSLLT)*.

Subgroup Work

English for International Communication I (Andrzej, Allan, Joe, Stuart)

The subgroup decided to concentrate this year on the vocabulary unit in EIC1. It was decided that in order to ascertain what changes needed to be made, the first priority would be to do a needs analysis. The subgroup established a Google doc so that after every class in the unit, the members could write their thoughts and opinions on the class and discuss what aspects of the unit needed to be modified. In the second semester, the subgroup's focus shifted to implementing the necessary changes to the unit.

The group bid farewell to Joe in July who returned to the United States to pursue PhD studies in Applied Linguistics and Technology at Iowa State University.

Fortunately, the group intends to maintain connections with Joe and collaborate on revising the vocabulary unit as an iBook for use with the iPad. The revised unit would draw on corpus linguistics and Construction Grammar theory (or possibly Pattern Grammar theory) to provide learners with more of a focus on form. It is hoped that this type of input would implicitly guide learners to frequent structures or constructions around verbs, so that they subconsciously generalize these patterns onto novel usage. The unit in iBook form would be integrated with the Corpus of Contemporary American English (COCA); contain ideas and videos for using Google searches for frequency checks of phrases on the Internet, and integrate a word card application.

In September, the group met with Self-Access Learning Centre (SALC) Director Dr. Jo Mynard and the IC-SALC representative, Elizabeth Lammons, to discuss ways of integrating SALC activities for learner training and building learner autonomy into the freshman EIC1 course. The group intends to work closely with the SALC on the integration of the First Steps Module, which is currently a stand-alone, optional SALC course, into the first semester orientation unit as part of a pilot programme next year.

Most recently, prompted by Stuart Benson, the group took note of the special needs International Business Course (IBC) students may have in EIC1. Needs analysis questions were sent to the head of the IBC curriculum and we are awaiting the results. The team will use the information gathered to determine if any supplemental activities should be added to the IBC group's coursework to better serve their language and career goals after they complete their single year

of study in the ELI IC courses.

IC Reading and Writing (Amber, Chad, Clinton, Dani)

Although the combined IC Reading and Writing course was piloted by Neil Johnson and Joe Geluso in the 2012-2013 academic year, it is now being worked through for the first time on a larger scale in the IC department. Next year, all sections of reading and writing will be combined into a four koma per week course. The BEPP IC subgroup is in the ongoing process of organizing unit materials, expanding materials for each unit, adding a computer-technology component to each of the final writing assignments, collecting classroom feedback from students, researching about and training students in peer feedback, and solidifying rubrics for each unit project.

As computer skills are a major component of the IC curriculum as a whole, the group made a decision to modify all unit projects to include an online computer-technology component. For example, the describing-a-process writing assignment was converted to designing a subtitled i-Movie that teaches a skill; and the narratives unit projects were uploaded onto an online website called SoundCloud with audio recordings of students reading their own narratives.

In relation to classroom and materials feedback, the team is collecting ongoing feedback from students in the form of emails and unit reflections. Feedback topics include what students perceived as review or new information; what they wanted to spend more time learning; and any other suggestions they had to improve the course in the future. Teacher feedback on how the materials worked and

suggestions for revisions are being recorded in another Google document.

The team has officially integrated peer feedback sessions into each unit. The first semester includes a training session along with an informational video from the Massachusetts Institute of Technology (MIT) website. Peer feedback guidance sheets are being designed and tailored for each individual unit assignment.

In terms of grading, current rubrics have undergone edits so that the language is easy for students to understand and follow. Original rubrics are also being created for new unit projects. The rubrics will be trialed and discussed before the numerical values applied to each item on the rubrics are finalized across the board.

In addition to the group research plan, there are also some experimental unit components that each member of the group is trialing independently. Chad piloted a student 'Zine' project where students compiled their work as a portfolio in the form of a group zine and added some original written components. These Zines were sent to a library in Salt Lake City, Utah, with permission from the students, and are currently on display for visitors to read. Clinton is developing a series of lessons based around *The Hunger Games* and the theme of dystopian societies. Dani trialed a series of semester 2 lessons on study abroad that include a review of the semester 1 topics: emails, narratives, describing a process, and news articles. She is also collecting free short stories from the internet, piloting them with students, and storing them in a folder on the server.

By the end of this academic year, materials development for the Reading and

Writing course will be complete and chronologically organized within the unit files on the shared server. The goal for next year is to edit the materials for best pedagogical results.

IC Media English (Donald, Jared, Li-hsin)

The Media subgroup had two main goals this year: 1) Maintenance of current materials and resources and 2) laying the foundation for future developments.

In terms of maintenance, the members:

- Revised the first semester newspaper lessons so that they were no longer reliant on a specific day's newspaper.
- Began trialing first semester newspaper lessons in a new order.
- Revised other lessons so as to include a critical literacies component to encourage students to analyze texts in terms of author, purpose, and audience.
- Contributed to the upkeep of current Media English materials by adding teacher's notes, updating links and information, and organizing shared server materials.

For future groundwork, the group began the semester by discussing the importance of re-defining “media” in relation to the course. Currently, media is synonymous in the course with current events and news reporting; however with the new focus on multiliteracies vis-à-vis the New London Group we have begun to conceive of it in more encompassing terms. Rather than simply focusing on content, we have begun to consider how the medium shapes the message.

The group also discussed the current course structure and how it could be adapted to accommodate new lessons or units on different media (e.g. advertisements, social media). Under the present course structure, the first semester focuses solely on newspapers while the second semester focuses on Internet news. Considering the recent relative decline in the importance of newspapers, it was agreed that space could be made in the first semester to allow for the examination of other forms of media.

In order to familiarize ourselves with current issues in media education, the group established a collection of articles and online resources on the shared server. Several media-related texts were also added to the IC library, such as *Media Education: Literacy, Learning and Contemporary Culture* by D. Buckingham and *The Teacher's Guide to Media Literacy: Critical Thinking in a Multimedia World* by C. Scheibe and F. Rogow.

In addition, a new lesson on media bias was created to introduce the students to the concepts of objectivity, subjectivity, denotation, and connotation. The lesson includes exercises with different types of bias: bias through selection and omission, word connotation, bias in headlines, and bias through statistics. It also contains an activity in which students critically examine the journalism of tabloids and broadsheets by comparing various news sites.

Finally, group members attended semi-regular meetings hosted by the Media English Project Group in order to collaborate cross-departmentally. Several of the above issues were discussed and lesson plans were shared.

Tablet Survey

In anticipation of the adoption of tablet computers in a greater number of ELI courses, BEPP-IC conducted an intra-departmental survey on tablet computer use. The main aim of the survey was to gauge ELI-IC lecturers' personal experience, institutional experience, and interest in using tablet computers in the classroom. The survey was conducted via a Google Form between June 17-26, 2013 and was sent to all 16 current ELI lecturers in the IC Department. All responses were anonymous.

A. Questions

The survey employed skip logic, meaning respondents were directed down different paths of relevant questions depending on their answers. A mix of Likert-scale, multiple-choice, and open-ended questions was used.

The following questions were asked:

- Do you have your own tablet computer?
- What kind of tablet(s) do you have?
- What were the deciding factors in selecting your tablet(s)?
- Have you ever used your own tablet in your classes at KUIS?
- Please describe how you have used your own tablet in class.
- Have you used KUIS's iPads from Building 4 in your classes?
- In which classes have you used KUIS's iPads?
- Please briefly describe your experience.
- How interested are you in using tablets with your students in class?
- In which courses are you interested in using tablets?

- Which tablet do you think would be the most appropriate for your students?
- To what extent do you agree with the following statements?
 - The school should provide class sets of tablets (as laptops are now made available to the students).
 - Students should be required to purchase their own tablets.
 - If students supply their own tablets, each student should be free to choose the model he/she purchases.
 - I would like to go paperless in my courses.
 - Even if my students had regular access to tablets, I would still want access to PCs in my classes.

B. Results

As the survey was conducted for internal use, the results were communicated directly to interested parties. Those interested in a broad outline of the results and conclusions drawn from the data are encouraged to contact the survey author, Donald.

Going Forward

Many positive steps have been made this year with regard to the core proficiency courses of the IC curriculum. Unfortunately, we do not have the personnel to give the sophomore EIC2 course the attention it deserves. It is hoped that future incarnations of the group will be able to devote more attention to this course. Future groups may find the following suggestions from the April needs analysis useful:

- Update the units with more contemporary material.

- Include reviews of email writing (e.g. a request for information from an NPO) and presentation skills.
- Create an additional pack for KIFL transfer students to help with the adjustment to KUIS.
- Develop a greater variety of options for the Model UN project.
- Revise speaking journals so as to include more reflection, listening back, extension activities, and relevance to IC topics.
- The course has formal written reports, but is light on reflective/personal writing. As there are many heavy topics covered in the course, it might be beneficial to give students an outlet for expression such as blogging (introduced in Freshman Reading/Writing) or journal writing.
- Create opportunities for students to communicate/collaborate with schools/people in other countries.

There have been many exciting developments this year in BEPP IC and there are certainly many more to come. Great strides have been made to integrate multiliteracies into our courses, and we hope to continue with this work, particularly in the newly-integrated Reading/Writing course. With greater opportunities to use technology in the classroom (e.g. iPads, campus Wi-Fi, and Google Drive), we also anticipate a shift to the digitization of materials development. Further, we look forward to greater collaboration with the SALC, particularly as we make the transition to Building 8.

Reference:

Benson, S., Fischer, D., Geluso, J., & Von Joo, L. (2013). Effects of communication

strategy training on EFL students' performance in small-group discussions. *Studies in Second Language Learning and Teaching*. 3(2), 245-259.

E. The Basic English Proficiency Project

Department of International Languages and Culture (BEPP-ILC)

Project Coordinators: Jake Breaux and Carol Begg

Committee Members: Glichelle Pereyra, Eric Hall, Tetsuko Fukawa, and
Robert Smith

Introduction

The 2013-2014 academic year welcomed the addition of Tomoko Fujimura to the department. It also raised a number of new challenges in the form of departmental changes, curriculum overhaul, and proposed structural amendments to the ILC and the ELI as a whole. As a department level project group, much of the ILC Coordinators' work this year has revolved around these changes, which have also dominated the committee agenda.

Class sizes and sogo issues

Class sizes for new freshmen in the Freshman English courses unexpectedly rose more than 33% this year, prompting meetings with ELI management and members of the administration to ensure that the 2013-2014 intake would not suffer the same fate. Measures were agreed upon, and new policies enacted by the administration to cap new classes at 20 students, a return to 2012-2013 numbers.

Sogo scheduling clashes with the Asian Languages and Ibero-America Departments also led to unprecedented demand for sogos and electives in limited time slots available to some students. Some courses saw up to 60 students attempt to enroll at the start of the first semester. Courses were capped at 30, though some classes eventually ran with more than that. These issues were discussed at several meetings with ELI management and the administration, and proposals were made to mitigate such scenarios in the future.

English course requirements

This year has been one of discussion and debate. A number of possible changes were discussed, including: unifying the ELI by dissolving the IC and ILC/ML departments, homogenising the English curriculum across the ELI, changes to the courses offered to freshmen students, and the introduction of iPads for all freshmen, from next year.

In response to these proposed changes a number of issues were raised. The primary concern being how to incorporate the much needed ‘Literacies’ course into ML students’ timetable when only 4 koma per week are allocated for English study. Other concerns about the dissolving of the ILC/ML group and curricula have centered on worries about failing to meet the student body’s unique needs and abilities, maintaining ties with the RL teachers, and providing a diverse programme for KUIS students.

Due to a large number of ILC/ML students undertaking study abroad trips and teaching placements, the ILC/ML group has also discussed how flexible instructors can or cannot be with regard to excused and unexcused absences. This is an on-going discussion and as with all decisions made in the department, will

need to be approved by the RL teachers' committee.

Curriculum development

In preparation for the implementation of the A.I.M. curriculum, and following on from group meetings and discussions with the management team in 2012-2013, the committee proceeded with needs analyses focussing on specific inequities and the development of more robust course outlines for each of our core course (Freshman English, Sophomore English, and Media English). Instructors were tasked with completing an analysis for use by the materials development teams for each of the courses. Teams were then to be tasked with implementing broader curriculum changes whilst maintaining ILC core course values as follows:

- the World Englishes paradigm;
- Cross-cultural communication and competence;
- Multicultural studies; and
- Global citizenship.

The aim was to ensure that, in the move towards a new curriculum, the ILC identity was not lost, and that the unique needs of our double major students were accounted for in the development of any new curriculum.

At the start of the Spring semester, Jake and Carol attended numerous meetings with members of the ELI management team to discuss curriculum matters and potential fundamental changes to the structure of the ELI. It became apparent that continued systematic curriculum development by the committee was untenable, and materials development teams were put on hold by the relevant directors pending further instruction.

The seven committee members in the ILC are still responsible for managing

their courses as and when necessary in order to suit their own teaching styles and the needs of their students. They run nine core and elective courses and four sogos.

Testing

In previous years, the ILC has collaborated closely with KAP on projects directly related to the KEPT and ILC specific KACE tests, including the drafting and implementation of key test components. Current members of the committee were under the impression that these projects were being undertaken at the behest of the KAP committee and the Assistant Director of Assessment. Consequently, KACE specific task preparation was a key component of the ILC curriculum, such that materials development teams were previously required to ensure its implementation in course units.

Meetings with Paul Lyddon throughout the year revealed that the current KAP committee believed that KACE development was required by the ILC department. Discussions with members of the administration and other stakeholders concluded that some sections of the test were unnecessary and/or lacking efficacy. A full review of the test was conducted and, in collaboration with Paul, the committee elected to make sweeping changes to bring the testing of ILC students into line with the rest of the university. New measures will include TOEIC requirements as prescribed by the administration, and continued use of the KAP Group Oral for placement purposes.

Regional language instructors

The ML teachers have continued to build relations with the RL teachers. A

mixer party was held, but not well attended due to a large faculty meeting earlier in the day. As usual the MULC Festa was a good opportunity to strengthen ties with the MULC and RL teachers. Carol, Glichelle and Jake spent much of the Festa in the MULC working with the Indonesian, Vietnamese and Thai teachers in their respective areas.

The group will continue to strengthen individual ties with RL teachers with whom students are shared, to address (potential) issues and improve the way lessons are delivered. Collectively, the ILC group will again hold a pre-Golden Week lunch to facilitate discussion and improve relations between teachers.

Public relations

The committee continued its work with regional language instructors and the public relations department at KUIS in conducting PR lessons at KUIS and throughout Japan as a part of the Kanda Summer Caravan program.

There were some issues relating to how the teachers were referenced in the promotional literature. After negotiation with the KUIS and KIFL PR departments an errata was produced with the ILC/ML teachers' names included in place of the previous "native English teacher" or "international teacher."

Research

Jake Breaux

In an ongoing RILS funded study focusing on MLA, Jake has been investigating multilingual learners' attitudes towards, and expectations of, foreign language instructors across the multilanguage programs at KUIS. Participants completed an initial multi sectional survey investigating linguistic and cultural

competence, pedagogical skills and styles, and behavioural and attitudinal traits. Attitudes were measured through a variation of the Fishbein Model (Fishbein, 1967; Fishbein & Azjen, 1975), a weighted additive design, and compared using inferential statistics. Results of the pilot study were presented to the faculty in October. Jake will also be presenting the findings at the International Conference on Language and Communication in Bangkok, Thailand in December. This project served as the pilot for a much larger, more complex investigation slated for 2014. He is also in the process of compiling another RILS study with members of the ELI which will focus on technology and language learning in the new curriculum framework at Kanda.

Carol Begg

Carol is continuing to look at ML students' relationship with and interest in their L2/3, in connection with their study abroad experiences. Her RILS funded study is focused on the current cohort of Portuguese majors spending one year in Brazil. In conjunction with the Portuguese department, she conducted stimulated focus groups and administered a refined version of the previously used questionnaire (2011), before the group left for Brazil. She will repeat the process in the new year when the cohort returns.

Glichelle Pereyra

In addition to her RILS research, Glichelle is investigating the experiences of women faculty of color in the TESOL field, based on the socio-historically constructed notions of a female, a person of colour and a non-native English speaker. The aim of the research is to encourage a transformation of people's

perceptions of ethnic and gender identities from deficits to strengths that will hopefully provide distinct advantages in pursuing professional practice. This is a continuation of previous research she has done in her first year with former ELI members. She has presented on this topic in Chile and Korea, and has been accepted for publication and presentation in Sydney Australia.

Eric Hall

Eric is focusing on the development of methods by which students can be offered the opportunity to experiment with adapting language they already know to unfamiliar and abstract subject matter. He will use student-generated photographs and video because the personal connection each student has to the photographs and video they have produced themselves causes them to be more invested in the process. He is interested in the concepts of multimodality in how texts (both spoken and written) can be incorporated with visual imagery (photo and video) by students into their studies. He will utilize student projects where photographic and video themes are pre-conceptualized and planned by the students, goals are set, and photographs and videos are taken and reflected upon through post-conceptualization.

Tetsuko Fukawa

Tetsuko is focusing on double-major students' attitudes and motivation towards learning English. She seeks to accommodate students' needs into the ILC/ML curriculum and encourage students to become language users capable of having meaningful language exchange with other speakers of English. In addition to this research, she presented at CamTESOL 2013. In the presentation, she shared

practical lesson ideas on how to build lessons upon students' prior knowledge of their own culture. She is currently developing an additional research project for possible RILS funding, focusing on learners' motivation and attitude during their time at KUIS.

Robert Smith

Robert is referencing Simon Cooke's (former ILC/ML member) research paper that focuses on *noticing* and how this may improve L2 acquisition. The initial study dealt with the uptake of communication strategies through a transcription and reflection process. In this study, the communicative strategies were not explicitly taught and what to *notice* was left up to the learner.

After consultation with other ELI faculty, the proposed research has changed slightly from last year's proposal. The initial study will be adapted in three ways. Firstly, a language point will be taught explicitly to enhance learner awareness of the language. Secondly, an experimental group will receive training in noticing, in an effort to find out if these techniques have any effect on language competence. Thirdly, student interviews will be conducted after the transcription/reflection process to find out what mistakes students noticed and why students noticed them. The proposed study will run for approximately 10 months.

F. CALL Project Group 2013-14 RILS Report

Project Coordinator: Jason Ropitini

Committee Members: Anton Lloyd-Williams, Jeremy Eades, Lucius Von Joo,
Marnie Brown, Raswan Sockol

Year in Summary

2013 saw a significant reorganization of the CALL group with Jason Ropitini assuming the coordinatorship upon the departure of Joachim Castellano. Incumbent CALL members are Marnie Brown (English) and Raswan Sockol (International Communication). New to the CALL group for 2013 are Anton Lloyd Williams (English), Jeremy Eades (International Communication), and Lucius Von Joo (International Communication).

The CALL group made a considerable shift in focus in order to align itself with the new curriculum vision for the KUIS English Language Institute (ELI). This has seen the CALL group transition from a largely research-based model toward an action-based model more suited toward supporting the development and implementation of the new curricula. Thus, the CALL group has endeavored to reprioritize its efforts to ensure that educational technologies are standardized, integrated, and effective.

Furthermore, the decision to implement an iPad program that would ensure all incoming 2014 freshman students be equipped with a tablet computer and, concomitantly, each ELI instructor, has necessitated CALL members be familiar

with the operation and application of tablets for educational purposes.

Also, with news that KUIS intends to expand the campus with a proposed new building, CALL members have been reading and discussing literature on educational technology trends regarding tech-enhanced spaces that facilitate the learning process.

Finally, the CALL group are involved in a number of smaller projects designed to facilitate positive interactions between teachers and technology. The results of these various efforts by the CALL group are discussed at length below.

ELI Support

Each CALL group member is tasked with liaising with another project group. This outreach program was established to ensure that educational technology systems are discussed in a coordinated manner in order to avoid the issue of divergent technologies and practices thereof, which is apt to occur in a large environment undergoing significant transformation, as is the case here within the ELI and its various curricula. The table below lists the ELI project groups and the affiliated CALL representatives.

Table 1: CALL Representatives

| Project | CALL Representative |
|--------------------------------|-------------------------------------|
| Academic Literacies | Anton Lloyd-Williams |
| CSK Curriculum | Raswan Sockol |
| Foundational Literacies | Jason Ropitini |
| Foundational Literacies (Adv.) | Jason Ropitini |
| Freshman English | Marnie Brown |
| Freshman English (Adv.) | Marnie Brown & Jeremy Eades |
| IC Curriculum | Lucius Von Joo |
| ILC Curriculum | Lucius Von Joo |
| Media English | Raswan Sockol |
| SALC | Anton Lloyd-Williams & Jeremy Eades |
| KAP | Lucius Von Joo |

Additionally, the CALL group are looking at ways to support teachers who encounter issues when using technology. One solution has been the creation of an online form to simplify and expedite the process of logging tech-issues. An additional benefit of the form is that the data points represented graphically highlight trending issues, which might otherwise remain undetected. This form has been trialled and the CALL group is confident that it will be implemented beginning the 2014 academic year.

Moodle

With improved bandwidth speeds, greater internet accessibility, and falling hardware costs comes the increasing viability of software-based learning management systems (LMSs), eLearning solutions that both complement conventional classroom-based learning and serve as a platform for stand-alone

courses. One such LMS is Moodle, which is open source and operates across multiple platforms. Moodle supports a social constructionist educational framework, which espouses a collaborative learning environment (Brandl, 2005; Dougiamas, 1998; Dougiamas & Taylor, 2003). Using Moodle as a virtual learning environment (VLE) teachers are able to create entire courses complemented by an array of synchronous and asynchronous student-centred activities.

Moodle, the established LMS at KUIS, has been actively used by teachers and students at this university for more than seven years and, as of November 2013, has over 13,000 users enrolled in one or more of the almost seven hundred courses developed to date. Because of its popularity at KUIS, Moodle has amassed a large user base accessing and creating content over an extended timeframe with little oversight regarding the active status of courses and users. Consequently, the LMS is not being used as efficiently as possible. Furthermore, some teachers have stated that the Moodle interface does not accurately represent design conventions that students might encounter online in interactive spaces such as social networking sites and the like. Finally, anecdotally, it would seem that the potential of Moodle to be used as a transformative teaching-learning tool is not being fully realized - perhaps because of a perceived steep learning curve for novices of the LMS. To this end, the CALL group is currently working on a multi-stage project addressing these concerns.

- De-cluttering: This involves looking over courses and users, and determining which have been inactive for a significant period of time. Inactive student accounts are terminated and past instructor accounts suspended. Inactive courses are shifted into a holding section (currently

ongoing).

- Redesign: This involves looking at current web-design practices and implementing current design-principles (currently ongoing).
- Work-shops: This involved offering to current ELI instructors workshops on course design and Moodle functionality.
- Induction training: This involves designing a series of workshops that will be offered to incoming teachers (currently ongoing).
- Responsive Design: This involves ensuring that Moodle is a satisfying experience across all devices (e.g., computer, tablet, smartphone).

In short, it is the aim of CALL to reinstate Moodle as a viable eLearning system that enhances the teaching-learning experience.

iPads

Recently, there has been the drive among tech-evangelists to advance the use of tablet computers in an educational context, proponents of tablets in education lauding the transformative benefits that tablets offer learners in a variety of educational settings (McFarlane, 2013; Melhuish & Falloon, 2010; Murray & Olcese, 2011). The current generation of university undergraduates are digital natives (Prensky, 2012) - for them mobile technology platforms are an integrated part of their lives; therefore, one could argue that availing learners of tablets in their learning environment is simply a logical progression.

In the conversation regarding the role tablets might play in educational institutions, the iPad, in particular, has been given a prominent position. Stakeholders at

KUIS supported a proposal of a yearlong pilot program trialing iPads for freshman students over the 2013 academic year. This trial has involved approximately 120 students over six classes, each student required to purchase an iPad. Based on positive feedback thus far, the university has decided to implement iPads on a one-to-one basis for all incoming 2014 freshman students. This important decision has, in part, directed the focus of the CALL group, which is tasked with ensuring that the transition to tablet-enhanced learning is carried out both efficiently and effectively. The CALL group is looking to achieve this through (i) research on iPads in education, and (ii) engaging with KUIS staff through a series of workshops.

(i) iPads-in-Education Research

Since the beginning of the iPad trial program, CALL members have been reviewing the literature on tablet-use in education. In particular, the CALL group is looking at:

- tablet pedagogy
- deployment and implementation strategies
- implications regarding curriculum design
- practicalities of a tablet-based teaching-learning paradigm

With the findings, individual CALL members are reporting back to their respective liaison coordinators, particularly those coordinators directly involved in the iPad trial program.

(ii) Workshops

From November, teachers at KUIS are being provided with iPads to use in their classes. The CALL group recognizes the importance of supporting teachers for whom using tablets in an educational setting is a novel experience. Provision of support is essential because in order for tablets to be used effectively for teaching and learning, teachers need to enter the classroom with a certain degree of confidence and proficiency in using the technology. The CALL group is devising a series of iPad-specific workshops to facilitate the smooth transition to the university-wide adoption of iPads by freshman students and teaching staff. Tentative workshops proposals are as follows:

- **Introduction 1:** hardware, settings, personalization, security, iTunes
- **Introduction 2:** KUIS policy, pedagogy, SAMR model, digital rights
- **Introduction 3:** connectivity: using adaptors, connecting to screens, airplay
- **Introduction to iWork:** Pages, Numbers, Keynote
- **Keynote:** creating and using
- **Pages:** creating and using
- **Creating Content:** iMovie & GarageBand
- **iBooks:** Authoring & Implementation
- **The Cloud:** storage management, iCloud, Dropbox, Google Docs, data transfer
- **Google Docs:** using documents, presentations, spreadsheets and forms
- **Services:** Moodle, Edmodo, blogging sites
- **Free Apps:** brainstorming, note-taking, recording, communicating

Other workshops will be added in response to the needs and requirements of KUIS teachers.

Building 8

The on-campus facilities at KUIS will be expanded, the decision having been made to design and construct a new building housing classrooms and other relevant educational facilities. The CALL group is involved in providing input regarding technology-enhanced learning spaces. This has involved the CALL group researching and proposing facets of the building design that support innovative tech-driven educational systems such the active-learning instructional model and flipped learning. Based upon CALL group research, Jason Ropitini has given presentations to KUIS faculty describing both of these systems and how they are made possible through various integrated and mobile technologies.

Looking Forward

The CALL group sees 2014 as a pivotal year regarding technology at KUIS as there will be a number of changes happening at KUIS upon which educational technologies will have a significant impact. iPads will become an integral component of the teaching-learning dynamic, and the CALL group will play an important role in the success of this technology. Also, a new facility will reach the critical final-design stage, and the CALL group will work on ensuring that such a facility supports technology-enhanced systems such as active learning environments and flipped learning. Finally, CALL will work on ensuring established technologies, like Moodle, are used efficiently and effectively.

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G. CSK (English for Chinese, Spanish, Korean majors) 2013-2014 Year End Report

Project Coordinator: Jaclyn Pitts

Committee Members: Yulia Nikolskaya, Lorraine Kipling

The CSK (English for Chinese, Spanish and Korean majors) committee is in its third year.

During the spring semester, the group focused on creating lesson ideas and unit outlines for Sophomore CSK classes. As in previous years, the CSK committee has had many obstacles to deal with, with the biggest obstacle this year being a limited number of committee members. Therefore, it was decided that rather than creating concrete units, it would be more useful for teachers and more practical for the committee to create a bank of materials and suggestions for activities and presentations that teachers could adapt for use in their classes as appropriate. It was also decided in semester one that a textbook would be beneficial for low and mid-tier freshman classes. The teachers of these classes found that the students in these classes were unable to understand and therefore actively participate in lessons that had been used in previous years. Lorraine was able to discuss this with non-committee freshman teachers and it was decided that New English File: Pre Intermediate would be used from the start of semester two.

After completing the sophomore materials and implementing textbook use in semester one, the first half of semester two was spent primarily on meeting both as a committee, and also with our program director, Phil Murphy, and the CSK coordinator for non-ELI teachers, Tomoko Fujimura. In these meetings, we discussed future changes that will affect the ELI as well as smaller changes being made in some CSK classes. We also learned of possible changes regarding TOEIC preparation for CSK students and discussed ways that both ELI and non-ELI teachers could continue to stay informed about how this will be carried out in classes for the 2014-2015 school year. The latter half of the semester was spent gathering information and preparing for research projects to be carried out in the next school year.

RESEARCH MATTERS

As a committee, it was agreed upon that there needs to be a clear description of what is needed by CSK teachers and what is expected of CSK students. In order to gather this information, the committee is preparing to meet with all CSK teachers to discuss their opinions, experiences and suggestions regarding the courses. The group will then compile the responses and use the information to guide future materials development decisions and teacher orientation meetings. We hope that this be this first step to a more formal needs analysis to be completed in the future.

H. The Kanda Assessment Project (KAP)

Project Coordinator: Arthur Nguyen

Committee Members: Yuko Sugiyama, Eric Setoguchi, Tamatha Roman,
James Herbach, Aurélie Treadwell, Phoebe Lyon

Director of Assessment: Paul Lyddon, Ph.D.

INTRODUCTION

The 2013-2014 academic year was a time of transition for the Kanda Assessment Project (KAP) committee. In recent years, the scope of KAP has expanded to include development and administration of a wide variety of assessments for students from three different academic departments (see Table 1). Administered immediately prior to matriculation and again at the end of the first and second years of study, these assessments were tasked with the dual purpose of achievement measurement as well as placement testing. However, ongoing curricular reform within the English Language Institute (ELI) and departmentally targeted learner

outcomes under the new Global Human Resource Development grant precipitated an urgent need for greater efficiency and predictive validity as well as reliability of our numerous assessments.

Table 1. Testing Regimen for KUIS Departments Served by KAP in 2013

| | English Freshmen | English Sophomores | CSK Freshmen | CSK Sophomores | ILC Freshmen | ILC Sophomores |
|--------------------------------|---------------------|-----------------------|-----------------|-------------------|-----------------|-------------------|
| KEPT Writing | O | O | | | | |
| KAP Group Oral | O | O | O | O | O | O |
| KACE Writing | | | | | O | O |
| KACE Listening & Reading | | | | | O | O |
| TOEFL | O | O | | | | |
| TOEIC* | | | O | O | O† | O |

*Bridge or IP

†Post-matriculation only

Initial KAP team efforts focused on the refinement of the instruments that were completed in 2012 and implemented in January and March of 2013. In this vein, KAP members worked together to create new materials, or revise existing ones, for each of the six different testing components we have been offering until now. In the case of the Listening and Reading sections of the Kanda Assessment of Communicative English (KACE), new and revised items were piloted in a total of 10 ELI classes, whose students and teachers were issued individual and composite score reports after statistical item analysis.

Over the course of extended discussions with the various ELI committee coordinators and academic department heads, however, it became increasingly clear that the focus of end-of-year KAP testing should really be placement. For one reason, once the new ELI curriculum is complete, it will include a much more comprehensive system of key assessments to measure language growth and academic achievement. In the meantime, more highly reliable instruments with clearly established form equivalencies have now been adopted by each academic department, namely TOEFL in English and TOEIC in International Language and Culture (ILC). Consequently, the entire KAP testing battery was overhauled to create greater alignment with the current curricular trajectory (see Table 2).

Table 2. Testing Regimen for KUIS Departments Served by KAP for 2014 and Beyond

| | English Freshmen | English Sophomores | CSK Freshmen | CSK Sophomores | ILC Freshmen | ILC Sophomores |
|--------------------------|------------------|--------------------|--------------|----------------|--------------|----------------|
| KEPT Writing | X | X | | | | |
| KAP Group Oral | O | O | X | X | O | O |
| KACE Writing | | | | | X | X |
| KACE Listening & Reading | | | | | X | X |
| TOEFL | O | O | | | | |
| TOEIC* | | | O* | O* | O | O |

*Under discussion

TEST SCOPE REDUCTION

The first step in the reforms undertaken this year was to eliminate testing for those students for whom placement was not relevant, namely all Chinese, Korean, and Spanish (CSK) students and English and ILC sophomores. Next, we abandoned test components with little significant placement value, because of redundancy, with commercial standardized tests that more strongly correlate with each other. These included the Kanda English Proficiency Test (KEPT) and KACE writing assessments. We also decided to discontinue the KACE Listening and Reading test, replacing it with a March TOEIC, for incoming ILC students, as a pretest to the one already now given in January.

ADDITIONAL TEST MODIFICATIONS

Subsequent to the scope reductions described above, KAP testing remains in place for English and ILC freshmen only, and consists only of a speaking assessment, previously known as either the KEPT or KACE Group Oral. Hereafter, for the sake of simplicity, referred to as the KAP Group Oral, which has until now comprised of three separate components: a Picture Description Task, a Graph Description Task, and a Group Discussion. In addition, a number of alterations were also made to these sections.

First, the Picture and Graph Description tasks were targeted for revision as both seemed more closely tied to procedural knowledge than to language proficiency. The latter has now been cut entirely from the Group Oral, but has been slated for reinsertion (undoubtedly in a modified form) into one of the key assessments that will eventually be developed for classroom implementation. The former, on the other hand, was retained as it was originally intended as a warm-up exercise after

earlier Group Oral administrations had elicited unacceptable numbers of unratable speech samples on the main Discussion Task. In future, however, this portion of the test will no longer be scored; thus, the format has been modified to allow all testing candidates to see all the images being described and thereby reduce testing anxiety. We have also now added an unscored, structured, 15-second individual student self-introduction at the very beginning of the test to encourage more natural interaction thereafter.

ADDITIONAL ACTIVITIES

As a result of the changes to the Group Oral, a new procedural demonstration video was scripted for imminent filming. The completed video will be shared with students via a web link through Campus Web as well as made available to lecturers to show in class. It will also be viewable on a playback loop in the waiting room prior to actual testing sessions, the next of which are scheduled for late January and late March of 2014.

I. Media English Project

Project Coordinator: Shawn Hupka

Committee Members: Joachim Castellano (semester one), David Faulhaber (semester two), Ryan Lege, Carey 'Mamiko' Nakata, Angela Sun

Introduction

The 2013-14 academic year was another year of transition for the Media English

Research Project Committee. The committee bid farewell to some members (including the outgoing coordinator) and welcomed others. The committee oversees materials development and research for all sections of Media English in the English Department. Media English is a compulsory course for students in the English Department. There are fourteen teachers (twelve from within the ELI) teaching nineteen different sections of Media English in the English Department.

Goals and Objectives

Committee members identified three priorities for this academic year: (1) sharing ideas and developing and disseminating classroom materials; (2) interviewing Media English teachers to determine professional needs; (3) developing a Poster Presentation (Developing Media Literacy Tools) for the JALT 2013 conference in Kobe.

(1) With the encouragement and support of management, the committee decided to reach out to the ILC and IC department coordinators and those teaching Media English courses within those departments. Several 'share' meetings were held throughout the first semester; Media English teachers from all departments were encouraged to join and/or participate. Indeed, there were lively discussions and presentations from both veteran and rookie Media English teachers from across the departments. A blog was developed to facilitate the sharing of ideas and materials; it is open to all teachers of Media English.

(2) After much discussion, the committee decided that interviewing Media English teachers would produce valuable data that will be helpful to

Management, the committee and future ME committees. The committee wanted to determine how to address overall program needs while also respecting the diverse contributions and interests of teachers. As of this publication, this initiative remains in the pilot stage.

(3) Recognizing that there is much to learn from interactions with the diverse community of language teachers in Japan, members of the committee created and delivered a poster presentation (Developing Media Literacy Tools) at the JALT 2013 conference in Kobe. The poster is available for viewing on the KUIS Media English blog.

Individual Contributions

Shawn Hupka was the coordinator of the Media English Research Project Committee. He organized and chaired meetings of the committee and made himself available to the many teachers of Media English in the English (and other) Department(s). In addition to organizing the ‘share’ meetings and creating materials for the ME blog, he did his best to facilitate the many tasks that the committee set out for itself. He was very happy to do this for his extraordinarily capable committee mates.

Ryan Lege has focused on developing solid course materials based on clear course objectives. He has contributed to the development of standardized Media English objectives that fall within the AIM framework and multiliteracies model. Along with other committee members, Ryan has been editing and supplementing the Media English Course Handbook. Ryan has designed and shared a 5-week

statistics unit through Google Drive and the committee's blog. Ryan is also at work on developing some new materials that explore how the changing climate of social media has impacted other forms of media. Ryan also participated in Media English sharing meetings. In addition, Ryan participated in the Japan Association of Language Teacher's national conference in Kobe. Ryan helped design the presentation and organize the information therein. The presentation was well received.

Carey (Mamiko) Nakata has made and adapted materials with a focus on enhancing students' critical thinking, discussion, and vocabulary skills through a variety of media-related topics. In the first semester, Carey developed lessons on media literacy and news analysis. Her class has been working on a semester-long news production project that requires students to put the skills and language learned in the first semester to use. As a final product, students will create a 10-minute news show in which they are expected to write a detailed script and play the part of news anchor by demonstrating the ability to use language to achieve meaningful communication through initiating, responding, exchanging information, and developing the interaction.

Angela Sun has designed a new unit-based course for advanced English proficiency based on the North American Media Literacy Education framework. The course includes six units: news, photojournalism, advertisement, radio and music, video, and social media. Each unit trains students to access, analyze, evaluate, and create media messages. Materials and assessment ideas have been shared on the Media English blog and the Google Share Folder. Angela

participated in the drafting of the Media English Teachers' Handbook and in the committee's teacher interview project. She also worked with Ryan on the poster, "Creating Media English Tools", and presented at the JALT Conference in Kobe.

David Faulhaber joined the group mid-year but has been actively developing and piloting materials (for his 2 low-tier classes) focused on branding/brand management (including logos and jingles), street art, marketing techniques and tricks, spoof advertisements, infographics, and TED talks. Activities are geared towards developing a critical awareness in students as arbiters of meaning-making, moving away from the mere consumption of media to a position that questions, subverts, and re-authors intended messages. David also contributed to the development of a poster that was presented at the JALT national conference in Kobe.

J. The SALC Project Group

Project Coordinators: Atsumi Yamaguchi, Jo Mynard

Committee Members: Akiyuki Sakai, Bob Morrison, Elizabeth Lammons,
Keiko Takahashi, Junko Baierschmidt, Neil Curry, Rob
Werner, Satoko Watkins, Yuki Hasegawa, Yuko
Momata

Introduction

The SALC project group has accommodated two sub-groups since the last academic year in order to provide opportunities to focus on the curriculum project (CP) or individual SALC research group (SRG) projects. This academic year, the SALC project set the mission statement: to promote learner autonomy by providing services, materials and self-directed learning opportunities for students, and examining the effectiveness and learning outcomes of those opportunities, materials and services.

This academic year the SRG was launched with seven members including Learning Advisors, a teacher, and an assistant manager (AM). The SRG aimed to accomplish evaluating the existing self-directed materials, opportunities, and learning communities as well as exploring self-directed online social networking opportunities. On-going duties related to other SALC services, such as newsletters and module updates continued as in previous years.

The curriculum project, which started in 2011-12 has continued to address

curriculum issues and has seen several collaborative projects designing, building, piloting and implementing data-gathering instruments for evaluating the current curriculum and piloting and evaluating the pilot of a possible new curriculum. More details will be given in the SALC Curriculum Development Project section below.

SRG Research

The 2013-14 research projects were organized with the aim of accomplishing the above-mentioned goals. The respective projects were designed to contribute one or two of the goals. A general overview of each project is presented below.

1. Investigating an autonomous development of student groups' involvement for promoting self-access learning

Akiyuki Sakai

The purpose of this study is to investigate the process of and reasons for involvement of student groups to promote self-access learning mainly within the SALC with the following research questions:

- 1) How is the culture of student-group involvement for promoting self-access learning created?
 - a) What framework (and techniques) do student groups use to involve themselves in promoting self-access learning?
 - b) What actions do student groups take to involve themselves in promoting self-access learning?
- 2) Why do student groups try involving themselves in promoting self-access learning?

Through a small-scale ethnographic approach, the researcher found one student group uses different communication tools/settings to plan about, thus involve themselves in, promoting self-access learning. Those are the uses of weekly meetings, LINE application mainly for their hand-held devices, and group email. The group tends to use the meetings as the place for generating new ideas and confirm consensus, LINE as the place of discussion, and group email as the place to list the decisions made.

Once the planning is done, the group uses a different set of communication tools (Facebook, Twitter, and posters) to reach the target audience of their promotional activities. The group involves itself in seasonal events at the SALC as well, hosting activities that benefit students who use the SALC more often.

The group in reality may not have a very clear reason why they want to involve themselves in promoting self-access learning despite the fact that they have something equivalent to a mission statement. While their reason for their involvement may be subtle, the group certainly shows some kind of territorial attachment to the SALC from time to time, especially when another group comes in to promote the SALC.

2. Establishing a framework for evaluating movies/TV shows as effective self-directed learning resources

Atsumi Yamaguchi

This pilot study explores potential effects of films/ TV dramas for English language learning in the self-directed learning context. Whereas many movies/TV shows

are stored in the SALC, no framework has existed in relation to selecting appropriate materials. A framework may help Learning Advisors to purchase suitable movies/ TV shows as well as learners to select a resource for their self-directed learning. Thus, the aim of this study is to explore answers to the research questions:

1. What is the potential effect of the use of films/TV shows in the self-directed learning context?
2. What criteria do experienced learners of English employ when they advise other learners about selecting movies/ TV shows in the self-directed learning context?
3. What criteria should be taken into account when selecting films/TV shows for the SALC?

Drawing on Glaser's (1992) grounded theory approach, data was gathered from experiential learners of English who has extended experiences of learning with films/ TV dramas. Two Learning Advisors and a SALC student staff member participated in this study so far. They answered open-ended written survey about their experience learning with films/ TV dramas. Consequently, semi-structured interviews were conducted to clarify meanings of what they had written. Until now, the information to enrich the written survey data was added from the interviews onto the data source. The compiled data was open-coded and focused-coded. The codes were largely divided into two categories: 1) criteria to select films; 2) outcomes gained from the use.

1) Criteria to select films:

- Accents

- Contexts
 - Storyline
 - Level of English
 - Role model
 - Popularity
 - Register
- 2) Outcomes gained from the use:
- Authentic expressions
 - Context and discourse
 - Facial and body expressions
 - Tonal expressions
 - Cultural input
 - Reinforcing identity
 - Professional development
 - Topics to talk about

In the next phase, more data will be obtained from SALC student staff. The results will be reported in the SALC Project Group summary report folder (Moodle) in late January 2014.

2. *A longitudinal case study of a self-directed learner's literacy development strategy*

Brian Morrison

This research investigated the following questions:

1. How did an exceptional student achieve success in writing?
 - a. What was her original learning plan in each sophomore module?
 - b. How did each new learning plan compare to the previous module's modified learning plan?
 - c. How did each learning plan evolve as each module progressed?
 - d. Are there identifiable critical moments in this data?
 - e. If there are identifiable critical moments in this data, what role does the LA play in these?
 - f. What were her perceptions of this change?

A content analysis of 3 learning journals and final reports from one learner was initiated to identify the activities in the LPs and how these had been adapted and added to as each module course progressed. The information from each week's work has been categorized as S-U-R or E (valuate) and input into a spreadsheet with student's comments in the reflection section and follow up LA comments to consider what prompted the changes. The data analysis is ongoing and will be completed by January 2014 and the results uploaded to the SRG Moodle in January 2014.

3. *Degrees of directiveness in written feedback and a student's responses*

Brian Morrison

This research investigated the following questions:

Research questions

1. What ideas did the LA suggest?
 - a. How could the ideas be categorized using the degrees of directiveness

framework?

2. How did the student respond?
 - a. Linguistically?
 - b. In action?
3. How did the LA respond to the student's response(s)?
 - a. How could the responses be categorized using a written discursive devices framework?

A discourse analysis of 3 learning journals and final reports is underway to identify the role of LA input, learner responses, and LA responses in the evolution of a learning plan. The data analysis will be completed by January 2014 and the results uploaded to the SRG Moodle in January 2014.

4. *To investigate suitable techniques for reducing Foreign Language Anxiety (FLA) and increasing confidence for KUIS students*
Neil Curry

Many students at KUIS complain of affective issues which often relate to FLA, namely fear of making mistakes when speaking and as a result being thought of negatively by peers. It is my supposition that Learning Advisors (LAs) and subsequently students will benefit from having techniques and tools to address these issues when they arise.

The research questions are as follows:

1. What are effective techniques for addressing confidence / anxiety-related issues?

2. Which (if any) aspects of Cognitive Behavioural Therapy (CBT) can be applied for individual advising for FLA?
3. Is it possible to establish a standard template for these techniques?

Through background reading the researcher determined that CBT shares several points in common with existing approaches used by LAs to help students realize independent learning goals, and the study will concentrate solely on adapting CBT methods. An article describing this reasoning has been written and will be submitted for publication.

Research began with 4 students in Semester 1 who had stated suffering from FLA. Regular interviews / advising sessions are held to discuss strategies and goals for gaining confidence, and we have utilized goal-setting strategies and handouts. The meetings are recorded, and will be transcribed and coded for determining how much progress was made.

As of October 30th, one student has dropped out, and another has discontinued stating she now feels confident in class. Research continues with the remainder. An interview / questionnaire will be conducted in December to obtain feedback on the methods used.

Also in December, the researcher will present the CBT-inspired methods and handouts to the other learning advisors, in order to gain their input and so that the methods can be trialed on a wider basis next academic year.

5. *Investigating learners' development of autonomy through a speaking task*

Robert Werner

This qualitative study applies the learner-based approach toward autonomy to an investigation of students' plans for improvement in speaking. Participants, who were freshmen in an English for International Communication class, completed a series of assignments in which they recorded a conversation with a successful user of English, reflected on it, and formulated a plan to improve their performance for the next one, before they repeated the process several weeks later. They utilized a number of online and print resources, including Edmodo (a social networking platform), to implement their plans.

The research was designed to investigate the following questions:

- What types of goals for improvement did students set for themselves?
- What means did students choose in trying to achieve these goals?
- How did external factors (motivation, institutional structures, and other classes) influence students' choices?

The data consisted of four improvement plans submitted by each student over the course of a semester. Twenty-four of the twenty-six students in the class signed consent forms, so only these students' data was used. Plans were analyzed and coded according to the grounded theory approach to find common categories and identify emergent patterns. Seven overall themes, classified as goals, emerged from the data: vocabulary, fluency, preparation, pronunciation, listening, grammar, and pragmatics. In addition to goals, the data was coded as means toward achieving the goal. Finally, the analysis included the quality of students'

decision-making with regard to appropriate choices that could lead to success in improving speaking.

Results showed that students made a variety of decisions on which means to employ in improving. Some of these decisions were appropriate and would appear to increase the likelihood of success in working toward their intended goal (if they carried out the plan correctly). Other decisions were not as well thought out and might not have led to the desired outcome without making adjustments.

6. Examining students' feedback to SALC Learning Course 1 for improving materials

Yuki Hasegawa

This research is a continuation of the study conducted in 2011 which evaluated the benefits of conducting self-access work in the classroom. The 2011 study examined students' perceptions of the effectiveness of the program and obtained feedback on the course from students by conducting a questionnaire and focus group discussions in Japanese. Changes were made to the design of the course based on feedback from the research and also from the feedback received from the students who took the SALC Learning Course in the second semester of 2012. This research aims to find out the effectiveness of the changes and to what extent the course materials match the SALC's self-directed learning course principles. The research questions for this research are as follows:

1. What reactions do students have to the SALC Learning Course Content and format?
2. Based on the checklist created by the SALC curriculum group, to what

extent do the course materials match the SALC's self-directed learning course principles?

In semester 1, Students who were taking the SALC Learning Course 1 were asked to fill out a short report at the end of each class reflecting on their learning and the class content. They had the choice to write the report either in English or Japanese. 20 students were enrolled in the course and all 20 students have agreed to have their data used for the research.

A final questionnaire was created and administered at the end of the semester. The questionnaire aimed to find out more in detail about the students reactions toward the materials used in the course.

Data gathering has been completed and the data are now in the process of analysis. The data analysis is expected to be completed by the end of January 2014 and the findings will be ready for the group by then.

Other SALC services and recourses

This academic year the LAs divided areas of the SALC up and took responsibility for these to allow easier liaising with AMs and the Project Coordinators. To best support KUIS students' self-directed learning, the SALC team has put the following services into practice.

1. SALC materials

Every year, the SALC is given a generous amount of material budget so that it can be used to make sure we have new and updated materials. Several years ago, the SALC started to review its selection of materials by checking a) the contents for

their relevancy i.e. are they good for self-access; b) number of usage; c) availability of newer edition etc.

This reviewing process took place in the following sections:

- Movies and Listening (music CDs) shelves – With increasing collection of movies and music CDs, materials with low usage within the past 2 or 3 years have been withdrawn to the store room.
- Worksheets (in Listening, Speaking, Writing, Grammar, Vocabulary areas) – Worksheets without a copy of the original book has been discarded due to copyright reasons.
- Reading – With growing numbers of graded readers, titles with multiple copies have been reduced to less number of copies.
- PCs in some areas have or will be replaced with new PCs. PCs in 6 Speaking Booths have been upgraded to Windows 7 from Windows XP. With this upgrade, any software that is not compatible to Windows 7 has been removed. Individual Study Area 2 and Writing PCs – Currently requesting approval to purchase 12 computers. Will be upgraded to Windows 7 from Windows XP.

2. *SALC Modules and SALC Learning Course*

Akiyuki Sakai, Atsumi Yamaguchi, Bob Morrison, Elizabeth Lammons, Jo Mynard, Junko Baierschmidt,, Keiko Takahashi, , Neil Curry, Satoko Watkins, Yuki Hasegawa

Reviews and discussions for modifications that may occur in future versions of the First Steps, the Learning How to Learn and the Sophomore Modules have continued to involve all Learning Advisors of both SRG and CP research members. The

SALC Learning Courses (SLC) 1 and 2 were offered to ML Department students, and, in the second semester, SLC 1 was offered to the students of Chinese, Spanish, and Korean departments. The course materials were reviewed and modified by Learning Advisors who were in charge of teaching those courses.

3. *SALC Newsletter*

Akiyuki Sakai, Elizabeth Lammons, Miho Funakura, Robert Werner, Noriko Takasago, Yuko Monden

SALC Newsletter has been published since 2001 for the purpose of promoting the SALC. For the first issue in the academic year 2013-14, the editing team consisting of two learning advisors and an Assistant Manager welcomed a new member, another ELI teacher, to conduct interviews for the newsletter. The team decided to continue to focus content on those working both in the SALC and in the ELI communities as well as activities within these communities. In addition, the team continued to include scenes from the SALC on the cover and continued to evaluate the content to make the articles more accessible to students.

The contents of the newsletter vary per issue, but the consistent columns include the following features: Interview and People in the SALC. Interview is based on an interview with an ELI teacher about their travel and living experiences. The video of the complete interviews are available in the SALC. This year the People in the SALC column has featured new Learning Advisors, Assistant Managers and SALCers. The How Do I Use? page continues to focus on different sections of the SALC and advises students on how to use those sections to optimize their self-directed learning. Other features that were included in the newsletter include the

SALC schedule, news via SALC twitter and facebook, and SSC (SALC Student Committee) announcements and recommendations.

Two issues were published in July and October, 2013. Two more issues will be published in January and April in 2014. The articles are also available online. Archives are kept by the SALC Assistant Manager in charge of organizing the newsletter.

4. Student involvement in the SALC: the work of the SALC Student Committee (SSC)

Akiyuki Sakai

The SSC continues to meet weekly to discuss possible ways to promote the SALC by giving insights using their own perception as students. During the seasonal events at the SALC, the SSC introduced and hosted activities that benefit those who use the SALC more often. It was a part of the group's continuous effort from the previous year to promote more frequent and extended use of various resources in the SALC. With that intension, the group began approaching different events with clearer and different aims this year. The group planned and hosted the wafuku party entirely on their own and plans to host two different activities for the ELI Christmas party. On the other hand, the group decided to discontinue hosting an activity at the ELI Halloween party, focusing on helping promote student-to-student or student-to-teacher interaction by mingling among the crowd instead. With more than a 450 student turnout for the event, the decision contributed positively to better running it. The group put its own booth up during the ELI freshman party and Hamakaze festival to contribute to the events and promote itself.

The SSC attended the first Student Involvement in Self Access Centers Conference (SiSAC) in February. The group gave a presentation on their challenges in promoting the SALC. The group interacted with other student groups from other universities and found itself as the most independent group.

Part 2: Ongoing SALC Curriculum Report

Project members: Junko Baierschmidt, Neil Curry, Elizabeth Lammons, Jo Mynard, Keiko Takahashi, Satoko Watkins

This is an ongoing project and this report provides a summary of the main work completed in the 2013-14 academic year by SALC Learning Advisors (LAs).

1. Background

The systematic review of the SALC curriculum began in 2011 in order to ensure that the modules, courses and services offered to KUIS students continue to meet their self-directed learning (SDL) needs. For a summary of work completed prior to this year, see Hasegawa and Thornton (forthcoming), Takahashi et al. (2013), Thornton (2012; 2013), and reports in previous volumes of the present journal (Studies in Linguistics and language Teaching, published by Kanda University of International Studies). This year's work included the following elements depicted in the model (Figure 1):

- Finalising the principles which will guide future SALC courses and modules
- Drafting SDL Learning Outcomes for KUIS freshman students
- Evaluating the current freshman curriculum (First Steps Module)

- Re-designing the content, sequencing, format and assessment ready to pilot
- Piloting a the new version with one freshman class
- Evaluating the pilot
- Analysing the results
- Deciding the curriculum format for 2014 and beyond

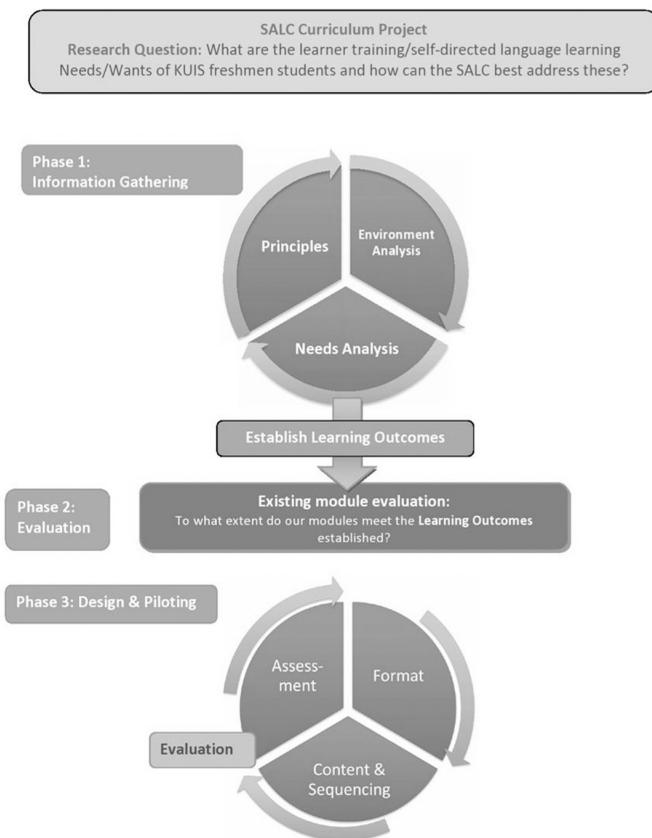


Figure 1: The Curriculum modification framework (adapted from Nation and Macalister (2010) by Thornton, 2012)

2. Evaluating the current curriculum

2.1 Establishing principles

After the needs analysis was completed, the LA team discussed the summary of the results from the different stakeholders (see Takahashi, et al., 2013). Based upon the results of the environment analysis, the needs analysis, focus groups, literature and established learning outcomes, the LAs decided on principles. Using Nation and Macalister's (2010) subdivision of principles, the team set about creating principles for content and sequencing, format and presentation and assessment. Each section of the principles was discussed first via Google Docs in working groups, and then with the whole LA team to ascertain which principles were necessary. The principles were created as "should" statements to assist in determining whether the statements have been realized in the current and future iteration of the SALC curriculum. Further details of the principles can be found in Lammons (forthcoming, 2013), but they included the following:

- A. Content
- B. Objective
- C. Awareness & Control of the learning process
- D. Learning history
- E. Implementation of concepts
- F. Implementing an outside class learning plan
- G. Personalisation of content
- H. Learning Burden for students
- I. Teach- & learnability of concepts and content
- J. Availability of materials
- K. Reflection

2.2 From principles to checklists

Once the team had established principles, small working groups were created within the curriculum team to turn those principles into working "checklists" that could be used to evaluate the current First Steps Module, the Learning how to Learn Module, and any other SALC course or module. The three working groups created checklists for: content and sequencing; format and presentation; and assessment. Each working group examined the principles in that area and shaped them into questions that could be used to determine whether those principles were being met through the current modules. The team then reformed into two groups: one group designed and piloted a new version of the SALC freshman curriculum (discussed in Part 3 of this paper), while the other focused on using the checklists to evaluate the First Steps Module.

2.3 Evaluation of the First Steps Module using the checklists

After the first drafts of the checklists were created, the SALC curriculum team evaluated the questions in terms of wording and usability. Once the checklists were finalized, the working group used them to evaluate the First Steps Module. After evaluating the module using the checklists, the groups met again to discuss their findings and to make recommendations about aspects that were unearthed during the evaluation process. This process was also conducted with the Learning How to Learn Module. Throughout these stages the entire LA team was updated on the progress of the creation and implementation of the checklists and also the results through Moodle and by sharing files in Google Drive.

2.4 Documenting findings

After evaluating the existing modules, the weaknesses of the format and presentation, assessment, content and sequencing were organized into a spreadsheet. Areas of priority were scaled according to areas that definitely needed to be addressed to areas that do not need to be addressed. Weaknesses included input that is not always comprehensible, unrealistic learning burden, too much repetitiveness with writing goals, clarity of instructions, insufficient time for self-evaluation, not enough time for implementation, students do not implement a plan, and others that were addressed but are too lengthy for inclusion here. A comprehensive explanation of the results of the checklists is included in a SISAL column (Lammons, 2013).

3. Designing and Piloting a New Curriculum

While one group evaluated the existing curriculum using the checklists, the other group planned and piloted an alternative freshman curriculum.

3.1 Content and sequencing

The content was chosen based on what had been identified during the previous stages of the research as “Core Course Content” (CCC). The sequence was chosen based on previous experience with working with students on other SALC courses and modules. The CCC (in order) was:

- Using the SALC and ELI
- Analysing needs, and setting and reviewing goals
- Selecting, using and evaluating materials
- Selecting, using and evaluating strategies

- Making, implementing and evaluating a learning plan
- Evaluating linguistic gains

3.2 Format and presentation

In order to address all of the principles and potentially reach all freshman students eventually, it was decided that one practical way would be to deliver the CCC during Freshman English class time. A new course began in 2013, so the team used the opportunity to pilot a new approach with a new course. One Freshman English teacher kindly agreed to participate and made four class periods available in May and June 2013. The pilot class consisted of 20 students who were part of the new Advanced track English programme. All of the students agreed to participate in the pilot study.

3.3 Assessment

The evaluation rubric was constructed based on the learning outcomes and CCC and closely matched the rubric that the students were evaluated on in their Freshman English classes. i.e. there were three categories: Approaches the standard, Meets the standard and exceeds the standard.

4. Evaluating the pilot

4.1 Approach to evaluation

For the evaluation process, the team followed the modified version of evaluation steps that Lynch (1996)'s suggests:

1. Determine the purpose of the evaluation (audience and goals)
2. Determine what is being evaluated

- a. Objectives
 - b. Materials
 - c. Teaching
 - d. Testing (Evaluation)
3. Determine how to evaluate (select a design)
 4. Collect the data
 5. Analyze and interpret findings

Also, based on the suggested tools to evaluate teaching and learning in terms of amount of learning, quality of learning, quality of teaching, quality of curriculum design and teacher learner or sponsor satisfaction by Nation and Macalister (2010), the following tools were chosen (Figure 2):

| Focus | Tools |
|-------------------------------|---|
| Amount of learning | Self-evaluation (pre- / during / post-intervention) |
| | Examination of weekly student work |
| | Examination of implementation phase and grading |
| | Student attitude survey at the end of the workshop portion |
| | Examination of content |
| Quality of learning | Self-evaluation (pre- / during / post-intervention) |
| | Examination of weekly student work |
| | Examination of implementation phase and grading |
| | Weekly LA observation notes |
| | Teacher observations |
| Quality of teaching | Student attitude survey at the end of the workshop portion |
| | Weekly LA observation notes |
| | Teacher observations |
| Quality of curriculum design | Student attitude survey at the end of the workshop portion |
| | Evaluation of content |
| Teacher, learner satisfaction | Evaluation of content and grading bands using Principles Checklists |
| | Student attitude survey at the end of the workshop portion |
| | Weekly LA observation notes |
| | Teacher observations |

Figure 2. Evaluation tools

4.2 Summary of Findings

In the interests of space, only a few of these tools will be discussed here

4.2.1 Student self-evaluation of SDL skills

At the start of the course, students completed a short self-evaluation questionnaire, divided into two parts. The purpose of part 1 (8 questions) was to evaluate students' existing knowledge of the SALC and learning advisors, and of the SDL skills (goal-setting, finding weaknesses, choosing resources and learning strategies, and evaluating) which they would be learning through the course. As well indicating this, it also served to raise awareness among the students of the types of skills involved in independent learning.

It was found that the majority of students (around 70%), although being somewhat familiar with the SALC, were not aware of how to apply SDL skills.

The second part (6 questions) covered students' previous SDL experiences, both in English and in other areas. This served to remind students of the opportunities for learning outside the classroom and as a discussion point to share their experiences.

Part 1 was repeated at the end of the course to provide a comparison, and results showed that now around 80% stated knowing how to utilize the skills.

4.2.2 Student survey

A student survey was conducted in order to better understand students'

perceptions of the SALC activities. The survey was created based on the three research questions below.

1. How useful and interesting did the students perceive the SALC activities to be?
2. What were students' views on the activities themselves?
3. Why did students choose / choose not to implement their learning plans?

1. How useful and interesting did the students perceive the SALC activities to be?

In the first section of this survey, the students were asked to rate whether twelve SALC activities were useful and/or interesting according to five scales: "Very useful/interesting," "Useful/interesting," "Somewhat useful/interesting," "Not useful/interesting," and "I can't remember what this is." The students perceived all activities to be either "Very useful" or "Useful" with the exception of one item; thinking about previous learning experiences. The items that were perceived to be the most useful by the majority of the students were getting written comments from my learning advisor; setting big and small goals; evaluating language gain; making a learning plan; and trying different strategies; whereas, the only item in which the majority answered "Very interesting" was getting written comments from my learning advisor. The students perceived all the activities to be "Interesting" with the exception of two items; thinking about previous learning experiences and writing reflections each week. As previous research has indicated (Mynard, Takahashi, & Yamaguchi, 2011) students have mixed views on the role of written reflections due to the lack of clear understanding of its purpose; moreover, it was once again shown that students value written advising from

learning advisors.

2. What were students' views on the activities themselves?

In the second section of this survey, the students were asked to rate seventeen statements regarding 1) levels and speed, 2) preference, 3) effectiveness and learning gains of the SALC activities in the four scales: "Strongly agree," "Agree," "Disagree," and "Strongly disagree."

1) Levels and Speed:

- Most students felt that the level and the time spent on the activities in class was sufficient.

2) Preference:

- All students enjoyed working with learning advisors
- 95% (except for one student) wanted to continue working with a learning advisor
- 90% said they want to take an optional SALC module in the future.
- 50% preferred to write reflection electronically.

3) Effectiveness and Learning Gains:

- All students found that studying content through in-class workshops was effective.
- 85% believed that they benefited from discussing ideas with other students.
- Although 70% thought they needed more help, the 95% believed that they were able to apply the concepts to their own learning.
- 84% thought that the SALC activities made them think more deeply about

how they learn English.

Moreover, in the third section of the survey, students were given comment boxes for three open-ended questions. The students reported their six different aspects of learning gain: 1) learning how to learn, 2) diagnostic skills, 3) goal-setting, 4) different learning strategies, 5) affective factors, and 6) how to use the SALC.

3. Why did students choose / choose not to implement their learning plans?

In the fourth section, 85% (seventeen students) said they chose to implement their learning plans and 15% (three students) chose not to. Those who decided to continue mentioned the six aspects of learning gains that they reported in the previous questions as their reasons. Whereas, those who decided not to implement their learning plan expressed their desire to continue but explained that their schedule would not allow them to do so.

Based on the analysis of these results of three research questions, it is fair to say that students' perceptions of the SALC activities were positive and appreciative.

4.2.3 Researcher notes

During the pilot period, the three learning advisors (LAs) involved in class activities kept field notes based on their observations of what was happening both inside and outside class. At the end of the pilot period, these notes were used alongside the other research tools in order to all felt that their participation was enjoyable for students, and discovered various benefits for LAs, teacher, and students. First, LAs were able to raise awareness of their own roles and how best

to support students. Also, LAs found it satisfying to learn about students in person rather than mainly through written advising. Second, through the visible integration with the freshman English curriculum, the teacher gained an understanding of the LAs' roles. Third, it appeared that the students were able to demonstrate a better understanding of how to use and reflect on strategies because of the class activities compared with FSM. Additionally, having some activities in the SALC allowed much easier access to resources and space for the students to try out their strategies. As a result, over half of the students decided to implement the optional learning plan, which is a higher uptake than FSM to LHL.

4.2.4 Checklist evaluation

Evaluation of the content and sequencing of the course activities was achieved using the same checklist described in Part 2 of the paper. The following course stages were evaluated separately:

- Orientation / initial goal setting
- Unit 1 (resources)
- Unit 2 (learning strategies)
- Unit 3 (writing a learning plan)
- Learning plan implementation

The evaluation revealed that the courses generally fulfilled all principles, but that the following points need to be addressed:

For the orientation stage:

- More scope for peer-sharing activities should be provided
- Goal-setting should comprise total lesson time and the SALC orientation

should occur at a different point

- There should be some guidance on how to reflect at this stage
For Unit 2
- Socio-, but not affective skills were covered
For Unit 3
- The activities were challenging for the learners, but they were not expected to uptake at this point
- A sample learning plan would be a useful aid
For the implementation stage
- Socio-affective skills were not covered
- Learning burden needs discussing with teachers
- An extra session (a one-to-one meeting or during class time) for monitoring the implementation process would be useful
- Another possible one-to-one session could help cover training/activities to suit learners' readiness
- Guidance and training for reflection could be embedded into main course, but this would need consultation with teachers

4.2.5 Evaluation of the assessment rubric

Some suggestions came out of the discussions about the Pilot course assessment rubric with the following suggested changes:

- Make the learning outcomes clearer in the document for students (whether in iBook form or paper form)
- Make sure the Grading Band has all the learning outcomes shared with student in the document

- Include specific information about the workload in the documents for students
- Include clear requirement and policies for late submissions and missing/incomplete and penalties for missed work in the document
- Share the Grading Band with student at the beginning of the course
- Missing descriptors need to be added
- Example reflections should be shared with students
- An LA comment box would be useful

Other issues were also discussed that would improve the assessment instrument and these will be addressed over the coming years, for example, idea related to definitions, the nature of what should be assessed, and the wording and structure of the grading bands.

5. Conclusions and next steps

Based on the analysis and students' needs and the subsequent evaluation of the existing curriculum, it is clear that some changes need to be made in order to adequately address students' needs. The pilot curriculum was an opportunity to see how the curriculum might work in a different format, but decisions need to be made in the coming months regarding the format of the SALC curriculum from 2014 and in future years. What is clear is that based on the research, students clearly *need* self-directed learning skills in their freshman year, but how support with developing these skills is offered still needs discussion not only on the SALC team, but with teachers / curriculum writers in the ELI and beyond.

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