

Addressing Challenges in a Large-Scale ELT Program: Learner Needs, Teaching Approaches, and Learner Assessment



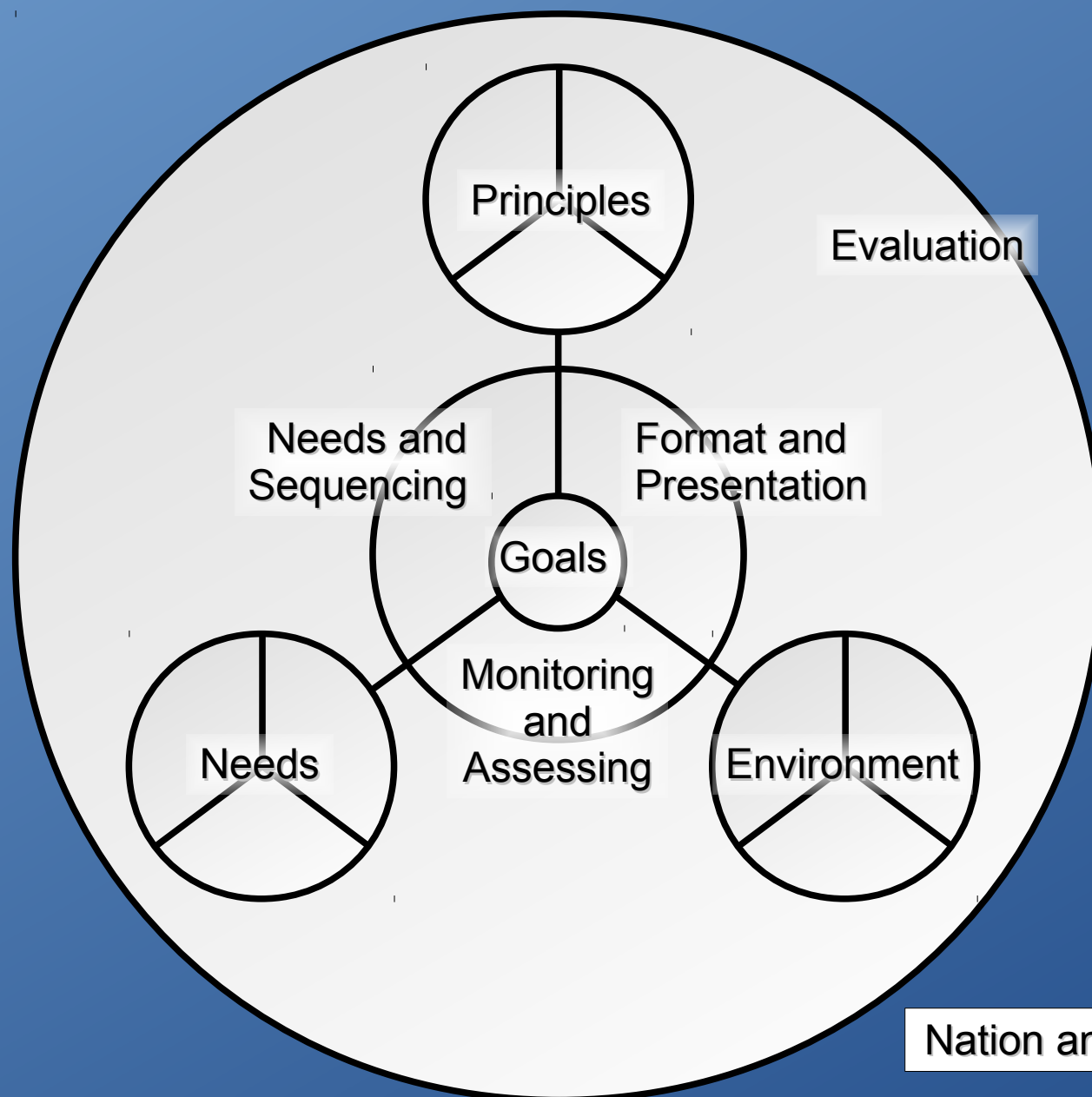
Ralph ROSE
Fusa KATADA
Emmanuel MANALO
Chris SHEPPARD

Center for English Language Education (CELESE)
Faculty of Science and Engineering
Waseda University; Tokyo, Japan

Large-scale Language Programs

- Multi-institution (e.g., city, state, country)
 - Brazil & Tunisia (Labassi 2010)
- Single institution
 - KAIST (Kim and Shin 2014)
- Challenges
 - Mixed-level students (Yogman and Kaylani 1996)
 - Placement/Streaming (Feak and Salahzadeh 2001)
 - Teacher training (Ellis 2010; Wright 2010)
 - Teacher coordination (Brennan and van Naerssen 1989; Carless 2006; Kaufman and Brooks 1996)
 - etc.

Language Program Design



Nation and Macalister 2010

Waseda Science and Engineering

- Environment
 - S&E faculty support English Education
 - Students cooperative and conscientious
 - Wide variation
 - Special needs cases
 - PT Teachers are career professionals
 - Facilities are modern
- Learner needs
 - Work collaboratively
 - Communicate with industry and academic professionals
 - Write technical reports and documents
- Principles
 - Vocabulary development
 - ESP practice
 - Critical thinking
 - Task-based syllabi



CELESE Program

	Speaking	Presentation	Writing	Reading	Listening	Vocabulary	Critical Thinking	
3 rd /4 th Years		Formal Pres.	Technical Reports	Technical Reports		Specialist/ Technical	Integrated Evidence	Elective
2 nd Year	Individual discussion	Individual Pres.	3-4 pg. Paper	Scientific Reports	Presentations	AWL	Integrated Evidence	
	Group discussion	Group Pres.	5 Para. Paper	General Reading	Presentations	AWL	Quality of Evidence	Required
1 st Year	Structured tasks	Q&A	Paragraph (Complex)	1 pg. Fluency	Lectures	1000 - 2000	Reasons + Evidence	
	Fluency tasks	Q&A	Paragraph	1 pg. Fluency	Lectures	1000 - 2000	Reasons	

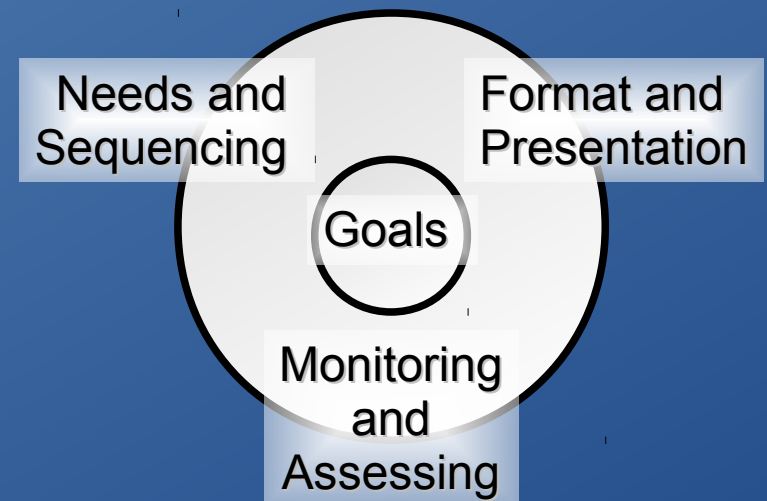
> 250 classes / week
10 FT + 65 PT faculty

Most primary materials prepared in-house
Criterion-referenced testing and evaluation



Evaluation: Solving design problems

- What kind of content and sequencing is suitable for low-level and special needs students?
- What format and presentation is suitable to promote desirable thinking and learning skills?
- How can we monitor and assess students' vocabulary development uniformly and en masse?
- Can we achieve the program goals more effectively by grouping students by ability?



Symposium Schedule

Title	Time
Introduction	11:00-11:10
Communication disorders in universities and the potential of Inclusive Education in ESP – <i>Fusa Katada</i>	11:10-11:30
Science students' use of diagrams in communicating information: Challenges and possible solutions – <i>Emmanuel Manalo</i>	11:30-11:50
WQC: A tool for quick automatic word quiz construction – <i>Ralph Rose</i>	11:50-12:10
Ability grouping in large scale language programs: Is it really effective? – <i>Chris Sheppard</i>	12:10-12:30
General Discussion	12:30-13:00

References

- Labassi, T. (2010) Two ESP projects under the test of time: The case of Brazil and Tunisia. *English for Specific Purposes*, 29: 19-29.
- Kim, E.G. and Shin, A. (2014) Seeking an Effective Program to Improve Communication Skills of Non-English-Speaking Graduate Engineering Students: The Case of a Korean Engineering School. *IEEE Transactions on Professional Communication*, 57: 41-55.
- Yogman, J. and Kaylani, C.T. (1996) ESP Program Design for Mixed Level Students. *English for Specific Purposes*, 15: 311-324.
- Feak, C.B. and Salahzadeh, J. (2001) Challenges and issues in developing an EAP video listening placement assessment: a view from one program. *English for Specific Purposes*, 20: 477-493.
- Ellis, R. (2010) Second language acquisition, teacher education and language pedagogy. *Language Teaching*, 43:182-201.
- Wright, T. (2010) Second language teacher education: Review of recent research on practice. *Language Teaching*, 43: 259-296
- Brennan, M. and van Naerssen, M. (1989) Language and content in ESP. *ELT Journal*, 43: 196-205.
- Carless, D. (2006) Collaborative EFL teaching in primary schools. *ELT Journal*, 60: 328-335.
- Kaufman, D. and Brooks, J.G. (1996) Interdisciplinary Collaboration in Teacher Education: A Constructivist Approach. *TESOL Quarterly*, 30: 231-251.
- Nation, I.S.P and Macalister, J. (2010) *Language Curriculum Design*. Routledge.