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

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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

- Principles
- Evaluation
- Needs and Sequencing
- Format and Presentation
- Goals
- Monitoring and Assessing
- Needs
- Environment

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

<table>
<thead>
<tr>
<th>3rd/4th Years</th>
<th>Speaking</th>
<th>Presentation</th>
<th>Writing</th>
<th>Reading</th>
<th>Listening</th>
<th>Vocabulary</th>
<th>Critical Thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Year</td>
<td>Structured tasks</td>
<td>Q&amp;A</td>
<td>Paragraph (Complex)</td>
<td>1 pg. Fluency</td>
<td>Lectures</td>
<td>1000 - 2000</td>
<td>Reasons + Evidence</td>
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<td></td>
<td>Fluency tasks</td>
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</tbody>
</table>

> 250 classes / week  
Most primary materials prepared in-house  
10 FT + 65 PT faculty  
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?
<table>
<thead>
<tr>
<th>Title</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>11:00-11:10</td>
</tr>
<tr>
<td>Communication disorders in universities and the potential of Inclusive Education in ESP</td>
<td>11:10-11:30</td>
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<tr>
<td>– Fusa Katada</td>
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<tr>
<td>Science students’ use of diagrams in communicating information: Challenges and possible solutions</td>
<td>11:30-11:50</td>
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<tr>
<td>– Emmanuel Manalo</td>
<td></td>
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<tr>
<td>WQC: A tool for quick automatic word quiz construction</td>
<td>11:50-12:10</td>
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<td>– Ralph Rose</td>
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<td>Ability grouping in large scale language programs: Is it really effective?</td>
<td>12:10-12:30</td>
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<tr>
<td>– Chris Sheppard</td>
<td></td>
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<tr>
<td>General Discussion</td>
<td>12:30-13:00</td>
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References


