第 9 回英語教育改革 FD

平成 29 年 3 月 28 日（火）

第 1 部（1:00～2:35、総合教育研究棟 B251、司会：平野幸彦、参加者 25 名）

1. 平成 29 年度英語教育カリキュラムの概要　　　　　　　　　　　　　平野幸彦
   An Overview of the 2017 English Language Curriculum

2. 平成 29 年度クォーター制導入への対応（英語 G コード科目）について　　　岡村仁一
   G-code English Courses Under the Quarter System

3. 短期集中プログラム iStep について　　　　G. オニール、P. サイモン、M. ルディック
   iStep (Intensive Short Term English Program)

4. 質疑応答
   Q & A

第 2 部（2:50～4:00、総合教育研究棟 D 棟第 1 マルチメディア教室、司会：ハドリー浩美、
　　参加者 11 名）

1. NetAcademy NEXT ワークショップ　　　　　　　株式会社アルク　丸山隼人様
   NetAcademy NEXT Workshop

2. 質疑応答
   Q & A

平成 29 年度全学英語教育カリキュラム改定の概要

グローバル教育センター英語教育部門長　平野幸彦

　今回のカリキュラム改定のポイントは大きく分けて 3 つある。1 つ目は、学事歴へのクォーター制の導入および本学が「特徴的なターム」と位置づける第 2 タームにおける学外学修等の履修を支障しないよう、従来第 1 学期に 1 年生向けにセメスター開講してきた「アカデミック英語（リーディング）」「同（リスニング）」（各 1 単位）をそれぞれ 0.5 単位科目に分割したこと。2 つ目は、諸般の事情により、これまで「アカデミック英語（リーディング）」および「基礎英語」の課外学習教材としても使用してきた CALL 教材アルク NetAcademy2 に替えて、同社の NetAcademy NEXT を採用することになったこと。3 つ目は、上記第 2 タームに学外学修に準ずる科目として、GGJ の一環として実施してきた S.P.A.C.E.の経験を活かしながらも新しいコンセプトに基づく集中的英語教育プログラム iStep を開設したことである。

平成29年度クォーター制導入への対応（英語Gコード科目）について

旧カリキュラム（2017開講）

- ２～４年生（2nd-4th-year students）☞Oldカリキュラムで実施
- Semester制開講（Quarter制開講は無し）
- 開講科目
- 発展英語（Advanced English）（全学・再履・法・歯）
- 応用英語（Applied English）
- 理工英語読解
- アカデミック英語（ライティング）（再履修用）
- 基礎英語　（再履修用）

新カリキュラム（2017開講）#1

- [2016]アカデミック英語（リーディング）［１単位]
- ⇒[2017]アカデミック英語R1[0.5単位]＋R2[0.5単位]
- [2016]アカデミック英語（リスニング）［１単位]
- ⇒[2017]アカデミック英語L1[0.5単位]＋L2[0.5単位]
- [2016]アカデミック英語（ライティング）［１単位]
- ⇒ [2017]アカデミック英語W[１単位]
- [2016]基礎英語[１単位]
- ⇒ [2017]基礎英語[１単位]

新カリキュラム（2017開講）#2

- [2016]実践英語(Practical English)［１単位］（医学部医学科）
- ⇒ [2017]実践英語(Practical English)［１単位］（医学部医学科）
- [2016]発展英語(Advanced English)（法学部）［２単位］
- ⇒ [2017]発展英語(Advanced English)（法学部）［２単位］
- [2016]発展英語(Advanced English)（歯学部）［２単位］
- ⇒ [2017]発展英語(Advanced English)（歯学部）［２単位］

新カリキュラム（2018以降開講）

- [旧]理工英語読解
- ⇒廃止
- [旧]発展英語（全学向け[留学生含む]）
- ⇒科目名・内容等変更予定
- [旧]応用英語(Applied English)（全学向け[留学生含む]）
- ⇒科目名・内容等変更予定

新カリキュラムの開講時期(第1学期)

- １年生（freshmen）☞Newカリキュラム
- 1st Semester⇒Quarter制開講
- （第１ターム開講科目）
- アカデミック英語R1
- アカデミック英語L1
- （第２ターム開講科目）
- アカデミック英語R2
- アカデミック英語L2

新カリキュラムの開講時期(第2学期)

- 2nd Semester ⇒Semester制開講（第３・第４ターム連続）
- 開講科目
- アカデミック英語Ｗ
- 基礎英語
- 発展英語（法学部・歯学部）
- 実践英語（医学部医学科）

成績提出の時期

- アカデミック英語R1・アカデミック英語L1
- ⇒第１ターム開講☞第１ターム末に成績
- アカデミック英語R2・アカデミック英語L2
- ⇒第２ターム開講☞第２ターム末に成績

- アカデミック英語W・基礎英語・発展英語・実践英語
- ⇒第２学期（第３ターム・第４ターム連続）開講
- ☞第２学期末（第４ターム末）に成績

R1/ R2, L1/ L2のクラス分け

- アカデミック英語R1 / R2
- ☞同一学生による同一クラス
- アカデミック英語L1 / L2
- ☞同一学生による同一クラス
- ※第１ターム開始時に決定⇒センター試験の英語の成績による
- ※第２ターム開始時に新たにクラス分けはしない

第２学期（第３・第４ターム）の授業

- アカデミック英語W, 基礎英語, 発展英語, 実践英語
- ⇒第３タームの試験期間
- 11/16(THU), 11/24(FRI), 11/27(MON), 11/28(TUE), 11/29(WED)
- ☞Semester制授業のため、平常授業

休講日（No Classes）

- 第１ターム末☝
- 6/6(TUE), 6/7(WED)
- 第３ターム末☝
- 11/30(THU), 12/1(FRI)
- ※正確には補講日であるが、他の授業が入る可能性があるため平常授業は休講とする。

新カリキュラム科目への再履修学生の受け入れ

- アカデミック英語（リーディング）
- ＝アカデミック英語R1＋R2
- アカデミック英語（リスニング）
- ＝アカデミック英語L1＋L2
- 第１ターム開始時に「英語履修相談室」を通して受け入れ
- 再履修学生（旧カリキュラム）の扱い＝新規履修学生
- ※R1, R2あるいはL1, L2それぞれの成績のみでよい。
- （R1とR2, L1とL2を合算した成績は考えなくて良い）

再履修学生の受け入れ（つづき）

- アカデミック英語（ライティング）＝アカデミック英語W
- 基礎英語（旧）＝基礎英語（新）
- 第２学期（第３ターム）開始時に「英語履修相談室」を通して受け入れ

iStep Introduction

George O'Neal

george@ge.niigata-u.ac.jp

Niigata University

Outline

- iStep
- Proportional Representation
- SPACE v. iStep in a Nutshell
- 2nd Quarter & iStep
- 3rd & 4th Quarters & iStep Continuation

iStep 2017

Intensive Short Term English Program

The Niigata University iStep program develops Academic English abilities in Term 2

Tuesday	Wednesday	Thursday	Friday

Academic Listening & Speaking

+

Academic Writing 1

Academic Reading

+

Topic Based Speaking

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Presentation 1

+

Intercultural Communication

Academic Writing 2

+

Presentation 2

	入学定員	iStep入学割合	入学総数	iStepに入学できる人数
人文学科	225	10%	7.4	7
学校教員養成課程	220	10%	7.3	7
法学部	180	8%	6.0	6
経済学部	305	14%	10.1	10
理学科	200	9%	6.6	7
医学部	282	13%	9.3	9
歯学部	60	3%	2.0	2
工学部	530	24%	17.5	18
農学部	175	8%	5.8	6

In a Nutshell

SPACE
- Starts 1st term (April~)
- Compulsory two semester (1 year)
- Optional one semester (6 months)
- One chance
- Academic, Vocational, Graduate courses
- Compulsory courses all semesters
- Various Entrance Requirements
- Only three faculties allowed
- Only undergraduate students

iStep
- Starts 2nd term (July~)
- Compulsory one quarter (8 weeks)
- Optional two quarters (6 months)
- Option to come back
- Academic courses
- Compulsory courses 2nd quarter only
- Uniform Entrance Requirements
- All faculties allowed
- Exchange students OK

Quarter System 2017

Term 1

Term 2
iStep

Term 3
iStep
Cont.

Term 4
iStep
Cont.

iStep (2nd Term)

- Entrance
  - Regular Applicants: test scores
  - Recommendation Letter Applicants: interviews
- Compulsory Courses
  - Academic Listening & Speaking
  - Academic Writing
  - Academic Reading
  - Presentations
  - Intercultural Communication

iStep Continuation (3rd & 4th Terms)

- Continuations of iStep Courses
  - Academic Writing → Advanced Academic Writing A, B, C
- Optional Courses
  - À la carte
  - All students welcome
  - No iStep Completion Requirement
- Class Size Limits
  - iStep Students prioritized
  - 25 students/class
  - iStep students who want to continue must have passed the iStep course
  - Students who did not take iStep will also need TOEIC 600+ to enter.

- **iSTEP Information Guidance Sessions**

- **Application, Selection, Registration, & Notification Processes**

Mike Ruddick

iStep Information Guidance Sessions

- Session 1

Time: April, 6th (Thursday) 12:00~12:45

Place: Ikarashi Campus, Sogo Education Research Building,

B Wing,　2nd Floor,　Room B255.

- Session 2

Time: April, 6th (Thursday) 16:30~17:15

Place: Ikarashi Campus, Sogo Education Research Building,

B Wing,　2nd Floor,　Room B255.

- If a student cannot attend either guidance session, please email *Associate Professor Ruddick* before April 6th: mruddick@ge.niigata-u.ac.jp.

- Please include "ISTEP" in the subject line of the email.

Application, Selection, Registration, & Notification Processes for the 2017 iStep Program

1)

- Guidance session on April 6th (Thursday).

- Students are strongly advised to attend.

- Application forms will be distributed.

平成２９年度新潟大学 iStep 受講申込書

上記の iStep 履修案内を必ず熟読のうえ、必要事項を記入して、入学手続書類に同封してください。

氏名	フリガナ	新潟大学受験票の受験番号		性別	男・女
所属	（学部）	（学科）			
連絡先（メールアドレス）	PC アドレス		携帯アドレス		
連絡先（電話番号）					

※１　受験番号は，新潟大学受験票に記載の受験番号を記入してください。
　　　　（センター試験の受験番号ではありません。）

【問い合わせ先】

新潟大学学務部教務課（メールアドレス：kyomu@adm.niigata-u.ac.jp）

2)

- Completed application form by April 7th (Friday) 17:00 to window three of the administration section on the first floor of the Sogo Education Research Building A Wing.

3)

- Selection - センター試験 English and Listening scores.

4)

- Notification of permission to enroll for iStep classes by April 11th (Tuesday) via email.

- Successful applicants will also be notified as to which level (Level 1, 2, or 3) they have been assigned.

5)

- Students must register by April 12th (Wednesday) 17:00.

- Registration through the online Academic Affairs Information System.

- Unsuccessful applicants will be notified of open slots in the program if successful applicants later decide to not register for the iStep classes.

Application, Selection, Notification, and Registration Procedures for Students who were Admitted to the University on the Basis of a Recommendation Letter

1)

- Attend one iStep guidance session on April 6th (Thursday)

- Application form.

2)

- Students must submit the completed application form by April 7th (Friday) 17:00 to window three of the administration section on the first floor of the Sogo Education Research Building A Wing.

3)

- Student interviews

- Notification of interview - Academic Affairs Information System.

4)

- Notification of permission to enroll classes by April 11th (Tuesday) via email.

- Successful applicants will also be notified as to which level (Level 1, 2, or 3) they have been assigned.

5)

- Registration by April 12th (Wednesday) 17:00.

- Registration through the online Academic Affairs Information System.

- Unsuccessful applicants will be notified of open slots in the program if successful applicants later decide to not register for the iStep classes.

iStep Faculty Development

Tuesday March 28, 2017

SIMON PRYOR

教育・学生支援機構グローバル教育センター

Presentation Outline – iStep Program

1. Key features
2. Timetable for iStep
3. Overview of Classes

iStep – Key Features

1. Intensive course – 8 classes a week

2. 8-week course – Term 2

3. 3 Levels

4. Integration of lesson content
   - Recycling of content
   - Content / skills crossover*

iStep Level 1 Schedule

	月	火	水	木	金
1限		Academic Listening & Speaking Teacher: S. Pryor Credit 0.5	Academic Reading Teacher: C. Hannah Credit 0.5	Presentation 1 Teacher: M. Ruddick Credit 0.5	Presentation 2 Teacher: M. Ruddick Credit 0.5
2限		Academic Writing 1 Teacher: G. O'Neal Credit 0.5	Topic Based Speaking Teacher: S. Pryor Credit 0.5	Intercultural Communication Teacher: C. Hannah Credit 0.5	
3限					Academic Writing 2 Teacher: G. O'Neal Credit 0.5
4限					
5限					

iStep Level 2 Schedule

|	月	火	水	木	金
1限					
2限		Academic Listening & Speaking Teacher: S. Pryor Credit 0.5	Academic Reading Teacher: C. Hannah Credit 0.5	Presentation 1 Teacher: M. Ruddick Credit 0.5	Presentation 2 Teacher: M. Ruddick Credit 0.5
3限		Academic Writing 1 Teacher: G. O'Neal Credit 0.5		Intercultural Communication Teacher: C. Hannah Credit 0.5	
4限			Topic Based Speaking Teacher: S. Pryor Credit 0.5		Academic Writing 2 Teacher: G. O'Neal Credit 0.5
5限					

iStep Level 3 Schedule

	月	火	水	木	金
1限					
2限					
3限		Academic Listening & Speaking Teacher: S. Pryor Credit 0.5	Academic Reading Teacher: C. Hannah Credit 0.5	Presentation 1 Teacher: M. Ruddick Credit 0.5	Presentation 2 Teacher: M. Ruddick Credit 0.5
4限		Academic Writing 1 Teacher: G. O'Neal Credit 0.5		Intercultural Communication Teacher: C. Hannah Credit 0.5	
5限			Topic Based Speaking Teacher: S. Pryor Credit 0.5		Academic Writing 2 Teacher: G. O'Neal Credit 0.5

Academic Listening & Speaking

iSTEP TEACHER: PRYOR

Course Goals & Activities

- Listen to academic lectures on various topics
- Listening & note-taking skills
- Top-down and bottom-up listening skills
- Structure of academic lectures
- Vocabulary building / grammar work
- Text analysis
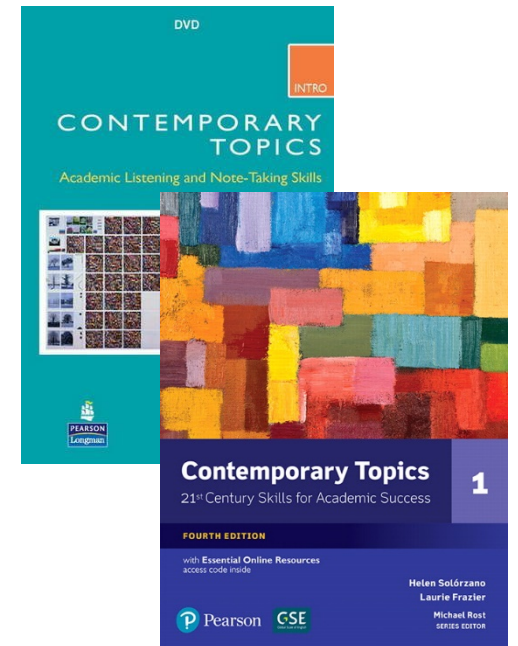
Linked to Topic Based Speaking
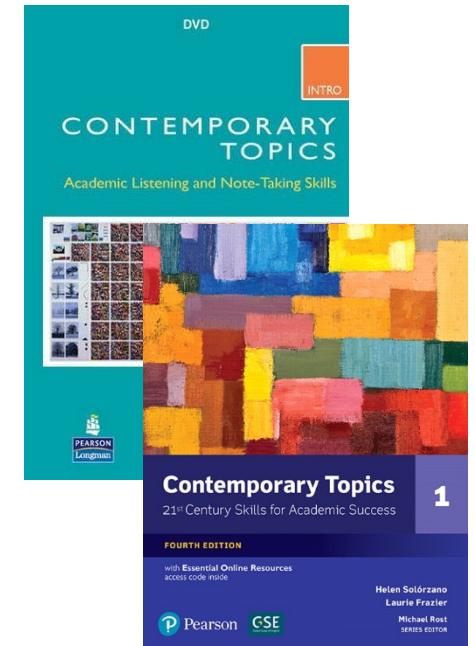
Topic Based Speaking

iSTEP TEACHER: PRYOR

Course Goals & Activities

- Discussion of academic lectures

- Extension / personalization of topics

- Pronunciation

- Conversation skills & strategies

- Presentations – based on course material

Linked to Academic Listening & Speaking

Academic Writing 1 & 2

iSTEP TEACHER: O'NEAL SENSEI
Goals / Activities

- Write an argumentative essay in English
- Learn conventions / rules of Standard English
- Essay organization
- Linking ideas, sentences, and paragraphs
- Citing and referencing in APA format
- Self-editing skills
- In-class activities: writing / editing
- Two 90-minute classes a week

Presentation Class 1 & 2

iSTEP TEACHER: RUDDICK SENSEI

Course Goals & Activities

- Deliver a basic academic presentation in English
- Learn specific language needed to give an academic presentation
- Learn about presentation structure
- How to use graphs, diagrams, tables, and photographs in a presentation
- In each class, students will be expected to present in front of an audience
- Two 90-minute classes a week

Intercultural Communication

iSTEP TEACHER: HANNAH SENSEI

Course Goals / Activities

- Explore concepts of both culture and communication
- Learn strategies to improve relations between individuals and groups from different cultural backgrounds
- Experiential activities to examine cultural values, beliefs, and behaviors
- Raise cultural awareness
- Challenge cultural bias
- Improve communicative ability in different cultural environments

Academic Reading

iSTEP TEACHER: HANNAH SENSEI

Course Goals / Activities

- Improve reading skills through study and discussion of a variety of reading materials
- Learn how to read newspaper & journal articles, and standard academic texts
- Learn about text structure, micro- & macro-reading skills
- Learn to read quickly and efficiently without the need for translation
- Increase reading speed
- Increase vocabulary
- Critical thinking skills

iStep Continuation

George O'Neal

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Niigata University

Outline

- Continuation Writing Courses
- Continuation Speaking Courses
- Continuation Presentation Courses
- Continuation Reading Courses
- Continuation Intercultural Communication Courses

iStep 2017

Intensive Short Term English Program

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Tuesday	Wednesday	Thursday	Friday
Academic Listening & Speaking **+** Academic Writing 1	Academic Reading **+** Topic Based Speaking	Presentation 1 **+** Intercultural Communication	Academic Writing 2 **+** Presentation 2

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Quarter System 2017

Term 1

Term 2
iStep

Term 3
iStep
Cont.

Term 4
iStep
Cont.

iStep Continuation Courses: Academic Writing

- Advanced Academic Writing A
  - Argumentative Essay
  - APA Citation for Japanese & English books
- Advanced Academic Writing B
  - Compare & Contrast Essay
  - MLA Citation for Japanese & English books
- Advanced Academic Writing C
  - Research Report
  - APA Citation for articles
  - Library Research Skills
- Scientific Method for Advanced Academic Writing C
  - Validity, Reliability, Control & Experimental Groups, Statistical Analyses

Advanced Academic Writing A

清水葵絵

Academic Writing

Tuesday 4th Period

Who Decides Japan's Future?

The right to vote age eighteen is defined as lowering the voting age from twenty to eighteen. Some people claim that giving the right to vote to eighteen year olds is inappropriate because of a lack of political judgment. Other people insist that it is good for especially the younger generation because it will bring various good policies for them. However, some problems exist on this debate. Actually, confusing eighteen years old, the right to vote from eighteen year olds is unjustified.

Eighteen year olds is the age, which just graduated from a high school, so a small number of them possess abundant knowledge of politics and society. Most of them enter a school of higher grade: university, college, junior college, so they do nothing but study for entrance examination; no Japanese young people know about election system in detail. Indeed, Masahiro Matsui (2015), a politician in Japan, argues that eighteen year olds is bad timing in terms of the interest of elections because of the study for exams. Accordingly, for the above-mentioned reason, only twenty year olds or older can use the right to vote.

Furthermore, in Western countries, America, Germany, and Sweden, numerous people have great concerns in politics or elections, but few the Japanese young are interested in those things. In the past, the youth commented on politics or elections, but they seldom talk about them now. In fact, Masahiro Yamada, a professor of law at Kansaigakuin University, indicates that, "Japan's voting rate is relatively low when we look at the latest data" (author's translation 2016 p43). Therefore, giving eighteen years old the right to vote might be waste, so people should have negative thought to them having the right.

However, despite all of facts against the effectiveness of granting the right to vote to eighteen year olds, some continue to declare that the right to vote age eighteen is fine for our lives. Supporters of the right to vote at age eighteen argue that some eighteen or nineteen people already work, so they should have the right. Actually, few working people go to vote like twenty year olds or older people who hardly go to vote. Accordingly, the voting rate seems to fall, so people should disagree with the opinion that admitting the right to them.

In conclusion, Japanese government should reject the right to vote from age eighteen. Eighteen year olds have a little information about policymaking or votes, so only twenty or older people are able to have the right to vote. Moreover, Japanese

teenagers especially, eighteen or nineteen are scarcely interested in politics, compared with foreign countries. The fact that providing the right to them is stupid way for our future means that Japanese government should oppose the right to vote from eighteen.

References

Matsui, M. (2015, June 18). Juudainowakamonowa seijinohenkakusyaninarerunoka. *Diamond online*. Retrieved May 30, 2016, from http://diamond.jp/articles/-/73442?page=4

Yamada, M. (2016). *Seijisanka to Minsyuseiji*. Tokyo: University of Tokyo Press.

Advanced Academic Writing C

Does the Presentation of the Data Affect the Perception of the Data?

Shoko Hasegawa
Niigata University

Abstract

This study investigates the relationship between the presentation of the data and the perception of the data. Fourteen SPACE program students participated in this study. The researcher divided the fourteen students into two groups of seven students, matching the two groups according to the number of boys and girls. Next, group one students looked at a graph of the population of Japan, and then they answered the following question: "based on this presentation of data, do you think the population of Japan is stable or decreasing?" Then group two students looked at a graph of the population of Japan, the numbers on the vertical axis have been contracted, and the students answered the same question. The results of this experiment show that group two students are more likely to think that the population of Japan is stable. Furthermore, a 2×2 χ^2 test revealed that this difference is statistically significant. Therefore, this study concludes that the presentation of the data has an effect on the perception of the data.

Keywords: perception, presentation, graph

1 Introduction

Everyone is influenced by visual effects and then sometimes their ideas are changed by that. Some people claim that the data is easy to show the results and the facts. Other people, however, claim that gathering data is hard and some data have unbalanced data.

Some research suggests that viewing documentary films affects environmental perceptions and behaviors. Henry & Rachel (2016) showed different documentary films to the subjects. One film emphasized the natural environment and the other focused on the built environment. After viewing a film, the subject's environmental perceptions were different according to a film that they viewed. It is possible that a different presentation give a deferent perception to SPACE program students. As such, this study examines the following question: does the presentation of data affect the perception of the data? Although the null hypothesis states that the presentation of the data is unrelated to the perception of the data, this study hypothesizes that the presentation of the data affects the perception of the data.

2 Methodology

Fourteen SPACE program students were chosen to participate in this experiment. Informed consent was received from each of the fourteen students. First, the fourteen students were divided into seven-student groups that were matched according to the number of boys and girls. This was done to ensure that each group had no gender differences.

Next, each student in group one was shown figure A (Appendix A), which is a line graph of the population of Japan, and asked, "based on this presentation of data, do you think the population of Japan is stable or decreasing?" The student's binary answers, either "stable" or "decreasing" were recorded. After that, each student in group two was shown figure B (Appendix B), which is a line graph of the population of Japan but the numbers on the vertical axis have been contracted, and was asked, "based on this presentation of data, do you think the population of Japan is stable or decreasing?" The student's answers, "stable" or "decreasing" were recorded.

3 Results

In group one, two students said that the rate of the population of Japan was stable; five students said that the rate of the population of Japan was decreasing. In group two, six students said that the rate of the population of Japan was stable; only one student said that the rate of the population of Japan was decreasing. These answers can be reflected in the following 2×2 contingency table:

Table 1:

	Group one	Group two
Stable	2	6
Decreasing	5	1

More students in group two answered "stable" than students in group one, which supports the hypothesis of this study. Because the data is binary, the data was subjected to a 2×2 χ^2 test. The 2×2 χ^2 test revealed a statistically significant association between the graph used to present the population of Japan and the perception of the graph, $\chi^2 (1, N = 14) = 4.66, p > .05$. Therefore, the null hypothesis that the presentation of the data does not affect the perception of the data can rejected; the difference between two groups is not likely the result of random sampling errors. Accordingly, the results of this experiment validate the hypothesis of this study; the difference in the perception of the data between group one and group two is statistically significant.

4 Discussion

The results of this experiment seem to suggest that the way to present data has an effect on the perception of the data. This can be seen in the results because there is a difference between how the two groups thought according to the data. This seems to indicate that the different types of the data give the different impressions for the students. These observations seem to be consistent with the expectations of the author of this study.
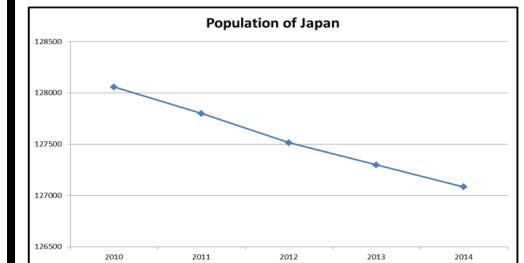
Although the results of this experiment achieved statistical significance, this experiment still has some weaknesses. First of all, this experiment was not generalizable because only fourteen students were tested. Second, some students were influenced by other students. All students could see other student's opinion because the options for the students were to raise their hands or not. Therefore, even though the results are statistically significant, it is still possible that the results do not represent the real data.

The results of this study support the findings of Henry & Rachel (2016). Henry & Rachel (2016) claimed that the subject's perceptions were different according to what they viewed. This experiment corroborates Henry & Rachel's (2016) claims. After all, there is a connection between the presentation of the data and the perception of the data.
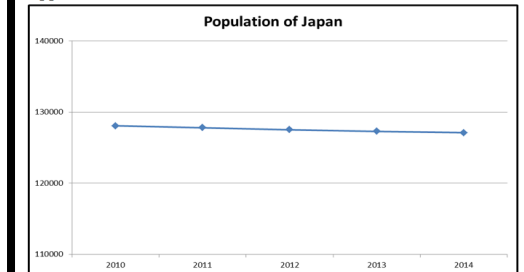
References

Henry, J., & Rachel, D. (2016). Does viewing documentary films affect environmental perceptions and behaviors? *Applied Environmental Education and Communication, 15*(1), 90-98.

Appendix A:

Appendix B:

iStep Continuation Courses: Academic Listening & Speaking / Topic Based Speaking

- Speaking: Segmental Pronunciation
  - Individual Sounds
  - Intelligibility Focus

- Speaking: Suprasegmental Pronunciation
  - Stress, Prosody, & Intonation
  - Vowel Reduction
  - Comprehensibility Focus

- Advanced Topic Based Speaking
  - Uses the same textbook as the iStep course
  - Further development of communicative skills

Speaking: Segmental & Suprasegmental Pronunciation Intelligibility & Comprehensibility

Speaking: Segmental Pronunciation Articulation Explanation
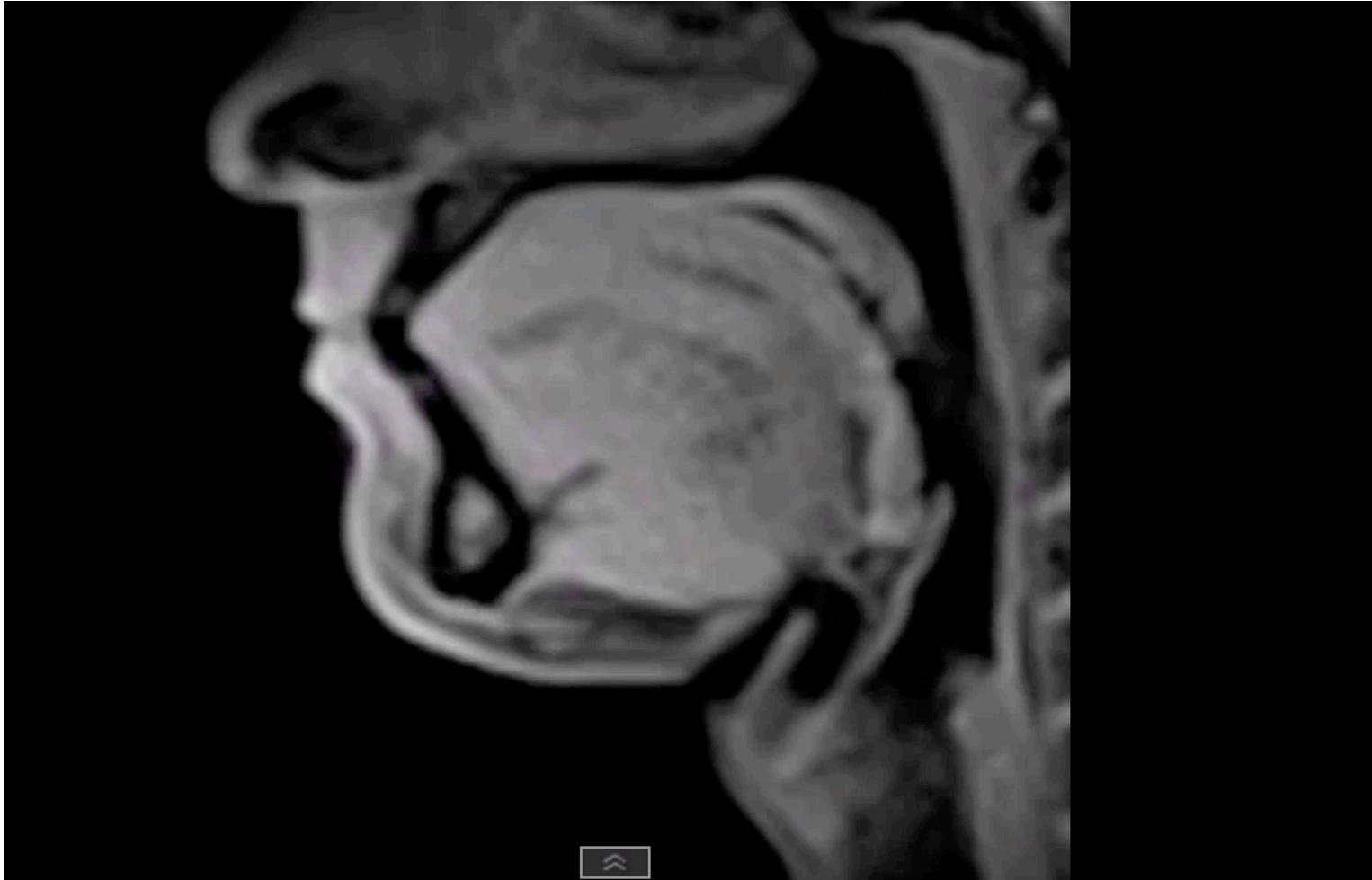
iStep Continuation Courses: Presentations, Reading, Intercultural Communication

- Advanced Presentations
  - Presentation of Research Project Results
- Academic Presentations
  - Academic Conference Presentations
- Advanced Reading
  - Skills: Scanning, Various Genre, Inferring Vocabulary
- Intercultural Communication
  - Critical Theory
  - Intercultural Theory

第 9 回英語教育改革 FD
第 2 部　NetAcademy NEXT ワークショップ

1. 導入に至る経緯
・ 正規の対面式授業を補完し、学生のレベルやニーズに沿った個別の英語学習を可能にするために、平成 17 年度に「アルク NetAcademy2」を導入した。
・ 今年度まで使用した「アルク NetAcademy2」は、以下の理由で継続使用が困難となった。
  ➢ 教育用パソコンの機種更新により OS が Windows 10 となったが、既存の教材では Windows 10 は動作保証の対象外であること。
  ➢ 平成 29 年度から TOEIC IP テストが新形式となるが、既存教材は対応していないこと。
  ➢ 既存教材を稼働させているサーバーに故障が発生し始めていること。
  ➢ 既存教材を継続使用するにはランニング・コストがかかること。
・ そこで、「アルク NetAcademy2」は廃止し、代わりに、Windows 10 および新形式 TOEIC IP テスト対応の「アルク NetAcademy NEXT」を購入し、3 月 24 日にインストールを完了した。具体的には、「アルク NetAcademy NEXT」のうち、比較的安価な「TOEIC L&R テスト突破コース」および「単語パワーアップコース TOEIC テスト編」を導入することができた。

2. 学習者登録
・ 1 年生は全員にアカウントを発行する。
・ システム上の関係で、学部 2 年生以上、大学院生、留学生、教職員等については、希望者だけに発行する予定。

3. 「アカデミック英語 R1」「アカデミック英語 R2」での課外学習
・ 目的：7 月の TOEIC IP テスト受験に備えて出題形式に慣れる（従来通り）。
・ 学習・評価方法：
  「TOEIC L&R テスト突破 **500 点**コース」の「TOEIC L&R テスト**模擬試験**」
  ➢ 「アカデミック英語 R1」では**ハーフサイズ模擬試験(1)と(2)**を、「アカデミック英語 R2」では**ハーフサイズ模擬試験(3)と(4)**を受験させる。（ハーフサイズ模擬試験の所要時間は約 62 分）
  ➢ ハーフサイズ模擬試験ひとつにつき 10 点（20 点満点）として計算し、「アカデミック英語 R1」および「アカデミック英語 R2」の成績評価に組み入れる。
・ ~~初めて TOEIC を受験する学生への配慮、および評価方法の効率化のため、全クラスに 500 点コースを課すことにした。そのため、英語力のある学生に対しては、これ加えるかたちでレベルの高いコース（600 点コース、730 点コース）にも自主的に挑戦するよう担当教員が積極的に促す（成績評価には反映させない）。~~　訂正　→　模擬試験の難易度は、500 点コース、600 点コース、730 点コースとも同じです。学習意欲のある学生に対しては、各コースの Stage 1〜Stage 3 や「単語パワーアップコース TOEIC テスト編」を自主的に学習するよう促してください（成績評価には反映させません）。

4. 課外学習のための学生用「学習のてびき」
・ 第 1 ターム第 2 週に配付できるよう、現在作成中。