

Program Evaluation of the English Program at the College of Gastronomy Management

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Abstract

This paper is a comprehensive review of the English program in the College of Gastronomy Management, Ritsumeikan University. First, the concept and characteristics of the program are described, followed by a detailed description of the eight required English subjects. Secondly, quantitative and qualitative analyses are presented using the results of a computer adaptive test, an interview with selected learners, results from empirical observations, and surveys with first- and fourth-year students. The results indicate that a significant improvement was observed in both test scores and student performance. The results of the interview and survey studies reveal overall positive student experiences and perceptions. Finally, some implications are drawn for further pedagogical research and practice.

Key words: English language program evaluation, computer adaptive test, interview, survey

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1. Introduction

The academic year of 2018 was an epoch-making year not only for Ritsumeikan University but also for the academic area of gastronomic art and sciences. In this year Ritsumeikan University launched the College of Gastronomy Management, which was the first of its kind in Japan. This college is unique in more ways than one. Firstly, it is a department where students can learn from three academic pillars. These are Food Management & Economics, Food Culture & Humanities, and Food Science & Technology. This leads to a second unique point, which is to contribute to the global development of Japan's food industry by fostering people with a global perspective who are well versed in the three areas mentioned above. Thirdly, it has partnered with Le Cordon Bleu, a French culinary education institution, to create a fully-fledged education and research center for gastronomy, which is the first of its kind in higher education in Japan.

Our endeavor as language program designers and instructors started in 2016. Without knowing the level of English proficiency of the target learners, we started to design our English program for the college. The only clue we had was that all the students enrolled in the college would be required to take 14 credits out of 124 to fulfill the language requirements. Since 6 credits out of 14 were to be allocated to a non-English second language, we designed an 8-credit English program.

Figure 1 is a visualization of the basic concept of our English program. The purpose of the program is to make our students better learners of English and to lead them to be English users. To achieve this, we set up three steps in training: Step 1 for autonomous learners, Step 2 for career-minded learners, and Step 3 for expert learners. The third step is entrusted to some content courses in the College of Gastronomy Management, where English is used as a medium of instruction. The first two steps are taught by language instructors, while the third step is mainly taught by instructors in the specialized fields of Gastronomy Management.

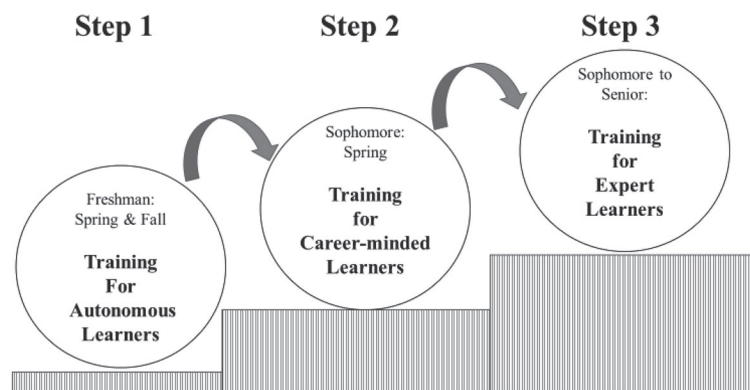


Figure 1 Basic Concepts of the English Program

English Placemen Test

The first step, and the most important one in our program, is to make learners understand their own English level and to motivate them to become better learners. Students' English proficiency and learning experiences vary despite the fact that they have studied English all the way through high school. In other words, incoming students start their university-level English studies from different English levels. Therefore, we place the students into four levels based on the results of an English placement test they take at the end of March. We use the



Computerized Assessment System for English Communication (CASEC), which is a computer adaptive test developed by The Japan Institute for Educational Measurement, Inc. (JIEM). CASEC consists of four sub-tests: vocabulary, expressions, listening comprehension, and dictation. The students are placed into classes of four levels: Advanced, Upper-Intermediate, Intermediate, and Pre-Intermediate. CASEC is administered to the first-year students again at the end of the Fall semester to verify the effectiveness of their learning. The results of this test will be discussed in Section 3.1.

Class Size

As the American Council on the Teaching of Foreign Languages (ACTFL) points out, class size is a crucial factor influencing teacher efficacy and student success. ACTFL (2012) advocates the recommended class size of no more than 15 students, which is in alignment with the National Education Association and the ADFL's (2009) recommendations for the maximum class size. It is worth mentioning that Locastro (1989) conducted a survey on English classes in Japanese universities in the late 1980s and found that teachers perceived the ideal class size to be 19–20.

At our university, a standard class size for English courses is set at 35 students. Our English program adopts a Problem-Based Learning, or Project-Based Learning approach, where small classes promote learning. We were fortunate in that our university showed an understanding of the concept of our program and allowed us to have smaller class sizes than the university standard. Therefore, the class size for all the three first-year courses and one of the two second-year courses is set at 25 students, which is closer to the ideal class size for language instruction.

Needs for Program Evaluation

Four years have passed since the new college started. It is time to reflect on the program and redesign it if necessary. As Lynch (1990) shows, language program evaluation is a systematic attempt to examine what happens in a program and what results from it. He proposed a context-adaptive model, which consists of a series of seven steps designed to guide program evaluators (Lynch, 1990, 1996)¹⁾. It is ideal to follow this evaluation model; however, our human resources, time and budget are limited. Therefore, we conducted a quantitative analysis using the results of a computer adaptive test and a qualitative analysis using interviews and questionnaires.

In the following section, we will describe our program in detail before we move on to our quantitative and qualitative analysis.

2. Program Overview

As mentioned above, all the students are required to take 14 credits for languages: 6 credits for the second foreign language and 8 credits for the English program. During the first year, the students take three English subjects during the spring (first) and fall (second) semesters. In addition, they study a second foreign language three times per week per semester. The additional foreign languages provided in our college are French, Spanish, Italian, German, Chinese and Korean. Step 1 of our English program is for first-year students and is the primary focus of this paper. In the second year students move on to Step 2 and take classes called English Workshop and English for Career Development. Step 2 is to train the students to become career-minded learners. The names of the subjects taught are shown in Table 1.



Table 1 Subjects Taught in the English Program

Semester	First Year (Step 1)		Second Year (Step 2)
	Spring	Fall	Spring
English	Study Skills $\alpha 1$	Study Skills $\alpha 2$	English Workshop
	Study Skills $\beta 1$	Study Skills $\beta 2$	English for Career Development
	CALL 1	CALL 2	*French, Spanish, Italian, German, Chinese, Korean
Second Foreign language*	(3/week)	(3/week)	

Language learning skills are summarized in Table 2. The three English courses in each semester in Step 1 are separately taught and evaluated; however, the contents are integrated to some degree. It is important to note that the classes provided in Step 1 play a crucial role in preparing the students for English Workshop in Step 2. Therefore, students are encouraged to use English as much as possible through the tasks and classwork provided in each class. Detailed information on the first-year English program will be given in the next section.

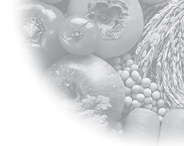
Table 2 Structure of the English Program and Expected Skills to Learn

		Step 1		Step 2
		First Year		Second Year
		Spring	Fall	Spring
Reading skills		Study skills $\alpha 1$	Study skills $\alpha 2$	English for Career Development
Listening skills (Basic Listening skills/Lecture listening)				
Study skills as a university student				--
Presentation skills	Academic writing (Written presentation)	Study skills $\beta 1$	Study skills $\beta 2$	English Workshop
	Presentation (Oral presentation)			
Seminar skills: Practice in academic listening and speaking (e.g., giving opinions, presenting an argument; holding the floor; bringing in other speakers, chairing a mini conference, etc.)		--	--	
Research skills (including web-based search skills)		CALL1	CALL2	
Pronunciation clinic, Reading aloud, Support for Oral Presentation, e-learning				

2.1 Study Skills $\alpha 1$ & $\alpha 2$

The aim of Study Skills $\alpha 1$ and $\alpha 2$ is to develop students' reading and listening skills to be able to engage effectively in an academic environment. Specifically, the students will learn effective reading and listening strategies. Since more than 80% of the classes are taught by part-time instructors, we select textbooks and decide syllabuses to standardize the teaching-learning environments. The textbooks we used in the academic year of 2021 were as follows:

- Advanced: Nation, P., & Coxhead, A. (2018). *Reading for the academic world 2*. Seed Learning.
- Upper-Intermediate: Malarcher, C. et al. (2015). *Reading for the real world 1* (3rd ed.). Compass Publishing.
- Intermediate: Alexander, S. (2018). *Hot topics Japan 1 and 2*. Compass Publishing.
- Pre-Intermediate: Alexander, S. (2018). *CORE nonfiction reading 1*. Compass Publishing.



Can-Do information for learners to achieve by the end of the first year is as follows:

- to identify the main idea, understand details, and make inferences from what you read and listen to;
- to demonstrate previewing, skimming and scanning techniques to locate information;
- to read at a targeted rate of words per minute (WPM) from a variety of sources and find your comfortable reading speed (120–150 WPM for Advanced and Upper-Intermediate, 90–120 WPM for Intermediate, and 80–100 WPM for Pre-Intermediate level);
- to increase your active and passive vocabularies in academic English; and
- to master study skills required to be a successful student.

Vocabulary building is also emphasized in Study Skills $\alpha 1$ and $\alpha 2$. The Academic Word List developed by Coxhead (2000) is given to the advanced-level students at the beginning of the academic year for self-study. Short vocabulary quizzes are given twice each semester using quiz mode in manaba+R, our Learning Management System developed by Asahi Net, Inc.

In addition to English skills, first-year students are expected to obtain general study skills as a university student and develop learning attitudes appropriate to an academic environment. In Study Skills $\alpha 1$, therefore, we introduce five additional *Discover* materials as follows:

Week 1 Discover Your School: students understand the institute by reading a brief history of the university.

Week 4 Discover where your time goes: During the period of a week, they monitor how much time they spend in activities such as sleep, class, study, meals, travel, etc. From this they learn the importance of time management.

Week 8 Discover Your Health: To discover how well they take care of their own bodies, students complete information about eating, exercise and sleep habits.

Week 10 Discover Your Study Habits: The importance of notetaking is discussed along with utilizing a graphic organizer.

Week 15 Discover Your Reading Strategy: Using a questionnaire about reading strategies in English developed by Kimura and Shimizu (1998), students monitor how they read in English. The results are also discussed at the beginning of the fall semester.

Using the study skills, they have acquired in the spring semester, the students will tackle some additional reading material in the fall semester related to their major, Gastronomy Management. The material is varied since it is chosen by each instructor. Here are some titles used in the previous years: *Endangered meals, fast food versus home cooked food, comfort food, the mayonnaise jar and 2 cups of coffee*, and *zero-waste movement*.

2.2 Study Skills $\beta 1$ & $\beta 2$

The primary aim of English Study Skills $\beta 1$ and $\beta 2$ is to give students the language and skills necessary to confidently give a short presentation in an academic environment. The presentations follow a traditional introduction, body, conclusion format. By the end of the course, the students will be able to give informative, instructional, biographical, and compare and contrast style presentations. These skills are easily transferable to other styles of presentation including real-world business or work situations. Furthermore, the skills learned, such as organizing your language, speaking clearly, and using appropriate body language, are all transferable to other communicative situations.



While the focus of course is presentation skills, students also undertake discussion activities as well as learn how to use polite language in an academic environment.

By the end of the course the students will have mastered the following skills:

Language and Organization

- Can organize an effective introduction section including a short self-introduction, topic introduction, presentation goals and an outline
- Can organize their information, details and examples appropriately in the body section that reflects the style of the presentation
- Can successfully employ transitions and sequencers
- Can organize an effective conclusion including a summary, a message, saying thanks and asking for questions
- Can effectively use and incorporate appropriate stock phrases in the above sections

Delivery

- Can make appropriate eye contact during the presentation
- Can incorporate gestures
- Can speak clearly with good intonation and pronunciation

Visual aids

- Can choose the appropriate visual medium for the contents
- Can refer to and describe visuals effectively

Responding to questions

- Can phrase questions concisely and politely
- Can respond to questions concisely and politely

The $\beta 1$ and $\beta 2$ syllabus consists of 15 textbook units undertaken over the two semesters. The textbook used in academic year 2021 was *English Presentations Today* (Pond, 2018). The contents of the textbook are as follows:

Unit 1 Getting Started: Organizing a presentation, the contents of an introduction, useful language and vocabulary, shadowing

Unit 2 Getting Started 2: Useful language and vocabulary, using prepositions, keeping a vocabulary book

Unit 3 Making a Good Impression: Posture, eye contact, using gestures

Unit 4 Making a Good Impression 2: Using gestures, checklist for making a good impression, assignment ideas

Unit 5 Making Your Point: Different types of presentations, organizing the body section, transition phrases and sequencers

Unit 6 Making Your Point 2: Useful language and vocabulary, checklist for the body section, assignment ideas

Unit 7 The Visual Story: Types of visual aids, describing a photograph, transcribing

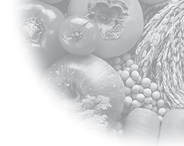
Unit 8 The Visual Story 2: Describing a graph, useful language, and vocabulary

Unit 9 The Visual Story 3: Using bullet points, checklist for using visual aids, assignment ideas

Unit 10 Being Understood: Using your voice, intonation groups

Unit 11 Being understood 2: Sentence stress, word stress, saying numbers, checklist for using your voice, assignment ideas

Unit 12 Concluding Your message: Organizing the conclusion, useful phrases and vocabulary, contents of a



conclusion

Unit 13 Concluding your message 2: Concluding phrases, prepositions, checklist for the conclusions, assignment ideas

Unit 14 Taking Questions: Asking and answering questions, useful language, and phrases

Unit 15 Taking Questions 2: Using polite language, checklist for taking questions, assignment ideas

The classes follow a present, practice and produce style of teaching. The language and skills are clearly presented through examples of academic presentations. This is followed by practice and reinforcement using textbook activities undertaken in pairs and groups. The students are then given plenty of opportunity to practice presenting in front of each other in class. After each formal presentation session, students are provided with individualized written feedback and advice.

The students receive two formal evaluations during each semester as follows:

Study Skills β1

- Mid-term presentation: A giving information presentation using a poster in a carousel presentation format to small groups
- Final presentation. An instructional presentation given using PowerPoint in a plenary format to larger groups

Study Skills β2

- Mid-term presentation. A biographical presentation using a poster in a carousel presentation format to small groups
- Final presentation. A compare and contrast presentation using PowerPoint in a plenary format to a large group

The carousel poster presentations take place in the classroom. Similar to an academic poster presentation, the students give their presentation to a small group who then rotate to watch another presentation. After each presentation the audience asks follow-up questions. During this classroom poster session, the students will do their presentation at least three times, which helps to improve confidence and fluency.

The PowerPoint presentations take place in front of a full class, and give the students experience of presenting to larger groups. There is also a question-and-answer session after these presentations. Following the presentations students receive a written evaluation and feedback form. This form evaluates 7 skill areas using a Likert-type scale. There is also a section for written comments and advice (see Appendix A).

2.3 CALL1 & CALL2

CALL1 has three purposes: consolidation of high school level English, pronunciation improvement, and ICT skills necessary for English communication. Firstly, students improve their English segmental features, such as vowels and consonants, through ICT using a commercial textbook called *Listening Steps* (Yoneyama and Wells, 2017). They watch the textbook's accompanying short videos on English vowels and consonants and then practice pronouncing them by following each unit in the textbook. After that, they do a variety of listening exercises to see if they can distinguish the various English segmental sounds they have learned. To supplement the contents of the textbook, we provide our students with an inhouse booklet on pronunciation. The reason is that the textbook lacks some basic and advanced explanations as to the differences between Japanese and English

phonetic system, which benefits Japanese learners of English. Also, this original booklet rather than the textbook encourages the students to aim for 'clear' English in general and ELF pronunciation in particular by abandoning the idea of following the native speaker model.

As a diagnostic test, our original minimal pair perception tests are administered both as a pre-test and as a post-test to see if the students acquire the perception skills necessary to differentiate between minimal pairs in English such as *work* v. *walk* and *first* v. *fast*. Additionally, in some classes, the students are required to submit a recording of the Stella passage (Weinberger, 2015) for evaluation.

In addition to typing practice, students also learn basic study skills such as making presentation slides and writing formatted essays. For these purposes, they firstly watch our original short videos on Word file formatting and PowerPoint slide making. This enables them to write essays and make slides more effectively and efficiently. These videos on how to format Word files and PowerPoint slides include technical tips on how to organize and indent a paragraph, how to use spell check, how to make an effective title, and how to make effective bullet points. As for the PowerPoint slides, students are advised not to put too much information on one slide and also not just to read aloud the words on a slide. More specifically, they are encouraged to write down bullet points on each slide and then expand on them orally when making an actual presentation.

As for the essay writing, students in some classes are required to write an essay on the title 'About Myself and What I Want to Do and Accomplish in College' in 500 words or more, although both the title and the word limit vary depending on the level of class. With respect to the PowerPoint slides, after conducting their own research using various sources students in most classes make slides on a SWOT analysis of a food-related corporation of their choice. The reason for requiring the students to do this task is to align our English program with what our students have learned in a content subject course titled 'Introduction to Business Management.'

Students consolidate their grammar and listening skills via an online English learning program called *Gyuto-e* (<https://yaruzo.gyuto-e.jp/menu-rits>) outside the class. This learning system, which contains multiple-choice listening and grammar questions, is intended to build on students' existing English knowledge gained through high school and expand it for further English studies at the university level.

On the other hand, the aim of CALL2 is two-fold. Firstly, students improve their English suprasegmental features such as rhythm and intonation through speaking practices on an e-learning program called *EnglishCentral* (<https://ja.englishcentral.com/browse/videos>). This program offering more than 10,000 video lessons is an online English learning program designed to help students improve their spoken English skills. In this course students, after having checked the words and grammar, watch videos, and practice reading aloud the sentences in the videos. The teacher in charge of each class can monitor how many videos their students have watched, and listen to their recorded sentences to see if they have correctly produced English segmental sounds.

Additionally, they learn some basic terms used in gastronomy and business through business case studies in our original CALL2 booklet. This booklet is distributed to the students in the form of a PDF. It includes three business case studies and one final project. The three case studies are *Jobs*, *Fair Trade*, and *Advertising*. Each case study includes such tasks as vocabulary, reading, listening, and writing. For example, in the case study on *Advertising*, students read a business case study on the marketing strategies adopted by Red Bull. This is undertaken after having learned how to explain *pull* and *push strategies* in English, both of which are studied in their content courses. They will then write a summary using the summarizing skills learned in class. The reason for this task is to integrate reading skills and writing skills by incorporating material that arouses their curiosity. As a final project, the students do research on a corporation of their choice. They then produce slides including information such as a brief corporate history, location, main business, corporate slogan, CSR, flagship products and their target market, fringe benefits, and the students' evaluation of it. This final project is a culmination of what



they have learned from the business cases.

3. Program Evaluation

Program evaluation is necessary to examine its effectiveness and quality. Lynch (1996, xi) points out that evaluation requires cooperation from all parties and provides useful information to insiders on how their work can be improved while offering accountability to outside stakeholders as well as to students. In this section, we firstly focus on the qualitative results by comparing the pre- and post-tests we implemented in our program to examine if the students in the program have made significant gains in their English abilities. The results of our qualitative data analysis on the student interviews and questionnaires will be described.

3.1 Quantitative Aspects

3.1.1 English Proficiency of First-Year Students

As mentioned before, all the students take a computer-based placement test called CASEC. The same test is administered at the end of the first year. This provides feedback to the students on their learning progress and helps us to evaluate the effectiveness of the program. The results of the post-test are also utilized to place the students for the second-year program. In the following analysis we use the scores of the students who took both pre- and post-tests in the academic years 2018 to 2020. Data by the international students are excluded.

The College of Gastronomy Management is totally new and the level of English proficiency of incoming students is not yet stable, as can be seen in Figure 2 and Table 3. A One-way Analysis of Variance indicates that there was a significant difference among the three groups, $F(2, 872) = 4.29, p = .014, \eta^2 = .10$. A multiple comparison shows that the test scores of students in 2020 were significantly higher than the ones in the previous two years, although the effect size was small.

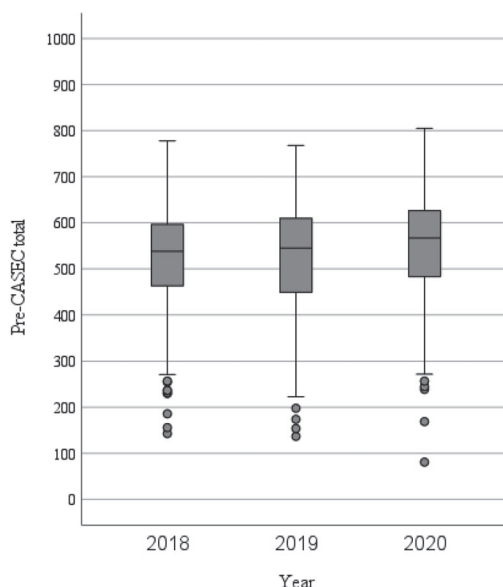


Figure 2 Boxplots of the Total Scores of Pre-tests (CASEC)

Table 3 Descriptive Statistics of Pre-tests (CASEC)

	<i>N</i>	<i>M</i>	<i>Mdn</i>	<i>SD</i>	Minimum	Maximum
2018	344	524.23	538	105.92	143	778
2019	239	522.69	545	115.84	137	768
2020	292	547.02	567	114.93	81	805
Total	875	531.41	547	112.15	81	805

Note. The maximum score of the test is 1,000.

Although the English levels of the students varied each year, we treated the students who had entered from 2018 to 2020 as one group to have a bird's eye view of the effectiveness of our program. The mean score of the pre-test was 531.41 ($SD = 112.15$) and that of the post-test was 546.84 ($SD = 113.36$) ($N = 875$). The mean difference of 15.43 indicates that there was a significant improvement in the test score after the program, $t(874) = 6.87, p < .01, d = .23$.

3.1.2 Effectiveness of the Program in Terms of Level

The range and standard deviations of the test scores imply that our students are heterogeneous in terms of English proficiency. The effectiveness of the program appears to be different depending on the levels of English. Therefore, it is necessary to analyze the effectiveness by level.

We place the students into four levels using the pre-test scores in our program. The cut-off score for each level, however, varies each year. This is because we must decide the number of classes for each level and assign instructors to classes several months before we are notified of the total number of students. That means "our" levels are not appropriate indicators when analyzed by level. Therefore, we use CEFR (Common European Framework of Reference for Languages) levels developed by the Council of Europe. It describes foreign language proficiency at six levels ranging from A1 (the lowest) to C2 (the most advanced). Our university adopts CEFR as a partial reference for learning outcomes. As one of the Super Global Universities (SGU) selected by the Ministry of Education, Culture, Sports, Science and Technology, our university aims to have 50% of the students attain the B1-level English proficiency. In reality, our program must set our own goals, based on the English proficiency of our students and the purposes of our program. However, we can say that the CEFR is the best reference available for measuring English language proficiency, given the lack of other alternative scales.

A study by JIEM converted the CASEC scores into the CEFR levels by using three sub-tests (JIEM, n.d.). Using their criteria, our students are categorized as A1 to B1 levels at the beginning of the first year, the majority being at the A2 level (see Table 4).

Table 4 The Number and Ratio of Students in Terms of CEFR Based on the CASEC Scores

	A1	A2	B1	Total
2018	44 (12.79)	282 (81.98)	18 (5.23)	344 (100)
2019	39 (16.32)	182 (76.15)	18 (7.53)	239 (100)
2020	34 (11.64)	216 (73.97)	42 (14.38)	292 (100)
Total	117 (13.37)	680 (77.71)	78 (8.91)	875 (100)

Note. Percentages in parentheses.

Figure 3 and Table 5 show descriptive statistics of the pre- and post-CASEC scores based on the results of *t*-test. The means of the post-test became higher than the pre-test at A1 and A2 levels: A1 from 325.39 ($SD =$

71.22) to 367.94 ($SD = 99.77$) and A2 from 548.19 ($SD = 67.02$) to 562.13 ($SD = 80.19$). The mean differences showed statistically significant improvement for A1 ($t(116) = 5.20, p < .001, d = .48$) and A2 ($t(679) = 6.02, p < .001, d = .23$). The post-test scores of B1 level, however, decreased from 694.19 ($SD = 41.08$) to 681.90 ($SD = 70.61$), the mean difference of 12.29 not being statistically significant, $t(77) = 1.74, p = .092, d = .19$.

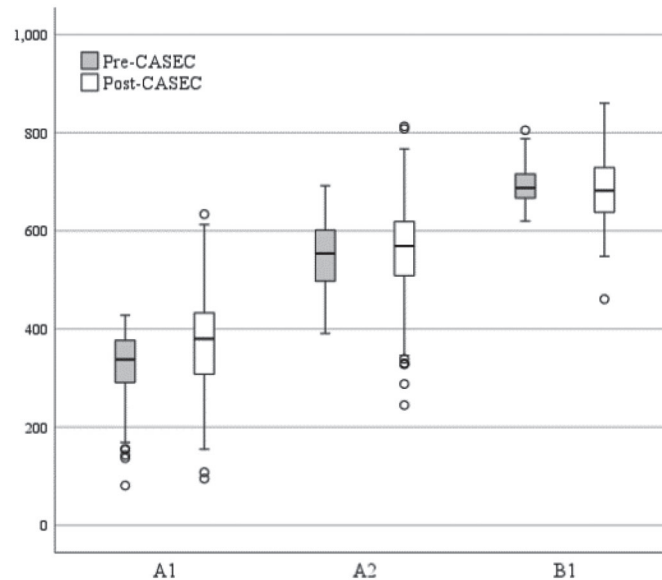


Figure 3 Boxplots of the Total Scores of Pre- and Post-CASEC Scores by CEFR Levels

Table 5 Descriptive Statistics per Level and Results of t -tests

	Pre-CASEC		Post-CASEC		t -tests			
	M	SD	M	SD	t	df	p	Chohen's d
A1 (117)	325.39	71.22	367.94	99.77	5.20	116	<.001	.48
A2 (680)	548.19	67.02	562.13	80.19	6.02	679	<.001	.23
B1 (78)	694.19	41.08	681.90	70.61	1.74	77	.092	.19

As far as the CASEC scores are concerned, the effect of the program is stronger in the lower levels. It is worth pointing out that the standard deviation increased for all levels in the post-tests. Within the same levels, our program has made learners more diverse in terms of their English proficiency. We place the students into classes again at the beginning of the second-year program, which we consider to be pedagogically appropriate for enhancing learning effectiveness.

Using the test scores is one way to evaluate student progress. However, we felt the need for more detailed information. Therefore, we chose several good learners and conducted a semi-structured interview. We also carried a questionnaire survey to gain some insight into how we could improve our program.

3.2 Qualitative Aspects

3.2.1 Interview Study

At the end of the 2018 academic year, we conducted interviews with 10 first-year students who had improved their *Versant*²⁾ scores by more than 10 points. *Versant* is an automated speaking test we have been using in our English program in addition to CASEC. One of the coauthors interviewed each student in Japanese for about 30 minutes after they had signed the consent form. All the interviews were transcribed for a qualitative analysis.



The interview involved 16 question items such as how they studied English both in and outside the classroom, how they felt about both CASEC and Versant tests, and the appropriateness of the class size.

Here we focus on the first two questions. The first one asked the students about whether they changed their learning styles compared to their high school English studies. The second one asked them about whether they felt that their English skills had improved. The student responses are translated into English here.

The first interview question asked was 'Did you change your learning styles and if so, how?' Their responses are presented here:

- When I got into university, I had a lot of opportunities to speak with English native speakers of English. And I found that very enjoyable.
- I got to learn how to present in English and I had a lot more opportunities to think about how to write sentences in English.
- I feel that I am studying English for my own future rather than for passing the exams.
- My high school did not offer many output-based English classes, but here at this college all the classes focus on the output, so I think I have improved my general English skills.
- Unlike my high school where I had to memorize grammar and vocabulary as an input, at this college I had to change the way I study English because I have to actively engage in the output activities. I think I have improved my listening and speaking skills.
- It benefited me a lot to learn how to pronounce English words correctly in the CALL class.

Here we can see that they seemed to have improved their speaking and presentation skills, which they had had very little prior exposure to. Also, it is important to note that one student pointed out the importance of pronunciation.

Secondly, the second interview question asked was 'Did you feel that your English skills have improved? If so, what skills?' Their responses are presented here:

- I was able to improve my speaking abilities.
- Although I think I have improved my speaking skills, I'm afraid my knowledge in grammar has remained the same.
- I did not think so, but thanks to *EnglishCentral* I had a lot more practices to speak English.
- At this college, I was lucky to be able to learn how to present in a systematic way. By that, I mean useful phrases, the flow and gestures I should use when I present.
- I have had a lot of opportunities to listen to English after I entered this college.
- I got a lot of exposure to English through *EnglishCentral*.
- Compared to reading and writing, I was able to listen to and speak English more than before.
- Compared to reading and listening, I was able to write and speak English more than before.
- I certainly improved my listening skills. I can speak English much better now than before.

Here again, most of the students responded that they have improved their speaking skills. This is attributed to the fact that our English program involved a lot of structured output activities in all the English classes, as a couple of the students rightly pointed out.



3.2.2 Survey Study

In July 2021, we administered an online survey asking the current fourth-year students, i.e., the first to graduate from our college in March 2022, about our English program in general (see Appendix B for the questionnaire). Out of about 320 fourth-year students, 50 students participated in the questionnaire consisting of both closed-ended and open-ended items. Although all the questionnaire items were written in Japanese, the first language of the participants, they were all translated into English here for the sake of discussion. As for the scale of most of the closed-ended items, a 5-point Likert scale was used. The questionnaire was made up of four parts: first-year English classes (Item 1–4), class size (Item 6–7), second-year English classes and TOEIC (Item 8–15), and others (Item 16–24). We will describe the results in this order.

Firstly, Items 1 to 7 asked about English classes in the first and second years, and the class size of the first-year classes. The students responded to the 5-point Likert scale such as the one (1 = *strongly disagree*, 2 = *disagree*, 3 = *neither disagree nor agree*, 4 = *agree*, 5 = *strongly agree*). As in Table 6, generally speaking, the students responded favorably to all the items. Among all the English subjects, they felt that CALL1 and CALL2 were the most beneficial ($M = 4.04$, $SD = 0.73$).

Table 6 Items 1 to 7 ($N = 50$)

	<i>M</i>	<i>SD</i>
1. I found CALL1&2 beneficial.	4.04	0.73
2. I found Study Skills α 1&2 beneficial.	3.62	0.99
3. I found Study Skills β 1&2 beneficial.	4.00	0.81
4. I found English Workshop beneficial.	3.82	0.83
5. I found English for Career Development beneficial.	3.70	1.02
6. I found small-size first-year classes beneficial.	4.14	0.86
7. I found the first-year classes suitable for my level.	3.96	0.92

Secondly, Items 8 to 12 asked about the class size. Item 8 was Likert-type as in 1 = *too small*, 2 = *somewhat small*, 3 = *neither small nor large*, 4 = *somewhat large*, 5 = *too large*. Items 9 to 12 used the same Likert-type scale as in Items 1 to 7. As in Table 7, the students responded favorably to Items 8 to 12, with each item scoring the mean of 3.20 or more. Here we can also see that given the high mean scores of Items 9 ($M = 3.72$, $SD = 0.93$) and 12 ($M = 3.66$, $SD = 0.85$), we were successful in placing students into appropriate classes of *English Workshop* and *English for Career Development*, using their CASEC scores they took at the end of the first year.

Table 7 Items 8 to 12 ($N = 50$)

	<i>M</i>	<i>SD</i>
8. How did you find the class size of English Workshop?	3.20	0.61
9. I found English Workshop suitable for my level.	3.72	0.93
10. I found the original textbook for English Workshop beneficial.	3.50	0.95
11. How did you find the class size of English for Career Development?	3.46	0.81
12. I found English for Career Development suitable for my level.	3.66	0.85

Items 13 to 15 asked about TOEIC® Listening & Reading Tests. Item 13 asks, 'Have you taken the TOEIC test before?' As Table 8 shows, the fact that more than half (26 out of 50) of the students never took the test suggests that our students may not be as eager to take TOEIC® Listening & Reading Tests as students in other colleges. For more detailed analysis, we need to compare the data on the students at the other colleges of our university.

Table 8 Item 13 (N = 50)

Never	Once	2 or 3 times	4 times or more
26	12	8	4

Item 14 asks, 'For those who answered yes, why did you take it?' As you can see in Table 9, it is interesting to note that while only 37.5% (9 out of 24) of the students took the TOEIC® Listening & Reading Tests for job hunting purposes, the same percentage of them did so just to find out their English proficiency level.

Table 9 Item 14 (n = 24)

To know my English level	No reason	Job hunting	Others
9	4	9	2

Item 15 asks, 'How do you feel about our college subsidizing the TOEIC test fees?' Table 10 shows that 92.0% of the students (46 out of 50) favored the idea of the college subsidizing the test fees for all the students or only those who want to take the test. Since we have not subsidized the tests so far, we may need to think about the possibility of doing that soon to accommodate the student needs.

Table 10 Item 15 (N = 50)

For all students	For only those who want to take the test	No need for subsidies	Not sure
11	36	2	1

Thirdly, Items 16 to 24 were categorized as 'others.' More specifically, Item 16, a Likert-type item (1 = *strongly disagree* to 5 = *strongly agree*), asked about how satisfied the students were with the English program. Item 17 asked about the skills they thought they had improved in. Item 18, a Likert-type item (1 = *strongly disagree* to 5 = *strongly agree*), asked about the possibility of the college offering English classes after the spring semester of the second year. Item 19 asked about BBP (Beyond Borders Plaza), which is a self-access learning center offering English lessons at our University. Items 20 to 22 asked about study abroad experiences during four years in college. Item 23 asked about what they thought were the good points about the English program, while Item 24 concerned whether they had any suggestions as to how to improve our English program.

Item 16 asks, 'Are you satisfied with the English program at our college?' As Table 11 indicates, we can safely assume that our students seemed to be more satisfied than not with our English program in general ($M = 3.36$, $SD = 1.03$).

Table 11 Item 16 (N = 50)

M	SD
3.36	1.03

In Item 17 ('What skills do you think you have improved in the English program?'), which is a multiple-choice item, the students were allowed to choose as many answers as they wanted. As in Table 12, the responses to this item indicate that presentation skills had the greatest number of students, that is, 60.0% (31 out of 50), followed by vocabulary skills (55.0%; 22 out of 50) and pronunciation skills (26.0%; 13 out of 50).



Table 12 Item 17 (multiple answers allowed)

Vocab	Grammar	Ponunciation	ICT	Presentation
22	5	13	6	31
Reading	Speaking	Listening	Writing	NIP
4	12	7	3	5

Item 18 asks, ‘Do you think English classes should be offered after the spring semester of the second year?’ As in Table 13, given the relatively high mean of 3.48 ($SD = 1.31$), the students seemed to want the college to offer English classes after the spring semester of the second year.

Table 13 Item 18 (N = 50)

<i>M</i>	<i>SD</i>
3.48	1.31

In Item 19 (‘How often did you use BBP?’) our students were asked about learning at BBP. Table 14 shows that regrettably, not many students, i.e., only 10.0% of the students (5 out of 50) responded that they often used BBP for taking English conversation lessons. For further analysis, we should investigate why this is the case and think about some ways of encouraging our students to study at BBP more often.

Table 14 Item 19 (N = 50)

Never	Almost never	Sometimes	Often	Do not know about it
20	12	13	5	0

Item 20 asks, ‘Did you study abroad for a short or long period of time during the college?’ Table 15 shows that 22.0% of the students (11 out of 50) had studied abroad for a period of time during college. Item 21 asks, ‘For those who answered yes, in which country and how long did you stay?’ Table 16 shows that the countries where they studied included Italy, U.S.A., Australia, Canada, U.K., and Malaysia and that the length of their stay ranged from 0.5 to 6 months. Item 22 (‘For those who answered no, what was the reason not to study abroad?’), which has two answer choices, asked 39 students who did not study abroad about their reason, as in Table 17. It should be noted that less than half of them responded that although they wanted to study abroad, they could not do so. We did not ask further questions on this point, so we have no way of knowing what prevented them from studying abroad. For further analysis, it might be necessary to find out more about this so that more students will be able to study abroad both short-term and long-term.

Table 15 Item 20 (N = 50)

Yes	No
11	39

**Table 16 Item 21 (n = 11)**

countries	months	n
Italy	0.5	2
U.S.A.	1	1
U.S.A.	2	1
U.S.A.	6	1
Australia	1	1
Canada	1	2
U.K.	1	2
Malaysia	0.5	1

Table 17 Item 22 (n = 34)

Wanted to do so, but couldn't	Not interested
16	18

Note. Numbers do not total 39 due to missing responses.

So far, we have investigated the results of the closed-ended items. Here we will describe the results of the open-ended items. First, Item 23 was an open-ended question ('What were the good points about the English program?'). Some responses from the students are listed below:

- It was good that I learned vocabulary related to food in addition to regular English studies such as grammar.
- I was able to learn again starting from the basics of English. I improved my presentation skills along with knowledge in gastronomy management.
- The original textbooks for the College of Gastronomy Management were beneficial to me.
- I enjoyed CALL classes and produced good results.
- The College of Gastronomy Management has a unique English program.
- I had a lot of opportunities to present in front of the class and that led to improvement of my speech skills and intonation.

Similarly, Item 24 was also an open-ended question ('What should be improved about the English program?'). Some responses from the students are listed below:

- English classes lasting only until the end of the spring semester of the second year were not enough at all.
- It will be better to have English classes continue after the spring semester of the second year.
- I thought it was useless to stop English education after the spring of the second year. You can learn English better if you continue studying it. I know that it will be hard for us to do so by ourselves, so I think it would be better to have English courses as required subjects after the spring of the second year.

3.3 A Case Study on Study Skills β2²

3.3.1 Presentation Skills Taught and Learned

In order to evaluate the effectiveness of Study Skills β2 courses, an action research project was undertaken. We took a sample of 117 first-year students over six intermediate-level classes. At the beginning of Study Skills β2, students gave a short introductory presentation. They were evaluated on a 5-point Likert-type scale from 1 (*poor*) to 5 (*excellent*). This allowed the teacher to gauge the level of the class and be aware of the student's strengths and weaknesses. Results from subsequent presentations could then be measured against this baseline to reveal



the level of student improvement for each skill.

Figure 4 below shows the average final presentation ratings compared with the initial baseline means. By the end of the semester, students had shown improvement across all presentation skills.

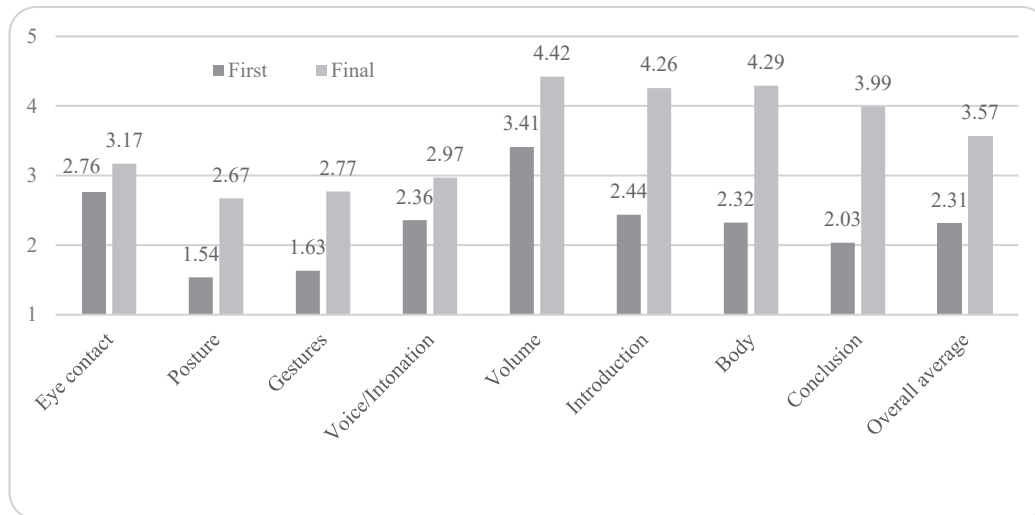


Figure 4 Mean Final Ratings by Skill Compared with Baseline Ratings (N = 117)

The overall average rating by the end of the semester was 3.57 points. The ability to speak loudly and clearly (Volume) received the highest ratings at 4.42 points ($SD = 0.66$). Language and organization in the introduction and body sections showed good final ratings of 4.26 ($SD = 0.80$) and 4.29 ($SD = 0.56$), respectively. Language and organization in the conclusion also showed a reasonably good final average of 3.99 ($SD = 0.83$). In terms of delivery, eye contact showed a reasonable final average of 3.17 ($SD = 0.92$). However, posture, gestures and voice /intonation showed only satisfactory final mean ratings of 2.67 ($SD = 0.82$), 2.77 ($SD = 0.97$) and 2.97 ($SD = 0.62$), respectively. If we compare the results with the initial scores by conducting a paired t -test, all the aspects showed statistically significant improvement (see Table 18).

Table 18 Descriptive Statistics and Results of Paired t -test (N = 117)

		<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>	Cohen's <i>d</i>
eye contact	First	3.17	0.92	4.77	<.001	0.93
	Final	2.76	0.75			
posture/movement	First	2.67	0.82	13.77	<.001	0.89
	Final	1.54	0.65			
gestures	First	2.77	0.97	11.90	<.001	1.03
	Final	1.63	0.82			
voice / intonation	First	2.97	0.62	11.10	<.001	0.60
	Final	2.36	0.55			
volume	First	4.42	0.66	17.52	<.001	0.62
	Final	3.41	0.66			
intro	First	4.26	0.80	21.73	<.001	0.91
	Final	2.44	0.56			
body	First	4.29	0.56	28.66	<.001	0.74
	Final	2.32	0.75			
conclusion	First	3.99	0.83	25.06	<.001	0.84
	Final	2.03	0.41			



Figure 5 below shows the average change in rating. We can see the body section showed the greatest improvement with an increase of 1.97 on a 5-point scale. On the other hand, eye contact improved only by 0.41 points.

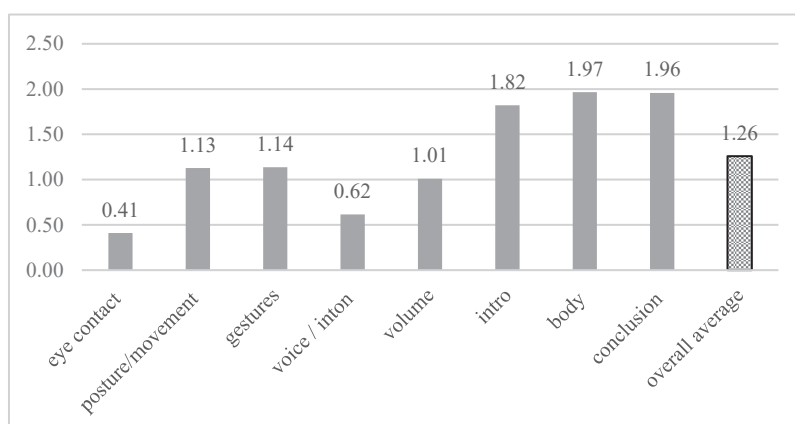


Figure 5 Average Change in Rating

3.3.2 Student Feedback: Closed-Ended Items

Immediately after the course had finished, an online student satisfaction survey in Japanese was conducted using the following items (see Appendix C for the English translated version). Out of 117, 100 students responded anonymously to this student satisfaction survey. They were asked to indicate how much they agreed with each statement from Item 1 to Item 6 using a five-point scale (1 = *strongly disagree* to 5 = *strongly agree*).

Overall, the responses to the questions were positive. Most students reported that they found the speaking and textbook activities beneficial (see Figures 6 and 7).

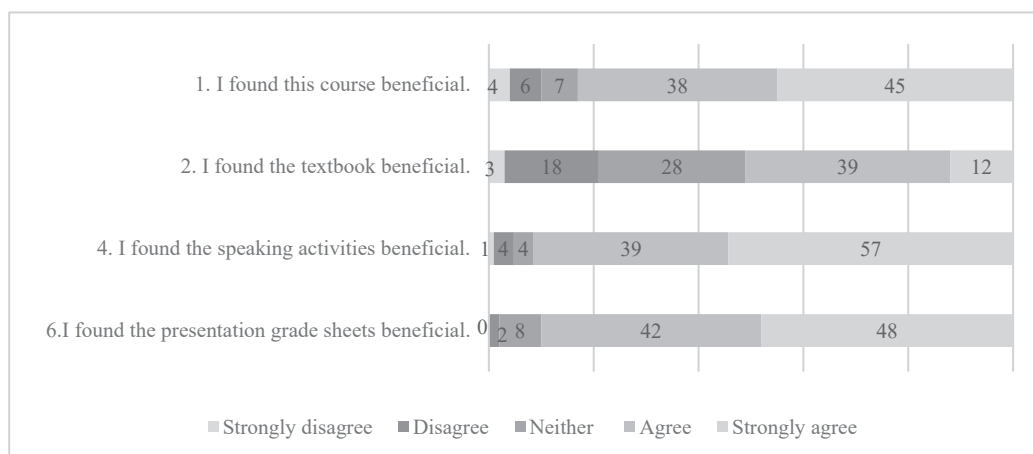


Figure 6 Results of Items 1, 2, 4 and 6 (N = 100)

As seen from Figure 6, the majority indicated positive responses to those items. As in Item 4, more than half (57 out of 100) strongly felt that the speaking activities done in the class were beneficial. The feedback sheet we used in the class was a tailored one to fit the needs of our class activities. As in Item 6, 90.0% (42+48 out of 100) of the students felt it is beneficial.

In Item 3 ('How beneficial were the following skills?'), we selected four areas and skills and asked how useful they were. Overall, students found the classroom activities either somewhat useful or very useful, as in Figure 7.

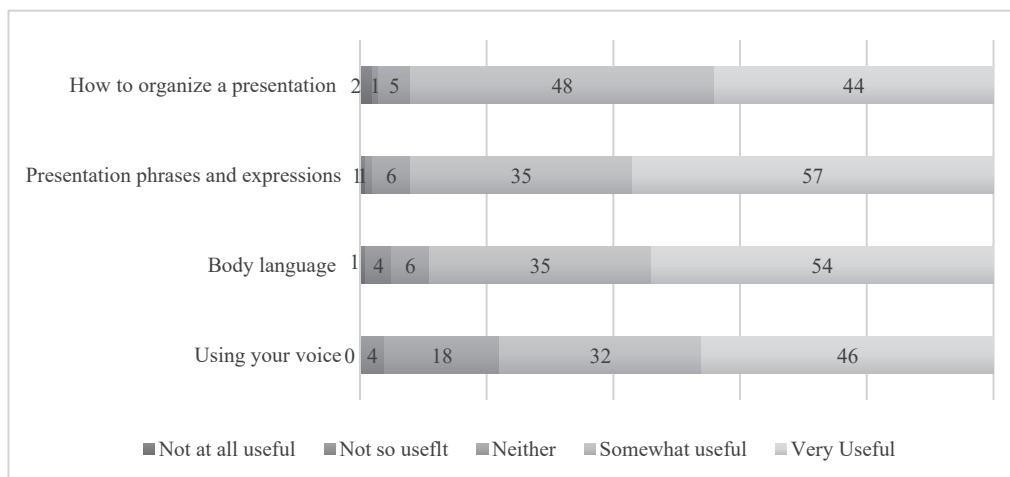


Figure 7 Results of Item 3 (N = 100)

In Item 5 ('How beneficial were the following classroom activities?'), students were asked how useful 6 activities were. Overall, students found the classroom activities either somewhat useful or very useful, as in Figure 8. Among the activities, more than half of them (56 out of 100) found explicit instruction very useful.

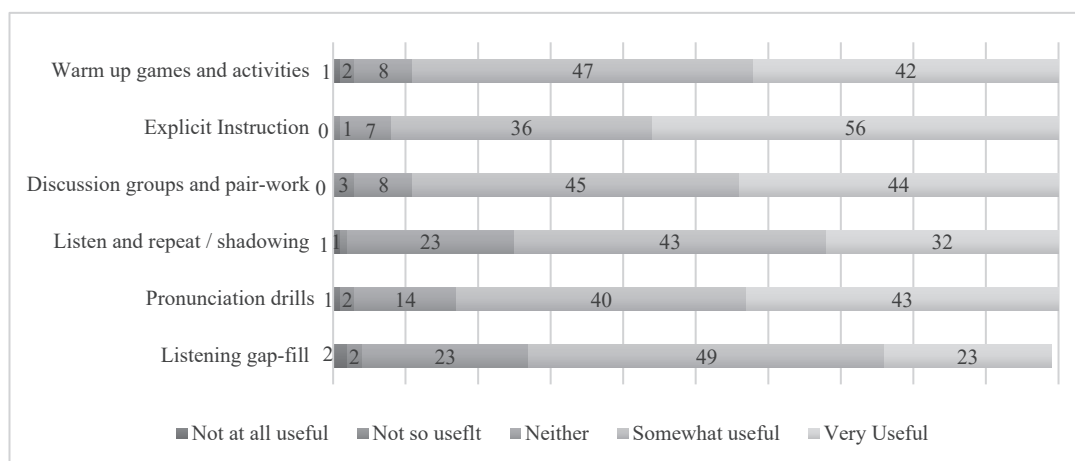


Figure 8 Results of Item 5 (N = 100)

3.3.3 Student Feedback: Open-Ended Items

For the open-ended questions a text analysis was undertaken using KH Coder (Higuchi, 2016, 2017). This revealed that students had a positive experience on the course. For Item 7 ('What did you enjoy most in class?'), 96.0% of students (96 out of 100) responded. As in Figure 9 below, responses to this question show a high frequency of the words such as *presentation*, *listen* and *classmate*. This would suggest that students appeared to enjoy listening to their classmates' presentations. Similarly, the correlation of *group work*, *enjoyable* and *game* appears to indicate that students found the group games enjoyable.

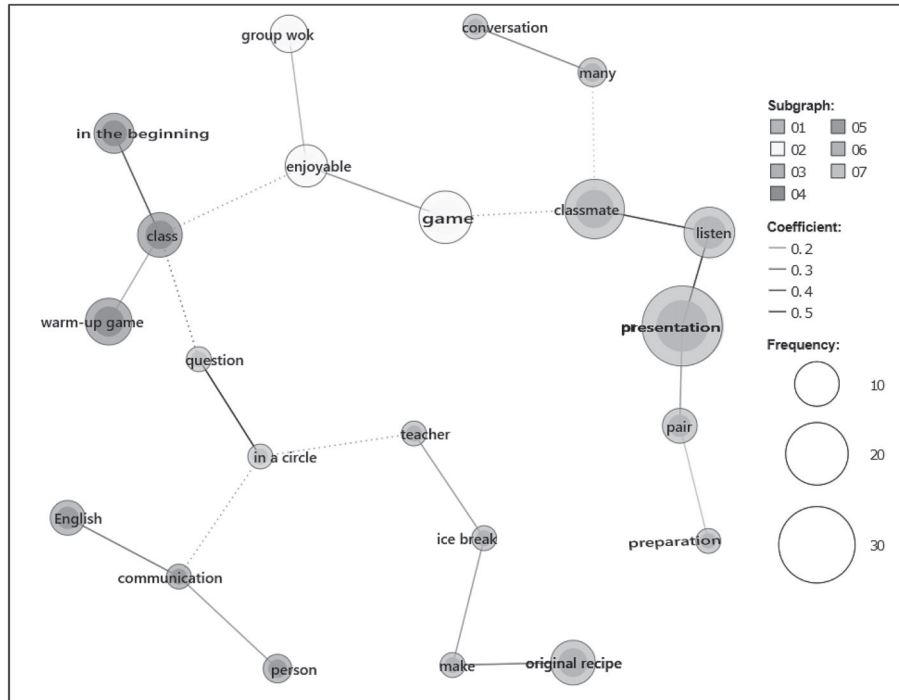


Figure 9 Co-occurrence Network for Item 7 ('What did you enjoy most in class?')

There were very few responses (16 out of 100) to the question 'What did you enjoy least in class?' This low response rate and lack of correlation suggests that the students were overall satisfied with the course (see Figure 10).

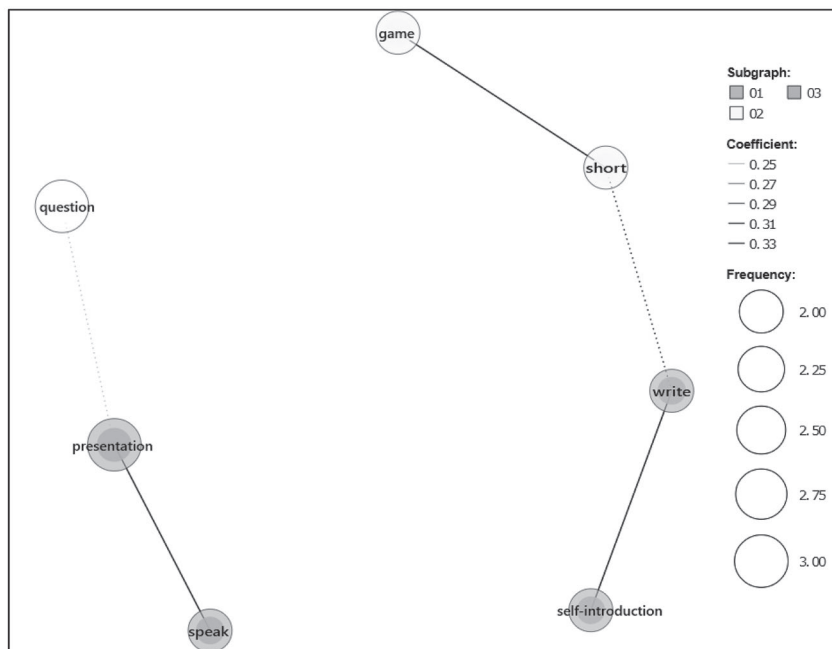


Figure 10 Co-occurrence Network for Item 8 ('What did you enjoy least in class?')

In response to the question 'What suggestions do you have to improve the class?' Out of 100, 74 students (74.0%) responded nothing or similar. However, there were some students who felt the class would be better



with more opportunities for speaking and more practice with presentations (see Figure 11).

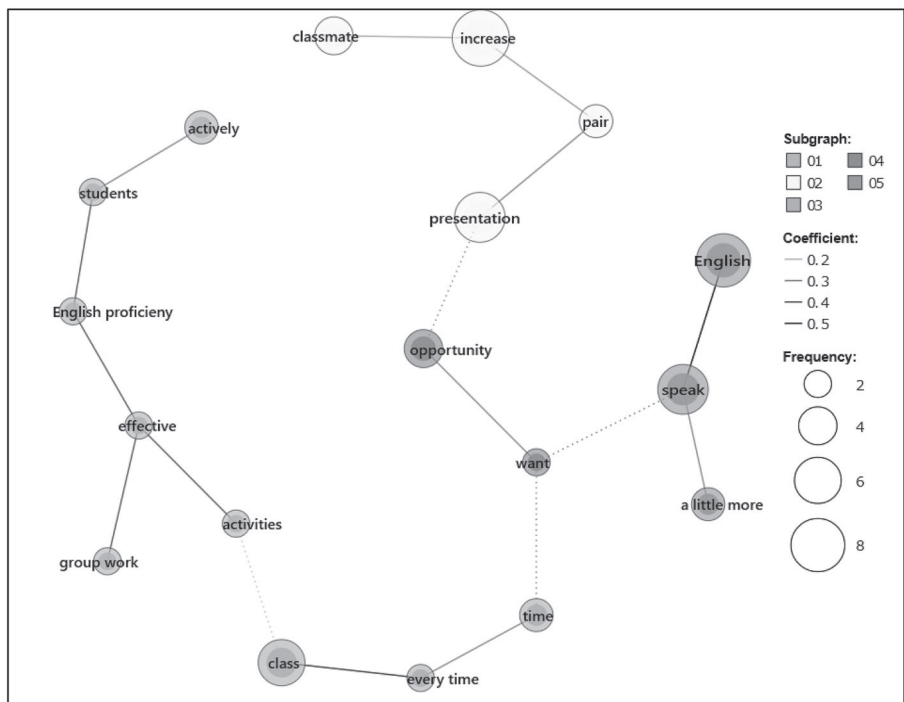


Figure 11 Co-occurrence Network for Item 9 (‘What suggestion would you make to improve the class?’)

In summary, analysis from the observations and feedback from the student survey reveal that the students were benefiting from the course and having a positive experience. The present, practice, produce approach incorporating direct instruction and feedback seems to be an effective way to teach presentation skills.

However, improvements in presentation skills were a little uneven, with the delivery skills not improving as much as the language and organization. This is partly because some skills had more room for improvement. For example, eye contact already had a high baseline value in the initial presentation, which may partly account for a lower level of improvement. Nevertheless, it appears that delivery skills would benefit from more attention in the future. For example, by providing additional presentation practice and feedback. Furthermore, we speculate that students may also benefit from additional feedback and self-evaluation. To this end we are currently experimenting with incorporating peer feedback sessions and video self-evaluation activities to see if they have a positive impact on the delivery skills.

4. Conclusion

The purpose of this study was to examine the effectiveness of our English program for the newly established college at our university. The program itself started in the academic year 2018 after we had designed it in the previous year without the knowledge about the level of the would-be target learners. The framework of the program such as the number of classes per week, the names of the subjects, and the number of levels was decided beforehand. Therefore, following Lynch’s (1990) context-adaptive model (see Note 1), Steps 1 through 3 had already been achieved before we started teaching. Using this model, we spent the last four years following Steps 5 through 7 by collecting and analyzing the learners’ data, and identifying factors influencing the success and failure of our program.

Three main subjects of Study Skills α , Study Skills β and CALL in our program complement each other to make our students better English learners. The results of our survey show that our students were fairly satisfied with the program, which emphasizes English production skills. Then the next question becomes whether the students have improved their receptive skills, that is, reading and listening skills. Although CASEC scores, which mainly measure reading and listening skills, improved overall, it is apparent from both survey and interview data that students did not seem to feel their receptive skills had improved. Therefore, we must find ways to make them realize the importance and complimentary nature of both productive and receptive skills.

On the other hand, two limitations of this study need to be considered. First, we only analyzed interview and survey data from a limited number of students. We need to accumulate more data and conduct a more in-depth analysis of the student's perceptions and experiences. Second, since we analyzed learning outcomes by examining the data obtained only at the beginning and end of the course, we are left in the dark as to what kind of learning takes place in the middle stages of the whole course. Therefore, it is imperative that we find some ways to keep track of students' learning processes and achievements throughout the course. One way might be to collect spoken and written data in short cycles of three months, for example.

As a final note, we believe that we have exerted every effort to make our language program successful in the hope that our students can acquire the English skills necessary to further pursue their academic and career aspirations. One example is to incorporate some aspects of specialized subjects such as food culture and management into English classes. This is intended to raise the students' awareness of the fact that English can be a powerful tool to broaden their knowledge of the world and connect it to what they are studying in specialized subjects. With the results and the limitations of this study in mind, we are determined to continue educating our students to become independent learners of English and also to continue to collect and analyze student data that can be utilized to improve our program in the future.

Acknowledgements

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Notes

- 1) The context-adaptive model by Lynch (1996) takes the following steps: 1) audience and goals, 2) context inventory, 3) preliminary thematic framework, 4) data collection design/system, 5) data collection, 6) data analysis, and 7) evaluation report.
- 2) See Owada and Shimizu (2020) for a questionnaire study on the Versant speaking test.
- 3) This section is an expanded version of Pond et al. (2020).

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Appendix A

Presentation Evaluation Feedback Form for Study Skills β2

Student name: _____ Date _____

Presentation Grading Criteria

	Poor (F) 0-59%	Satisfactory (C) 60-69%	Pretty good (B) 70-79%	Very good (A) 80-89%	Excellent (A+) 90-100%	Section Grade
Introduction	There was no introduction section.	Included one or two of the following points: self intro, topic, reason, outline, instructions.	Included three of the following points: self intro, topic, reason, outline, instructions.	Included four of the following points: self intro, topic, reason, outline, instructions.	Included all of the following points: self intro, topic, reason, outline, instructions.	
Body	No structure or logical sequence. No transitions or sequence markers.	Satisfactory structure and order. Occasional use of sequence markers but no transitions.	Good structure with a logical order. Used sequence markers and occasional transitions.	Well-structured with a logical order. Good use of transitions and sequence markers.	Very clear and logical structure. Used clear transitions to introduce each section and used sequence markers.	
Conclusion	There was no conclusion section.	Included only one or two of the following points: summary, recommendations, saying thanks, asking for questions.	Included three of the following points: summary, recommendations, saying thanks, asking for questions.	Included all of the following points: summary, recommendations, saying thanks, asking for questions.	Included all the conclusion points with extensive details in the summary and recommendation sections.	
Eye contact and posture	Didn't face the audience and didn't make eye contact.	Made eye contact only occasionally. Very often looked at the screen, poster or looked at notes.	Made eye contact reasonably often. Also often looked at the screen, poster or looked at notes.	Made eye contact most of the time. Very occasionally looked at the screen, poster or looked at notes.	Made eye contact all the time. Always faced the audience. Didn't use notes.	
Gestures	Didn't use any gestures.	Occasionally used gestures.	Used gestures some of the time.	Used gestures most of the time.	Used clear gestures all the time.	
Pronunciation and Intonation	Didn't make any attempt to use appropriate pronunciation and intonation.	Occasionally used appropriate pronunciation and intonation. Sometimes difficult to listen to and follow.	Used appropriate pronunciation and intonation some of the time. Fairly easy to listen to and follow.	Used appropriate pronunciation and intonation most of the time. Easy to listen to and follow.	Used appropriate pronunciation and intonation all the time. Very easy to listen to and follow.	
Volume and speed	Too quiet or too fast to be intelligible.	Occasionally spoke loudly and slowly enough. Difficult to understand at times.	Spoke loudly and slowly enough some of the time. Mostly easy to understand.	Spoke loudly and slowly enough all of the time. Easy to understand.	Louder and slower than natural voice all the time. Very easy to understand.	
Use of visual communication	Didn't use any visual communication, or visual aids were not appropriate.	Used some satisfactory visual communication. Occasionally introduced or described them.	Used some good visual communication. Introduced or described them some of the time.	Used some very good visual communication. Introduced and described them most of the time.	Used high-quality visual communication. Introduced and described each slide clearly and logically.	
Length, content and language	Much shorter than required. Inadequate or copied content.	Meets minimum time requirement. Satisfactory content but inaccurate use of language and/or vocabulary.	Appropriate length with good content. Regular errors with language and/or vocabulary.	Appropriate length with very good content. Occasional errors with language and/or vocabulary.	Appropriate length with excellent, well researched content. Accurate use of language and/or vocabulary.	

Additional Comments	Final Grade
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Appendix B

Program Satisfaction Survey for Fourth-Year Students

1. I found CALL1&2 beneficial. (1= *strongly disagree* to 5 = *strongly agree*)
2. I found Study Skills α1&2 beneficial. (1= *strongly disagree* to 5 = *strongly agree*)
3. I found Study Skills β1&2 beneficial. (1= *strongly disagree* to 5 = *strongly agree*)
4. I found English Workshop beneficial. (1= *strongly disagree* to 5 = *strongly agree*)
5. I found English for Career Development beneficial. (1= *strongly disagree* to 5 = *strongly agree*)
6. I found small-size first-year classes beneficial. (1= *strongly disagree* to 5 = *strongly agree*)
7. I found the first-year classes suitable for my level. (1= *strongly disagree* to 5 = *strongly agree*)
8. How did you find the class size of English Workshop? (1= *too small* to 5 = *too large*)
9. I found English Workshop suitable for my level. (1= *strongly disagree* to 5 = *strongly agree*)
10. I found the original textbook for English Workshop beneficial. (1= *strongly disagree* to 5 = *strongly agree*)
11. How did you find the class size of English for Career Development? (1= *strongly disagree* to 5 = *strongly agree*)
12. I found English for Career Development suitable for my level. (1= *strongly disagree* to 5 = *strongly agree*)
13. Have you taken the TOEIC test before? (*Never, Once, 2 or 3 times, 4 times or more*)
14. For those who answered yes, why did you take it? (*To know my English level, No reason, Job hunting, Others*)
15. How do you feel about our college subsidizing the TOEIC test fees? (*For all students, For only those who want to take the test, No need for subsidies, Not sure*)
16. Are you satisfied with the English program at our college? (1= *strongly disagree* to 5 = *strongly agree*)
17. What skills do you think you have improved in the English program? (MCQs: *Vocabulary, Grammar, Pronunciation, ICT, Presentation, Reading, Speaking, Listening, Writing, NIP*)
18. Do you think English classes should be offered after the fall semester of the second year? (1= *strongly disagree* to 5 = *strongly agree*)
19. How often did you use BBP? (*Never, Almost never, Sometimes, Often, Do not know about it*)
20. Did you study abroad for a short or long period of time during the college? (*Yes, No*)
21. For those who answered yes, in which country and how long did you study? (open-ended question)
22. For those who answered no, what was the reason not to study abroad? (*Wanted to do so but couldn't, Not interested*)
23. What were the good points about the English program? (open-ended question)
24. What should be improved about the English program? (open-ended question)



Appendix C

Student Satisfaction Survey for Study Skills β2

1. I found this course beneficial. (1= *strongly disagree* to 5 = *strongly agree*)
2. I found the textbook beneficial. (1= *strongly disagree* to 5 = *strongly agree*)
3. How beneficial were the following skills you learned from the textbook? (1 = *not beneficial* to 5 = *very beneficial*)
 - How to organize a presentation (Intro, body, conclusion)
 - Presentation phrases and expressions (Introduction language, signposts)
 - Body language (eye contact, gestures, posture)
 - Using your voice (volume, speed, intonation)
4. I found the speaking activities beneficial.
5. How beneficial were the following classroom activities? (1 = *not beneficial* to 5 = *very beneficial*)
 - Warm up games and activities
 - Explicit Instruction
 - Discussion groups and pair-work
 - Listen and repeat/shadowing
 - Pronunciation drills
 - Listening gap-fill
6. I found the presentation grade sheets beneficial. (1 = *strongly disagree* to 5 = *strongly agree*)
7. What did you enjoy most in class? (Write as many points as you want.)
8. What did you enjoy least in class? (Write as many points as you want.)
9. What suggestions would you make to improve the class? (Write as many points as you want.)