

Enhancing the Effectiveness of
an Autonomous Learning Approach
Applied to
an English Academic Writing Course

SINGER Jane
TANAKA Miwako
TOGO Tazu
MOCHIZUKI Shiho

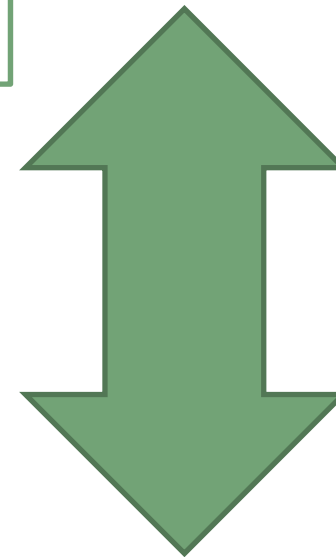
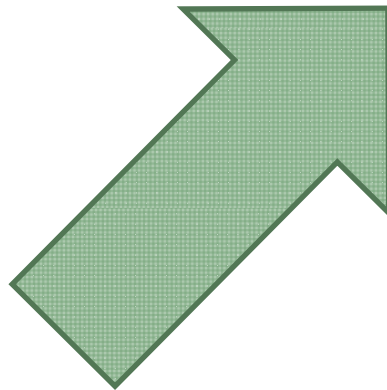
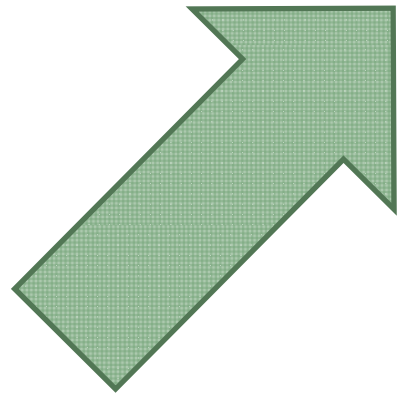
8th ASIA TEFL CONFERENCE in Hanoi, Vietnam on August 6, 2010

2: Outline

- ◆ Introduction
- ◆ Learning materials in 2009
- ◆ Comparison of grammatical mistakes for 2008 and 2009
- ◆ Comparison based on EFL rubric
- ◆ Analysis
- ◆ Conclusion

3: Introduction 1/3

Japanese university trends



Advancement rate to universities and jr. colleges

1970	24.2%
2002	50.2%

(METI)

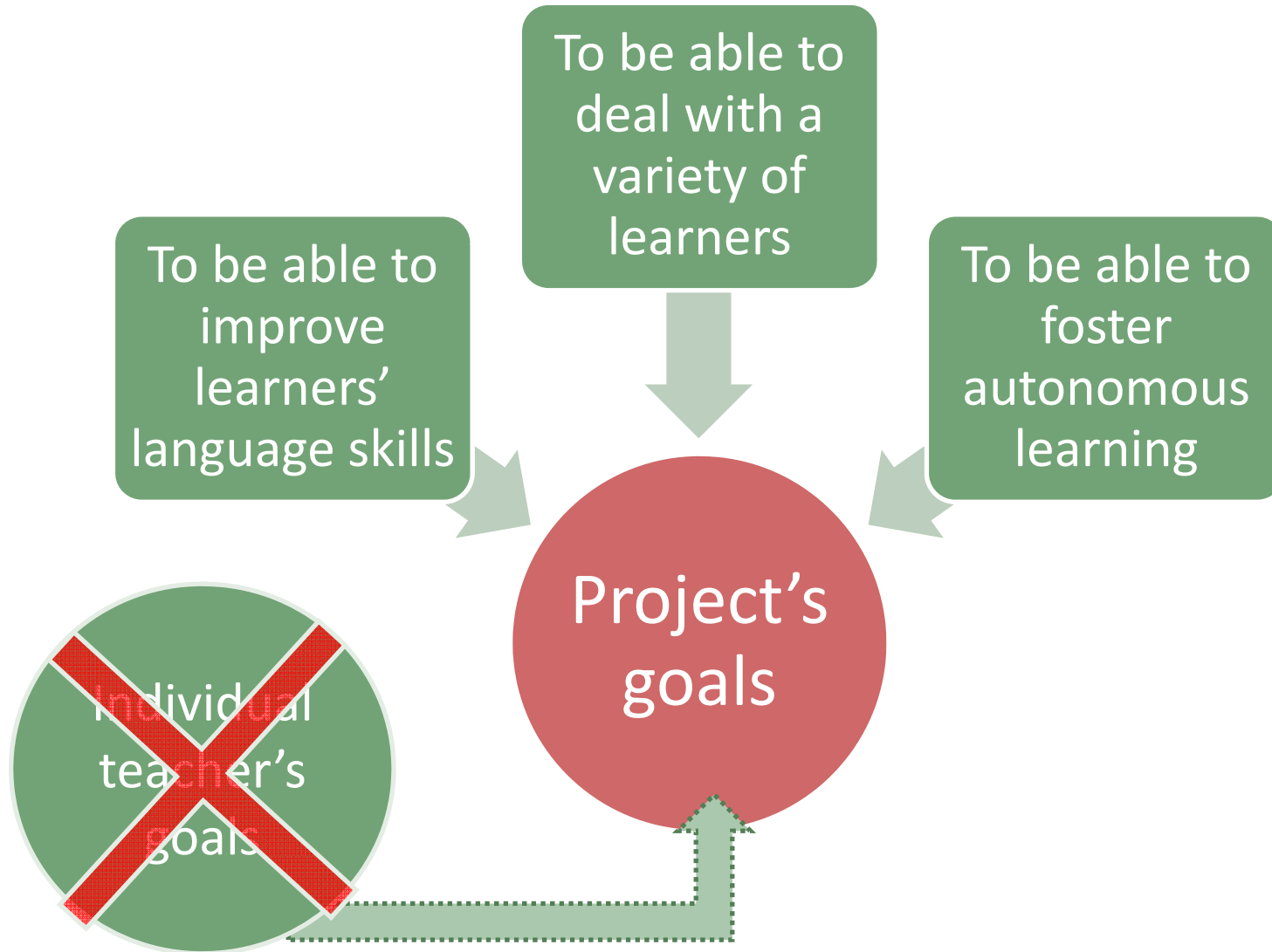


Increase in university departments and majors; admission schemes



Broader range in academic proficiency, motivation

4: Introduction 2/3



5: Introduction 3/3

◆ Pedagogical techniques (Nishinosono, et. Al.2007)

■ Using Symbols

1. 学習目標を設定しましょう。

【イメージ】ご褒美の旅行はどのお部屋（学習成果の質）をご希望ですか？

学習モード(M) 必要なポイント	最終成績	ホテル・ノートルダム
85 P ~	AA	最上階オーシャンビュー！ 最終課題 Writing 完成度(優) =Web 公開できるレベル
82 P ~	A	
65 P ~	B	山側のお部屋 最終課題 Writing 完成度(良) =文章の内容を充実させる
55 P ~	C	
82 P ~	A	
70 P ~	B	
60 P ~	C	
75 P ~	B	バス・トイレ共用 最終課題 Writing 完成度(可) =パラグラフの完成を目指す
65 P ~	C	

※ 最終成績 AA(90点以上), A(80点以上), B(70点以上), C(60点以上), 不合格F(60点未満)
 ※ 最終課題 Writing ... テストの代わりに最終成果のレベルを判断するもの

例: 「最終課題の Writing は(良)レベルを目指したい。そのために推定に時間をかけた。
 だから解く問題は 75 ポイント分だけでいい。従って私の最終成績は B になる。」

■ Practical-based

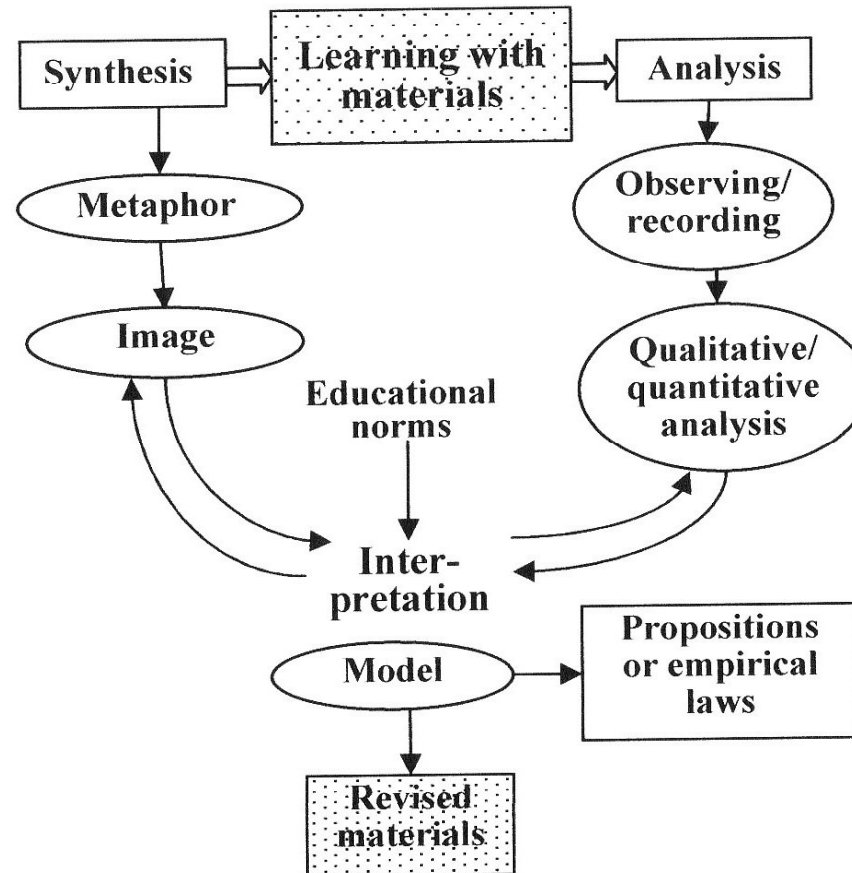
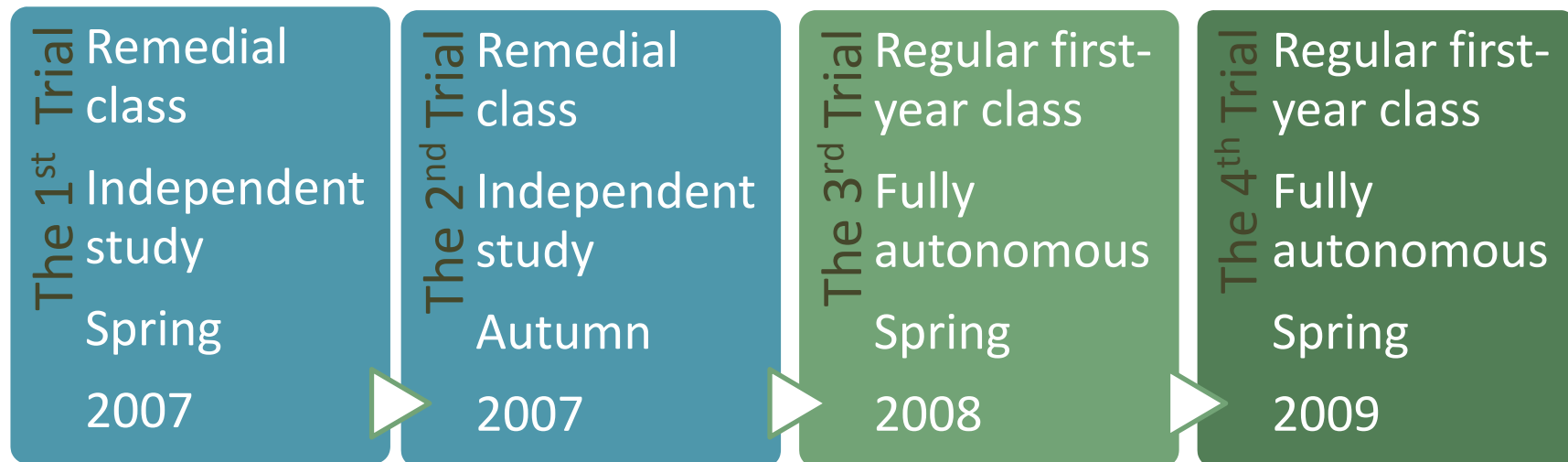


Figure 1 Empirical procedure for development

6: Trials

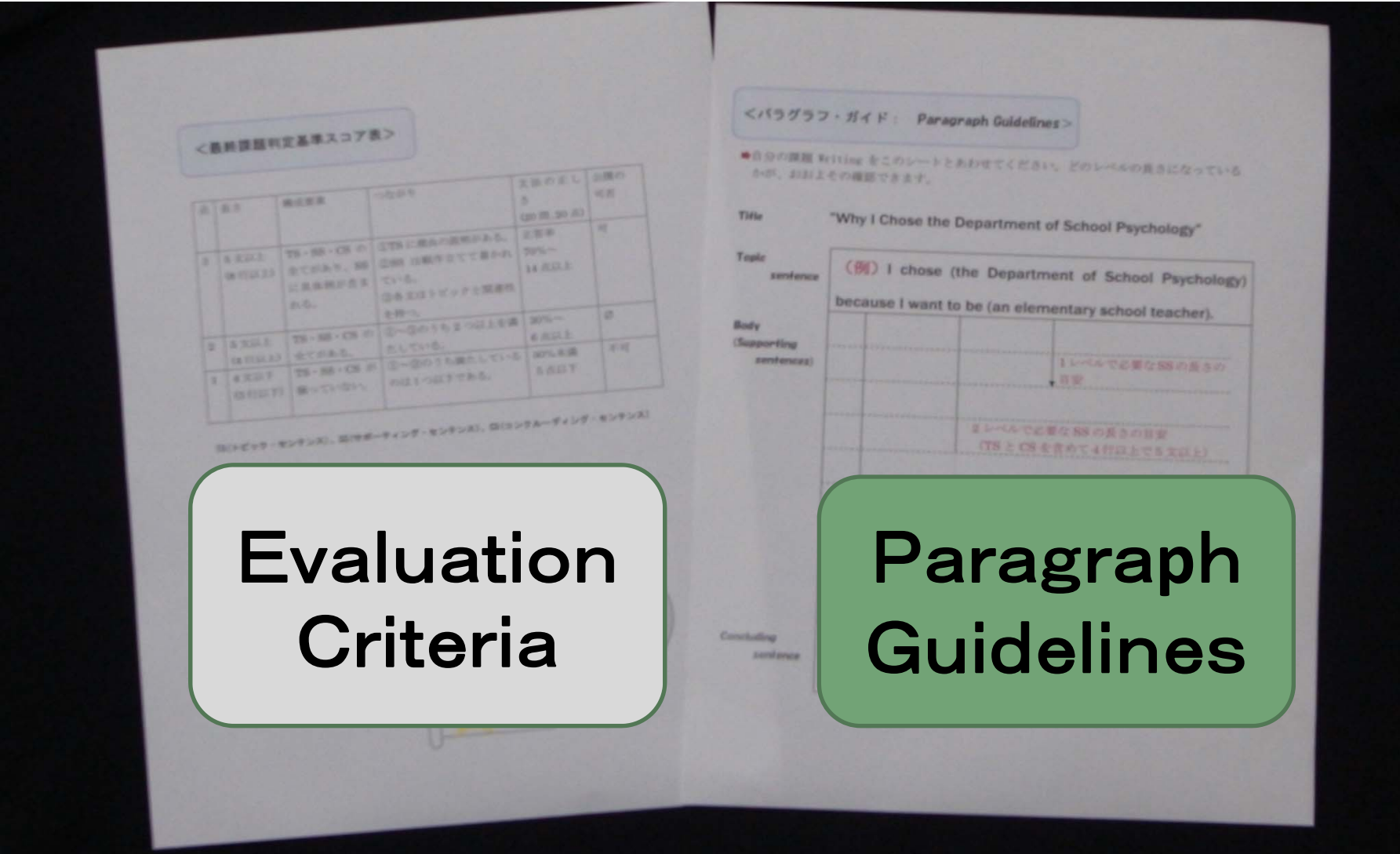


7: Learning materials in 2009



8: New materials-1

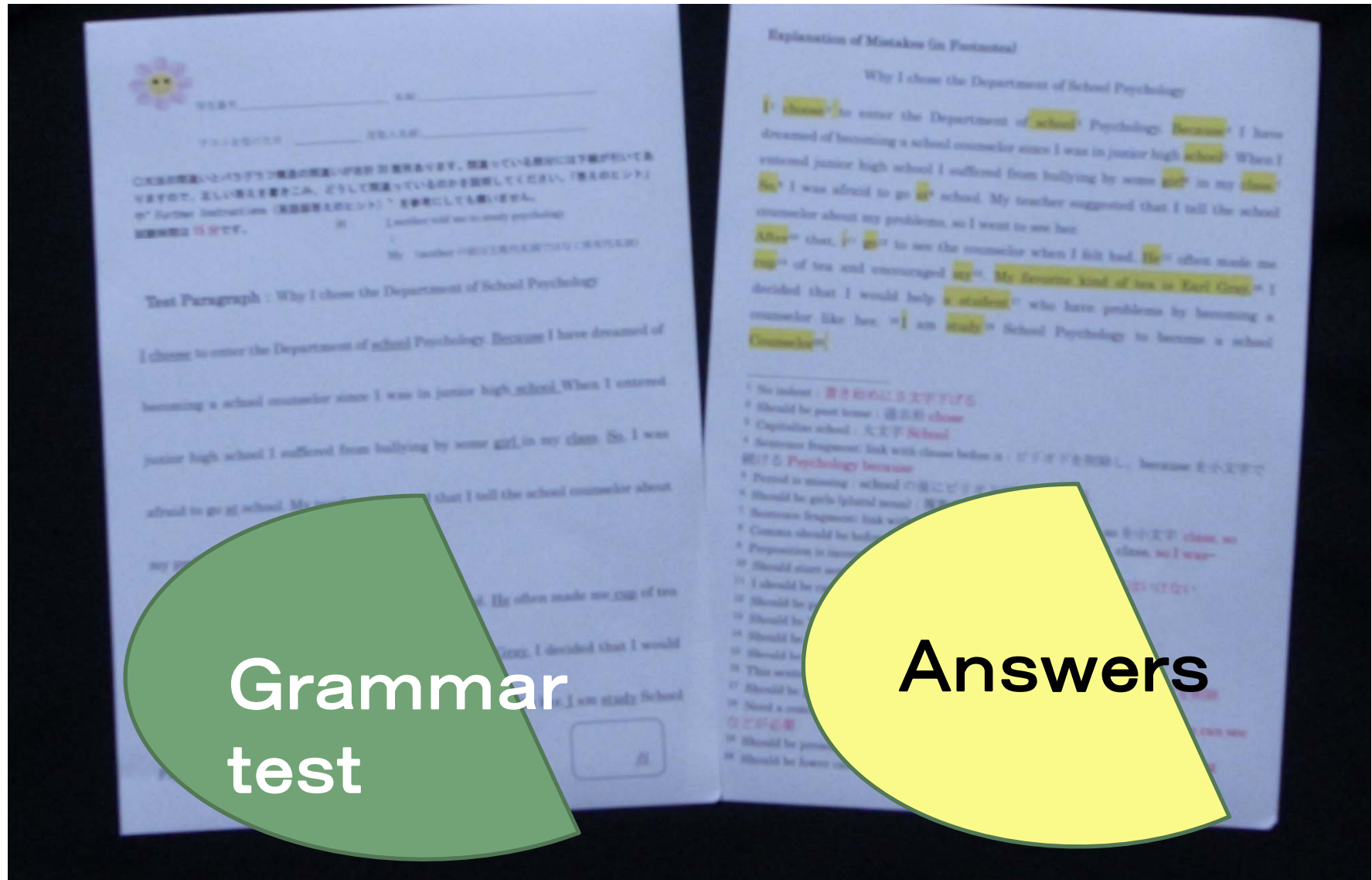
Evaluation criteria, Paragraph guidelines



Evaluation
Criteria

Paragraph
Guidelines

9: New materials-2: Grammar test



10: Comparison of grammatical mistakes for 2008 and 2009

Category	Frequency		Comments
	2008 (33 papers)	2009 (26 papers)	
Use of pronouns	53	19	Students commonly forgot to use "I" or "she"
Use of possessive adjectives	12	11	Students could use "my" but not "her"
Use of conjunctions and sentence fragments	60	32	Students often started sentences with conjunctions
Use of prepositions	30	21	Prepositions of time rarely used
Punctuation mistakes	34	9	Commas, apostrophes were often placed incorrectly
Other grammatical/usage mistakes	167	95	This covers incorrect word choice as well as grammar problems
Use of articles	71	53	Most common grammatical mistakes: "a" and "the" used incorrectly or not used
Verb tense, verb form	72	58	Mainly verb tense errors and no "s" on present tense verbs
Plural nouns	47	34	Often forgot "s"
Total	546	332	
Average per student	16.5	12.8	Mistakes decreased in 2009

11: EFL writing rubric (1/2)

Category	1	2	3	4
Content and idea development	Unclear, inconsistent ideas, and /or lack a central theme. The writing shows little knowledge of the topic. Little or no details, or irrelevant specifics to support main ideas.	Ideas are somewhat unclear. Writing shows limited knowledge of the topic. Topic development is limited. Most supporting details are predictable.	Ideas are clearly stated. Writing shows some knowledge of the topic. Some support using appropriate sources is provided although it may too general and/or irrelevant.	The ideas are clear. The writing is knowledgeable and relevant to the topic. Main ideas are fully developed by supporting details.
Organization	The writing is not organized at all.	The organization of the writing is somewhat unclear and illogical.	The organization of the writing is generally clear and logical.	The organization of the writing is clear and logical.

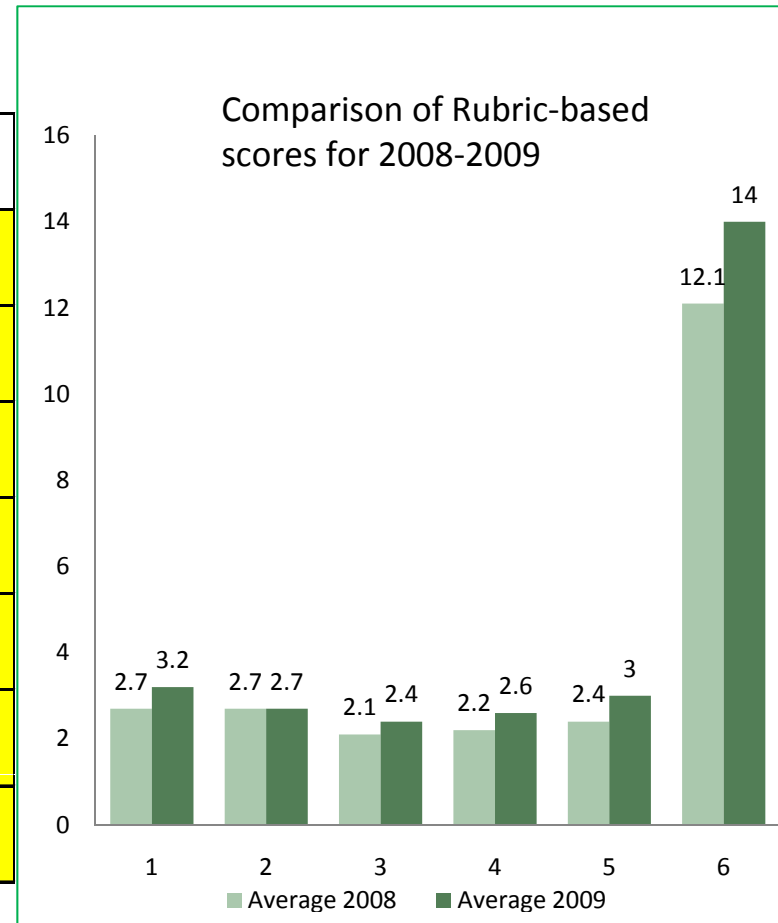
Source: JACET Kansai Chapter Writing Research Group (Nishijima, et. al. 2007)

12: EFL writing rubric (2/2)

Category	1	2	3	4
Grammar	No or almost no cohesive devices, very repetitive sentences. Sentence structures are inaccurate. Many writing errors.	Few cohesive devices, repetitive sentences. Sentence structures somewhat inaccurate. Frequent errors of subject-verb agreement, tense, number, pronouns, articles, etc.	Some cohesive devices, a variety of sentences appropriately used. Sentence structures mostly accurate. Several errors of subject-verb agreement, tense, etc.	A variety of cohesive devices and sentences that are appropriately used. Sentence structures are accurate. Few or no errors of subject-verb agreement, etc.
Vocabulary	Extremely restricted range of words and idioms. Use of words or word forms noticeably inaccurate.	Limited range of words and idioms. Frequent errors of word/idiom form, choice, and/or usage.	Adequate range of words and idioms. Occasional errors of word/idiom form choice, and/or usage.	Sophisticated range of words and idioms, appropriately used.
Mechanics	Inaccurate spelling, punctuation capitalization, and/or paragraphing.	Somewhat inaccurate spelling, punctuation capitalization, paragraphing.	Mostly accurate spelling, punctuation capitalization, paragraphing.	Accurate spelling, punctuation capitalization, paragraphing.

13: EFL rubric-based paragraph evaluation (2008-2009)

Category (4 points each)	2008		2009	
	Total (33)	Average 2008	Total (26)	Average 2009
Content & idea development	90	2.7	83	3.2
Organization	90	2.7	69	2.7
Grammar	68	2.1	63	2.4
Vocabulary	73	2.2	68	2.6
Mechanics	79	2.4	80	3
Total (20 points possible)	400	12.1	363	14



14: Student paragraphs 1/3

Original
paragraph

課題 Writing

第1週目の宿題

学習目標が決まったら、“Why I Chose Kyoto Notre Dame University (私が京都ノートルダム女子大学を選んだ理由)”。または、“Why I Chose the Department of Psychology (私が心理学部を選んだ理由)”というタイトルで英文を5文以上書いてみましょう。学部ではなく専攻を取り上げたい人は、発達心理 Developmental Psychology、学校心理 School Psychology、臨床心理 Clinical Psychology の中から自分の専攻を選んで、Department of Psychology の代わりに使ってください。そして、なぜあなたはこの学部(専攻)を選んだのか、大学で何を勉強したいと考えたのか、あるいは将来何かになりたいと考えたのかなど、あなたをそう決断させた理由を英語で説明してください。

参考 URL: <http://www.notredame.ac.jp/int/english/academic.htm>

(G1. 生活福祉文化学科 Department of Home Science and Welfare: ライフデザイン領域 Life Design、ソーシャルワーク領域 Social Work)

The reason why I chose the psychology department is because I thought that I was interested and there is value. A dream of my future is to become a police officer, so I want to study criminal psychology at the university. And I want to get possible to make use of what I learned at a university. In addition, I want to make it the society with a few crimes.

※チューターを目指す人は次回の授業までにチャプター1の問題を全て解き、査定シートを持ち帰って査定も済ませておいてください。

15: Student paragraphs 2/3

Chapter 1

Chapter 1
Why I Chose the Psychology Department

The reason why I chose the Psychology Department is because I thought that I am interested in it and there is value in it. A dream of my future is to become a police officer, so I want to study criminal psychology at Kyoto Himeji University. And I want to get possible to make use of what I learned at the University. In addition, I want to make it the society with few crimes.

道心保心 有願則成 不致有悔 勿忘初心 慎勿忘初心
夢は叶う 決意を以て
支那の文化

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Chapter 2

Chapter 2
Why I Chose the Psychology Department

The reason why I chose the Psychology Department is that I thought that I am interested in Psychology and there is value to learn. A dream of my future is to become a police officer, so I want to study criminal psychology at Kyoto Himeji University. The person who gave me a chance and a rule book in the society and thinks that there is much of it. I dislike situations to do a thing that does not follow a myself rule. Therefore I thought I brought myself why you were not going to follow a rule, and to learn criminal psychology. I want to get possible to make use of what I learned at the University. In addition, I want to make it the society with few crimes.

because of that I chose
in Psychology to learn about it
夢は叶う 決意を以て
支那の文化

16: Student paragraphs 3/3

Chapter 3

Chapter 3

Why I chose the Psychology Department

The reason why I chose the Psychology Department is that I thought that I am interested in Psychology, and there is value to learn. A dream of my future is to become a police officer, so I want to study criminal psychology at Kyoto Fukuoka University. I see that many people who do not follow a rule and a manner in the society, if myself I like to do such a thing, I can't understand why people are not going to follow them. Therefore, I think I can learn criminal psychology to take a moral responsibility for many citizens. As you can see, I want to get possible to make use of what I learned at the University. In addition, I want to make it the society with few crimes as much as possible.

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Final draft

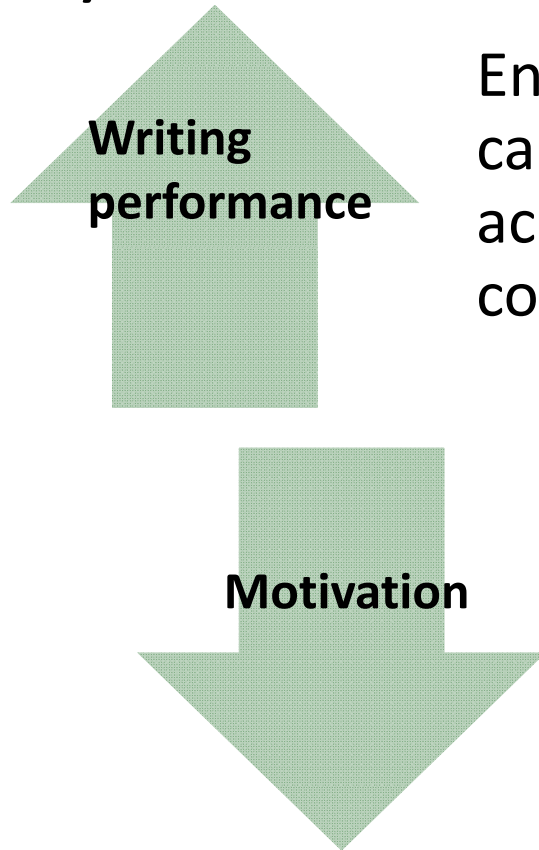
Chapter 3

Why I chose the Psychology Department

The reason why I chose the Psychology Department is that I thought that I am interested in Psychology, and there is value to learn. A dream of my future is to become a police officer, so I want to study criminal psychology at Kyoto Fukuoka University. When I often see that many people who do not follow a rule and a manner in the society, I can't understand why people are not going to follow them because I myself dislike to do such a thing. Therefore, I think to learn criminal psychology to take a moral responsibility for many citizens. As you can see, I want to get possible to make use of what I learned at the University. In addition, I will make it the society with few crimes as much as possible.

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17: 2008-2009 analysis (diverging trends)



Enhanced learning aids can improve writing accuracy, organization, content

BUT

Overly complicated and demanding curriculum can inhibit creativity, lower morale

18: Paragraph guidelines

<パラグラフ・ガイド： Paragraph Guidelines>

★自分の課題 Writing をこのシートと合わせてください。どのレベルの長さになっているかが、おおよその確認できます。

Title "Why I Chose the Department of School Psychology"

Topic sentence

(例) I chose (the Department of School Psychology) because I want to be (an elementary school teacher).

Body (Supporting sentences)

1 レベルに必要な SS の長さの目安

2 レベルに必要な SS の長さの目安 (TS と CS を含めて 4 行以上で 5 文以上)

3 レベルに必要な SS の長さの目安 (TS と CS を含めて 8 行以上で 5 文以上)

Concluding sentence

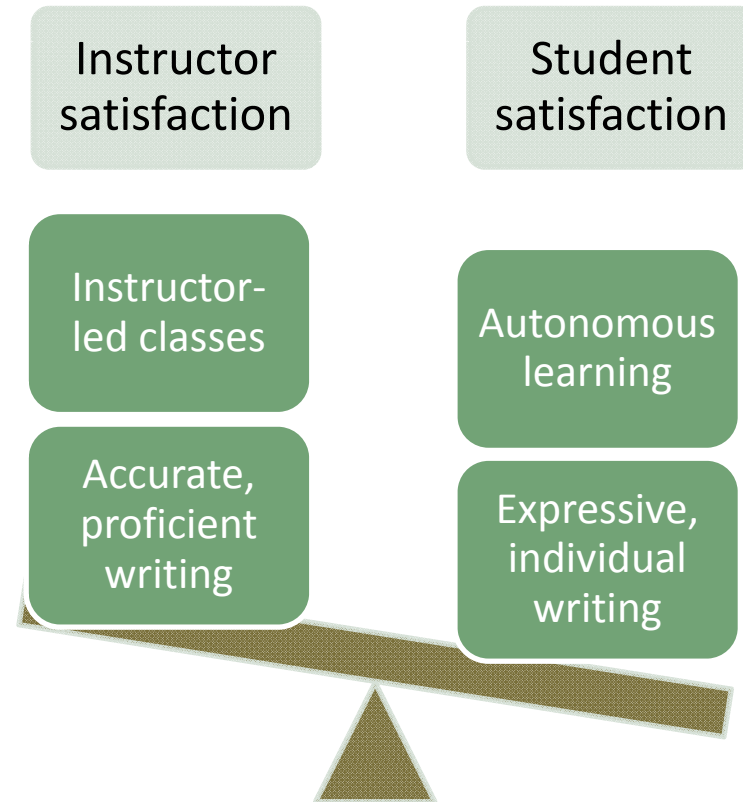
(例) In conclusion, I decided to study (School Psychology) because (teaching) is my goal.

※ TS と CS 中の () は自分の選んだものによって内容が変わります。

19: Conclusion

2008 – High autonomy, high satisfaction but grammatical and organizational errors
2009 – With enhanced learning aids performance improved, but resulted in conformity, low morale

Need continual practice-based revision of learning materials and approach, based on changing classroom environment, to effect a balance of learning objectives and satisfy all participants.



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