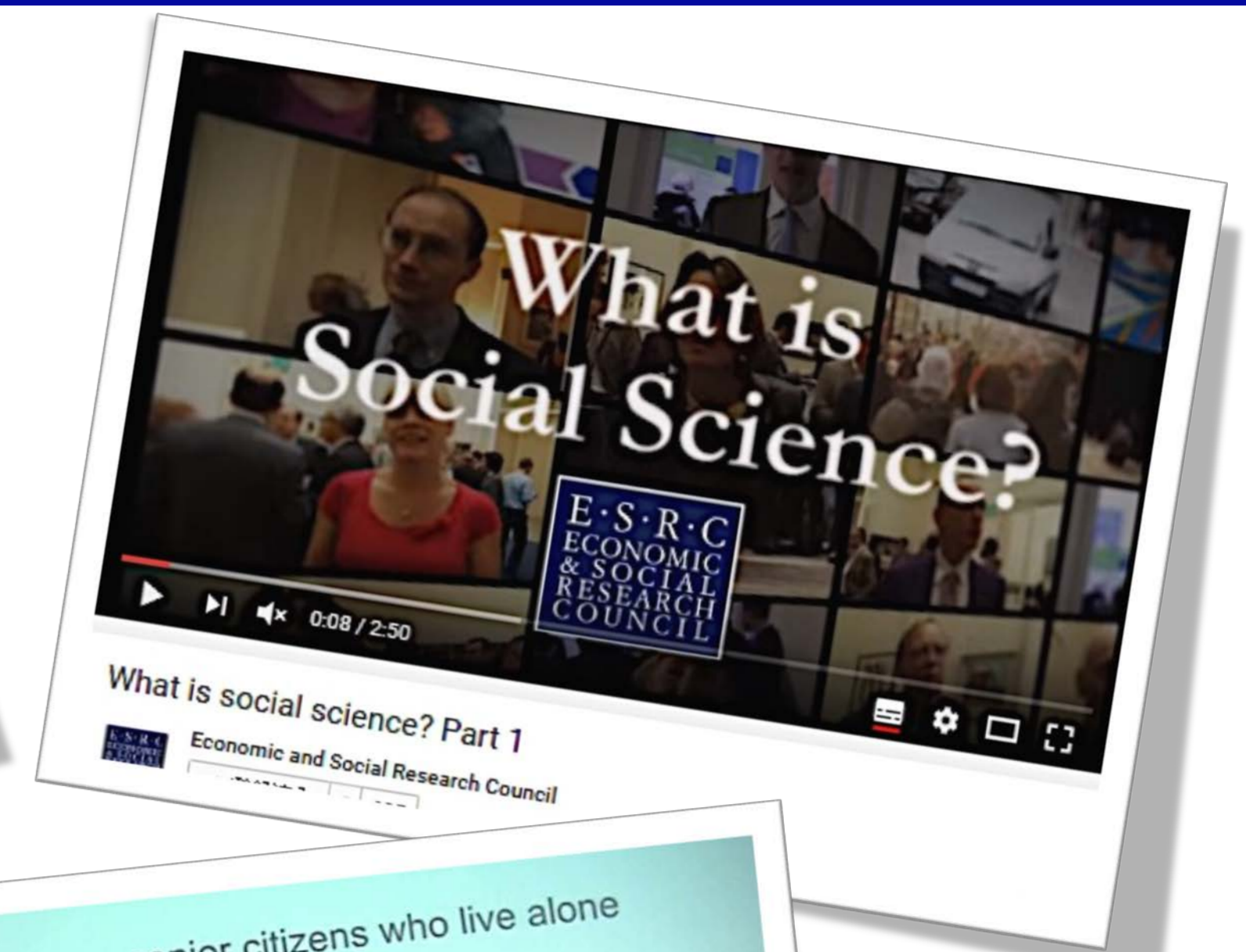
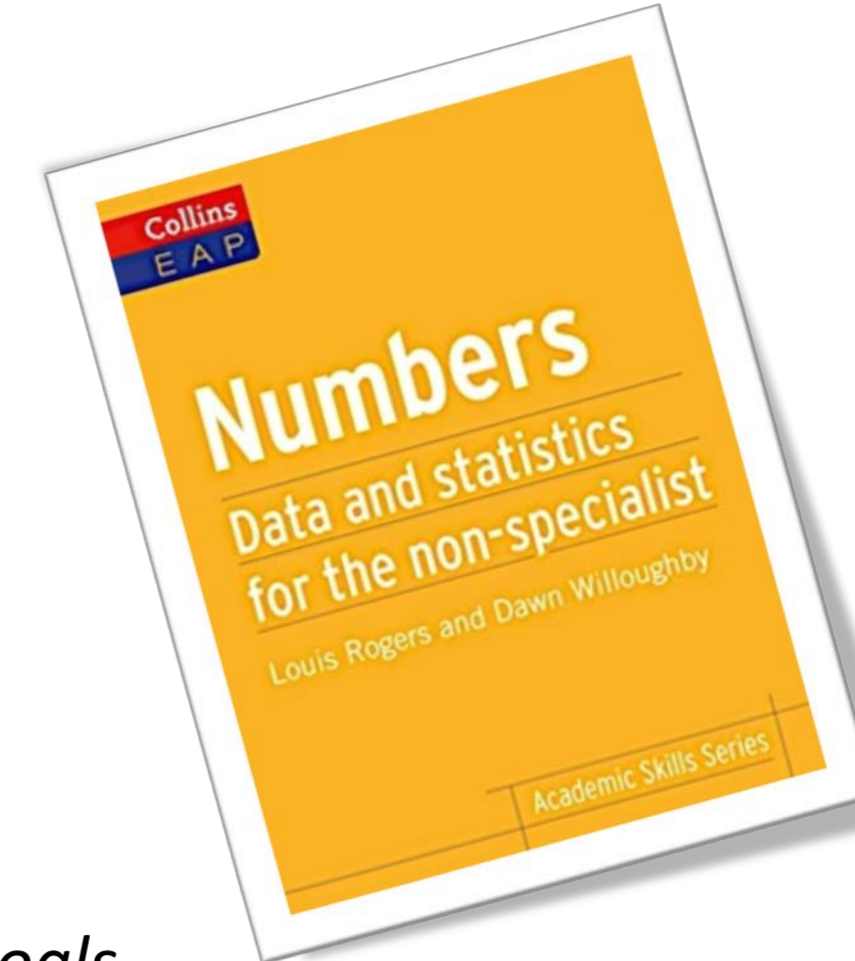


Bridging EGAP and ESAP: A Case of a Project-based Course at Dokkyo University

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THE COURSE: SELECTED TOPICS IN SOCIAL SCIENCES (STSS) (AY2015~)

- Target Students**
 Approximately 120, 3rd year students in Dept. of Economics on Sustainability, Faculty of Economics (TOEIC® 300s-800s)
- Course Objectives**
 - ◆ To develop academic literacy in English and basic research and professional skills
 - ◆ To explore and understand pressing social issues of interest at the national and global levels from social science perspectives
- Target Skills**
 - ◆ Reading and reviewing literature on global issues
 - ◆ Describing and interpreting data in graphs
 - ◆ Summarising opposing views on social issues
 - ◆ Developing basic primary research skills: designing a survey study, giving presentations, and writing a short research paper
- Course Size & Length**
 - ◆ 6 classes (+1 class for re-takers); 3 teachers
 - ◆ 20-25 students/class
 - ◆ 15 90-minute class meetings/semester
- Common Syllabus & Materials**
 - ◆ Textbook, Handouts
 - ◆ *Criterion®*
- Course Management and Coordination:**
 - ◆ LMS (*Blackboard Learn™*)
- Collaborative Technologies for Group Projects:**
 - ◆ *Google Drive (Slides, Forms, Docs)*
 - ◆ Group pages and Discussion forum on LMS
- Supplementary Online Materials**
 - ◆ *United Nations Millennium Development Goals*
 - ◆ *ESRC on YouTube: What is Social Science?*
 - ◆ *idebate.org, ProCon.org*
 - ◆ *Google Scholar*
 - ◆ *Academic Phrase Bank (Univ. of Manchester)*
 - ◆ *ELC PolyU on YouTube*
- Integration of Four Language Skills**
- Assessment Tools**
 - ◆ Rubrics for project assignments
 - ◆ Quizzes
 - ◆ Final exams



Source: Economic and Social Research Council
<https://www.youtube.com/watch?v=kUApnFN2vGk>

FOUR GROUP PROJECT ASSIGNMENTS: GRADUAL DEVELOPMENT OF ACADEMIC LITERACY

Projects*	Tasks	Sample Student Selected Topics	Language Foci
1	Presentation on a global issue using graphics	<ul style="list-style-type: none"> • Child labour • Current state of global poverty • Child obesity 	<ul style="list-style-type: none"> • Definition of key terms • Describing graphs • Move analysis of research paper and presentation
2	Survey research & presentation on a controversial issue	<ul style="list-style-type: none"> • Basic income system • Death penalty • Gun control 	<ul style="list-style-type: none"> • Phrases & grammar for each section of research paper and presentation (e.g., Lit review, research purpose, abstract)
3	Poster presentation of a research proposal	<ul style="list-style-type: none"> • Animal suffering • Aliteracy in Japan • Climate change • Girls' education in developing countries 	<ul style="list-style-type: none"> • Handling Q&A session • Hedging
4	Survey research & research paper writing (800-1000 words, APA)	<ul style="list-style-type: none"> • Students' awareness of food safety • Legalization of medical marijuana 	<ul style="list-style-type: none"> • Citing sources • Making a questionnaire (e.g., Introductory message, questions)

*Projects 1 & 2: Spring Semester; Projects 3 & 4: Autumn Semester

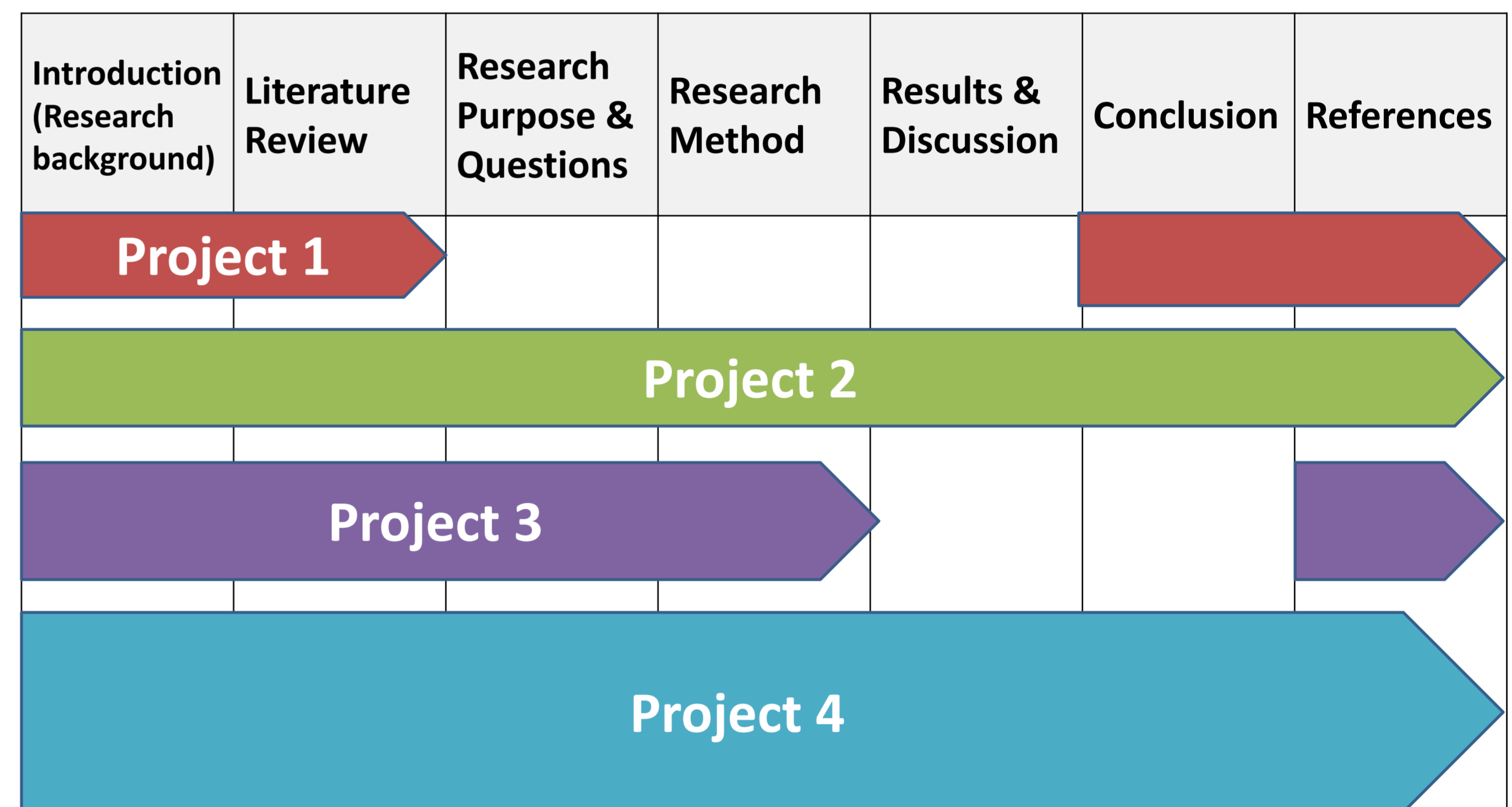
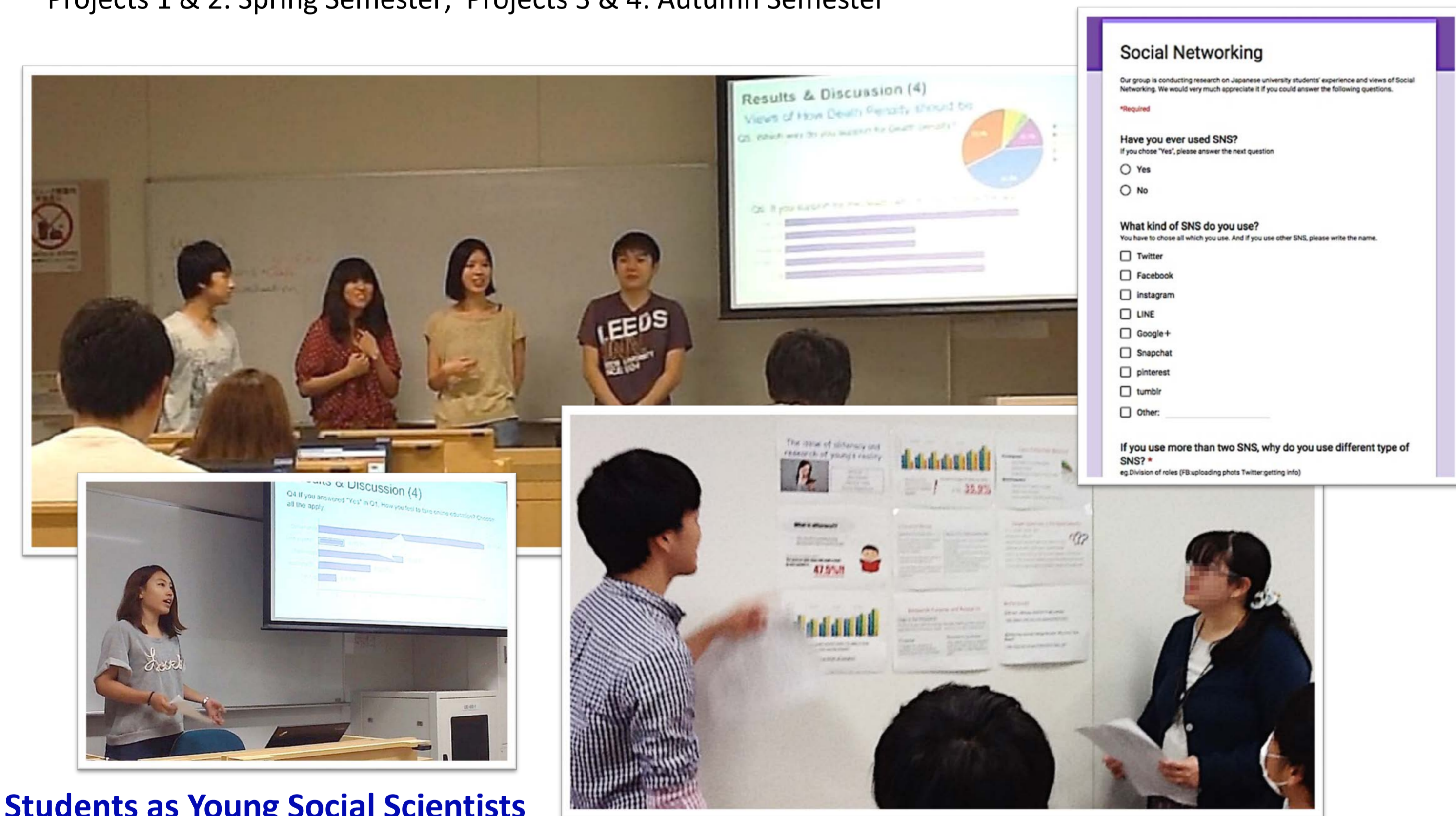
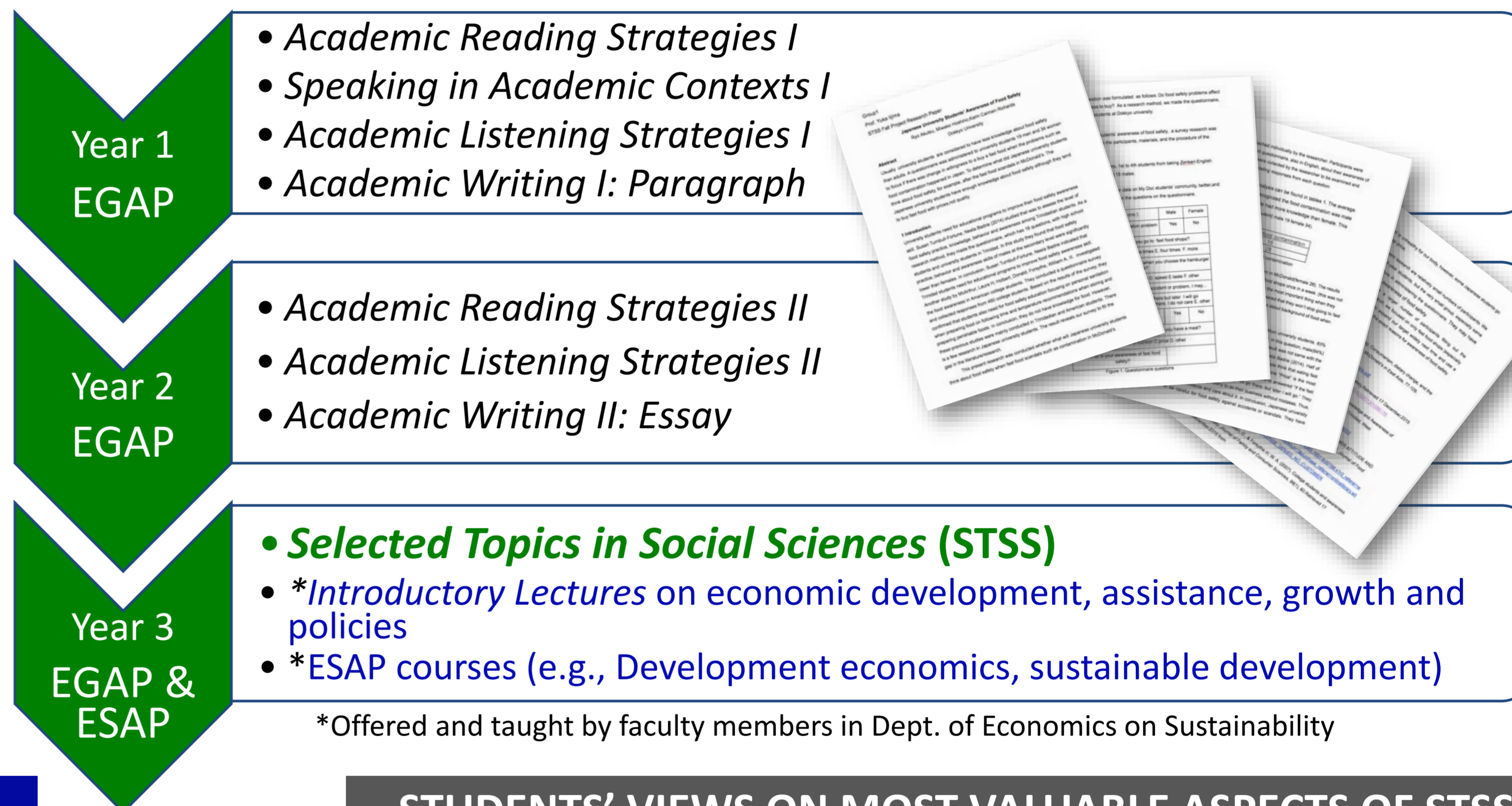


Figure 1. Research elements in four projects



Students as Young Social Scientists

FROM EGAP TO ESAP IN THREE-YEAR CURRICULUM



STUDENTS' VIEWS ON LEARNING IN STSS: RESULTS OF COURSE EVALUATION

N=117

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
My academic presentation skills have improved.	8%	53%	28%	6%	2%
My understanding of purposes and basic research methods of social science research has grown.	9%	60%	21%	7%	0%
My basic skills of writing a research paper have improved.	9%	63%	20%	3%	1%
My collaboration skills have improved.	19%	56%	18%	5%	1%
Group learning helped improve my individual English and research skills.	7%	64%	16%	8%	0%
What I have learned in STSS can be applied to discipline-specific study and other courses.	15%	57%	20%	3%	2%
Course content was appropriate for an English course for 3rd year students.	12%	55%	20%	6%	3%
I want to try citing English sources and writing an English abstract in my graduation thesis.	7%	29%	27%	27%	8%

FURTHER COURSE IMPROVEMENTS BASED ON STUDENT AND TEACHER FEEDBACK

- ◆ Collaboration with Economics professors on (1) topic and material selection; (2) English use in term papers and graduation thesis
- ◆ More explicit practice of academic phrases, vocabulary and sentence structures to meet individual students' needs
- ◆ Teacher support on research topic selection

STUDENTS' VIEWS ON MOST VALUABLE ASPECTS OF STSS

A great sense of accomplishment about reading research articles, doing our own research, and writing a research paper, all in English for the first time in my life!

Lots of group collaboration *Many chances to use English* *Learning how to describe graphs*

Presentations & research paper writing *Using new technology (e.g., Google Drive) Very useful development of technical skills*

Studying social issues in English. Now I often think about how to explain current affairs in English as I read a newspaper.

Learning specialist vocabulary and expressions through research on a topic of our own choice. *Doing online surveys*