

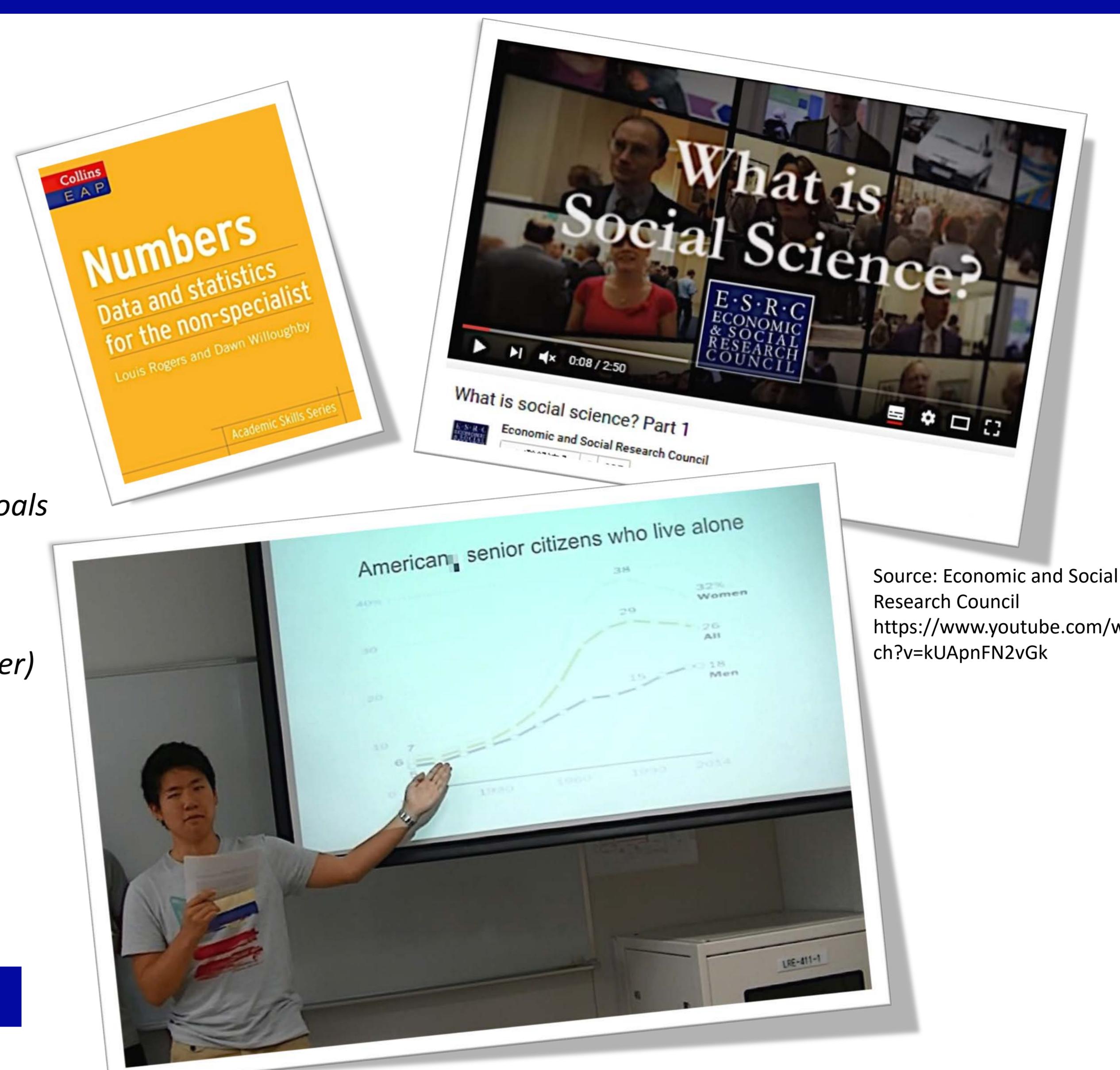
Bridging EGAP and ESAP: A Case of a Project-based Course at Dokkyo University

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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 Poly on YouTube
- Integration of Four Language Skills**
- Assessment Tools**
 - Rubrics for project assignments
 - Quizzes
 - Final exams



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 Students' awareness of food safety Legalization of medical marijuana 	<ul style="list-style-type: none"> Handling Q&A session Hedging Citing sources Making a questionnaire (e.g., Introductory message, questions)
4	Survey research & research paper writing (800-1000 words, APA)		

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

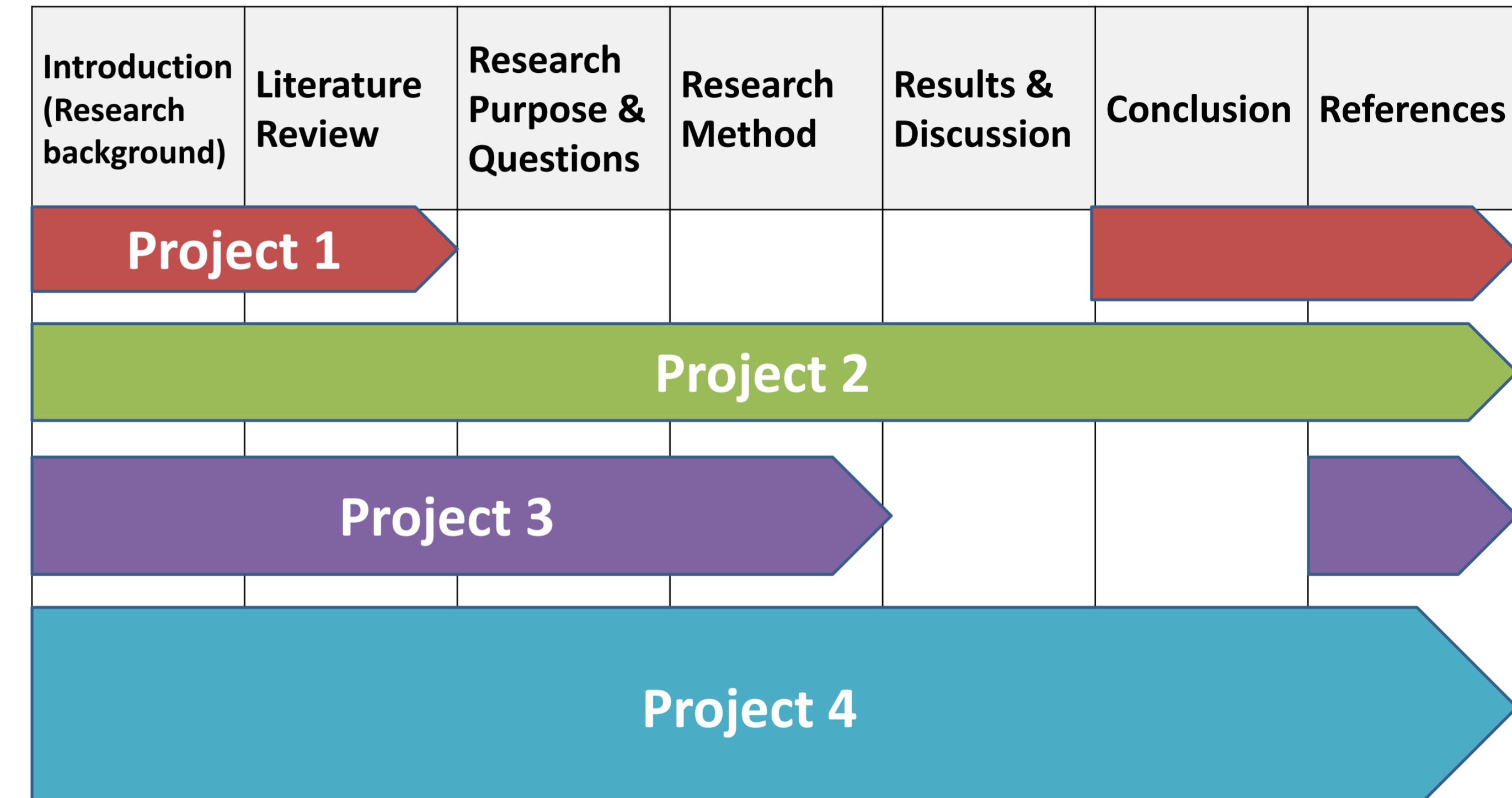
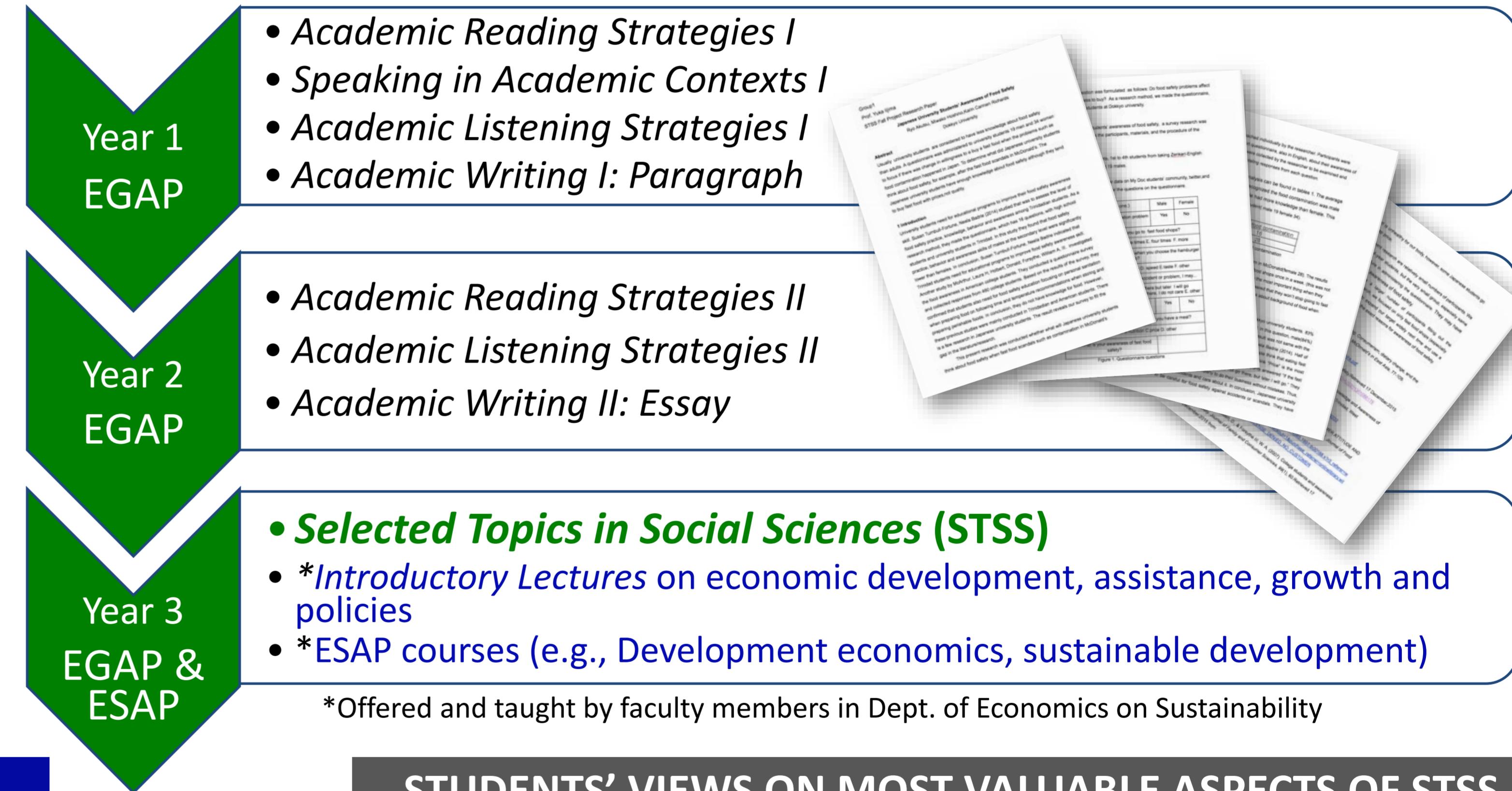


Figure 1. Research elements in four projects



Students as Young Social Scientists

FROM EGAP TO ESAP IN THREE-YEAR CURRICULUM



*Offered and taught by faculty members in Dept. of Economics on Sustainability

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

	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%

N=117

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

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