

Converting an EAP/CBI Course in Human Rights to an EMI Course

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The Center for English Education and Development (CEED), at Saitama University, provides a variety of EAP classes in academic listening, speaking, reading and writing. These classes have general goals to follow, but teachers can choose their own textbooks or provide their own content. In one class, I teach the basics of Human Rights (HR). This course was first taught for the International Studies department at Tokai University through the Foreign Language Center. During one year, students studied the basics of HR including the 30 articles of the United Declaration of Human Rights (UDHR) drafted in 1948, Human Rights cases worldwide and Human Rights Case Solutions. Since 2013, at Saitama University, I adapted this course to the Academic Communication Skills courses 2a and 2b (ACS 2a and ACS 2b), adding new topics such as the history of the UDHR, human rights NPO/NGO groups, UK governmental policy defining human rights abuses and a study of 6 successful human rights solutions carried out by the UN. These themes are taught in the following order as seen in Appendix A.

About the students

The current HR class at Saitama University is called Academic Communication Skills 2a and 2b. In general, the students that take these classes usually have an intermediate to advanced proficiency level of English, but even intermediate level students tend to develop effective study skills during the semester. Many of these intermediate and advanced students can also choose to study abroad through one of the many programs the international student center sponsors such as the Global Youth program in which students study abroad for 1 year after a semester of EAP courses. With these motivated students and the university's desire to help students become more internationalized, an English-Medium class in Human Rights would benefit any Liberal Arts or International Studies curriculum. See Appendix B.

EMI classes are defined as classes where the study content prescribed by the department is the focus rather than the acquisition of the L2 language. According to Brown (2016), the number of EMI classes in Japan greatly increased from 2005 to 2013. If more and

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more university ESL instructors are going to be asked to teach EMI classes, they will need some guidance in doing so since they may not have expertise in certain academic subjects. Therefore, the purpose of this essay is to propose the addition of a HR course into a department that needs to implement an EMI program. To convert this course, a framework developed by Susser & Carty (2015) as described in their JALT 2014 Conference Proceedings, contains 5 elements that can help an instructor convert a course to EMI as seen in Appendix C. In the next section, the application of this framework to the human rights course will be discussed.

Element 1: Curriculum: Requirements and Conditions

Based on the Saitama University president's statement found on the university homepage, Saitama University's classes should place a heavy emphasis on solving problems of modern society and helping students become more global. With 63 students studying abroad as of May 1 2016 (Study Abroad Data, 2016), and 549 foreign students out of a total of 8579 (Facts and Figures. May 2016) students studying at Saitama University, more and more English-only classes will likely increase.

Action

Regarding curriculum, Susser & Carty (2015), state that in their example of the Kyoto studies course, students were required to take an academic class which make them more aware of being a global citizen. The department did this by assigning various articles for reading. After reading, students were asked to brainstorm situations in their home country that were similar to what they learned in the articles. Finally, students shared their brainstormed topics in groups. With the HR class at Saitama University, presently, the focus is for each student to study a required article within a theme, then match that with a similar article in their home country. For example, in theme one, task two of the HR course, students are split into groups by country. Then, they are required to choose an example of a human rights abuse and discuss it in groups. They also must match any of the 30 UDHR articles to their HR abuse topic and share that at the same time. However, in adapting this course to EMI and allowing for an exchange of culture, students would be provided an article from Amnesty International or another NPO/NGO group of a human rights abuse. First, students would read the article and discuss the background of the abuse, the current situation, what is being done about the abuse and what could happen if there were no organized intervention. Next, students would choose a human rights abuse from their own country and discuss the same topics as in the initial article. Finally, students would give a presentation about their chosen abuse issue within the context of their own experience growing up in that country. Finally, students would be asked to write a short essay of their presentation and share it with the other groups through Google Drive.

Element 2, Pedagogy Requirements/Conditions

In the EAP program, the focus is on academic skills and the improvement of English fluency. In an EMI course, the focus would be on learning the themes of human rights around the world. Assessment is based on the learning of content and performance rather than language fluency.

Action

In the current class, EAP, students are put into pairs and groups. The group decides on their own specific tasks to be completed at home and then students share their findings with the group during a later class. In an EMI course, this would still be the main interaction. Students who are unable to get past linguistic difficulties are taught communication strategies such as Circumlocution and Asking for Clarification. Since trust is also a major factor in the success of pair and group interaction, activities that promote trust should be explicitly taught. An example of this would be to use a common ESL activity called Dictation. In a group of 4, two students have information that the other pair does not have. First the two students must negotiate the meaning of what they will share with their partners. If these two students are at different English proficiencies, they can work together on what they will say to their partners. Once this is complete, the students meet the other pair in their group and share the information they prepared. For communication issues that arise, other students in the group can help correct the issues.

Element 3, Interaction-Requirements/Conditions

The requirements for interaction as stated by Susser & Carty (2015), are that local Japanese speakers and native English speakers are encouraged to work together.

Action

For the HR class, arranging all groups to have native Japanese and non-native foreign exchange students is just one solution. Lessons should be arranged in a way that require students to share their experiences along with their research topics. As written earlier in the curriculum requirement section, students research a specific HR abuse. Later, they present this information from their own country. Once students divide the research responsibilities and share their work in class, Google Drive can be used to combine their work together in the cloud. To properly initiate Google Drive in the class, each group will choose a Google administrator to create and share documents and slides with the remaining members and the teacher.

Element 4, Content/Language-Requirements/Conditions

Regarding Content and Language, many instructors find it difficult to deal with a variety of English proficiency levels between Japanese and foreign students (Susser & Carty 2015).

Action

When possible, group work instead of pair work would be emphasized. The reason for this is that the group could contain a combination of a one or two L1 or L2 students with a high proficiency of English and a few students who are not as proficient at English. Following similar guidelines by Susser & Carty (2015), L1 or higher English proficient L2 students should be instructed to use simple English and use image data as much as possible. Lower proficient students should be instructed on how to ask for clarification. L1 students of higher proficiency can also learn how to ask students to clarify understanding through repetition of what was discussed.

Element 5, Assessment, Requirements/Conditions

Susser & Carty (2015) provided a solution to assessing non-streamed classes by “promoting discussion and an active engagement with the content. Improvement of English was not a course goal and so was not graded.” (p.5)

Action

Susser & Carty (2015) used the following grading distribution.

Table 1-Grade Distribution		
%	Grade Category	Activities
50%	Homework	Homework assignments completed through reading content, discussions within the group and with the teacher.
50%	Group Project	Group presentation, group essay/report

At present the grading distribution at CEED is for the ALS 2a and 2b classes is:

1. Attendance and Participation: 20%
2. Assignments and Homework: 40%
3. Examinations, Essays and Presentations: 40%

For the Human Rights Course, attendance and participation would remain the same. Students must attend at least 11 of the total 15 scheduled class times. More absences would result in a failure of the attendance and possibly the participation grade. For theme 1 topics of the HR course, students would be required to complete all homework assignments through group collaboration as mentioned in Table 1. This includes the study of NPO/NGO groups. Each group studies one NPO/NGO group and shares their information with the class. After meeting in their groups, 1 or 2 students from each group are put into new groups so that all students can learn about all the NPO/NGO groups studied in the class. This is a common EFL technique called a “jigsaw” which is used for managing group work in class. To assess this activity, the teacher can take notice of who is completing the group work during class. To aid the teacher, I created a Filemaker Pro database program that contains the photos and attendance of the students. I can also add homework and participation points to their database records which are used later in the grading process. Students must also take notes on the information that was shared with them from other groups. At the end of the activity, students turn in their notes and the teacher can assess their quality and adherence to the deadline. For the final project, students study a Human Right abuse case from their own country. They present their findings at the end of the semester. Fifty percent of this work is graded on meeting deadlines, asking for help and general participation within the group. The teacher can easily monitor this in Google Docs and Slides as Google has added a revision history function. This function keeps a time-based color-coded record of all changes made by the student. The other 50% is assessed with a presentation rubric that teaches and assess presentation skills, and the quality of the content and organization. See Appendix D.

In summary, although this course has not been taught in this way at our center, it will be from April 2017. Therefore, it will be one step closer to Saitama University’s goal of providing more classes in English for L1 and L2 students. Because Saitama University adopted the Japanese government’s Global Jinzai policy in the Spring of 2013, the CEED center has already created EAP courses that promote global citizenship such as this Human Rights course. Many of these students are going abroad for a year, then return to Saitama University. Our center is already in a good position to help the various departments teach these classes that our students and L2 students can participate in.

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Appendix A-List of themes taught in the ACS 2a and 2b human rights class	
#	Theme 1-Quarter 1
1	Introduction to the History of the UDHR
2	Introduction to the 30 articles of the UDHR
3	Introduction to HR NPO and NGO groups.
#	Theme 2-Quarter 2
1	UK Governmental Policy on Human Rights
2	Worldwide Human Rights abuse cases by country #1
#	Theme 3-Quarter 3
1	Review of theme 1
2	Worldwide Human Rights abuse cases by country #2
#	Theme 4-Quarter 4
1	6 examples of successful Human Rights solutions
2	Worldwide Human Rights abuse solutions

Appendix B-List of English only courses at Saitama University (2014)		
#	Faculties	# of Courses
1	Liberal Arts	62
2	Education	7
3	Economics	4
4	GS of Cultural Studies	7
5	GS for Education	2
6	GS for Science and Engineering	31
	Total	113

Appendix C-Summary of Element Descriptions from (Susser, B., & Carty, P. (2015))		
#	Elements	Description
1	Curriculum	“to internationalize the curriculum” based on the university mission statement or president’s speech
2	Pedagogy	student-centered learning, small-group learning
3	Interaction	incorporating pair and group work through well-structured tasks
4	Content/Language	focus on content rather than language, CLIL course may be employed to help bridge students from EAP to EMI courses (Iyobe, Brown, & Coulson, 2011).
5	Assessment	Management must decide on how students should be tested whether it is on the content, or on the degree of being internationalized.

Appendix D

Sample Self-Assessment. English version of the Peer, Self-evaluation files are available.

+基準	B	A	-基準	+基準	B	A	-基準
良い姿勢	0-5	0-5	不適切な姿勢	良い挨拶	0-5	0-5	挨拶をしない
良い手の位置、ノートカードの位置、ジェスチャー			ジェスチャーがない	詳細が多い			詳細がない
適切な表情			表情がない	明快で説得力を増す詳細			詳細を発展させていない
良い声量			静かすぎる	良い指針とピックからピックへの移り変わり			指針を示していない、移り変りがない
アイコンタクト			アイコンタクトをとらない	スピーチの要点をまとめている、プレゼンのまとめ方が良い			要点をまとめていない、聞いている人にお礼を述べない。
読まない			ずっと読んでいる	全体的な準備			準備していない
話す早さが適当			適当でない早さ	良いヴィジュアルの使い方			ヴィジュアルの使い方がとても悪い
聞いている人にわかりやすい英語			聞いている人に難しすぎる				
滑らかでクリアな発音			強いカタカナ英語				
プレゼンスコア				内容スコア			

スピーキングプレゼンテーションの注意点 氏名 _____ 学籍番号 _____ 日付 _____ クラス _____

プレゼンテーション技術					内容									
+基準	5	4	3	2	1	-基準	+基準	5	4	3	2	1	-基準	
1	良い姿勢	プレゼン中ずっと聞いている人に向き合っている。姿勢がまっすぐでよくなっている。	プレゼン中の半分以上は向いている。姿勢がまっすぐでよくなっている。	時々姿勢や顔がまっすぐでよくなっている。	ずっと姿勢や顔がまっすぐでよくなっている。	不適切な姿勢	良い挨拶	以下を含んでいる(1)挨拶(2)氏名(3)所属		3つのうち2つを含んでいる		3つのうち1つを含んでいる	挨拶をしない	
2	良い手の位置、ノートカードの位置、ジェスチャー	手の位置、ノートカードの位置、ジェスチャーが適切である。	プレゼン中の半分以上は手の位置、ノートカードの位置、ジェスチャーが適切である。	時々ジェスチャーが適切である。	ジェスチャーが適切である。	ジェスチャーがない	詳細が多い	多くの重要な詳細が含まれている	十分に多くの重要な詳細が含まれている	最低限の必要な詳細が含まれている	プレゼンに最低限必要な詳細が含まれていない		詳細がない	
3	適切な表情	適切な表情をしている。	適切な表情をしている。	時々適切な表情をしている。	適切な表情をしている。	表情がない	明快で説得力を増す詳細	プレゼンの要点を説明するようになっている。トピックを詳しく説明している。	プレゼンの要点を説明するようになっている。トピックを詳しく説明している。	それぞれの詳細を説明するようになっている。トピックを詳しく説明している。	それぞれの詳細を説明するようになっている。トピックを詳しく説明している。	それぞれの詳細を説明するようになっている。トピックを詳しく説明している。	それぞれの詳細を説明するようになっている。トピックを詳しく説明している。	詳細を発展させていない
4	良い声量	適切な声量で話している。	適切な声量で話している。	時々適切な声量で話している。	適切な声量で話している。	静かすぎる	良い指針とピックからピックへの移り変わり	指針を示し、それに基づいてトピックの導入と他のトピックの関連付けを明確に行っている。	ほとんどの場合、指針を示し、それに基づいてトピックの導入と他のトピックの関連付けを明確に行っている。	いくつかの場合、指針を示し、それに基づいてトピックの導入と他のトピックの関連付けを明確に行っている。	ほんの数回、指針を示し、それに基づいてトピックの導入と他のトピックの関連付けを明確に行っている。	指針を示し、それに基づいてトピックの導入と他のトピックの関連付けを明確に行っている。	指針を示していない、移り変りがない	
5	アイコンタクト	アイコンタクトを適切に行っている。	アイコンタクトを適切に行っている。	時々アイコンタクトを適切に行っている。	アイコンタクトを適切に行っている。	アイコンタクトをとらない	スピーチの要点をまとめている、プレゼンのまとめ方が良い	プレゼンの要点をまとめている。プレゼンのまとめ方が良い。	プレゼンの要点をまとめている。プレゼンのまとめ方が良い。	プレゼンの要点をまとめている。プレゼンのまとめ方が良い。	プレゼンの要点をまとめている。プレゼンのまとめ方が良い。	プレゼンの要点をまとめている。プレゼンのまとめ方が良い。	要点をまとめていない、聞いている人にお礼を述べない。	
6	読まない	読まない。	読まない。	時々読んでいる。	読んでいる。	ずっと読んでいる	全体的な準備	きわめてよく準備している	よく準備している	十分に準備している	あまり準備していない	準備が不十分である	準備していない	
7	話す早さが適当	適切な早さで話している。	適切な早さで話している。	時々適切な早さで話している。	適切な早さで話している。	適当でない早さ	良いヴィジュアルの使い方	すばらしいデザインで、スライドをうまく使っている。文が読みやすい。	良いデザインで、スライドをうまく使っている。文が読みやすい。	普通のデザインで、スライドをうまく使っている。文が読みやすい。	良くないデザインで、スライドをうまく使っていない。文が読みやすい。	悪いデザインで、スライドをうまく使っていない。文が読みやすい。	ヴィジュアルの使い方がとても悪い	
8	聞いている人にわかりやすい英語	聞いている人にわかりやすい英語で話している。	聞いている人にわかりやすい英語で話している。	時々聞いている人にわかりやすい英語で話している。	聞いている人にわかりやすい英語で話している。	聞いている人に難しすぎる	内容スコア							
9	滑らかでクリアな発音	滑らかでクリアな発音で話している。	滑らかでクリアな発音で話している。	時々滑らかでクリアな発音で話している。	滑らかでクリアな発音で話している。	強いカタカナ英語								
	プレゼンスコア	内容スコア			トークスコア		内容スコア							