Part-time Teachers as the Driving Force Behind Core Courses

Communication and Foreign Languages

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J. F. Oberlin University
Tokyo, Japan
Presentation Topics

• About J. F. Oberlin University, Tokyo
• Background for Establishing a College of Cornerstone Education
• Basic Concepts and Structure
• Programs and Courses
• Part-time Teachers in Communication and Foreign Languages
• Evaluation
About J. F. Oberlin University

• Dr. Yasuzo Shimizu and Oberlin College, Ohio
• Educational Goals of University and Colleges
• Emphasis on the First Year Experience
Organizational Structure of the University

Graduate School

- C. of Liberal Arts
- C. of Visual & Performing Arts
- C. of Health and Welfare
- C. of Business Management

University College of Cornerstone Education
Background for Cornerstone College

General Education and/or Cornerstone Education

• General Education at J. F. Oberlin University
• The Problems
• Need for establishing a college for first and second year students
Basic Concepts and Structure

• Cornerstone for Life-long Learning
• Skills in Language and Communication
• Introduction to Disciplines
• Field Studies and Experiences
• Foreign Languages
• Academic Advising
• Events, Lectures, and Workshops
Structure of Cornerstone College

University College of Cornerstone Education

- Core Education
- Communication
- Field Studies
- Foreign Languages
Programs and Courses

• Core Education
  – Introduction to College Life
  – Introductions to Academic Disciplines
• Communication
  – Speech/Oral Communication
  – Writing
  – Computer Literacy
• Foreign Languages
  – English, Japanese as a FL
  – European and Asian Languages
• Field Studies
  – Study Abroad in ESL
  – International Voluntary Activities
  – Other extracurricular experiences
Part-time Teachers in Communication

• Communication Skills
  – Speech/Oral Communication
    • Reporters, announcers, newscasters
  – Writing
    • reporters, journalists, editors
  – Computer Literacy
    • programmers, experts in computing business
Management Example

• Writing (Written Expression in General)
  – Director (1) → Fulltime Faculty (specialized in Rhetoric and Composition) (25)
  – Teachers → Part-time Instructors
  – Syllabus → Minimum standards / Variety of Teaching
Foreign Language Education Department (FLED)

1. Explain how the FLED is organized

2. Then, put a focus on the English Language Program (ELP)
   
   see how a small number of full-timers manages to work together with a large number part-timers to create a community of learners and teachers and run successful programs.
Foreign Language Education Department (FLED)

• 17 foreign languages:
  Arabic, Burmese, Cambodian, Chinese, English, French, German, Greek,
  Indonesian, Italian, Korean, Latin, Russian, Spanish, Thai, Vietnamese
  and Japanese for foreign students.
Sub-divisions in the Dept.#1

(1) the English Language Program (ELP)
(2) the Chinese Language Program (CLP)
(3) the Japanese Language Program (JLP)
(4) Other Foreign Languages.
Sub-divisions in the Dept.#2

• ELP: the biggest coordinated program
  – a compulsory subject for all first-year students
• CLP: closely works with the Confucius Institute at J. F. Oberlin
• JLP for non-Japanese speakers
• Other Foreign Languages
## Core English in the Spring and Fall

<table>
<thead>
<tr>
<th>Spring Semester</th>
<th>No. of Hours</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>English Core IA</td>
<td>90 mins x 2</td>
<td>2</td>
</tr>
<tr>
<td>English Core IB</td>
<td>90 mins x 2</td>
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</table>

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>No. of Hours</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Core IIA</td>
<td>90 mins x 2</td>
<td>2</td>
</tr>
<tr>
<td>English Core IIB</td>
<td>90 mins x 2</td>
<td>2</td>
</tr>
</tbody>
</table>
Number of Courses (ELP)

• ELP offers 156 core courses (per semester) to approximately 3,700 students

• “624 instructors” will be needed, if we allow a teacher to teach only one class.
Extension Courses

– offered from the first to the fourth year.
– Students who would like to further improve their English ability in certain areas are encouraged to take these courses
– For 2008, there are 121 Extension classes offered.
Extension Courses

• Skill based Courses such as: Academic Reading and Writing, Listening and Speaking, Academic Writing, Grammar
• Children's Literature
• Language and Culture
• English through Media
• Study Abroad
• TOEFL/TOEIC Skills
  – and many more …
Foreign Languages (except English and Japanese)

<table>
<thead>
<tr>
<th>Spring Semester</th>
<th>No. of Hours</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>French I</td>
<td>90 mins x 2</td>
<td>2</td>
</tr>
<tr>
<td>Cambodian I</td>
<td>90 mins x 2</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>No. of Hours</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>French II</td>
<td>90 mins x 2</td>
<td>2</td>
</tr>
<tr>
<td>Cambodian II</td>
<td>90 mins x 2</td>
<td>2</td>
</tr>
</tbody>
</table>
## Number of Full & PT Instructors

<table>
<thead>
<tr>
<th>Divisions</th>
<th># of Full-timers</th>
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<tbody>
<tr>
<td>ELP</td>
<td>16</td>
</tr>
<tr>
<td>CLP</td>
<td>2</td>
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<tr>
<td>JLP</td>
<td>3</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th># of Part-timers</th>
</tr>
</thead>
<tbody>
<tr>
<td>139</td>
</tr>
</tbody>
</table>
### Number of Full- & Part-timers #1

<table>
<thead>
<tr>
<th>Languages</th>
<th>Full-time</th>
<th>Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Burmese</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Cambodian</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Chinese</td>
<td>2</td>
<td>22</td>
</tr>
<tr>
<td>English</td>
<td>16</td>
<td>55</td>
</tr>
<tr>
<td>French</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>German</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Greek</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Indonesian</td>
<td>0</td>
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</table>
# Number of Full- & Part-timers #2

<table>
<thead>
<tr>
<th>Languages</th>
<th>Full-time</th>
<th>Part-time</th>
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<tr>
<td>Italian</td>
<td>0</td>
<td>5</td>
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<tr>
<td>Korean</td>
<td>1</td>
<td>10</td>
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<tr>
<td>Latin</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Russian</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Spanish</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Thai</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Japanese</td>
<td>3</td>
<td>19</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24</strong></td>
<td><strong>139</strong></td>
</tr>
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</table>
How the close contact with PT instructors is maintained

- through a variety of formal and informal face to face communication

- The ELP/JLP processes and policies are thoroughly documented in Teacher Handbooks, Instructor Notes, etc. These documents and teaching resources are made available to all faculty through the Internet.
In case of ELP

- 78 core courses in 2007
- 2 times a week for two ninety minutes periods
- 312 periods per week
  - All teachers have to share the same aim and close contact needed.
ELP Two Strategies

• How the ELP 16 full-timers manages 55 part-time instructors
  1) Face to Face Communication
  2) Online Presence
ELP: Strategies #1

• face-to-face communication
• → informal: chats over lunch and “the Breakfast Club”
• → formal: orientation and faculty development workshops
# ELP Orientation 2008

**Date:** 12 April 2008  
**Time:** 9:00am-4pm  
**Place:** Opening session in Mei Mei Kan Rm. A309

## Opening Session

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00-9:50</td>
<td>Opening, Today’s Plan, Timetable</td>
</tr>
<tr>
<td></td>
<td>Simon, Gary</td>
</tr>
<tr>
<td></td>
<td>Rm: A309</td>
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</tbody>
</table>

## Morning Workshops

<table>
<thead>
<tr>
<th>Time</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>General Extensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:10-10:50</td>
<td>LL, DBC, DBR, RH</td>
<td>PJ, CT, GF</td>
<td>DJ, KI, HvD</td>
<td>RY</td>
</tr>
<tr>
<td></td>
<td>Rm: G403</td>
<td>Rm: G404</td>
<td>Rm: G405</td>
<td>Rm: G406</td>
</tr>
<tr>
<td>11:00-11:40</td>
<td>LL, DBC, DBR, RH</td>
<td>PJ, CT, GF</td>
<td>DJ, KI, HvD</td>
<td>Teachers Manual</td>
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<tr>
<td></td>
<td>Rm: G403</td>
<td>Rm: G404</td>
<td>Rm: G405</td>
<td>Simon</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Rm: G406</td>
</tr>
<tr>
<td>11:50-12:30</td>
<td>LL, DBC, DBR</td>
<td>CT, GF</td>
<td>Level 3</td>
<td>FE Grading and GPA</td>
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<tr>
<td></td>
<td>Rm: G403</td>
<td>Rm: G404</td>
<td>Dk, KI, HvD</td>
<td>Paul Ted</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Rm: G405</td>
<td>Rm: G408</td>
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</table>

## Lunch 12:30-1:40 Sandwiches to be provided

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>1:40-2:20</td>
<td>Moodle, email, and e-Campus</td>
</tr>
<tr>
<td></td>
<td>TO, RH, LAN</td>
</tr>
<tr>
<td></td>
<td>Rm: G401</td>
</tr>
<tr>
<td>2:30-3:10</td>
<td>BMI/Kernel</td>
</tr>
<tr>
<td></td>
<td>AN</td>
</tr>
<tr>
<td></td>
<td>Rm: G402</td>
</tr>
<tr>
<td>3:20-4:00</td>
<td>Moodle, email, and e-Campus</td>
</tr>
<tr>
<td></td>
<td>RH, LAN</td>
</tr>
<tr>
<td></td>
<td>Rm: G401</td>
</tr>
<tr>
<td>4:00-5:00</td>
<td>Mingle etc.</td>
</tr>
</tbody>
</table>

**After** Drums or something
At the time of Teacher Orientation

• a teacher’s manual is distributed and reviewed
• the program goals, classroom management, assessment and grading, and other relevant topics are described.
• Level coordinators (full-time staff)
Level Coordinators

• FE Coordinator (1 full-time staff)

  ⇩

  – FE Level 1 (4 full-time staff) ⇩ part-timers
  – FE Level 2 (4 full-time staff) ⇩ part-timers
  – FE Level 3 (4 full-time staff) ⇩ part-timers
Post 1st Year Program

Coordinator (1 full-time staff)

↓

- Extension (1 full-time staff)  ➡ part-timers
- EAP (1 full-time staff)  ➡ part-timers
- TOEFL (1 full-time staff)  ➡ part-timers
## Function Oriented Responsibilities

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<table>
<thead>
<tr>
<th></th>
<th></th>
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<tbody>
<tr>
<td>a)</td>
<td>FLSC</td>
</tr>
<tr>
<td>b)</td>
<td>e-learning (Moodle)</td>
</tr>
<tr>
<td>c)</td>
<td>e-learning (elpweb)</td>
</tr>
<tr>
<td>d)</td>
<td>Teacher &amp; Student Development</td>
</tr>
</tbody>
</table>

Part-timers
Processes

a) Timetable
b) Placement test
c) Grading
d) Student Issues
   - 1st year
   - Extension
Coordinators

1) Level Coordinators
2) Post 1\textsuperscript{st} Year Program (Ext.)
3) Function Oriented Responsibilities
4) Processes
ELP: Strategies #2

• The second strategy is based around the wish to create a community of learners both on and off campus by using the Internet

→the Obirin English Language Program Knowledge Sharing Network (referred as OEKS ) by Prof O’Neill
OEKS

• “This online project is a digital repository which uses a socially constructed folksonomy to organize, share, and communicate the elements of the curriculum.”

(O’Neill, 2007:107)
A log file and OEKS

• a log file left in the cabinet is good but not enough to facilitate communication
• However, OEKS made it possible not only to have direct communication online among the instructors but also to give opportunities to the part-time instructors to be actively involved in the program.
More about OEKS

- To use OEKS, no special knowledge of computer or web-page creation is required.
- It is as easy as writing an email and attaching a document.
Level 1 Moodle available: Spring 2008

June 4th, 2008 — Ted O'Neill

Some of you may recall that there were two options for Moodle presented at the Retreat: An individual course for a single instructor and one group of students, and a Bulk Moodle course for everyone else who did not request a course of their own. That Bulk Moodle course has now arrived for Eigo IA and B Level 1. Look for laminated handouts around the part-time area, or download the handout here: Level 1 Moodle How To [PDF]

No Comments
OEKS was designed to …

- Three important factors:
  - any instructor needed to be able to add teaching materials to the collection at any time;
  - the collection did not fit in a top-down prescribed organization system
  - all ELP teaching staff needed more flexible access from office or home. (O’Neill, 2007:109)
From the OEKS web site

• “All instructors in the ELP can use this site to upload, download, and discuss materials useful to us as teachers. Materials might include teacher and student notes, handouts, lesson ideas, organizers, quizzes, games, sound files, short videos—anything and everything we can use for our classes.”

• ⇒facilitate PT active participation
OEKS: its unique features

(1) “user comments”

(2) “bottom-up folksonomy.”
The Two features of OEKS

(1) help to create dialogues between full-time and part-time instructors

(2) make part-timers to be involved in the teaching community on the campus.
“Minor” Languages

- three full-time members coordinate, supervise part-timers and run thirteen different language courses (all except English, Chinese and Japanese).
# Program Directors and Coordinators

<table>
<thead>
<tr>
<th>ELP</th>
<th>CLP</th>
<th>JLP</th>
<th>Other</th>
<th>Other</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director</td>
<td>Director</td>
<td>Director</td>
<td>Coordinator #1</td>
<td>Coordinator #2</td>
<td>Coordinator #3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Spanish</td>
<td>French</td>
<td>Korean</td>
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<td></td>
<td></td>
<td></td>
<td>Arabic</td>
<td>Cambodian</td>
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<td></td>
<td>Burmese</td>
<td>Italian</td>
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<td>German</td>
<td>Latin</td>
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<td>Greek</td>
<td>Russian</td>
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<td>Indonesian</td>
<td>Vietnamese</td>
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<td>Thai</td>
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</tbody>
</table>
Responsibilities of the Two Coordinators

(1) try to maintain close contact with the part-time instructors.

(2) check the syllabus for each class

↓

if there are any problems, they ask the part-time instructors to make revisions.
New Categorization

• “European Languages” and “Asian Languages”
• In each team, we plan to place instructors who are involved in other language programs as well.
Work with other program instructors

• Ex: a teacher whose main responsibility is in the ELP will work with other professors in the category of Asian Languages.

• By doing so, we can establish stronger horizontal channels of communication among the full-timers.
FLED and Field Work #1

• working to increase participation in field studies
• so that students can put into practice what they learn in the classroom.
FLED and Field Work #2

• Part-time instructors are encouraged to create field trips/programs to the countries where the languages they teach are spoken.
Roles and Effects of Part-time Instructors in Non-Language Education

1) Teachers: Disciplinary Professors & Experienced Experts
2) Students: Learning Academic Discourse & Experience Professional Discourse
⇒ a variety of views from the teachers with different backgrounds.
Roles and Effects of Part-time Instructors in Language Education

1) Cultural/Age/Gender varieties
   - different kinds of Englishes

2) Avoid “sameness”
Student Evaluation of the Programs

• Overall 80 % students said that they are “satisfied” with the foundation Programs at JFOU.
Reference