

# DESIGNING A COMPLETE EFL COURSE FOR THE MODERN JAPANESE UNIVERSITY/COLLEGE ENVIRONMENT

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## Introduction

For several years, both the Ministry of Education and many individual universities have discussed and hypothesized over making EFL courses in Japan more communicative. Sadly, however, the fact remains that in the majority of colleges and universities in Japan, there has been little if any real change in education philosophy, or in the way that languages are taught. For all of the impressive talk of change and improvement, it has to be accepted that the worldwide move towards a communicative approach, which is no longer in any way a new concept, has passed many institutions in Japan by.

Even more alarming, this is not the biggest problem facing English departments in universities and colleges today. While many organizations still discuss how to create a more communicative curriculum, the world of language teaching has moved on significantly over the last fifteen to twenty years. Following in the footsteps of Technology Enhanced Language Learning (TELL), Computer Assisted Language Learning (CALL) is now well and truly established worldwide as a major component of foreign language programs. As with the communicative approach, schools in Japan are only too aware of this development. However, while many of these colleges and universities once again procrastinate in addressing these developments, they are further falling behind the rest of the world in teaching English as a foreign language.

Though a strong believer in the communicative approach, I have always tried to familiarize myself and keep up to date with all developments and innovations in EFL methodology. Therefore, my personal research in recent years has been devoted to learning the philosophy, principles and teaching techniques associated with CALL. This lead me to consider the two problems outlined above: that teaching in college/university needs to be communicative; and yet, at the same time, needs to be up to date in utilizing

state-of-the-art technology. I came to reflect upon how to create a course that would be ideal for a modern Japanese college/university EFL program. Therefore, the task that myself and two colleagues, Mr. Max Woollerton, and Mr. Kevin Murphy, set for ourselves was to design a complete and integrated English language learning system that would adhere to the principles of communicative learning, while at the same time, utilizing the benefits offered by modern technology and Computer Assisted Language Learning (CALL). It was agreed that to most successfully bring these two aspects together, we would need to create a textbook, a DVD and an integrated web site. This project is called *The English Course*.

### **The situation today**

Much to the delight of computer manufacturing companies, schools are now filling classrooms with state-of-the-art equipment, and rushing to randomly buy up so-called CALL programs. On the surface, things seem to be in hand, and progress appears to be being made. However, once again, this involvement in CALL seems in many cases superficial and merely a token gesture. Having reviewed many of the programs available and talked at length with colleagues from various institutions, I feel that there are several problems that need to be dealt with. First of all, schools do not seem to know how to incorporate CALL into a curriculum. The materials that are being used are basically stand-alone programs that are not related to any particular course in the curriculum. Therefore, the benefits of these CALL activities are greatly reduced. An even greater problem, in my opinion, is the fact that nearly all of the programs available contain too much Japanese language. They have explanations for the language component, and feedback in Japanese. It seems that even when using computer technology, materials developers, as well as many teachers, can still not pry themselves away from following out-dated Grammar Translation methodology. This way of teaching has led to disastrous results in the classroom. Why now do institutions want to bring it into the computer room too? The third significant problem with CALL in Japan at the moment is the general lack of ability that many students have in using computers and the Internet.

These are issues that all language departments are going to have to deal with in the near future if they wish to offer up-to-date and effective programs. I feel that there is absolutely no doubt that as each year passes by, computers will play a greater and greater role in all aspects of education. The use of cutting edge technology is here to stay, and the way that we teach and learn will continue to change with technological developments. When we consider education in general, it is not inconceivable that in the future perhaps,

to some extent, the need to visit a classroom every day will become far less necessary. The role of teachers, and the amount of time they need to spend in the classroom will certainly change. With the use of the audio/video streaming capability and a limitless amount of information and storage capability available on the World Wide Web, it is already possible for students to view lectures at their leisure via the Internet. It is also now basically possible to complete most aspects of a course from your own living room. Research, writing, discussions with fellow students and teachers, testing etc, can all be done on a computer.

In my opinion, the near future will bring large-scale changes in society's attitude towards what we expect from educational institutions and how we think of education in general. Computers will increasingly replace teacher input for many of the courses taught in university, and real person-to-person student interaction with teachers and fellow students will become far less necessary. However, having said that, learning a foreign language is not the same as, for example, learning to repair a car. I strongly believe that learning to communicate well in a foreign language requires a great deal of time spent in authentic communication practice.

During my years as a language instructor in Japanese universities, I have always been a strong proponent of the communicative approach to language learning. That is to say that the courses I have created have always been designed to enable students to devote the maximum time possible to genuine and self-constructed language production. However, as all teachers are aware, attitudes towards language teaching are constantly evolving, and I have always felt that keeping up to date with developments in our field is crucial to improving and developing my own skills as a language instructor. Though no longer such a new innovation, having followed in the footsteps of Technology Enhanced Language Learning (TELL), it goes without saying that Computer Assisted Language Learning (CALL), has been the most significant development in language learning in recent years. With this in mind, I have devoted the last several years of my professional research to understanding the benefits and drawbacks that CALL brings to the EFL classroom.

### **Creating the course**

In designing *The English Course*, our main considerations were to decide (A), which particular CALL activities are most appropriate for use with Japanese university/college level EFL students and (B), to evaluate how CALL could be balanced and integrated into a communicative approach environment. After discussing these points, we came to the conclusion that CALL could be most efficiently utilized as a self-study component to be

undertaken mostly outside of normal classroom time. We also concluded that the website material must be integrated into the classroom course, and that this on-line self-study component is the perfect environment in which students can reinforce their understanding of the language structures which are practiced communicatively in the classroom.

### **The textbook**

The textbook is function-based and comprises typical communicative activities, such as, listening, role-playing and information gap tasks. The aim of the book is to allow students to spend the maximum amount of classroom time involved in guided and semi-guided language production activities. Each unit in the textbook is designed to teach an important language function and is divided into two sections. Each section of the unit concentrates on a different, but related language function. Each section of the unit comprises two realistic video conversations, associated listening tasks and role-playing activities. The book is lower-intermediate level and written for use in first or second year college/university classes. The language functions chosen were based upon the language situations and needs that learners of this age group are most likely to encounter.

The language functions chosen are : Making introductions

Starting a conversations

Developing conversations

Making invitations

Discussing likes/dislikes and emotions

Making requests

Asking for and giving opinions

Asking for and giving advice

There are also two review units built into the book. These consist of listening (audio only) exercises and speaking games, and are designed to revise the work done in Unit 1-4 and 5-8 respectively.

### **The DVD**

The DVD with the course book was designed to fulfill two functions. It was designed and built to be suitable for extensive classroom use by the teacher, and more importantly, to be suitable for use outside of classroom time as an additional and effective learning tool for student self-access. For classroom use, the course can be taught in any classroom with

DVD capability, or in a purpose-designed multi-media room.

It has always amazed me personally, that even now in the year 2005, many publishing companies are still producing audio conversations on cassette tape with their textbooks. Apart from the fact that these cassettes are incredibly awkward to use in a classroom, they do very little to bring conversations to life for the students, and are only ever really used during classroom time. Considering that most people nowadays never listen to a cassette, it is a very out-of-date medium. Even providing a CD with a textbook these days is not much better as; they have extremely limited features, particularly for self-study. This can easily be proven by simply surveying any group of students and ascertaining how many students have ever even taken the CD out of the back of the student book.

When we considered the construction of this course, we realized that conversations should be visual and have flexibility in how they are shown. In this day and age, DVD was the only format to consider recording onto. DVD technology offers incredible versatility and flexibility, and with the right know-how and imagination, the range of interesting and stimulating activities creatable is extremely wide.

What are the advantages of DVD? Firstly, as with videotape, seeing the conversations taking place in real-life situations brings a totally different feeling and interest to the subject material. Watching people actually ordering a meal in a real restaurant, whilst consulting a real menu is a much more rewarding and authentic experience than simply listening to disjointed voices on a CD or cassette. In addition, seeing the characters interact naturally with each other, for example, watching their facial expressions and body language during a conversation, gives the language meaning and context. Hearing an angry voice in a foreign language is not at all the same as seeing an angry person, speaking angrily. Another very important aspect of using video (DVD) is a consideration of modern-day lifestyles and learning styles. So much of the information we absorb these days comes to us in a visual form, particularly from television and via the Internet. In this, the age of communication, people are far less inclined to simply read text or listen to a radio/cassette than ever before. This applies especially to the younger generation who fill our universities and colleges. What differentiates DVD from videotape is the former's greater flexibility, durability and accessibility. With its capability to quickly and easily view content on a computer, DVD player or even a Playstation console; it is the perfect medium for quick and simple usage for both the classroom and self-study. Partly to allow teachers to use the DVD in a variety of ways, but in particularly to encourage students to have fun with it by themselves, the DVD was designed with a wide range of play capabilities, such as user-switchable video, audio and subtitle tracks. This facility was built into

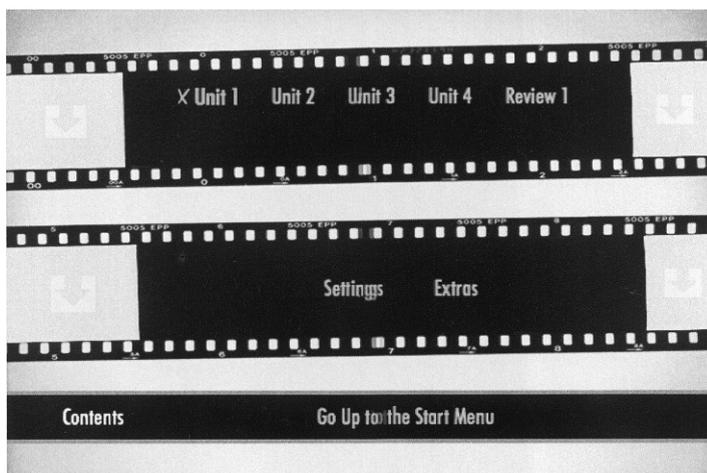
the settings menu (see below) of each video clip on the disc and demonstrates clearly the advantage of working in DVD format.

It was decided to build seven visual components into each of the units of the course. Four of these components are the video conversations for each unit, which can be utilized in a number of ways via the settings menu mentioned above. These conversations are entitled **Video 1-4**. The fifth component is entitled **Start-up**, the sixth component is **Intermission**, and the final component on the disc is entitled **Finale**.

In addition, and most importantly for self study purposes, the materials were recorded onto a **Web DVD**, which means that a link built into the disc will automatically connect an on-line user to the student area of the website. This function opens automatically on Macintosh computers, but requires a small (free) program to be downloaded for use with Windows systems.

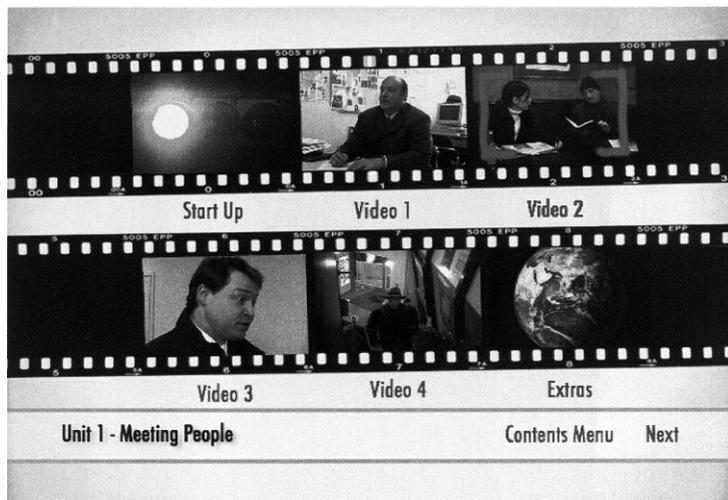
#### DVD navigation system

The DVD has a simple navigation system and can be used on a computer, DVD player or even a Playstation console. Selecting a unit or an activity within each unit takes only one click of a mouse or remote controller.

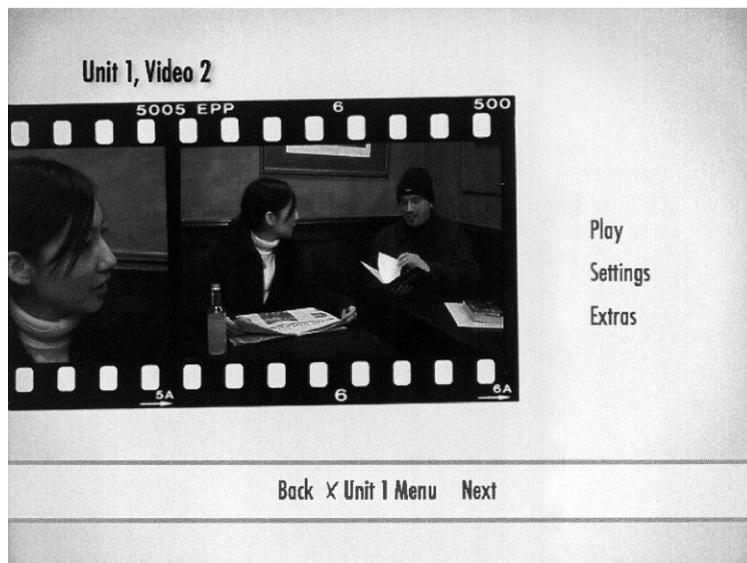


#### DVD contents

Selecting an activity is very simple. On a computer, just simply move the cursor over it and click. On a DVD player or Playstation console, users can easily navigate using the arrow buttons and the 'play' button.

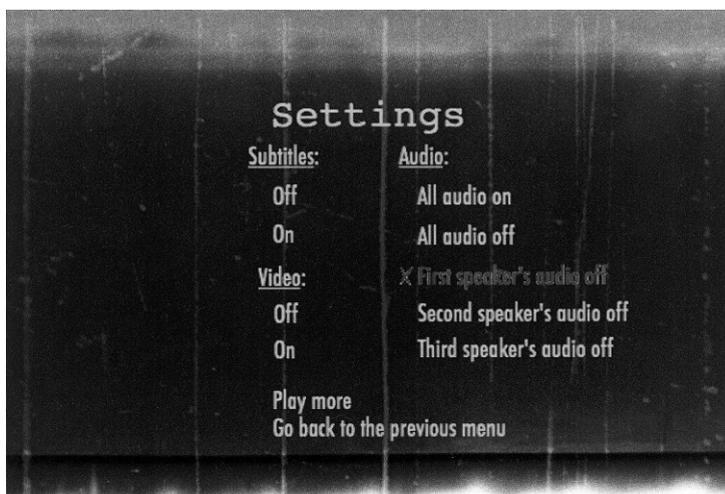


**Settings** Settings can be adjusted from within every individual activity.



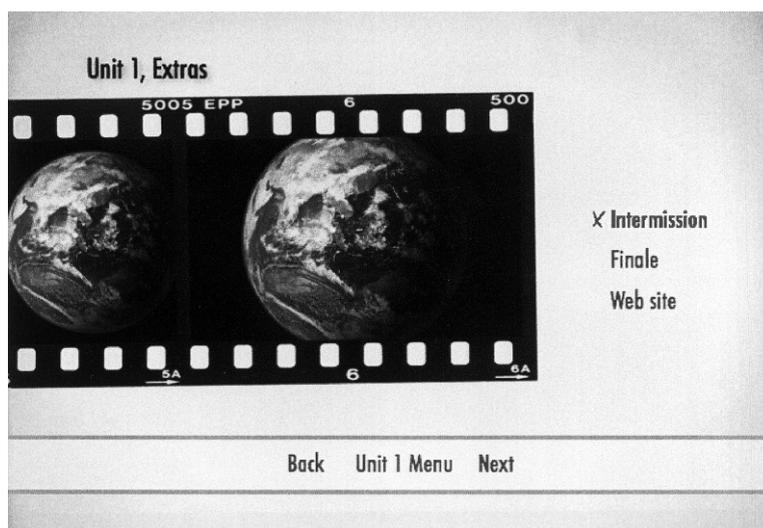
By entering the settings menu of any video clip, users can easily adjust both the visual and audio output. This allows for excellent flexibility in both classroom and self-study mode.

Teachers/students can: Turn the subtitles on or off. Turn all of the audio on or off.  
 Turn the video on or off. Turn any of the speakers' audio off.



### Start-up

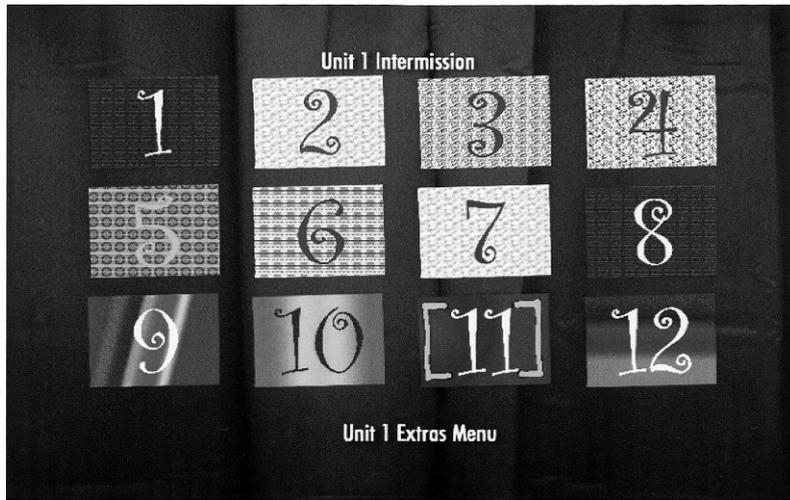
This component is a set of revolving pictures taken from the video conversations in the unit. The idea of **start up** is to introduce the unit and activate the students by eliciting responses to simple questions. The teacher can use these pictures in several ways: to ask questions about or explain the situation; to ask questions about the characters; or to prompt recall by the students of characters whom they have seen in previous video clips.



### Intermission

This is also a fun and useful review activity, which can be used in the classroom and then again later by students to practice by themselves outside of classroom time. It can also

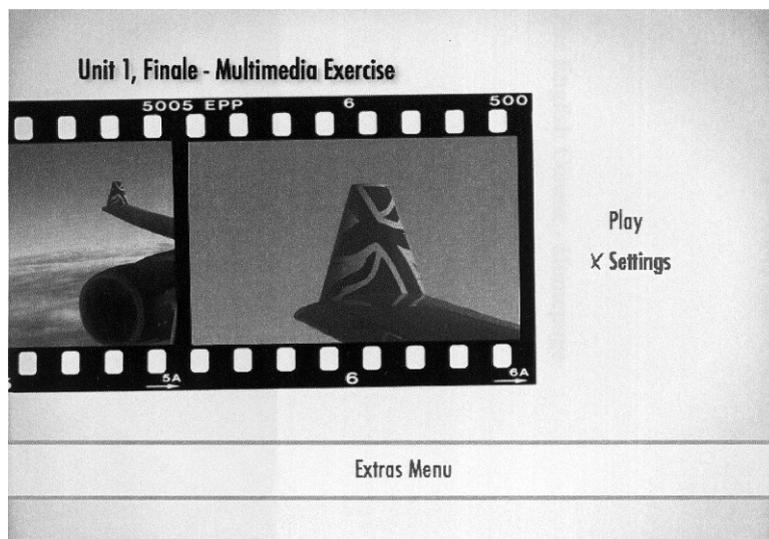
be used as a quiz or test.



The Intermission activity comprises a set of questions related to the topics and target language practiced within the unit. The teacher or students select a question by clicking on a number. The question will then appear and should then be shown for a short period of time. Then an individual student, or all students together, should attempt to answer it.

### Finale

The Finale activity is, as the name suggests, the last activity in each unit and is designed to be a fun and challenging way of reinforcing the language learned in the unit. This



component can also be used in the classroom, but was primarily designed to be completed by students outside of the classroom. Adding this component allowed us to take advantage of the flexibility of working with video on DVD, and to create interesting and attractive activities for the students. The **Finale** activity is different in each unit.

### **Finale activities**

In **Unit 1**, a conversation is presented without any audible dialogue. Students are then asked to use their imagination and produce a conversation that they think is suitable to the situation. After repeated viewing of the clip and practice of their own original conversations, students are encouraged to perform their dialogue for the class.

In **Unit 2**, a conversation is presented with large parts of the dialogue missing. Students should listen to fragments of the conversation and build their own example conversation. Again, after repeated viewing of the clip and practice of their own original conversations, students are encouraged to perform their dialogue for the class.

In **Unit 3**, Students initially watch a conversation with fully audible dialogue several times. Next, students see the conversation again with ‘incorrect subtitles’. Approximately eighty percent of the subtitles contain one or more errors of various kinds. Students should watch the subtitles, listen to the dialogue and try to identify the errors. Finally, the video clip can be played again with accurate subtitles.

In **Unit 4**, a conversation has been cut up and jumbled. Students click on lettered squares to play the various parts of the conversation. Students then have to determine which is the correct sequence of clips.

Finally, the video clip can be played again showing the correct sequence.

In **Unit 5**, students watch a short drama presented without any dialogue. Students must decide what is happening and why. Finally, students should narrate their version of the story to each other.

In **Unit 6**, students see a revolving animated (manga-like) storyline with no dialogue. They are then asked to consider what is happening in the story and to tell the story in their own words.

In **Unit 7**, students are shown a set of answers given by six different characters. Then, based on biographical information given earlier, they must predict which character gave which answer. Finally, students are shown each person giving their answers, and also given an additional listening quiz.

In **Unit 8**, students are shown short video clips in which people are calling a radio station to ask for advice. They must then decide how to react to each question and role-play each

conversation. Finally, students can see the whole conversation and discuss how their own answers differ from the ones given.

All of the **finale** exercises can be done in the classroom and, or given as a homework assignment, which can be submitted to the teacher electronically or on paper and then reviewed in class.

### **Web DVD link**

As discussed above, the DVD that we have employed is a web DVD. This means that any on-line user can go directly from the DVD to the student area of the website. The third button in the **extras** menu is entitled **website**. Clicking on this link will automatically take students to the study area of the website. Such links also enable extra content to be added at any time, by using web pages that carry that content and which are called up automatically by the computer when using the DVD.

### **The website for *The English Course***

As discussed earlier, the website was designed for self access study to be done outside of classroom time. However, the website and entire course can also be taught in a multi-media room if the teacher prefers. As an ideal balance, I would recommend that students be taken to a media room two or three times during each semester to work on the web activities under teacher supervision.

The most important aspect of the website, and why this language course differs from almost everything else available is that the site is a component part of a complete language course, and not just a stand-alone program. Each activity is designed to reinforce the language taught within each unit of the textbook. Therefore each activity gives practice and feedback based upon the functions and structures taught within the language focus areas of each unit.

### **Moodle**

The students' on-line Study Centre within the website for this course was designed, written and produced completely using an open-source software program called 'Moodle', which is free and available for downloading and adapting by any individual or organization. It is an outstanding tool, designed for building education programs, and in my opinion, will be the predominant program used to develop education courses worldwide in the very near future. One of the most impressive features of Moodle is that a website can be created and used interchangeably between any of the world's major languages, including Japanese. By

simply opening a link within the website, students and teachers can select the language in which they wish to view the website. In addition, not only does the Moodle program contain all the components necessary to build a complete CALL course, it is also designed to monitor student access and progress and gives a wide range of feedback for the teacher. On *The English Course* website, all students are put into groups assigned to their teacher, and the teacher is able to check on each individual's progress at any time.

Amazingly, many people involved in CALL are still unaware of this software and many institutions are paying very large amounts of money to develop courses on programs like WEBCT. I hope that writing this paper will encourage teachers and institutions that are interested in CALL to at least take a look at this wonderful application.

Information on designing a CALL package with Moodle can be found at [www.moodle.org](http://www.moodle.org)

### Examples of student activity and progress monitoring

englishcourse » TEC1 » Participants » Gary Ireland » Activity report » Outline

**Gary Ireland**

Profile   Edit profile   Forum posts   Activity reports

Outline report   Complete report   Today's logs   All logs

**Topic 0**

News forum   4 posts   Monday, 10 October 2005, 12:27 PM (11 days 11 hours)

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**Topic 1**

Practice quiz 1 - Fill in the missing words   -

Practice quiz 2 - True or False   Grade: 80   Saturday, 14 May 2005, 08:45 PM (160 days 3 hours)

Practice quiz 3 - Multiple choice   Grade: 80   Thursday, 9 June 2005, 07:58 PM (134 days 3 hours)

Above is an outline report for an individual student (in this case, me). It shows the amount of posts that have been posted to the forum message area, and the highest grade achieved on each of the quizzes on the website. In this case, for example, the best grade I have achieved for Practice quiz 1 in unit 1 is 80%. I really must do better!

For more detailed information of a student's progress (below), teachers can select 'All logs' and immediately see how many times a student has attempted each activity, and what their best grade for each activity has been to date.

Quiz: Practice quiz 2 - True or False

Grade: 80/100

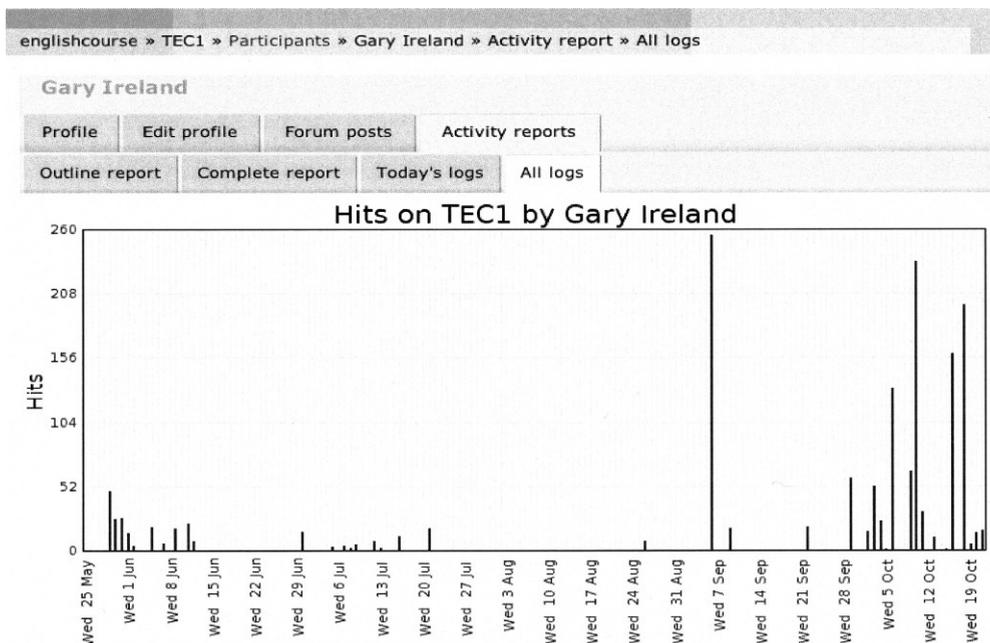
- Attempt 1: 2/5 - Tuesday, 1 March 2005, 11:51 PM
- Attempt 2: 2/5 - Tuesday, 1 March 2005, 11:58 PM
- Attempt 3: 2/5 - Wednesday, 2 March 2005, 12:59 AM
- Attempt 4: 4/5 - Saturday, 14 May 2005, 08:52 PM
- Attempt 5: 1/5 - Saturday, 14 May 2005, 09:09 PM
- Attempt 6: 1/5 - Saturday, 14 May 2005, 09:13 PM

Quiz: Practice quiz 3 - Multiple choice

Grade: 100/100

- Attempt 1: 3/5 - Wednesday, 2 March 2005, 12:28 AM
- Attempt 2: 3/5 - Saturday, 14 May 2005, 08:58 PM
- Attempt 3: 5/5 - Saturday, 14 May 2005, 09:19 PM
- Attempt 4: 2/5 - Wednesday, 1 June 2005, 04:57 PM
- Attempt 5: Unfinished - Tuesday, 6 September 2005, 12:54 PM

In addition to this, the amount of a student's on-line activity is monitored and can easily be checked for any given day, week or month (see below) during the course.



Personally, I would suggest designating 20% of a student's grade to his/her website results.

This would be based not only on quiz results, but more importantly, on the amount of time a student has spent working on the website. If students know this at the beginning of a course, I believe it will act as excellent motivation to do the additional work, which in most cases is much needed. In addition, not only will students greatly improve their English skills, they will at the same time improve their general computer skills and become more familiar with studying on-line. This in turn has the added benefit of encouraging students to investigate the possibility of doing extra studying for all of their classes on-line.

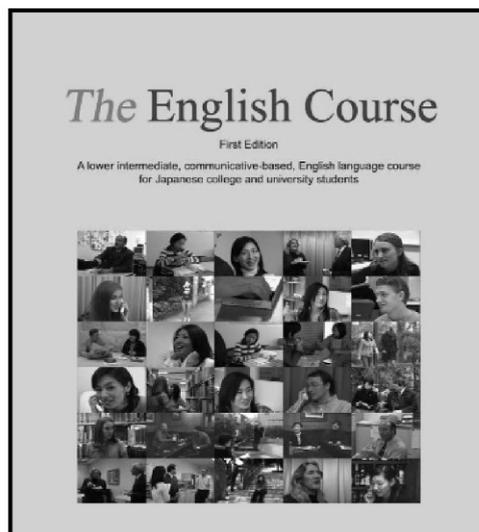
### **The English Course—Homepage**



### **Welcome**

*The English Course* is a combined textbook, website and DVD package especially for students of English in Japanese universities and colleges. It is available for order now.

*The English Course* is copyright 2005 by Gary Ireland Kevin Murphy Maxim Woollerton.



The *English Course* website consists of seven major components. They are:  
A **forum** for students and teachers to exchange news, views and opinions.  
A **chat area** that allows student groups to chat with each other on-line.  
A **set of exercises** (quizzes) for practice and grading.

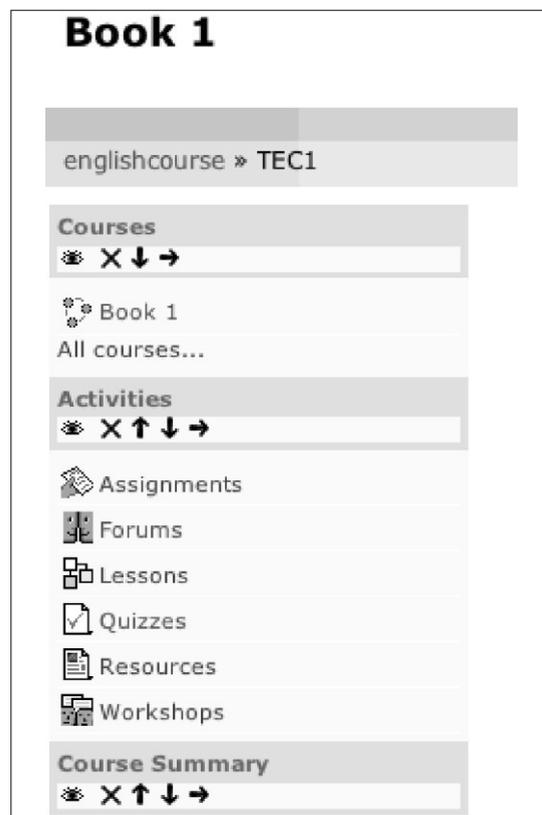
A **resources** area, which contains extra materials and web links for additional study.

A **lessons** area that contains specially designed lessons to reinforce the language taught in each unit.

An **assignments** area that has downloadable assignments that can be given as additional homework, and either sent to the teacher by email or handed in on paper.

A **workshop** area that also contains extension lessons and activities.

#### Components of *The English Course* website



All students are registered and placed into a class group with their teacher. They must log in with their individual username and password before they can access the website. After log in, clicking on the **Book 1** link allows them to access all activities on the site.

#### Quizzes

The main area on which students spend most of their time is the **quizzes** area. Each unit of the course currently contains seven different structure quizzes and three different

listening comprehension quizzes. All of these exercises are designed to reinforce knowledge and understanding of the language function, grammar and vocabulary taught in each unit. We feel that having this material available for self-study is the perfect balance to the textbook layout and allows the teacher to devote classroom time to truly communicative activities.

After completing the quizzes, students can immediately see their grade for the activity and also receive feedback for each question in the quiz. They are also able to immediately retake the quiz as many times as they wish. This facility encourages students to spend time on each exercise and therefore builds confidence. Basically, if students are prepared to spend time on the website, and therefore genuinely reinforce their language skills, they should comfortably be able to achieve 100% grades for each exercise.

#### The set of quizzes for each unit

There are currently ten exercises for each unit. Practice quizzes 1-7 are all different, and are designed to reinforce the language functions, grammar structures and vocabulary learned in each unit. In addition, there are 3 listening comprehension exercises and a Finale exercise, which is a homework assignment given at the end of each unit.

**Unit 2 - Starting conversations**

- Practice quiz 1 - Fill in the missing words → ⏪ ⏩ ✕ 🔄 📄
- Practice quiz 2 - True or False → ⏪ ⏩ ✕ 🔄 📄
- Practice quiz 3 - Multiple choice → ⏪ ⏩ ✕ 🔄 📄
- Practice quiz 4 - Reorder the words → ⏪ ⏩ ✕ 🔄 📄
- Practice quiz 5 - Vocabulary matching → ⏪ ⏩ ✕ 🔄 📄
- Practice quiz 6 - Skeleton sentences → ⏪ ⏩ ✕ 🔄 📄
- Practice quiz 7 - Cloze question → ⏪ ⏩ ✕ 🔄 📄
- Listening quiz 1 - True or False → ⏪ ⏩ ✕ 🔄 📄
- Audio file for extra conversation 1 → ⏪ ⏩ ✕ 🔄 📄
- Listening exercise for extra conversation 1 → ⏪ ⏩ ✕ 🔄 📄
- Audio file for extra conversation 2 → ⏪ ⏩ ✕ 🔄 📄
- Listening exercise for extra conversation 2 → ⏪ ⏩ ✕ 🔄 📄
- Finale → ⏪ ⏩ ✕ 🔄 📄
- Finale - Workshop → ⏪ ⏩ ✕ 🔄 📄

⊕ Add a resource... ⊖ Add an activity...

## Listening exercises

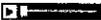
The listening exercises are based upon the same format as the practice quiz exercises. This means that there are a wide variety of exercise tasks, typically for example, true/false, multiple choice, fill in the spaces, comprehension questions and create the question from the answer given. The **Listening quiz 1** exercise in each unit is based upon a set of interviews in which each question and answer component can be heard separately (see below).

### An example section of a multiple choice 'Listening quiz 1' exercise

Review listening quiz 1 - Multiple choice

[Start again](#)

**1** ( 10s) The question asked was: **Where is your hometown?**

Marks: 1 Listen here: 

Answer:  a. Her hometown is in America.  
 b. Her hometown is in England.  
 c. Her hometown is in Canada.

**2** ( 10s) The question asked was: **Where are you living now?**

Marks: 1 Listen here: 

Answer:  a. She used to live in Japan.  
 b. She wants to live in Japan.  
 c. She lives in Japan.

**3** ( 10s) The question asked was: **Do you like living there?**

Marks: 1 Listen here: 

Answer:  a. She gives 3 reasons for liking where she lives.  
 b. She gives 4 reasons for liking where she lives.  
 c. She gives 2 reasons for liking where she lives.

Clicking on the audio link opens the audio file for each question in the exercise. Typically, there are fifteen questions in each listening exercise. Students can listen as many times as they wish before answering. However, the '**Listening exercise for extra conversations**' consist of a separate audio file, which must be listened to several times before attempting the exercise.

## Examples of quiz exercises

### A section of a skeleton sentence exercise

**1** ( 37%)  
It's / to / you.  
Marks: 1  
Answer:   
Correct  
Marks for this submission: 1/1. Well done!

**2** ( 37%)  
Could you / your / , please?  
Marks: 1  
Answer:   
Incorrect  
Marks for this submission: 0/1. That's wrong!

### A cloze exercise before being submitted for feedback

#review Cloze Practice quiz 4 - Conversation 4

[Start again](#)

**1** ( 47%)  
Marks: 5

A: Mary, are you free later today?  
B: Yes, I think so. Why?  
A: Would you  a movie?  
B: Sure, that's a good idea. Let's .A: Sorry, I don't like horror movies. Why don't we go to a comedy?  
B: No, I don't  a comedy today.  
A: Okay. Shall we just  shopping, then?  
B: Yes, that's a better idea. Let's meet at Mitsuzen department store at three o'clock.  
A: Actually, that's . How about two o'clock.  
B: Fine, see you later, then.  
A: Okay, see you later.

[Save without submitting](#) [Submit all and finish](#)

## Grades and feedback after submission

englishcourse » TEC1 » Quizzes » Cloze Practice quiz 4 - Conversation 4 » Review Update this Quiz

Info Reports Preview Edit Quiz Start again

Started on: Saturday, 22 October 2005, 01:22 AM
Completed on: Saturday, 22 October 2005, 09:56 AM
Time taken: 8 hours 33 mins
Raw score: 2/5 (40 %)
Grade: 2 out of a maximum of 5

**1** ( 478)  
Marks: 5

A: Mary, are you free later today?  
B: Yes, I think so. Why?  
A: Would you  a movie?  
B: Sure, that's a good idea. Let's .  
A: Sorry, I don't like horror mov .  
B: No, I don't  a comedy today.  
A: Okay. Shall we just  shopping, then?  
B: Yes, that's a better idea. Let's meet at Mitsuzen department store at three o'clock.  
A: Actually, that's . How about two o'clock?

**Feedback**  
Wrong answer. See Language Focus in Unit 4

In addition to reinforcing the language structures taught, all of these exercises have also been carefully designed to emphasize and demonstrate the typical mistakes that Japanese students make.

## Conclusion

As we are all aware, the philosophy and methodology of foreign language teaching is constantly changing and developing. My colleagues, Mr. Woollerton, Mr. Murphy and I share the mutual opinion that it is the responsibility of all EFL instructors not only to keep up to date with these developments, but more importantly, to be prepared to adapt their own teaching methods and materials in accordance with them. We also strongly believe that now is the ideal time and opportunity for colleges and universities in Japan to bring about changes and improvements to their EFL programs. We feel that technology will play a greater and greater role in education as time passes, and would like to encourage both individual teachers, and institutions generally, to make greater efforts in learning how to utilize the technology they have available, for the benefit of their students. With regard to utilizing CALL principles and activities in language learning, we have reached the conclusion that it is far more beneficial to students when introduced as an integrated component of a language course, rather than simply used as a stand-alone activity for self-study. We do not believe that CALL should be considered as an independent or alternative

methodology to communicative teaching, but rather that is ideally suited for self-study when designed to compliment communicative teaching in the classroom.

In creating *The English Course*, we have attempted to produce a complete, all-round language course that is interesting and rewarding for both teachers and students to work with. Our aim was to balance an established communicative format with the use of state-of-the-art technology to create a fully integrated language course for use inside and outside of the classroom. In creating an in-depth self-study (CALL) component, which reinforces the functions, grammar structure and vocabulary practiced within the classroom, we believe that we have achieved this. As far as I am aware, there are no comparable courses available in Japan at this moment.

We hope that the philosophy, research into technology and design of the course described above, will serve as a model for other instructors, and more importantly institutions, in improving their own language programs.