



Title	Teaching Academic English to Japanese University Students: Development and Quality Assessment of a Blended EGAP Course
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論文内容の要旨

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論文題名

Teaching Academic English to Japanese University Students: Development and Quality Assessment of a Blended EGAP Course (日本人学部生を対象としたアカデミック英語教育: ブレンド型EGAPコースの開発と評価)

論文内容の要旨

This research study is an attempt at designing, developing, implementing, and assessing the quality of a blended course of English for general academic purposes targeting undergraduate Japanese students at Osaka University. The study has been conducted in several iterative stages as explicated below.

Following Michael Allen's Basic Successive Approximation Model (SAM1), the researcher began with carrying out a thorough language needs analysis study to investigate the needs and difficulties of Japanese students as far as learning English at university classes and using it for communicative purposes was concerned. To this end, questionnaire data were collected from 278 Japanese undergraduate students enrolled at Osaka University. In order to further clarify the language needs and difficulties of Japanese learners, twelve instructors teaching Practical English courses were also interviewed. The findings of this stage indicate that students and instructors invariably underline the importance of improving learners' listening and speaking abilities alongside other skills in academia and at workplace so as to help promote the ultimate goal of internationalization and to nurture 21st Century global citizens.

Continuing with the next stage, the researcher designed and developed a blended course of English for general academic purposes to replace the old course of "Practical English (e-learning)". Among the major differences of the old versus the new course are the use of a placement test, provision of content at three different levels of proficiency, integration of four language skills, inclusion of free speaking and writing tasks, focus on global themes, addition of a group project, and utilization of open educational resources resulting in the course being free of charge for students. The new course, titled Osaka University Global English Online (OUGEOnline), was hosted on the university learning management system, Blackboard Learn, locally known as CLE (Collaboration and Learning Environment). The entire course content, including syllabus and guidelines, weekly study materials, exercises, and assignments, were uploaded on CLE by March 2017.

Osaka University Global English Online was subsequently implemented in the spring semester of 2017-2018 with 86 undergraduate students mainly from the Faculties of Law, Letters, and Economics. Similar to other face-to-face courses, OUGEOnline was also expanded over fifteen weeks, with the exception of having only five face-to-face classes. The remaining ten weeks were run online, during which the students were required to access the designated learning materials for each week on the learning management system and submit the related assignments. Regarding the face-to-face classes, the first session was allocated to orientation and getting the students familiar with the course, how to access the content, and where to submit their assignments as well as informing them of ways to contact the instructor and teaching assistants when need arose. The last session was also spent on giving the final exam, which was created on the learning management system and scored automatically. The second face-to-face class, however, was dedicated to training the students in doing poster presentations and overlaying videos on their posters using an augmented reality (AR) application called BlippAR.

As a group term project, the students created posters on global themes and presented them during two face-to-face classes, with seven groups as presenters and seven others as listeners each time. This poster presentation carousel task required the listener groups to move from one poster station to the next in a circular fashion and to use the BlippAR app to view the AR content created by their classmates. The purpose of this user experience study was to analyze students' views toward the use of

BlippAR in language classes and its usefulness. The students' responses to a user experience questionnaire indicated that the majority of the respondents found BlippAR an engaging tool for language learning, which made learning more interesting, yet many believed that the app per se did not contribute to improving their English skills.

In attempt to evaluate the course both internally and externally, two types of quality assessment were administered. First, the students enrolled in the course were asked to fill out an evaluation questionnaire toward the end of the semester, in which they reflected their opinions on the usefulness and pace of the course, quality of teaching, availability of support, and ease of navigation among others. They were also given an opportunity to share any qualitative comments they had through an open-ended question. Overall, most of the students agreed that the course helped them improve all their skills, in particular oral/aural skills, and that they were in general content with it and felt that the course met their language needs to a great extent. Nevertheless, there was a consensus regarding the existence of some technical difficulties, for instance in submitting speaking assignments online.

With regard to external evaluation of the blended course, it was assessed using the Quality Matters Higher Education Course Design Rubric (Fifth Edition) both by the researcher first and later by a peer reviewer affiliated with Quality Matters. Some revisions were made during the self-review prior to getting the course peer reviewed. The first round of peer review yielded a score of 70 out of 99, resulting in failure to meet the Quality Matters standards of course design. Nonetheless, the course currently meets all the standards of the Higher Education Course Design Rubric upon amendment with a new score of 99/99. The researcher believes that there is still room for improving the course by rerunning it with several groups of students, getting it further refined and fine-tuned to the needs of Japanese learners as well as by solving the technical problems which occasionally occurred during the implementation phase.

The current study bears significant implications for online/blended course designers and developers. It explicates examples of best practice and demonstrates potential pitfalls threatening the smooth flow of online language teaching and learning. It also has important implications for faculty development and strongly advocates the need to train faculty to design, develop, and evaluate their courses following mainstream standards while meeting students' needs and preparing them for living in the globalizing society of this century.

論文審査の結果の要旨及び担当者

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論文審査の結果の要旨

本論文は e-Learningシステムを用いたオンライン授業と対面授業を組み合わせたブレンド型授業の開発から評価までの実践研究をまとめたものであり、日本人大学生向けに英語を教育するためのコース開発においてデザイン過程から得られる知見と、開発した教授法を用いて実際に教育を実施して得られた知見に関する一連の研究を取りまとめたものである。本邦においては、従来のこのようなコース開発と評価が、開発者の個人的なアイデアや経験によりおこなわれ、完成された授業法についても体系的な評価もほとんど行われていないのに対して、本論文では広範な関連研究の調査に基づいて学習者のニーズ分析を行い、それに基づいてe-Learning教育法を開発し、本学学生向けの実際のブレンド型授業を実施している点が評価できる。本論文の主な成果としては、次の三点が認められる。

第1には、学習者、教育者に対してのニーズ分析を行い、学習者が自身の語学能力習得の必要性を、在学中の学習・研究という状況と、社会に出てからの職業的要求に場合分けして意識していること、英語4技能のうち、リスニングと、スピーキングの現状の達成度を他の技能より低く評価していることなどを明らかにした。同時に、学習者、教授者共にコミュニケーション能力の向上を重視しており、教育の国際化の方針とも一致しているが、これらが現状では十分に考慮されていないことなどを明らかにした。

第2には、設計された教材の中で、拡張現実 (Augmented Reality) を用いた教材を学習者自らが作成する課題を実施することで、情報技術が学習者にどのような影響を与えるかを主に質問紙を用いて、質的および量的に分析している。その結果、対象となった学習者では、拡張現実を利用した教材を作成する技術的な困難性にも関わらず、課題に対する集中力と動機づけが増すことを明らかにし、このような最新の情報技術を教材に取り込むことの可能性を明らかにした。

第3には、学習者、教育者を調査対象としたニーズ分析に基づいて設計されたコースに対して、ルーブリックを用いた評価を実施し、定量的な評価結果を得ると同時に、評価に基づいた授業デザインの改良を実施している。このようなルーブリックを用いたe-Learning教材評価は本邦では例がなく、米国において開発された、Quality Matters™ Higher Education Course Design Rubric (Fifth Edition)を用いた。その結果、本論文でのデザイン手法で開発された授業法には、一定評価が得られ、わずかな修正で、適用したルーブリックを用いた評価基準を満たせることが明らかとなり、一連のデザイン手法の有効性を示すことができた。これらの一連の研究は、体系だったオンライン教材の開発と評価に関して重要な知見を与えるもので、その学術的意義は大きいと考えられる。

これらの成果は、それぞれ専門学術論文誌やトップカンファレンスに採録されている。また、一連の研究を通じて今後の情報技術を用いた教材開発プロセスに関しても大きな知見を得ることができている。

以上のように、本論文は今後さらに活用が進むと期待されるブレンド型のe-Learning 授業の開発と進展に重要な成果を挙げた研究として、情報科学および言語教育学の進展に寄与するところが大きい。よって、本論文は博士 (学術) の学位論文として価値のあるものと認める。