

[研究ノート]

Developing a Dual Language Program in the College of Business Administration at Tamagawa University: The Role of the CEFR for Languages

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Abstract

Tamagawa Gakuen has adopted a “2020 Vision” to globalize the delivery of education from primary school to graduate school (Tamagawa Gakuen 2012). In this connection, this article discusses the Department of International Management’s efforts to implement a Dual Language Program integrating English and business courses throughout its four year curriculum. Using a Common European Framework of Reference (CEFR) approach, (1) a scale, (2) Can Do Statement learning objectives, (3) on-line course materials and (4) proficiency tests are integrated into a GSE (Global Scale of English) eco-system. This should produce students who are not only proficient in English, but also can function in an Englishlanguage work environment.

Keywords: Common European Framework of Reference (CEFR), Global Scale of English (GSE) eco-system, Can Do Statements, Dual Language Program

Tamagawa Gakuen has adopted a “2020 Vision” to globalize the delivery of education from primary school to graduate school (Tamagawa Gakuen 2012). Table 1 highlights some of the key resources identified to further globalize education at Tamagawa Gakuen.

Table 1 Tamagawa Gakuen 2020 Vision in a Nutshell

Manpower	Increasing the number of international educators and requesting existing teaching staff to pursue graduate study leading to qualifications to teach English as a Lingua Franca (ELF).
Materials	Working with the major textbook publishers to develop a grounded (i.e., practical) English-language materials relevant in the global workplace.
Methods	Centralize and standardize the core English-language curriculum, but allow each department to develop relevant courses in their respective fields.
Machine	Establishing the necessary facilities (e.g., language lab) and providing necessary equipment (especially online technologies).
Market	Targeting not only traditional Japanese students (i.e., ages 18–22), but also adults and international students.
Money	Providing a budget to implement the above from the academic year 2013 onwards.

Under this vision, the Department of International Management in the College of Business Administration has established a Dual Language Program (DLP). This paper explains the evolving role of the Common European Framework of Reference (CEFR) for Language in Tamagawa University’s Department of International Management’s DLP.

I . DUAL LANGUAGE PROGRAM

The main purpose of the DLP is to produce business leaders for a global economy through integrating English into the undergraduate curriculum along three course tracks: (1) Global Business, (2) International Accounting, and (3) Marketing Strategy (see 学部紹介 for more information http://www.tamagawa.ac.jp/business_administration/about/index.html).

Table 2 highlights the DLP courses within the overall Department of International Management curriculum (other courses not shown).

Table 2 Department of International Management DLP Curriculum

			1 st Year	2 nd Year	3 rd Year	4 th Year
US Courses	Required		English for Social Science A/B	Business English A/B Intercultural Studies	English Proficiency Strategies A/B	
	Elective					
Business Course	Course Tracks	GB			Strategic Management Global Business Studies	Global Case Studies
		IA			IFRS and BATIC	
		MS				Marketing Communication New Product Management

NOTE: **US** = University Standard (Liberal Arts) course; **GB** = Global Business Course; **IA** = International Accounting Course; **MS** = Marketing Strategy Course

In the first two years, the curriculum focuses on developing the students’ academic skills in (1) reading, writing, listening and speaking and (2) critical thinking. Table 3 illustrates some of the main learning points:

Table 3 Main Learning Points

	Reading	Writing	Listening	Speaking
ESS	<ul style="list-style-type: none"> • Vocabulary • Scanning newspapers and magazines 	<ul style="list-style-type: none"> • topic sentence • supporting sentences • concluding sentence 	<ul style="list-style-type: none"> • Getting the gist and dictation 	<ul style="list-style-type: none"> • Pronunciation • Small talk
BE	<ul style="list-style-type: none"> • Case study • Data analysis 	<ul style="list-style-type: none"> • Summary paragraph • Expository writing 	<ul style="list-style-type: none"> • Understanding • Evaluation 	<ul style="list-style-type: none"> • Presentation • Discussion
IS	Application of four language skills to cross cultural understanding and communication			

NOTE: ESS = English for Social Science; BE = Business English; IS = Intercultural Studies

And in the last two years, the focus shifts to (1) understanding business principles and (2) engaging in business practices. In this connection the DLP courses become more specific to a particular business function. The Global Business Course emphasizes strategic management and simulations. The International Accounting Course on materials related to the International Financial Reporting Standards (IFRS) and Bookkeeping and Accounting Test for International Communication (BATIC). And the Marketing Strategy Course on marketing communication and new product management. By the end of their undergraduate study, all students should achieve a TOEIC (Test of English for International Communication) English proficiency score above 605 and/or obtain a qualification certificate in a business function.

II . COMMON EUROPEAN FRAMEWORK OF REFERECE for LANGUAGES

Companies usually set a TOEIC standard of 605 or more to assess the English proficiency of job applicants. Table 4 shows the equivalent score across similar English proficiency tests.

Although TOEIC has added the writing and speaking component to its test, most students only take the listening and reading proficiency part. Moreover, companies often find students with high TOEIC scores as unable to function in an English speaking workplace. Consequently, in the DLP we are adopting the Com-

Table 4 English Proficiency Test Equivalent Scores

TOEIC	TOEFL Paper	TOEFL CBT	TOEFL IBT	IELTS	CEFR
0-250	0-310	0-30	0-8	0-10	A1
	310-343	33-60	9-18	1.0-1.5	A1
	347-393	63-90	19-29	2.0-2.5	A2
255-400	397-433	93-120	30-40	3.0	B1
				3.5	B1
405-600	437-473	123-150	41-52	4.0	B1
	477-510	153-180	53-64	4.5	B2
605-780	513-547	183-210	65-78	5.5-6.0	B2
	550-587	213-240	79-95	6.5-7.0	C1
785-990	590-677	243-300	96-120	7.5-9.0	C2
Top Score 990	Top Score 677	Top Score 300	Top Score 120	Top Score 9	Top Level C2

Table 5 CEFR Can Do Statements

	Listening/Speaking	Reading	Writing
A1 Novice	Can understand basic instructions or take part in a basic factual conversation on a predictable topic.	Can understand basic notices, instructions or information.	Can complete basic forms, and write notes including times, dates and places.
A2	Can express simple opinions or requirements in a familiar context.	Can understand straightforward information within a known area, such as on products and signs and simple textbooks or reports on familiar matters.	Can complete forms and write short simple letters or postcards related to personal information.
B1 Inter-mediate	Can express opinions on abstract/cultural matters in a limited way or offer advice within a known area, and understand instructions or public announcements.	Can understand routine information and articles, and the general meaning of non-routine information within a familiar area.	Can write letters or make notes on familiar or predictable matters.
B2	Can follow or give a talk on a familiar topic or keep up a conversation on a fairly wide range of topics.	Can scan texts for relevant information, and understand detailed instructions or advice.	Can make notes while someone is talking or write a letter including non-standard requests.
C1 Advanced	Can contribute effectively to meetings and seminars within own area of work or keep up a casual conversation with a good degree of fluency, coping with abstract expressions.	Can read quickly enough to cope with an academic course, to read the media for information or to understand non-standard correspondence.	Can prepare/draft professional correspondence, take reasonably accurate notes in meetings or write an essay which shows an ability to communicate.
C2	Can advise on or talk about complex or sensitive issues, understanding colloquial references and dealing confidently with hostile questions.	Can understand documents, correspondence and reports, including the finer points of complex texts.	Can write letters on any subject and full notes of meetings or seminars with good expression and accuracy.

SOURCE: ALTE 2002

mon European Framework of Reference (CEFR) for Languages as a measure of English proficiency because it allows us to pin-point what language skill students are encountering difficulties.

The CEFR is a framework created by the Council of Europe in 2001 as a baseline to compare the approaches of the various English proficiency tests. An advantage of the CEFR is its Descriptive Scheme (2001). In particular, the “illustrative descriptors” are given in the form of “Can Do Statements” for each of the four language skills from Beginner Level (A1) to Advanced level (C2).. Table 5 shows some examples of the Can Do Statements (ALTE 2002).

These Can Do Statements are not only a qualitative measure of a student’s English proficiency, but also teachers can use them as “learning objectives” in their course syllabus. Rather than stating the topic for the class session (e.g., understand the reading), the Can Do Statement requires the students to perform a specific task (e.g., can read basic notices, instructions or information).

This approach is particularly effective with students at the lower level of English proficiency. Many of

these students score very low on the TOEIC (< 250) and become discouraged to learn English. But with the CEFR approach, students are clear what they have to do and when they “Can Do,” they feel a sense of accomplishment. Although their TOEIC score may not increase, at least they are making small steps in that direction. Indeed, we have found in surveys of students, those who persevere over time (i.e., study outside the classroom at least 2 hours per week during the semester) to make these small steps are the ones motivated to challenge a different language skill (i.e., reading, writing, listening, speaking) within a level (i.e., A1 ~ C2) eventually try to move up a level. It is at this point that we notice an improvement in the TOEIC score.

III. CEFR in EUROPE

We investigated the status of CEFR in England and found that this framework applies to English language training in general but there are few “Can Do Statements” that apply directly to business courses. In this regard we found the Pearson’s GSE (Global Scale of English) ecosystem an interesting approach. The GSE ecosystem consists of (1) scale targeting different audiences, of which Business English is one, (2) learning objectives in the form of Can Do Statements, (3) on-line and hardcopy course materials, and (4) tests.

From the Spring 2017 semester, we plan to align our ESS and BE course syllabus with the GSE. Unfortunately the English proficiency level of around one-third of our students is at the A1 or A2 CEFR level. This means we must do some remedial work with these students. Fortunately, the GSE further breaks down the A1 and A2 levels into a more “granular, real-world measure of English language proficiency across the four skills” so that we address this issue. Since these Can Do Statements specifically apply to business situations, it fits our DLP approach to integrate English with business content.

These days students are using their smart phones during classroom exercise. The GSE ecosystem includes a number of on-line resources to supplement classroom activities. This gives the teacher the flexibility to teach students according to their English proficiency rather than in lock-step fashion (i.e., everyone learns the same thing whether the materials is below their level or above their level). The on-line MyEnglishLab, for example, provides resources on the same topic but tailors the level of the exercise to the student’s CEFR level.

We will also use the Progress test to measure the English proficiency of students. One of the advantages of the Progress test is the inclusion of a speaking component. This is the one language skill Japanese students do not have so many opportunities to practice and score low on language proficiency tests. Consequently we would like to skew the class time towards speaking exercises. Since the Progress test is aligned with other scales such as the TOEIC we are hoping our students start to achieve a score of 605 and above in the future. To be continued...

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玉川大学経営学部 “Dual Language Program” の展開

——語学教育におけるCEFRの役割——

立木 デニス

〈要 約〉

玉川学園では、小学校から大学院に至るすべての教育レベルでグローバル化を実施するという「2020年ビジョン」が打ち出された。このビジョンに基づいて、玉川大学経営学部では大学4年間にわたり、語学教育とビジネスの専門教育を統合しながら双方を強化するというDual Language Programを展開している。具体的にはCEFR（ヨーロッパ言語共通参照枠）を採用しながら、1) 英語の修得度の基準化、2) 学習目標に対し、何ができるかを具体的に明示化する、3) オンラインによる教材の使用、4) 英語の習得テストはGSE（グローバル規模の英語）に基づく、などを骨組みとしている。そのことにより、英語だけができる学生ではなく、グローバル化にあって、英語の職場環境でも十分役割を果たすことができるような学生を養成することが可能となるであろう。

キーワード：ヨーロッパ言語共通参照枠（CEFR）、グローバル規模の英語（GSE）エコ・システム、Can Do Statements, Dual Language Program