The Design of the International Program English Curriculum
Faculty of Economics
Soka University

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The International Program (IP) in the Department of Economics at Soka University was initially piloted between 1999 and 2001 with economics content-based courses conducted in English: *Global Economy, Economics A* (microeconomics) and *Economics B* (macroeconomics). During the piloting of these courses, it was discovered that a major part of instruction time was being devoted to language study rather than economic content. To allow these courses to focus more on content, it was determined that an adjunct language component which would provide language instruction and academic study skills support to the content-based economics courses was essential to the success of these courses. A language education professional with experience in curriculum design and administration was sought out, and an individual with a master's degree (M.Ed.) in Teaching English to Speakers of Other Languages (TESOL); a doctoral degree (Ed.D.) in Curriculum, Instruction, and Technology in Education (CITE); and over 15 years of experience with curriculum design and implementation was invited to join the faculty.

With the addition of a language education specialist to the Faculty of Economics, an English language component was added to the IP to provide its students with English language and academic study skills instruction and its economics faculty with language and study skills support for their courses.

This paper provides an overview of the IP curriculum and a description of the IP English curriculum along with a discussion of the rationale underlying the curricular design decisions which have been made.

The IP Curriculum

The first step in designing a curriculum is to analyze the needs of the program for which the curriculum is being created (Brown, 1995; Richards, 2001; and Yalden,
This is followed by generating program goals and instructional objectives for the courses in the program and manifesting those goals and objectives as course syllabuses. This section of the paper describes the goals of the IP curriculum based on an analysis of the needs of economics majors, the overall structure of the IP curriculum, and the shift of emphasis from language and academic skills to economics content.

**Goals of the IP Curriculum**

After two years of initial piloting, the IP was officially established in 2001 to meet the needs of Soka University economic majors who aspire to achieve one or more of the following goals: (1) successfully complete course work in undergraduate level courses during the time that they are studying abroad at an English-medium institution, (2) develop their English language skills to a relatively high level of competency, (3) study economics-related subject areas in English at their home campus or abroad, (4) continue their studies at the graduate level domestically or abroad, or (5) work for an international company or organization.

The major goal of the IP is to assist students in developing the knowledge, skills and strategies they need to successfully complete course work at the undergraduate level while they are studying abroad. According to Dr. Mariko Honma (2003), there have been many cases of students not being able to keep up with undergraduate level course when they study abroad because their language skills are insufficient. Even if they have adequate language skills, they are not able to keep up with their courses in their field because they lack familiarity with how courses are conducted abroad (p. 135).

A second goal of the IP is to help students develop their English language to a relatively high level for not only study abroad purposes but also for personal achievement and future career purposes. Honma (2003) asserts that the IP is not only for students who are considering studying abroad but also for students who would like to develop their English language skills to very advanced level (pp. 135-136).

Another goal of the IP is to offer economics content courses at its home campus. Honma (2003) claims that in her discussions with current undergraduates and high school students she has found that they are interested in using English as a means of studying other subjects (p. 135). She also states that because of the level of English at which the current English language courses offered at Soka University aim, opportunities for Soka University students to take courses related to their major in English...
are extremely limited. In addition, she mentions that most of the English-language courses, which are currently offered at the university, do not focus on anything but the study of the English language itself (p. 135). In short, there are very few content-based courses offered in English, and the IP was created to partially fill this gap.

A fourth goal, which is an extension of the first three goals, is to prepare students with the knowledge, skills and strategies they need for graduate studies domestically or abroad. Honma (2003) asserts that the IP is intended to provide economics majors the opportunity for study abroad experiences within the department and to prepare them for studying abroad at the graduate school level (p. 135). Honma (personal communication, May 9, 2006) reiterates this sentiment in an email to Dr. Sylvano Mahiwo: "Many program participants aspire to study abroad at undergraduate or graduate level... through successful completion of the program" (para. 1).

A fifth goal of the IP, which is also an extension of the first three goals, is to arm students with skills, strategies and knowledge that they can apply to work situations in their future careers. Honma (personal communication, May 9, 2006) maintains that "many program participants aspire to... broaden their employment opportunities in an international business environment through successful completion of the program" (para. 1).

In short, the IP was created by the Faculty of Economics to meet the needs of students who want to study abroad successfully at the undergraduate and graduate levels at English-medium institutions, develop their English language skills to an advanced level of competency, study economics-related subject areas in English, or work for international companies or organizations by preparing them with the skills, strategies and knowledge to achieve their goals. This education-minded faculty established the IP with their students' needs and aspirations in mind and with the intent to provide them with the best language and economics education that they could possibly offer.

**An Overview of the Structure of the IP Curriculum**

To effectively assimilate students into economics content-based courses conducted in English, the IP was divided into three levels. Level one is the entry level for most IP students. At this level, students are introduced to basic economic concepts in their Global Economy course during the fall semester. Level two is for students who have successfully completed level one and have qualified for level two or for incoming freshmen who have attained the prerequisite level of English language proficiency for IP
level two. At this level, students study microeconomics in *Economics A* during the spring semester and macroeconomics in *Economics B* during the fall. Level three is for IP students who have successfully completed level two and have qualified for level three. Students at level three enroll in *Applied Microeconomics* offered by Dr. Ichiro Takahashi or *International Economy* courses offered by visiting professors or resident English-proficient economics faculty.

English language courses have been devised to complement students’ study of economics in English. At level one, courses in English for Academic Purposes (EAP), TOEFL preparation, and English communication are offered. At level two, courses in EAP, TOEFL preparation, and English communication are on the books; however, only EAP courses are offered at this time due to the limitation on the number of credits students can register for, the economics foundation courses that students must take during their sophomore year, and the start of specialized tutorials called "zemi" during the second semester of students’ sophomore year. At level three, an EAP course is offered each semester; however, IP level three students are only required to enroll in an EAP course during their first semester at this level. Thereafter, enrollment in an IP level three EAP course is optional. The main role of IP English courses is to support students in their study of economics in English and the economics faculty in their deliverance of economics instruction in English.

**A Shift of Emphasis from Language Skills to Economics Content**

The IP English curriculum was designed to complement and serve the IP economics curriculum, to support students in their studies during the current semester and at their current level, and to prepare students for succeeding semesters and levels in the IP. Therefore, there is a gradual shift in the emphasis in instruction from language skills to economics content.

For most students, their IP experience begins at IP level one or in PreIP during the spring semester of their freshmen year. The prerequisite for IP level one is a TOEFL (Test of English as a Foreign Language) ITP (Institutional Testing Program) score of 420 or higher, an equivalent TOEFL PBT (Paper-Based Test) or TOEFL iBT (Internet-Based Test) score, or the attainment of grade two on the STEP (Society for Testing English Proficiency) examination. PreIP is a one-semester trial course for students who do not meet the minimum prerequisite TOEFL score for IP level one but who have a score which falls within the range of ITP 380-417. To qualify for IP level one courses during the following semester, PreIP students must achieve a TOEFL
ITP score of 430 or higher before the start of the fall semester.

As students progress through the IP, the ratio of instruction focusing on English language skills development to instruction focusing on economics content gradually shifts from a 90% focus on English language skills and 10% focus on economics content during the first semester at IP level one to a 10% focus on English language skills and a 90% focus on economics content at IP level three (see Figure 1). During the first semester of IP level one or PreIP, instruction focuses 90% on English language skills development and 10% on economics content. In the second semester at IP level one, instruction focuses 70% on English language skills development and 30% on economics content. At level two, during students' third and fourth semesters in the IP, the focus of instruction on English language skills development decreases from 70% to 50%, and the focus of instruction in economics content increases from 30% to 50%. At level three, during students' fifth and sixth semesters in the IP, English language skills development accounts for 30% of instruction, and economics content comprises 70% of instruction. During students' first semester at IP level three, they are required to enroll in an EAP course; thereafter, enrollment in an IP level three EAP course is optional. For students who complete their mandatory level three EAP course, the focus of their instruction is approximately 90% economics content and 10% English language related. Because level three economics courses are conducted in English, there might be occasional language instruction by the economics professor or self-study of language-related material by students, accounting for the 10% focus of instruction on English during the seventh and eighth semesters of IP.

The IP curriculum was designed to address the expressed needs of Economics majors at Soka University for Economics education in English at a level comparable to the global standard. Language instruction addresses the students' current level of language competence and strives to nurture their competence to a level at which students will be able to comprehend and perform equivalently with native-speaker undergraduate students in their junior or senior year at university. Thus, there is a shift of focus of instruction from 90% English and 10% economics content to 10% English and 90% economics content. The following section provides an overview of the IP English language curriculum.

The IP English Language Curriculum

Based on the program goals of the IP and the structure of its curriculum, goals and specific instructional objectives for the IP English language curriculum were gener-
Figure 1. The ratio of English language instruction to economics instruction in the IP. Semester 1 corresponds to IP level 1 and PreIP. Semester 2 corresponds to IP level 1. Semesters 3 and 4 correspond to IP level 2. Semesters 5 through 8 correspond to IP level 3.

ated. Goals are defined as "general statements concerning desirable and attainable program purposes and aims based on perceived language and situation needs" (Brown, 1995, p. 71) while instructional objectives are defined as "specific statements that describe the particular knowledge, behaviors, and/or skills that the learner will be expected to know or perform at the end of a course or program" (Brown, 1995, p. 73). This section outlines the goals of IP English curriculum. An articulation of the specific instructional objectives for each IP English course, however, is beyond the scope of this paper. It also provides an overview of the structure of the IP English language curriculum and rationale for the types of syllabuses used in its courses.

Goals of the IP English Language Curriculum

A list of goals for the IP English curriculum was generated to articulate the direction in which English language instruction would pursue and to verify that the direction coincides with IP program goals.

Many IP students choose to study abroad during their junior year; therefore, it is essential that they develop the requisite knowledge, skills, and strategies for a successful academic experience abroad by the end of IP level two. For most IP students entering at IP level one, that would be their fourth semester in the IP; however, for
some highly proficient learners who enter the IP at level two, it would be their second
semester in the IP. By the end of IP level two, students would have completed their
economics foundation courses in Japanese, as well as IP Economics A (micro-
economics) and Economics B (macroeconomics) in English, and would be ready to
take upper level specialized economics courses, such as IP level three Applied Mi-
croeconomics or International Economy courses.

In order for students to function and perform successfully in upper-level economics
courses at their home campus or abroad, they must be able to perform the following
language and academic study skills.

1. Apply effective reading comprehension skills and strategies to written text.
2. Read academic texts with appropriate speed and a high level of comprehension.
3. Comprehend and use a wide range of general and academic English vocabulary.
4. Use appropriate composing skills and strategies in planning and writing academic
   papers.
5. Write properly-formatted, well-organized, well-developed, coherent, and linguistically-
   accurate academic essays.
6. Write properly-formatted, well-organized, well-developed, coherent, and linguistically-
   accurate multi-sectioned academic papers.
7. Use APA (American Psychological Association) formatting, documentation, and
citation conventions.
8. Comprehend and be able to respond appropriately to spoken speech in social situa-
tions.
9. Use effective listening comprehension skills to understand lectures
10. Take notes of lectures effectively
11. Participate appropriately in conversations in social situations.
12. Participate in discussions in and out of the classroom.
13. Give well-organized, well-developed, coherent, and effective presentations.
14. Use effective academic study strategies and skills.
15. Use effective test-taking strategies and skills.
16. Connect new knowledge with prior knowledge
17. Apply new knowledge and skills to novel situations.
18. Apply critical thinking to problem situations.

These skills are useful not only for possible outstanding academic performance at the
undergraduate level, but they can also be applied to study at the graduate level and to
work situations in students' future careers. The IP English curriculum and its instruc-
Table 1 Comparison Table of English Proficiency Tests

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In addition to skills goals, the IP English curriculum has a program goal of students attaining TOEFL ITP scores as close to 600 as possible during their first year in the program. The purpose of this goal is to encourage IP students to aim high and develop their English language skills to a very advanced level, to inspire IP students to create the best possible chance of attaining one of the limited slots available for study abroad on Soka University's exchange programs, to provide students with the option of continuing their studies at the graduate level by already possessing a qualifying TOEFL score, and to give students an advantage in their employment search because TOEFL ITP 600 converts to a TOEIC score of 800+ (See Table 1).

In summary, the IP English curriculum aims to provide students with the necessary skills for success in academic course work at IP level three and both the skills and
scores which are requisite for study abroad at the undergraduate and graduate levels and which will be advantageous for career opportunities after graduation.

The Structure of IP English Language Curriculum

IP English courses were created to fulfill the program's English language and academic study skills goals. Initially in 2001, only an EAP course was offered to assist students in developing their language and study skills and enhancing their TOEFL scores. However, one class which meets twice a week did not provide enough contact and instruction time to accomplish all of the goals the IP English curriculum had set out to accomplish. Therefore, the number of courses and contact hours were increased, and a set of three language-based courses are now offered to students at IP level one: English for Academic Purposes (EAP) for Economics Majors, TOEFL Preparation for Economics Majors, and English Communication for Economics Majors. The same set of courses are on the books for level two; however, because of other economics major requirements and a more intense study of economics, only EAP courses and occasionally TOEFL preparation courses are offered to IP level two students. At IP level three, only an EAP course is offered.

EAP courses from the second semester of level one are adjunct courses designed to provide language and academic skills support to economics content-based courses. An adjunct language course is the language component of two linked courses sharing the content base and complementing "each other in terms of mutually coordinated assignments" (Briton, Snow, & Wesche, 1989, p. 16). At level one during the fall semester, EAP AII is adjunct to Global Economy. At level two during the spring semester, EAP BI is adjunct to Economics A while during the fall semester EAP BII is adjunct to Economics B. At level three, due to the lack of human resources, EAP C is adjunct to all economics content-based courses offered at that level.

The general goals of the IP English curriculum at IP level one focus on building a strong, basic language foundation and introducing students to effective study strategies; both of which will support them in their future studies. EAP courses aim to (1) develop students' reading comprehension skills and strategies with an emphasis on outlining, (2) develop students' writing skills and strategies from paragraph to 5-paragraph essay, and (3) develop students' academic study skills and strategies. TOEFL preparation courses strive to build a strong foundation of English language knowledge and skills and to coach students in the knowledge, skills and strategies which facilitate a gain of 100 TOEFL points or as close to TOEFL ITP 600 as possible by the end of
English Communication courses work to develop students' speaking fluency and appropriate use of the language in everyday campus-related social situations and in discussions.

The target level of mastery of language and academic study skills ranges between 70% and 90% at IP level one. The target level of mastery of these skills for PreIP and Intermediate groups is 70% and for Advanced groups it is 80% by the end of the first semester at IP level one. For the second semester at IP level one, mastery targets are set at 80% for Intermediate students and 90% for Advanced students by the end of the term.

Qualifying TOEFL ITP scores to enter IP level one are 380-417 for PreIP students, 420-450 for Intermediate students, and 453-500 for Advanced students. Students with TOEFL 503+ can enter from IP level two. To qualify to proceed to IP level one fall semester, PreIP students must attain TOEFL ITP 430+. For Advanced students to remain with the Advanced group, they must attain TOEFL ITP 480+. All students must achieve a GPA (Grade Point Average) of 2.7 or higher on the 4-point GPA scale or 3.7 or higher on the 5-point GPA scale. Those who do not achieve the requisite GPA are placed on academic probation and have a semester to bring up their overall academic performance. To qualify to proceed to IP level two, students must attain TOEFL 480+ for Advanced A or TOEFL 520+ for Advanced B as well as the requisite GPA.

The general goals of the IP English curriculum at IP level two are to start from where IP level one left off and to nurture students up to a point where they can function independently and successfully in academic course work and settings at the undergraduate level at English-medium universities abroad. This involves enhancing students' basic language knowledge of vocabulary and structure and language skills and strategies in reading, writing, listening comprehension, and oral communication. Instruction at IP level two also includes the introduction of APA formatting, documentation and citation conventions; research paper writing skills; and presentations skills. All of these goals are covered in adjunct EAP B classes.

The target level of mastery of language and academic study skills ranges between 80% and 95% at IP level two. During the first semester, the target mastery levels for the skills that were covered at IP level one are 80% mastery for Advanced A groups and 90% mastery for Advanced B groups. In addition, the target mastery levels for the skills that have been introduced at IP level two are 70% mastery for Advanced A groups and 80% mastery for Advanced B groups. During the second semester at IP
level two, the target mastery levels for the skills that were covered at IP level one are 90% mastery for Advanced A groups and 95% mastery for Advanced B groups, and the target mastery levels for the skills that have been introduced at IP level two are 80% mastery for Advanced A groups and 90% mastery for Advanced B groups.

To qualify to continue taking IP courses, IP level two students must maintain a GPA of 2.7 or higher on the 4-point GPA scale or 3.7 or higher on the 5-point GPA scale. Those who do not achieve the requisite GPA are placed on academic probation and have a semester to bring up their overall academic performance. Those who attain less than the required GPA for two consecutive semesters must take a semester off from IP courses and concentrate on improving their overall academic performance before being allowed to enroll in further IP courses. To qualify to advance to IP level three, students must attain TOEFL 530+ and an acceptable GPA.

At IP level three, the general goals of the IP English curriculum are to confirm that the English language and academic study skills and strategies that should have been acquired at IP levels one and two have been acquired, to enhance areas in which students fall short of the targeted level of mastery, and to provide instruction in additional areas which were not covered at the previous IP levels and which students desire to develop. At the beginning of each semester at IP level three, students are assessed to determine whether or not they have acquired the knowledge, skills, and strategies that were focused on at IP levels one and two and the degree to which they have acquired them. Then, measures to fill in the gaps where students are lacking are devised. Simultaneously, as part of the class Student Information Sheet (See Appendix A), students are surveyed for the areas of language skills that they would like to work on during the semester. They can indicate areas that they have worked on at levels one and two but would like to enhance further, such as more in-depth study of vocabulary and grammar and further development of fluency and accuracy in lecture note-taking, writing, reading comprehension, or speaking. They can also request to work on other areas which were not covered at IP levels one or two, such as comprehending and producing reduced speech in American English, debating or negotiating skills, or a study of common business terminology in preparation for the TOEIC exam. Each semester, IP level three EAP C courses are tailored to meet the needs of the particular group of students who are enrolled in the course that semester.

Even at IP level three, students must maintain an acceptable level of academic performance. To qualify to continue taking IP courses, IP level three students must maintain a GPA of 2.7 or higher on the 4-point GPA scale or 3.7 or higher on the 5-
point GPA scale. Those who do not achieve the requisite GPA are placed on academic probation and have a semester to bring up their overall academic performance. Those who attain less than the required GPA for two consecutive semesters must take a semester off from IP courses and concentrate on improving their overall academic performance before being allowed to enroll in further IP courses.

In summary, IP English courses were created to fulfill the program's English language and study skills goals in a step-by-step approach. Each semester and each level have goals, mastery level targets, and qualifying requirements that students must attain to continue or advance to the next stage in the program.

Syllabus Design of IP English Language Courses

The IP English curriculum has been devised based on the expressed needs of economics majors enrolling in the program. The IP English curriculum goals and instructional objectives have been generated with the intent of fulfilling these perceived needs. In turn, these goals and objectives serve as the basis of the course structure of the IP English curriculum and the syllabus design of its courses.

While a curriculum may include the goals, content, and approach of instruction and the method of evaluation; more often than not, it usually contains just the goals of instruction. A syllabus, however, contains what will be taught and how that content will be organized for instruction (Krahnke, 1987, p. 2). It may also include "the behavioral or learning objectives for students, specifications of how the content will be taught, and how it will be evaluated" (p. 2). In other words, "a curriculum may specify only the goals . . . while a syllabus specifies the content of the lessons used to move the learners toward the goals" (p. 2). A curriculum may include many syllabuses, and each syllabus functions as a road map of instruction for a course.

IP English courses employ the skill-based syllabus as its central organizing principle. The focus of the IP English curriculum is the development of language and academic study skills; thus, the skill-based syllabus was determined to be the most appropriate method of organizing the content of IP English courses. Skills primarily refer to language macro-skills (i.e., listening, reading, speaking, and writing) but they also refer to cognitive, study and life skills. According to Krahnke (1987), skill in relation to language "is a specific way of using language that combines structural and functional ability but exists independently of specific settings or situations" (p. 49).

Skill-based instruction is based on a general theory of learning which claims that "the learning of complex behaviors such as language is best facilitated by break-
ing them down into small bits (skills), teaching the bits, and hoping that the learner will be able to put them together when actually using them” (Krahnke, 1987, p. 52). This type of instruction “is most useful when learners need to master specific types of language uses (p. 53).” Although it is impossible to predict all the kinds of language learners may need, it is possible to predict the specific skills that they will need. "Thus efficiency and relevance of instruction are major strengths of the skill-based syllabus” (p. 54). In addition, Krahnke asserts that "under the right circumstances, the skill-based syllabus has few drawbacks” (p.54).

EAP courses combine the skill-based syllabus with structural, task-based, and content-based syllabuses. The structural syllabus focuses on the review and enhancement of English grammar, sentence structure, and punctuation. The task-based syllabus includes tasks that students will be required to do in their economics courses in the IP or in other subject content-based courses during their study abroad experience or in IP level three economics courses. Finally, the content-based syllabus is determined by the economics content-based courses. However, IP English instructors may include additional content from various subject areas depending on the relevancy of the content and the interest of the students and instructor.

TOEFL preparation courses combine the skill-based syllabus with lexical, structural, and task-based syllabuses. The lexical syllabus is "a vocabulary syllabus that is organized in terms of the most important, frequent, or useful vocabulary items in a language” (Richards & Schmidt, 2002, p. 307). The content of instruction is based on an updated version of the General Service List (Bauman & Culligan, 1995), the Academic Word List (Coxhead, 2000), common affixes, common phrasal verbs (The Purdue Online, 2007), common idioms (Takahashi, Hilke, & Wadden, 2000), and technical academic words (Takagi, 2003). The structural syllabus focuses on the review and enhancement of English grammar, sentence structure, and punctuation. The task-based syllabus includes tasks that students will be required to perform in undergraduate level content-based courses or on the TOEFL test.

English communication courses combine the skill-based syllabus with lexical, functional, situational, and task-based syllabuses. The lexical syllabus is focuses on formulaic chunks or "institutionalized utterances (e.g., I'll get it; We'll see; That'll do; If I were you... ; Would you like cup of coffee?)” (Moudraia, 2001) commonly used in oral communication. The functional syllabus is focuses on communicative functions which have been determined to be useful in communicating with other speakers of English in classroom and campus situations. The situational syllabus focuses on possible situations
students may encounter at their home campus or when they go abroad. Lastly, the task-based syllabus includes tasks that simulate what students may need to perform in oral communication situations at Soka University or abroad.

The decision to combine these syllabuses rather than integrate them was one of practicality. It would take an enormous amount of time and resources to intricately integrate all of the content of instruction. In addition, full integration would not allow flexibility in modifying the choice of content or focus of instruction in response to students' needs.

To effectively meet students' language and academic study skills needs and provide instructors with the flexibility to meet these needs, the skill-based syllabus was selected as the core organizing component and is complemented with structural, lexical, functional, situational, task-based, and content-based syllabuses.

Conclusion

This paper has provided an overview of the IP curriculum and a description of the IP English curriculum. It has also presented the underlying rationale of the design of IP English curriculum.

The general goals of the IP are to assist students in developing their skills and knowledge to be able to (1) successfully complete course work in undergraduate level courses in economics and other fields at Soka University or English-medium institutions abroad, (2) attain a relatively high level of English language competency, (3) continue their studies at the graduate level domestically or abroad, and (4) work for an international company or organization.

In order to achieve the general goals of the IP, the IP curriculum has been divided into three levels with an increasing emphasis on instruction in economics and a decreasing emphasis on English language instruction. At level one, the focus is on developing students' English language proficiency and introducing them to basic economic concepts. At level two, there is an equal focus on English language and academic skills instruction and instruction in micro and macro economic concepts and their application. At IP level three, the emphasis of instruction is on advanced economic theories and their application with English language instruction required only during a student's first semester at this level.

The IP English language curriculum has been designed to complement students' study of economics in English in the IP and to guide them from their current English language proficiency level to the level that is required to successfully function and be
successful in upper level English-medium economics courses offered at their home campus or abroad. EAP courses are offered at all three levels in the IP while TOEFL preparation and English communication courses are offered only at level one.

The goals and specific instructional objectives for the IP English language curriculum were generated based on the program goals of the IP and the structure of its overall curriculum. To achieve these goals and objectives, IP English courses have combined the skill-based syllabus with structural, lexical, functional, situational, task-based, and content-based syllabuses. Instruction in IP English courses take students step by step in developing their English language and academic study skills with mastery level targets at the end of each semester and academic performance and proficiency level requisites at each level. Armed with the knowledge and skills attained at IP levels one and two, students are able to function and perform successfully in English-medium upper-level economics courses at their home campus or abroad. In addition, students are able to attain relatively high standardized test scores on the TOEFL.

As of fall 2007, this is the current design of the IP English curriculum; however, as curriculum design is dynamic, the IP English curriculum will continue to evolve to better meet the needs of its students and program.

References


Appendix A

IP Level 3 Student Information Sheet
Student Information Sheet
Level 3 EAP for Economic Majors CII/CIV
Fall 2007

Student ID #________________________

Name: ___________________________________ Birth date: ____________________
(Family name) (Given name) (Month/Day/Year)

Current Address: __________________________________________________________________
(Number) (Town) (City)
(Prefecture) (Postal code)
(Telephone number) (Mobile phone number)
(Cellphone E-mail address)

Parents' Address: __________________________________________________________________
(Number) (Town) (City)
(Prefecture) (Postal code)
(Telephone number)

What did you do during your summer vacation?
________________________________________________________________________________
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What experience do you have living, studying or traveling abroad?
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

What are your goals for this semester?
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

What IP Level 3 courses have you taken so far?
________________________________________________________________________________
________________________________________________________________________________
What experience have you had with research paper writing?

What experience have you had with giving presentations?

Scores

TOEFL: Date of your highest score

(Month)   (Year)

Your highest TOEFL scores

Section 1 (Listening)   Section 2 (Grammar)   Section 3 (Reading)

Total   Essay

GPA for Spring 2007:

What International Economics courses are you taking this semester? (Check all that apply.)

___ Prof. Ivan Tselichtchev (M23) Japan in the World Economy
___ Prof. Ivan Tselichtchev (M45) East Asian Economies
___ Dr. Maduhsadan Ghosh (T3Th1) Economic Development of India
___ Dr. Maduhsadan Ghosh (T5Th4) Intermediate Macroeconomics
As this will be a tailored-made course for the students enrolled in it, I need to know what your particular needs are. Please answer the questions below so that I can design something meaningful and useful for you and your classmates.

1. How well can you do the following? (Check (✓) the boxes that apply to you.)

<table>
<thead>
<tr>
<th>Skills</th>
<th>Excellently</th>
<th>Very Well</th>
<th>Well</th>
<th>Satisfactorily</th>
<th>Poorly</th>
<th>Not at All</th>
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</thead>
<tbody>
<tr>
<td>Reading academic material</td>
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<tr>
<td>Understanding English vocabulary encountered in readings</td>
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<tr>
<td>Guessing the meaning of unfamiliar words without using a dictionary</td>
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<tr>
<td>Using English vocabulary in speaking and writing</td>
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<tr>
<td>Understanding English sentence structures in reading</td>
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<td>Using English grammar in speaking and writing</td>
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<td>Comprehending what other speakers of English are saying</td>
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<tr>
<td>Taking lecture notes</td>
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<td>Participating in classroom and group discussions</td>
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<tr>
<td>Giving presentations</td>
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<td>Using Powerpoint in giving presentations</td>
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<td>Speaking informally with other English speakers</td>
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<td>Writing academic essays</td>
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<td>Gathering information on a research topic</td>
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<td>Writing research papers</td>
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<td>Using the APA system for formatting and documentation</td>
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</tbody>
</table>

2. What specific language skills would you especially like to work on enhancing during this semester?

3. Other Questions, Comments, and/or Requests: