＜授業報告　3＞

Designing a Course for Developing Students' Skills in Presentation
## —A Case of IWE II—

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The purpose of our presentation is to show how we implemented the course, Interactive World English II, focusing on the issues of presentation. Here we explain our course concept, describe the practice methods, and evaluate the qualities and merits as well as some shortcomings of the class. Moreover, we considered the effects of two instructors teaching a class together.

1. Course Model

The course progresses through the learning stages designed to encourage students to speak up in the beginning and to subsequently improve their speaking skills more specifically, coupled with the presentation tips presented in stages. Other components such as main activities, language input, and selected topics are inte-

Course Model
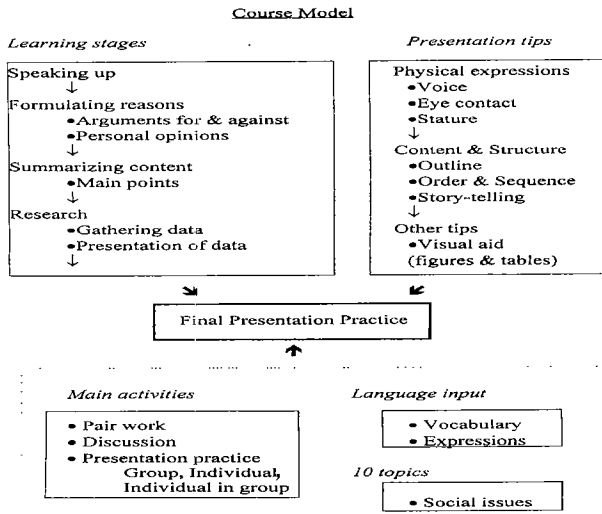
grated into each learning stage in a varying manner.

2. **Three Styles of Presentation Practice**

We used various ways to practice presentations such as (1) individual presentation, (2) group presentation, and (3) individual presentation in group, and conducted a survey to see what style students liked most at the end. Statistically, the students liked the individual presentation as the most direct and effective practice in this class, but they also liked the group presentation as they were able to share different ideas with classmates. We concluded that it was best to use various styles to cancel off some of the negative aspects of each method.

3. **About the Final Presentation**

At the end of the semester, the students are expected to give 6–7 minute presentation on the topic of their choice.

Our evaluation principles & Criteria :
- Evaluation is content–based.
- Grammar and pronunciation are non direct target of the evaluation
- Clarity of the content, organization of the presentation, and showing creativity and efforts are all important components of the evaluation

Procedures : 1 month before
- Start thinking about a topic and submit their plans to the instructors

Practice presentation (2 class times)
- Practice presentation in front of a small group
- Explain evaluation criteria
- Give descriptive guidelines about the presentation
- Give any advice while students practice Final presentation (4 class times)
- Give a speech
- Write down comments about other students' presentation

4. **Evaluation of the Class** 1 : **by the Students**

The students liked the class style : they considered that the class was dynamic and discussion very useful. They also thought the class was challenging but satisfying and felt more confident after the class was over. However, some students were disappointed that they did not perform the final presentation as well as they wanted to.

5. **Evaluation of the Class** 2 : **By the Teachers**

The instructors' evaluation of the class is as follows.

Merits of the class
- Provide opportunities to discuss the social issues
- Reinforces social awareness
- Cooperative Learning
- Provides opportunities to actually USE English

- Student–centered
- Challenging and satisfying

Shortcomings

- Accuracy on the language was compromised
- Insufficient monitoring and supervision
  →conventional role of the teacher is more diminished
- Advanced students (i.e., returnees) were not well–integrated.
- A model performance was not shown.
- The topics of the final presentation tended to be superficial.

6. Pros and Cons of Teaching a Class by Two Instructors

Pros

- Give students two different sources of information.
- Give instructors a chance to inter-act and exchange ideas.
- By discussing and developing a course together, we believe the course becomes more improved in the end.

Cons

- Close coordination is required.
- Keeping consistency can be difficult at times.
  e.g., Policies and instructions
  Evaluating students

Possible further problems

- In order to reach consensus, conflict might possibly emerge between the two instructors.
- In Japan, a sense of seniority might interfere in creating the course with equal partnership.

7. Coordination Between the Two Instructors

Before the classes begin :

- Consult an overall course schedule
- Put together a specific syllabus
  After the classes start : via telephone / email
- The details of classroom activities are left for each instructor to decide
- Give each other feedback
- Give materials used in class
- Show students' work if available
- Make adjustment to class schedule if needed

Toward the end of the semester :

- Discuss evaluation criteria for final presentation
- Video–tape the final presentation for later inspection when needed
- Final coordination to give final grade

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