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An overview of the university English curriculum: A conceptual framework for curriculum innovation

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This study provides an overview of the new English curriculum that was implemented in the general education program (Kikan education) at Kyushu University in 2014. This new English curriculum, Q-LEAP (an acronym for Kyushu University—Learning English for Academic Purposes), aims at developing students' English proficiency levels in academic registers. It also focuses on facilitating students' generic study skills and assisting them in transferring such skills into future research in their disciplinary communities. The theories underlying the development of Q-LEAP are associated with the field of Second Language Acquisition (SLA), and its theoretical framework includes four key SLA concepts: (1) a needs-based, systematic curricular shift from English for General Academic Purposes (EGAP) to English for Specific Academic Purposes (ESAP); (2) genre-based pedagogy; (3) autonomous learning; and (4) ongoing evaluation of students' learning outcomes as well as the effectiveness of the curriculum. In this article, I will discuss the theoretical underpinnings associated with the development of Q-LEAP in the comprehensive sense of the term.

1. Introduction

English as a Foreign Language (EFL) programs in higher education institutions in Japan are expected to meet critical national and societal demands for the development of citizens capable of using English for a wide range of professional, academic, and other valued purposes. Accordingly, in university EFL settings, growing expectations for curriculum innovations have emerged in recent years, including the introduction of new teaching methods, instructional materials and tasks, and ongoing evaluation processes. In response to this growing demand for English language proficiency, many higher education institutions in EFL contexts, with reference to English as a Second Language (ESL) curriculum, have begun to offer their courses in English, requiring students to complete advanced academic tasks, including listening to lectures, delivering oral presentations, and writing research papers in English (Asamizu, 2007; Slade & O'Dea, 2011). EFL instructors have also begun to search for the most effective approach that can facilitate their students' acquisition of advanced study skills in English (Schultz, 2011).

Amid such growing expectations, in April 2014, Kyushu University launched its new English curriculum, Q-LEAP (an acronym for Kyushu University—Learning English for Academic Purposes). As indicated by its name, Q-LEAP focuses on developing academic English skills that can be used for or applied to students' future academic careers. More specifically, Q-LEAP aims at facilitating the simultaneous development of English language abilities (i.e., the ability to use English for general academic purposes) and advanced study skills in English (i.e., the ability to use English to achieve specific academic outcomes) including delivering oral presentations, writing essays, and listening to lectures and comprehending the main points. These

curricular goals reflect the fact that the mastery of English, including not only high English language proficiency, but also advanced study skills, has proven to be a prerequisite to success in the new global marketplace as well as in scientific research and technology.

The theories behind Q-LEAP are based on multiple concepts associated with the field of Second Language Acquisition (SLA) and its theoretical framework includes four key features: (1) a needs-based, systematic curricular shift from English for General Academic Purposes (EGAP) to English for Specific Academic Purposes (ESAP); (2) genre-based pedagogy; (3) autonomous learning; and (4) ongoing evaluation of students' learning outcomes as well as the effectiveness of the curriculum. Therefore, this article provides an overview of the Q-LEAP curriculum and discusses the theoretical underpinnings associated with its development. This is meaningful, given that the term “curriculum” in the university's EFL program has been used in its limited sense by often referring to the development of written syllabi for courses in which learning objectives, activities, and assessments are identified for localized needs.

2. A needs-based, systematic curricular shift from EGAP to ESAP

One of the notable features of Kyushu University's Q-LEAP curriculum is that it reflects institutional needs, including those of enrolled students, graduates, and faculty members. As Jordan (1997) argued, analysis of students' needs “should be the starting point for devising syllabuses, courses, materials and the kind of teaching and learning that takes place” (p. 22). According to Jordan (1997), fundamental questions to pose when conducting needs analysis include: Whose needs? (the needs of the students, the institution, or the specialist department); who decides what the language needs are? (the teacher, the student, the researcher, or the consultant); and how is the analysis to be conducted (through tests, questionnaires, or interviews). Based on these fundamental questions, the research team in the Faculty of Languages and Cultures at Kyushu University has conducted a long-term project to identify students' needs for learning English since 2002. To this end, the research team administered questionnaires multiple times with enrolled students, graduates, and faculty members in various departments. After the pilot questionnaire with the selected students and faculty members was administered in 2003, a large-scale needs analysis was conducted during 2004–2005. Machine-readable forms were distributed to all the freshmen, sophomores, and faculty members in the English classes. Surveys were also sent to the alumni via email. Consequently, 2,508 students, 611 faculty members, and 47 graduates participated in the study.

One of the results of the questionnaire is depicted in Figure 1, which summarizes students' perceived needs of English language competency in their future. As the figure shows, academic needs are more strongly recognized by students than non-academic needs. In other words, the target contexts are academic institutions in which students use English for academic purposes. Based on the findings of the questionnaire, the curriculum has been created to develop students' English language abilities in a variety of academic registers as well as their study skills, which are fundamental to their future research both at the university and beyond.

English for Academic Purposes (EAP) can be divided into two broad categories: English for General Academic Purposes (EGAP) and English for Specific Academic Purposes (ESAP) (Blue, 1998). To put it

simply, EGAP deals with the language and practices common to all EAP students, whereas ESAP is concerned with the specific needs of students in particular disciplines. In theory, an EAP-oriented program focuses on study skills that are essential for successful university studies across disciplines. The concept of EAP postulates that study skills are not something instinctively acquired. For example, scanning or skimming, which are often assumed, may not be automatically acquired but learned. Evidence from numerous research findings elucidates the need for study skills instruction (e.g., Angelova & Razantseva, 1999; Leki, 2003; Leki & Carson, 1997; Riazi, 1997; Spack, 1997; Tardy, 2009). Many college students in the United States and elsewhere or so-called native speakers of English need help with study skills. It is equally likely that many non-native speakers will also need help if they want to study at a university in English.

Table 1 presents a set of study skills that are necessary for university-level academic courses (Jordan, 1997). Q-LEAP was designed so that students can develop these study skills in a step-by-step manner as they move from EGAP to ESAP.

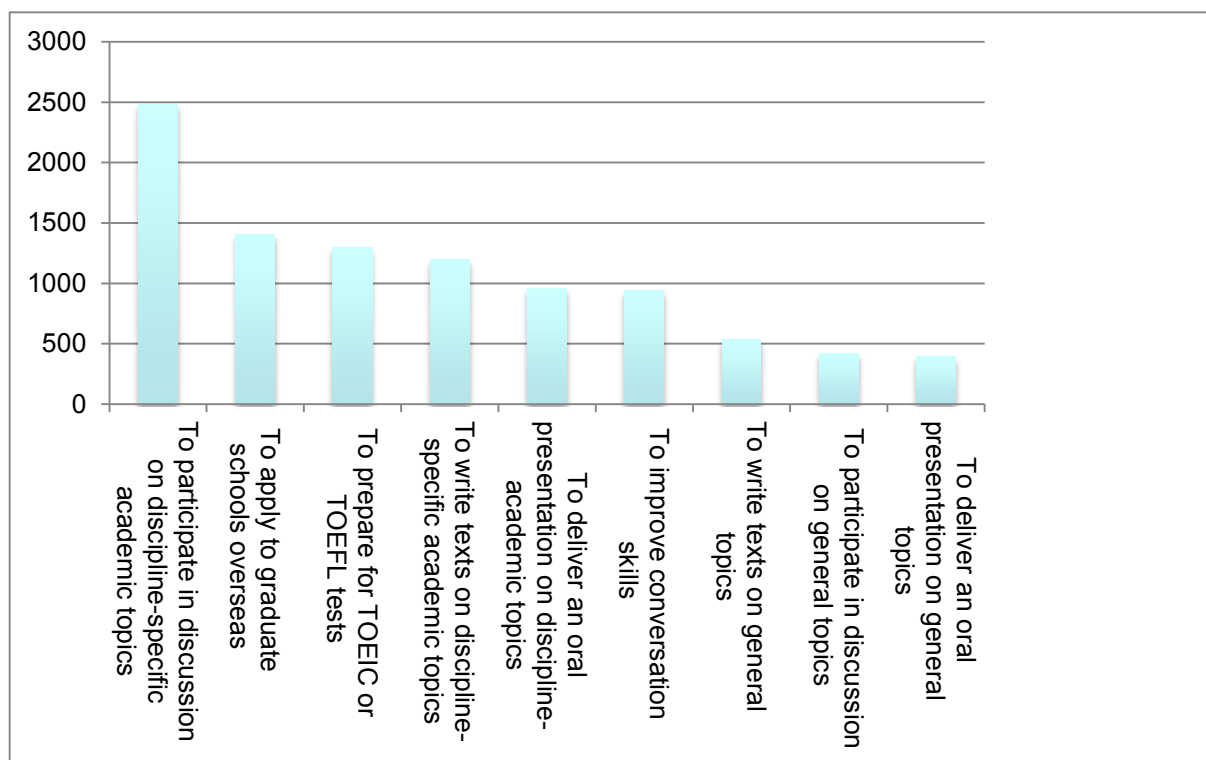


Figure 1 Students' responses to the question: Why do you think that you need to learn English at the university?

Receptive Skills	Reading	Scanning and skimming Evaluating Analyzing data (graphs, diagrams, etc.)
	Listening	Finding evidence Note-taking Arranging notes in hierarchy of importance Answering questions and explaining
Productive Skills	Writing	Writing in an academic style Planning, writing drafts, and revising Summarizing, paraphrasing, and synthesizing
	Speaking	Using quotations and citing others Writing references Asking questions for repetition or clarification Answering questions and explaining

Table 1 Study skills necessary at university level (Based on Jordan, 1997)

Figure 2 illustrates the overall structure of Q-LEAP, shifting from EGAP to ESAP. The curricular trajectory comprises four stratified phases: (1) EGAP Basic Level (Academic English 1), the core course with a primary objective to develop students' generic skills that are transferrable across disciplines; (2) EGAP Advanced Level (Academic English 2), which aims to provide students with opportunities to apply the generic study skills that they have developed to more advanced academic tasks or genres; (3) ESAP Content-Based (Academic English 3), which focuses on promoting English language abilities through learning a specific content; and (4) ESAP Skill-Based (Academic English Seminar), which aims to promote students' study skills to more advanced levels by giving them opportunities to apply their generic study skills to discipline- and profession-specific tasks or genres. Importantly, some of these ESAP courses are taught through collaborations between discipline specialists and English instructors.

As shown in Figure 2, each of these four phases comprises multiple, integrated skills courses. The objectives and descriptions of each course are shown in Appendix A.

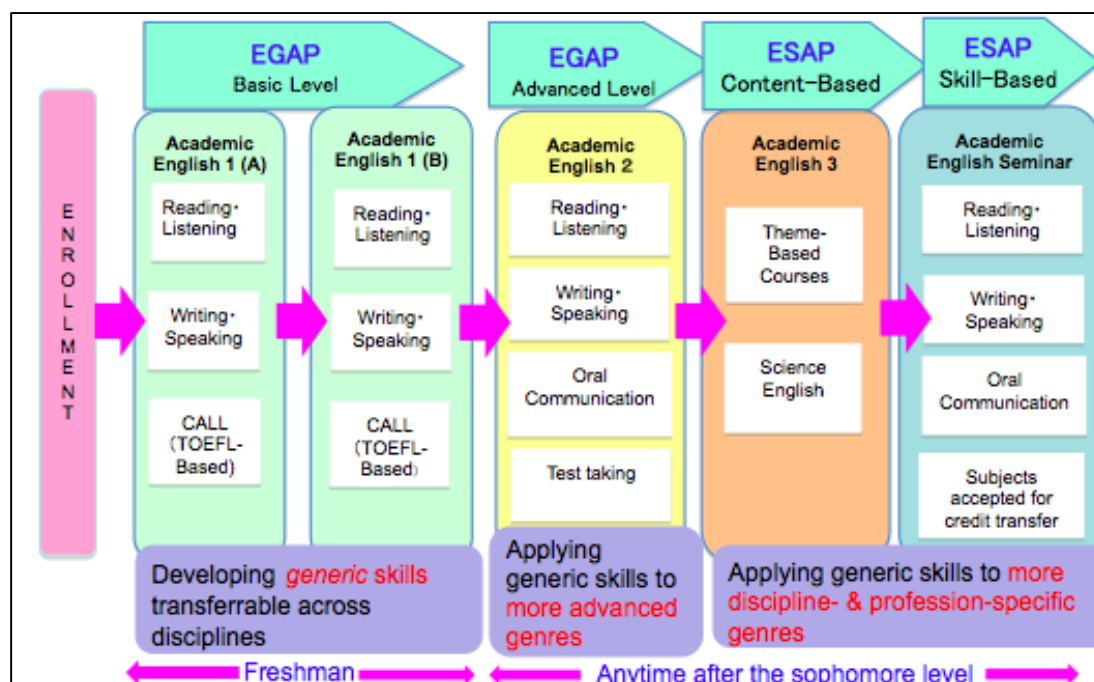


Figure 2 Overview of the Q-LEAP structure: From EGAP to ESAP

3. Genre-based pedagogy

Another important feature of Q-LEAP is that it refers to genre-based pedagogy as a theoretical framework for designing and sequencing language tasks across the curriculum. Genre-based pedagogy has served as one of the central concepts in language classrooms since the 1990s, which marks the beginning of what might be called a “social turn” in the field of applied linguistics (Trimbur, 1994). Fundamental to genre-based pedagogy involves the idea that communication always has a purpose, a context, and an intended audience, and these aspects affect the language choices to construct meaning. The main pedagogical concern of the genre-based approach is therefore to encourage student writers to pay attention to the context of the text, the purpose, the audience, and the values and expectations of the intended audience (Hyland, 2003, 2004, 2007; Johns, 1997, 2002; Paltridge, 2004; Swales, 1990). Its fundamental concern with language learning as a social, textual, and goal-oriented process forms the basis of language tasks in Q-LEAP, thus providing teachers with “a means of presenting students with explicit and systematic explanations of the ways language works to communicate” (Hyland, 2003, p. 6).

Genre-based pedagogy constitutes a promising alternative to the practice (not uncommon to the classroom context at Kyushu University) of teaching English through rote learning with little realistic purpose. Drawing on genre is especially important in the EFL context, where students’ language learning and experiences, unlike those of English as a Second Language (ESL) learners, tend to occur within the confines of the classroom, and their pragmatic competence (i.e., the ability to understand how particular English words are used in specific social situations and choose the appropriate linguistic resources to make meaning) might not be fully developed

in some respects (Alcón, 2005; Bardovi-Harlig & Dörnyei, 1998; Koike & Pearson, 2005; Takahashi, 2001, 2005; Yasuda, 2011).

In designing the four-year curriculum that aims at assisting students in systematically shifting from EGAP to ESAP, genres were selected to address students' needs and they were sequenced according to increasing levels of abstraction or difficulty in a manner that helped them: (1) expand their language choices to derive meaning as well as develop their genre knowledge; (2) apply their generic study skills to more advanced, discipline-specific genres; and (3) participate successfully in their disciplinary communities (e.g., chemistry, medicine, and engineering, etc.).

Figure 3 shows the genre sequence of the writing tasks across the Q-LEAP curriculum. Structurally, the curriculum proceeds through four levels: (1) short essays using basic text types, such as description, classification, and comparison-and-contrast (EGAP-Basic (A)); (2) different types of essays for more varied purposes, such as argumentation, expository, and persuasion (EGAP-Basic (B)); (3) discipline-specific genres that allow students to use basic essay-writing conventions for more practical purposes, including mini-research papers, lab reports, and summaries (EGAP-Advanced); and (4) the uppermost levels of the curriculum with genres in professional settings, such as research papers and business documents (ESAP).

The selection and sequences of the oral genres are depicted in Figure 4. Similar to written genres, oral genres were also selected and sequenced according to their increasing level of difficulty. The curriculum begins with short oral presentations that usually occur in classroom settings (EGAP-Basic (A)), which is followed by longer oral presentations with interactions with audiences through question-and-answer sessions (EGAP-Basic (B)). Furthermore, it continues on to more technical genres, such as debates and public speeches (EGAP-Advanced) and concludes at the highest levels of the curriculum with discipline-specific genres, including conference presentations (ESAP). In this way, Q-LEAP offers systematically sequenced, genre-based writing and speaking courses for students so that they can not only raise their genre awareness and knowledge but also expand their language choices to construct meaning in various social settings. As indicated by Norris (2009), language abilities and genre knowledge advance in tandem, and therefore teachers' endeavors to incorporate genres into language teaching will ultimately facilitate students' trajectories from novices to experts in their target language.

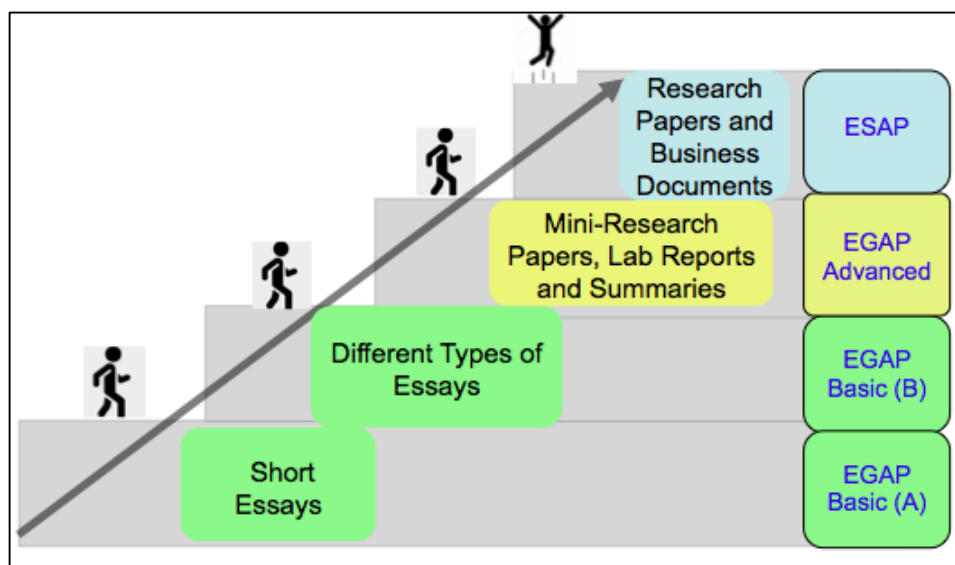


Figure 3 Sequence of written genres across the curriculum

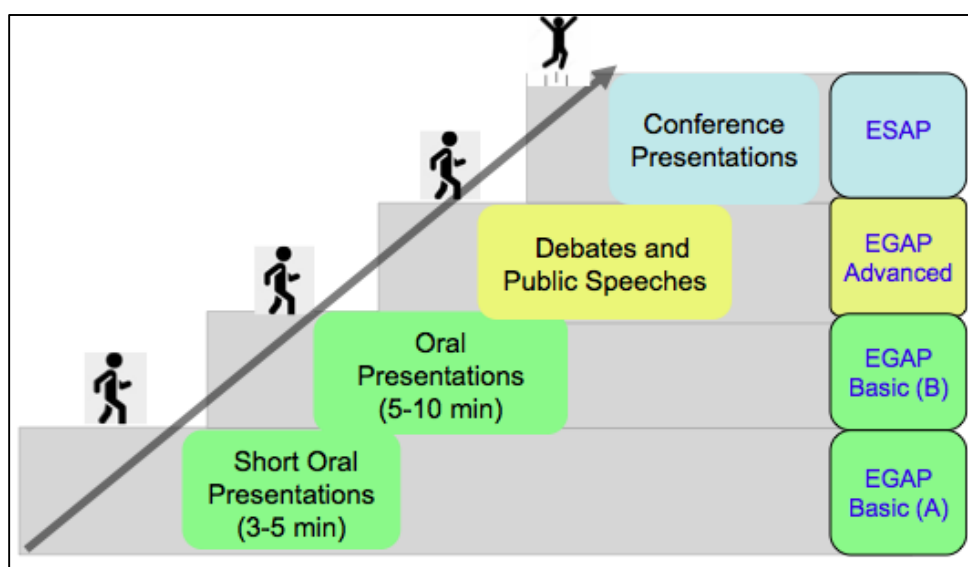


Figure 4 Sequence of oral genres across the curriculum

4. Autonomous learning

The idea of autonomous learning also constitutes a key concept of Q-LEAP. Over the past 20 years, the concept of autonomy, together with alternative terminologies, such as independent learning, self-regulation, and metacognition, has prospered both as theory and practice. Each term indicates that effective language learners have the responsibility for their own learning, independent of the teacher. It is also assumed that “he (a student) is not going to learn anything unless he has an idea of what he is trying to achieve” (Breen & Candlin, 1980, p. 95). In general, the term “autonomy” has been used in four different ways: (1) situations in which learners

study entirely on their own; (2) a set of skills, which can be learned and applied in self-directed learning; (3) the exercise of learners' responsibility for their own learning; and (4) the right of learners to determine the direction of their own learning (Benson & Voller, 1997).

With reference to these crucial notions related to the concept of learner autonomy, Q-LEAP was designed so that students can take ownership for their learning by allowing themselves to make decisions about their study plans on their own. Importantly, in Q-LEAP, autonomous learning is not defined as motivation or aptitude, but as skills or abilities that “allow learners to plan their own learning, activities, monitor their progress, and evaluate their outcomes” (Benson, 2003, p. 290). Thus, students are encouraged by teachers, at the beginning of and throughout the curriculum, to raise their awareness of ways to (1) set goals and specify objectives; (2) identify resources and strategies required to achieve these goals; and (3) measure progress at various points in the curriculum.

However, for students to set their goals and design their own study plans, it is important for the curriculum to provide them with multiple options. This is because “learners can only be autonomous if they are aware of a range of learning options and understand the consequences of choices they make” (Cotterall, 2000, p. 111). Along this line, Q-LEAP acts as a “road map,” rather than a pre-specified rule that forces students to move toward one particular direction. Then, in order to help students become autonomous learners, Q-LEAP provides students with the flexibility to design their own study plans that suit their academic and professional interests. In addition, a variety of elective courses are offered so that they can individualize their academic plans after completing the required core EGAP courses and gradually take greater control of their own learning. For example, those who are eager to improve their academic writing and presentation skills may take elective courses, such as Academic English 2 Writing & Speaking (EGAP-Advanced) during their sophomore year and Academic English Seminar Writing & Speaking (ESAP) during their junior year. As indicated by this example, Q-LEAP enables students, if their autonomy can be nurtured and developed successfully, to establish firm foundations for academic literacy that are transferrable to more field-specific work.

It is also important to note that to promote autonomous learning, Q-LEAP provides “out-of-class” support for students across disciplines for individualized learning needs and English proficiency levels in the form of the extracurricular Self-Access Learning Center (SALC). With growing interest in autonomous learning, there has been a proliferation of SALCs at educational institutions, and a mere search of term “self-access learning center” on the Internet provides a myriad of SALCs at colleges and universities not only in Japan but around the world. In theory, SALC is conceptualized as a location that is “dedicated to recognizing the differences and fulfilling the needs of learners as individuals, who, for their part, and with encouragement from teachers, are expected to take steps towards assuming active responsibility for their own language study” (Jones, 1995, p. 229). This notion is crucial, given that students have a wide range of objectives and needs for learning English (e.g., “To develop practical conversation skills that can be used in real-life communication,” “To gain oral presentation skills that can attract audiences,” and “To write research papers in English,” etc.), and therefore not every aspect that a student needs or wants to learn can be taught in regular classes. This self-access system should thus be “seen not as an alternative to the teacher but as a necessary resource for all language learners,”

as suggested by Little (1989, p. 32).

Based on this notion, the SALC at Kyushu University is defined as a place that offers students access to a number of resources that accommodate their different abilities, goals, styles, and interests outside of the classroom in the form of (1) materials, (2) activities, and (3) help from more experienced individuals (tutors and advisors, not teachers) (Cottarell & Reinders, 2001). More concretely, the SALC at Kyushu University offers the following support: consultations on how to learn English; the “Language Café” (conversation practice with international students); special materials designed to specifically meet the needs of students at Kyushu University (e.g., vocabulary quizzes, materials that address discussion strategies, and tips for effective oral presentations); reading sections (newspapers, magazines, and books); and informal brown-bag lectures. Students can choose the resource on which they wish to focus and work at their own pace on specific language learning needs. These supportive behaviors, including the use of materials, activities, and help from others, can assist novice learners not only in improving their English language skills but also achieving higher levels of self-regulation. It can thus be argued that, although it is physically outside the regular classroom, the SALC is not inseparable from regular English classes, i.e., the classroom English lessons in conjunction with the SALC can accommodate the uniqueness of different learners.

5. Ongoing evaluation of students’ learning outcomes and the curriculum’s effectiveness

As described earlier, an autonomy-supportive curriculum is one of the major premises of Q-LEAP. Here, it should be emphasized that autonomy learning cannot be facilitated without students monitoring their own progress and evaluating their outcomes. This means that students as well as teachers need to acknowledge evaluation as a mutual responsibility and not as the sole responsibility of the teacher. Thus, students need to be encouraged to become test takers as well as active participants in the evaluation process. Self-evaluation, the opportunity to reflect upon previous learning and think about the next step, plays an integral role in facilitating autonomous learning. As Dam and Legenhausen (1990) argued, self-evaluation is vital to an autonomy-supportive curriculum as “a retrospective and prospective function, in which the learning experiences of the past are reflected upon and transformed into plans for future action” (p. 90).

From the teacher’s perspective, evaluation can be used for various purposes, including assessment of the student’s strengths and weaknesses, feedback to the student, and program evaluation. As Nunan (1988) argued, no curriculum model would be complete without such evaluative components. Thus, Q-LEAP is a collaborative effort between teachers and students in that both parties are involved in the evaluation process as well as the decision-making process regarding the contents of the curriculum and teaching approach to be adopted.

Another important point behind Q-LEAP’s evaluation component includes need for assessment of students’ learning and the effectiveness of the curriculum over a long span of time (White, 1998). Hence, to help students monitor their own long-term progress and learning outcomes as well as the effectiveness of the program, evaluations should be conducted at various points throughout the four-year curriculum, such as at the beginning of the EGAP courses, after completing the basic-level EGAP courses, and after completing the ESAP courses.

To achieve this, the institutional Test of English as a Foreign Language (TOEFL-ITP) is used since the scope of the TOEFL test is English in academic registers and the aim of the test is to assess foreign language learners' academic English skills. The TOEFL-ITP is thus deemed the most suitable test in the context of Q-LEAP, in which primary goal is to nurture students' competence to use English in academic settings.

As Figure 4 shows, the pre-program TOEFL test at the beginning of the EGAP courses aims at helping both students and teachers understand their proficiency on a global scale, which differs from the “Juken Eigo” (English for entrance examinations) when they enter the university. The objectives of the post-EGAP assessment at the beginning of the sophomore year include finding the changes in students' proficiency after they complete the basic-level EGAP courses, designing their own study plans, and using the test scores to participate in study abroad programs. The post-ESAP assessment then allows students to identify their long-term changes by comparing multiple scores from the previous three TOEFL tests taken. This ongoing assessment of students' progress also enables educators to understand, improve, and ensure the quality of the curriculum's delivery as well as its outcomes.

However, it should be noted here that relying on the TOEFL-ITP results alone is insufficient to evaluate students' long-term progress as well as the quality of the curriculum. To this end, the changes in individual students' TOEFL-ITP scores should be supplemented with qualitative data sources, such as portfolios, interviews, and open-ended surveys. Furthermore, considering that the TOEFL-ITP assesses the confined area of the English language skills or so-called receptive skills (i.e., grammar, reading, and listening), the test results should definitely be supplemented with other tests that assess productive skills, including the abilities to speak and write in socially appropriate manners. Such supplementary data sources, in conjunction with the TOEFL-ITP results, will help teachers obtain a more accurate understanding of what students have achieved, reflect upon their instruction, and consider how the curriculum needs to be improved. These multiple data sources will also help students more accurately evaluate their own strengths and weaknesses and more effectively modify their study plans.

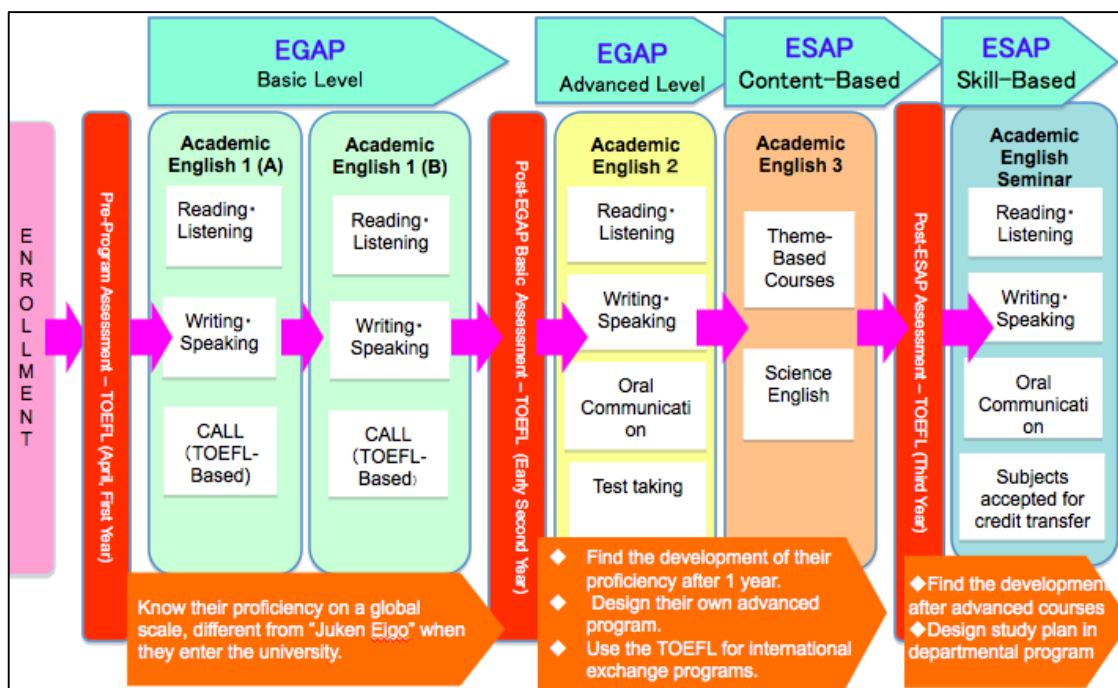


Figure 5 Evaluation process throughout the curriculum

6. Discussion and conclusion

This article discussed the four key conceptual frameworks behind the development of the new English curriculum, Q-LEAP, at Kyushu University: (1) needs analysis; (2) genre-based pedagogy; (3) autonomous learning; and (4) ongoing evaluation of students' learning outcomes and the curriculum's effectiveness. These four elements are much more than language teaching; instead, they cover all the essential elements of an entire language program. Norris (2009), referring to Long and Crookes (1993) and Long and Norris (2000), indicated that an effective foreign language curriculum should contain the following elements: "needs analysis; task selection and sequencing; materials and instruction development; teaching; assessment; and program evaluation" (p. 281). Norris argues that the development of task-based language teaching programs that incorporate these elements has offered empirical evidence that "language and task abilities advance in tandem, learners achieve expectations, and language teaching evolves into a potentially more meaningful endeavor" (p. 582). The overall structure of the Q-LEAP is in accordance with Norris's (2009) notions: target genre and language tasks were selected and sequenced based on students' learning goals and objectives; materials and instruction were designed to help students simultaneously develop genre knowledge and language abilities; and assessments were used for various purposes ranging from the evaluation of students' long-term progress to the assessment of the curriculum's effectiveness. These phases are not discrete but are part of a continuous process, and they indicate a significant stage that is essential to the development of a foreign language curriculum.

However, in order to implement such curriculum innovation successfully, it is important that teachers understand both the theoretical underpinnings and classroom applications of the proposed change. Carless (1988) argued that of the two aspects, the latter proves to be most essential, especially in contexts where teachers are not well trained and/or they lack sound knowledge of innovation. If the philosophy of innovation and its rationale are not fully understood by teachers, then they might simply reinterpret innovative ideas and assimilate such ideas into their own teaching styles. As a result, the new curriculum will not be implemented, as intended by the curriculum developers.

As suggested by Kirkgöz (2008), to successfully implement the Q-LEAP on a long-term basis, a modification of the teachers' instructing behaviors accompanied by a fundamental change in their beliefs is a vital part of any educational innovation. Although the new English curriculum has just been launched this year, anecdotal evidence has indicated that teachers face difficulties adapting the new ideas (e.g., genre-based approaches, the idea of autonomous learning, etc.) into their instructional practices; i.e., changing the beliefs and teaching styles that they have relied upon over time. The difficulties of building a shared understanding of the new curriculum innovation might become more apparent in the context of Kyushu University, where as many as 70 English instructors teach thousands of students from 12 departments with different academic backgrounds, diverse learning needs, and varying proficiency levels. In such a context, the number of teachers might indicate the number of different beliefs.

Finally, an innovation cannot be enacted unless teachers are given opportunities to learn new concepts, new ways of presenting content, and new approaches of interacting with students (Vandenberghe, 2002). Therefore, curriculum developers and trainers need to identify the extent of the proposed changes so that they can provide meaningful bridges (between the innovation and the existing beliefs) in order to help teachers make the transition. Presently, Q-LEAP does not have a structured teacher training scheme, including faculty development sessions, workshops, and classroom observations, etc. The teacher training scheme initiated by curriculum developers and trainers could therefore be one area to pursue in order to increase teachers' awareness of what the innovation represents and maximize the changes of the curriculum's objectives implemented in the classroom.

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Appendix A Course content in the Q-LEAP curriculum

	Course Title	Course Descriptions
EGAP [Basic]	Academic English 1 Reading & Listening A	This is a basic course to improve students' receptive skills, focusing on reading and listening. Tasks include comprehension of English texts and lectures, analysis of texts and lecture topics, and note-taking.
	Academic English 1 Reading & Listening B	This is a more advanced course to improve students' receptive skills, focusing on reading and listening. Students learn not only comprehending English texts and lecture contents but also learn to critically examine them. Tasks include students' discussion and debate about what they understand.
	Academic English 1 Writing & Speaking A	This is a basic course to improve students' production skills focusing on writing and speaking activities. Students learn fundamentals of logical and communicative ways of composing in English, including paragraph/essay organization and argumentation. Tasks will include not only writing but also oral activities such as giving feedback on drafts and class presentation.
	Academic English 1 Writing & Speaking B	This is a more advanced course to improve students' production skills focusing on writing and speaking activities. Students learn ways of applying the basic skills to composing in English according to specific purposes and situations. Tasks will include not only writing but also oral activities such as giving feedback on drafts and class presentation.
	Academic English 1 CALL A	This is a basic network-based self-study course focusing reading, listening, and grammar. Students study all through the first semester to reinforce the basis of English. Necessary correspondence and the final examination will be given in the classroom of "Academic English 1 Reading and Listening A". The final grade includes the progress of online study, the final examination, and the score of the standardized test given in the third semester.
	Academic English 1 CALL B	This is a more advanced network-based self-study course focusing reading, listening, and grammar. Students study all through the second semester to reinforce the basis of English. Necessary correspondence and the final examination will be given in the classroom of "Academic English 1 Reading and Listening B". The final grade includes the progress of online study, the final examination, and the score of the standardized test given in the third semester.
EGAP [Advanced]	Academic English 2 Reading & Listening	This is an advanced course to improve skills in reading and listening that will help future academic research. Based on the skills learned in Academic English 1, students will learn to comprehend written and oral English in various genres. Tasks include both reading and listening activities that will bridge general academic English and English used in specialized areas. This course can be taken more than once.
	Academic English 2 Writing & Speaking	This is an advanced course to improve skills in writing and speaking that will help future academic research. Based on the skills learned in Academic English 1, students will learn to write research papers and other academic writings. Tasks include both writing and speaking activities that will bridge general academic English and English used in specialized areas. This course can be taken more than once.

	Academic English 2 Oral Communication	This is an advanced course to improve oral communication skills, which will bridge general academic English and English used in specialized areas. Activities include public speaking (including presentation), debate, and discussion to train students in rhetorical communication. This course can be taken more than once.
	Academic English 2 Test Taking	This is a course to develop English proficiency that will prepare students to take examinations (e.g., TOEFL and IELTS) for conducting undergraduate or graduate work in overseas universities. The tries to reinforce overall academic skills in English by combining vocabulary, grammar, reading, listening, writing, and speaking activities. This course can be taken more than on
ESAP [Content-Based]	Academic English 3 Topics: Subtitle	This is an advanced topic-oriented course that covers contents relevant to students' specialized areas. This course tries to develop students' comprehensive English skills by reading texts and listening to lectures about particular topics to acquire knowledge as well as discussing and writing about related topics. This course can be taken more than once if the subtitles are different.
	Academic English 3 English for Science: Subtitle	This is a specialized course in natural sciences. This course tries to develop students' comprehensive English skills by reading texts and listening to lectures about particular topics to acquire knowledge as well as learning ways of communicating necessary to participate in academic presentation and discussion in a specialized area. This course can be taken more than once if the subtitles are different.
ESAP [Skill-Based]	Academic English Seminar Reading & Listening: Subtitle	This is an advanced seminar course in reading and listening to develop English skills that will help students to conduct academic research. Students will learn to set up a research question, collect relevant literature, analyze and evaluate them. This is a 2-credit course that requires more than 90 hours of study in and outside the classroom. This course can be taken more than once if the subtitles are different.
	Academic English Seminar Writing & Speaking: Subtitle	This is an advanced seminar course in writing and speaking to develop English skills that will help students to conduct academic research. Students will learn to conduct research and write and discuss its results in appropriate ways expected in various genres. This is a 2-credit course that requires more than 90 hours of study in and outside the classroom. This course can be taken more than once if the subtitles are different.
	Academic English Seminar Oral Communication: Subtitle	This is an advanced seminar course in oral communication to develop English skills that will help students to conduct academic research. Students will learn to conduct research about a particular topic and talk about it in different formats such as public speaking (including presentation), debate, and group discussion. This is a 2-credit course that requires more than 90 hours of study in and outside the classroom. This course can be taken more than once if the subtitles are different.
	Academic English: Advanced Standing	This is a course that give credits to students based on their study outside the courses offered in the curriculum. Study opportunities include "English Language Program in Cambridge University," "Language Study in California," and Intensive Course on Debates, etc.