

The Evolution of CELE's Pre- and Post-AUAP Curricula

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Established in 1988 to support the internationalizing of students, the Asia University America Program (AUAP) has become Asia University's (AU's) largest study abroad program. AUAP has hosted over six thousand students and is currently operating at three sites in the northwestern United States: Western Washington University in Bellingham, Washington, Central Washington University in Ellensburg, Washington, and Eastern Washington University in Cheney, Washington. In the ten years since AUAP's inception, the Center for English Language Education's (CELE's) AUAP-related curricula have been evolving and adapting to students' needs and abilities.

Rationale for AUAP-Related Curricula

Students sometimes describe their AUAP experience as a 24-hour-a-day, five-month educational adventure. For many of them, it is an opportunity to test their abilities in a new linguistic and cultural environment. They find that creativity, flexibility, and intercultural understanding are as important as grammar and vocabulary. Therefore, it is not surprising that students return from this adventure with a renewed appreciation for the communicative power of a foreign language and a different vision of the world, of their own culture, and of themselves.

While it is a privilege to witness students' growth, it is also important to prepare them for making the most of their time abroad and to provide them with opportunities for applying new knowledge and skills upon their return to Japan. Students can gain more from their time abroad by preparing for potential linguistic and cultural challenges before their departure and by discussing and writing about their experiences after their return.

In particular, students benefit from special instruction in English classroom dynamics and in academic, cross-cultural, and basic language survival skills before their departure. Such preparation allows for a more focused academic endeavor and a smoother cultural adjustment. Furthermore, students returning from abroad frequently experience reverse culture shock and may wish to share their experiences and feelings with their families and friends who may have a limited interest or understanding of returning students' situations. This recognition that students studying abroad benefit from and need special linguistic and cultural preparation is the basis for the current AUAP-related curricula.

The development of the AUAP-related curricula at Asia University reflects the dynamic evolution of the CELE and its core curriculum, the Freshman English Program

(FEP).¹ In 1989, the FEP was established to foster cultural and academic success for students traveling abroad on the AUAP and to improve AU students' English communicative competence. The current FEP goals and objectives, developed by Danielle Morrison and Dawn Paullin (1997), are also designed to improve students' English communicative competence as well as their intercultural communication and critical-thinking skills in English (138-139).

Also, CELE instructors have consistently searched for ways to supplement the FEP to help pre-AUAP students prepare for and process their AUAP experiences. However, not all Freshman English students participate in the AUAP or in other study abroad programs. Alloting an extensive amount of Freshman English classroom time to the discussion of cultural adjustment issues and to English for Academic Purposes (EAP) is impractical. Therefore, these areas will be the focus of CELE's AUAP curricula.

History of CELE's Pre-AUAP Curriculum

Prior to the 1995-96 academic year, Asia University offered freshman students a chance to participate in an elective course taught by CELE teachers entitled "Pre-AUAP Conversation." This was a half-year elective wherein students could practice functional survival English skills. In 1995, this course was lengthened to a full year, allowing for expanded language and cross-cultural instruction. Additionally in 1995, a half-year elective course on cross-cultural issues and survival English skills was added for sophomore pre-AUAP students who attend AUAP during fall semester.

In maintaining a well-coordinated academic program, the developers of these courses recognized the need for a strong connection between the pre-AUAP and AUAP curricula. In 1994, FEP instructors Donna Anderson, Cheryl Sinclair, and Cyndy Wright Okawara distributed surveys to all consortium school directors, instructors, International Peer Advisors, and pre- and post-AUAP students. Survey participants were asked to identify those pre-departure topics adequately addressed and those needing additional emphasis at AU before students' departure.

Survey results indicated a need for expanded instruction in a variety of functional English skills, including starting conversations and engaging in small talk. AUAP instructors noted that students were weak in the classroom participation skills of volunteering, asking questions, and speaking English in class. They wrote that students needed more exposure to a variety of cross-cultural issues, including the study of cultural differences and intercultural communication, stereotypes and prejudices, plus the ability to explain Japanese culture in English. They also responded that the pre-AUAP classroom should provide an opportunity for students to explore some of their goals and fears concerning AUAP, such as roommate relationships, friendships with Americans, and culture shock (Anderson & Okawara, 1996).

¹ The Center for English Language Education (CELE) has previously existed as ACE/ELI and the English Language Education Research Institute (ELERI). In the interest of clarity, all past and present instructors from this department will

Drawing on this information, these instructors developed a strong theme-based, English for Special Purposes curriculum, emphasizing functional English, American classroom dynamics, cross-cultural issues, and the immediate practical concerns of students during their time abroad. Since that time, faculty have continued in their assessment of the overall AUAP-related curricula to ensure that students receive optimal instruction with minimal overlap in skills and subject areas. Recent reevaluation has focused on comparing the curricula of the freshman pre-AUAP courses to that of Freshman English (FE), the AUAP pre-departure orientation taught by AU's Office for International Affairs, the AUAP on-site orientation, the AUAP functions curricula, and other pre- and post-AUAP elective courses. The results led to the development of the curricula outlined in this article.

Current AUAP-Related Curricula

In 1997, Elizabeth Byrd and Gretchen Jude examined the basis for the 1994-95 curriculum as well as subsequent pre-AUAP curriculum changes. Part of this work included an initial comparison of curricula offered to students at all stages of the program and a search for overlap. This comparison revealed increasing overlap in content between the required Freshman English course, some of the AUAP functions courses and the pre-departure AUAP orientation (see Appendix A). While some overlap can reinforce learning, too much indicates inefficient use of classroom time. In response to this concern, Byrd and Jude began a project to update the pre-AUAP curriculum, placing greater emphasis on EAP, integrating the content of pre- and post-AUAP with the actual study abroad experience, and suggesting new courses to support and enhance the language acquisition and cultural transitions of AUAP students.

During the next academic year, Byrd and Jude obtained additional input from the AUAP consortium schools, AU course instructors, and the Office for International Affairs with an aim of fine-tuning the overall AUAP experience for our students. The above-mentioned shift from functional English to EAP does not imply elimination of all functional instruction, but rather a reduction in areas which are being covered extensively in the FEP and the AUAP functions courses. Experience has taught us that functional English is more rapidly and permanently assimilated by our students when they are in the target language environment.

Additionally, many of the students' practical, non-academic concerns regarding AUAP are now handled in Japanese during the pre-departure orientation phase. These changes provide teachers with an opportunity to focus pre-AUAP class time on those skills which will make our students more successful in an American university classroom. While maintaining the cross-cultural content in the pre-AUAP courses, teachers are introducing more instruction in EAP—giving special consideration to American-style classroom

be referred to as CELE instructors in this article.

participation, reading and analysis skills, academic writing, and the dynamics of group discussion.

New course offerings for the 1999-2000 academic school year include an intensive sophomore-level pre-AUAP as well as an advanced-level pre-AUAP for students who will participate in the newly established Advanced AUAP course.

The effects of this project have not been limited to the freshman pre-AUAP curricula. Beginning with the 1998-99 academic year, CELE offered two post-AUAP courses, a one-year course for sophomores, juniors, and seniors taught by CELE instructor William Tyree and a one-semester course for recent returnees taught by CELE instructors Genie Hughes and Dawn Paullin. In the 1999-2000 academic year, one section of the one-year post-AUAP course and two sections of the one-semester post-AUAP course will be offered to students.

Course Objectives for Freshman Pre-AUAP

Currently, CELE offers six sections of freshman pre-AUAP. These are year-long courses, meeting once a week for 90 minutes. Students are divided into sections, according to their language ability. Additionally, one section of this course is reserved for advanced-level FE students. While the teacher of this advanced pre-AUAP course should follow the general objectives outlined here, the linguistic skills, cross-cultural experiences and insights of advanced students facilitate a more in-depth treatment of some skills and topics. Therefore, when developing curriculum, those teaching the pre-AUAP course for advanced students should collaborate or consult with the Freshman English Advanced (FEA) teacher and the Advanced AUAP teacher to best harmonize all three curricula.

The texts *D.E.S.I.R.E.* (Craven, 1999) and *Destination USA* (Homan & Poel, 1999) have been selected for the pre-AUAP courses, and the course objectives have been modified with the aim of reducing content, function, and skill overlap and of accomplishing the following objectives: (1) to develop students' mastery of classroom and survival vocabulary and expressions, (2) to increase students' English conversation abilities about their own lives and cultures, (3) to further develop students' academic English, (4) to increase students' awareness of potential cultural challenges and address their hopes and fears regarding the study abroad experience (see Appendix A).

Teaching functional English suitable for in-class interactions will encourage students to use English with others during class activities. Topics such as greetings and self-introductions, asking for clarification, making small talk, and negotiating during small-group activities should be covered and reviewed as necessary. Promoting study and organizational skills through portfolio assessment is also a useful activity for pre-AUAP freshmen, whose inexperience in university life often thwarts their ability to organize their course materials (see Appendix B). In addition, EAP skills, such as academic writing, outlining, group discussion skills, and research and presentation skills, form a central part of the pre-AUAP curricula.

In the first term, each student completes, presents, and discusses a photo journal, chronicling important aspects of his or her personal life and culture. These journals later facilitate conversation with roommates, host families, and new friends in the U.S. (see Appendix C). In the second term, students further develop their presentation, research, and group interaction skills by giving a group presentation on a chosen aspect of their own culture (see Appendix D).

Along with the texts and regular structured conversation activities, students become increasingly adept and comfortable with potential academic, environmental, and cultural challenges. As students gain fluency in classroom interactions, American culture gradually becomes the focus of pre-AUAP. General issues raised in the textbooks and in students' own journals are covered, such as American lifestyles, health, family life, racism, women's issues, travel, and university life (see Appendix E). A contemporary American film is also used to contextualize students' interests in issues about U.S. culture.

Course Objectives for Sophomore Intensive Pre-AUAP

Beginning in 1999, a sophomore-level intensive pre-AUAP will also be offered. This is a one-semester course which will meet twice a week for 90 minutes during the first term. Business and Law majors, who must wait until the second semester of their sophomore year to go on AUAP, may choose to take both freshman pre-AUAP and the sophomore-level intensive pre-AUAP; thus the courses should be substantially different. All students taking sophomore pre-AUAP should have completed Freshman English. Consequently, they will be prepared to enter a more advanced listening- and discussion-based course. For these reasons, a movie-based curriculum similar to that of the second half of freshman pre-AUAP will be implemented to further develop students' listening and discussion skills. Additionally, to introduce students to the regions which they may visit in the US, student groups will use the Internet and library resources to conduct research and prepare presentations on selected regions, towns, or cities of interest. This is not merely a look into potential tourist sites, but also an examination of the human, cultural, societal, and environmental issues of chosen areas.

Course Objectives for Post-AUAP

In both the one-year and the one-semester post-AUAP course students are able to maintain their English language skills upon repatriation, discuss issues of reverse culture shock, and share and reflect on their experiences abroad. Hughes and Paullin's course, offered fall semester for recent returnees, is entitled "Post-AUAP: Returning to Life in Japan." This course addresses the immediate linguistic and cross-cultural needs of recent AUAP-student returnees. The current curriculum for the semester post-AUAP course, developed by Hughes and Paullin, consists of discussions about students' AUAP experiences. These discussions are the basis for several student-generated written forms, including short stories, metaphor paragraphs, and acrostic poems (see Appendix F). At the end of the term, students compile their written works to create a class journal which

captures AUAP students' pre-departure, study abroad, and reentry experiences. In this way, the discussions provide students with a support system within the class. The writings, in turn, serve as a keepsake for the post-AUAP students and as a reference for the pre-AUAP students, giving them a greater understanding of the AUAP experience.

The current curriculum for the year-long post-AUAP course, developed by Tyree, first allows students to think critically about America and Japan, giving students the opportunity to discuss their experiences through a variety of activities; subsequently, students are encouraged to develop a global perspective through exposure to political, social, linguistic and governmental aspects of many countries and cultures.

Conclusion and Implications for Further Course Developments

As in the past, it will be essential that CELE and AUAP instructors continue to coordinate the content of their courses. In the upcoming academic year, AUAP instructors will be asked to assist CELE teachers in the update of AUAP-related curricula, especially in areas of overlap and new course development. Additionally, student feedback and students' changing needs and abilities will determine the direction of AUAP-related course content.

References

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Appendix A

AUAP Curricula Overlap Charts

	Pre-AUAP Curricula & Orientation						Selected AUAP Curricula***			Post-AUAP Curricula	
	Freshman English*	Freshman English Advanced	Freshman Pre-AUAP	Freshman Pre-AUAP Advanced	Sophomore Pre-AUAP Intensive **	AUAP Orientation	AUAP On-site Orientation	AUAP Functions	AUAP Advanced Seminar	Year-long Post-AUAP**	Post-AUAP Intensive
1999-2000 Projected AUAP Functions Overlap											
Agreeing / disagreeing	X										X
Apologizing	X										
Asking for opinions	X										X
Asking for/giving advice	X		X					X			X
Asking for/giving directions	X		X					X			
Asking preferences	X										X
Congratulating											
Describing events	X										X
Describing family relationships	X		X								
Describing locations	X		X					X			
Describing people	X		X								
Describing things	X										X
Discussing Routines			X								
Explaining Japanese Culture		X	X	X							
Expressing appreciation											
Expressing opinions	X										X
Expressing sympathy											
Getting a haircut								X			
Giving complements								X			
Giving/accepting/decl. invit.	X		X					X			
Greetings and responses	X		X	X				X			
Introductions	X		X	X							
Making complaints	X										
Making offers	X										
Making requests/asking favors	X										
Ordering in a restaurant								X			
Requesting clarification	X		X								X
Responding to requests	X										X
Shopping								X			
Small talk	X		X					X			
Specifying choices	X										X
Talking about emotions	X										X
Telephone skills							X				

X - Function/skill/topic is taught in this course

- - Not all functions/topics indicated are taught at all levels of Freshman English

** - Course is still under development

*** - This comparison does not include the AUAP content, physical education, and basic four-skills courses.

Appendix A AUAP Curricula Overlap Charts

1999-2000 AUAP Topic/EAP Skill Overlap	Pre-AUAP Curricula & Orientation						Selected AUAP Curricula***			Post-AUAP Curricula	
	Freshman English*	Freshman English Advanced	Freshman Pre-AUAP	Freshman Pre-AUAP advanced**	Sophomore Pre-AUAP Intensive**	AUAP Orientation	AUAP On-site Orientation	AUAP Functions	AUAP Advanced Seminar	Full-year Post-AUAP**	Post-AUAP Intensive
Topics:											
American customs		X		X		X					
Appropriate conversation topics				X							
Cross-cultural issues	X	X	X	X				X			
Cross-cultural relationships		X	X			X					
Cultural adjustment/culture shock						X		X			
Cultural conflict and resolution				X							
Current events & issues		X		X					X		
Discrimination/racism		X		X							
Drug & alcohol issues			X			X					
Friendships on AUAP			X	X		X					
Gestures/non-verbal communication				X							
Gift giving				X							
Goal setting for AUAP						X					
Home life			X								
Hopes and fears for AUAP			X	X		X					
Learning styles			X								
Medical/health issues						X					
Money issues						X					
Personal safety						X					
Re-entry shock											X
Stereotypes		X		X							
Tipping								X			
Travel						X	X	X			
Travel safety						X	X	X			
University life in America		X		X		X					
EAP Skills:											
Academic reading skills		X							X		
Academic/process writing		X							X		
Classroom vocabulary/expressions	X	X	X	X							
Debate skills		X									
Group discussion skills/vocabulary	X	X	X	X					X		
Language-learning strategies	X	X	X						X		
Listening to lectures		X		X					X		
Note-taking		X							X		
Organization skills			X								
Presentation skills			X								X
Research skills		X							X		
Study skills	X	X	X						X		

* - Pronouns/topic is taught in this course

** - Not all functions/topics indicated are taught at all levels of Freshman English

*** - Course is still under development

**** - This comparison does not include the AUAP content, physical education, and basic four-skills courses.

Pre-AUAP Portfolio

Table of Contents

Syllabus: Welcome Back to Pre-AUAP! -----Tab 1

- Attendance
- Homework
- Questions & Mistakes
- Grades
- Portfolios
- Journal Topics & Assignment Schedule
- Photo Journals
- Culture Presentations

Unit Vocabulary Homework-----Tab 2

Returned Quizzes & Homework-----Tab 3

Class Handouts -----Tab 4

Class Notes & Notebook Paper-----Tab 5

Whatever You Want -----Tab 6

PORTFOLIO GUIDELINES

What is a portfolio?

A portfolio is a notebook with all the work you do during the semester.

What will my portfolio include?

Your portfolio will include all notes, work, quizzes and tests, handouts and papers. Because your portfolio includes these things, YOU MUST SAVE THE WORK YOU DO DURING THE SEMESTER.

What is the purpose of a portfolio?

There are three reasons for having a portfolio:

- 1) It helps you organize your learning.
- 2) It allows you to see your progress as well as your strengths and weaknesses.
- 3) It gives you a chance to reflect on the work you've done.

How will my portfolio be graded?

Your portfolio will be graded for completeness (having everything), organization, and quality (neatness, following directions).

When is my portfolio due?

Your portfolio is due on **Friday, December 19th, 1997.**

Culture Presentation Worksheet

Group members: _____

Topic: What aspect of your culture or cultures are you explaining to the class?

Possible Format:

- I. What is it? Describe it.

- II. What is the history of your topic? When did it begin?
Why?
Where?
How?

- III. What are the special foods, clothes, etc. associated with your topic?

Visual Aids (books, video, maps, clothes, food, etc.): What are you using to explain your topic to us?

Research Materials (library materials, magazines, interviews, personal experience or knowledge, etc.): Where did you get your information?

Journal Topics and Assignment Schedule

Directions:

- The purpose of a journal is to improve your ability to express yourself in writing through regular practice.
- Complete each journal write during the week that it is assigned.
- Use a MINIMUM of 200 words in each assignment.
- If you do not understand the journal assignment, please ask me about it.
- ALWAYS BRING YOUR JOURNAL TO CLASS as we will be doing some free-writes in class.
- Also, I will collect some of your journals at different times for grading.
- As with free-writes, DO NOT WORRY ABOUT SPELLING OR GRAMMAR. I am looking for your IDEAS.

ASSIGNMENTS

Week of...

Topic²

Chapter 1

Think back to when you were a child. What people were important to you (in a good or bad way)? Make a list of the names of three people you remember well, and write about each one. Tell what they used to do and what they used to say. Tell what you used to think of them. Do you still have the same opinion of them now?

Chapter 2

Draw a family tree in your journal following the example on page 46 of your textbook Culture Connection. Look at the names of all the women: your mother, grandmother, great-grandmother, sisters, cousins, etc. what happened to their family names after marriage? Describe the customs for naming women in your culture. Now, read the article on pages 57 and 58 in Culture Connection and try to imagine your mother or sister's reaction to the ideas presented in the reading. Write what you think those

² Journal topics adapted from Knezevic, P.M., Wegman, B., & Werner, P. (1994). Culture Connection: For Improving Language Skills and Cultural Awareness. Boston: Heinle & Heinle Publishers.

reactions would be.

Week of...

Topic

Chapter 3

Write about a pleasant or unpleasant experience with food. Tell where and when it happened and what people you were with. Was it a special occasion or just an everyday meal? Describe how the food looked, how it smelled and tasted. How did you feel? Happy? Relaxed? Upset? Confused? Tell about your feelings and why you felt that way.

Chapter 4

Take a trip in your imagination backwards in time. Think about a holiday celebration when you were a child. Try to see it "in your mind's eye." Many North American children believe in Santa Claus and the Easter Bunny, magical figures who bring them gifts if they are good. Did you believe in any magical figures or happenings. What emotions did you feel? How have your beliefs and feelings changed? How old were you at the time? How old were your parents, relatives, and friends? Write about the holiday, your beliefs and your emotions.

Chapter 5

Write about a hero you admire (*admire* means to look up to, to think highly of). Choose a national or regional hero from your culture, or a personal hero (someone you know). As you write, try to answer these questions:

- Who was or is this person?
- What role did he or she play in your country, region, group, or life?
- What exactly did this person do?
- Why do you or others think this person is a hero?

Chapter 6

Holidays are often difficult times for international students and could cause you to feel homesick when you travel abroad. It's hard to be away from family and friends during a special time and holidays can cause a lot of homesickness. Homesickness is a normal reaction to being separated from your loved ones. But it can become a problem if it begins to cause trouble with work or school. One way to cope with homesickness is to share your feelings with others. Use your journal to describe some experiences you or a friend have had with homesickness. What were the situations? How did you or they feel? What did you or they do to try to feel better? Did it work or not? What should you or they do next time?

Chapter 7

Rudyard Kipling, a famous English poet once wrote, "All of the people like us are *WE*, and everybody else is *THEY!*" This sentence describes the way many people think in the world, especially if they have always lived in one place. Think back to when you were a child. How did you view your own culture (*we*)? How did you view other cultures (*they*)? Draw a line down the middle of your journal page. Write *My Culture* on one side, and *Other Cultures* on the other side. List all of the traits you

associated with your own culture on one side, and all those you associated with other cultures on the other side. Then write about any negative or positive stereotypes you notice in the lists and how your views have changed now that you are an adult.

Chapter 8

Write a letter to yourself. NOT to the self you are now. Look through your journal back to a time when you were in a different state of mind. Give yourself a different name and write a letter, telling your opinions and feelings now about what that journal entry said.

Appendix F
Post-AUAP Course Syllabus

Post-AUAP: Returning to Life in Japan

- Class Days:** Tuesdays AND Thursdays
- Time:** 2:30-4:00 p.m.
- Instructors:** Genie Hughes and Dawn Paullin
- Office Hours:** We will gladly talk with you by appointment.

In this class, you will

- discuss your AUAP experiences with your classmates,
- exchange information about your experiences,
- write about your experiences, and
- create a literary journal based on your AUAP life.

Therefore, our goals are

- to continue building upon the discussion skills you learned during AUAP,
- to practice writing about your AUAP experiences through such things as narratives, short stories, poetry, comparative/contrast essays, and photography,
- to publish your creative work in a literary journal to take away at the end of the semester as a memory of your AUAP experiences.

Evaluation/Grading:

Participation:	50%
• Attendance:	25%
(Everyone will start out the year with 500 points for attendance. Each day you miss = —20 points.)	
• Participation:	25%
(You must ask/answer questions, speak English with your classmates and your instructors, be awake, and practice the skills you learned during AUAP.)	
Homework and Journal Assignments:	25%
Committee Work:	25%

We welcome your comments about this class and look forward to seeing you Tuesdays and Thursdays!!!