

# Curriculum Design for an EFL University-Community Outreach Program

Tyson RODE

Patrizia M. J. HAYASHI

Miho MOMOSE

## Abstract

University-community outreach programs have allowed universities to create good faith partnerships with local governments and community citizens. In this paper, the researchers discuss a university-community outreach program that focused on teaching EFL to the residents of a ward in Tokyo. Background and context of the program is given, along with an explanation of the curriculum design choices made that is illustrated in a curriculum framework model, and the constraints of such a program are also discussed, in addition to the potential for future research. The success of this program relied on key elements of curriculum design and implementation that offer other educators tasked in creating a similar university-community outreach program with a model that can be replicated or adapted according to the program designers needs.

## 1. Introduction

University-community outreach programs have gained traction as universities have recognized the need to be more active in their communities at the local level. In this paper we will analyze a university-community outreach program between a Japanese university and a metropolitan ward within Tokyo. As university-community relations are quite complex and the nature of these partnerships are multifaceted, the researchers will explain their involvement in one aspect of a more general outreach program that was established through a cooperative agreement between Meikai University and Adachi City. Specifically, the researchers were asked to create a series of classes for an EFL program for community citizens in preparation for the Olympics and Paralympics, the purpose of which was to create a spirit of volunteerism between the participants and the greater community. This paper seeks to present an example of how to develop an effective EFL university-community outreach program by first providing background on university-community partnerships, offering context on the EFL program created, analyzing the program objectives, briefly introducing the theoretical framework for curriculum design that was applied, and discussing the implications of what was learned and the limitations of the overall study. It is the hope of the researchers that the content described below will be of use to both in-service and pre-service language educators as it is a synthesis of both research-based language pedagogical principles and practical decision making.

## 2. Background and Rationale

In the following section, the researchers outline the background and rationale of the Kumin Kouza EFL University-Community Outreach Program (shortened to Kumin Kouza EFL Program) explained herein. First, some recent trends in university-community outreach programs are reviewed to provide contextualization. Second, the specifics of the program described in this paper are given. The Kumin Kouza

EFL Program is only one of several outreach programs established by Meikai University and Adachi City and, therefore, it is useful to show how these programs are related. Third, the researchers demonstrate one process of how to move from program objectives to effective lessons via a research-based curriculum framework.

## 2.1 Recent Trends in University-Community Outreach Programs

The twenty-first century has seen dramatic change in the landscape faced by Higher Education Institutions (HEIs). Technology has accelerated the change of many industrialized nations from a manufacturing-based economy to a knowledge-based one. Additionally, the advancement of an aging society, the growth of environmental issues, and the problems of urbanization continue to challenge governments, corporations, HEIs, and citizens alike. With considerable human, intellectual, fiscal and organizational resources at their disposal, HEIs have long stepped up at the international and national level as leaders in research and innovation (Smerek, Pasque, Mallory, & Holland, 2005). However, the need to do more at the local level has taken hold, leading to community partnerships that work to create relationships of trust and lead to sustainable change in the community and in the practices of HEIs (Jacob, Sutin, Weidman, & Yeager, 2015). Holland (2005) examined four widely known models of community partnerships. In doing so, she identified six key common attributes of a community partnership: (1) Both parties to the partnership must understand what each hopes to get from the partnership in order to arrive at a mutually agreeable compact. (2) Each partner must be upfront about the limitations of its resources and respectful of one another so that expectations are clear on both sides. (3) Success is measured collectively in terms determined by both the HEI and the community partner. (4) In order for the partnership to prosper beyond the immediate task at hand, the focus must be on the relationship and the exchange of information and knowledge that takes place. Each task undertaken by the partnership will require differing levels of resources, for which the partnership will need to adjust accordingly. (5) Decision-making takes place equally with both sides of the partnership having equal voice and control over the planning and implementation of the activities. A formal process structure combined with shared control enables the partnership to adapt the structure based on the needs of a particular project. (6) Continuous reevaluation of the partnership is critical to its success and ability to identify new sources of activities and new goals. Doing so also builds the trust that is essential to a sustained and healthy partnership.

## 2.2 The Kumin Kouza EFL Program Context

In preparation for the 2020 Tokyo Olympics and Paralympics, Meikai University and Adachi City officially concluded a cooperative agreement on January 11 th, 2017 that aims to enhance measures and businesses for improving students basic English skills and training people who can work across the globe. Utilizing the educational resources from Meikai University, which has schools of foreign languages, the university-municipal partnership will carry out the following activities: (1) improve students' basic English skills; (2) raise the teaching skills of elementary and junior high school teachers; and, (3) support foreign language learning activities for citizens. Some programs have already been implemented, such as the one described in this paper.

## 2.3 Key Factors in Curriculum Design for the Kumin Kouza EFL Program

In this section, the researchers demonstrate how they moved from theory to practice in alignment with the overall aims of the Kumin Kouza EFL Program. The processes of curriculum design, implementation, evaluation, and revision or the curriculum cycle can be organic in nature in that these processes are often ongoing simultaneously. In terms of language curriculum, a design based on current research-based pedagogical principles is optimal and preferred over a specific teaching approach or methodology. Brown's (2007) work serves as a useful reference guide for language educators in curriculum design as he outlines

12 pedagogical principles grouped into the following categories: cognitive, socioaffective, and linguistic. Nation and Macalister (2010) present 20 principles in terms of their model of language curriculum design. In the post-methods era (Richards & Rodgers, 2001), such valuable resources are imperative for the language curriculum designer and offer great insight into making curriculum design choices.

Designing a language curriculum for an EFL university-community outreach program is complex due to the multitude of factors that include, but are not limited to: the interplay of the various stakeholders (university administrations, municipal government officials, Board of Education (BOE) supervisors, etc.), the program constraints (time and resources available), and the needs of a diverse group of program participants. The researchers of the current study argue that a process that selects and emphasizes specific research-based pedagogical principles directly based on the program aims and goals, and that develops a curriculum framework reflecting these aims and goals, can successfully meet the challenges involved. For the present purposes, this process will be called Selective and Principled Curriculum Design.

### 2.3.1. Program Aims and Goals

Overall program aims of the Kumin Kouza EFL Program are summarized in Figure 1.

To foster in program participants the confidence, skills, and abilities necessary to contribute to society in preparation of and during the Tokyo 2020 Olympic and Paralympic Games through the medium of English. Furthermore, to enable course participants to support, nurture, and encourage younger generations to participate actively in a global society through the development of English as a foreign language.

**Figure 1. Overall Program Aims of the Kumin Kouza EFL Program**

To meet these aims the researchers, who were also instructing the course, identified the following interrelated goals at the curriculum level: (a) the lessons were to be meaningful and purposeful for the participants, (b) the lessons were to be highly motivational and to foster in participants a sense of self-efficacy in using the L2, (c) the lessons were to be conducted in an optimal learning environment achieved through open communication and transparent decision-making between the university and community partners. Thus, the curriculum goals necessarily extended beyond language instruction to supportive elements that can impact a university-community outreach program in a positive or negative way.

### 2.3.2. Developing the Curriculum Framework

Diamond (2008) describes a foundational approach to learner-centered course and curriculum design. This approach can be used in all contexts for designing courses, curriculum, workshops, seminars, and so forth. The model described in Diamond's work forms the basis of all curriculum decisions made by the researchers from design to implementation to evaluation to revision. Diamond notes that the model has five important characteristics: (1) The initial design encourages curriculum developers to think of an ideal curriculum, which then is refined by other curriculum processes. (2) The creation of diagrams help to illustrate structural and content concepts. (3) This is a data-driven model as data is used in each stage of the curriculum design process. (4) The model requires a team approach among faculty, facilitators, evaluators, support staff, etc. (5) By getting others to buy into the curriculum design process, there is less antagonism to the final product, thus political sensitivity plays a role. Keeping these five characteristics in mind, the researchers developed a curriculum framework that was applied to the design of the Kumin Kouza EFL Program.

While a full discussion of the development of this framework is beyond the scope of this paper, key elements and principles selected are summarized below in Figure 2.

Key Curriculum Elements & Principles Relating to Purposefulness	
Element/Principle	Brief Description/Purpose/Notes
Backward Design	Use a goal-oriented curriculum design to connect clear learning outcomes to learning experiences
Performance-Based	Incorporate performance tasks into each lesson accumulating in a final project and/or product at the end of the course
Learner-Centered	Engage students in active learning and deep processing
Key Curriculum Elements & Principles Relating to Motivation	
Element/Principle	Brief Description/Purpose/Notes
Focus on Personalization	Incorporate learners' experience, background, interests in each lesson and promote learner autonomy
Focus on Speaking and Listening Fluency Development	Speaking: Increase fluency (both volume and speed of output) by strengthening current grammatical and lexical knowledge Listening: Work towards automaticity in both bottom-up and top down-processing
Focus on Interaction	Build communication confidence through collaborative and cooperative group work and provide many opportunities for interaction through the L2 Maximize student pushed-output opportunities
Key Curriculum Elements & Principles Relating to Optimizing the Learning Environment	
Element/Principle	Brief Description/Purpose/Notes
System of Coordination between University Administrators and BOE Supervisors	Provide a system of coordination both inside and outside the classroom
System of Team Teaching	Implement a team-teaching system that utilizes three instructors adopting an appropriate role in order to reduce the cognitive load on participants and increase interest and understanding of the program materials
System of Pre-Service Training	Develop a pre-service training system, in which teacher-trainer students assist lower-proficiency learners and gain valuable teaching experience

Figure 2. Key Elements & Principles of the Kumin Kouza EFL Program Curriculum Framework

### 2.3.3 Program Description and Constraints

Once the aims and goals had been established and the curriculum framework for achieving these aims and goals was developed, the units and lesson plans were devised. Five lessons of two hours each on Sunday were designated for the program by mutual agreement between the university and the BOE. Each set of five lessons was considered a complete program, requiring its own learning objectives and outcomes relative to the greater overall program aims and goals. Two separate programs, one for beginners, and the other for advanced learners, were held approximately every two weeks during the spring and the fall. Thus, the researchers developed twenty lessons equaling a total of four mini-programs, each with its own theme and goals.

### 2.3.4 Key Curriculum Elements & Principles Relating to Purposefulness

When designing language learning curricula, a design team has to make several choices. One of the first is what kind of design process will be used: forward (linear) design, central design, or backward design (for full discussion of these design processes see Richards, 2013). The researchers selected backward design (Wiggins & McTighe, 2005) for several reasons. First, the Kumin Kouza EFL Program was viewed as high stakes by the groups involved. Thus, starting the design process by identifying the desired results or

learning outcomes of each mini-program as well as for individual lessons was a priority. Second, it was believed that a goal-oriented curriculum would help raise the program participants' awareness of their learning. At the beginning of each lesson, the goals for that lesson and how those goals related to the overall goals of the mini-program were presented by the instructors to the participants.

According to the backward design template (Wiggins & McTighe, 2005) after the initial stage of identifying desired results, the next stage is to design assessment evidence. The primary measure for participants to demonstrate their understanding of the language, content, and cultural outcomes was through performance tasks. Performance assessments require students to perform a task or make a product. The collaborative nature of performance assessments may better reflect 21st century skills than traditional forms of assessment such as tests and quizzes (Lane, 2010). With reference to the use/form language syllabi continuum, the syllabi of the beginning classes were more form-focused and functional-situational in nature and the advanced classes more meaning-focused and skill-based and content-based (Krahnke, 1987). However, regardless of level, in the Kumin Kouza EFL Program, formative performance tasks were given in each lesson by the instructors culminating in a final summative performance task given in each final lesson.

After identifying the desired results and determining assessment evidence, the final stage of the backward design template is to develop a plan of learning activities. In order to make the lessons as active and engaging for program participants as possible, as well as to foster deep processing of the language and content presented, the Kumin Kouza EFL Program was to be as learner-centered as possible. Cullen, Harris, and Hill (2012) note that deep processing occurs when learners create connections between what they are learning (working memory) and what they know already (long-term memory).

### **2.3.5 Key Curriculum Elements & Principles Relating to Motivation**

It is without a doubt that fostering in learners high motivation to learn a second language is a key factor. In his well-known work on motivational strategies in the L2 classroom, Dörnyei (2001), points out that of utmost importance is for instructors to have a motivational teaching practice. Dörnyei's model of motivational teaching practice (2001, p. 29) consists of four component parts of (a) creating the basic motivation conditions, (b) generation initial motivation, (c) maintaining and protecting motivation, and (d) encouraging positive retrospective self-evaluation. which he further divides into subcomponents. Furthermore, Dörnyei suggests 35 strategies or principles for achieving motivation in relevant component parts of his model. With Dörnyei's model in mind and by using our process of Selective and Principled Curriculum Design, the researchers chose to emphasize 3 main elements/principles related to motivation: a focus on personalization, a focus on speaking and listening fluency development, and a focus on interaction.

Lesson plans and classroom activities in the Kumin Kouza EFL Program were designed with a focus on personalization to incorporate the learner's experience, background, and interests. The performance tasks created were flexible and allowed for learner autonomy. Moreover, participants were encouraged to share their experience and knowledge with one another, which strengthened bonds formed within the classroom.

Speaking and listening fluency development was also emphasized during the Kumin Kouza EFL program. According to Nation (2007), language learning activities can be classified into four categories or strands of meaning-focused input, meaning-focused, output, language-focused learning, and fluency development. In a well designed course, there is a balance of time spent on each of these four strands. A focus on fluency was determined to be of great importance by the researchers for two reasons. First, having learners use the language they already know, especially at the beginning of a class, could serve as a review of the previous lesson's language and content. Also, fluency activities could function to prime or scaffold the learners for material that would be presented later in the lesson. In the Kumin Kouza EFL Program, variations of the 4/3/2 fluency technique as described by Nation and Newton (2009) were an

essential part of the warm-up section of each lesson. Using the 4/3/2 technique created a good class atmosphere and instilled confidence in the program participants.

The final element/principle relating to motivation in the classroom was a focus on interaction. Although teacher talk is a source of input for learners, the researchers decided to deliberately minimize the amount of teacher-centered instruction and to maximize pushed (structured) output opportunities for the participants. Swain (2000) states that producing output has at least three beneficial functions: (1) a noticing function—when learners notice that they cannot convey the meaning of what they want to say, it may bring to their attention to something they need to learn in the L2; (2) a hypothesis forming and testing function—producing new language helps learners test hypotheses (try new language forms) and modify their usage by receiving feedback; (3) a metalinguistic function—output allows learners to reflect on their own language use or others' through metatalk.

A focus on interaction in a learner-centered classroom, was advantageous for other reasons as well. It helped build confidence in the participants as well as allowed instructors to monitor and provide tailored and individualized feedback to the participants. Brown (2007) states that group work has four valuable functions. It creates interactive language, reduces anxiety and increases motivation, promotes learner responsibility and autonomy, and helps the teacher individualize instruction.

### **2.3.6 Key Curriculum Elements & Principles Relating to Optimizing the Learning Environment**

In order to optimize the learning environment, the researchers identified three key elements. First, of critical importance was the relationship between the university and the BOE. The Adachi City BOE worked in close coordination with the Meikai University Education Teacher Training Support Center (METTS). The Adachi City BOE is an official body that is responsible for educational programs at the primary and secondary level. METTS is a specialized department within Meikai University that is dedicated to the training and education of pre-service teachers. As mentioned above, these two groups along with other administrative entities have formed a relationship and have created several programs. With reference to the Kumin Kouza EFL Program, the cooperation of the BOE was essential. They handled the initial publicity of the course, the selection of the students, the purchase of materials, the reservations of public facility rooms, and the organization of facility resources and equipment. They also supported the lessons by being present at each lesson to set up the classroom, deal with any logistical issues and take down the classroom.

Three university instructors were tasked with designing and implementing this Kumin Kouza EFL Program: an American, a Canadian and a Japanese, with experience as a Japanese high school English teacher. The instructors met together to discuss lesson plans, with the Japanese instructor serving as a liaison with the BOE regarding any specific equipment or needs. The Kumin Kouza EFL Program was the first time to team teach together. The three instructors devised a system of sharing various roles (eg. instructor, leader, facilitator, motivator, and cultural expert) in a balanced and fluid manner. In this way, they were able to reduce the cognitive load for the participants and increase interest and engagement in the lessons.

While pre-service teachers are required to take part in service-learning activities, such as volunteering in an elementary school or in a nursing home, the Kumin Kouza EFL Program was not such an activity. Pre-service teachers who attended the Kumin Kouza classes did not receive credit for this volunteer work. Pre-service teachers who joined the lessons, functioned as assistants, stepping in as partners to class participants when necessary, and most importantly, providing the individual attention that the three class instructors could not give, considering the large number of students enrolled in the class. In the beginner class, where many students had a lower English proficiency, the one-on-one attention that pre-service teachers provided, enabled participants to remain engaged with the material and motivated by the lessons.

### **3. Method**

#### **3.1 Participants**

Adachi City offered the Kumin Kouza free to its residents, who were high school age or older. The class size was capped at 40 students. Residents sent in a postcard application, and if the number of applications exceeded 40, a lottery was held. While city staff desired a wide range of age and experience among the applicants, a large number of the participants were retired senior citizens.

In the beginner class, English proficiency levels ranged from limited English to basic communicative skills (CEFR A2). In the advanced class, students had a higher command of English, ranging from a CEFR B1 to B2+. Almost all of these students had studied English under Japan's traditional teacher-centered, rote grammar learning, translation method. In the beginner class, in particular, students had had very little exposure to English communicative practice.

#### **3.2 Instruments**

The primary instrument the researchers employed was a feedback survey developed by the Adachi City BOE. Appendix A provides an English translation of this survey.

#### **3.3 Data Collection**

As this program was new to the city, the BOE collected feedback to evaluate the effectiveness of the program at the end of the first Kumin Kouza EFL Program in the fall of 2017 for both the beginner and advanced classes, and subsequently after each fall and spring Kumin Kouza EFL Program held in 2018 and 2019. As such, the survey design reflects the needs of its creators. The 2017 fall Kumin Kouza EFL Program met five times for the beginner class and only three times for the advanced class. From 2018 onwards, both classes met five times each. For the purposes of this paper, only the data collected from both classes during the fall and spring of 2019 will be considered as the survey design changed from 2018 to 2019, making it difficult to compare across the years. Furthermore, only the responses to Q2 General Evaluation, Curriculum (class content/flow) and Instructors/Teaching method will be examined.

#### **3.4 Data Analysis**

The data collected by the Adachi City BOE for both spring and fall beginner and advanced Kumin Kouza EFL Program classes are presented below.

### **4. Results**

For the Adachi City BOE, the results from both class levels in the spring and fall of 2019 indicate satisfaction. With 32 responses received in the spring of 2019 (Table 1), the beginner class students gave a 100% general evaluation score, and 97% for both curriculum (content and flow) and instructors/teaching method. In the fall of 2019 (Table 3), with a new group of students, (32 responses received) results remained high with scores of 97% general evaluation, 90% curriculum (content and flow) and 100% instructors/teaching method. While the advanced class posted slightly lower scores, the mark of satisfaction is clearly visible. In the spring of 2019 (Table 2), 32 students in the advanced class rated the program with 90% general evaluation, 91% curriculum (content and flow) and 91% instructors/teaching method. Only 24 students in the advanced class replied to the feedback survey in the fall of 2019 (Table 4), giving scores of 88% across all three categories. These results pleased the Adachi City BOE and confirmed their commitment to continue to offer the Kumin Kouza to residents. For the university and the instructors, the results underscore that the curriculum framework as conceived and implemented has achieved the desired

results and fulfilled the nature of the community outreach EFL program.

**Table 1. Results from the Spring 2019 Feedback Survey Beginner Class**

Q2 Regarding the Kouza, on the three scale evaluation below, circle the one that best fits your choice.				
	N=32	Satisfied ←	Usual	→ Dissatisfied
General Evaluation		100%	0	0
Curriculum (Content/Flow)		97%	3%	0
Instructors/Teaching Method		97%	3%	0

**Table 2. Results from the Spring 2019 Feedback Survey Advanced Class**

Q2 Regarding the Kouza, on the three scale evaluation below, circle the one that best fits your choice.				
	N=32	Satisfied ←	Usual	→ Dissatisfied
General Evaluation		90%	10%	0
Curriculum (Content/Flow)		91%	9%	0
Instructors/Teaching Method		91%	9%	0

**Table 3. Results from the Fall 2019 Feedback Survey Beginner Class**

Q2 Regarding the Kouza, on the three scale evaluation below, circle the one that best fits your choice.				
	N=32	Satisfied ←	Usual	→ Dissatisfied
General Evaluation		97%	3%	0
Curriculum (Content/Flow)		90%	10%	0
Instructors/Teaching Method		100%	0%	0

**Table 4. Results from the Fall 2019 Feedback Survey Advanced Class**

Q2 Regarding the Kouza, on the three scale evaluation below, circle the one that best fits your choice.				
	N=32	Satisfied ←	Usual	→ Dissatisfied
General Evaluation		88%	12%	0
Curriculum (Content/Flow)		88%	12%	0
Instructors/Teaching Method		88%	12%	0

## 5. Discussion

As results show, the process of Selective and Principled Curriculum Design, which the researchers undertook when creating the Kumin Kouza EFL Program enabled them to align the curriculum with the program goals. While it is important to adhere as much as possible to language teaching principles, in practice, teachers often must carefully select specific principles to emphasize and that will best achieve the program's desired outcomes. Moreover, by identifying the program's goals and working backwards to create the curriculum, there is considerable room for flexibility. In other words, although the beginner and advanced classes utilized the same curriculum framework, the very nature of the framework ensured that two completely different programs could be created, one that was more form-focused and the other that was more meaning-focused.

University-community outreach programs comprise a number of stakeholders with varying objectives, which present challenging constraints for the curriculum designer along with opportunities for creative solutions. Furthermore, curriculum design as pointed out by Diamond (2008) is an ongoing process. As a program develops over time, educators should be going through the curriculum cycle and updating and revising the curriculum. For this reason, this process naturally becomes one of learning by doing, which leads to better designs with experience built over time. This paper is meant to serve as an example of how to move from the theory behind curriculum design to real-world practice.

## 6. Limitations of the Study and Future Research

The researchers recognize several limitations to the research. First, while the Key Elements & Principles of the Kumin Kouza EFL Program Curriculum Framework illustrated in Figure 2 provides a model framework for a community outreach EFL program, the data offers limited support to prove its efficacy. The survey employed meets the needs of the Adachi City BOE and demonstrates a solid degree of satisfaction. However, to truly prove the effectiveness of the framework a more deliberative and detailed survey that considered such factors as the English proficiency and experience of each participant at the start of the course, the initial expectations, progress made, specific questions about the instructors, curriculum, and pre-service teachers, would enable the researchers to better measure the elements outlined in Figure 2. It would also be of interest to compare the Key Elements & Principles of the Kumin Kouza EFL Program Curriculum Framework with other frameworks or models of similar community outreach programs to determine what is shared in common, what differs, and how these factors work together within the community outreach program that is ultimately delivered.

### References

- Brown, H.D. (2007). *Teaching by principles, an interactive approach to language pedagogy* (3rd ed.). White Plains, NY: Pearson Education, Inc.
- Cullen, R., Harris, M., & Hill, R.R. (2012). *The learner-centered curriculum: Design and implementation*. San Francisco, CA: Jossey-Bass.
- Diamond, R.M. (2008). *Designing and assessing courses and curricula: A practical guide* (3rd ed.). San Francisco, CA: Jossey-Bass.
- Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge: Cambridge University Press.
- Holland, B.A. (2005). Reflections on community-campus partnerships: What has been learned? What are the next challenges? In P. A. Pasque, R.E. Smerek, B Dwyer, N. Bowman, & B. Mallory (Eds.). *Higher Education Collaboratives for Community Engagement and Improvement*. (pp.10-17). Ann Arbor, Michigan: National Forum on Higher Education for the Public Good.
- Jacob, W.J., Sutin, S.E., Weidman, J.C., & Yeager, J.L. (2015). Community engagement in higher education: International and local perspectives. In W. J. Jacob, S.E. Sutin, J.C. Weidman, & J.L. Yeager (Eds.). *Community Engagement in Higher Education: Policy Reforms and Practice* (pp. 1-28). Boston: Sense Publishers.
- Krahnke, K. (1987). *Approaches to syllabus design for foreign language teaching*. Englewood Cliffs, NJ: Prentice Hall.
- Lane, S. (2010). *Performance assessment: The state of the art*. (SCOPE Student Performance Assessment Series). Stanford, CA: Stanford University, Stanford Center for Opportunity Policy in Education
- Nation, I.S.P., & Macalister, J. (2010). *Language curriculum design*. New York, NY: Routledge.
- Nation, I.S.P., & Newton, J. (2009). *Teaching ESL/EFL listening and speaking*. New York, NY: Routledge, Taylor, & Francis
- Nation, I. S. P. (2007). The Four Strands. *Innovation in Language Learning and Teaching*, 1 (1). 2-13.
- Richards, J.C. (2013). Curriculum approaches in language teaching: Forward, central, and backward design. *RELC Journal*, 44 (1), 5-33. doi:10.1177/0033688212473293
- Richards, J.C., & Rogers, T.S. (2001). *Approaches and methods in language teaching* (2nd ed.) Cambridge: Cambridge

University Press.

Smerek, R.E., Pasque, P. A., Mallory, B., & Holland, B.A. (2005). Introduction: Partnerships for engagement futures. In P. A. Pasque, R.E. Smerek, B Dwyer, N. Bowman, & B. Mallory (Eds.). Higher Education Collaboratives for Community Engagement and Improvement. (pp.7-9). Ann Arbor, Michigan: National Forum on Higher Education for the Public Good.

Swain, M. (2000). French immersion research in Canada: Recent contributions to SLA and applied linguistics. Annual Review of Applied Linguistics, 20. 199-212. doi: 10.1017/S0267190500200123

Wiggins, G., & McTighe, J. (2005). Understanding by design (2nd ed.) Upper Saddle River, NJ: Pearson Prentice Hall / Association for Supervision and Curriculum Development.

## Appendix A

### English Translation of Adachi City Feedback Survey

Q1. Did you know that Meikai University and Adachi City have a cooperative agreement to help elementary students, junior high students and other residents to improve their English ability through the implementation of various enterprises? (Circle one) I knew \* This the first I knew of it

Q2. Regarding the Kouza, on the three scale evaluation below, circle the one that best fits your choice.

General Evaluation	Satisfied	Usual	Dissatisfied
Curriculum (Class content/flow)	Satisfied	Usual	Dissatisfied
Instructors/Teaching Method	Satisfied	Usual	Dissatisfied
Difficulty Level	Easy	Just right	Difficult
Length of class (120 min)	Long	Usual	Short
Number of classes (5)	Long	Usual	Short

Comments:

Q3. Please let us ask about the interval the class was held, which was once every two weeks.

Which is the easiest to attend?      Once a month      Once every two weeks      Every week

Q4. Please circle the answer that best reflects your thoughts for future classes.

I am interested in discussion, communication activities, etc.	Interested	No Opinion	Not Interested
If there is another course like this one, I want to join.	Interested	No Opinion	Not Interested

Q5. Please write any opinions or feelings have about this course or the Adachi City and university agreement.