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研究成果報告書（1）

# University-based Perspectives on English Curriculum Development

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筑波大学外国語センター

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**University-based  
Perspectives on  
English Curriculum  
Development**

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Project No.: 08451097

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(英語カリキュラム開発網)

## Introduction

*Developing Integrated English Language Education Systems* is a three-year 'kakenhi' project whose focus is English curriculum development at the university level. Curriculum development is interpreted as a necessary feature of improving the quality of English language education, of preparing students to study, work and live as responsible internationally minded citizens of tomorrow, and of assuring continuous professional and personal growth for university teaching staff.

Combining technological power and pedagogic inquiry, the three-year project has been divided into five sub-projects: (1) Educational technology support, (2) Vocabulary-based materials development, (3) Content-based materials development, (4) Evaluation and testing support, and (5) In-service teacher training and development support. Project members have chosen one or two projects to join and devote their attention to, and once budgets have been decided, each sub-project has worked autonomously, reporting back to the overall project team and giving occasional short presentations on its work.

To help focus the work and lead the project to some useful end-products, the members of the project agreed to write two sets of working papers to present their research in detail to a wider audience. This first set of working papers, *University-based Perspectives on English Curriculum Development*, brings together papers from four of the sub-projects. To open this anthology, *Yvonne Stapp* writes about her inquiry into creating and using internet-based teaching and learning materials. *Hiro Iwasaki* then examines the nature of lexical collocation for Japanese learners of English. Next, *Bill Plain* discusses an integrated and interactive classroom methodology for content-based learning, before *Andrew Barfield* reports on the strengths and weaknesses of extensive reading for content-based learning, too. *Hiroko Ayabe* then presents a detailed example of classroom action research, as does *Akiko Kawasaki*, who examines from the learner's side her own listening course design. Finally, *Andrew Barfield* closes the volume by looking at how collaborative peer teacher development and classroom research need to complement each other closely.

These papers provide a wide range of perspectives on curriculum development and illustrate how change can be managed by teachers for their learners' benefit. I would like to thank my colleagues for working hard and long on their research and its presentation.

Andrew Barfield  
Project Leader

Tsukuba  
March 1998