【研究ノート】

DESIGNING LANGUAGE COURSES FOR NON-ENGLISH MAJORS :
A Proposal for a Collaborative ·Learner-Centered Curriculum

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PART 1 BACKGROUND

There have been several shifts that have focussed teacher atten-tion on the concerns of non-English majors (NEMS). First, educa-tors are dismayed at the failure of non-English majors (NEMS) to improve their language skills when Japan is preparing them for a greater global role. Second, since the 1991 Ministry of Education's new reform standards, many Japanese universities have been revising their basic curriculums to keep up with contemporary demands. English language curriculums are no exception. Another shift has come from the trend for economics and science faculties to hire their own EFL instructors rather than to draw them from the faculties of English and literature as has been done in the past. This has allowed specialized English content to be taught. Finally, within the EFL/ ESL profession more attention is now being given to learner-centered over teacher-centered approaches and learner strategy training (Ox-ford, R., 1990, Nunan, D., 1990, 1992). These approaches enlarge the role of the learner who collaborates with the teacher on establishing course content that is more responsive to their needs and to train students to become better managers of their learning. This paper considers the relevance of those approaches for non-English majors.

PART 2   UNDERSTANDING THE NON-ENGLISH MAJOR LEARNER

"An unlearned carpenter of my acquaintance once said in my hearing : 'There is very little difference between one man and another ; but what little there is, is very important.' This distinction seems to me to go to the root of the matter."

William James
The Importance of Individuals

By making a stricter distinction between English majors and others, it implies that teachers should not view NEMS through the rose-tinted glasses from which English majors are viewed. One frame of reference in which to view NEMS comes from the classic motivation studies by Gardner & Lambert, (1972). He distingushes language learners who have either an integrative or an instrumental orientation for studying foreign languages. Those learners with an integrative orientation have a strong interest in communicating with people of the target language as well as identifying positively with the target culture of the language. In contrast, instrumentally oriented learners study languages for more extrinsic and instrumental purposes : a means to an end, e.g. for career advancement, to read English language technical journals or to pass a required course.

In Hokusei questionnaires on student language objectives (Funatsu, 1993, Nakata, 1992, 1993), NEMS tend to select responses that lean more toward instrumental rather than integrative tendencies, though not exclusively so. In a small study of three NEM classes (117), generally half of the students take English because it is a required course for graduation. The second rated reason for Social Welfare (8) and Information Technology (7) students was that it was a mark of an university-educated person. The second rated item for economic students (6) was a desire to visit foreign countries. Still

NEMS are in sharp contrast to the sample of 37 Hokusei English majors who highly valued contact with English speaking people and foreign cultures (15) and saw English as the means to communicate with the world (7). English majors see their studies with a much more interpersonal, look-outward view which is quite compatible with communicative ELT approaches.

Although NEMS showed less consensus, there is a tendency to view language learning more pragmatically and also to see English learning based on more immediate and short term needs. Widdows and Voller (1991) noted in their needs analysis of Tokyo based students that NEMS appeared to select very concrete goals over more abstract ones, and they felt that this warranted more study with a larger sample.

Japanese students in general show a preference for practi-cal English communication goals. Koike's 1985 large scale survey which represented Japanese colleges and universities across Japan, 60.1% of those students believed that EFL should be for international commu-nication and for practical skills. A 1992 needs survey (Harrison, I., et al) asked 800 Japanese students at the Kanda Institute of Foreign Languages about the English skills that they wanted to work towards before graduation. The top four rated skills were related to speak-ing and listening : coping with everyday situations in English abroad, expressing yourself, pronouncing comprehensibly English, under-standing movies, music and radio, while the lowest rated ones were reading, grammar and writing skills which some would consider more academic skills.

At Hokusei, a small sample of 72 Hokusei Economic majors (Nakaya, A. 1993) also showed a learning preference for practical teaching activities. The five highest rated items were : learning by pictures, video, listening to native speakers (NS) of English, using English out of class in real situations, learning by conversation and listening tasks.

In summary, Japanese NEMS seem to be giving us a clear message : "Don't give us English that is too divorced from our present needs and personal goals.　And if you teach English that is too abstract or distant from what we are know, don't blame us if we aren't motivated."　These students have been conditioned to study English for very extrinsic reasons (e.g. to pass the entrance exams) of which they had no choice.　NEMS do recognize that learning English for communication is important, but they favor concrete, short term, task-oriented approach to achieve their English goals.

Good learner characteristics is another frame of reference in which to address NEM characteristics.　One native speaker (NS) teacher exclaimed in frustration : "They do the class tasks all right, but that's all !"　What all teachers like to see are actively, involved learners who are taking risks to extend their English in some way. In native speaker (NS) taught classrooms, observations by the author indicate that NEM students do have a curiosity about their language abilities, albeit somewhat passively.　They want to test if they really do understand by listening to NS speech and to try out what English they know.　However, typical large classes are psychological barriers to speaking out freely.　Another influential factor is the amount of peer and group support and participation so that an atmosphere can be created where students can experiment with English without judgment.

If NEMS view their teacher and class activities positively, at least their motivation can be sustained for the duration of the course. *This is success in a teacher-fronted classroom style.　In general, the* role and rapport with the teacher are no doubt major extrinsic factors in sustaining NEM motivation in the absence of intrinsic ones. However, the students remain in the passive role of receiving whatever the teaching environment has to offer : good or bad, too little or too much, meaningful or irrelevant.　On the other hand, NEMS, depend so much on the teacher to create the learning context that
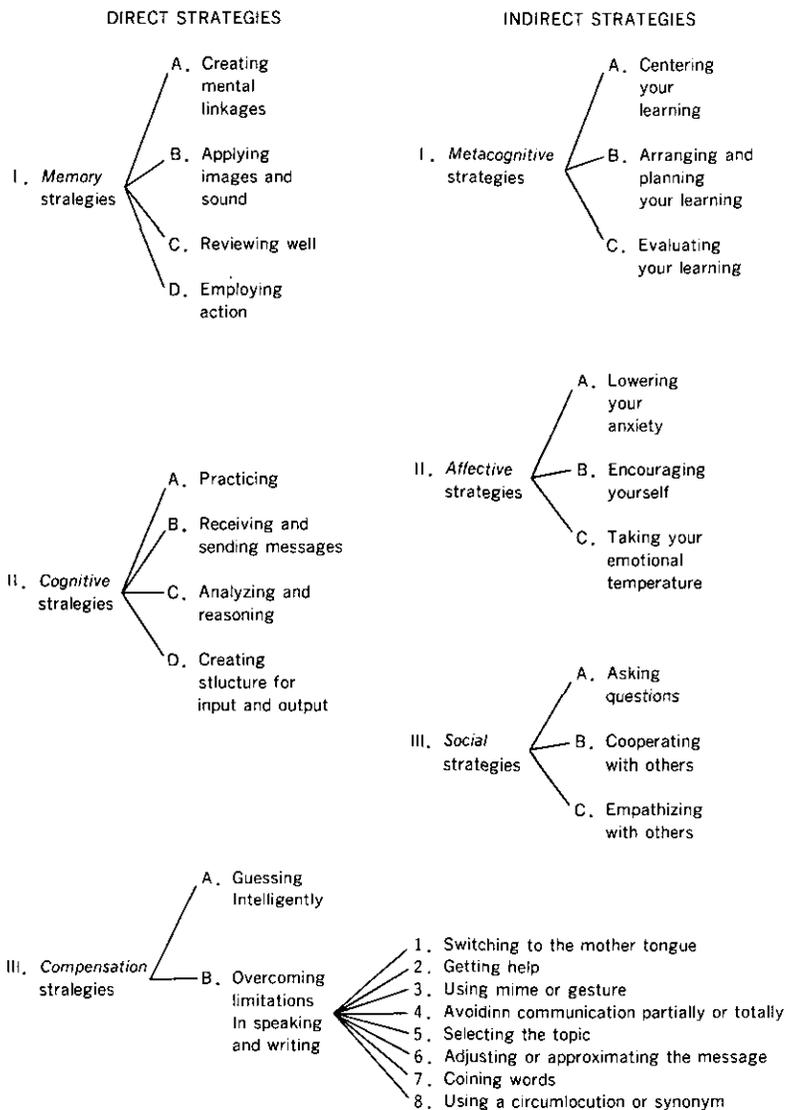
they oppear helpless.

What about the long term strategies that will sustain NEMS in later English studies? A good learner trait, according to H. Holec (1981) is that they become good managers who *"know how to learn."* Some refer to these as *metacognitive skills* : the conscious (and/or intuitive) planning of how to maximize their learning experiences, language input and study habits. In the typical Japanese classroom, the teacher makes these decisions so the average student has a very limited repertoire of active strategies : mostly, grammar and reading-translation, ones needed to pass the entrance examinations. Unfortunately these are not the strategies that directly support the listening and speaking demands found in NS classes.

Although most strategy studies do not distinguish between NEMS and others, we can surmise that English majors use a greater number and variety of strategies as good language learners do. (Wenden, A., 1987) NEMS may have cognitive strategies that they apply toward their language learning, but perhaps are not proficient at other strategies that sustain a longer motivation to learn. Chart 1 from R. Oxford (1990) diagrams a strategy system employed by language learners.

In conclusion, curriculum planners need to offer courses that address NEM needs more directly through specialized, coordinated, concentrated instruction in the first year. To make NEMS more efficient and involved learners, curriculum planners have an option to adopt a more collaborative learner-centered classroom style. This approach gives NEMS more choice and responsibility for their own learning activities and allows a closer look at their needs as they evolves. Although present surveys are quite valuable, they are designed to give teachers data on what learners think about *teacher-selected* class activities after the event. More revealing may be student feed back *while learning is in progress.* The immediate context is where NEM learners derive the most meaning so this is

CHART 1 Language Learning Strategy System

DIRECT STRATEGIES   INDIRECT STRATEGIES

I. *Memory* strategies
- A. Creating mental linkages
- B. Applying images and sound
- C. Reviewing well
- D. Employing action

I. *Metacognitive* strategies
- A. Centering your learning
- B. Arranging and planning your learning
- C. Evaluating your learning

II. *Cognitive* strategies
- A. Practicing
- B. Receiving and sending messages
- C. Analyzing and reasoning
- D. Creating stlucture for input and output

II. *Affective* strategies
- A. Lowering your anxiety
- B. Encouraging yourself
- C. Taking your emotional temperature

III. *Social* strategies
- A. Asking questions
- B. Cooperating with others
- C. Empathizing with others

III. *Compensation* strategies
- A. Guessing Intelligently
- B. Overcoming limitations In speaking and writing
  1. Switching to the mother tongue
  2. Getting help
  3. Using mime or gesture
  4. Avoidinn communication partially or totally
  5. Selecting the topic
  6. Adjusting or approximating the message
  7. Coining words
  8. Using a circumlocution or synonym

Source : Rebecca OXford (1990) *Language Learning Strategies, P. 17,48*

where teachers need to focus.

Other considerations for curriculum planning are 1) to allow NEMS to develop some personal purpose and meaning for their language study, 2) to help them develop a variety of language learning strategies and 3) for teachers to collaborate with NEMS on realistic and achievable goals. In this way, NEMS will have the readiness to take on bigger risks and to make a greater commitment to English learning in the future.

PART 3 A COLLABORATIVE LEARNER-CENTERED CURRRICULUM FOR NON-ENGLISH MAJORS (CLCC)

A. Rationale for CLCC

Teacher trainers and materials developers, such as Kathleen Graves, emphasize the role of *context*, of building on what Japanese students already know and involving them as much as possible in the learning process. She advises that teachers ask themselves after the lesson : "*Were these activities meaningful to the students ?   What did the students really learn ?*" One implication is that activities are basically chosen because *teachers, not students* perceive them as being meaningful and theoretically sound. Teachers trust their judgment to choose what is most meaningful for students or they follow an established ESL/EFL approach, e.g. communicative ELT which is used as the lesson critieria. However, in studies comparing student and teacher perceptions, (Koike, 1983, Eltis & Low, 1985) discrepancies or mismatches between what teachers and students prefer in learning tasks and language goals do exist.

The second query also asks : Is there a "hidden agenda" set by the students and teacher ? For Japanese students their agenda may focus more on the teacher-student relationship rather than the English content, especially when their hearing is poor. What did they

learn from English class? —maybe that the teacher is good at entertaining or gives hard tests and so on. Another hidden item is : Are students learning dependence on the teacher to provide the learning conditions? And for teachers, their real teaching agenda may be : What will students remember when the course ends? For the non-English major, *a collaborative learner centered curriculum (CLCC)* may provide some of that context now lacking in NEM language learning.

CLCC approaches vary from the traditional teacher-centered classroom in that the students and teachers collaborate on the goals, pace and type of learning activities and strategies. David Nunan (1988) in *The Learner-Centered Curriculum* cites Brundage and Mac Keracher's adult learning principles as major contributors to the theoretical foundations of CLCC approaches. The most pertinent ones are summarized below :

Adults learn best when :
(a) they are involved in developing learning objectives for themselves
(b) their own personal experiences are the resources for further learning
(c) the content is relevant to past, present and future prospects
(d) new information is taught through many sensory modes and experiences, so various patterns can be appear.

Other observations are :
(e) "The learner reacts to all experience as he perceives it, not as the teacher presents it."
(f) "They are less interested in learning for learning's sake than in learning to achieve some immediate or not too distant life goals."
(g) "They have already developed organized ways of focusing on, taking in, and processing information."

(h)   They are the most productive when they "can process information through multiple channels and have learnt how to learn."

(i)   "Adults are more concerned with whether they are changing in the direction of their own idealized self-concept than whether they are meeting standards and objectives set by others."

<div align="right">Brundage & MacKeracher (1980)</div>

There are slight differences for Japanese college students because they are relatively young adults.   For example, (g) and (h) are cognitive areas which college students are in the process of developing.   Moreover they do not have the rich experiences that mature working adults have had.   In reference to (i), Japanese society demands much more conformity to norms and rules set by others, but during the college years, Japanese students are keenly aware of trying to decide who they are and where they are going.   So on the whole, (g), (h), (i) represent fertile areas of growth for freshmen students when exposure and practice in language learning strategies might have a greater impact.

B. Advantages and General Characteristics of CLCC for Hokusei NEMS :

1 . STUDENTS ARE EXPOSED TO INDIVIDUAL AND GROUP LANGUAGE LEARNING STRATEGIES (See Chart 2)

From the freshmen year, they can build up a repertoire of learning strategies to use in other classes and for their future career.   The ultimate objective for NEMS would be to promote learner autonomy and independence.   Studies of the good language learners show that they seek out and create their own opportunities for language input and output (Wenden, A. 1987).   For many valid reasons, NEMS are less exposed and experienced in ways to learn languages, even when they are highly motivated.

CHART 2   COLLABORATIVE LEARNER-CENTERED CURRICULUM for NEMS

	SESSION A MON.	SESSION B Wed.	SESSION C Fri.
60-90 minutes	Independent Leaming Session	Learning Workshop 1 Prep & Practice	Learning Workshop : Finish &Review
Format	Individual and Groups	Group & teacher	Group & teacher
Activities	Learner profiles Modules chosen Lang. Strategies Practice Good Learner Models/videos Learner diaries Stud./Teacher consultations	1. Module Prep 2. Module Practice A. TARGET ENGLISH : -functions -ESP content -culture focus Includes videos, tapes, multi-media software educational software	1. New module on same theme or finishes up first module 2. Teacher elicits feed back on what was learned. 3. Recordkeep-ing updated. 4. Homework : learner diary for Session I
Target. objectives	Independent Lab sessions : pronunciation listening -comprehension multi-media	B. TARGET STRATEGIES : -clarification checks -turn-taking strategies -memory strategies -practice strategies -listening strategies	C. TARGET SKILLS -problem-solving -critical analysis -communication -negotiation
Setting	Lang. Educ. Ctr. LL or/AV room	Classroom or LL	Classroom or LL

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2. Another key point is INTENSIVE STUDY so that NEMS will have a chance to get a headstart from the first year. In independent learning sessions, if desired, teachers can pinpoint weak areas and suggest tutoring activities. The current once-a-week class per teacher is inadequate for maximum language learning. There is too much of a time lapse for students to forget and teachers have less chances to reinforce the language that was targeted. So three (or more) sessions a week are strongly recommended to make a concerted change in NEM motivation and language progress.

4. FREQUENT COLLABORATION BETWEEN STUDENTS and STUDENTS AND BETWEEN STUDENT and TEACHER :
Working in small groups of 4-6 would be a characteristic feature of CLCC because Japanese students are used to more collaborative group styles. Recent research on collaboration in group work showed that ESL students worked longer, harder and tended to take more risks and guessed more (Healy, D. 1993). One primary group task will eventually be to select their own learning modules. By doing this, teachers send clear messages that they respect student preferences and judgment and prefer that learners take the initiative in learning. In CLCC the role of the teacher is more multi-faceted : less the authority figure and more the consultant-counsellor-collaborator. Teachers will hold regular consultations with NEMS to give support and feedback.

5. A "HANDS ON" WORKSHOP APPROACH with a variety of short term tasks that NEMS choose within certain parameters set up by the teachers. The emphasis is on "learning by doing" experiences and basically communicative ELT. A workshop approach also reinforces the second language strategy of eliciting meaning from contextual clues. Calling them workshops rather than classes would serve to distinguish them from a lecture style and to communicate

that active participation is sought.

6. INCLUSION OF ESP (English for specific purposes) MATE-
RIALS RELATED TO BUSINESS AND SOCIAL WELFARE (See
Modules 1 & 2)

7. BILINGUAL COMPONENTS should be incorporated to make
some minor tasks more time-efficient and clearly understood. This
means bilingual teams of Japanese Engish teachers and native
speaker (NS) teachers, bilingual translation of instructions, learner
diaries written in Japanese for low level learners.

8. The LANGUAGE EDUCATION CENTER with its multi-media
facilities and resources also plays a prominent role as the setting for
CLCC. Later it provides the home ground where students can return
and continue independent learning practices.

9. LASTLY, GENERAL EDUCATIONAL OBJECTIVES ARE
INTERGRATED WITH LANGUAGE LEARNING ONES :
    Basic cognitive and communication skills that are needed in
college are : group discussion and communication skills, critical
analysis, problem-solving, task analysis and organizational skills. In
a simplified form, language workshop modules would also focus on
these cognitive skills (called TARGET SKILLS).

C. PROPOSED IMPLEMENTATION OF A CLCC APPROACH
·1. *THE WEEKLY SCHEDULE* (See Chart 2)
    Students would start with an *independent learning session* at the
beginning of the week, followed up by *two group-oriented workshops*
where language tasks or modules are worked on. In general, the
first group session would be for preparation and practice and the
second session would finish up the activity and provide time for

review and feedback. The degree of group autonomy would be graded up throughout the year, beginning with teacher-led activities to consolidate the class, but gradual tapering off to allow groups more independence. Ideally each workshop would last one regular class period of 60-90 minutes. All sessions would be coordinated as much as possible and a team of two or more teachers would hold regular meetings face to face or through computerized notes.

2. *THE LEARNING MODULES OR ACTIVITIES*

To balance the present needs of students and the future demands of their English needs, the objective of learning activities will be communicative competence as defined by Canale and Swain (with slight adaptations) and with some ESP content :

a. Strategic Competence : strategies which learners can use to overcome limitations or maximize learning at all stages: social, cognitive, memory, affective, compensation, metacognitive strategies

b. Sociolinguistic Competence : using appropiate language in various social, business and cultural contexts ; common speech acts/communicative functions—especially those relating to the major

c. Discourse Competence : ability to combine ideas coherently in form and thought above the level of a single sentence in speech and writing

d. Grammatical Competence : mastery over vocabulary, grammar, pronunciation, spelling and sentence formation

The term "module" refers to a self-contained unit or a package of learning activities that concentrates on particular strategies and communicative functions. It gives students a focussed learning context that requires sharing an experience and task together. Some of these modules might include videos, tapes, or educational or

multimedia software. From the teachers' perspective, they are communicative teaching tasks that a small group can do with varying degrees of independence from the teacher. Simplified concepts and content from business, social welfare or related ESP content could be also be integrated into learning modules. For Economics NEMS, this would be simple concepts from business practices, business communication and organizational behavior. For Social Welfare NEMS, social issues, rehabilitation topics, group counselling techniques can be used as themes. As for Information Technology NEMS, business concepts also apply. Also various CAI (computer-assisted language instruction) software for listening, readiing, writing can be introduced. Depending on their expertise, students could even create hypercard programs for English language purposes. Examples of ESP learning modules are given in Module 1 and 2.

Module 1 : Integrating Simple Business Content

WORKSHOP TITLE : "The Flea Market"
SCHEDULE : (2　sessions)
a. Prep and practice b. Hold flea market. Bilingual instructions for low level learners would be used here so the task is clearly understood and can be quickly initiated.

DESCRIPTION : (2 groups from 10-16 students work together.) Group A are the vendors. Group B are the shoppers. They must spend a set amount of money and make one check/credit card purchase. Vendors can bargain the prices. At the end : Which vendor has sold all his goods and made a profit ? Which shopper is the "best shopper"?

TARGET LEARNING STRATEGY : listening clarification checks : Did you say $15 or $50? Did you say you're paying by cash or check ?

TARGET SKILLS : foreign money calculation, negotiating

TARGET ENGLISH : expressions used in selling & buying. (See vocabulary cards.) understanding & using American dollars, how to write out a check/credit card/travellers' check properly.

ADVANCE
CHALLENGE : Group discussion : Discuss the best places to shop in Sapporo OR Why did Vendor 3 make a profit ?　Who do you think was the best shopper ?　Why ?　If you did it again, what would you do differently ?　OR Japanese have a reputation in the world as big money spenders.　What do you think about this ?　Why do Japanese have to spend so much ?

Module 2 : Integrating Social Welfare Content

WORKSHOP TITLE : "Can you do your daily activities with only one arm ?"
SCHEDULE : 2-3 sessions, plus homework
DESCRIPTION : (Pairwork, group, teacher)

1) For homework, students are asked to use only one arm and conduct routine daily activities (no dangerous ones, e.g. driving) for half a day.　They make notes on 5-10 activities : What happened ?　How did they feel ?　What did they do to compensate the loss of one arm ?　Students will report orally

what happened in class. For lower level classes, homework papers can be used as reference.

2) In class. A interviews B filling in a cloze form about what happened and vice versa.

3) They may be given catalogs showing various adapted devices used by disabled persons. They try to find ones that would have helped them. Actual adapted aids are brought to class for students to try out. The importance of being able to do activities bilaterally is brought out. Next, they watch a video on an armless woman who successfully manages her daily life. A video task sheet is assigned.

TARGET LEARNING STRATEGY : repeating or restating what the interviewee reported to confirm what they heard : "So you tried to use a washcloth, but you changed to a sponge, right ?"

TARGET SKILLS : experiential insight into being disabled, interviewing skills, problem-solving

TARGET ENGLISH : using the conditional tense, describing daily life activities, question forms, names of adapted devices, types of disabilities involving one-handedness

CHALLENGE : 1. Group discussion questions : Do you know anyone with a disability ? What troubles do they have in daily life ? How did you feel when you couldn't use both arms ?

2. Or interview a person with a disability and ask how they manage in daily life. Report to the other group members.

3. Try to experience a different disability : blindness, using a wheelchair

Although groups will exercise more decision making, the selection of activities is not abandoned by teachers. They will carefully screen and design the best modules for language learning. Teachers could also set up time guidelines to encourage a balance of learning experiences, such as color-coding activities according to the four skills of listening, talking, reading and writing. For example, in the first month, all groups might be asked to have at least two activities of each color in order to experiment with all four skills at the start. There could be thematic modules, such as socializing with business associates, interviewing skills or contemporary business topics.

However, students will eventually be given the freedom to select modules that appeal to them and to sequence them in a fashion that suits them. If they discover that choosing the same kind of activity becomes monotonous, then that provides a valuable example of the importance of planning learning activities with more variety and through different modes.

3. INDEPENDENT LEARNING WORKSHOPS

In order for NEMS to become autonomous learners, these sessions emphasize more individualized study. In large classes the teacher must plan lessons to suit the middle range of learners. The dilemma is that the slow learner loses confidence and the advanced learner loses momentum. Workshop classes would allow each learner to proceed at their own pace without peer pressure and loss of face. The amount of teacher assistance could range from minimal guidance to individual tutoring and vary in kind from directing students to appropiate resources to counselling on learning strategies.

In the beginning all students will analyze their own learning style through questionnaires, set up goals and write in learner diaries to build up an awareness of their own learning process. Later in the term, students will do more self-directed learning, practice specific learner strategies and receive teacher feedback on their progress.

A sample of an independent learning activity is found in Module 3.

Module 3 : Conversational Learning Strategy

LEARNER STRATEGY WORKSHOP : "Conversational Ping Pong" SCHEDULE : 1-2 sessions, to be reinforced in follow up modules

DESCRIPTION : 1-2 groups/changing pairs in line, w/teacher Students role-play mock table tennis game.　Teacher illustrates analogy with typical English discourse style.　Videos excerpts show American & Japanese speakers talking.　Students diagram sequence of turns.　Suggestions are given on kinds of response strategies.　Students observe a videoed dialog between students.　They identify what kind of response strategies were used.　Students in pairs try out short conversations trying to "ping and pong".　Line rotates to form new pairs.　Practice 3-4 times.　Ask students to what kind of response strategies they used.　Write actual expressions they used on board.　If group is low level, use a dialog studied before with open-ended answers.

TARGET LEARNING STRATEGY : response strategies : repetition, questions, adding information, sharing an experience, English backchannels.　Spontaneous turn-taking

TARGET SKILLS : intercultural social/business communication skills with foreign speakers

TARGET ENGLISH : expressions of agreement, expressing personal opinions, clarification checks (See vocabulary cards)

> *CHALLENGE* : Learners tape record their conversations and analyze what they said. They tape the same conversation and try to improve and lengthen the dialog. Or they survey dialogs from movies, TV or around campus to monitor how conversations "ping and pong" and report back to the group.

4. THE ROLE OF THE TEACHER

Moving from a teacher-centered model to a learner-centered one challenges much that teachers have become accustomed to. In addition, taking on the multi-faceted roles of advisor, trainer, counsellor, model, friend and collaborator with learners may not be a comfortable niche for all teachers. However, if a teacher maintains a lofty position, Japanese students will keep a respectful distance and feel more obliged to follow the "sensei's expectations" rather than to disclose their own. This would hinder the goals of CLCC. Using a team of teachers has distinct advantages for both the staff and students. Depending on schedule limitations, teachers could rotate group workshops and independent learning sessions to get an overall view of the needs of NEM students in different settings and activities. Learners would benefit from being exposed to the different styles of teachers and speech. For teachers, working together means more mutual support, professional development and more accurate feedback on students.

5. STUDENT EVALUATIONS

Students and teachers collaborating together will help to humanize grade assessments so the emphasis is not so much on grades, but more on the quality of the learning process. Ideally, criterion-based evaluations would be best, based on improvement pre and post. For workshops, there can be a variety of group evaluations possible (skits, group projects, creating new modules) according to the

teacher's preference.　Results of individual progress could be combined with accumulative credits/points of modules worked on throughout the year.

PART 4　CONCLUSIONS

By taking CLCC basic concepts and applying them to the language curriculum, schools will have an opportunity to practice a "process curriculum" (Breen & Candlin, 1980)

"Process curricula are less concerned with specifying content or output than with the sorts of learning activities in which learners should engage.　They therefore align themselves more with methodology than with syllabus design."

(In Nunan, D., 1988, p. 17)

By definition, a collaborative learner-centered approach to curriculum will promise a greater fit between instructional objectives/ content and what happens in the classroom between teachers and learners.　Hokusei can offer multi-faceted curriculums that match the diverse needs of students, and fill the gaps in NEM language education that now exist.

Still the success of any collaborative learner-centered curriculum will ultimately have to come from the mouths of the learners themselves.　At Himeji Dokkyo University, Viswat, L. and Jackson, S. (19) have designed courses that integrate learner training and collaboration through goal setting, individual strategy use,　discussion of videos where successful language learners talk about strategies they employ.　Here are some excerpts from learner journals :

"When I was a high school student, I studied just for a examination.　And I entered this university, then I know that I have to

study hard, but I don't know what to do. I was lucky to know someone's strategies, because I wonder what I should study...."

<div align="right">Viswat, L. (199) p. 20</div>

"Remember this academic year, I think that my view of English has changed revolutionally since I was in this university.   When I entered this school, I thought that English is a "reminding" subject, so I only reminded words and constructions as many as I could.   But, as days I'd been to school passed, I came to know that *English is a subject to study for myself*, not only to learn or remember words or constructions."

<div align="right">Viswat, L. (199) p. 19</div>

Hopefully, teachers who involve themselves in a CLCC approach will be able to say : "English is not a subject I teach for myself."

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DESIGNING LANGUAGE COURSES FOR NON-ENGLISH MAJORS : A Proposal for a Collaborative Learner-Centered Curriculum

Dale Ann SATO

This paper briefly profiles the Japanese non-English major (NEMS) learner based on needs analysis surveys, motivational style, good language learner traits and classroom observations. In general, NEMS are characterized as more instrumentally oriented in motivation, preferring concrete, practical, short term goals and tasks. Most NEMS recognize the importance of English communication skills, but seem to lack the long term commitment needed to sustain language progress. A proposal for a Collaborative Learner-Centered Curriculum (CLCC) is outlined which promotes greater learner and group autonomy, the training of language learning strategies, ESP content and more collaboration between students and teachers on individualized goals and activity selection.

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