For
University of Tokyo
Undergraduate Students

4-week English Language and
Intercultural Skills Development
Programme

August 2018

The Centre for Applied Linguistics
University of Warwick
Coventry CV4 7AL
Executive Summary

The Centre for Applied Linguistics, University of Warwick is delighted to provide a response to the request from Tokyo University for the development of a bespoke English Language and Intercultural Skills Development Programme for their undergraduate students.

This proposal details key elements of the programme to be offered, the institutional context, information on accommodation and other facilities available to the participants, and the programme fee. The programme will be designed and managed by one of the Centre’s Directors of Studies, who will be fully supported by the Director of English Language and Short Courses, the Business Development Manager, and a team of highly experienced trainers, tutors and International Student Support Officers. The Programme will be delivered over four weeks in the summer of 2018 (Aug. 6 to 31) at the University of Warwick campus.

Why the Centre for Applied Linguistics?

Outstanding Quality

The University of Warwick is arguably the most successful of UK universities founded within the past half-century. It is one of the world’s top 100 universities and is consistently ranked in the Top Ten UK Universities. It is ranked 3rd in the world in the QS 50 under 50, a league for universities established after 1963, and is ranked 8th in the UK for Linguistics. Its mission is:

- To be a world leader in research and teaching.
- Through research of international excellence, to increase significantly the range of human knowledge and understanding.
- To produce graduates who are global citizens, equipped to make an important contribution to the economy and to society in our inter-connected world.

The Centre for Applied Linguistics (CAL) is internationally renowned for its research and teaching in applied linguistics, including English language teaching and intercultural communication. In addition to an MA TESOL, Masters in Teaching English to Speakers of Other Languages, our award-bearing programmes include:

- Undergraduate Diploma in English Language, Media and Intercultural Communication (10 weeks)
- BA in English Language and Linguistics
- BA in Language, Culture and Communication
- MSC in Intercultural Communication for Business and the Professions
- MPhil/PhD English Language Teaching, Applied Linguistics, Intercultural Communication, Discourse Studies

Our expertise in English language teaching enables us to design and deliver courses that are grounded in current theory and best practice, and are a product of careful and ongoing consultation with our clients, many of whom return year on year. As a result, we have established a long and proud history of delivering English language and teacher professional development programmes to students and teachers from around the world.

CAL’s tutors are highly experienced in the teaching of academic English and study skills and have worked in a wide range of countries around the world. They fully understand the needs of international students, are sensitive to cultural difference, and take a personal interest in the language development and general wellbeing of every student. Our staff regularly contribute journal articles on issues related to English for academic purposes and deliver presentations at local and international conferences. They have authored best-selling textbooks and
language reference books on academic writing and listening with leading international publishers such as Pearson, Cambridge and McGraw-Hill. They have also produced the EASE (Essential Academic Skills in English) suite, used by universities internationally and available as an online resource.

CAL is also accredited by the British Council for the Teaching of English, a mark of the quality of all aspects of its English language programmes, including teaching, administration and management, as well as the quality of its accommodation. It is also accredited by Cambridge English Language Assessment to run the Certificate in Teaching English to Speakers of Other Languages (CELTA), an internationally recognised and respected teacher training course.

Unique Location

The University of Warwick is located in the region of the UK known as the Heart of England and is surrounded by places of historic and scenic interest. It stands at the centre of an excellent national transport network, with both London and the North of England within easy reach. The campus is situated on a green landscaped site which provides many areas of natural beauty and tranquillity combined with many excellent academic and social facilities, including the largest Arts Centre in the UK outside London (with two theatres, a 1500-seat concert hall, a cinema and art gallery), and there are numerous shops, banks, bars and restaurants on campus. In addition, programme participants will have the use of a wide range of university sports facilities including a swimming pool, sports centres and tennis courts.

Programme Aims

The proposed programme has several aims:

- To prepare participants to communicate in English in today’s culturally diverse communities.
- To improve participants’ competency and confidence in using English in a range of social and professional contexts, both inside and outside of the classroom.
- To increase participants’ sensitivity to cultural difference in communication and strategies for successfully negotiating such difference.
- To develop participants’ functional ability in the four skill areas (reading, writing, listening and speaking), and in particular, their fluency and accuracy in spoken interactions.
- To help participants become autonomous language learners.
- To enhance participants’ ability to engage in discussion and debate.
- To improve participants’ critical thinking skills.
- To develop participants’ presentation skills.
- To provide participants’ with a ‘toolkit’ of strategies for coping with the challenges of authentic communication.

Programme Structure and Delivery

The programme will have a dedicated Director of Studies who will be responsible for its detailed design and day-to-day management, in close collaboration with CAL’s teaching staff and International Student Support Officers.

Prior to their departure for the UK, each participant will receive a questionnaire from the Director of Studies asking what they hope to achieve from the course and what their personal interests are. This information will be used to make the programme as relevant and engaging as possible for all participants.

The programme will comprise approximately 19 contact hours spread across eight modules, as described below (exact times of classes are provisional).
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<tr>
<th>WEEK 1</th>
<th>Monday</th>
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<tbody>
<tr>
<td>9-10.30</td>
<td>IT Registration and Introduction to the Programme</td>
<td>Introduction to English Language Development</td>
<td>A Focus on Culture in the Arts and Media</td>
<td>Speaking and Listening Skills: Introduction to Debating Skills: (Using the Oxford University Model)</td>
<td>Diverse, Creative Teaching Methods that Support Learning</td>
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<td>10.30-11</td>
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<td>11-12.30</td>
<td>Living in the UK: A Window on Britain and Culture Shock</td>
<td>Strategies for Intercultural Communication Britain in an interconnected world: How culture impacts language and vice versa</td>
<td>A Focus on Culture in the Arts and Media</td>
<td>Debating Skills</td>
<td>Diverse, Creative Teaching Methods that Support Learning</td>
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<td>Group Photo and Welcome Lunch</td>
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<tr>
<td>14.00-16.00</td>
<td>Campus Tour</td>
<td>Introduction to Micro Cultural Research Project</td>
<td>Cultural experience preparation</td>
<td>Cultural experience to the Warwick Castle (afternoon trip)</td>
<td>Independent Study</td>
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<td>A Focus on Speaking and Listening Skills: Social English and Building Confidence</td>
<td>Independent study</td>
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<td>Saturday Cultural experience to Oxford</td>
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<th>WEEK 2</th>
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<tr>
<td>9-10.30</td>
<td>Leadership Skills: An Introduction to Coaching and Mentoring in Academia</td>
<td>Diverse, Creative Teaching Methods that Support Learning</td>
<td>Strategies for Intercultural Communication Britain in an interconnected world (2)</td>
<td>Speaking and Listening Dissenting Voices: Speaking out in a war of words</td>
<td>A Focus on Culture in the Arts and Media</td>
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<td>10.30-11</td>
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<tr>
<td>11-12.30</td>
<td>Leadership Skills: Effective listening skills</td>
<td>Diverse, Creative Teaching Methods that Support Learning</td>
<td>Contemporary Topics</td>
<td>Debate continued</td>
<td>A Focus on Culture in the Arts and Media</td>
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<tr>
<td>14.00-16.00</td>
<td>(guided preparation) Debating Skills:</td>
<td>Contemporary Topics</td>
<td>Independent study</td>
<td>Cultural experience to the Cotswolds (afternoon trip)</td>
<td>Independent Study</td>
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<td>Saturday/Sunday</td>
<td>FREE WEEKEND</td>
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### WEEK 3

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<tr>
<td><strong>9-10.30</strong></td>
<td><strong>A Focus on Culture in the Arts and Media</strong></td>
<td><strong>Diverse, Creative Teaching Methods that Support Learning</strong></td>
<td><strong>The Importance of Critical Thinking Skills</strong></td>
<td><strong>Leadership Skills:</strong> Developing the skills to engage, motivate, and build high-performing teams <strong>Lecture:</strong> Developing Constructive Listening Skills</td>
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<td><strong>10.30-11</strong></td>
<td><strong>BREAK</strong></td>
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<td><strong>11-12.30</strong></td>
<td><strong>A Focus on Culture in the Arts and Media</strong></td>
<td><strong>Diverse, Creative Teaching Methods that Support Learning</strong></td>
<td><strong>Creative and Critical Thinking</strong></td>
<td><strong>Team Building</strong></td>
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<td><strong>LUNCH</strong></td>
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<td><strong>Post Lecture Discussion</strong></td>
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<tr>
<td><strong>14.00-16.00</strong></td>
<td><strong>Academic Speaking Skills:</strong></td>
<td><strong>Contemporary Topics</strong></td>
<td><strong>Cultural experience preparation</strong></td>
<td><strong>Independent Study</strong></td>
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<td><strong>Seminar Discussion Skills</strong></td>
<td><strong>Cultural experience preparation</strong></td>
<td><strong>Cultural experience to Stratford Upon Avon</strong></td>
<td><strong>Saturday/Sunday</strong></td>
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<td><strong>LUNCH</strong></td>
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### WEEK 4

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<tr>
<td><strong>9-10.30</strong></td>
<td><strong>Presentation Skills:</strong></td>
<td><strong>Diverse, Creative Teaching Methods that Support Learning</strong></td>
<td><strong>Leadership Skills</strong></td>
<td><strong>Presentation of Micro Cultural Research Project</strong></td>
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<td><strong>Enhancing Presentations and Language</strong></td>
<td><strong>Leadership Skills</strong></td>
<td><strong>Guided Rehearsals for final presentations</strong></td>
<td><strong>Award ceremony</strong></td>
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<td><strong>10.30-11</strong></td>
<td><strong>BREAK</strong></td>
<td><strong>BREAK</strong></td>
<td><strong>BREAK</strong></td>
<td><strong>Farewell Lunch</strong></td>
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<tr>
<td><strong>11-12.30</strong></td>
<td><strong>A Focus on Culture in the Arts and Media</strong></td>
<td><strong>Diverse, Creative Teaching Methods that Support Learning</strong></td>
<td><strong>Dragons’ Den (with Dragons)</strong></td>
<td><strong>Farewell Lunch</strong></td>
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<td><strong>LUNCH</strong></td>
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<td><strong>LUNCH</strong></td>
<td><strong>Farewell Lunch</strong></td>
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<tr>
<td><strong>14.00-16.00</strong></td>
<td><strong>Leadership Skills:</strong></td>
<td><strong>Independent Study</strong></td>
<td><strong>Contemporary Topics</strong></td>
<td><strong>Packing Suitcases</strong></td>
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<td><strong>Introduction to the Group Challenge</strong></td>
<td><strong>Independent Study</strong></td>
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Core Modules

Speaking and Listening Skills
This module aims to equip participants with the skills, strategies and competencies that they are likely to need during their stay in the UK, focusing specifically on listening and speaking. It aims to enrich vocabulary, enhance accuracy in grammar, and encourage fluency. There is a particular focus on pronunciation and other features of intonation, which some learners might find particularly challenging. Listening and speaking are ‘integrated’, meaning they are not taught in isolation but in a connected way to reflect the authenticity of any given situation, whether social, academic or professional. Debating skills are taught in order to advance language capabilities, and develop argumentation, critical thinking and self-confidence.

Strategies for Intercultural Communication
Intercultural communication is a discipline that explores communication across different cultures and social groups, and how culture affects communication. It is sometimes referred to as cross-cultural communication.

This module aims to help participants build essential skills that can help organizations and communities benefit from the many opportunities that diversity presents, and therefore embrace difference with greater ease and confidence. It also examines how power imbalances can impact on interactions: participants discover the practical tools that can minimise misunderstandings and strengthen inclusivity.

The teaching strategies and class activities combine specific techniques and ideas, such as conversational codes, communication styles, and how culture can determine behaviour. The connections between language and culture considered in relation to print journalism.

Leadership Skills
These sessions are designed to help you develop your personal leadership skills. You will learn to inspire and lead others by understanding yourself, how you relate to the people you work with, and the leadership challenges you face. Some of the areas include:

An introduction to coaching and mentoring, active listening, team-building and reflective approaches such as considering the effectiveness of your leadership, and how this can influence others.

Benefits to the individual include:

- Understanding yourself as a potential leader; your strengths and weaknesses in this role and how to utilise these for best advantage
- Go away with a strong set of frameworks to look at leadership effectiveness in yourself and others
- Develop clear goals and a powerful commitment to improve your personal leadership effectiveness
- Learn from the experience of others by working with them in a range of different leadership scenarios.

Presentation Skills
This module looks at how to prepare and deliver effective presentations in English. It includes: structuring (introducing, sequencing, summarising, concluding), signalling words and phrases, ‘chunking’ (emphasising keywords and phrases), intensive pronunciation practice (stress and intonation), voice projection, strategies for engaging an audience, repair expressions, dealing with questions, and filling ‘dead’ time. Participants will be encouraged to draw on these skills when they give their project presentations towards the end of the course.
A Focus on Culture in the Arts and Media

These classes aim to give an overview of the similarities and differences between the classics of English Literature and more contemporary texts. The principal focus is drama, including explorations of Shakespeare and other key British dramatists, and also incorporates elements of film and opera and the societies they portray (Warwick University is a short drive from the Royal Shakespeare Theatre). There is scope for other aspects of British culture to be taught, while designated trips enable participants to visit places of cultural and historical significance. There will be opportunities to be introduced to techniques in creative writing.

Contemporary Topics

These are more general, topic-based classes, designed to prepare participants for life in the UK and to offer an introduction to British culture and attitudes, while simultaneously developing participants’ language skills. Each class is based on a topic or theme, and incorporates vocabulary development, listening, speaking and writing practice.

Cultural Research Project

In this part of the course participants explore an aspect of British life that particularly interests them. Working in groups of three or four, participants research various areas of interest relating to their chosen project. In preparation for the project work and final presentation there are sessions which focus on writing skills, such as the structure and organisation of report writing, linking phrases and appropriate academic language.

Award ceremony

After completing the project presentations on the final day of the course, participants will be awarded a Warwick certificate of attendance presented in a Warwick certificate holder, also containing a group photograph.

Cultural experience through guided visits include Warwick Castle, Stratford upon Avon (including Shakespeare’s birthplace), Oxford and London

This module introduces the participants to various cultural and historically significant places to visit in the UK. Classroom sessions are complemented by guided visits to places of interest, such as:

- Stratford-Upon-Avon, the historic town of Shakespeare’s birth [http://www.stratford-upon-avon.co.uk/](http://www.stratford-upon-avon.co.uk/)
- Warwick Castle (including a group visit to a traditional teashop to experience a British Afternoon Tea [http://www.warwick-castle.co.uk/](http://www.warwick-castle.co.uk/))
- The Cotswolds, an area of outstanding natural beauty [https://www.cotswolds.com/](https://www.cotswolds.com/)

Maps and summaries of interesting destinations are provided to the participants before each trip. All trips are accompanied by a class tutor. For all cultural visits, there will be a preparatory session with our International Student Support Officers to assist participants to plan their day for maximum interest and benefit.
Our Teaching Approach

An initial needs analysis will be conducted shortly after participants’ arrival at Warwick and any necessary adjustments will be made to the programme in order to ensure that participants’ expectations are fully met during their time at Warwick. This approach reflects the highly specialised and personalised nature of our short course planning, which ensures optimum outcomes for each participant.

Class content will be highly interactive and stimulating and the expectation is that participants will take an active part in the learning process. The dedicated team of tutors employ a wide variety of resources and techniques to engage participants, including the integration of technology to enhance teaching and learning and the development of group/team skills. Their approach to English language teaching draws on a range methodologies and is broadly communicative in its orientation. As such, classrooms are dynamic, with task-based activities, pair and group work, and a strong emphasis on authentic, functional language.

There are a number of key principles that underlie our teaching approach:

- A clear understanding of students’ learning needs.
- Authentic materials that reflect the uses of English in real academic contexts and therefore respond to students’ future study needs.
- Activities that reflect the uses to which students will need to put their English during the course of their postgraduate studies.
- An active student learning environment where students engage in real, task-based communication, and the teacher directs and facilitates learning.
- Students as autonomous learners who take responsibility for their own learning.
- Optimal class size, to ensure sufficient opportunity for interaction but also for personal teacher support.
- Continual monitoring of individual students’ progress.
- Effective, systematic and comprehensive assessment of performance both during and at the conclusion of the programme.
- Regular one-to-one tutorials and feedback.

Diverse, creative teaching methods that support learning

Open Space Learning (OSL): These sessions introduce participants to classrooms without desks. The security of laptops and notepads are left outside the room in order to promote collaboration and creativity through work as an ensemble. Participants are encouraged to move fluidly within the teaching space by employing drama techniques used by the Royal Shakespeare Company, which focus on developing and using the voice. We work in a rehearsal room, where the conventional hierarchies between student and teacher are jettisoned. Participants become energised and empowered during these workshops, which unlock their potential as assured, dynamic speakers of English.

Assessment

Participants will receive regular formal feedback on the work, and can discuss their overall performance on the course with their tutor, along with any study or personal issues they may have informally throughout the programme. A course report will also be submitted to University of Tokyo.

Resources and Facilities

Participants will have access to the main, recently refurbished University Library, student IT resources, and Warwick’s innovative learning spaces, such as the Learning Grid, which is available 24/7. They will also have access to CAL’s Resource Centre.

For classes, tutors will use a combination of published and tailor-made, in-house materials. Bibliographies and web references will be issued for some topics and guidance will be given on readings, homework tasks and
presentation preparation. Class materials will also be supported with online resources available via learning technologies such as Warwick’s virtual learning environment, Moodle.

Accommodation

Homestay Accommodation

Our short course participants normally live with carefully selected homestay families offering high quality accommodation, including a private study bedroom. Their stay will be on a half-board basis during the week (breakfast and dinner) and on a full-board basis at weekends, if they are at home. Weekday lunches can be purchased from a range of reasonably priced cafés and shops on campus.

We recommend homestay accommodation because it offers an opportunity for participants to practice their English in authentic situations on a daily basis and in a range of social situations. They will also gain invaluable personal experience of contemporary British life, while discovering the diversity of British culture first-hand and developing cross-cultural skills.

The homestay accommodation is within walking distance or a short bus-ride of the University. Bus passes for local travel are also included in the cost of the programme.

We recognise that the homestay element of the programme is a highly significant contributing factor to the successful outcome of our programmes. Prior to the start of the course, participants will receive a homestay questionnaire from our International Student Support Officer. The information they provide on this form will help to allocate students to their homestay families. We take great pride in the fact that by successfully matching participants with the right homestay family, they have a happier experience and often establish long-lasting relationships with their ‘UK families’.

Participant Support

Our International Student Support Officers, Ms Nicola Black and Ms Sara Pestell, will be available to deal with any settling-in difficulties and other pastoral issues, should they arise during the course of the programme.