

THE ELI CURRICULUM: PAST TO PRESENT

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ABSTRACT

This paper outlines the history of the curriculum of the English Language Institute (ELI) at Kanda University of International Languages (KUIS), a private university in Japan. It presents the initial design and describes subsequent, including current, curriculum reviews and the rationales for these changes that have occurred over the ELI's 34-year history.

INTRODUCTION

The ELI has been an important entity at KUIS for over 30 years. In that time, according to Kanda University of International Studies (2013), the philosophy of language learning and teaching in the ELI has been informed by three interconnected components: 1. the nature of language (exchanging information and creating meaning), 2. learners and their learning (acknowledging differences in how learners learn, and that they must take some responsibility for their learning), and 3. teachers and their teaching (teachers promoting an environment in which learners take an active role in their language learning to enable the learners to accomplish a wide variety of tasks).

Of course, as with all curriculums, it is important that the ELI curriculum stays relevant for its learners by providing them with the tools to succeed in an ever-evolving environment; one that, Pont (2018) states is increasingly being shaped by global trends such as international trade, the growth of online societies, and the increase in diversity within communities. To be able to respond to these ever-changing trends, which guide what is to be learned and therefore what needs to be taught (Gouëdard et al., 2020; Stabback, 2016), it has become necessary to evaluate and reform the ELI curriculum periodically, considering the three aforementioned facets. This paper will summarize these changes.

BACKGROUND AND CONTEXT

Lyon, P. (2023). The ELI curriculum: Past to present. *Literacies and Language Education: Research and Practice, Autumn 2023, 18-38*. English Language Institute, KUIS.

KUIS is a private university whose mission is to foster excellence in international studies. It was founded in 1987 and at that time there was only a single faculty that was composed of a department of English language studies whose pedagogy, according to Kushida et al. (2018), was mainly based on the grammar-translation method. Just two years later, in 1989, the ELI was formed, separate from the faculty. The first ELI course was designed to produce an environment that promoted discursal competence and emphasized a more communicative approach as opposed to a more analytical use of language (Ford & Torpey, 1998). As such, Ford and Torpey (1998) describe this course as a communicative skills-based course that focused on everyday language and language for discussion and presentations.

The ELI and KUIS have both expanded since the late 1980s. Starting initially with only four teachers in 1989, ELI instructors currently teach English proficiency courses to first and second-year students in two faculties and across all four departments in the Faculty of Foreign Languages: the Department of English and American Languages (English), the Department of International Communication (IC), which includes International Communication (IC) and International Business Career (IBC) courses, the Department of Ibero-American Linguistics (Spanish and Brazilian Portuguese), and the Department of Asian Languages (Chinese, Korean, Indonesian, Vietnamese and Thai). With regards to how the ELI instructors teach the students in the latter two departments, the students are mixed and re-grouped into two cohorts: Multiliteracies (ML) and Chinese and Korean (CK) majors. Table 1.1 shows how these four departments cater to English majors as well as a smaller group of students who major in another language but minor in English.

Table 1.1 List of the courses taught by the ELI

English Majors		Dual Majors		Non-English Majors (English Minor)
English	IC	ML	IC	CK

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English	IC	Indonesian	Chinese
	IBC	Thai	Korean
		Vietnamese	
		Brazil-Portuguese	
		Spanish	

The next sections of the paper introduce the multiple reviews that have taken place since the ELI was first formed.

First Curriculum Review

From its inception, the ELI has always been defined by the interconnecting relationships between teaching and advising, curriculum development, research, and assessment. It has also always promoted self-awareness and autonomy in language learning. The first review of the ELI curriculum began in 2000, prompted by a grant that was awarded from the Ministry of Education through the “Promotion and Mutual Aid Corporation for Private Schools of Japan” project. The grant enabled the ELI to pursue curriculum research and further develop instructional materials. Johnson (2002) highlights that as part of this curriculum redesign, there was a push to develop a “personal” curriculum to promote autonomy both inside and outside the classroom.

This curriculum review coincided with the establishment of the Self-Access Learning Center (SALC) in 2001. From that time, Cooker & Torpey (2004) explain that the ELI and the SALC worked together to help students develop autonomous learning skills inside the classroom. As a result, in 2003, a new unit was introduced into the Basic Proficiency course that was taught in students’ first year by the ELI in the English Department, the only department at that time, as a way to reach all first-year students at KUIS. The goal was to encourage learners to think about the learning process and how to use this knowledge to reflect upon and subsequently approach their own learning. The unit was called “Learning How to Learn - A New Way of Learning”. It was taught during the first five weeks of a 15-week semester in the Basic Proficiency course, during four 90-minute lessons per week, and its goal was to help develop students’ language skills and autonomous learning skills within a classroom context. This goal was achieved by presenting tasks that facilitated self-evaluation and the feedback they were given on the activities that students were exposed to in their lessons (Cooke & Torpey, 2004). Later, a set of activities, called Independent Learning Component

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(ILC), was implemented into the course; its focus was on language development and goal setting. To this day, modifications of these activities are still evident in the current ELI curriculum. As the university grew and the ELI became responsible for teaching more courses in more departments, the Basic Proficiency course evolved to become what is known today as the Freshman English (FE) course. The FE course was, and still is, taught to all first-year students at KUIS and has a focus on speaking and listening.

However, as the number of instructors increased along with the multitudes of experience and backgrounds they brought with them, it soon became clear that this FE course, as well as other newer courses that, for example, focused on reading and writing, had moved away from the original theoretical vision for the program. Johnson et al. (2015) described the situation as one in which the course content had evolved into a mostly disorganized and ineffective set of teaching materials that were becoming increasingly difficult for teachers to navigate.

Second Curriculum Review

The ELI's role within KUIS continued to grow and thus 2011 saw the beginnings of another review of the ELI curriculum. It was important, however, that as the curriculum was renewed, the ELI's vision was redirected back towards the goals that were formulated when the program was first developed (KUIS, 2013). ELI management began to reimagine what language education could mean in the ever-changing Japanese tertiary education context (Johnson et al., 2015). The team received another grant in 2012, this time from Japan's Ministry of Education, Culture, Sports and Technology (MEXT) for the "Promotion of Global Resource Development Project." Its aim was to help overcome the "inward tendency" often exhibited by the younger generation in Japan to enable them to better meet the challenges that arise in the global arena, to improve Japan's global competitiveness and enhance ties between Japan and other nations (Ministry of Education Culture, Sports, Science and Technology, n.d., para 1). KUIS' goal, therefore, was to internationalize universities to graduate students who were able to adapt to a forever developing global environment.

First Development

One of the grant-based changes to the curriculum, commencing in 2013, was to develop an advanced track in the first-year courses to provide better support for students who would study abroad. The idea was to move away from a communicative language teaching (CLT) approach in favor of a more nuanced style of education that would heed the 'increasingly technology-driven nature of the Japanese and global economic and social

contexts' (Johnson et al., 2016, p. 358). Kramersch (2006) suggests that the CLT approach is no longer appropriate in culturally diverse cultures, nor is the idea that language is taught for the primary purpose of exchanging personal information. Rather, she argues that there is a need for more attention to be given to discourse in a range of modalities whereby multimodality looks beyond language and examines multiple modes of communication and meaning-making. This, Kramersch (2006) argues, is necessary for students and graduates to perform in an increasingly multicultural and multiliterate world. According to Kress (2003), this entails not just focusing on spoken and written forms of communication, but also visual and electronic ones. Thus Kramersch and Kress highlighted other aspects of the curriculum that were in need of readdressing, described in more detail below.

Second Development

Related to Kress' (2003) assertion that it is important to address a variety of communication styles, a second grant-based change was to include a variety of texts and tasks in each course, with a focus on multiple literacies. Concurrently, the ELI management introduced a new framework, AIM, which stands for Awareness, Interaction and Multiliteracies (Johnson et al., 2015; Johnson et al., 2016).

The first element of the framework, Awareness, is defined as awareness of self-as-learner as well as awareness of language and other semiotic ways to make meaning. It is related to learner autonomy, which, for students to become autonomous learners, requires them to have a degree of awareness and control over cognitive, metacognitive and affective dimensions. Cognitive awareness is concerned with observable behaviors (Zimmerman, 2002). Metacognitive awareness relates to the awareness of the language learning process (O'Malley & Chamot, 1990) which includes evaluating one's strengths and weaknesses, implementing a course of action based on what one has determined needs to be learned, selecting appropriate resources for learning, monitoring one's own learning, reflecting on one's learning and applying what has been learned beyond one's current context. Finally, affective awareness is concerned with one's awareness of their feelings, emotions and attitudes toward learning, which can in turn affect their motivation (Dörnyei, 2001; Hurd, 2008). Another component of awareness is awareness of language, i.e. recognizing how grammar and lexis reflect the authoritative purpose of a text, the relationship with the reader and the text type being created.

The second element, Interaction, encompasses different modes of interaction such as face-to-face and online interaction as well as interaction with resources. It also highlights that the notion of communicative competence and intercultural and symbolic competencies and capacities are important. This means that being understood goes beyond grammatical accuracy (Bourdieu, 1991) as it requires an interlocutor to not only be able to approximate their own language or that of someone else's for themselves but to also "shape the very context in which the language is learned and used" (Kramsch & Whiteside, 2008, p. 664). Doing so shows they are able to successfully navigate the complexity of power relations in a language.

Multiliteracies, the third element, denotes the importance of assisting learners to communicate effectively in our "culturally and linguistically diverse and increasingly globalized societies" (New London Group, 1996, p. 61). For this to happen, students need to be multiliterate, which requires them to do more than simply interpret and produce their own versions of traditional printed texts. Ultimately, it is necessary to extend beyond simply having our learners acquire foreign language proficiency by including intercultural and discourse competence into programs to help learners more easily integrate into a world that is becoming increasingly multicultural and multiliterate (Kramsch, 2006). The ELI curriculum aims to integrate textual analysis and language awareness with learners' communicative interests and experiences to help learners develop competencies with a variety of authentic multimodal texts, allowing them to participate in the digital society and providing them with the literacy skills required in a global workforce. Examples of literacies include foundational (reading, writing, meaning-making), cultural, visual, digital, emotional and social literacies.

Resulting Changes to the Curriculum

The AIM framework provides the skills and opportunities that KUIS hopes to develop in its learners as they engage in their studies in their first and second-year ELI courses. One of the initial changes began with a redesign of the Freshman English (FE) course, starting in 2011, replacing what resembled a traditional task-based course with a process-based framework. This was considered a way to best maximize individualized learning whilst also maintaining the already present focus on self-reflection. The premise is that objectives are open-ended and that processes are not mastered, but rather, improved (Johnson, 2014). The curriculum for the FE course is designed around six processes: self-analysis, audio-visual analysis, data analysis, extended interaction, communication strategies and problem-solving (Johnson et al., 2016). See Appendix A for a detailed description of each of these processes. They were chosen to provide learners

with a variety of experiences whilst meeting the goals of the course and helping the learners become more multiliterate. Some complemented the materials that were in use at that time, while others fit with the push to move to a more multiliteracies-based approach (Johnson et al., 2016). These processes are repeated in each of the six units taught (teachers and students can negotiate the choice of units) throughout the year to help students reflect on their strengths and weaknesses and to help them make a plan for how to improve the next time they encounter the same process.

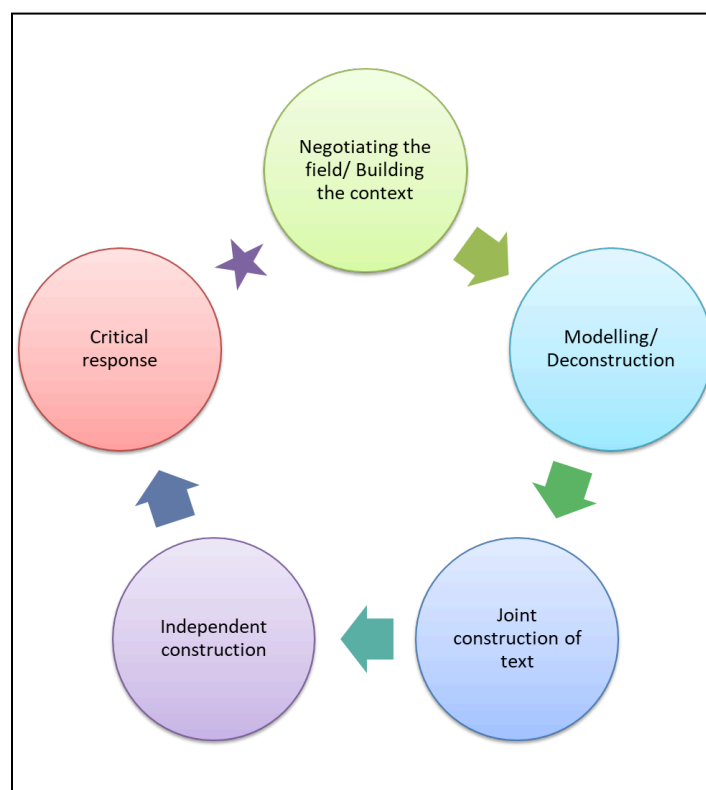
Each of the FE units culminates in one of the following rhetorical assessment modes: exposition (explaining), description (describing), narration (telling), argumentation (giving a point of view) or mixed (using a combination of two or more rhetoric types). Ideally, each of the rhetoric types should be covered at least once over the course of the year, in which six units will have been completed. These modes were chosen by the ELI management team because they are recognized as socially constructed ways of understanding and making textual meaning and according to Johnson et al. (2016), a wide variety of texts “can be categorized under only the four rhetoric “modes” or types.” (p. 369).

Aside from changes to the FE curriculum, another major change occurred in the first-year reading and writing courses. Prior to the change, these courses were taught separately, with the reading course based around extensive reading and an in-house produced set of fiction-based reading texts, whilst the writing course was designed around students producing a five-paragraph essay (Owens & Johnson, 2016). The change resulted in a new course which combined the reading and writing courses for a more unified approach, which according to Kern (2000) allows for a “discussion of relationships between readers, writers, culture, and language learning” (p. 2). The new course, aptly named Foundational Literacies (FL) uses a genre-based approach, presenting five genres (Email, Narrative, Recount, Information Report and Essay) using a variety of text types and modalities. The goal is for students to be able to first recognize key features of a genre to then be able to manipulate the key features such as register, lexicogrammar, and format, among others, for themselves (Owens, 2017). Through the introduction and study of these skills, the intent is that our students will be able to function more effectively both in their classes at KUIS and also in a global environment beyond the classroom.

To aid in the development of these skills (recognizing and manipulating features of a genre), each course unit includes five elements of a genre learning cycle. See Figure 1.1. The genre cycle elements included in the FL

course are: negotiating the field, deconstruction, joint construction, independent construction (see Feez & Joyce, 1998 for more information about these) and critical review, with the fifth being a slight modification from the five Feez and Joyce (1998) present. These elements act to provide a basic structure, providing a streamlined and consistent experience for all learners, whilst not being overly prescriptive. Although there is a natural order in which the learning cycles appear, over the course of each unit, the order of the elements can be skipped, revisited, extended or even shortened according to the learners' needs (Feez, 1999).

Figure 1.1 The Genre Learning Cycle: Foundational Literacies (adapted from Feez & Joyce, 1998)



Another major change commenced in 2013 after the ELI management conducted a satisfaction survey among ELI instructors in July of that year. One of the findings of the survey showed that the number of ELI courses had become unmanageable as it consisted of what was ultimately 26 different courses. The revised structure resulted in six core courses (See Table 1.2) that were instituted in 2017, a change deemed necessary, according to Kushida et al. (2018), to develop 1) stronger courses with a more coherent

curriculum and 2) increase the opportunities for instructors to collaborate both within and across the different departments.

From Table 1.2, it can be seen that the course name may be the same or different based on the department it is taught in. For example, one of the six courses is called Freshman English for students taking the course in the Department of English and for ML and CK students taking the course in the Department of Spanish and the Department of Asian Languages, but is named International Communication 1 for students taking the course in the Department of International Communication. Regardless of the name, however, the fundamentals of the course are the same. Similarly, another course, Foundational Literacies, is the name of the course for students in their first year in the Department of English, but it is named Reading/Writing for students in their first year in the Department of International Communication. It is also taught to students in the Department of Spanish and the Department of Asian Languages in their second year, but for them, it is called Sophomore English. Once again the names are different but the content is the same. In the second year courses, Academic Literacies: Reading (Department of English) and Advanced Reading (Department of International Communication) are also one and the same course.

Table 1.2 List of courses taught by the ELI from 2017 and the departments they were taught in

	Course	Department
First year	Freshman English	
	Freshman English	English
	English for International Communication 1 (EIC1)	IC
	Freshman English	ML & CK
	Foundational Literacies	
	Foundational Literacies	English
Reading/Writing	IC	
* Sophomore English (This course is taught in the second year)	ML & CK	

	Media English	
	Media English	English IC ML
	Academic Literacies: Reading	
Second year	Academic Literacies: Reading Advanced Reading	English IC
	Academic Literacies: Writing	
	Academic Literacies: Writing	English
	English for International Communication	
	English for International Communication 2 (EIC2)	IC

Before his departure at the beginning of the 2017 academic year, the Assistant Director of Curriculum formulated a set of eight outcomes. These are awareness of self as learner, textual awareness and control, criticality and interpretation, textual fluency, interactive capacity, interpretation and expression of multimodal meaning, lexico-grammatical control, and intercultural capacity. Appendix B shows the generic list of outcomes that he provided to the two newly appointed Principal Lecturers of Curriculum and Assessment (PLCAs), whose job is to oversee the development of the ELI's curriculum and assessment (N. Johnson, personal communication, April 21st, 2017). The PLCAs shared the document with each of the six course coordinators and they, along with respective course instructors, spent the 2017 academic year making revisions to the outcomes to make them more applicable to each of the six core courses. These revised outcomes are now referred to as the eight overarching course outcomes (OCOs).

More Recent Curriculum Reviews

Since 2018, modifications have been made to the outcomes and core curriculum to help teachers better understand each of the outcomes and course materials so that we ensure we are achieving our curriculum goals. This has involved two long-term ongoing projects. One is providing more detail in the form of more specific student learning outcomes (SLOs) to better clarify and support understanding of the eight OCOs. The second has

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been integrating standardized reflective activities into the first and second-year ELI courses.

Adding to the Overarching Course Outcomes with Student Learning Outcomes

In the years following the introduction of the OCOs, it was becoming clear through lesson pre-observation meetings, orientation sessions, and course meetings that many instructors (and even coordinators) were not confident in their understanding of the meaning of some of them. Instructors were sometimes also unclear about the connection between OCOs and the content of each of the six courses.

At the same time, requests were coming in from course teachers for more specific can-do statements for several of the courses. It was deemed important that more detail was needed, including possibly adding examples and clarification on how the OCOs better connect to the courses. After a discussion between one of the PLCAs and the course coordinators, it was decided that the format used when preparing syllabus proposals to teach 3rd and 4th year courses, known as Eiso/Sogo3s (Department of English), EIC3s (Department of International Communication) or EMCs (Department of Spanish and Portuguese and the Department of Asian Languages) would be best. These are: 1. What students will be able to (SWBAT) do, 2. What students are expected to learn (content), 3. How students will demonstrate what they have learned, and 4. Conditions for practice (in groups as individuals etc.) (Academic Affairs Committee, English Department, 2021). These would be more familiar to instructors who were perhaps more familiar with this format.

It was decided that it would be important to have all instructors in the ELI give input on the new SWBATs for each course. The rationale was based on a 'distributed leadership' approach (Crowther et al., 2009; Harris, 2014; Sol 2021), which research has shown to be very effective in achieving organizational improvements and higher student achievements in many schools (Hallinger & Heck, 2009; Harris, 2014; Leithwood & Mascall, 2008).

This process began in 2020 with one of the PLCAs working with individual course coordinators to compile a list of preliminary SWBAT ideas for each course. These ideas were then shared with all instructors teaching the relevant courses in course meetings (see Ito Maitland et al., 2023 for a more detailed explanation of the process). The final versions of the teacher versions of the new SLOs, including the conditions for practice, were presented at the beginning of the 2022 academic year and student versions

were implemented in the six courses' syllabi at the start of the 2023 academic year. The SLOs have all been cross-referenced with the OCOs to ensure they help to clarify and connect with the OCOs.

The process is still ongoing with the current six course coordinators each in the process of leading course development groups to further clarify and/or simplify the language of the SLOs to be ready for the 2024 academic year. The changes will be based on feedback from teachers (on the teacher versions) and students (on the student versions). All ELI lecturers are members of a course development group for one of the six core courses and as such, they play an integral role in developing the materials and resources for their respective course groups.

Supporting OCO 1: Awareness of Self as Learner

Another recent adaptation of the ELI curriculum commenced when the Principal Learning Advisor of Curriculum and one of the PLCAs discussed the inconsistency among teachers, and therefore in classes, when it came to presenting students with opportunities to reflect on their learning. It was apparent that some activities were merely asking students to report on their learning rather than reflect. Since self-awareness is one of the cornerstones of the ELI curriculum, and with 'awareness of self as learner' being the first of the eight OCOs, it was clear that action needed to be taken.

Thus 2018 saw the beginning of an integration project between the ELI and the SALC. After discussion, it was decided that it would be beneficial to introduce self-directed learning (SDL) skills into the ELI curriculum. Curry (2019) believed that this development would help learners see these activities as a natural part of their learning, which was also supported by an earlier observation made by Curry et al. (2017). Materials were initially trialed in first-year and second-year classes in 2020 (see Curry et al., 2023; Lyon et al., 2023), which involved having students reflect on their language and learning skills. Initial feedback from students showed that they valued the opportunity to reflect on their studies and that they were able to learn about their learning needs and think about how to improve their skills (Lyon et al., 2023). However, the workload for students, instructors and learning advisors (LAs) was deemed to be overwhelming since students were required to submit written reflections several times a semester (that were then checked by their instructor/and or LA) after completing in-class small-group discussions.

The materials were revised in 2021 (see Ambinintsoa et al., 2023; Polczynska et al., 2023), adding in more visual and tactile activities and also

more scaffolding to teach students (and to help instructors less familiar with reflection to better understand) what reflection is and how to reflect. Furthermore, the written component was no longer compulsory but could be done if teachers thought they had enough time or wanted a written record of the feedback. The final activities were implemented into the first-year FE and second-year Media English (ME) courses at the beginning of the 2022 academic year.

After getting feedback from instructors and LAs (Kelly et al., 2022), further modifications were made to make the materials (slides, visual resources and documents) more user-friendly for instructors, LAs and students. The pre-discussion document no longer needed to be used each time, as this was found to be redundant for some classes, especially for those with higher-level students. Finally, instructors and LAs were more strongly encouraged to work together both inside and outside the classroom to utilize LAs' expertise. According to Yoshida (2023), this can be especially beneficial if the instructor lacks the knowledge or confidence to give learners appropriate feedback during the reflection process.

CONCLUSION

The ELI curriculum has undergone multiple changes over the last 34 years, some big, and some small. Even with the most recent changes, the original goals of learner awareness and interaction have been retained, with the addition of multiliteracies. The goal is for learners to be able to excel in a multicultural and multiliterate world by helping them navigate cultural and linguistic differences. These reforms have also resulted in providing teachers with more information about the ELI courses and their respective learning outcomes. A recent development in 2023 that has garnered a lot of attention is the use of Artificial Intelligence (AI). This year, ELI instructors will continue with curriculum review, this time focusing on preparing our learners for AI information literacies. This new development will once again be done by seeking input from various stakeholders (learners, teachers and management) whose voices continue to be an important part of curriculum reform.

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APPENDIX A

Description of the Six FE Processes

Self-analysis	<p>Students analyze their own strengths and weaknesses based on the individual's own desire to improve a language-focus (e.g. vocabulary, grammar, pronunciation) or communication-focus (e.g. gestures, turn-taking) skill.</p> <p>Students develop the ability to critically reflect on their journey as learners and consider what changes may be needed in order to become autonomous learners.</p>
Audio-visual analysis	<p>Students use audio and/or visual sources to increase their multimodal understanding, making use of authentic texts to increase their communicative and linguistic knowledge. Students gain an understanding of how texts are formed to create various intended meanings.</p> <p>Students develop the ability to look and listen to text and consider meaning.</p>
Data analysis	<p>Students collect and analyze data sources (qualitative and/or quantitative), either student or externally produced, and use these sources to develop or support ideas or arguments.</p> <p>Students develop the ability to collect, evaluate, analyze and present and be critical of information.</p>
Extended Interaction	<p>Students lead small group discussions in class (typically 10-20 minutes per person for a total discussion time of up to one hour) derived from texts, experiences, and/or opinions, at times supported by research, to elicit others' opinions.</p> <p>Students develop the ability to engage in longer, deeper discussions, using skills such as conversation management, asking questions, and explaining/supporting ideas.</p>

<p>Communication strategies</p>	<p>Students analyze and practice effective strategies in a variety of situations to better understand register and enhance communicative skills.</p> <p>Students develop the ability to deal with communication issues in language, such as breakdowns or misunderstandings, and build competency in the target language.</p>
<p>Problem solving</p>	<p>Students discuss such things as problems, challenges or relevant issues (e.g. personal lives, society, or linguistic needs) and suggest ways to deal with them.</p> <p>Students develop the ability to consider and offer solutions for personal, local, national, or global issues.</p>

APPENDIX B

A Generic Description of the Eight Course Outcomes in the ELI

1. Awareness of self as learner	Learners can understand own strengths and weaknesses as a learner in a particular class. Be able to take control over own learning with strategies and resources for measuring success in implementing those strategies.
2. Textual awareness and control	Learners can approach a variety of authentic texts and understand the social aspects of those texts: how author, purpose, audience and context shape textual form, content, and design. We also want learners to recognize and control for rhetorical mode: reading, speaking and writing for narrative, exposition, description and argumentation.
3. Criticality and interpretation	Learners should develop an understanding of the differences between facts and opinions in written texts. They need to be able to infer authorial purpose and meaning that may not be evident from a surface level reading of different texts. An ability to distinguish between reliable and unreliable sources of online information is important.
4. Textual fluency	Learners need to read, speak, and write about a variety of topics in a variety of texts with sufficient fluency to aid communication with educated users of English and participate successfully in class work and institutional examinations.

5. Interactive capacity	Learners need to be able to participate in both short and extended interactions based on personal experience and social/cultural issues through a variety of texts, adopting a variety of roles and pragmatic strategies for appropriate communication with other educated users of English.
6. Interpretation and expression of multimodal meaning	Develop and display a semiotic awareness and understanding of how different modes of representation interact and create meaning in different texts. Learners should be able to analyze and create/present graphs, charts, interviews and other linguistic and/or visual representations of meaning that exist in different texts, including surveys and social/humanities oriented research.
7. Lexico-grammatical control	Develop a repertoire of lexico-grammatical knowledge and awareness that furthers communicative capacity in both written and spoken language. Learners should develop an understanding of form-meaning relationships and see lexico-grammar as a resource for making meaning.
8. Intercultural capacity	Learners should be able to comprehend self as culturally constructed and speakers of the target language as members of foreign societies and cultures. Learners should develop an understanding of and sensitivity towards other cultures that fosters effective communication.