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English as a Lingua Franca for Students in the College of Tourism and Hospitality

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Abstract

In 2013, Tamagawa University established a College of Tourism and Hospitality (CTH) and launched a campus-wide English as a Lingua Franca (ELF) Program. This paper describes the ELF program, the ELF tutor service, and the progress the students in the program have made in their English as measured by the TOEIC IP. The authors also report on the customized ELF curriculum for the CTH students. Positive feedback on their ELF program has been reported by the CTH students who appear motivated and enthusiastic about their English studies. According to the spring 2013 TOEIC IP results, CTH students have, on average, performed significantly better than their peers on this standardized proficiency test. Further analysis of all 2013 first-year student TOEIC IP scores indicate that the new CTH study-abroad requirement of 500 points on the TOEIC is a significant factor in the gains CTH students have made in their English proficiency. In addition, the ELF tutor service is valued by the CTH students and they are utilizing the system, however, they need support and specific guidance on how to become more autonomous, independent learners of English.

Keywords: ELF, TOEIC, Curriculum, Tutor, Learner Autonomy

Introduction

The new English as a Lingua Franca (ELF) Program at Tamagawa University was designed to enable students to effectively communicate with people all over the world using English as a lingua franca. The term ‘lingua franca’ refers to a language used between speakers whose first language may not be mutually shared. According to Seidlhofer (2011, p. 7), English as a lingua franca is “any use of English among speakers of different first languages for whom English is the communicative medium of choice, and often the only option.” In the ELF classroom, English is the agreed upon language between students who speak Japanese and teachers who use a variety of first languages. The ELF Program plays an important role in the newly established College of Tourism and Hospitality (CTH).

With the creation of the CTH in 2013, Tamagawa University recognized the need for a faculty devoted to the study of tourism. The Japan Tourism Agency (JTA) has been promoting the spread of tourism education (JTA, 2012) and is seriously engaged in efforts to develop Japan into a “Tourism Nation” (JTA, 2013, p. 4). There is a widespread presence of tourism-related schools within Japan with 67 tourism-related faculties or

departments at Japanese institutions in the Kanto region alone (Rikunabi Shingaku, n. d.). Tamagawa established the study of tourism on its campus as a robust academic discipline, which includes courses in tourism sociology, tourism management, tourism policy and planning, tourism law, tourism economics, art tourism, and ecotourism. Through the study of tourism and with an emphasis on competency in English as a lingua franca, the new college aims to give students a global perspective, and nurture graduates who meet the workforce requirements of the tourism sector (Zenjin, 2013).

This paper has three aims: 1) to introduce the English as a Lingua Franca Program at Tamagawa, 2) to highlight how the ELF Program has been tailored for the CTH students and their current progress in the program, and 3) to describe the ELF tutor system and report on the use of the tutor system by the CTH students.

The Tamagawa ELF Program

The ELF Program began as a pilot program in 2012 with the goals of teaching English in a way that emphasizes the use of the language and of raising student English language competency as reflected in higher TOEIC scores. It has been designed to help students develop and use their abilities and skills in English as a tool for communication with people all over the world. The program began with 436 first-year students from three departments: International Management and Tourism and Hospitality Management, both within the College of Business Administration, and Comparative Cultures within the College of Humanities.

In 2013 the program expanded to serve 1,029 first and second-year students and to include the Department of Liberal Arts in the College of Arts and Sciences and the Department of Tourism and Hospitality Management in the College of Tourism and Hospitality. In addition, 17 students from the Graduate School of Engineering and seven students from the Department of Software Science and the Department of Management Science in the College of Engineering selected to enroll in the spring ELF classes. In the fall semester, 14 Graduate School of Engineering students and two College of Engineering students continued their ELF studies, along with 48 Tamagawa Upper Secondary Division students taking part in a high-school-to-

Table 1 Cumulative Enrolment and Required Credits in Each Year of the ELF Program

| College | Departments | Required Credits | 2012 | 2013 | 2014 |
|-------------------------|--|------------------|------|-------|-------|
| Business Administration | International Management | 16 | 171 | 321 | 400 |
| | Tourism & Hospitality Mgmt. | 24 | 108 | 100 | 100 |
| Humanities | Comparative Cultures | 24 | 157 | 320 | 450 |
| | Human Science | 4 | 0 | 0 | 90 |
| Tourism & Hospitality | Tourism & Hospitality Mgmt. (ELF 201-301) | 12 | 0 | 108 | 193 |
| Arts & Sciences | Liberal Arts | 12 | 0 | 180 | 340 |
| Arts | Performing Arts | 8 | 0 | 0 | 130 |
| | Media Design | 8 | 0 | 0 | 90 |
| Total | | | 436 | 1,029 | 1,793 |

university transition program who were enrolled in ELF 101. In 2014, when the program is housed in the Center for English as a Lingua Franca (CELF), it will instruct approximately 1,800 students in five colleges across the campus and will include the Department of Performing Arts and Department of Media Design in the College of Arts (See Table 1).

The program's seven full-time faculty and 19 part-time teachers are of diverse nationalities and backgrounds; English is the first language for some and the second for others. All of the teachers are experienced instructors of English at the tertiary level and have earned degrees at the master or doctorate level, mainly in TESOL, Applied Linguistics, or Education. The number of teachers in the program is expected to rise to nine full-time and approximately 40 part-time teachers beginning in 2014.

All first-year students are placed into the appropriate ELF level according to their proficiency as measured by a TOEIC Bridge test¹⁾ given at the start of the academic year in April. There are four courses offered in the ELF program. Typically, the 101, 201, 301 and 401 classes are offered in the spring semesters, and 102, 202, 302 and 402 in the fall semesters. In 2013, ELF classes were also held during the summer and winter breaks. Each ELF class of four 50-minute periods per week is worth four credits. The lessons constitute fifty hours of in-class time for the 15-week semester plus two hours per week of out-of-class pre-view and review work required for each credit. All students take a TOEIC IP test at the end of the spring and fall semesters, and also at the end of the summer and winter sessions. Table 2 shows the average scores for the students who entered in 2012 and 2013.

A statistical analysis of the TOEIC IP scores up to the spring of 2013 of the three departments which started in 2012 showed that the students in these departments made significant progress in terms of achieving higher scores on the TOEIC IP. The analysis used Welch's *t*-test and measured whether the increase in scores was zero or not (See Table 3). The statistics for the three departments may perhaps be interpreted to mean that the ELF program has not been ineffective in helping the students achieve higher

Table 2 Average TOEIC IP scores

| Cohort | 2012 Spring | 2012 Fall | 2013 Spring | 2013 Summer | 2013 Fall |
|--------|-----------------------------------|-----------------------------------|-----------------------------------|----------------------------------|-----------------------------------|
| 2012 | 337 n = 414 range = 165–705 | 327 n = 387 range = 150–740 | 362 n = 393 range = 170–785 | | 379 n = 369 range = 170–765 |
| 2013 | | | 348 n = 585 range = 170–705 | 380 n = 30 range = 250–480 | 370 n = 575 range = 155–750 |

Table 3 Welch's t-test Summary

| | Humanities | International Management | Tourism & Hospitality |
|---------|------------|--------------------------|-----------------------|
| Mean | 0.15 | 0.14 | 0.07 |
| SD | 0.06 | 0.05 | 0.05 |
| t-value | 7.52 | 7.86 | 3.36 |
| p-value | 0.00 | 0.00 | 0.00 |
| N | 141 | 156 | 110 |

English proficiency levels as measured by the TOEIC.

The ELF curriculum focuses on all four basic language skills: listening, speaking, reading and writing, in order to nurture strong grammar, vocabulary, and reading comprehension skills in the students. Reading fluency is promoted through an extensive reading (free voluntary reading) component. Students are prepared for the TOEIC test with a component that emphasizes self-study drills and test-taking strategies. They are given regular homework assignments and assessments in all four skills. Evaluation is based on five areas: 1) Classroom Work, Participation and Homework (20%), 2) Listening and Speaking Assessment (20%), 3) Reading Comprehension Assessment (20%), 4) Writing Assessment (20%), and 5) TOEIC IP Scores (20%). Each class meets twice a week with the same teacher and in keeping with the ELF standard, English is the medium of communication in all ELF classrooms. Class sizes are small, ranging from 12 to 24 students.

The basic ELF curriculum framework as we have described it so far, including credit requirements and the TOEIC component, pertains to all of the currently participating colleges except for the CTH. The CTH students study abroad for one year and must score 700 or higher on the TOEIC test to meet graduation requirements. These differences in curricular objectives have resulted in a customized ELF program for the CTH students.

Learning English in the College of Tourism and Hospitality

In the spring semester of 2013, 108 first-year students were accepted into the new College of Tourism and Hospitality. CTH students attend an ELF class three days a week, meeting two periods on Mondays, and one period each on Tuesdays and Wednesdays. Class size for the ELF classes is relatively small ranging from 12 to 16 students. On Thursdays, students are encouraged to study English independently and are streamed into a two-period English Study Time (EST) session. There are presently only three EST groups, each of which is facilitated by an ELF instructor. Compared to their regular ELF classes, the EST sessions are large, ranging from 26 to 44 students. On Fridays, all students take a required two-credit CTH course which focuses on preparation for the TOEIC test. These Friday classes are also large, with about 18 to 29 students in each of the four classes, and are taught by both ELF and CTH instructors. In this way, the CTH students are “showered” with English five days a week.

How do the CTH students regard the ELF Program?

At the end of the spring 2013 semester an online questionnaire regarding the ELF Program was administered to all ELF students and the feedback from the CTH students (response rate 95%, 100/105) was positive (see Table 4). When asked if they were satisfied with the ELF Program, 82 students strongly agreed or agreed. When asked if they understood the purpose and goals of the program, 77 students strongly agreed or agreed, and a large majority, 92 students, strongly agreed or agreed that they had learned new things in the program.

An analysis of the students' responses to an open-ended prompt asking for their comments, suggestions or questions regarding the program showed that about half (54) of the CTH students wrote positive comments. For example, one student noted, ELFのおかげで大学に入ってから毎日英語に触れる機会がで

Table 4 CTH Student Responses to 2013 ELF End-of-Spring-Semester Questionnaire (n=100)

| Questionnaire Item | Strongly Agree | Agree | Neutral | Disagree |
|---|----------------|-------|---------|----------|
| 1. <i>I'm satisfied with the ELF Program.</i> | 37 | 45 | 15 | 3 |
| 2. <i>I understand the purpose and goals of this ELF Program.</i> | 22 | 55 | 20 | 3 |
| 3. <i>I learned new things in this ELF Program.</i> | 45 | 47 | 6 | 2 |

きた。(Thanks to the ELF program, I'm able to use English everyday.)²⁾ Another wrote, 英語に触れている時間が多くなって、少しずつ慣れてきて良かった。(Because I have more opportunities to use English now, I've been able to slowly improve, which is great.) One student commented in English, *I didn't speak English in high school. But ELF is only speak English. Not use Japanese. So I speak English well.* Although a very small minority voiced some disapproval, the majority of CTH students appear to perceive their ELF Program with approval and satisfaction.

How do the CTH students regard their EST sessions?

However, the CTH students may not be as satisfied with their English Study Time periods as they are with their ELF classes. During the spring and fall sessions, EST sessions were divided into one period of free study time and one period of tutor-prepared activities. The average attendance rate for the spring semester was 72% with one student not attending at all and 18 students participating in less than half of the sessions. However, the average attendance rate for the fall semester (as of November 14th) was a much lower 42%, with 19 students absent from all sessions and 33 students attending less than half of the sessions. Clearly, the format of the EST sessions needs review and changing.

An online survey administered in November 2013 (response rate 68%, 70/103) gauged student perception of the EST sessions. When asked whether they found the EST sessions worthwhile, only 22 students agreed. Fourteen students believed the sessions were not worthwhile and almost half of respondents (34) believed that the EST sessions provided little value to their learning.

Students were asked to share their ideas about how the EST sessions could more effectively meet their needs. A majority of students (53) preferred having two periods of self-study time, and when students were asked to comment on how they felt EST sessions could be improved, 14 students expressed the desire to study freely during EST. Some examples included: 自習したい。(I want free study time.); 勉強だけでよかった。(It would be better if we could just study.); and 2時間自習になるとうれしい単位がほしい。(Two periods of self-study is best for me and I want to get credit for it.) Furthermore, when students were asked to comment on the EST sessions in general, five more students indicated that they would prefer to do individual study during EST time.

Another suggestion from students concerned the scheduling of the EST sessions. After attending lessons earlier in the morning, students must wait two periods until the start of the EST sessions. One student wrote, ESTの時間を取ることは自分のためになるので良いと考えるが、もう少し時間を考慮してほしい。例えば、空き時間が長いときにその時間をESTの時間をする事など。(Although I understand that EST sessions are supporting my learning, I feel the timetable needs to be considered more carefully.

For example, including EST time in areas where we have gaps in our current timetable.) Although the EST session time was a little inconvenient for students in 2013, the 2014 timetable for CTH students is more favorable. The 2014 EST sessions are scheduled immediately after CTH homeroom meetings for first-year and second-year students.

Nevertheless, EST sessions are satisfying the needs of some of the students. One fourth of the respondents to the questionnaire noted that they were either happy or very happy with the EST sessions. A student commented positively about the EST sessions, 先生に質問することができるので便利だと思う。*(Having the opportunity to ask the teacher questions directly is convenient.)* Another student commented in English, *EST is very good times.*

The format of the English Study Time sessions might be improved by increasing the number of EST classes from three to four, thus decreasing the number of students to around 25, which would be an easier number for each tutor to manage and allow more personalized attention to student needs. More thought must be given to what should be covered during these sessions. Some students have voiced appreciation for the facilitator-led activities, while others appear to prefer more individual time to study. Tutor-led activities that are specific to studying abroad in Australia, for example, may be considered more valuable and worthwhile by the students.

How are the CTH students progressing on the TOEIC?

Upon entering the university, the CTH students attained an average TOEIC Bridge score of 127, which when converted to a TOEIC score is between 310 and 345.³⁾ This initial score is almost 200 points lower than the TOEIC score of 500 which is required for participation in the year-long CTH study abroad program. The Friday CTH two-period class, which focuses on TOEIC test preparation, gives students 25 hours of in-class study per semester. Unfortunately, research shows that 100 to 200 hours of instruction are probably needed before meaningful TOEIC gains can be obtained (Saegusa, 1985). In a large-scale study of students, Saegusa (1985) found that 53% of students who received an average of 84 hours of instruction had made gains of less than 50 points, a number which is less than the margin of error.⁴⁾ The 50 hours of ELF study, and the 25 hours of TOEIC-specific study per semester may not be sufficient for CTH students to achieve the 500 point requirement. As the CTH curriculum evolves, this shortcoming will need to be examined.

Table 5 Average TOEIC Bridge and TOEIC IP Scores of First-year Students in 2013

| TOEIC | Date | Tourism & Hospitality | Humanities | Arts & Sciences | Business Administration | All Colleges |
|---------------|------------|-----------------------|----------------|-----------------|-------------------------|----------------|
| TOEIC Bridge | April 2013 | 127 n = 108 | 124 n = 162 | 116 n = 178 | 113 n = 159 | 119 n = 607 |
| TOEIC IP | July 2013 | 415 n = 103 | 352 n = 159 | 324 n = 173 | 319 n = 150 | 348 n = 585 |
| TOEIC IP | Dec 2013 | 460 n = 98 | 382 n = 156 | 350 n = 171 | 323 n = 150 | 370 n = 575 |
| TOEIC IP & SP | Dec 2013 | 499 n = 103 | | | | |

However, the CTH students appear to be on par, in terms of English proficiency test scores, with other Japanese college students in business fields. After the spring 2013 semester, the average TOEIC IP score for all first-year students in the ELF program was 348 ($n = 585$) while the average score for the first-year CTH students was 415 (See Table 5). In a 2012 report by Educational Testing Service (ETS) on the TOEIC Secure Program (SP) scores of Japanese university students, the average score of undergraduate students majoring in Commerce, Economics, or Finance was 422, and the average score for first-year students in these fields was 399 (ETS, 2012). According to the spring end-of-semester questionnaire, a large majority (95) of the CTH students perceive that taking the TOEIC, one of the goals of the ELF Program, is worthwhile.

In addition, the students in the CTH appear to be doing as well as or better than the students in the other colleges. An ANOVA test and Tukey HSD test (See Table 6) indicate that average spring TOEIC scores across colleges were significantly different, except for the College of Business Administration and the College of Arts and Sciences. After one semester of study, CTH students achieved an average TOEIC IP score of 415, significantly higher than those of their peers in the other colleges. The average TOEIC IP score at the end of the fall semester was 460. Moreover, when TOEIC averages were calculated using the highest score attained on either the TOEIC IP (July 6th) or TOEIC SP (up to December 8th), the CTH students averaged 499 points. Thus, the CTH students appear to be making progress on the TOEIC.

Table 6 ANOVA Summary ($n=585$)

| Source | SS | df | MS | F | P |
|----------------|------------|-----|----------|-------|--------|
| Between Groups | 711019.8 | 3 | 237006.6 | 28.91 | <.0001 |
| Error | 47622542.4 | 581 | 8197.1 | | |
| Total | 5473562.3 | 584 | | | |

Tukey HSD

(Humanities = M1, Business = M2, Liberal Arts = M3, Tourism = M4)

M1 vs M2 $p < .01$ M2 vs M3 non significant

M1 vs M3 $p < .01$ M2 vs M4 $p < .01$

M1 vs M4 $p < .01$ M3 vs M4 $p < .01$

Further analysis reveals that the required TOEIC score of 500 may be working as an important source of motivation for the students. Looking at the relationship between the students' spring semester ELF class grades, their spring TOEIC IP scores and the CTH requirement of 500 on the TOEIC, a regression analysis, which controlled for the students' grades, shows that the requirement of a score of 500 is a significant factor in the attainment of higher TOEIC scores by the students (See Table 7). The provision of the TOEIC requirement appears to be a stronger influence on the students' achieved TOEIC scores than their ELF grades.

Other factors which are contributing to the gains in the CTH students' average TOEIC test scores may include the provision of the customized three-day ELF program for CTH students, the two periods of TOEIC preparation on Fridays, and extrinsic motivation due to the study abroad program as well as the requirement to graduate with a minimum TOEIC score of 700. In addition, the ELF tutor system is yet another variable which should be considered.

Table 7 Results of the Regression Analysis (n=588)

| | Interc | BD | AAD | F | Adjusted R ² |
|-------|---------------------|-------------------|-------------------|---|-------------------------|
| Model | 222.6*** (25.67) | 85.1*** (9.38) | 48.1*** (14.0) | 0 | 0.34 |

Yscore: TOEIC Score

BD: Benchmark Dummy (If there is a benchmark, TOEIC score is 1, otherwise TOEIC score is 0)

AAD: Academic Achievement Dummy (Dummy variable of Academic Achievement, S = 4, A = 3, B = 2, C = 1, F = 0)

* Significant at the 10% level, two-tailed test

** Significant at the 5% level, two-tailed test

*** Significant at the 1% level, two-tailed test

The ELF Tutor System

In keeping with Tamagawa educational philosophy and specifically the third principle of Zenjin education—self-study and autonomy—a tutoring service was launched in conjunction with the ELF Program in 2013. The tutor system was conceived as another resource for the students to access English and receive support for their study of English. Servicing all students in the ELF program, the ‘tutor zone’ is staffed by 12 of the current part-time teachers and managed by two full-time faculty members. Tutoring support is offered four days a week, from 11:00 to 16:00. Currently each tutor is responsible for one or two, 50-minute tutorial periods each week. There are three ‘appointments’ in one tutor period resulting in a total of 78⁵⁾ available appointments per week. Students can reserve multiple 15-minute appointments with a tutor either through teacher referral or by signing up directly for an appointment. Services offered by the tutors include review of exams and quizzes, presentation practice, TOEIC study, textbook support, extensive reading support, Blackboard support, grammar study, listening and speaking practice, pronunciation practice, and e-learning support.

How have the CTH students utilized this tutorial service? Online attendance logs kept by each tutor indicate that close to a third (133/400) of all tutor visits recorded in the spring semester were made by CTH students (See Table 8). As the tourism students made up only 10% (108) of the entire ELF program’s student population of 1,029 in the spring semester, this is a relatively high number of tutor visits. The tutor attendance logs also show a total of 75 CTH students (71% of the CTH student body) used this service.

The spring end-of-semester ELF student questionnaire, mentioned above, also showed that a majority of the CTH students used the tutor service with 69 students reporting that they had been to see a tutor. One student commented, とても良い制度だと思います。今後はもっと利用していきたいです。(It is a very

Table 8 Tutor Visits by Students in Spring Semester, 2013

| College | Students | Percentage of ELF population | Tutor Visits | Percentage of Total Visits |
|--------------|----------|------------------------------|--------------|----------------------------|
| Business | 421 | 41 | 165 | 41 |
| Tourism | 108 | 11 | 133 | 33 |
| Humanities | 320 | 31 | 67 | 17 |
| Liberal Arts | 180 | 17 | 35 | 9 |
| Total | 1,029 | 100 | 400 | 100 |

good system. I want to utilize it more from now on.) More than half of the CTH students (62) agreed that the service was useful for their English learning (See Table 9). A student was able to receive help with syntax and pronunciation, 文章を直してもらったり、発音を教えてもらい、とても役に立った。(The tutor was very helpful correcting my essay and pronunciation.)

Some students, however, appeared dissatisfied with the current tutor schedule. When asked if the tutor service was convenient, 16 students either disagreed or strongly disagreed, with 37 students giving a non-committal response (See Table 9). Responses from 21 students to the open-ended item requesting questions or comments on the tutor service indicated that the students wanted a wider selection of tutor periods. One student requested, 教室数を増やしてほしい。(Please open more tutor rooms.) Another student wrote a bilingual comment, *I often didn't go to Tutor. Because, time didn't suit easily, so I want to more time have offered.* あまり私はチューターのところへ行かなかった。なぜなら時間が合わなかったから。なので、もっと開講してほしい。In particular, a number of students requested that more tutor appointments be made available during the morning hours. As the ELF classes for the CTH students are during the morning periods and also located in the same building as the tutor rooms, this response seems practical. A student wrote, 午前中もあけてほしい。(I would like the tutor rooms to be opened in the morning as well.)

Table 9 CTH Student Perceptions of the EST Sessions

| Questionnaire Item | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|--|----------------|-------|---------|----------|-------------------|
| 1. Tutor experiences were useful. (n = 75) | 29 | 33 | 11 | 1 | 1 |
| 2. The tutor schedule was convenient. (n = 99) | 13 | 33 | 37 | 12 | 4 |

To get a better picture of how CTH students were using the tutorial service, the tutor attendance logs were analysed. They revealed that the CTH students used the tutorial service for a variety of reasons (See Table 10). Presentation practice, writing support, TOEIC support, and listening and speaking practice were the most popular. Presentation practice (60 visits) was the most common reason for seeing a tutor. It should be noted, however, that many of these visits by students requesting help with presentations can be attributed to a single teacher who required that the students see the tutor to receive support for that particular issue.

Table 10 CTH Student Visits to Tutors in Spring Semester 2013

| Reason | Number of Tutor Visits |
|---------------------------------|------------------------|
| Presentation Practice | 60 |
| Writing | 31 |
| TOEIC Study | 27 |
| Listening and Speaking Practice | 12 |
| Extensive Reading Support | 11 |
| Textbook Support | 4 |
| Grammar Review | 3 |
| Other | 1 |
| Total | 133 |

One concern resulting from our analysis of the access logs was that the CTH students were not frequently accessing the tutor services on their own accord. The tutor system was envisaged as a resource for the students to access English and receive support concerning their personal English study. However, tutor log data shows that the majority of CTH visits were the result of teacher referrals, not student initiative. A large number, 90 out of the total 133 visits recorded, were actually initiated by teachers referring their students. In addition, analysis of the 58 follow-up or secondary tutor visits also showed that 69% (40) of the visits originated with teachers rather than students. Although teachers play a crucial role in introducing students to a tutor system, CTH students were generally not seeking out tutor support independently.

CTH students may need to take greater ownership of their learning because of the very specific English language graduation requirements they face. Although there were requests from CTH students for more tutor rooms and more tutor hours, the majority of the students do not appear to be using the tutor services on their own accord. In fact, CTH student visits to tutors began to decrease early in the fall semester (See Table 11). In addition, according to the spring questionnaire results, the CTH students appear not to be previewing and reviewing for ELF classes as much or as well as they might be. Less than half of the students strongly agreed or agreed that they worked well to preview (42) or review (34) for each of their classes.

Table 11 CTH Student Visits to Tutors in September and November, 2013

| College | Students | Tutor Visits | Percentage of Total Visits |
|--------------|----------|--------------|----------------------------|
| Business | 421 | 89 | 40.45 |
| Tourism | 108 | 44 | 20.00 |
| Humanities | 320 | 53 | 24.09 |
| Liberal Arts | 180 | 34 | 15.45 |
| Total | 1,029 | 220 | 100.00 |

Studies by Serag (2013) and Stotts and Oguri (2013) at other Japanese universities have observed that tertiary level Japanese students appear to lack a solid understanding of independent learning principles. This may be one reason why CTH students are tending not to use the tutor system voluntarily, or adequately previewing and reviewing lesson content. Gardner and Miller (1999) advocate that learners be exposed to independent learning in combination with instruction on how a more autonomous approach is different and how it can serve students' learning. We suggest that more time during EST and ELF classes could be dedicated to enabling students to become more autonomous in their English learning, and demonstrate how CTH students could use the tutor services to develop their skills. By addressing this issue, we are encouraging CTH students to become more independent and accountable for their English study while also providing CTH students with a range of study skills, which they can draw upon during their studies in Australia.

Concluding Remarks

The 2013 College of Tourism and Hospitality students have made a promising start and have the opportunity to set a high standard in the English as a Lingua Franca Program as a precedent for future CTH

students. The CTH students are steadily increasing their TOEIC scores and appear to be very happy with their classes and satisfied with the ELF Program. However, one concern is that tutor attendance logs appear to indicate that CTH students are perhaps lacking intrinsic motivation and need to be more pro-active in their English studies. Moreover, from a program perspective, we need to seriously reconsider the format and content of the English Study Time sessions and the scheduling of the tutor service. The CTH students may need better guidance concerning how to become more autonomous, independent learners who are ultimately responsible for their own learning as they progress in their educational endeavors.

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Notes

- 1) The average TOEIC Bridge score for the 2012 cohort was 124 (n = 434; range 72–170) and for the 2013 cohort, it was 119 (n = 607; range 50–176).
- 2) Student comments have been translated into English by the authors.
- 3) The Educational Testing Service (ETS) TOEIC Bridge and TOEIC Score Comparisons chart shows TOEIC Bridge scores of 120 to 130 corresponding to TOEIC scores of 310 to 345.
- 4) ETS reports a Standard Error of Measurement (SEM) of 25 scaled score points for both the TOEIC Listening and Reading sections.
- 5) There were 78 appointments per week in the fall semester, 2013–2014. There were only 72 appointments per week in the spring semester, 2013.

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