

REPORT SHEET OF COIL EDUCATION

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| Name | Abigail CAPITIN-PRINCIPE | Affiliation | Foreing Language Education Center | |
| Quarter | Q 2 | | | |
| Course Name | Nanzan | English Workshop (A) <ALL, T> Become a Global Person by Learning Culture and Society in English 2 | | |
| | Partner | LIS 10: Information and Society | | |
| Category | basic | | | |
| Partner's Name | Prof. Dridge Reyes | Partner's Institution | University of the Philippines, School of Library and Information Studies (Diliman Campus) | |
| The number of registered students | Nanzan | 20 | Partner | 21 |
| Language | english | | | |
| Tech Tool | Zoom other | Google Classroom | | |
| Collaboration | <p>We met four times, each session lasting about 45 minutes. Since there is only a one-hour time difference between the Philippines and Japan, we were able to use the class times of both groups. The students from the University of the Philippines were asked to learn about the social media habits of the Nanzan University students. They found that Nanzan students often use platforms like LINE and Instagram.</p> <p>The Nanzan students were asked to use English at all times when discussing topics with the students from the University of the Philippines. Over time, they became more comfortable and confident in their English communication skills. By the end of the sessions, many of the students were able to engage in discussions on various topics, and some even showed improved language proficiency, and better cultural understanding.</p> | | | |
| How to evaluate students' learning outcomes | Outputs expected were presentations from the University of the Philippines students, and written reports from the Nanzan students. | | | |
| Comment | Prof. Reyes and I discussed our observations of the COIL activities. Here are some of our findings: | | | |

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Many Japanese students start off very shy and are hesitant to engage in discussions. However, as the activity progresses, they begin to participate more.

Filipino students often speak quickly, forgetting that their partners may not speak English as well as they do. We encouraged the Japanese students to ask the Filipino students to speak slower or clearer as needed.

By the final meetings of COIL, many students, both Filipino and Japanese, have built rapport and are able to discuss various topics in English.