

REPORT SHEET OF COIL EDUCATION

| | | | | | |
|---|---|---|---------------------------|--|--|
| Name | CAPITIN-PRINCIPE Abigail | | affiliation | Foreign Language Education Center | |
| Year • Quarter | 2022 • Q4 | | | | |
| Course Name | Nanzan | English IV: Communication Skills[FA, FF, FS, FG]1 | | | |
| | Partner | | | | |
| Category | | Basic COIL | Academic COIL | PBL COIL | |
| Partner's Name | Prof. Dridge Paul A. Reyes | | Partner's Institution | University of the Philippines, School of Library Information Studies (UP-SLIS) | |
| The number of registered students | Nanzan | 15 | Partner | 19 | |
| Synchronous interactions carried out together teachers and students from both sides | | once | twice | three times or more | none |
| Synchronous interactions among students only | | once | twice | three times or more | none |
| Language (multiple choices allowed) | English | | Japanese | Other () | |
| Tech Tool (multiple choices allowed) | Zoom Facebook | | LINE Skype YouTube Canvas | Email | WeChat Other (Flip, Google Classroom) |
| Collaboration (outline) | <p>The class discussed the topic “The Viral Phenomenon.” The students were divided into groups and given topics relating to the viral phenomenon. Students from Nanzan University had specific language-use goals, they were to use English at all times during the COIL activities. The students from the University of the Philippines were more content-oriented. Each group has one student from Nanzan and one to two students from UP-SLIS. They discussed their topics, and planned their presentation.</p> <p>At the end of each class, students shared their reflection.</p> <p>Generally, all students said they had fun talking with students from Japan and the Philippines. Nanzan students were surprised that most students from the Philippines communicated well in English. Filipino students thought that the Japanese students were very shy at first, but then started to have fun and interesting conversations as the course progressed.</p> | | | | |

| | |
|---------------------------------------|--|
| | <p>Students also took the initiative to meet outside of class hours to work on their COIL presentation.</p> |
| Duration of Collaboration | <p>The students met five times, during class hours, for 1 hour. They were first given an orientation, then a short lecture about the general topic. After which, each group was given a specific topic, and were told to discuss this, look-up more information, and prepare a presentation. Both I and Professor Reyes, were available, should students have questions or need clarification about certain concepts.</p> <p>I believe that because the Philippines and Japan have only a 1 hour difference, the students did not have difficulty scheduling discussion sessions outside of class hours.</p> |
| How to evaluate students' achievement | <p>Student were evaluated based on their presentations.</p> |
| Comment | <p>When asked what their opinion is about COIL, most students said that it is a great way to use English, meet new people, and learn new information. They mentioned that they would definitely participate again, if given the chance.</p> <p>Personally, I think the COIL program is a wonderful way of encouraging the use of English, while at same time, learning to work with and cooperate with non-Japanese students. I believe my students learned a lot, not just about the viral phenomenon, but about the Philippines as well.</p> |