INTEGRATED ENGLISH CORE 2017 SCOPE AND SEQUENCE

The IEP integrates the teaching of speaking, listening, reading, and writing in a task-based syllabus organized by themes. Members of the Integrated English Program committee at present, or in the past: Professors Erica Aso, Naoyuki Date, Joseph Dias (IEP Co-coordinator), James Ellis (past IEP Coordinator), Matsuo Kimura, Asuza Nishimoto, Wayne Pounds, Peter Robinson, Hiroko Sano, Don Smith, Minako Tanni, Mitsue Tamai-Allen, Naomi Tanooka, Jennifer Whittle, Teruo Yokotani, Hiroshi Yoshiba, Michiko Yoshida, and Gregory Strong, IE Coordinator, and course writer.

The IE Core Scope and Sequence and the IE Resource Book have been augmented with many suggestions from the adjunct faculty in the English department at Aoyama Gakuin University. Among the many contributors, we particularly wish to acknowledge are Melvin Andrade, Deborah Bollinger, Jeff Bruce, James Broadbridge, Loren Bundt, Vivien Cohen, Todd Rucynski, Joyce Taniguchi, Masumi Timson, Yoko Wakui, and Jeanne Wolfe. Thanks are due to Denis Fafard for source material on teaching learning strategies, and to Nancy Yildiz for her ideas on reading.

1

CONTENTS

I. SEQUENCE OF INSTRUCTION

The following Sequence of Instruction outlines a schedule for teaching IE Core classes. The schedule indicates when a particular theme and tasks such as discussions or a book report should be introduced. Much of the classroom activity in an IE Core class involves pair and small group work and should be based on the themes found in IE levels I, II, and III. Four readings from a required reading text, *Interactions 2 (6th ed.)* by Pamela Hartman and Elaine Kirn (Singapore: McGraw Hill, 2012) are to be introduced in each level of the IE Core in order to teach reading skills and vocabulary. In IE Level I and II, classes are required to use a combined skills textbook, *Interchange 2 (4th ed.)* by Jack Richards, with Jonathan Hull and Susan Proctor (Cambridge: CUP, 2012). It is primarily to be used for speaking and listening.

Both books have grammar and vocabulary activities to be added as time allows in the course. These pages are noted in the schedule as well. In IE Core Level 3, teachers do not have to use *Interchange 2* unless they wish.

We hope that teachers and students will make a conscious effort to recycle the vocabulary from the readings for IE I, II, and III Core classes. In addition to testing students on the vocabulary, we recommend that teachers have students make use of it productively in their discussions and writing -- including in their weekly Core journals or blogs. A page with the vocabulary and page references is included in the *IE Core and Writing* student booklets. In a given class, teachers might note some vocabulary words on the board and try to use them that day or incorporate them into a speaking activity.

Some video materials are from *CNN Master Course: Video-Based English*, *Culture Watch*, *Business Watch*, *Focus on the Environment*, the *CINEX* series of captioned videos, other commercial videos, and *Interchange 1* and *2*. The *CNN Master Course*, *Culture Watch*, and *Business Watch* series are intended for use at IE Level I and IE Level II. They are easier than the *Focus on the Environment* series which is reserved for IE III. The listed videos in this *Scope and Sequence* need to be augmented by newer materials and we welcome your suggestions for DVDs appropriate for the themes at each IE Core Level.

I.(a) SELF STUDY

One of the features of the 4th edition of *Interchange 2* is that at the end of the book, there are 16 additional listening activities with a self-study DVD rom. These could be introduced by the teacher doing one in class and the students checking their answers with each other, before confirming the answers through referring to the transcripts. Depending on the themes and the level of your IE Core class, you could assign some of these listening activities as homework.

I.(b) WEBSITES

The *Internet TESL Journal* is a monthly web-based magazine that began in 1995. In addition to the articles that appear online, it includes many activities for teachers (*http://iteslj.org/t/*). These consist of games, jokes, language lessons, task-based activities, vocabulary quizzes, and more. Joseph Dias, the co-coordinator of the IEP, also maintains a page of links to good ESL resources. *http://www.cl.aoyama.ac.jp/~dias/esllinks.html.*

IE I: Tasks, Themes, Texts, Grammar, Vocab, Video	
Discussion	• Introduce discussions, practice discussions, sign-up, vocabulary, teach different turn-taking phrases
Journal	• Introduce journals, check 1st week's journals, pick partners
1st Book Report	• Teach literary terms, bring books to class, SSR, pair-sharing

Plagiarism	• Explain policy, examples of plagiarism, begin exercises:
	 Skill building:
	    a) "Quoting, Paraphrasing, and Summarizing"
	       https://owl.english.purdue.edu/owl/resource/563/01/
	    b) "Paraphrase and Summary Exercises"
	       https://owl.english.purdue.edu/exercises/32/41

4

THEMES

(*Interchange 2, 4th ed.*)

Memories: childhood, education (pp. 2-7; Interchange 1#,p.114)

Grammar:

3# Past tense (p.3);
8# *Used to* (p.5)

Vocabulary:

(6# Word Power, p.4):
beach, collect, crayons, playground, scrapbook
(13# Reading, p.7): big break, cast, production company, urged, role, wears many hats

READINGS AND VIDEOS (Weeks 1- 4)

(*Interactions 2*: Choose <u>1</u> for reading skills and vocabulary)

"Parentese" (pp. 152-163)

Reading Skills:

- previewing the topic
- identifying main ideas, getting meaning from context, identifying references, (critical thinking) distinguishing facts from assumptions
- summary writing, focusing on words from the academic word list, working with prefixes and suffixes, understanding words in phrases, making a vocabulary log book

Vocabulary: (Getting Meaning from Context, p.155):

- apparently, assumption, emotions, evidence, fact, glue, nature, nurture, realize, respond, verbal

OR

"The Secrets of Success in School" (pp.2-11; pp.20-21)

Reading Skills:

- previewing the topic, previewing the vocabulary, getting meaning from context
- identifying the main idea, understanding reading structure, checking your vocabulary, organizing information using a T-chart and a Venn diagram, using graphic organizers **AND**

- TOEFL iBT: reading question types

Vocabulary: (Previewing vocabulary, p.5):

- (nouns) curriculum, discipline, drawback, effort, exhaustion, rankings, secondary school, status, values, (verbs) achieve, compare, determines, reflects, separate, track, (adjectives) competitive, entire, global, identical, isolated, universal, (expressions) in contrast to, one-size-fits-all, on the one hand, on the other hand, the best and the brightest

5

	Spirited Away (bilingual DVD in the AV Library) 778-MI88S; *Culture Watch:* Segment 7: Why Girls Lose Their Self-Confidence in Their Teens (p.61-70), *Interchange 1*: Unit 5: What Kind of Movies Do You Like? Unit 8: What Kind of Music? *Interchange 2*: Unit 5, Has Anyone seen the Tent? Unit 12, Welcome Back to West High; *Spirited Away* (bilingual DVD in the AV Library) DVD 778-MI88S; *Culture Watch:* Segment 7: Why Girls Lose Their Self-Confidence in Their Teens (p.61-70), *Interchange 1*: Unit 5: What Kind of Movies? Unit 8: What Kind of Music? *Interchange 2*: Unit 5, Has Anyone seen the Tent? Unit 12, Welcome Back to West High, *Big Man Japan*, Canadian *Animation: (*Every Child*), Merry Christmas, Mr. Bean*, *The Golden Compass, It's the Great Pumpkin, Charlie Brown*, *Indian in the Cupboard, Matilda, Peanuts Classic Holiday Collection: Charlie Brown Christmas*, *Charlie Brown's Thanksgiving*, *The Secret Garden*
Urban Life ("Caught in the Rush") (pp.8-13); ("Time for a Change"), (pp.16-29) **Grammar:** expressions of quantity, indirect questions (pp. 11, 12); evaluations **Vocabulary:** (compound nouns):bus stand, news station, traffic jam, etc. (p.8) **Vocabulary:** bright, comfortable,	**(Weeks 5- 7) "City Life" (pp.22-32; pp.39, 40)** **Reading Skills:** • previewing the topic, previewing vocabulary, getting meaning from context, • identifying the main ideas, understanding italics • contrast, (critical thinking) identifying supporting details, understanding context, making inferences **AND** • focusing on words from the academic word list **Vocabulary:** (Previewing Vocabulary, p. 25) • (nouns) agricultural operation, crops, developing countries, gridlock, mass transit, pedestrian zone, pollution, priorities, produce, recycling plant, trash, urban dwellers; (verbs) commute, crowd, cultivate, predict, solve, worsening, (adjectives) affluent, creative, (adverb) efficiently **AND** (Focusing on words from the academic word list, p.25 • access, environment, established, focus, global, predict, priorities, residents, transportation

convenient, cramped, dangerous, dark, dingy, expensive, huge, inconvenient, modern, noisy, private, quiet, safe, shabby, small, spacious (pp.16, 17)	*CNN*: Black Americans: Unit 6: (p.43-49), *Culture Watch*: Segment 2: Spike Lee on his movie *Do The Right Thing* (p.11-20); Segment 3: Those Terrible Taxis! (p.21-30), *Interchange 1*: Unit 11: Help is Coming (Crime Suspects); Unit 12: A Suburban House; Unit 14: Over Golden Gate Bridge, *Interchange 2*: Sequence 1: What Do You Miss Most? Sequence 3: A Great Little Apartment, Interchange 2 (4th ed.): Sequence 9: To Buy a Car or Not, *Green Talk: (*Boomsville, The Quiet Racket, What on Earth*), Eight Mile, Hollywood Salutes Canadian Animation: (*Neighbours*, Special Delivery*, The House That Jack Built*, The Street, Walking*), Mosaic1:* Welfare Payments, Victim Support Group, *Places in the Heart*

Plagiarism:	• Paraphrasing:
	   a) "Paraphrasing Exercise"
	     https://owl.english.purdue.edu/owl/resource/619/02/
	   b) "Paraphrasing Exercise (Sample answers)"
	     https://owl.english.purdue.edu/owl/resource/619/03/

Food - "I've Never Heard of That"(pp. 22-27; Interchange 14#, p.128) **Grammar:** 4# Simple past vs. present perfect (p.23); 10# Sequence adverbs(p.25) **Vocabulary:** bake, barbeque, boil, fry, roast, steam (p. 24)	**(Weeks 8- 10) "Globalization and Food" (pp. 116-126; pp.133-134)** **Reading Skills:** • previewing the topic, vocabulary, and the reading, finding the main idea, understanding the literal and figurative meanings of words, understanding outlines **AND** • understanding inferences **Vocabulary:** (Previewing Vocabulary, p. 118) • (nouns) benefit, consumer, extinction, fuel, livestock, nutrients, obstacle, shift, staples; (verbs) contribute, shift; (adjectives) endangered, processed; (adverb) approximately, (expression) in turn **Vocabulary:** (Focusing on words from the academic word list, p. 133) • access, areas, chemicals, concept, consumers, globalization, processed, region, shift, traditional
	Videos: *CNN*: Unit 1: Food and Baseball Players (p.1-8); Unit 4: Unsafe Food (p.25-33), *Interchange 1*: Unit 20: American Ethnic Food, *Interchange 2*: Sequence 8: Thanksgiving Documentary, *Interchange 2*, (4th ed.): Sequence 4: What's Cooking, Sequence 7: How to Frost a Cake, *Mosaic1:* Bottled Water

Plagiarism:	• Knowledge building:
	   a) "Reference List: Electronic Sources"
	     https://owl.english.purdue.edu/owl/resource/747/08/ (MLA) or
	     https://owl.english.purdue.edu/owl/resource/560/10/ (APA)

Travel:"Going Places"
cultural values,
history (pp. 30-35;
Interchange 2#,p.115)

Grammar:

3# Future with *be going to* and *will* (p.31); 7# Modals for necessity, suggestion (p.33)

Vocabulary:

(4# Word Power, p.32): ATM card, backpack, carry-on bag, cash, credit card, first-aid kit, hiking boots, medication, passport, plane tickets, sandals, student ID, suitcase, swimsuit, vaccination

(Weeks 11- 14) "The Silk Road: Art and Archeology" (pp. 168-179; p.193)

Reading Skills:
- previewing the topic, vocabulary, and the reading
- checking your understanding, getting meaning from context, recognizing summaries in a reading, understanding outlines, making inferences **AND**
- focusing on words from the academic word list

Vocabulary: (Previewing Vocabulary, p. 171)
- (nouns) archeology, architecture, armor, calligraphy, caves, destination, documents, fabric, frescoes, mausoleums, merchants, mosques, network, oasis, pitcher, silk, spices, statues, (verbs) decorated, depict, flowered, spread, (adjectives) exquisite, fertility, holy, significant, vast, (expression) to this end

Vocabulary: (Focusing on words from the academic word list, p.193)
- continue, culture, founded, project, region, routes, technology, traditional

Videos: *CNN*: Unit 5: What to Take on a Trip (p.36-42); Unit 2: Tamayo Otsuki, Japanese Comedienne in America (p.9-16), *Interchange 2*: Sequence 2: Wait for Me, Sequence 13: Street Performers, *The Gold Rush, Interchange 2*, (4th ed.): Sequence 2: Victoria Tours

Plagiarism:
(Article summaries and group discussion)

- "Truth or Consequences"
  a) https://owl.english.purdue.edu/owl/resource/929/04/ (articles below)
  b) https://owl.english.purdue.edu/owl/resource/929/05/ (handout)
     "Hamilton President Resigns Over Speech"http://www.nytimes. com/2002/10/03/ nyregion/hamilton-president-resigns-over- speech.html
     "Fame Can't Excuse a Plagiarist" http://www.nytimes.com/2002/03/16/ opinion/fame-can-t-excuse-a-plagiarist.html
     "Washington Post Blogger Quits after Plagiarism Accusation"
     "Hungary's President Quits Over Alleged Plagiarism"
      http://www.nytimes.com/2006/03/25/business/25post.html?_r=0
      http://edition.cnn.com/2012/04/02/world/europe/hungary-president-resigns/index.html?iref=allsearch

IE II: Tasks, Themes, Texts, Grammar, Vocab, Video

Discussion	• Introduce/review discussions, practice discussions, sign-up, vocabulary, teach different turn-taking phrases
Journal	• Introduce journals, check 1st week's journals, pick partners

1st Book Report	• Teach/review literary terms, bring books to class, SSR, pair-sharing
Plagiarism:	• Explain policy, provide examples of plagiarism: a) "Is it plagiarism yet?" https://owl.english.purdue.edu/owl/resource/589/02/

THEMES
(*Interchange 2*)

Changing Times –

"Times have changed"

technology (pp.58-63;

Interchange 9#, p.123)

Grammar:
3# Time contrasts (p.59); 9#
Conditional sentences(p.61)

Vocabulary:
(10# Word Power, p.62):
communicate in a
different language, earn
your own spending money,
experience culture shock,
feel jealous sometimes, get
into shape, get into a good
college, get married, get
valuable work experiences,
improve your grades, pay
membership dues

READINGS AND VIDEOS
(Weeks 1- 4)

(*Interactions 2*: Choose <u>1</u> for reading skills and vocabulary)

"Changing Career Trends" (pp. 72-80)
<u>Reading Skills</u>:
• previewing the topic and the vocabulary, getting meaning from context, previewing the reading
• finding the main idea, finding important details, checking vocabulary, (critical thinking) recognizing cause and effect, using the prefix 'over'

<u>Vocabulary</u>: (Previewing Vocabulary, p. 25)
• (nouns) career counsellors, cell phones, construction, drawback, globalization, identity, job hopping, job security, livelihood, manufacturing jobs, outsourcing, pleasure, posts, self-confidence, stress, telecommuting, workaholism, workforce, (verbs) distract, keep up with, overwork, upgrade, varies (vary), (adjectives) flexible, leisure, passionate, rigid, secure, temporary, worldwide, (expression) on the move

<u>Videos</u>: *Business Watch*: Segment 11: TV Technology (101-110) *Culture Watch*: Segment 11: Computers and the Consumers: User-Friendly or User-Surly? (p.101-110), *Interchange 2*: Sequence 7: Great Inventions Interviews, Sequence 9: A Short History of Transportation, *Interchange 2*, (4th ed.): Sequence 3: The Right Apartment, *Back to the Future, Modern Times, 2001: A Space Odyssey*

9

The Workplace – "I Hate Working on Weekends" (pp. 64-69; Interchange 10#, p.124) **Grammar:** 3# Gerunds; short responses (p.65); 10# Clauses with *because* (p.68) **Vocabulary:** (8# Word Power, p.67): creative, critical, disorganized, efficient, forgetful, generous, hardworking, impatient, level-headed, moody, punctual, reliable, strict (pp. 67, 69)	**(Weeks 5-7) "Looking for Work in the 21ˢᵗ Century" (pp. 81-91)** **Reading Skills:** • previewing the topic, skimming for the topic and the main idea • understanding pronoun reference, summarizing • focusing on words from the academic word list, understanding adjective and noun phrases, creating adjective and noun phrases, understanding compound words, creating compound words and phrases • faster reading speed **Vocabulary:** (Focusing on the Academic word list, p.86) • areas, benefits, computer, creating, economy, enormous, job, job security, jobs, labor, secure, temporary, traditionally, varies
	Videos: *Business Watch*: Segment 9: On the Road Again (motorcycles) (p.81-90); Segment 10: Flexibility of Companies to Family Care Needs (p.91-100) *Culture Watch*: Segment 9: PG & E Trains Women for Construction and Men's Jobs (p.81-90) *Interchange 1*: Unit 2: Career Change; Unit 4: Job Titles *Interchange 2*: Sequence 10: Mistaken Identity; Sequence 14: Mrs. Gardener's Promotion, Interchange 2 (4ᵗʰ ed.): Sequence 14: Body Language of Business – How to Ace a Job Interview, Sequence 9: Job Interviews, *Modern Times, Mosaic1:* High-Tech Jobs and Low-Tech People
Plagiarism:	**Skill building:** a) "Summarizing, Paraphrasing, and Quoting" https://owl.english.purdue.edu/owl/resource/930/02/
Geography – "It's Really Worth Seeing" **cultural geography nature remarkable places(pp.72-77) 77; Interchange 5A#, 5B#,p.118, p.120)** **Grammar:** 3# Passive with *by* (p.73); 9# Passive without *by* (p.75) without *by* (p.75) **Vocabulary:** (7# Word Power, p. 74) cattle, corn, electronics, goats, lobsters, micropchips, oysters, sheep, shrimp, soybeans, textiles, wheat	**(Weeks 8-10) "As English Spreads, Speakers Morph It into World Tongue" (pp. 164-167, pp.194-195)** **Reading Skills:** • comprehension questions about details **AND** • TOEFL iBT questions about basic comprehension
	Videos: *Culture Watch*: Segment 12: What's Become of Hollywood? (p.111-120) *Business Watch*: Segment 4: Disney's Strategy (p.31-40), *Interchange 1*: Unit 18: Around the World Game Show (travel videos) *It's a Great Place* (Vancouver)

SCOPE AND SEQUENCE

Plagiarism:	**Paraphrasing:**
	    a) "Paraphrasing"
	          https://owl.english.purdue.edu/owl/resource/976/02/

**Autobiography –
"What Happened?"
experiences
inspirational stories
(pp. 78-83;
Interchange 12#, p.126)**
 	
Grammar:
3# Past continuous vs.
Simple past (p.79);
7# present perfect
continuous (p.81)
 	
Vocabulary:
(5# Word Power, p.80)
coincidentally,
fortunately, luckily,
miraculously, sadly,
strangely, surprisingly,
unexpectedly,
unfortunately
	**(Weeks 11-13) "Rites of Passage" (pp. 219-226; pp.233-236;
	pp.237-239)**
	
	<u>**Reading Skills:**</u>
	• previewing the reading, previewing the vocabulary
	• getting the main ideas, checking vocabulary, marking inferences,
	  understanding chronology, understanding symbols, applying the reading **AND**
	• summarizing a whole reading, writing your own ideas
	• determining categories, analyzing word roots and prefixes, focusing on words
	  from the academic word list
	
	  <u>**Vocabulary:**</u> (Previewing vocabulary, p.220)
	• (nouns) bride, coffin, coming-of-age, cremation, deceased, delivery, funerals,
	  groom, guidance, incorporation, monks, negotiations, pregnancy, proposal,
	  pyre, rite of passage, ritual, scriptures, taboos, trousseau, vision, vision quest,
	  (verbs) chant, regain, vary, (adjectives) indigenous, nomadic, previous,
	  (expression) ask for (a woman's hand) **AND**
	  (Focusing on words from the academic word list, p.236)
	• community, incorporation, physically, previous, status, transition, vision
	
	  OR
	
	"New Days, New Ways: Changing Rites of Passage"
	(p.227-232; pp.233-236; optional pp.237-239)
	• identifying the main idea and writing a summary
	• identifying opinions, distinguishing facts from opinions **AND**
	• summarizing a whole reading, writing your own ideas **AND**
	• determining categories, analyzing word roots and prefixes **AND**
	  (Focusing on words from the academic word list, p.236)
	• community, incorporation, physically, previous, status, transition, vision

	<u>**Videos:**</u> *CNN*: Unit 12: Family Trees (p.97-107) *Culture Watch*: Segment 4: Maya Angelou, Inaugural Poetess (p.31-40); Segment 5: Paul Simon (p.41-50); Segment 8: Hillary Rodham Clinton (p.71-80) *Bend It Like Beckham, The Cove Modern Times*

Plagiarism:	**Paraphrasing:**
	    a) Inappropriate Paraphrase (Penn State Plagiarism Tutorial)
	          http://tlt.psu.edu/plagiarism/student-tutorial/paraphrase/

IE III: Tasks, Themes, Texts, Grammar, Vocab, Video

Discussion:	• Introduce/review discussions, practice discussions, sign-up, vocabulary, teach different turn-taking phrases
Journal:	• Introduce journals, check 1st week's journals, pick partners
1st Book Report:	• Teach/review literary terms, bring books to class, SSR, pair-sharing

Plagiarism:	• Explain policy, provide examples of plagiarism, begin exercises:
	  a) "Summarizing, Paraphrasing, and Quoting"
	     https://owl.english.purdue.edu/owl/resource/930/02/
	  b) "Paraphrasing"
	     https://owl.english.purdue.edu/owl/resource/976/02/

III THEMES

(*Interchange 2*)
Psychology - "What Would You Do?" Relationships (pp. 101-105; Interchange 15#, p.130)

Grammar:
3# Unreal conditional sentences with *if* clauses (p.101); 9# Past modals (p.103)

Vocabulary:
(6# Word Power, p.102) accept, admit, agree, borrow, deny, disagree, dislike, divorce, enjoy, find, forget, lend, lose, marry, refuse, remember, save, spend

(Weeks 1-4)
III READINGS AND VIDEOS

(*Interactions*: 4 selections for reading skills and vocabulary)
"The Science of Happiness" (pp. 92-101; pp.107-112)

Reading Skills:
- previewing the topic, previewing the vocabulary, previewing the reading
- finding the main idea, identifying the main idea in paragraphs, checking acronyms, checking your understanding, getting meaning from context, finding details **AND**
- focusing on words from the academic word list, analyzing suffixes, analyzing prefixes, understanding dictionary entries, dictionary practice

Vocabulary: (Previewing vocabulary, p.94)
- (nouns) balance, components, concept, essence, findings, gap, life expectancy, polls, solidarity, sum total, trend, well-being, (verbs) catch on, measure, (adjectives) complex, reasonable, (adverbs) actually, enthusiastically **AND** (Focusing on words from the academic word list, p. 107)
- areas, complex, concept, constitution, economic, income, mental, psychological, researchers

OR

"Happiness and the Home" (pp. 100-107; pp.113-114)

Reading Skills:
- thinking ahead, marking text when you read
- checking your answers, understanding italics, organizing information, summarizing **AND**
- analyzing suffixes, analyzing prefixes, understanding dictionary entries, dictionary practice, vocabulary questions on the TOEFL iBT

Videos: *Interchange 2*: Sequence 16: A Wonderful Evening, *American Beauty, City Lights, City of Joy, Father of the Bride, Shop Girl*

Plagiarism:	**Quotation Marks:**
	a) "Using Quotation Marks" https://owl.english.purdue.edu/owl/resource/577/01/
	b) "Extended Rules for Using Quotation Marks" https://owl.english.purdue.edu/owl/resource/577/02/
	c) "Additional Rules for Using Quotation Marks" https://owl.english.purdue.edu/owl/resource/577/03/

13

Cross-Cultural Values "Let's Celebrate!" **cultural values behavior, customs** (pp. 50-55; Interchange 8#,p.122)	**(Weeks 5-7) "Fashion: Art of the Body" (pp. 180-192)**
	Reading Skills:
	• identifying main ideas by analyzing details, indentifying the topic and main idea
	• recognizing words with similar meanings, understanding general and specific words, understanding connotations, choosing appropriate words, writing words with similar meanings, recognizing words in phrases
Grammar; 4# Relative clauses of time (p.51); 10# Adverbial clauses of time (p.54)	**Vocabulary:** (p.189, p.190)
	• aspect, bias, depict, ethnocentrism, express, ignorant, inhuman, indicate, irrational, learn, liberal, memorize, study;
	• cosmetics, crime, dye, lipstick, traveler, theft
Vocabulary: (5# Word Power, p.50) eat, give, go to, have, play, send, visit, watch, wear	• attractive, beautiful, chubby, emaciated, fat, good-looking, gorgeous, heavy, hideous, obese, overweight, plain, plump, pretty, skinny, slender, slim, ugly
	Videos: *Interchange 2*: Sequence 2: What Do You Do, Miss? Sequence 15: How Embarrassing, *A Rabbit-proof Fence, Baraka, Bend It Like Beckham, City of Joy, Departures, Father of the Bride, A Life Apart, Monsoon Wedding, Whale Rider*
Plagiarism:	**More Quotation Marks:**
	a) "Quotation Marks with Fiction" https://owl.english.purdue.edu/owl/resource/577/04/
	b) "Quotation Marks Exercise (with answers)" https://owl.english.purdue.edu/owl/resource/577/05/
Environment "OK. No Problem!" **living spaces** (pp.36-41)	**(Weeks 8-11) "Sick Building Syndrome" (pp. 32-38; p.40-44)**
	Reading Skills:
	• making predictions, skimming for main ideas, understanding pronoun reference, scanning, summarizing **AND**
	• understanding parts of speech, looking up parts of speech TOEFL iBT getting meaning of vocabulary from context
Grammar: 3# Two-part verbs; *will* for responding to requests (p.37); 8# Requests with modals and *Would you mind…?* (p.39)	**Vocabulary:** (p.41)
	• beauty, beautification, creation, crowd, difference, efficiency, pollution, pollutant, safety
Vocabulary: (5# Word Power, p.38) clean up, hang up, pick up, put away, take our, throw out, turn off, turn on	**Videos:** *Focus on the Environment*: Segment 1: Little Done to Stop Animal and Plant Extinction (p.1-12); Segment 9: Recycling and Trash Problems (p.97-108) *An Inconvenient Truth, The Cove, Gorillas in the Mist, Mosaic 1:* Air Pollution, *Never Cry Wolf*

Plagiarism:	**Knowledge building**: a) "Plagiarism & You" (Penn State pdf) http://www.libraries.psu.edu/content/dam/psul/up/lls/documents/Plagiarism Handout2012.pdf **Skill building:** a) "APA In-text Citations: The Basics" https://owl.english.purdue.edu/owl/resource/560/02/
The Media - "What's This For?" **computers,** **technology** **globalization** **(pp. 44-49;** **Interchange 7#, p.121**) **Grammar:** 3# Infinitives and gerunds (p. 45): 8# Imperatives and infinitives for giving suggestions **Vocabulary:** (4# Word Power, p.46) browse websites, computer whiz, create a slideshow, create a song playlists, cut and paste, drag and drop, edit a video, flash drive, geek, hacker, highlight text, keyboard, monitor, mouse, open a file, technophile	**(Weeks 12-14) "Life in a Fishbowl: Globalization and Reality TV)** **(pp. 126-132; pp.134-135)** **Reading Skills:** • skimming for main ideas, understanding idioms and figurative language, summarizing, writing your own ideas • (critical thinking) identifying inferences **Vocabulary:** (Expressions and idioms, Using participles as adjectives, p.134-135) • a good deal, spread like wildfire, out-of-the-way, It goes without saying, tearjerkers, all corners of the world, round-the-clock, roughing it, went viral, fight tooth and nail, Chances are, rags-to-riches • challenge, disgust, embarrass, encourage, entertain, excite, horrify, interest **Videos:** *A-I, Broadcast News, Cannes Bronze Commercials, Commercials from Around the World, Commercials Worldwide, Mosaic 1:* Internet Publishing
Plagiarism:	**Knowledge building**: a) "Comparing Policies" https://owl.english.purdue.edu/owl/resource/929/14/ https://owl.english.purdue.edu/owl/resource/929/15/ (handout)

PROGRAM ORGANIZATION

The **Integrated English Program** or **IEP** is a two-year English language learning program for freshmen and sophomore students of the English Department. It is organized into 4 semester-length integrated English courses: IE Levels I, II, III; each level had a course in combined skills (**IE Core**), listening (**IE Active Listening**), and Writing (**IE Writing**). The final semester of the IEP consists of a student-selected seminar (**IE Seminar**) on a specialized area of content.

The courses are integrated in the sense that the IE Core course integrates the four skills. In addition, all three courses, IE Core, IE Writing, and IE Active Listening, share themes and attendant vocabulary. There are currently 300 freshmen and an almost equal number of sophomores in the program. Students are "streamed" into classes based on their English ability. They are tested by the ITP, or Institutional Testing Program, a simplified version of the TOEFL test available through the Educational Testing Service. Accordingly, students are placed in levels I, II, and III of the program.

IE Core is taught in a weekly 180-minute class. On another day, there is the 90-minute **IE Active Listening** course and a 90-minute **IE Writing** course**.** The grade for each student at the end of the term is based on the following formula: 40% for IE Core; 30% for IE Active Listening, and 30% for IE Writing.
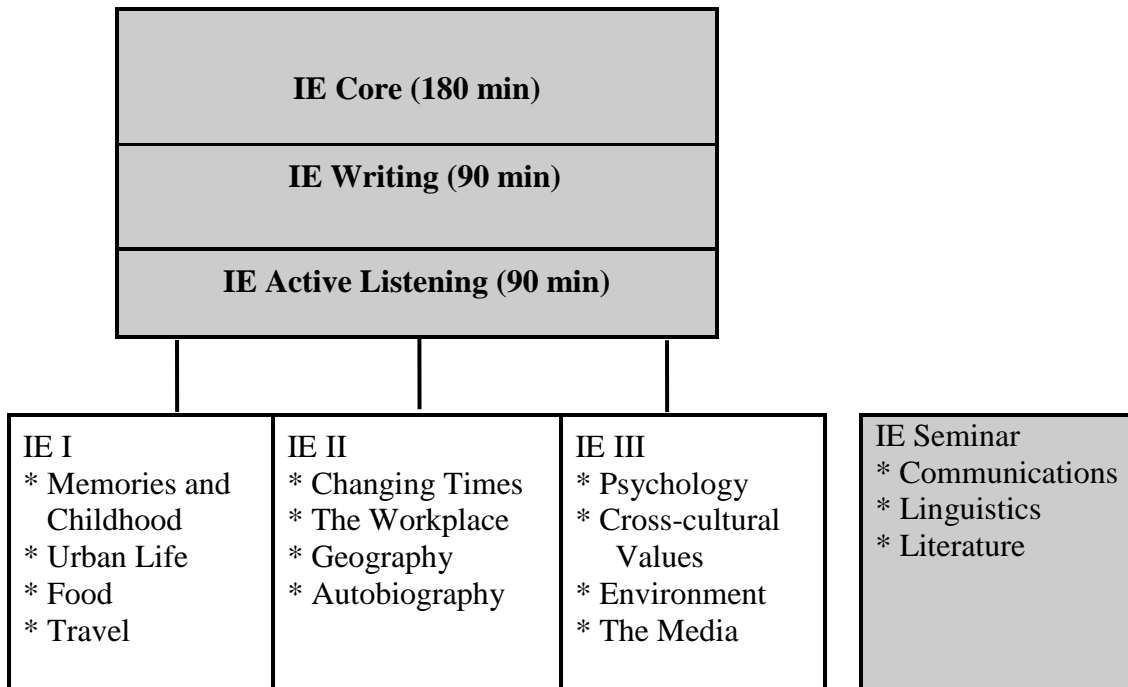
```
┌─────────────────────────────────────────┐
│         IE Core (180 min)                │
├─────────────────────────────────────────┤
│         IE Writing (90 min)              │
├─────────────────────────────────────────┤
│      IE Active Listening (90 min)        │
└─────────────────────────────────────────┘
```

IE I	IE II	IE III	IE Seminar
* Memories and Childhood * Urban Life * Food * Travel	* Changing Times * The Workplace * Geography * Autobiography	* Psychology * Cross-cultural Values * Environment * The Media	* Communications * Linguistics * Literature

Figure1: The IE Courses and the themes at each level.

16

SCOPE AND SEQUENCE

There are two other IE courses, **Academic Skills,** and **Academic Writing** which students take in their sophomore year. Academic Skills develops students' listening and note-taking skills through having them listen to several lectures by professors in the English Department.

IE Writing I, II, III cover writing English paragraphs and writing essays with quotations and a short bibliography. Academic writing teaches students how to conduct original research and to write a long paper.

IE Writing I	IE Writing II	IE Writing III	Academic Writing
Writing **3** paragraphs of **150 words**: 1. Classification 2. Comparison-Contrast 3. Persuasive	Introduction to the Essay: **2** essays of **350 words**: 1. Comparison-Contrast 2. Analysis	Review the Essay: APA Style for quotes and references in **2** essays of **350 words**: 1. Classification 2. Persuasive	The Research Essay of **1,500 words**: 1. Creating a bibliography 2. Citing references in the APA style

Fig 2: IE Writing and the Academic Writing course

The IE courses are taught by approximately 3 full-time faculty, 35 part-time native speakers, and 17 part-time Japanese teachers. At the end of each semester, students evaluate the teachers.

III. A PROGRAM SNAPSHOT

- A student who enters at level I and completes the IEP will participate in some 36 small group discussions and lead about 9 of them.

- The same student will read 6 novels, write an analysis of each one, and describe each novel to other students in a small group.

- He or she will learn a variety of reading strategies and be introduced to various genres of literature.

- He or she will draft, revise, and complete 4 essays of about 350 words, and upon finishing Academic Writing, one of 1,500 words.

- The same student will have many hours of guided listening and received instruction in listening strategies.

Published research on the Academic Skills program suggests that students show significant improvement in their comprehension and note-taking abilities.

Likewise, experimental data on the discussions in the IE Core classes shows significant increases in communication and confidence in using English, and significant increases in vocabulary.

IV. PROFESSIONAL RESOURCES

The teacher resource area is in a small room beside in the English Department office, 9F, Goucher Building (03-3409-8111). There are teachers' mailboxes, a small professional library of professional texts available for 2 week-loan, a collection of themed DVDs and videos (also available for loan), the teachers' editions of *Interchange 2*, *Interchange 3,* and *Interactions 2*, additional copies of the student booklets, and course book CD roms, and a DVD player and a CV player, both for previewing materials for class. Additional materials for Academic Skills and IE Active Listening may be found in the CALL teachers' room, 6F, Goucher building. Many videotapes and DVDs are in the Foreign Language Lab media library, Building 9, 1F.

In the main English Department area, there are journals and newspapers which you may read. None of them may be taken from the room, however. The copier cannot be used in this area because of accounting procedures that require you to use the copiers in the *koushi hikae shitsu* (teachers' rooms), buildings 8 and 1, 1F. In these teachers' rooms are also PC computers with Internet access and shelves for teachers to store their materials.

You may arrange with the Language Laboratory, Goucher Building, 6F for your students to borrow cameras and to use video editing equipment. Be aware that prior booking is needed for this and for use of their editing facilities.

There are pre-service orientations for new teachers, an annual program symposium and orientation in April, as well as lunchtime meetings at the end of each semester and as required. Adjunct faculty also are added to an electronic 'mailing list' on Google Groups for program information and upcoming vacancies for teaching classes.

Some 3,500 graded readers for student self-access, and to be used for Core book reports, can be found on the first floor of the library building. They are to the right of the entrance turnstiles.

Teachers are all issued a school ID card which allows you to open the AV equipment cabinets in each classroom, and to enter the university library. Teachers may also publish in the department journal, *Thought Currents*, after joining the English Literary society for a nominal fee (2,000 yen). Limited parking spaces for cars and bicycles are available on campus.

IV.(a) ONLINE RESOURCES

In addition to the books that you can borrow on your library card, you also will have access to journal articles through the AGU Library database of electronic resources. Feel free to use the database for your private research and please familiarize yourself with it.

SCOPE AND SEQUENCE

To use the database, follow these steps:

a) Go to AGU Library's home page: *http://www.agulin.aoyama.ac.jp/* . Click on English to the far right of the toolbar (underneath MyLibrary). Of course, you can keep the site in Japanese for use with your students.

Fig. 3: The Library and Aurora-Opac

Once you have clicked and the site is now in English, slide to the bottom of the page and click on **Database**. Once it comes up, try searching for the Educational Resources Information Center (ERIC), JSTOR, Proquest, or the Wiley Online Library. Each of these will provide access to many articles which you may use in your own research or for class use.

Fig 4: A list of the library's services and databases.

Typing any of these services into the **Search** part of the database will enable you to find articles, usually as PDFs.

19

Fig. 5: Database of journals

The search will connect you with the ERIC home page and you will be able to access some of its huge collection of articles on education.

Fig. 6: Education Resources Information Center

You can access the host databases for EBSCO, and JSTOR by clicking on E or J the alphabet list on the database (See the earlier screenshot) and then scrolling down to the database.

SCOPE AND SEQUENCE

EBSCO host is here.

Fig. 7: EBSCO

JSTOR is shown below.

Fig. 8: JSTOR

 b) You'll find the following searchable databese especially useful:
      * Academic Research Library (part of ProQuest)
      * Communication & Mass Media Complete (part of EBSCOhost)
      * Linguistics and Language Behavior Abstracts
      * OED online
      * TESOL Quarterly (only available at the Shibuya Campus) [With the exception
of the TESOL Quarterly, the journals are available from your home computer.]

21

c) After you click on a journal, you will be prompted for your user ID and password. Your user name is your faculty ID number preceded by t00…
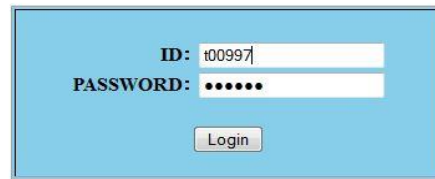
Fig 5: Log in

EBSCO, ERIC, and JSTOR all have simple searches and more advanced ones that enable you to provide "search parameters" dialogue boxes into which you must type search terms.

The one for JSTOR looks like this:
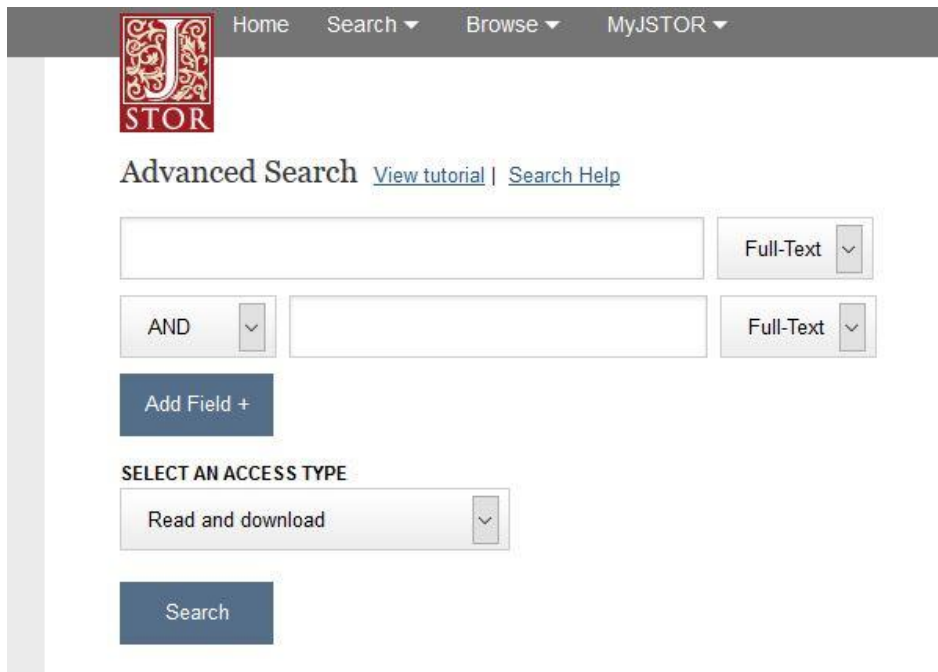
Fig 6: Search Parameters

Using "and" and specifying a time period for the article to have appeared are different ways of narrowing your search. The more specific and focused your search term, the better your search.

d) Some of the articles are available in their entirety. If the entire article can be accessed, you will see 「PDF」 or 「HTML」 under it. Clicking on those links will download the article. Please help your students to distinguish between reliable and less trustworthy sources.

22

V. GRADING STUDENTS

Because students receive a final IE grade averaged of scores from their IE Core, IE Active Listening, and IE Writing sections, each instructor must provide a precise numerical score rather than a letter grade for each student. For example, you should assign a score of 73% rather than rounding the Fig to 70%.

The weight for each of the IE courses is as follows: 40% for IE Core; 30% for IE Active Listening, and 30% for IE Writing. We owe our students as accurate grading as possible, so please use grading software such as Gradekeeper for which we have a department license.

Finally, it should be possible for students to achieve a score of 90% or higher in any course of the IEP. However, very few students in any class should be awarded such a high mark. Students attaining such distinction should have made effort and achievements superior to almost every other student in the class. Conversely, you should always have a few students that achieve an AA score of 90% or higher, even in an IE I Core or IE I Writing course.

V.(a) POLICY ON ATTENDANCE AND GRADING

In the first class, students should be warned about regularly attending classes. Obtain contact telephone numbers and email addresses from the students in yours classes, or better still, ask your students to e-mail you, perhaps with a question about the course or about yourself. Once they have e-mailed you, it's easy to set up a class e-mail to remind students of deadlines or even to post material to them.

With this policy, teachers calculate final grades *before* taking absences into account. If a student's final grade comes out to "85" but the student had 3 absences, her grade would be reduced to "79." If that same student who missed 3 classes had a score of "73," the grade would not be affected by the absences at all.

Absences	Maximum Grade
1	*No effect on Grade
2	Final grade cannot be above 89%
3	Final grade cannot be above 79%
4	Final grade cannot be above 69%
5 or more	Fail

Fig 7: Policy on Absences and Grades

Warn students early if they start missing classes. Please use your discretion when presented with student excuses. Serious illnesses with a doctor's note, or a family-related matter such as a funeral, are acceptable absences. Otherwise, students forfeit points from their final grade.

23

V.(b) GRADING SOFTWARE AND GRADEKEEPER

Grading software provides the most efficient and accurate means of providing an accurate grade for each student and record-keeping of these grades. Grading software enables a teacher to easily calculate class averages, and to adjust scoring to better reflect a fair distribution of marks. Secondly, the university requires teachers to keep their students' grade for a five-year period in case of claims or other needs, and it is easier to keep records on computer.

Some teachers in the IE Program use Excel spreadsheets to calculate grades. Others are using apps such as Teacher Kit on their iPads and this particular software costs only a few hundred yen and enables teachers to pair student photos with names, set up groups, and perform grading operations. The English Department has bought a department license for Gradekeeper, easily the most popular grading software in America and used in many public schools and colleges and university departments. The following explanation is on its use.

Gradekeeper

Rather than having to type in student names, Gradekeeper enables teachers to upload class lists as CSV files (use the CSV class file--organized by student year of registration and number--rather than the student file which is by student number), to create categories of grades, to weight individual assignments, to calculate percentages, and to change the weighting of grade categories as well. However, to use the program, you must use the **licensee name (English Department, Aoyama Gakuin University)** and **license code (714385)**, download a copy of the installation software and install it onto your PC or MAC. Please download the installation software from the following website:

https://sites.fastspring.com/gradekeeper/order/complete

Aside from these instructions, there is a downloadable manual on the same website.

Instructions

Once you have the program installed, click it. It will produce a blank form.

Fig 8: Gradekeeper Empty Course file

The easiest way to create your class in gradekeeper is to log into the Aoyama Gakuin University site (http://www.aoyama.ac.jp). Then go to the bottom of the page and slide across the options to the portal, click on it.
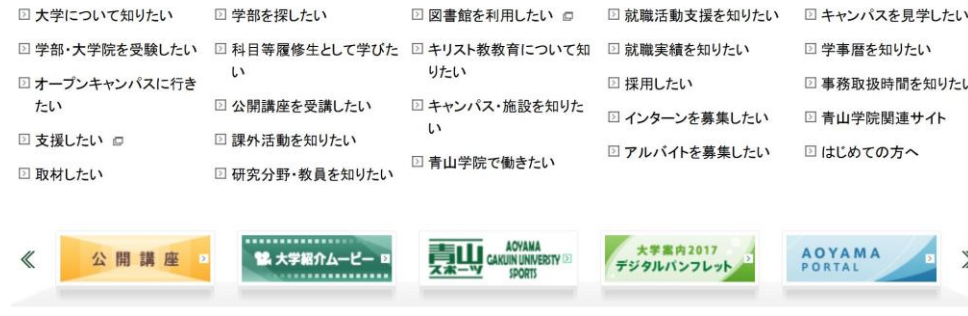
Fig. 9: Finding the AGU Portal.

A long menu of options appears. Go down the menu to the kyoin web 教員事務WEB (This is the same procedure you use for posting grades, and choosing a classroom).
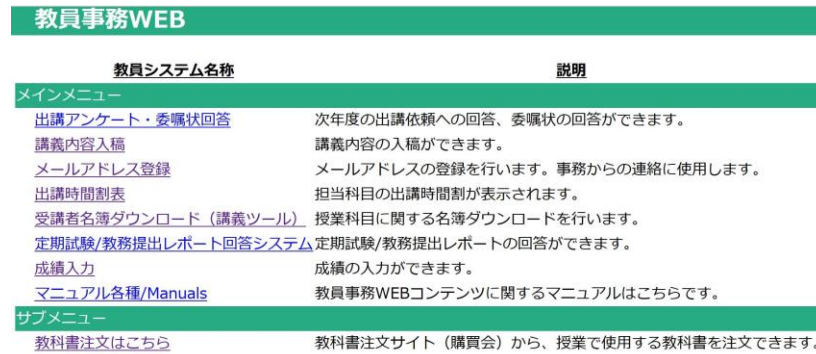
Fig. 10: A List of options

A personalized list of options will appear. (Please note that the list includes English manuals for how to input grades, and syllabi). Choose "download class lists."

受講者名簿ダウンロード（講義ツール） 授業科目に関する名簿ダウンロードを行います。
All your classes will appear.

Fig. 11: Teachers' Course List

25

Click the button beside the class for which you wish to get a list of students:

選択

You will be offered your class files organized by students' numbers and in either PDF or CSV formats. Export that CSV file for class **(CSV 形式 クラス番号順)** onto the desktop of your computer.

Fig. 12: PDF and CSV Files

You will open it as an Excel file.

1) Open the Excel CSV file. Delete the kana versions of students' names and everything else except the student numbers and the students' names.
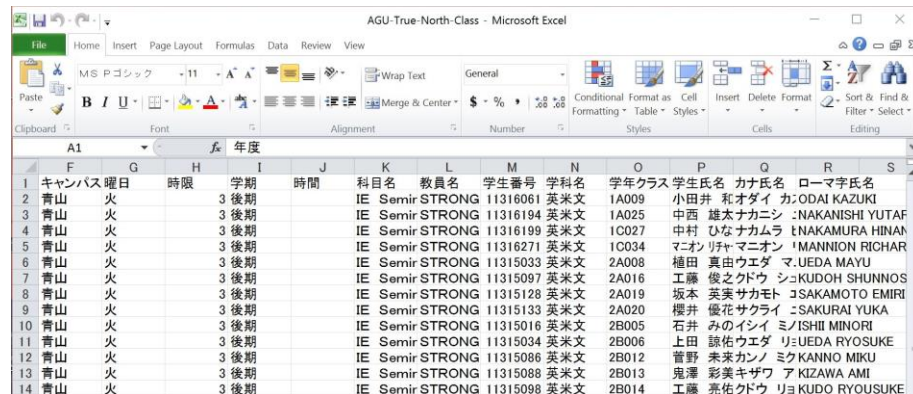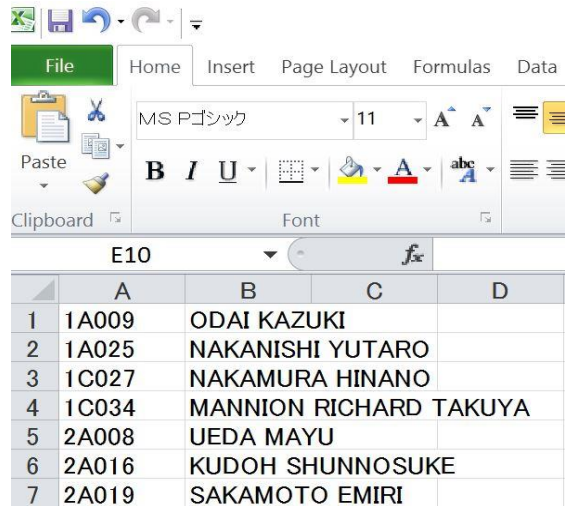
Fig. 13: List of students' names written in kanji and *romaji*.

SCOPE AND SEQUENCE

	A	B	C	D
1	1A009	ODAI KAZUKI		
2	1A025	NAKANISHI YUTARO		
3	1C027	NAKAMURA HINANO		
4	1C034	MANNION RICHARD TAKUYA		
5	2A008	UEDA MAYU		
6	2A016	KUDOH SHUNNOSUKE		
7	2A019	SAKAMOTO EMIRI		

Fig. 14: Excel Files of Student Names

2) Save the Excel as a txt.file on your desktop and exit it. The default name is Book1.

3) Now go to the File menu of your Gradekeeper file and click on "Import." The menu will ask if you wish an "import tab delimited text." Just click and continue.
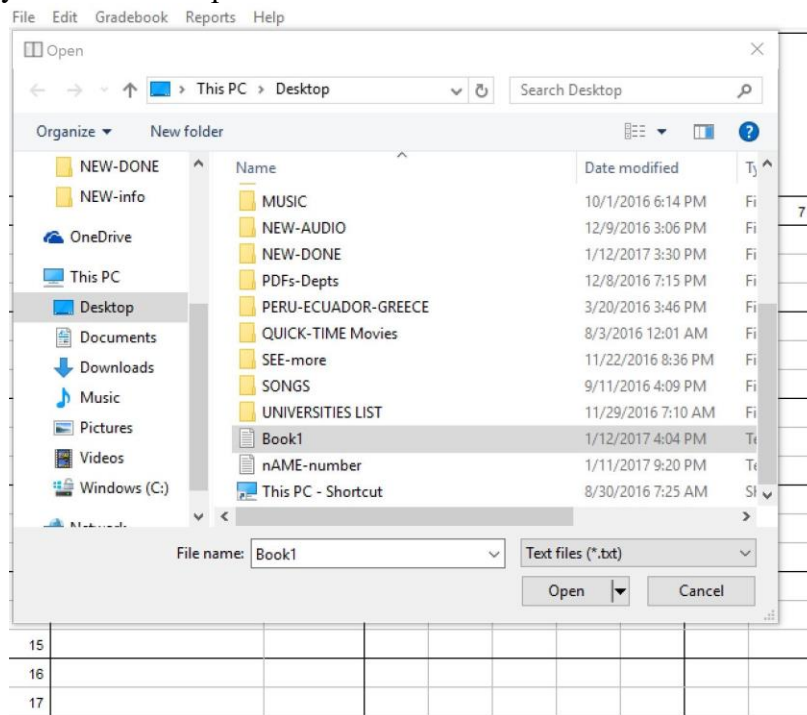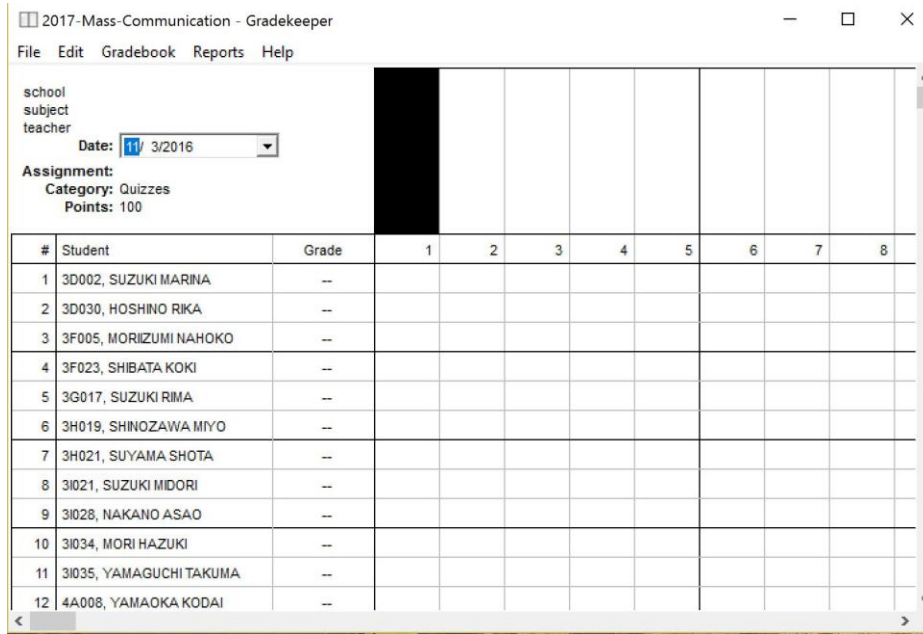
Fig. 15: Saving the File to a Desktop

27

Your students' names will be imported from the text file with commas between their numbers and names. The new Gradekeeper class will look as follows. You can add a school name, subject, teacher, or simply name the file for a class as in the following example.

Fig. 16: Newly Created Gradekeeper File

4) Now move your cursor to the **File** heading and **SAVE** the file with your students' names. You must always **SAVE** your work.

5) You create **Categories** for grades and their weighting by clicking on **Gradebook** in the Toolbar. In this way, you might record a number quizzes under the category **Quizzes** as shown below. You can determine how much your quizzes will count for your total grade, and you can even change this later, to increase the weighting of a hard assignment in terms of the percentage of a student's grade.

28

Fig. 17: Creating Assignments for Class

5) Remember to **SAVE** your file or you will lose these changes.

6) Now you go back to the gradebook and click on the upper box above the grades. To the left of the box, you will see **Assignment:** (Put in the name of the assignment, ie. **Participation** and it will appear in the vertical box as a name. The example looks odd because there is only 1 **participation** score for category, **participation.**) Go to the student name and move your cursor across to the number 1 below the **Participation** and add a score for each student for that assignment.

Fig. 18: Inputting Grades for Assignments

29

7) Hit the return key after each item. When you are finished, again return to File, then **SAVE**, then **EXIT** to leave the program.

8) **Under Reports** on the Toolbar, see **Seating Chart** to create class seating charts.

9) Under that same Toolbar, see options such as **Class Summary** and **Student Grades.** These options enable you to see the students' scores, both on individual assignments as well as their averaged grade for the course. You can print this form by going to **File.** Refer to it and enter your students grades into the AGU portal.

File   Edit   Gradebook   Reports   Help

school subject teacher February 6, 2017		11-3 Participation Participation 4 points	11-3 Communication Py... Communication Py... 10 points	11-3 Photo Project Photo Project 10 points	11-3 Homework Homework 2 points	11-3 Midterm Test Midterm Test 52 points	11-3 News Article Com... News Article Com... 10 points	11-3 NHK Visit NHK Visit 5 points	11-3 Final Test Final Test 70 points
#	Student	Grade	1	2	3	4	5	6	7	8
1	3A017, SAWAHIRA YUMI	90.5% A-	4	10	10	1	46	8	5	64
2	3B010, KANEDA ANJU	81.4% B-	4	10	8	2	43	8	4	51
3	3C004, YOSHIMURA MOTOHARU	78.1% C+	4	7	10	0	45	5	5	56
4	3C013, ONODERA NOZOMI	0.0% F	0	0	0	0	0	0	0	0
5	3C033, FANG SHUJIE	94.4% A	4	10	9	2	49	8	5	69
6	3D002, SUZUKI MARINA	76.6% C	3	10	9	0	46	8	5	40

Fig. 19: Completed Class Scores

V.(c) STUDENT PLAGIARISM

Student plagiarism is a problem in the English Department, elsewhere in the university, and everywhere in higher education. The new IE Core and Writing booklet contains a warning about plagiarism on the back of the table of contents. We are developing a database of past assignments in order to check these against current ones. In your first class with your students, please remind them of the penalties for plagiarism which are "*failing the first assignment*" (*no rewrites*) and upon the second instance, "failing the entire course." It's important that your students are made aware of this penalty in case you have to fail a student because of plagiarism. In addition, please demonstrate to your students how easy it is to catch student plagiarism through Google searches, and inappropriate word choice.

Equally important is that you provide students with alternatives to plagiarism and that you help them to better manage their time on their assignments, so that they do not try to do everything at the last moment, and in desperation, plagiarize from the Internet or from another student.

In terms of teacher administration and student time management, please get your students to choose their **1**st book by the third class in the semester, at the very latest.

When your students bring their books to class, have them write down their choices on a paper that you circulate. Please file the paper. Ask them to choose their **2nd** book and bring it class while you are collecting their first reports.

A student who is unable to produce the book that he or she is going to read, or suddenly switches books for the written report will be a red flag for plagiarism. As well, this "book check" will force students to start reading their books earlier, so there will be less temptation to cheat. Further activities in class such as requiring students to bring their books to class to read from them for ten or fifteen minutes, and then discuss what they have read will encourage students to work on their book report over several weeks, and prevent any last minute cheating.

VI. LANGUAGE LEARNING TASKS

Researchers in Second Language Acquisition have proposed that grammatical or functional language teaching syllabuses become more task-based. We have identified several key language learning tasks at each level of the IEP: (a)small group work, (b)writing a journal, (c)reading 2 novels, (d)analyzing the 2 novels, (e)reporting on them to a small group. These tasks involve small group work, so for maximum effectiveness at each of the three levels, teachers must ensure that students participate in all discussions in English. Again, research has shown the effectiveness of small group work.

But it must be managed in English with teacher supervision and student incentives in terms of extra marks, small fines, student learning contracts, and so on. Additional tasks are found at the IE II and IE III levels. Samples are printed in the IE Core and Writing student booklet.

Differences between the performances of IE I, II, III small group discussion groups are shown on the IEP DVD. Similar differences should be noted between the written summaries and evaluations at each of the three levels of the program.

COMMON IE I, II, III TASKS

Small Group Work
1. Use English to participate in pair and small group activities in speaking, listening, reading, writing.
2. Learn how to read and listen to authentic audio and video materials.

Participate in a Weekly Discussion
3. Read and summarize news events, using the APA Style, identify key vocabulary.
4. Lead a small group discussion on news stories and explain the vocabulary.
5. Participate in weekly news discussions.

Write a Journal
6. Maintain a weekly journal in a notebook, blog, or message board.
7. Communicate with (a) partner(s).
8. Describe feelings, explain ideas and narrate events to another person.

Read **2** Novels
9. Learn to read fluently.
10. Acquire new vocabulary.
11. Develop analytical skills through applying literary terms.

Report on the 2 Novels
12. Using the APA style, note the author, title, place of publication, publisher, and the year.
13. Describe the book using the literary terms: setting, point of view, conflict, climax, symbol, irony, theme.
14. Summarize the events.
15. Express an opinion about the book.
16. Draw upon your personal experiences to respond to the book
17. Give an oral report to classmates.

Fig 20: Common IE Tasks

IE III (Choose One)	
A. Presentation **Use a theme to develop a presentation based on a survey, or a fieldtrip.** 1. Brainstorm survey items. 2. Determine subjects. 3. Ask survey questions. 4. Collate the answers. 5. Negotiate duties of group members. 6. Prepare an outline and create graphs and charts.	**B. Making a PSA or Commercial** **Develop and film a PSA or commercial. Alternately, create a photo storyboard.** 1. List potential products and services. 2. Choose the product. 3. Plan the commercial using storyboards and a shooting script. 4. Depict different characters and create realistic dialogue. 5. Use persuasive language to promote products or services.

Fig 21: IE III Tasks

IE CORE I, II, III   DISCUSSION TASK

I. Discussion Leader Preparation for a Media Discussion
1. Finds an English news item from a newspaper either in print or online.
2. Notes the author, and publisher in the APA style format.
3. Does some note-taking on it: an analysis of it, noting *what*, *when*, *where*, *who*, *why*, and how.
4. Uses these notes to write the summary (Avoids copying from the original news article).
5. Writes a statement of opinion.
6. Records key vocabulary which is new to the student.
8. Prepares three discussion questions.

II. In Class Small Group Discussion
1. Introduces self; learn/ use the names of others.
2. Makes eye contact and use gestures to communicate.
3. Paraphrases the news story to your partners without reading your paper.
4. Solicits opinions and agree or disagree and give reasons.
5. Interrupts others politely.
6. Asks clarification, provide follow-up questions.
7. Summarizes his/her partners' points, noting these to describe them to the rest of the class.

Fig 22: IE Core Classes: Language Learning Tasks

* Forming student groups of 3 instead of 4 cuts the time needed for discussions and book reports. It also encourages greater student participation.

VII. KEEPING A JOURNAL

We require IE Core teachers to use written journals, taped journals, or blogs with their classes as the "free writing" component of the IE Core Section. Journals are for students to describe their feelings, experiences, and ideas. Research on emerging student writing indicates how useful his task can be in improving writing.

The chief objection instructors have toward journal writing is that it takes too much of their time to respond to students. Our solution to this problem is to ask you to use "secret friends" or penpals in your class. Rather than the teacher responding to each student, the students in a class exchange journals with one another. Over the term, pairs of students write to each other using "secret names." These secrets and the students' interest in guessing one another's identity adds excitement and even more immediacy to exchange of journals. The students reveal their identities to one other in the last class.

Of course, you must give your students a clear explanation of what you expect of them in journal writing and provide them with models. An early, effective way to do this is take in all their journals after the first week, responding to them all with comments and in the following class, sharing the best of these journals with the rest of the class, by showing the page on the OHC and reading aloud to your students, then commenting on what made the writing so good. Please keep the identities of the students "secret" however to avoid embarrassing any students.

If students are writing paper journals, then by term's end, each student should have written about 36 entries and about the same number of pages, roughly 18 in his/her journal, and another 18 in a partner's journal. Generally, we ask students to write the equivalent of 3 double-spaced pages each week.

Over the term, they should have written about 35 entries or pages over 13 weeks of the course. Half of these entries will be in their notebook and the other half in their partner's. Make it clear to students that, eventually, you will be reading the notebooks and their entries will Fig in their final marks.

In the *first class* with your students, you might introduce journal writing by giving them 10 minutes to write their first journal entries of the semester. This is a good opportunity to emphasize that the point of this activity is to improve their writing fluency and not to attain grammatical accuracy. Some students will have great difficulty concentrating on their writing for the whole ten minutes and in writing more than 50 words as well. You should write during this time, too. That you have a benchmark of what you can do and what you might reasonably expect from students writing for ten minutes.

SCOPE AND SEQUENCE
In the same class, you might show the class a simple word count formula where you count the words in the first 3 lines of a journal entry, and divide by 3 to get the average number of words per line. Multiplying this Fig by the number of lines in the journal entry, you will arrive at a word count far more quickly than by counting each word as students do. List student scores on the board as well as your own in order to emphasize this point. There probably will be a range from 40 to 240 words. Putting the scores on the board encourages students to concentrate more and to write faster.

The students should finish the other two journal entries at home during the following week. In the second week, you should collect all the journals to see how the students are doing, assign them an initial rank of High, Medium, or Low. Then, according to their interests and personalities, match "secret friends" together. In the next class, read a few of the "better" journal entries to let the class know your expectations. Then, assign the "secret friends."

You maintain the secrecy of the students' partners and increase student excitement by requiring everyone in your class to purchase the same style and colour of notebook. Preferably, this should be an inexpensive one such as the B-5 size (250cm x 18cm) *Campus* notebook available in the school bookstore for about 100 yen. You should bring a notebook to the first class to show the students exactly what to purchase.

Each student chooses a secret name. The student writes that secret name on the inside cover of his/her book. You should find out each student's secret name and record it on a journal checklist.

An easy way to manage the exchange of the journals and to keep their anonymity is a "mail bag." At the beginning of class, students put their journals into the bag. At some point in class, the teacher checks them off on the class checklist. Then the teacher passes the bag to a student in class who looks for his/her partner's journal in the bag. From that student, the mail bag circulates to the other students.

With this approach, you only read the students' journals once after the first week of classes. You do this to set your standards for the activity. As mentioned earlier, read aloud some of the better entries (carefully concealing the students' identities) in the second week, and show them on the OHC. Through the rest of the term, students will receive regular, detailed responses to their writing from their secret partners.

Typically, a number of students will hand in journals that are a few lines less than the 3 page double-spaced, or 1.5 page single-spaced requirement. It is very important that catch them on this very early. Point out to them that their entries are short and that they might have got a higher mark if they had been of the right length or longer.

Then collect all the journals again on the second-to-last class. This will allow you to return the journals to the students and enable them to read your comments.

35

They can also meet and talk with their secret partners before the end of the classes. Otherwise, if you leave the journals to be picked up after classes end, some students forget to pick them up.

When you take in the journals, you also provide a detailed written response on at least one page. You should describe what you liked reading. You might grade their work with three simple categories: unsatisfactory, satisfactory, outstanding (minus-check, check, check-plus signs).

VII.(a) EMAIL EXCHANGE

As an alternative to exchanging notebook journals, you may wish to set up an email exchange between students in your class, or with students in another class. This would be very effective in IE III where students will have already done journals in IE I and IE II. The parameters of the activity would be very similar to those for journals. Students would be required to make about three entries each week. They might use "pen names" to add interest to the activity.

To monitor initial student efforts, you could ask each student to send you a message. Alternately, you could require them to print out their first exchanged emails and collect these.

To assess their efforts, at the end of the term you should ask each student to either email you a copy of the correspondence, or to give you a print out of it. (Note: Earlier, in this assignment, you must remind students to archive their correspondence.)

VII.(b) ONLINE JOURNALS (BLOGGING)

These days, a number of IE teachers use a blog for their class journals. Blogs are online diaries in which the blogger can be anonymous or reveal his/her identity. Students can post 'comments' on each others' blogs after reading them. It is just as important with this approach to set clear expectations and to provide students with examples of desirable entries and 'comments.' Blogger.com (maintained by Google) is a very popular blog and has a straightforward interface.

This approach encourages greater computer literacy and a stronger identification of the class as a group. Blogs also provide a semi-permanent and public forum for writing. All of these aspects promote purposeful student communication through writing. Finally, blogging imparts an interesting twist on journal writing, especially for IE III Core students, many of whom may have used a paper journal in their IE I and IE II Core classes.

VIII. READING 2 NOVELS

Students read two books over the term to develop their fluency and their ability to analyze literature. Afterward, they will write an analysis of the use of literary terms in each book, a response to the novel, and a summary of the action.

36

SCOPE AND SEQUENCE

Additional activities might include each student maintaining a "reading journal" of commentaries that he\she makes on the chapters the student has read, writing a letter to the author, or keeping a vocabulary journal. In small groups, students might make oral presentations, debate issues that arise from a story, or dramatize a scene from a novel. Several students might do a group presentation or a panel discussion based on novels with a shared theme.

The English Department has purchased over 3,500 books for student self access. These are going to be placed in a special room at the Shibuya Library (1st F, turn right after entering the turnstile).

In the Spring semester, if you are teaching an IE Level I or II class, or if you are teaching a freshman IE III class, but your students have never had an IE course before, you should take them to the graded readers in the last part of the first class.

All of the books are designated as Stage I (Yellow) of about 100 pages, Stage II (Red) of between 100 - 200 pages, or Stage III of 200 pages or more (Blue) readers. Each book has a controlled vocabulary of 1,000 words or less, 1,000 to 2,000 words, and 2,000 words to about 3,500 words. Many of the Stage I and Stage II books are abridged versions of English classics such as *A Room With a View*, *Dr. Zhivago*, and *Middlemarch*. There are books associated with contemporary films or with thrillers such as *The Client*, *Rear Window*, *The Poseidon Adventure*, and *The Day of the Condor*.

There are also non-fiction accounts of famous persons such as *Gandhi*, *Malcolm X, Bruce Springsteen*, and *Marilyn Monroe.* But students should not choose these for their book reports as they are required to read and analyze novels in order to analyze literary terms. Students should be able to find something that suits their taste and level of ability.

Many students are unaware of their level of vocabulary, and hence find it difficult to select appropriate books. You should have them do a quick and easy vocabulary self-assessment at *http://www.er.uqam.ca/nobel/r21270/levels/.*

If you are teaching students who took an IE course previously, then you should get them to list the books they already have read in the IEP. This can better ensure that they are reading new books, as well as challenging themselves by reading books at higher Stages. In addition, the Book Report form in the student guide includes a blank for students to indicate the number of pages in their books.

VIII.(a) READING FLUENCY AND SSR

Japanese students are skilled at decoding individual words. However, in their English language classes, they rarely read for fluency or the main idea. Some students constantly refer to their dictionary while reading. The purpose of the Self Access component of the IEP is to emphasize fluent recreational reading. This is in addition to teaching the reading skills described earlier.

In the Spring semester when you have freshmen students, you can introduce reading fluency as well as encourage students to choose their first book early in the semester. You can do this by setting aside about 10 minutes of class time in the first few lessons of the program for *SSR (Sustained Silent Reading)*. In this strictly controlled activity, students read silently for the entire 10 minutes without using their dictionary or stumbling over unknown words. In fact, several teachers have maintained this reading period throughout the semester, modelling reading themselves for the 10-minute period. You might follow up on this SSR with a 5-minute pair share. Put a question on the blackboard before the reading, for example, "What would you do differently if you were the main character?" or "How is the setting of the story different than your time and place?"After the SSR, a pair of students share what they've read with each other by describing their answers to the question.

This ongoing reading period can be a very effective way to minimize plagiarism, too. Students will have to bring their books to class regularly. They will get into the habit of reading a little every week instead of trying to finish reading a book and reporting on it at the last moment.

IX. TEACHING LITERARY TERMS

There are two main reasons why we teach literary terms in the IE Core courses. First, we do this to provide students with the basis for understanding literary analysis and criticism, and the tools to develop their own analysis. Secondly, the terms are meant to be used as the students' response to the graded readers in our program. Rather than simply asking students to write comments about books, something that can be easily plagiarized from the internet, we ask them to analyze their reading.

Early in the history of the program, we conducted a two-term lesson study of how we teach the literary terms in IE Core. It consisted of classroom observations, the journals kept by three teachers, videotapes of other classrooms, and comments and contributions of other teachers in the program.

1. Defining the Literary Terms: To start, we provide students with a definition of each term in both English and Japanese. In the critical literature, there is some disagreement about symbols and irony, so although our definitions are simplified, we hope that you can work with them.

2. Pre-tests and Post-tests: We can all teach the literary terms more effectively by determining which terms are the most difficult for students to comprehend. This is particularly helpful for IE II and IE III Core teachers whose students have already been introduced to them in earlier IE Core courses. Our pre-tests and post-tests consist of Aesop's fables which were often already familiar to students in Japanese.

38

3. Introductory/Remedial Exercises: We have a series of activities for each level to teach point of view, irony, and theme in the student booklet so that there would be materials for each level of IE Core.

4. Overview of the Lessons: Generally speaking, teachers followed a practice of pre-testing the students, then introducing the literary terms to them. Following that, teachers would give them short stories to analyze, and first in small groups, then as a large class, students would check their notes.

5. Further Resources: We have identified a number of websites that teachers may wish to use to supplement their materials for teaching the literary terms.

Glossary of literary terms
http://www.uncp.edu/home/canada/work/allam/general/glossary.htm

Fables on line
http://www.2020site.org/aesop/story6.html
http://bartleby.com/17/1/3.html
http://www.umass.edu/aesop/content.php?n=16&i=2 or
http://us.penguingroup.com/static/packages/us/yreaders/aesop/index.html

Online Lesson Plans To Teach Literary Terms
Lesson plans available at: http://www.readwritethink.org/lessons/lesson_view.asp?id=833,
For an introduction to literary terms, see *2004 Colorado Summer Writing Institute* at:
http://www.ckcolorado.org/units/6th_grade/6_introductiontoliteraryterms.pdf

Selective useful sites and suggestions
Writing about theme: http://www.schoollink.org/csd/pages/engl/lesson5.html
Irony: use the Alanis Morissette song *Ironic*. The lyrics can be taken from the CD or from YouTube.com
Point of View: Use the film *Father of the Bride* and discuss from multiple points of view.
Symbols: Use real objects that have symbolic meanings such as a wedding ring or a flag and institutions that have symbols attached such as religion, the royal family, schools and certain professions.

Fig 23: Websites for Literary Terms

1) **Setting** *(背景 haikei)* is the time and location of a story or novel.

2) **Point of View** (*観点・視点 kannten/shiten*) is the perspective
   (*観点/視点 kannten/shiten*) of the narrator (*語り手 katarite*) telling the story.
   (a) First Person (*第一人称 daiichi ninshou*): sympathetic, unreliable, uses the pronoun "I"
   (b) Third Person (*第三人称 daisan ninshou*): Through the eyes of a character
           (c) Omniscient (三人称全知全能の神の視点 *Sanninsho zenchizennou no kami no shiten*) tells the story with insight into the minds and emotions of a number of characters.

3) **Conflict** (*対立 tairitsu*) a character is in conflict with him/herself or with another
   being/force.
        (a) Person vs. him/herself
        (b) Person vs. person
        (c) Person vs. society/nature/the supernatural
        (d) A group of people vs. another group/one person

4) **Climax** (*クライマックス kuraimakkusu*) The tension between the two sides in a
   conflict builds up to a climax when one side or the other wins the struggle.

1) **Symbol** (*象徴 shouchou)* is usually an object, but sometimes a person or event in the story
   which suggests another thing, a person, or an idea.

6) **Irony** is when something unexpected is presented to the reader, either
        (a) an unexpected event/outcome in a story that somehow is fitting;
    or (b) a use of words in an opposite way to their usual meaning (*皮肉 hiniku*).

7) **Theme** (*主題 shudai*) is a central or reoccurring idea in a story, its moral
   (道徳・倫理 *doutoku/rinri*) or a   lesson *(教訓 kyokun).*

Fig 24: Bilingual list of the Literary Terms (reprinted from the IE Core and Writing booklet)

IX.(a) REPORTING ON 2 BOOKS

Book report forms are included in the student guide book. The literary terms used to talk about books and analyze their structure are described there as well. In their written reports, students should note the bibliographic information about the book such as its author, title, publisher, and place and date of publication.

SCOPE AND SEQUENCE
You should emphasize literary analysis with your students and see that they avoid plagiarism by copying from the book jacket, or from Cliffs Notes which has plot summaries and character notes (*http://www.cliffsnotes.com/WileyCDA/Section/id-106146.html*) or other internet sites such as Spark Notes (http://www.sparknotes.com/lit/). These sites have all of the classics up on them, from *Tom Sawyer* to newer books like *The Color Purple*, and the latter site even includes notes on characters, themes, and symbols.

Early in the term, class time should be spent going over the literary terms **setting**, **point of view**, **conflict**, **climax**, **plot, symbol**, **irony**, and **theme**. A list of these terms and their definitions is included in the *IE Core and Writing Guide.*

This knowledge will help them if they elect to go into the English or American literature streams in the English Department. Using the terms when discussing books and writing about them also helps students to think about books analytically, in terms of their structure. There are many possible activities for introducing the terms. In your first class, you might introduce them (or review them for students who have taken an IE course before).

Second class, give the students a list of terms to study for a quiz the following week. You might give them a simple matching quiz (See the student *IE Core and Writing Guide*). In this same class, ask the students to analyze a very short story using the terms. Then discuss their results.

Setting could be introduced through showing students 1 or 2-minute video clips of such films as *City of Joy, Back to the Future,* or *Iron and Silk.* Afterward, ask the students to note details of the setting such as country, time period, and environment.

Point of view is a complex literary term. You might introduce it in a class by a jigsaw reading giving groups a short passage illustrating three literary points of view: **first person**, **third person**, and **omniscient**; and having them identify the respective points of view [See the *IE Core and Writing* student booklet]. Each group is given a different point of view to identify: groups 1 and 4 might have "first person," groups 2 and 5 might have "third person," and groups 3 and 6 might have omniscient. Then you make new groups made up of 1,2,3 and 4,5,6. Each student in the new group reads the story with its point of view and the other students try to guess it.

The next stage of this activity would involve some writing. Students in their new groups would work together to produce a first person, third person, or omniscient narrative using a film as the basis for their writing.
For IE III students, Unit 1, "Relationships" you might show the wedding scene in *Father of the Bride and ask* one group to write a first person narrative from the father's point of view, another from the bride's perspective. Possibly, for a large class with seven groups, you might include another first person point of view, that of the groom. Then you ask two groups to write third person narratives, and two groups to write omniscient narratives.

41

After they have finished writing, you ask them to return to their original groups. They read their new narratives and encourage the other students to guess the point of view.

A good way to familiarize students with the use of symbols is to bring in some objects to class. Then ask each student to choose one and to write a description. The description should be of how the object could be used as a literary symbol. Afterward, students in groups explain their symbols to each other. For example, a pen could represent an idea, or a message; a padlock, a secret. Another activity to introduce literary terms is to give students short summaries of popular films or famous stories and ask them to find the irony and themes. Samples are in the student guide book.

IX.(b) SIGNING UP FOR BOOK REPORTS

After reading a book, we ask each student to do an oral report on his/her book. This is to create more of a reading culture in the classroom as students talk about books that interested them. It is also a way of having their peers reinforce the fundamentals of literary analysis.

In the first class, you should circulate a sign-up list for book reports with dates set so that students can plan for these. A sign-up list like the one in Fig 14 created using Excel might also include space for self-assessment, so that by the third and fourth week of class, students will see that they should have read a certain amount. If you are incorporating some SSR in class, then immediately after the 10-minute session and pair share would be a good time for students to assess their progress in reading their books.

STUDENT NAME	Read 1st novel and In-class Reading Dates					Mid-term: May 26th: 1st book report due, oral report, and choose 2nd novel		Read 2nd novel				Hand-in 2nd book report			
	1	2	3	4	5	6	7	8	9	10	11	12	GRADES		
	TITLE OF 1ST NOVEL	Page No.	Page No.	Page No.	Page No.	Received	TITLE OF 2ND NOVEL	Page No.	Page No.	Page No.	Page No.	Received	Report 1	Report 2	Total
Mari Aoyama	David Copperfield (206)	1	16	56	203	Y	Pride and Prejudice (220)	10	46	126	187	Y	17	15	32

Fig 25: Book Report Sign-up

The paper could be circulated in class and provide you and your students with an assessment of their progress in reading their books. Columns 2, 3, 4, 5 could be used for students to record how many pages they have read. Again, this is an effective way to modify student reading behaviour. Encourage them to read steadily over class time, and of course in their own time in order to finish their book within a few weeks.

IX. (c) BOOK REPORT FORMS

In the past we had a problem with students plagiarizing book reports from the internet as so many book reviews can be found there. So, we developed very specific questions for students. The idea is that in your class you ask each student to do a different pair of them.

These questions are found are in the student booklet and reprinted as follows:

IX.(h)   BOOK REPORT FORM

BOOK REPORT   NAME _____

1) APA CITATION
Author (family name, given name)
Book Title:
City of Publication:
Publisher: **Date:**   **Number of Pages:**

2) RESPONDING TO THE PLOT: (2 paragraphs: Answer one of these questions)
a) If you were a character in the story, what would you have done differently?
b) If you were the author, what would you change in the book?
c) Was there a character especially inspiring, depressing or even frightening? Explain why.
d) Choose a quotation from a character in the book, include the page number, and
     describe the situation in which the character makes the remark. Explain why you chose it.
e) Which incidents in the novel did you find wonderful, surprising, comical, or even shocking?
f)   Were there any parts of the plot that you found too predictable or unbelievable? Why?
g)   How did what you expect to happen in the book compare with what actually happened?

3) ANALYZING 7 LITERARY TERMS: (Describe each term except plot in 2-3 sentences)

4) REFLECTING ON THE STORY: (2 Paragraphs: Answer one of these questions)
a) How does the character's life compare to your own?
b) How does the environment in the story compare to that in your own country?
c) If the book has been made into a film, how would you compare the film with the book?
d) If you have read another of the author's books, how does this one compare?
e) How does this book compare to books with a similar theme?
f) Try to find out something about the author's life. What do you think might have inspired him
     or her to write the book?
g) Do you agree or disagree with the author's view of people and life? Support your opinion.
h) What is something you learned from the story?
i)   Have you changed your ideas about anything after reading this book?

Table 26: Book Report Form

IE III Literary Terms on the Book Report with Quotations

A number of teachers have suggested that we ask our third year students to provide a quotation from the story and page reference as a proof or example of each of the seven literary terms. There are several reasons for doing this.

One is that using a quotation in IE Core class will help support the writing that we are asking students to do in IE III Writing where they must use quotations.

Secondly, it provides an added complexity for IE III versus IE I and II and differentiates between the requirements of these courses

The Spring of 2013, we are asking IE III teachers to try this with their students. We will call the IE III teachers together at the end of the term and evaluate this additional task for IE III students.

X. LEADING A DISCUSSION

Teaching discussion skills begins in IE I Core. These same skills will be used in IE II and in IE III but you should expect the students to read and summarize and comment upon longer, more difficult articles, and to write at greater length than in IE I Core.

You also need to teach students the fundamentals of leading an effective group discussion. These include using names when addressing other group members, incorporating appropriate turn-taking language and questioning, including follow-up questions, and integrating such non-verbal communication into the discussion as making eye contact while speaking, and using gestures. In addition, students need to acquire certain idiomatic phrases to solicit opinions, to take turns while speaking, to agree and disagree with one another, to ask for clarification and to make additional points.

At all three levels, students are to summarize news and use a proper APA citation for their summaries. These summaries then become the focus for the discussions in class. The summary writing is very important because it will accustom students to using the APA style, which they will be using later in their studies, particularly in Academic Writing. The summary writing is also a good opportunity to teach the students how to avoid plagiarism. The students may submit Japanese articles; however, if they are writing about an English newspaper article, then they must attach the original newspaper to their summaries. A quick scan of an article after reading the summary will indicate to you any portions that have been plagiarized.

X.(a) INTRODUCING THE TASK

In the first class, give the students a short high-interest newspaper article with a captioned photograph, (the photograph and the caption are features that make it easier to comprehend). The students read it individually, find the key information, and compare this information with a partner. Individually, students prepare written summaries of about 10 sentences, and compare these in a small group, choosing the best one.

45

These are shared with the class and evaluated by the teacher. In groups, students discuss their opinions and generate questions. This is the outline of the small group task.

After students understand the task, you should ask each student to sign up as a discussion leader for three times over the term. Use this list, circulated in class, as both a student contract, and as a basis for rotating the group leaders.

One important difference between the newspaper discussion in the first class and in subsequent classes is that each discussion group leader will circulate to three or four different groups. This is an essential part of the task. The repetitions make it easier for the discussion leaders to describe their articles without reading from notes.

One final aspect of the task is that the discussion group leader should be recording some new vocabulary from the article and teaching it to his/her group. The leaders should be encouraged to choose about 10 key vocabulary words. These should be recorded on the paper handed in to the teacher and also maintained in a vocabulary journal, to be assessed at the end of the course.

For the newspaper discussion, students are supposed to use English newspapers and to summarize them. But they may also paraphrase a Japanese news source and translate and summarize it. You should insist that students attach a photocopy of the original article, or a print-out of online news with their summary. In this way, you can evaluate whether or not they plagiarized any part of it. Gradually, we hope to improve student awareness of the proper use of references and their ability to effectively summarize primary sources, a skill that they will use in IE Writing II, III, and Academic Writing.

X.(b) TEACHER AS CHEER LEADER

In preparing students to participate in a discussion and to serve as discussion group leaders, there are a number of steps to take. You must pre-teach the turn-taking and questioning language, and you need to show the students the sample discussions on DVD, and to get them to rate the discussion leaders that they see, so that they can internalize the performance standards.

During the discussion activity, you should circulate among the discussion groups correcting their language use. While encouraging students to speak, you should also correct their language use through recasts in which you correct the word or phrase and say it to them correctly, use prompts in which you draw their attention to a mistake and they try to correct it, or in which you make explicit corrections of their grammar. You might comment on some of the things they say, modeling the kind of contributions you would like other students in the discussion group to make, and also showing that you can understand their points well enough to discuss them.

Fig 27: Stills from the IE Core Discussion DVD

IX.(c) INTERRUPTING, CLARIFYING

Numerous classroom activities can be undertaken. An example of one of them is a game to practice interrupting and asking for clarification:

1. The teacher or a student volunteer starts talking on any subject.

2. Anyone in the class can interrupt and disagree with the speaker or ask for clarification if they use the right expressions.

3. The speaker quickly answers the person who interrupted or provides clarification and resumes talking about the subject.

4. Everyone else keeps trying to interrupt or ask for clarification as often as possible and in as many ways as possible to sidetrack the speaker.

X.(d) GIVING A REASON

Another is to practice adding reasons:

1. Get a small group of students to write down the names of different jobs on pieces of paper and then fold over their papers so they remain unseen.

2. A group member draws a paper and reads it as if it were about the student sitting on the right: "I think you would be a great singer because..."

3. The first group member passes the paper to the left and that person adds a different reason: "Furthermore..."

4. Humorous or arbitrary reasons are acceptable, too.

47

5. When the paper has gone around, a new group member draws a second paper.

ASKING OPINIONS	AGREEING	DISAGREEING
What do you think? What's your opinion? What's your idea? What do you have to say? How do you feel about it? Could you tell me...? I'd like to ask... I'd like to know... I'm interested in...	I agree. I have the same opinion. I feel the same way. Yes, this is what I think. Likewise for me. Certainly, that's true. Me too. Likewise.	I disagree. I can't believe that. I have a different opinion. I have another idea. I feel differently. I don't think so. I can't agree.

Fig 28: Turn-taking Language Part 1

Once in groups, students brainstorm topics and determine the order in which each group member will serve as a discussion leader. The discussion leader is responsible for making some points about the subject of the discussion, asking other group members questions, and promoting discussion.

INTERRUPTING	CLARIFICATION	GIVING REASONS
Excuse me for interrupting, but... May I say something? Pardon me. Sorry, but... Wait a minute! I might add here... I'd like to say something…	Would you mind repeating that? I didn't catch the last part. Sorry, I don't follow you. What was that? I didn't get that.	The main reason is... Because... Seeing as how... This is the reason why... That's why... Furthermore... And another thing...

Fig 29: Turn-taking Language Part 2

X.(e) ROUND ROBIN

In this exercise, a topic goes around the circle or small group and students either agree or disagree and offer a reason. Their reasons can be outrageous ones.

1. The world is really flat.
2. Santa Claus is a real person.
3. In fact, there is a rabbit making *mochi* on the moon.
4. The number four is unlucky.
5. All married men should stay at home and become homemakers.
6. Your entire life has been a dream.

Fig 30: List of Outrageous Propositions

X.(f) THE SMALL GROUP DISCUSSION TASK

Introduce the weekly task of the small group discussion task in the first class of the semester (See Introducing the Task, IXa). Begin with (1) an explanation of the task parts, (2) showing your students the DVD samples of student discussions, (3) rating and discussing the samples with students, (4) doing a sample newspaper discussion in class.

Parts of the Discussion Task

1. Students find articles in the library from English newspapers like *The Japan Times*, or magazines such as *Time* or *Newsweek*, or use online sources which particularly in IE I, OE I, II, and CE classes offer even the potential for multi-media.

2. Students submit a photocopy or print-out (for online newspapers) with their summary.

3. Teach them how to note their source of information as completely as possible (writer, title of the article, name of the newspaper or magazine, and date) according to the APA Style as in these examples:

   a) articles in a magazine or newspaper:
      Right, Peter. (Sept. 2004). Portents for future learning." *Time* 51: 42.

   b) programs on radio or TV:
      Native americans. (1 Mar 2003). Narr. Hugh Morning. Writ. and prod. Archie Crag.
      NBC News Special. KNBC, Los Angeles.

   c) article from an online newspaper:
      Divine, Lisa. (2012). Surfing at enoshima." *Big Wave Magazine*. 28 August 2016. Retrieved
      from. <http://www.Bigwavemagazine.com/2001/gettingthe big one/surfing>.
      (*More examples of the APA Style are in the IE Core and Writing, student guide.)

4. In point form, have students indicate *who*, *what*, *where*, *when*, *why*, *how*.

5. They should also record difficult vocabulary on the paper and later explain the words to the students in their groups. These words should also be recorded in a personal vocabulary book.

6. Each student should express an opinion ("I thought that..." or "I felt that..."). Particularly at the advanced levels, IE II, and IE III, these opinions should be at least a paragraph of about 10 sentences.

7. Next, the students should prepare three questions for their group discussion.

Fig 31: Parts of the Discussion Task

From the 2nd week, you should have your students practice turn-taking phrases in groups of three and four. When the class starts, you should have your students form into their groups and discuss their topics. Afterward, the discussion leader of each group briefly summarizes the topic and the opinions of his/her group for the class, taking about 5 minutes.

Fig 32: Still Photos on Turn-taking Language from the IE Core DVD

50

Discussion Teaching Activities

1. As a class, students form a circle and play "wink murder."

2. Students learn how to use gestures by saying a word and doing the gesture.

3. Using a check sheet, students count how many times they use a particular speech act.

4. While engaged in small group discussion, students are rewarded with a counter or poker chip each time they take a turn. The winner has the most chips at the end.

5. To sensitize themselves to eye contact, students participating in a discussion draw slips of paper identifying them as high or low eye contact. Afterward, students have to guess who drew which slip.

6. In a similarly-designed activity, students find themselves designated as a high or low user of gestures, or a non-user. Also, a designated student could count the number of times that the discussion leader makes eye contact, or uses gestures, or follow-up questions.

7. Another activity might be for students to prepare record the discussion and then transcribe it at home. By reading and making comments, students will focus on the grammatical forms.

8. As they improve their abilities in subsequent classes, ask students in the discussion groups to take turns shadowing the discussion leader. The leader speaks for a few minutes, then a student has to paraphrase what he or she just said.

9. Another useful variation is to have the discussion group leader paraphrase his or her partners' responses to the questions. After the discussion, the leader summarizes these in front of the class.

Fig 34: Discussion Teaching Activities

Fig 35: A follow-up question from the Group Leader

The instructor should comment on the groups' discussions by pointing out whether they dealt with debatable topics, focused on only one point, involved a significant issue, etc. Each student evaluates his/her own performance using a self-evaluation form (See *IE Core and Writing* student guide). The teacher collects the self-evaluation forms, comments on them, and returns them in the next class.

Teaching discussion skills should be an ongoing activity in class. Each week, you should focus on a different aspect of it. The preceding table shows different game-like activities that emphasize effective discussion behaviours such as eye contact, participation, and the use of gestures. It also includes extensions to the task to increase its complexity once students become accustomed to participating in small group discussions.

X.(g) ONLINE RESOURCES
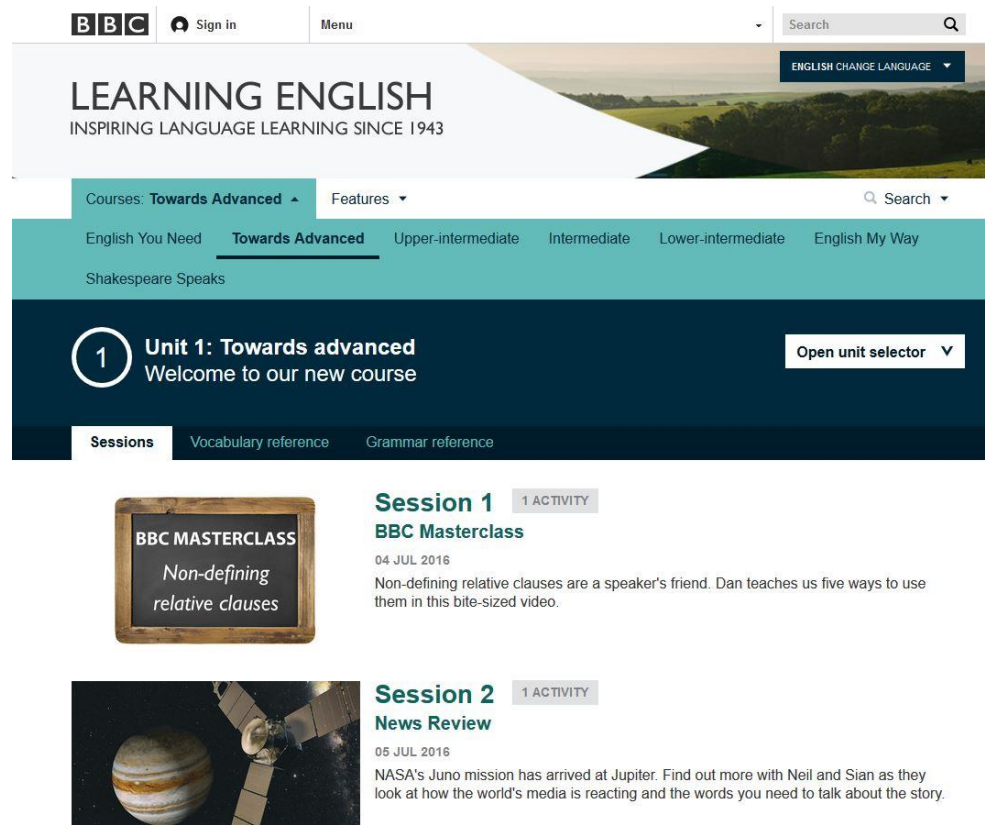
As we all become more accustomed to browsing the internet for our news and using podcasts in class, we will be asking our students to access an increasing number of news websites. The following websites are unique in that they offer news that can be read online, but also have a multi-media component so that students can hear the same news article read to them, and in some cases, watch a video as well, making the task an even richer one. This makes them especially suitable for IE I classes, Oral English I and II, or Communicative English classes in Night School.

(1) BBC Learning English

SCOPE AND SEQUENCE

This site includes video files, questions, a vocabulary list, and pronunciation practice. You can hear the story being read and also watch video content on it as well. The website has different levels of ability as well.

http://www.bbc.co.uk/learningenglish/english/course/towards-advanced

Fig 36: Screenshot of *BBC Learning English*

(2) NHK
NHK offers a section on their website (https://www3.nhk.or.jp/nhkworld/*)*
which provides students with a short video and text. In this case, students could watch the video, read the script, and copy the script and hand this in with their newspaper discussion materials. The news is up to date, and on video, making it very high interest, and yet has a written text.

Fig 37: Screenshot of *NHK World*, English website

(3) *The New York Times*
This online version offers current news and links for the back story and sometimes, transcripts of podcasts. Like other newspaper sites, the web version of the news story has been simplified: https://www.nytimes.com/

Fig 38: Screenshot of *The New York Times* website

(4) The Voice of America: Special English
The Voice of America provides news articles on the World, Technology, Science & Health, U.S. Politics, and the South China Sea. Students can also listen to news broadcasts on the site. http://learningenglish.voanews.com/

55

Fig 39: Special English Archive VOA News

(5) Other Newspaper Resources

There are many online versions of well known newspapers, which can be accessed through *Online Newspapers Dot Com at* (*http://www. onlinenewspapers.com*). As well, Loren Bundt has compiled a list of major English newspapers from around the world. You might challenge a student who has lived in another country or wishes to visit it, to find an article on from one of the following newspapers in Asia. Here is a link to a map of the map of the world:

http://www.mapsofworld.com/world-political-map-2000px.jpg

Argentina	Buenos Aires	http://www. BuenosAiresHerald.com/
Australia	The Sydney Morning Herald	http://www.smh.com.au/
Bangladesh	The Daily Star	http://www.thedailystar.net/
Bhutan	Kuensel Online	http://www.kuenselonline.com/
Canada	Globe & Mail	http://www.theglobeandmail.com/
Canada	National Post	http://www.nationalpost.com/index.html
China	China Daily	http://www.chinadaily.com.cn/
Germany	Der Spiegel ("The Mirror")	http://www.spiegel.de/international/
Indonesia	The Jakarta Post	http://www.thejakartapost.com/
Ireland	The Irish Times	http://www.irishtimes.com/
Israel	Jerusalem Post	http://www.jpost.com
Laos	Vientiane Times	http://www.vientianetimes.org.la/
Malaysia	New Straits Times	http://www.nst.com.my/
Malaysia	The Star Online	http://www.thestar.com.my/
Mexico	The News	http:/www.thenews.com.mx

Mongolia	The UB Post	http://ubpost.mongolnews.mn/
Myanmar	Eleven Myanmar	http://elevenmyanmar.com/
New Zealand	New Zealand Herald	http://www.nzherald.co.nz/
Papua New Guinea	Papua New Guinea	http://www.thenational.com.pg/
Russia	The Moscow Times	http://www.themoscowtimes.com/news/
Russia	TASS	http://tass.ru/en
Papua New Guinea	Post-Courier	http://www.postcourier.com.pg/
Philippines	The Manila Times	http://www.manilatimes.net/
Singapore	The Straits Times	http://www.straitstimes.com/global
South Africa	Mail & Guardian	http://www.mg.co.za/
South Korea	Korea Joongang Daily	http://koreajoongangdaily.joins.com/
South Korea	Korea Post	http://www.koreapost.com/
South Korea	The Korea Times	http://www.koreatimes.co.kr/
Sri Lanka	Daily News	http://www.dailynews.lk/
Taiwan	The China Post	http://www.chinapost.com.tw/
Taiwan	Taipei Times	http://www.taipeitimes.com/
Thailand	Bangkok Post	http://www.bangkokpost.com/
Thailand	The Nation	http://www.nationmultimedia.com/
U.K.	The Guardian	http://www.guardian.co.uk/
U.S.	The Washington Post	http://www.washingtonpost.com/
Vietnam	Vietnam Plus	http://en.vietnamplus.vn

Fig. 40: Some English Language Newspapers Around the World

X.(h) WRITTEN SUMMARIES

The student discussion leader is also required to do a written summary of the book report. This is shown in extensive detail with a student example in the Students IE Core and Writing guide book. This part of the task was also described earlier. If you are teaching freshmen in an IE Core I or II, then you should set aside class time in the very first class to take students through a complete analysis of an article, including making a summary, and developing questions for partners in a small group discussion.

X.(i) DISCUSSION SHEET SIGN-UP

It is very important to schedule the discussions well in advance. This can be done by circulating a sign-up sheet among the students in your class. However, you must limit the number of people who are allowed to sign up for a particular date.

57

Otherwise, none of the students will want to sign up for the first discussion. A good sign-up sheet can be produced using Excel as in the example that follows, Fig 41.

	A	B	C	D	E	F	G	H
					Discussion Group Leader Sign-up Sheet			
	Week No.	**Date**				**Name**		
	2							
	3							
	4							
	5							
	6							
	7							
	8							
	9							
	10							
	11							
	12							
	13							
		Sign your name on 3 different days throughout the semester. Sign your name once in each coloured block. On these days you will be the group leader and will lead a discussion on the news item you have researched at home. Make a note in your diary of these dates, do NOT forget your dates.						

Fig 41: Discussion Leader Sign-up

X.(i) DISCUSSIONS AT THE CHATROOM

The Aoyama Gakuin Chat room is a place where students can practice speaking English with young people from around the world on Mondays to Fridays, 11AM – 5PM. We are asking you to offer students who attend three Chat Room sessions in the Spring and Fall terms, a 1% bonus to the participation part of their grades in IE Core I, II, III, and Oral English 1 and 2. Students who have missed classes for legitimate reasons (illnesses, attending a funeral, etc.) can use Chat Room sessions to make-up class time.

Students in the Spring term will need an introduction to the Chat Room. Please get a PC laptop (Sign out one from the teachers' rooms), connect to Wifi and the Internet and show the following video on YouTube.com (or search for Aoyama Gakuin University Chat Room):

https://www.youtube.com/watch?v=0YkFBMy26M0

SCOPE AND SEQUENCE
(The following directions are in the IE Core and Writing student booklet, pp.13-16). To join a 40-minute session, students need to make a reservation on the student portal. Please explain this encourage your students to avoid trying to reserve at lunch time. The Chatroom is often full.

Fig. 42: Chatroom from the Student Portal

They need to find the link on the student portal website and make a reservation to join a chat.

Fig. 43: Chatroom reservation

After attending a Chat Room session, students get a stamped card showing their participation. Collect these for the 1% bonus for their grade.

59

2016 **Chat Room Record Sheet**
チャットルーム利用証明書

学生番号	
学年組番号	

Name	

利用日を記入し、セッション番号に○をしてください（1マスにつき1セッ
Fill in the date and circle the session number you attended (one sessi

Date	Date	Date
Session　1・2・3・4・5	Session　1・2・3・4・5	Session　1・2・3・4・5
Chat Room Stamp	Chat Room Stamp	Chat Room Stamp

Fig. 44: Chatroom Parties

The Chatroom also has several special events each years, including a Halloween party and a Christmas party.

Fig. 45: Parties at the Chat Room

XI. VOCABULARY

The Oxford Dictionary contains some 350,000 words, of which a minimum of 5,000 words are needed for independent learning. On average, a five-year old in L1 knows between 4,000 to 5,000 word families or "head words," and a university graduate, about 25,000 words. Unfortunately, many words taught to Japanese high school students (while suitable for writing entrance exams) are not often high frequency words. Therefore, vocabulary instruction at university should focus on teaching high frequency academic vocabulary words that will be of most use to students.

Averil Coxhead developed and evaluated *The Academic Word List* (AWL) of 570 words for her MA thesis at the University of Wellington, New Zealand. This list, a very useful resource for English for Academic Purposes teachers and learners, contains 570 word families which were selected from a corpus of 3.5 million words from a database or corpus of over 400 academic texts (journal articles, www articles and university textbooks) covering 28 different subjects in commerce, law, science, and the arts. A word that was found frequently in law texts, but rarely in science texts, for example, was not included.

The words are divided into 10 sublists according to their frequency with words in sublist 1# such as "area," "frequency," and "define" appearing more often than words in sublist 10# such as "adjacent," and "forthcoming."

The words account for some 10% of academic English, but only 1.4% of the language found in novels. The list does not include words that are in the most frequent 2000 words of English (ie. the top five words, "the, be, of, and, a") because the AWL was designed to help students for tertiary level study. For detail on the development and evaluation of the AWL, see Coxhead, Averil (2000) A New Academic Word List. TESOL Quarterly, 34(2): 213-238.

It is important to find out how words that your students know. At minimum, they need a foundation, a solid working knowledge of the first 200 word families.

There are numerous websites offering the Academic Word List for English and several also have suggestions for exercises. These include one developed by the University of Nottingham. (*http://www.nottingham.ac.uk/%7Ealzsh3/acvocab/teaching.htm*).

Vocabulary Check

Students can check their vocabulary levels for TOEIC, Business English, and EIKEN at…**http://www.wordengine.jp/vcheck.**

Another vocabulary level check is at...
http://www.er.uqam.ca/nobel/r21270/levels/.

XI.(a) 5 PRINCIPLES TO TEACH VOCABULARY

To start with, select the vocabulary for instruction (consult the Academic Word List and your texts). Preview the text with your students, highlighting the words *in their contexts* on a visual aid such as the OHC. Circulate a list of these words to your students (a sentence context will make them much easier to recall; *collocations* are words that are used together such as "strong coffee") and regularly review them, and quiz the students on them.

Please refer to the 2012 *New Approaches in Teaching Reading DVD* by Joseph Dias, Todd Rucynski, and Gregory Strong for explanations, demonstrations, and references to teaching vocabulary and other reading skills.

Here are five general principles for teaching new vocabulary words to students. It is important to teach them how to use these principles themselves. Also, when using these principles in class, identify them to students.

(1) <u>Frequency of Use</u>
Learners need to spend time both directly reviewing the words and also using them in creating sentences, and in spoken use with others. *Use these words in classroom activities and assignments (recycle them in a variety of tasks). Put the words on the board and check off each word when you use it in class. Try to expose the students to the word seven or eight times over the semester.*

(2) <u>Repetition</u>
Learners need to see the new vocabulary in a variety of contexts. The repetitions need to be spaced over time.

(3) <u>Spaced Retrieval</u>
Many repetitions of a word are necessary when students first encounter it. Otherwise, they will not remember it. One of the easiest ways and most time-efficient ways of doing this is making flashcards or getting students to make flashcards as part of their preparation for a newspaper article discussion. You might collect the cards that they make and keep all the student cards together and then review them briefly at the beginning of class.

(4) <u>Avoid Interference</u>
If two words are similar in sound or appearance with each other, avoid teaching them at the same time. Counsel students to avoid learning words from alphabetical lists. Only teach one word of a word family; teach *migrate*, do not teach *immigrate*, and *emigrate* at the same time.

(5) <u>The Generative Principle</u>
Transfer vocabulary words across several different tasks. Have students use words that they have read in writing their journals, their book reports, or in an IE Writing assignment. Try to use these words in directions to your students so that they hear the words from you. The more generatively a vocabulary item is used (ie. *noticing it*, *receptive retrieval*, *productive retrieval*, *receptive generative use*, *productive generative use*), the greater the chance of learning it. ***Guide students in collecting words and owning them (vocabulary notebooks, flashcards, personal wordlists, blogs, etc.).***

XI.(b) VOCABULARY FROM DISCUSSIONS

Introducing vocabulary is an important part of the small group discussion task. One approach to using it with the newspaper discussion is to have each student leader make his/her own flashcard set and a vocabulary quiz for the articles that they present to their discussion groups.

Students decide which words they think are the most important ones that their classmates should remember, for example, five to seven words per article. They then prepare flashcards (of a standard size and appearance so that you can keep them and show them in subsequent classes).

Afterward, the discussion leader prepares an oral or written quiz based on multiple choice, synonym, antonym, or matching and has their group do it. Emphasize to students that their vocabulary words should be common, more frequently used ones than long and obscure ones. You might even suggest that they look for the words on the academic word list mentioned earlier.

The second technique, sometimes called "word web" or "vocabulary brainstorming," is a whole-group activity led by the teacher and noted on the OHC or chalkboard. The teacher elicits words from the students and draws a mind map of related terms.

These may or may not have appeared in the article. For example, the word "election" can be associated with "elect, vote, voter, candidate, dark horse, front runner, ballot, political party" and other terms. These words can be used to make original sentences, to stimulate conversation on the topic, and even quiz material.

One vocabulary game to review vocabulary words in class is the "stand-up-sit down" one. The teacher calls on a student and asks them to think of sentence using the word. If the student gets the sentence right, they can sit down and rest. Otherwise, they must remain standing.

A second vocabulary game is to divide students into teams. Each team makes a list of six or more words from the vocabulary being studied in the class. Each team challenges another team to define the words and use them in a grammatically correct sentence. The team that gets the most right progresses through the competition until there is a final winner. By one teacher's account, students in his class stayed up late studying so that could win!

Useful Expressions For Teaching Vocabulary	
Do you know the word _____? Do you know what _____ means? Have you ever heard of the word _____? Are you familiar with the word_____? The first word in my vocabulary list is _____. The second / next third / fourth / last _____ is a noun. It is a person who _____. --thing which --place where	_____ is a verb that means to _____. _____ is an adjective/ adverb that describes _____. It's how you feel when _____. _____ is like _____(, but it means _____.) --similar to --a synonym of _____ is the opposite of _____. --an antonym For example, _____.

Fig 46: Useful Expressions for Teaching Vocabulary

XI.(c) VOCABULARY NOTEBOOKS

Students should also maintain lists of words in a vocabulary notebook that they keep for the class. These words could be assessed through a vocabulary test at the end of the term, or by the teacher taking in the books and assessing them as a type of portfolio assignment.

Fig 47: Sample Vocabulary Notebook

Fig 47 shows the type of information that would be included in a vocabulary notebook. This form was made using an Excel spreadsheet. This type of student assignment should be assessed frequently. When it is first introduced to the class, you should show past examples of student notebooks to explain what you expect. After the first week, it would be a very good idea to collect all the notebooks and to grade them and later to display some of the better ones.

XI.(d) VOCABULARY ACTIVITIES

16 VOCABULARY BUILDING ACTIVITIES

1. **Brainstorming and Mapping**
   Assist students in listing related words.

2. **Classification**
   Students classify words into logical categories (air pollution, water pollution, etc.), or

65

structural categories (nouns, verbs, adjectives)

3. **Comparison**
   Prepare a list of synonyms that students know and ask them to find corresponding words in the text that carry the same meaning. Alternately, the students could look for contrasting words and meanings.

4. **Context**
   Get the students to look for context clues that use description, explanation, contrast, or cause-effect to explain the meaning of words.

5. **Definition**
   Underline the words you think students should know and they look them up in a dictionary.

6. **Feeling**
   Get the students to infer the meanings of the words from the mood of the reading, write own their definitions of the words and share them with their peers.

7. **Matching**
   Give students a list of words and their definitions in a random order and they match them up.

8. **Modified Cloze**
   Students find the missing words in a section of the text where you have cloze key vocabulary.

9. **Realia**
   Use the actual object or a board diagram to explain a word.

10. **Synonym**
    Look for synonyms the writer uses to convey the same meaning.

11. **Roots and Affixes**
    Students identify root words and their affixes (prefix or suffix) in the text. Discuss their meanings (educate; educa<u>tion</u>; educ<u>able</u>).

12. **Modified Cloze**
    Students find the missing words in a section of the text where you have deleted key technical or conceptual words.

13. **Vocabulary Mime**
    Choose different vocabulary words from the text and put them into a box. Have students (or one student from each group) come to the front of the class to pick one up.

The students at the front mime them for the rest of class or their group.

14. **Retelling**
   Summarize a passage using key vocabulary.

15. **Roots and Affixes**
   Students identify root words and their affixes (prefix or suffix) in the text. Discuss their meanings (educate; education, educable).

16. **Skimming and Peer Tutorial**
   Students skim the passage to find unfamiliar words, then ask another student for their help.

Fig 48: Vocabulary Activities

XI.(e) VOCABULARY LISTS

One vocabulary list that we are trying to promote in the IEP are the words that students encounter in their readings in *Interactions 2* and in *Interchange 2* (4th ed.) These words can be found at the end of this booklet. The words also are printed in the students' booklets at the end of the Core section of the IE Core and Writing booklet.

XII. NEWSPAPER MINDMAPS

You may need to introduce students to the practice of mindmapping to assist them with writing their newspaper summaries. This is particularly true for Spring semester IE I, IE II classes. The activity begins with the use of short newspaper articles. Then ask students in small groups to read an article quickly. Everyone in a group has the same article. Tell them to skim the article for general ideas and mention that they will find out what they don't know afterward by asking questions of the other members of their group. After a short period of time, ask the students to turn over their papers and tell each other what they can remember.
In their groups, students write down the key words and phrases about the article that came out in their discussion. Then they transfer the information to a "mindmap" of the article, placing the topic in the centre and connecting the main ideas.

The main ideas should have supporting details by them. After each group has finished a mindmap, the group members copy it, the teacher collects it, and then each group member joins a new group to explain the mindmap and the article.

Explanations should be detailed enough, so that their partners can accurately summarize what they have heard. Then the students can offer opinions about the articles. Time permitting, students who have heard about the articles but not read them, can confirm what they understood.

You might also have students create role plays based on events from their articles and invent what will happen next. Students can write a summary of the news article, too.

XIII. ASSESSING DISCUSSIONS

Early in the class, you must show students the sample DVD and ask them to watch and rate the discussion groups. First, show the explanation of the discussion leader's task, then depending on whether or not the class is an IE Core I, II, or III, show the part of the DVD that needs to be rated.

	Explaining	Questioning	Non-verbally Communicating
3	a) Described the main points of the article without reading b) Explained vocabulary when needed, using only English c) Paraphrased partners' comments accurately	1) Asked partners questions, used their names, and encouraged their participation. b) Used follow-up questions and rephrased them as necessary. c) Employed questioning to direct the discussion and to clarify points.	a) Frequent, natural eye contact. b) Appropriate, helpful gestures. c) Good posture and sensitivity to the body language of other group members.
2	Any combination of 2 descriptors from a, b, c.	Any combination of 2 descriptors from a, b, c.	Any combination of 2 descriptors from a, b, c.
1	1 descriptor from a, b, or c.	1 descriptor from a, b, or c.	1 descriptor from a, b, or c.
0	Read the article aloud.	Read the questions aloud.	No eye contact or gestures.

Fig 49: Assessment Scale for Discussion Leaders

The students should then check each group on the following scale which classifies the discussion leader's efforts in terms of an explanation, questioning, and non-verbal communication. After the students have made their choices, please let them know your score for the groups. (A copy of the checklist may be found in the IE Core and Writing guide.)

XIII.(a) STUDENT SELF-EVALUATIONS

A simple form for students to evaluate their own discussion performance is included in the *IE Core and Writing Guide* and reproduced below. It contains the same three headings as the Assessment scale but the form is a simple checklist.

Explanation		Questioning		Non-verbal Communication	
a) described		c) asked questions		e) eye contact	
b) summarized		d) used follow-up		f) gestures	

Fig 50: Discussion Leader Checklist

Its purpose is as a reminder to the discussion leaders of who they should perform while doing a discussion. Self-evaluation should be a regular feature of the small group discussion task.

XIV. IE II POSTER PRESENTATION

Posters are an excellent way to create a speaking activity. The teacher provides students with a theme based on the readings or discussions in class. Each student, or each pair of students if the topic is a challenging one, prepares an attractive and well-designed poster on A-3 size paper.

These student posters are on the theme of work and show the work schedule for the AGU Cafeteria, and two different student part-time jobs. "Ingredients of Good Posters" show a list of the criteria for making an effective poster. The same two figures are also in the IE Core and Writing guide for student reference.

The subject of the posters should fit one of the IE II themes: therefore, potential topics could include new energy saving technology, part-time jobs, dream jobs, different cultures, remarkable places to visit in Japan or the world, summer vacations, heroes, inspirational stories.

Ingredients of Good Posters
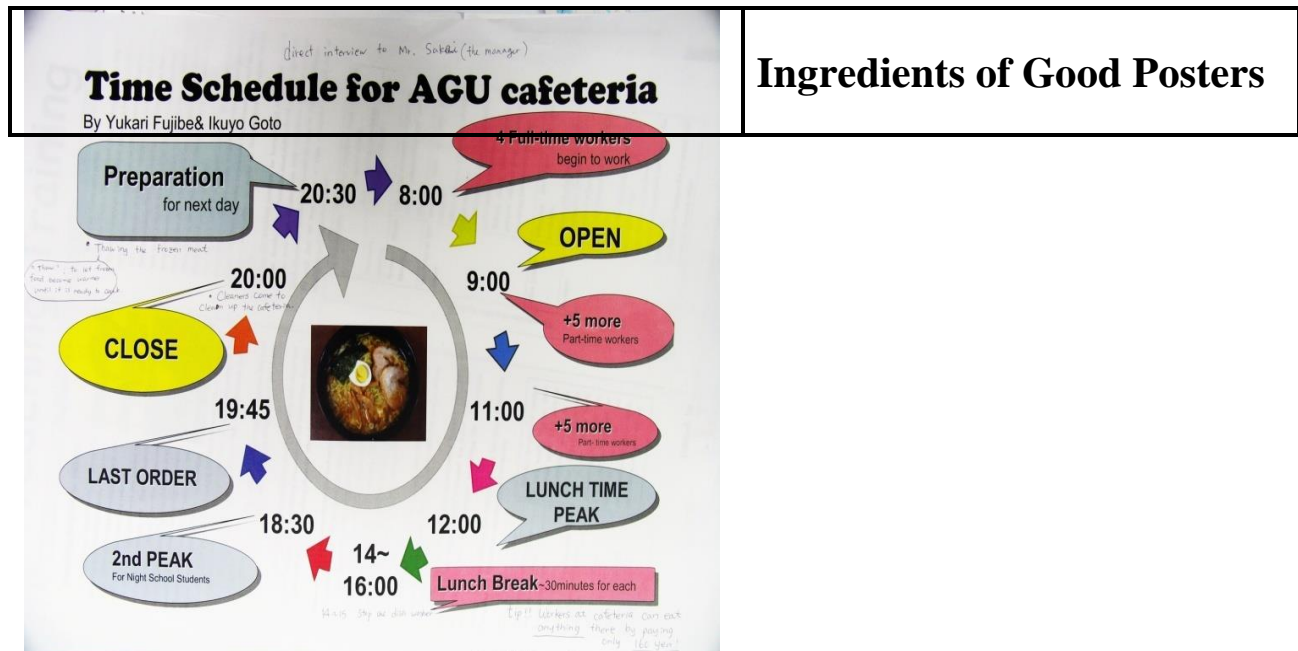
	● Attractive visuals (charts, diagrams, drawings, maps, photographs, or graphs)

● Use of lettering (font, text size)

● Written text (choice of words)

● Use of colour

● Quality of Content |
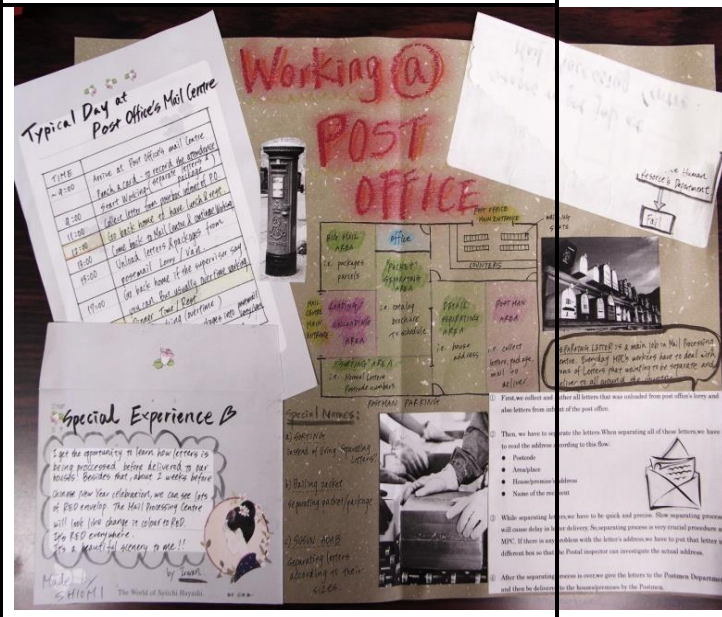
Fig 51: Posters for Part-time Jobs

XIV.(a) THE POSTER CAROUSEL

When the assignment is due, the posters go on display in a "poster carousel." Half the class hangs their posters on the walls with masking tape, (a special tape that won't damage paint!) and stands by the posters answering questions. The rest of the class views the posters and asks questions. Then you switch the two groups of students. While students are viewing the posters, ask them to choose their favourite three posters, and their favourite three explanations of posters.

SCOPE AND SEQUENCE
This can be taken up with the class. These student comments can also aid you in rating the posters.

Besides being good speaking practice, poster presentations help students understand how to organize a speech. From an organizational perspective, they have an introduction, main points, and a conclusion. In addition, the carousel helps students to get to know one another better and builds a sense of community in the class.

Fig 52: A Poster Carousel

You can provide students with a sign-up list of topics related to the themes in your course, or, preferably, help them generate their own topics related to the course themes in IE II. One of the most interesting for students is to develop one on their part-time jobs. This could begin with a "pair share," with one student asking another about the details of their job, including pay, layout of the workplace, and hierarchy.

The key to effective student presentations is to give the students a clear idea of the form and your standards for the activity. You should give them a little class time in which to prepare.
Next, break the assignment into components, each with a deadline, and each graded separately. In one class, the students might be required to hand in an outline of their poster.

XV. IE III PROJECTS

There are three different projects at this level: presentations based on interviews or surveys, mini-debates, and commercials. Students will be doing presentations based on websites and listening materials in Active Listening, so we want them to do a presentation based on other original research such as an in-depth interview, or a community survey.

71

Whether an interview or a survey, the topic should relate to one of the IE III themes: relationships, psychology, marriage, cross-cultural values, the environment, or the media.

XV.(a) IN-CLASS INTERVIEWS

The following interview task, developed by Deborah Bollinger, provides opportunities for students to develop their listening and speaking abilities.

In addition, if students in your class interview returnees, guests, or native speakers, there will be opportunities to increase their intercultural awareness. The interview should relate to one of the IE III themes: relationships, psychology, marriage, cross-cultural values, the environment, or the media. Please avoid harassing other teachers with your students' interviews.

Alternately, the interview project could be one of an history in which students interview a grandparent about their experiences growing up, or in wartime Japan. In this case, the students should write their questions in both English and Japanese. The questioning will be done in Japanese, but the results translated and reported in English to another pair or to a small group in a subsequent class. Written summaries should also be collected by the teacher.

The task proceeds in the following manner.

---

1. Learner Profiles
2. Teacher Interview
3. Peer Interviews
4. Interview Planning Questionnaire
5. Student Sign-up Sheet
6. Ethnographic Interview Questions
7. Role Playing Questions
8. Guest Speaker Interview
9. Options for Recording Interviews: Skype, audio, and e-mail
10. Questions for Reflection

Fig 53: Interview Task

Learner profiles provide information that can be used for peer interviews in class. Each student fills out a form with information about his/her background, interests, experiences learning English, experiences abroad, if any, and two questions to ask the teacher. These last two questions are compiled for a **teacher interview**.

Alternately, students can brainstorm some questions to ask in the **teacher interview**. These might include such questions as "Where is your hometown? Where do you live now? How long have you lived in Japan?

72

How well do you speak Japanese? What other language(s) can you speak? What subjects did you study at university? Why did you decide to become an English teacher? Which countries have you visited?"

Based on information from the Learner Profiles, the teacher asks several students to share some of their experiences living, studying, and/or doing homestays abroad.

Other students in the class prepare questions for **peer interviews**. Then, in small groups, the students take turns interviewing their peers about the countries that they have visited.

In preparation for doing off-campus interviews, described in Section VI. (b), each student should complete an **Interview Planning Questionnaire**, which includes the name of their interviewee, pertinent details about the time and location of the interview, etc. In addition to helping students organize their project, the questionnaire is useful in terms of trouble shooting potential problems. This is an appropriate time to discuss the safety precautions listed in the interview protocol in Section XVI.(b.)

Next, the teacher circulates a **student sign-up sheet** with each student's name, his/her partner's name (if any), the interviewee's name, date of the interview, and interview format (e.g. in person, skype, email). (To address potential concerns about privacy, students should be asked to create a new email address or Skype address for this project.)

Ethnographic Interview Questions developed from Spradley's 1979 work, *The ethnographic interview* (New York: Harcourt Brace Jovanovich College Publishers) are practiced in class.

These questions form the basis of students' interviews conducted off campus and can be used for peer interviews or for guest speaker interviews in class, too. The question types and sample questions could also be adapted by students for peer interviews about part-time jobs or club activities. Alternately, these questions could be adapted. Students could use them for an oral history project with a family member.

In brief, there are four types of questions for students and to facilitate their finding out more detailed information and explanations during their interviews. Students use these to help them generate additional questions of their own.

1. **Grand Tour Questions – general questions** a) Could you describe a typical day at your job? b) Could you describe a typical day on your holiday? c) Could you describe a typical day in your life? d) Could you draw me a map showing the layout of your home/workplace/ neighborhood and tell me about some interesting places?

73

2. **Details through Questions – asking follow-up questions**
   a)   Could you tell me what happened on a recent day at work, from the moment you arrived until the moment you left?
   b)   Could you tell me what happened on the first day of your trip/homestay/ university studies, etc.?
   c)   Could you describe your work/holiday/school schedule to me?

3. **Experience Questions**
   a)   Could you tell me how you made friends at work/during your trip/during your homestay, etc.?
   b)   Could you describe some places you visited while on your trip/your homestay, etc.?
   c)   Could you describe the transportation system/food/currency/leisure activities?
   d)   Could you describe your favorite/worst/funniest experience?
   e)   Could you describe a challenging situation and how you dealt with it?

4. **Native-like Questions – asking the interviewee or guest to use his/her own words**
   a)   Could you tell me what you called your host parents/teacher?
   b)   Could you tell us some of the special names for things at your job/in the language of the country you visited/had your homestay?

Fig 54: Basic Interview Questions

Role Playing Questions is the next step. Students practise interviewing one another. One student role plays the guest or interviewee and two or three other students practice questioning that student. Then students change roles.

The **Guest Speaker Interview** begins with careful teacher preparation for the event. Preparations include contacting the guest by phone and/or email, a preliminary teacher interview letting him/her know your students' level of comprehension and impressing upon the guest the need for visual aids), visiting the guest's place of work, and/or accessing relevant websites, posting articles for students to read on the teacher's website or handing these out in class. There may also be video resources for the visit as well. Then students role play their questioning before the guest's visit.

Fig 55: Guest Speaker using Blackboard and Skype Digital Recording

Skype, audio, and e-mail are all different means of recording interviews. The recording can then be analyzed by students, or form part of a presentation. Language partners for the activity can be found on two different sites. "Skype community" offers a chance for prospective language partners to meet through *http://community.skype.com/t5/Language-learning/English-Language-Partner/td-p/330560/page/5*. Students can record their interviews by registering for a 14-week trial of Skype recording software such as Hodburner (http://www.vodburner.com/) or IM Capture for MACs which offers a free trial version (http://www.imcapture.com/IMCapture-for-Skype/). Students interviewing one another should use the record function on their cell phones.

Another site, dedicated to e-mail users learning different languages through e-mail can be found at *http://www.italki.com/whatisitalki*. Again, our students should be cautioned to create an e-mail address especially for the project.

Questions for Reflection after the interview project is finished are a good way to engage students in larger questions about their ideas and about language learning. Ideally, students should develop these by themselves. That way, they will have more invested in their answers.

Questions for Reflection:

1) Did you agree or disagree with any points made by the interviewee?
2) Which experiences could you relate to?
3) What did you learn about another culture?
4) What insights did you gain about Japanese culture?
5) What did you learn from doing the interview?
6) If you had to do the interview over again, what other questions might you ask?

Fig 56: Self-Reflection

75

XV.(b) LIVE INTERVIEWS OFF-CAMPUS

These interviews offer students the opportunity to use English in public in a real-life situation. However, care should be taken, so that students work in safety.

First, students must do any interviews like this working in pairs. Ideally, these interviews could form part of an official class fieldtrip to a museum or to a theatre. Alternately, students could conduct interviews at a public event such as Earth Day in Yoyogi Park, or a fair at an international school (ie. ASIJ, Seisen, Sacred Heart, St. Mary's, St. Maur's, etc.).

In addition, the following protocol should be reviewed with students. Again, doing the interviews on a class trip is a safe and supervised way of doing this task.

The Interview Protocol

This protocol should be reviewed in class and role played so that students know how to handle themselves:
a) Remind students never to accept any invitations to someone's home
b) Students should never give out personal information such as telephone numbers; only e-mail
   addresses created for the assignment
c) Tell women students that it is better for them to approach couples or other females to ask
    interview questions
d) Student may feel uncomfortable with an interviewee, and should know how to make excuses
   and to leave

Fig 57: Interview Protocol

Finally, students present what they have learned to their classmates. This presentation should be assessed according to criteria found in section XIV (f).

XV.(c) PRESENTATIONS FROM INTERVIEWS AND COMMUNITY SURVEYS

This task involves preparing an outline, an introduction, main points, and a conclusion. It also includes developing visuals for use in a presentation, conducting community interviews, collating the findings and generalizing from them.

This task fits very well with the themes of the Environment, and the Media in IE III. A class developing surveys for the Environment could have groups working on recycling, use of public transportation, energy consumption, and appreciation of nature. One class working on the Media could have groups working on TV news, radio, TV drama, movies, and newspapers.

SCOPE AND SEQUENCE

A group could ask questions such as "How many hours of TV do you watch each day?" How many TVs have you got?" Who's your favourite news anchor?" You can prepare students for surveys by conducting practice surveys in your class. The kinds of problems students encounter are in formulating appropriate questions and overcoming their shyness about asking questions.

Students should be encouraged to create survey items which elicit a wide variety of response types: 1) those that ask for numbers [i.e., How many newspapers does your family subscribe to? (a)none, (b)one, (c)two, (d)three, (e)four or more], 2) those asking respondents to make a choice from a limited number of possibilities [i.e., "Which type of movie do you prefer? (a)Romance, (b)Adventure, (c)Comedy, (d)Horror, (e)Science Fiction, (f)Other], and 3) ones requiring open-ended responses [Tell about the scariest experience in your life?]. Students should find ways of picturing their data using bar graphs and pie charts, etc. (Excel can be helpful in this regard).

As for dealing with student shyness, practice in formulating questions and asking them in role plays is an excellent way to build student confidence. A grading form for the survey activity is in the IE Core and Writing booklet..

Teachers using computer rooms can have students generate their surveys at surveymonkey.com—a service for generating online surveys; the free mode is more than sufficient for the small-scale surveys our students will be creating.

Classroom Practice
1. Hand out slips of paper to your students. Ask them to write down an answer:
(a) Have you been abroad?
(b) How long does it take you to travel to the Sagamihara campus?
(c) How many people do you live with?
(d) Are you the eldest child in your family? the middle? or the youngest?

2. Collect the papers.
3. Ask for several student volunteers to help you record the answers on the board.

4. Once all the data has been collected, show the students how you could
   represent it using different kinds of visuals:
   (a) pie graph for the percentages of those who have been abroad, etc.
   (b) bar graph for the travel time
   (c) line graph for family size
   (d) proportional figures for birth order

Fig 58: Practice in Making a Survey

XV.(d) COMMUNITY SURVEYS

Community surveys where students survey each other, family members, people in the community, or native speakers are an excellent way to teach students about rudimentary ethnographic research and to interest them in the activity. There are many possible topics. These could be brainstormed in class and include such issues as tuition and entrance exams.

The students should meet again after gathering their data so that they can interpret it. You may suggest some methods of categorizing the data, such as by correlating certain responses with sex and age. Afterward, each group makes a presentation to the class, taking questions from the class. Students should be encouraged to use visuals instead of reading from their notes.

Follow-up activities after the presentations could include summary writing. Differences in opinion about the data could even generate topics for a class debate.

XV.(e) EMAIL AND COMMUNITY SURVEYS

Several IE teachers do computer survey exchange projects in class. This is an excellent way to encourage students to become more familiar with computers. It is also a good way for them to learn English because they will be making contact with other students through English.

1. Online surveys can be carried out in a variety of ways. One way is to have students join yahoogroups (*http://www.yahoogroups.com/*) related to their topic and submit survey items in a message to the group. As most students will not have had experience with electronic groups, such as yahoogroups or google groups, it is worth familiarizing them with the basics of 'netiquette.' A much more simple approach is to have students submit their survey items at a site that is intended for the exchange of surveys by ESL students and those interested in cross-cultural exchanges. It can be accessed at *http://www.iecc.org/survey/*. A third method is to make use of surveymonkey's free mode at *http://www.surveymonkey.com/*.

2. For both email or web surveys and community surveys, the next step is the same.

3. Students generate survey questions, perhaps 10 different questions for each group of four.

4. Class time should be set aside for group meetings and data collation.

5. Data can be presented graphically using printed OHPs or by Powerpoint presentations from student computers in the computer classrooms.

6. Evaluation might include peer assessment. Participating in this way puts students in the position of being more active listeners.

78

7. Additional follow-up activities could include having students write summaries of what they have heard, a kind of simple comprehension check. Other activities might be a class debate on controversial issues raised by the survey.

XV.(f) RATING PRESENTATIONS

For your students' presentations, you should require detailed notes and visual aids such as OHCs, handouts, or Powerpoint slides. However, it is also very important for them to practice delivering their presentation and avoid reading at all times. This is something that could be scheduled in class time. In general, your students will need prompting and structure to do this well.

A presentation is a performance. Your students need to think of the physical aspects of it as well as the visuals that they will show to the class and how they will present the information.

The 3 parts of a presentation to consider are the Physical Aspects, Visual Aids, and Speech Organization. The physical aspects include nonverbal communication as in an IE Discussion, but also your tone of voice, delivery, and your poster. Visual aids include handouts, OHCs, and Powerpoint slides. Finally, a good speech should be organized in the same way as a paragraph or an essay.

This means that your speech organization should have an *(a) introduction*, *(b) a body* (consisting of several points that you wish to make), *(c) transitions* (to move from one point to another), and *(d) a conclusion*. An excellent resource, available in the Teachers Resource Center is Harrington, D. and LeBeau, C. (2009) *Speaking of Speech.* (rev. ed.) Macmillan Language House: Tokyo. It includes a DVD of sample student presentations and can be signed out on 1-week loan.

Physical Aspects	**Visual Aids**	**Speech Organization**

● Avoided reading from papers or notes as much as possible
 	
● Made eye contact with the audience
 	
● Used gestures
 	
● Spoke clearly and with an attractive tone of voice
 	
● Spoke loudly enough
	● Used attractive visuals that might include photographs, board notes or sketches, models, powerpoint slides, or web sites
	
	● Explained them carefully
	
	● Operated a-v equipment smoothly and effectively
		● Introduction
		 - Greeting
		 - Overview of main points
		
		● Body of the talk
		 - 1st point
		  examples
		
		 - Transition
		 - 2nd point
		  Examples
		
		 - Transition
		 - 3rd point
		  examples
		
		 - Conclusion
		 - Reminder of the 3 points
		 - Thanking the audience

Fig. 59: Criteria for Marking Presentations

Introducing	**Moving Along**	**Concluding**
- Let me begin with… - First of all… - In the first place… - To start off… - In the beginning… - It started with…	- Next… - Now, I'd like to go to… - Now, I'll move to… - Concerning…	- To conclude… - In conclusion… - In summary… - To sum up… - Finally/ in the end… - All in all…

Fig 60: The Aspects of a Presentation and Speech Transitions

The following scale is one that is used by teachers to rate student presentations in Active Listening. It includes parts of <u>Physical Aspects</u>, <u>Visual Aids</u>, and <u>Speech Organization</u>.

IE 3: A Simple Rating Scale for the Presentation

GROUP PRESENTATION (10 points)							
Students:		**Date**	A	B	C	D	E
Topic:							
Non-Verbal **/2 points**	1. Good posture, appropriate eye contact with audience. Gestures such as pointing to the slides or visuals.						
Fluency /2 points	2. Spoke fluently, and confidently, referring to note cards only occasionally. Used a clear and attractive tone of voice with few pronunciation errors.						
Materials /2 points	3. Chose pictures, slides, and other visual aids well.						
Content /2 points	4. Examples included details such as names, numbers, and other descriptive details were provided. Used several transitions, such as "first of all," "another," "next," or "in comparison," "for example," etc.						
Framework /2 points	5. Had a self-introduction providing the student's name and topic, and the student's partners. The conclusion had a short summary and a closing remark about the topic.						
Comments: (Possible Group score) /10			**Final Scores /10**				

Fig 61: Presentation Scale

The following two scales are for students' classmates to rate the presentations. Having your students rate one another's work is a good way to get them to pay more attention to one another. It also increases their motivation to do a good job while presenting.

Peer Review for Presentation	
Reviewers	
Date	
Group No.	
Title	
Good Points	
Constructive advice	
What have you learned?	

Fig 62: Peer Review form for the Presentation

Peer Outlines and Rankings for the Presentation

Presentation Outlines (IE)   Name _____

name/ group	Outline and Note-taking

☆_____ is the best because _____

Fig 63: Peer Outline and Ranking of Presentations

XV.(g) MINI-DEBATES

Debates can be a very motivating way for students to develop their language skills. They also introduce transitional phrases that can transfer to writing. To introduce debates in class, you will need to explain the idea of the two teams, the *affirmative* and *negative* sides. These two sides will argue *for* or *against* a proposition or idea, for example, in the formal language of debate: "Be it resolved that university entrance exams should be eliminated."

Outlined in Fig 48# is a simple format. Because the Affirmative side speaks first, the first round will finish with the negative side speaking last. The order is reversed during the rebuttal period with the Negative side speaking first. After that, Speaker 1# rebuts the points that Speaker 2# made. On his or her turn, Speaker 3# rebuts the points that Speaker 4# made.

83

AFFIRMATIVE	NEGATIVE
1ST Speaker …That university entrance exams should be eliminated because they are expensive… 3rd Speaker …because they are stressful for students and sometimes inaccurate.	2nd Speaker …University entrance exams should not be eliminated because they provide universities with much needed funds… 4th Speaker …because there is no fairer way of deciding how can attend a particular university.
ROUND 2: REBUTTAL PERIOD: Speakers Order: 2nd, 1st, 4th, 3rd	

Fig 64: A Debate in 2 Rounds

In terms of time and our students' abilities, a simple debate might take the following form. Each person in the debate will get 3 minutes to make his or her argument. During the rebuttal period, each person will only get 1.5 minutes. You will need to get your students to practice aloud with one another, the repetition being an important part of their language learning. As well, students will tend to read their arguments unless they do a lot of practice.

Everyone in the class should participate in a debate, so in a class of 24 students, you might six different teams, and three debates. To manage each of the three debates and to increase student interest and involvement, you should ask the students in the class who are waiting for their turns to debate to serve in other roles.

These might include (a) the *three* judges (to judge the winning side), (b) an emcee (to introduce the proposition and to write it on the blackboard, then to introduce each group and its members), (c) the timekeeper. Each judge should score the debate while listening to it. Afterward, the judges should meet outside the classroom and compare their scores to determine the winning side. While they are outside the room, you might also ask the rest of the class to vote on which side that they thought won, and who the best single debater was.

The form in Fig 65# can be used to judge individual debaters. By adding up the total for each team, the judges can determine the winning side.

DEBATER:	RARELY	SOMETIMES	OFTEN	ALWAYS
Eye Contact with the Judges				
Spoke with emotion and enthusiasm				
Used several types of arguments: (ie. examples, authorities, etc.)				
Organization (used transitions)				

Fig 65: Rating Form for Debaters

Because a debate is a formal argument, there are a number of common phrases that can be used in a debate and it is worth teaching these to students. Phrases like those in Fig 49# can be used here.

DEBATING PHRASES

PROPOSING

- First of all...
- I'd like to propose
- Initially...
- In the beginning…
- In the first place…
- It's a choice…
- It started with…
- Let me begin with...
- The problem we face is…
- The best way…
- To start with...
- We have to decide…

PROVING A POINT

- According to (an authority)…
- As the data shows…
- I'd like to draw your attention to…
- I'd like to quote…
- In this way...
- Let me prove this point…
- Quoting…

AGREEING

- I agree…
- I agree with you, but…
- I'm in favour…
- I see the point…

DISAGREEING

- Are you saying…?
- Even if/what if …
- How/Can you prove it?
- How do you explain…?
- I disagree with…
- If we allow this…
- I'm against this…
- Evidence is insufficient...
- There is no justification…
- There is no point…
- They fail to prove/explain…
- They have not proven…
- This does not prove…
- They are exaggerating…
- This is unbelievable…
- Unless…
- Why do you say…?

IN CONCLUSION

- All in all…
- In conclusion…
- In summary…
- To conclude…

Fig 66: Debating Phrases

Classical argument or rhetoric was an art developed by the Greeks who categorized the main argument types. These later influenced the development of the essay as a genre of written communication. The most common argument types are as follows.

TYPES OF ARGUMENTS

1. **Argument by analogy** (for example, Women are in the same position as slaves in the Civil War. As slaves were given their rights, so women should be given their rights, too.

2. **Argument by appeal to authority** (for example, Dr. Morton Tingbolt's extensive research into the area has indicated that as women's rights increase, so does the rate of divorce. Liberated women have higher expectations of their husbands. Tingbolt concluded that women should not be given equal rights.

3. **Argument by example** (for example, Societies such as Sweden or Denmark where women have equal rights are the most stable, productive, and peaceful on earth. Societies such as Iran or Afghanistan in which women have the fewest rights are the most warlike. Therefore, give women equal rights.

4. **Argument by consequence** (for example, If women get equal rights, they will leave their homes and work instead. Unemployment will rise, and families collapse. Therefore, women should not get equal rights.

5. **Argument by definition** (for example, Women are human beings. All human beings are equal and should have equal rights. Therefore, women should have equal rights.).

6. **Appeal to common experience or beliefs** (for example, As we all know, women are meant to care for men and children. This is what they do best. There is no reason for them to be given equal rights. They already have the right to run a family, the only right they need, the only right they really want.).

7. **Appeal to emotions** (for example, It is unfair to do the same job as a man and to receive less money for it, just because you are a woman. It is unfair to work for twenty years and be passed up for promotion, time and again, just because you are a women, to go to a bank and be refused a loan, to be laughed at, not listened to, treated as an object, just because you are a women. Women need equal rights.).

8. **Appeal to morality** (for example, It is morally wrong to treat anyone as inferior, to place the control of competent adults' lives into others' hands. People, all people, should be given the freedom, the right to make their own decisions, to choose. Giving women equal rights would only be granting them what should already be theirs).

9. **Argument from ignorance** (for example, No one knows that anything bad would happen if women were given equal rights; therefore, these things should be given.).

10. **"A Fiorti" (Strength) Argument**---arguing from a strength such that if someone can do a hard thing then it stands to reason that they can do an easier thing. If Joe can give up smoking, for example, then he certainly has the self-discipline to exercise three or four times a week. In another example, the same argument is applied---if the government can spend $600 million on new atomic submarines, then they can certainly afford to spend $20 million on daycare facilities for working mothers.

11. **Argument ad hominem---abusive** (for example, Those who say women should be given equal rights are stupid and should not be listened to.).

12. **Begging the question** (for example, Women are equal because they are the same as men. Women are the same as men because they are equal.).

Fig 67: Types of Arguments

There are many potential propositions to debate. The ones you should select should be controversial, of course, but also have a number of arguments that can be made for and against them. Even better topics, or at least topics of greater interest to your students might be found by asking them to brainstorm some. However, a list of potential topics follows

Sample Propositions For Debate

1) That there is life on other planets.
2) That flying saucers really exist.
3) That ghosts or spirits exist.
4) That God exists.
5) That watching sports is better than doing them.
6) That women of any age have the right to bear children.
7) That women of any age have the right to abortion.
8) That beauty is only skin deep.
9) That 'Love Means Never Having to Say You're Sorry.'
10) That 'When in Rome do as the Romans do.'
11) That could unmarried women should not be allowed to bear children.
10) That women with children should not work.
11) That men and women should share childcare responsibilities.
12) That money can't buy happiness.
13) That capital punishment should be abolished in Japan.
14) That smoking should not be allowed in public places in Japan.
15) That zoos should be abolished in Japan.
16) That people should stop eating meat.
17) That Japan should develop nuclear weapons.
18) That euthanasia should be considered murder.
19) That all cyclists should wear helmets.
20) That letters are better than telephone calls.
21) That life in Japan is better than it was 25 years ago.
22) That it is better to live in the city than the country.
23) That there is life on other planets.
24) That English should be taught in elementary school.
25) That watching TV is a waste of time.
26) That young couples should live together before marriage.
27) That Japan should send troops to Afghanistan.
28) That high school uniforms should not be compulsory.
29) That it is better for couples with children to avoid divorce at all costs.
30) That suicide should be made illegal.
31) That Japan should do more to fight discrimination.
32) That surrogate motherhood is wrong.
33) That honesty is always the best policy.
34) That pet cats and dogs in Tokyo should all be neutered.

Fig 68: Debate Topics

XV.(h) PSAs AND COMMERCIALS

Making a PSA (Public Service Announcement) or a commercial can be a highly motivating task. However, it will need a great deal of teacher preparation and scaffolding to make sure that students do a good job. Only older commercials are available on video or DVDs in our teacher resource library in the English Department. More recent ones can be viewed on YouTube. In addition, the English Department Library at Sagamihara (B-520) has an extensive collection of commercials from around the world. Viewing these may help get your students get started.

Among the aspects of this task are that students should learn the use of persuasive language and other forms of rhetoric such as appeals to logic, to a medical or scientific authority. The most common technique in a commercial is that of an emotional appeal.

An example might be a commercial of a new car streaking down an open road, the narrator's voice declaiming its ease, freedom, and power. These could be taught in class and students in groups could improvise short sketches using persuasive language and based on objects that the teacher has brought to class.

Perhaps a bag of objects (therefore hidden from view) could be circulated among the groups. Then a person from each group could select the object, for example, a hair brush, or a watch. Students in groups could then create commercials around these objects. Using an "applause-o-meter" (the amount of applause from the group), the rest of the class could decide upon the group with the funniest commercial.

ADVERTISING TECHNIQUES
Advertising may be of two different types: that which is more informative and often found in PSAs; or commercial advertising which relies on emotional appeals. Any number of the following advertising appeals may be used in a single advertisement. (Have students create their own advertisements in the blank spaces.)

1. **Exagerated claims -** These are the most common of advertising strategies. Exaggerated claims are made for the use of the product.
   ie. "This wonderful new breakfast drink will make a difference
       to your day."

2. **Unfinished comparisons** - Unfinished comparisons are made when an advertiser appears to be making a comparison but does not make one.

   ie. "Ford LTD---700% quieter."
   ie.

3. **Weasels or Modifiers** - These occur whenever an advertiser modifies a claim.
   ie. "Crest toothpaste helps prevent decay."
   ie.

---

4. **<u>Preemptive claims</u>** - Because they use patented brand names, advertisers can claim their product is unique.
   ie. "If the tire doesn't say Goodyear, it can't be polyglas."
   ie.

5. **<u>"So What?" Claims</u>** - In contrast to preemptive claims are claims that are true of all products of a certain type.
   ie. "Mobile: the detergent gasoline." (all gasolines are detergents)
   ie.

5. **<u>Scientific Claims</u>** - By using scientific names, the advertisers suggest that the product has been developed by scientists in laboratory conditions.

   ie. "Wonder Bread helps build bodies 12 ways."

   ie. "Swedish formula hair replacement."

   ie.

7. **<u>Vague claims</u>** - These are claims that often use metaphors, or other poetic devices to create an emotional appeal.
   ie. "A Saab 900 Turbo drives like nothing on earth."
   ie. "No one ever promised you a rose garden so you grew your own---American Express
   ie.

8. **<u>Flattery</u>** - Any claims that users of a certain product are better people than others is an appeal to flattery.
   ie. "For those with discriminating taste---Chivas Regal."
   ie.

9. **<u>Rhetorical Questions</u>** - These occur when the advertiser asks the reader a question.
   ie. "Are you tough enough to be in the U.S. Marine Corps?"

Fig 69: Advertising Techniques

Making commercials can take several different forms. It is not necessary that students actually make a film. In fact, there are several worthwhile and less time-consuming alternatives. The first, mentioned previously, is simply to have students act out their commercials in class.

The entire process could be done within a single class. A second approach, that of improvising commercials in class, could be a step toward writing and photographing one, or recording one. Another approach is that of making a "parody" of a commercial about a ridiculous product such as a spray that you can use on your car to make it smell new, or a vitamin drink that gives people superhuman powers.

Refer to these websites for inspiration:

Adbusters — *Spoof Ads.*
http://www.adbusters.org/spoofads/

Ad Council — *View PSAs (public service announcements)*
http://www.adcouncil.org

Digital Scriptorium — *See American ads in their historical context (also view by category) http://scriptorium.lib.duke.edu/adaccess/*

Fig 70: Sample Commercials

Storyboards

To plan their shoots efficiently, film directors and film crews employ storyboards showing the action, dialogue and setting in a film. Underneath each of the drawings in a storyboard are commentary, dialogue, and production notes. In much the same way, making a commercial in class should be a process with a number of steps rather than simply letting students wander about with a video camera.

Artist Josh Shephard's website showcases storyboards for different genres of film (*http://www.thestoryboardartist.com/Site/Home.html*). Showing these materials in class can explain storyboards to students as well as provide a framework in which to build their own. Storyboards can also help students to analyze how the plot, conflict, and camera angles of a film contribute to the story.

STORY BOARD FORM

Speaker	Dialogue	Visuals / Props	Sound Effects

Fig 71: Storyboard Form

See more examples of storyboards at *http://www.sotherden.com/video101/storyboard.htm.*

The Photo Strip
Another script-based task series is for students to prepare a storyboard for a commercial with photographs and make it into a poster. This would be a time-saving yet fun approach to making a commercial. Most new laptops have built-in cameras, or the cameras are relatively inexpensive to purchase as an add on. Shooting snapshots and altering them with such special effects as distorted images, negatives images, sepia tones, or high contrast shots is easy to do.

Comic Life is an inexpensive download for other Mac users and for other platforms such as PC (http://plasq.com/downloads/comic-life-desktop/). It also is available for a free 1-month trial which means that you can ask your students to download it onto their home computers, and create a poster.

Fig 72: The Birth of the Elephant Man

Comic Life which is available as a cell phone app allows users to caption photographs with cartoon-style printing, and speech balloons for dialogue and character thoughts. Another app which enables the user to manipulate the photos and create imaginary backgrounds is *Pics Art* The photo strip created by students who went on a fieldtrip to see an amateur theatre production of Bernard Pomerance's 1979 play, *The Elephant Man*, a man whose hideous deformities led to his nickname. Students created scenes from the *back story* to the play, his early life. Fig 56 shows how one student group created a folktale about maple syrup.

Fig. 73: A Folktale about Maple Syrup

Audio Commercials

Again, teachers need to consider whether or not to record at all, then choose the appropriate medium for it. A very low-tech audio recording of a scene can be done with a minimum of equipment and student training on a cell phone.

Furthermore, in an audio recording, students can read from their scripts rather than try to memorize their parts. Sound effects can be added to enhance the imagination of both listener and producers. A higher tech solution is using microphones with iPods™ (which can be borrowed from the Computing centre on the 6th F of Goucher Building), MP3 players, or other portable recording devices. Audacity is a program that enables users to record on multi-tracks; a free download from *http://en.flossmanuals.net/Audacity*.

Filming Commercials

To begin with, you will need to visit the Language Lab, 6F, Goucher Building and examine our digital cameras, and software. To provide students with an orientation to a camera, camera angles (close-up, medium, and long shots; high and low camera angles, videotaping, and use of a tripod), you might sign out some cameras and then have students in groups practice in class. The Language Lab will also provide an orientation to the Windows-based editing software available on the computers in our language laboratory. Free online tutorials on filmmaking and editing can be accessed on iMovie Tutorial Then you could connect the camera to the AV equipment and show their efforts to each other. Online tutorials can be found for using the MAC's imovie (*http://support.apple.com/kb/ht2479*) and for Windows' moviemaker (*http://windows.microsoft.com/en-us/windows-vista/getting-started-with-windows-movie-maker*). YouTube explanations of using imovie are at *http://www.youtube.com/watch?v=Vi1Z2lI_JFs* and for Windows moviemaker at *http://www.youtube.com/watch?v=N1ZXTEWalCw*).

Students also can edit their films either in the Language Lab, 6F, Goucher Building.

<u>Here are the steps in filming a commercial</u>:
1. After showing commercials to your group, brainstorm as many products and services as they can think of within 5 minutes.

2. Following this, groups of students try to develop advertising slogans for a few products, or services.

3. Each group creates a commercial storyboard for homework. [Use the form on page 81.]

4. Group members revise these storyboards.

5. Rehearsals are conducted before the actual filming.

6. Filming should be done outside of class with the use of equipment borrowed from the Media Library (the 6th F, Goucher). If time permits, filming may be done during class time.

Fig 7: How to Film a Commercial

The British Columbia Ministry of Education offers teachers the online curriculum guide for a Fine Arts course in film and drama with very useful learning outcomes, resources, suggested projects, and student assessment scales at file:///C:/Users/Greg/AppData/Local/Temp/2002drama1112_theatreper_produc-1.pdf

Class discussion of the commercials afterward should focus on 1) how each commercial tried to get the audience's attention with language, visuals, and rhetorical persuasion, 2) how the characters and the product or service appeared in the commercial, and 3) how likely other students might be to purchase the product.