2017 Active Listening Scope and Sequence

Improving listening comprehension is a difficult challenge. First of all, improvement occurs over long periods of time and through extensive exposure to the target language. Secondly, some listening classes in the Integrated English Program are large ones of as many as 30 students, so it is difficult to organize a class. A third challenge is to maintain student interest in.

Needs analyses were undertaken on earlier versions of this listening course. These involved large scale and extensive student surveys and interview protocols. Students were unhappy with activities in which they were passive learners and they sought more choice in their listening and more individualized instruction.

In 2009, we introduced a new course based on blended instruction that combined traditional instruction with new technologies such as streaming video on the Internet, and access to self-access with the reallyenglish website. At the same time, we tried to make listening more interactive through requiring students to undertake tasks that integrated listening to materials from the Internet with writing and speaking. This was behind our very popular listening "interactions."

In 2017, recognizing that some students are finding three semesters of reallyenglish to be tedious, we are introducing EnglishCentral to replace it in IE 3 Active Listening. This program as we outline in the guide offers short video sequences (which can be organized thematically), vocabulary work, and speaking practice through voice recognition software. See the Appendix 6, (p.47) for more details on it.

This teacher guide was prepared by Gregory Strong and Joseph Dias and includes material from Kazuko Namba, and Keiko Inouye and suggestions from other listening teachers. (28 February 2017).

Active Listening 1	Active Listening 2	Active Listening 3
Themes: **Memories & Childhood, Urban Life, Food, Travel**	**Themes:** **Changing Times & Technology, Workplace, Autobiography, Geography**	**Themes:** **Psychology & Relationships, Intercultural Communication, Environment & Living Spaces, Media**
Tasks: 25 units (35 or more) reallyenglish 4 listening reports 3 Interactions (large classes do 2 and 1 extra report)	**Tasks:** 25 units (35 or more) reallyenglish 4 listening reports 3 Interactions (large classes do 2 and 1 extra report)	**Tasks:** 70 EnglishCentral videos (5 videos weekly) 5 listening reports 2 Interactions Group presentation task (large classes do 1 Interaction and 1 presentation and 1 extra report)

Course Objectives for IE Active Listening Levels 1, 2, 3

1. Through exposure to authentic listening materials on the Internet and to the interviews and features on *Summit TV*, students will learn vocabulary, idioms, and conversational styles of speakers of English.

2. Through participating in "Interactions," students will improve their abilities at small group discussion including the use of eye contact, gestures, questioning, and follow-up questions.

3. Through making question sheets for the "Interactions," students will become more aware of the value of pre-listening and post-listening strategies in developing listening comprehension

4. Through listening tasks such as making oral and written reports on high interest audio downloads at websites and through listening to contemporary movies, students will improve their language skills and become more familiar with the APA style for citations.

5. Through lessons at reallyenglish in IE Level 1 and 2, students work on listening units to improve their comprehension and test-taking skills.

6. Through exposure to a variety of listening genres – interviews, news features, narratives, and drama, students will learn some features of genre from each.

7. Through varied activities in a single class, and a different tasks over the term, teachers will create an active classroom and sustain student interest.

8. In IE Level 3, students using the videos on the EnglishCentral website, students will improve their listening to a variety of materials, including commercials, news items, and speeches.

9. Also, in IE Level 3, students in groups will create a presentation that demonstrates a coordinated group effort, introductions, effective visuals, use of eye contact, and fluent speech (without reading).

IE 1 Active Listening

	Memories Childhood	Urban Life	Food	Travel
(A) IN-CLASS **Supplementary materials can be drawn from the old IE Listening Program**	**SUMMIT TV 1-1#:** <u>On-the-Street</u>: "How Would You Describe Yourself?" **SUMMIT TV 2-1#:** <u>On-the-Street</u>: "Dreams and Goals", **SUMMIT TV 1-8#:** <u>Short Documentary</u>: "Being a Better Parent (Discipline), **REAL TALK:** Duffy, music	**SUMMIT TV 1-5#:** <u>On-the-Street</u>: "How Do You Feel About Living in the Suburbs?" **SUMMIT TV 2-4#:** <u>Short Documentary</u>: "Handling Anger"	**REAL TALK:** Robbins & Vegetarians	**SUMMIT TV 2-6#:** <u>Short Documentary</u>: "Air Travel: Travelers Beware!"
	INTERACTION: Introduce a favorite song on YouTube to some classmates (Note in APA Style; below)	**INTERACTION:** Report on a news item on a social issue (Note in APA Style)	**INTERACTION:** Find the best unusual recipe to share with some classmates (Note in APA Style)	**INTERACTION:** Choose a city and present a weekend itinerary (Note in APA Style)
C) TEACHER-MONITORED SELF ACCESS **Homework**	For a <u>75%</u> mark, students complete <u>25 units</u> of *reallyenglish*. Those who complete <u>35 units</u> will be eligible for a <u>85%</u> with the <u>top 10%</u> of this group scoring <u>100%</u> for this part of their grade. This part of the course is for homework. The teacher sets deadlines for which students receive a score for the participation part of their grades. **In order to keep up with the class, students get a point for finishing 8 units by the fourth week of the course, 12 units by the 8th week, and 16 units by the 12th week. The teacher should prepare screenshots/printouts of each deadline and show students their relative progress or lack of progress.**			
(D) SELF-DIRECTED LISTENING **Homework**	Students should complete <u>4 reports</u> (or <u>2 reports</u> and <u>1 movie listening log</u>). In large classes (over 25) where students are only doing <u>2 interactions</u>, they should do <u>5 reports</u>. For every assignment, whether movie or report, students should note the listening site or movie according to the APA style. **Each listening report should relate to a theme in IE 1 Active Listening: memories-childhood, urban life, food, and travel.** Stone, C. (Director). (2007). *How to remember people's names* [Online video clip]. Video Jug.com. 10 March 2016. Retrieved from <https://www.youtube.com/watch?v=7Q74cJtVpkA>. [Access it from YouTube.]			

Participation marks are for attendance, completing reallyenglish units on schedule (assess the students 3 times on this point over the term), vocabulary tests, in-class effort. **Please note that the units for reallyenglish must be finished by the last class which is well before the date on the reallyenglish website.**

IE 2 Active Listening

	Changing Times & Technology	Workplace	Autobiography	Geography
(A) IN-CLASS Supplementary materials can be drawn from old the IE Listening Program	**SUMMIT TV 2-9#:** On-the-Street: New Technology "The problem's not with the technology"	**SUMMIT TV 1-3#:** On-the-Street: "Saving Money" **SUMMIT TV 1-10#:** "Work and Leisure" REAL TALK: Amy Christmas and job satisfaction	**SUMMIT TV 2-3#:** On-the-Street: "Frightening Experiences", SUMMIT TV 1-2#: Short Documentary: "Beck, Musician" REAL TALK: Cornel West	**SUMMIT TV 2-2#:** Short Documentary: "Dr. Torstveit's Vacation" REAL TALK: Oxford RAs
(B)INTERACTIONS **Choose 3/4** **Homework**	**INTERACTION:** Introduce the funniest/best commercial (Note in APA Style)	**INTERACTION:** Explain how to write a resume, find a job, take an interview, etc. (Note in APA Style)	**INTERACTION:** Celebrate a hero (Note in APA Style)	**INTERACTION:** Describe an example of Human Population, Cultural Geography, etc. (Note in APA Style)
C) TEACHER-MONITORED SELF ACCESS **Homework**	For a 75% mark, students complete 25 units of *reallyenglish*. Those who complete 35 units will be eligible for a 85% with the top 10% of this group scoring 100% for this part of their grade. This part of the course is for homework. The teacher sets deadlines for which students receive a score for the participation part of their grades. **In order to keep up with the class, students get a point for finishing 8 units by the fourth week of the course, 12 units by the 8th week, 16 units by the 12th week. The teacher should prepare screenshots/printouts of each deadline and show students their relative progress or lack of progress.**			
(D) SELF-DIRECTED LISTENING **Homework**	Students should complete 4 reports (or 2 reports and 1 movie listening log). In large classes (over 25) where students are only doing 2 interactions, they should do 5 reports. For every assignment, whether movie or report, students should note the listening site or movie according to the APA style. Each listening report should relate to one of the themes in IE 2 Active Listening: changing times-technology, workplace, autobiography, geography. Stone, C. (Director). (2007). *How to remember people's names* [Online video clip]. Video Jug.com. 10 March 2016. Retrieved from <https://www.youtube.com/watch?v=7Q74cJtVpkA>. [Access it from YouTube.]			

Participation marks are for attendance, completing reallyenglish units on schedule (assess the students 3 times over the term), performance on vocabulary tests, in-class effort. **Please note that the units for reallyenglish must be finished by the last class which is well before the date on the reallyenglish website.**

IE 3 Active Listening

	Psychology & Relationships	Intercultural Communication	Environment & Living spaces	Media
(A) IN-CLASS **Supplementary materials can be drawn from the old IE Listening Program**	**SUMMIT TV 2-1#:** On-the-Street: "Strengths and Weaknesses: I'm Really Good At…", **SUMMIT TV 2-5#:** On-the-Street: "Phobias and Superstitions", **SUMMIT TV 1-4#:** Short Documentary: "Selling Them Short"	**SUMMIT TV 2-8#:** Short Documentary: "The Simpsons"	**SUMMIT TV 2-10#:** Short Documentary: "The Ndoki Rain Forest"	**SUMMIT TV 1-7#:** On-the-Street: Advertising: "I think there's too much"; **SUMMIT TV 1-9#:** On-the-Street: News: "I don't believe everything I read" **REAL TALK:** Philippe, a Photographer in Japan
(B) STUDENT PROJECTS **Choose 3/4** **Homework**	**INTERACTION:** Describe a self-help video after a search on YouTube, ie. the "video jug channel," then choose one on becoming more confident, etc. (Note in APA Style)	**PRESENTATION:** Introduce a video on an aspect of intercultural communications (Note in APA Style)	**PRESENTATION:** Prepare an environmental brief "for action" on an environmental problem (Note in APA Style)	**INTERACTION:** Introduce an English movie trailer at imdb.com or YouTube and ask questions of the group (Note in APA Style)
C) TEACHER-MONITORED SELF ACCESS **Homework**	For a <u>75% mark</u>, students need to complete <u>5 videos</u> weekly on EnglishCentral for a total of <u>65 videos</u> for the course. Those who complete <u>70 videos</u> by the end of the semester will be eligible for an <u>85% score</u> with the top 10% of this group scoring <u>100%</u> for this part of their grade. This part of the course is for homework.			
(D) SELF-DIRECTED LISTENING **Homework**	Students should complete <u>5 reports</u> (or <u>3 reports</u> and <u>1 movie listening log</u>). In large classes (over 25) where students are only doing <u>1 interaction</u>, and <u>1 presentation</u>, and they should do <u>6 reports</u>. For every assignment, whether movie or report, students should note the listening site or movie according to the AP style. **Each listening report should relate to one of the themes in IE 3 Active Listening: psychology-relationships, intercultural communication, environment-living spaces, media. A sample of APA Style:** Stone, C. (Director). (2007). *How to remember people's names* [Online video clip]. Video Jug.com. 10 March 2016. Retrieved from <https://www.youtube.com/watch?v=7Q74cJtVpkA>. [Access from YouTube.]			

Participation marks will be given in class for attendance, completing the weekly targets for EnglishCentral, and in-class effort.

IE 3 *TRANSFER* Active Listening

	Psychology/ Relationships	Intercultural Communication	Environment/ Living spaces	Media
(A) IN-CLASS **Supplementary materials can be drawn from the IE Listening Program**	SUMMIT TV 2-1#: On-the-Street: "Strengths and Weaknesses: I'm Really Good At…", SUMMIT TV 2-5#: On-the-Street: "Phobias and Superstitions", SUMMIT TV 1-4#: Short Documentary: "Selling Them Short"	SUMMIT TV 2-8#: Short Documentary: "The Simpsons"	SUMMIT TV 2-10#: Short Documentary: "The Ndoki Rain Forest"	SUMMIT TV 1-7#: On-the-Street: Advertising: "I think there's too much"; SUMMIT TV 1-9#: On-the-Street: News Sources: "I don't believe everything I read" REAL TALK: Philippe, a Photographer in Japan
(B) STUDENT PROJECTS **2 Interactions** **1 Presentation** **Homework**	INTERACTION: Describe a self-help video after a search on YouTube, ie. the "video jug channel," then choose one on becoming more confident, etc. (Note in APA Style)	PRESENTATION: Introduce a video on an aspect of intercultural communications (Note in APA Style)	INTERACTION: Introduce an English movie trailer and assign questions to the group (Note in APA Style)	PRESENTATION: Prepare an environmental brief "for action" on an environmental problem (Note in APA Style)
C) TEACHER-MONITORED SELF ACCESS **Homework**	For a 75% mark, students need to complete 5 videos weekly on EnglishCentral for a total of 65 videos for the course. Those who complete 70 videos by the end of the semester will be eligible for an 85% score with the top 10% of this group scoring 100% for this part of their grade. This part of the course is for homework.			
(D) SELF-DIRECTED LISTENING **Homework**	Students should complete 5 reports (or 3 reports and 1 movie listening log). For every assignment, whether movie or listening report, students should note the listening site or movie according to the APA style. Each listening report should relate to one of the themes in IE 3 Active Listening: psychology-relationships, intercultural communication, environment-living spaces, media. **A sample of APA Style:** Stone, C. (Director). (2007). *How to remember people's names* [Online video clip]. Video Jug.com. 10 March 2016. Retrieved from <https://www.youtube.com/watch?v=7Q74cJtVpkA>. [Access from YouTube.]			

Participation marks will be given in class for attendance, completing the weekly targets for EnglishCentral, and in-class effort.

Breakdown of AL 1 Grades:

(B) STUDENT PROJECTS - 3 *INTERACTIONS* (Only 2 *INTERACTIONS* in large classes)	30%
(C) TEACHER-MONITORED SELF ACCESS (25 units for 75%; 35 units for 85%, top 10% of the class score 100%)	25%
(D) SELF-DIRECTED LISTENING	20%
Participation (completing reallyenglish on schedule, vocabulary quizzes)	5%
IE Listening Final Test	20%

Breakdown of AL 2 Grades:

(B) STUDENT PROJECTS - 3 *INTERACTIONS* (Only 2 *INTERACTIONS* in large classes)	30%
(C) TEACHER-MONITORED SELF ACCESS (25 units for 75%; 35 units for 85%, top 10% of the class score 100%)	25%
(D) SELF-DIRECTED LISTENING	20%
Participation (completing reallyenglish on schedule, vocabulary quizzes)	5%
IE Listening Final Test	20%

Breakdown of AL 3 and AL 3 *Transfer* Grades:

(B) STUDENT PROJECTS - 2 *INTERACTIONS* (Only 1 *INTERACTION* in large classes)	20%
(B) STUDENT PROJECTS – *PRESENTATION*	15%
(C) TEACHER-MONITORED SELF ACCESS (25 units; 35 units for AL 3 *Transfer*)	20%
(D) SELF-DIRECTED LISTENING	20%
Participation (completing reallyenglish on schedule, vocabulary quizzes)	5%
IE Listening Final Test	20%

In the Active Listening courses, students will not be given marks for attendance. Students should be attending classes and participating in them. Instead, students will <u>lose</u> marks if they are absent from class without a legitimate excuse. Legitimate excuses consist of serious illnesses (with a doctor's note), or family-related absences such as attending a funeral. Please warn students of this policy in the first class and identify students who begin to show a pattern of absences and tardiness and warn them appropriately. Remind that them that they must pass all three IE courses to obtain credit for IE Level 1, 2, or 3.

Deducting Marks for Absences

Absences	Maximum Grade
1	* No effect on grade
2	Final grade cannot exceed 89%
3	Final grade cannot exceed 79%
4	Final grade cannot exceed 69%
<u>5 or more</u>	<u>Fail (unless legitimate absences)</u>

A Plan for the First 2 Classes of IE Active Listening 1 or 2

Class	Lesson	Homework
1	- Course outline, description of the 4 components: A, B, C, D, participation, and the final test. - Assist students to log-in to the *reallyenglish* website and demonstrate how to trouble-shoot log-in problems through using the FAQs and each student's "My Page". Use the exact URL or you will not be able to login. Ensure that all the	(C) log-in to *reallyenglish*, begin units (B) work on INTERACTION

	students have created and filed a password. -Direct students to take the reallyenglish assessment test. Afterward, the website will generate an individual learning path for each student. Unless you are teaching an IE 3 Active Listening class for returnees, tell the students to do 80% of the listening units rather than reading or another type. -Make sure that every student in the class has taken the test and logged onto the website to try a lesson. - Allow 15 min of class time for students to work on a *reallyenglish* unit. Ensure that all students have registered and know how to use the FAQs and "My Page". Use this time to assist students having trouble logging in, etc. - Describe how an INTERACTION (B) will be done. (Refer to the Appendix to find the websites and instructions for Internet resources for the video sequences). Ask students to pick 3 possible videos from the website(s).	
2	- Allow 15 min of class time for students to work on a *reallyenglish* unit. Use this time to assist students who have lost their password or to help any students who missed the first class and need to log on and take the test. - For the INTERACTIONS, circulate a sign-up list for dates and topics (do not allow students to choose the same ones). INTERACTIONS which should start in 2 weeks. - Show the list of language learning websites (D) and the report form and explain these. Set due dates for each report. - IN-CLASS, *Summit TV* lesson (A) in remaining class time	(A), (B), (C), (D)

A Plan for the First Class of IE Active Listening 3

Class	Lesson	Homework
1	- Course outline, description of the 4 components: A, B, C, D, participation, and the final test. - Assist students to log-in to your class URL at the *EnglishCentral* website and demonstrate how they do a video unit. Take the class through one video together and do the "Watch," "Learn," and "Speak" stages. Then demonstrate how they can monitor their progress. Explain how you will be able to monitor their progress as well and set the target of 5 videos each week.	C) log-in to *EnglishCentral*, listen to 5 videos (B) work on INTERACTION

Written assignments:

Students should format their papers to **12-point Times New Roman** at **26 lines** per page. In addition, they must put a page number and the title of the writing assignment in the upper right corner of the document

The following diagram shows how to change the line spacing in the Japanese version of MS Word. All of the university laptops come loaded with this program, so this should be easy for you to show to your students.

In addition, the students must put a page number and the title of the writing assignment in the upper right corner of the document. They need to put their name and student number on the first page.

This will be particularly important to show to freshman students in the Spring semester. An explanation of this can also be found on page 70 of the students' IE Core and Writing booklet.

How to Set Line Spacing in MS Word to 26 Lines per Page

For A4 paper, 12-point Times New Roman font set for 26 lines per page with 2.5 cm margin
are common specifications for English academic manuscripts that require double spacing. [1]
Here is how to configure the line spacing in MS Word 2013 for Windows:

1. On the Home (ホーム) tab, set line spacing for single space.

2. Click Page Layout (ページレイアウト).
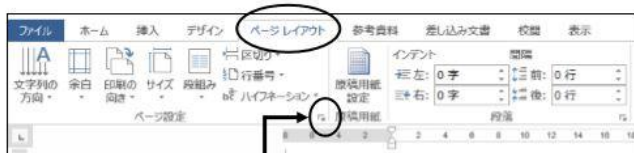
3. Click Page Set Up (ページ設定).

4. Input the number of lines (行数).

Student "Interactions":

To do an interaction, each student leader must find an online video
suitable to the unit theme. They are supposed to listen to it a number of
times, making notes to prepare a question sheet for their classmates.

<u>You need to provide a short demonstration in class of using an online website</u>.
Please note that students can activate a closed caption (cc) function on many YouTube videos. As in the following example, the boxed cc in the lower righthand corner means that captioning is available. The screenshot shows the sequence with captioning function operating.

How To Recall People's Names
Videojug
▶ Subscribe 463,215
270 views

Student "Interactions" Question Sheet:

After note-taking on the video, students must create a question sheet to assist them in doing the Interaction and as a record of their work. Later, the teacher collects the question sheet and marks it. The question sheet should follow the format of this example.

NAME _____

NUMBER _____

Pre-Listening Questions:

1. How do you remember people's names?
2. What do you do when you cannot remember the name of the person you meet?
3. What methods do you use to remember names?

Key Vocabulary Words

1. Repetition- the act of repeating
2. Ludicrous- causing laughter because of absurdity; ridiculous.
3. Distinguish- to mark off as different
4. Discreet- show judgment in ones conduct or speech
5. Cement it- memorizing it, glue on to your brain

Get Some Skills

Shock, _____, their names has completely disappeared from their memory. Repetition. Repetition. Repetition. The _____ is to do this without noticing. Association. During your first conversation, subtly study their _____ and _____, paying particular attention to any distinguishing features. Find a rhyme. Alternatively, try making a _____ rhyme out of their name. However, no-one is perfect, and if you find yourself unable to remember a name, don't fret. _____ has the answers.

Post Listening Questions

1. How effective is association for you?
2. What did you think about using ludicrous rhymes?
3. What do you do when all else fails and you can't remember a name?

Interactions Leader's Opinion – In a paragraph describe your opinion of the clip. Think of the following points: Why did you choose it? What do you think of the clip? How easy was it to understand?

Each student needs to show where the material comes from (using the APA Style), and to create pre-listening questions, key vocabulary words, the "get some skills" section, post-listening questions, and finally, a paragraph describing their opinion of the video clip.

To get students to properly cite their material, you need to show them the format in the question sheet. In addition, you should show them one of two online websites (easybib.com and son of citation).

These websites help you to create citations, even websites and media.

[This website, the more sophisticated of the two, allows you to add/delete URLs, date of publication, etc.] http://www.easybib.com/

http://www.citationmachine.net/apa/cite-a-film/manual

[The iPad version cuts out the ads] (iPad) http://tinyurl.com/cm-mla

Following your earlier demonstration of finding an online video, ask each student in class to find a video themselves and to create an APA reference for it using the Son of Citation website. **DO THIS IN YOUR FIRST CLASS** so that you can walk among the students and guide them through the activity. They can check one another's work as well. Do not depend on the students IE Core or IE Writing teacher to do this. They will likely tell the students of the website, but these teachers do not have a CALL classroom where the teacher can demonstrate and supervise students using the website to create APA style references. We are counting on IE Listening teachers like you to show students how to do this.

The students just input the information and choose APA.

Now you choose the correct media. Enter the information as prompted. The following is the Diane Rehms show, "Friday news roundup" on National Public Radio.

Remind the students to indent the second line of the entry:

Rehms, D. (2016). *Friday news roundup.* [audio clip]. National Public Radio.com, 16 May 2013. Retrieved from Web. 17 <http://thedianerehmshow.org/>.

Organizing "Interactions" in class (See Appendix)

(a) Form groups of 4 or 5 students; 6 or 7 in a class of 24; 10 groups of 4 or 5 students in a large class. All the students should log onto a computer.

(b) Ask one INTERACTION leader to go to each group. The leader logs into a computer. The leader tells the group members to go to the site. He or she asks some pre-listening questions/introduces the topic.

(c) The leader asks each group member to play the video on the site and to listen to it. The group also does some listening questions.

(d) Depending on how difficult the group finds the video, and the level of the listening class, the leader may re-play the video 2 or 3 times.

(e) After the group has listened to it, the leader asks some post-listening questions.

(f) The INTERACTION leader moves to another group and logs onto a pc.

Interactions: Oral and Written Checklists

INTERACTION oral checklist		
Student	**Date**	
Topic	**Score**	
1. Used appropriate eye contact and gestures with the group		
2. Avoided reading, and spoke clearly and enthusiastically		
3. Kept the group using English for the whole INTERACTION		
4. Asked good questions and used follow-up questions		
5. Kept the group focused on their work on the INTERACTION		

INTERACTION written work checklist	
Student	**Date**
Topic	**Score/10**

1. Noted the *url*, date, etc. for video (APA style), pre-listening questions	
2. Included at least 5 key words and definitions	
3. Made a paragraph summary or summary with questions of the video clip	
4. Created during-listening, and post-listening questions	
5. Handed in a typed, well-presented written report	

Teaching IE 3 Presentation Skills

1. 1st class
    a) Introduce self
    b) Choose emcee
    c) Teacher provides list of Internet sites on the Internet
    d) Select video

    HW
    --produce a transcript of the video

2. 2nd class
    a) Choose graphics
    b) Devise survey questions and listening questions
    c) Decide on the recommendations

    HW
    --prepare note-cards at home

3. 3rd class   <u>HW</u>

   a) Show the class the marking criteria   -- students practice at

   b) Finish preparations   home; time their work

   c) Groups all practice in pairs of students

4. Presentation Day

   a) Remind them of the marking criteria

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. Details such as names, numbers, and other description 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**				

IE 3: A Peer Review form for the Presentation

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

IE 3: Peer Outlines and Rankings for the Presentation

Presentation Outlines (IE)   Name _____

During the presentation, take notes and make an outline. This will be collected.

name/ group	Outline and Note-taking

☆_____ is the best because _____

IE 1 Active Listening: Teacher: Taro Aoyama (taro@gmail.com)

	Memories Childhood	**Urban Life**	**Food**	**Travel**
(A) IN-CLASS **Supplementary materials can be drawn from the old IE Listening Program**	**SUMMIT TV 1-1#:** On-the-Street: "How Would You Describe Yourself?" **SUMMIT TV 2-1#:** On-the-Street: "Dreams and Goals", **SUMMIT TV 1-8#:** Short Documentary: "Being a Better Parent (Discipline), **REAL TALK:** Duffy, music	**SUMMIT TV 1-5#:** On-the-Street: "How Do You Feel About Living in the Suburbs?" **SUMMIT TV 2-4#:** Short Documentary: "Handling Anger"	**REAL TALK:** Robbins & Vegetarians	**SUMMIT TV 2-6#:** Short Documentary: "Air Travel: Travelers Beware!"
	INTERACTION: Introduce a favorite song on YouTube to some classmates (Note in APA Style; below)	**INTERACTION:** Report on a news item on a social issue (Note in APA Style)	**INTERACTION:** Find the best unusual recipe to share with some classmates (Note in APA Style)	**INTERACTION:** Choose a city and present a weekend itinerary (Note in APA Style)
C) TEACHER-MONITORED SELF ACCESS **Homework**	For a 75% mark, students complete 25 units of *reallyenglish*. Those who complete 35 units will be eligible for a 85% with the top 10% of this group scoring 100% for this part of their grade. This part of the course is for homework. The teacher sets deadlines for which students receive a score for the participation part of their grades. **In order to keep up with the class, students get a point for finishing 8 units by the fourth week of the course, 12 units by the 8th week, and 16 units by the 12th week. The teacher should prepare screenshots/printouts of each deadline and show students their relative progress or lack of progress.**			
(D) SELF-DIRECTED LISTENING **Homework**	Students should complete 4 reports (or 2 reports and 1 movie listening log). In large classes (over 25) where students are only doing 2 interactions, they should do 5 reports. For every assignment, whether movie or report, students should note the listening site or movie according to the APA style. **Each listening report should relate to a theme in IE 1 Active Listening: memories-childhood, urban life, food, and travel.** Stone, C. (Director). (2007). *How to remember people's names* [Online video clip]. Video Jug.com. 10 March 2016. Retrieved from <https://www.youtube.com/watch?v=7Q74cJtVpkA>. [Access it from YouTube.]			

In IE I Active Listening, we will do **4** types of listening: (a) In-class, (b) Student projects (interactions, and presentations), (c) teacher-monitored self-access, (d) self-directed listening.

We will be covering *4* themes in the course which are the same themes as in the IE Writing, and IE Core sections.

Breakdown of Grades:

(B) Student Projects - 2 *INTERACTIONS*	**20%**
(B) Student Projects – *1 PRESENTATION*	**10%**
(C) Teacher-Monitored Self Access (30 units)	**25%**
(D) Self-Directed Listening	**25%**
IE Listening Final Test: *July 10th*	**20%**

Attendance Policy

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

3 lates = 1 absence

COURSE CALENDAR

April 12	
19	
26	
May 10	*8 units reallyenglish*
17	Interaction 1#
24	Interaction 2#
31	**--3 Listening Reports due**
June 7	*16 units reallyenglish*
14	Interaction 2A#
21	Interaction 2B#
28	
July 5	Presentations
12	Presentations *25 units reallyenglish*, **last Listening Reports due**
19	TEST—course evaluations

Websites for Listening Reports

1. Randall's Cyber Listening Lab: **www.esl-lab.com**

2. BBC Learning English: **www.bbc.co.uk/worldservice/learningenglish**

3. CNN Video: **edition.cnn.com/video/**

4. Voice of America Special English: **www.voanews.com/learningenglish**

5. English Listening Lesson Library Online: **www.elllo.org/**

Appendix 1(b):   IE 3 Active Listening

In IE III Active Listening, we will do **4** types of listening: (a) In-class, (b) Student projects (interactions, and presentations), (c) teacher-monitored self-access, (d) self-directed listening. We will be covering **4** themes in the course which are the same themes as in the IE Writing, and IE Core sections.

	Relationships/Psychology	Intercultural Communication	Media	Environment
(A) IN-CLASS	DVD	DVD	DVD	DVD
(B) STUDENT PROJECTS	INTERACTION: Describe a video from YouTube, ie. the "video jug channel," on becoming more confident, prepare for a date, make friends, etc.	PRESENTATION: Introduce video on an aspect of inter-cultural communications	INTERACTION: Introduce your favorite English movie trailer and questions	PRESENTATION: Prepare an environmental brief "for action" on a problem
(C)TEACHER-MONITORED SELF ACCESS **Homework**	For a <u>75% mark</u>, students need to complete <u>5 videos</u> weekly on EnglishCentral for a total of <u>65 videos</u> for the course. Those who complete <u>70 videos</u> by the end of the semester will be eligible for an <u>85%</u> <u>score</u> with the top 10% of this group scoring <u>100%</u> for this part of their grade. This part of the course is for homework. Sign up at our class URL: **http://www.englishcentral.com/class/83490-aoyamagakuinuniversity/ieactivelistening3strong**			
(D) SELF-DIRECTED LISTENING **Homework**	You should complete 5 reports or 3 reports and a movie listening log. You can view many movies and TV shows in the AV library, 1F, Building 8.			

Breakdown of Grades:

(B) Student Projects - 2 *INTERACTIONS*	**20%**
(B) Student Projects – *1 PRESENTATION*	**10%**
(C) Teacher-Monitored Self Access (30 units)	**25%**
(D) Self-Directed Listening	**25%**
IE Listening Final Test: *July 10th*	**20%**

Attendance Policy

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

3 lates = 1 absence

COURSE CALENDAR

April 11	
18	EnglishCentral 5 videos
25	EnglishCentral 5 videos
May 2	EnglishCentral 5 videos
9	Interaction 1# -EnglishCentral 5 videos
23	Interaction 2# -EnglishCentral 5 videos
30	**--3 Listening Reports due** -EnglishCentral 5 videos
June 6	EnglishCentral 5 videos
13	Interaction 2A# - EnglishCentral 5 videos
20	Interaction 2B# -EnglishCentral 5 videos
27	EnglishCentral 5 videos
July 4	Presentations - EnglishCentral 5 videos
11	Presentations *last Listening Reports due - EnglishCentral 5 videos
18	TEST—course evaluations - EnglishCentral 5 videos

Choose one of the following topics for your INTERACTION on relationships:

    a) Prepare 5 Pre-listening Questions
    b) Based on the video, make up 5 True/False questions to ask your partners
    c) Choose 5 vocabulary words, idioms or expressions used in the video and ask your partners what they think they mean, then explain them
    d) Offer your partners several statements from the video and ask them to explain why they would agree or disagree with them.
        Go to YouTube.com and for some suggestions, input: *videojug channel*.

Select any topic on the theme of relationships, here are samples:

    1) How to be the Perfect Girlfriend/Boyfriend
    2) How to Flirt with Women/Men
    3) How to Chat Someone up on the Train, Bus, or Tube
    4) How to Ask a Woman/Man on a Date
    5) How to Break up the Right Way
    6) How to Get Along With Your Boyfriend/Girlfriend's Friends

Websites for Listening Reports

1. Randall's Cyber Listening Lab: **www.esl-lab.com**

2. BBC Learning English: **www.bbc.co.uk/worldservice/learningenglish**

3. CNN Video: **edition.cnn.com/video/**

4. Voice of America Special English: **www.voanews.com/learningenglish**

5. English Listening Lesson Library Online: **www.elllo.org/**

6. English Listening Lounge: **www.englishlistening.com/englishlistening**

Nolan, C. (Director). *Batman begins*. (2005). Online video clip, Imdb.com. 10 March 2016.

Retrieved from <http://matttrailer.com/batman_begins_2005.>

I. Pre-Listening Questions
   1) What do you know about the super-hero "Batman"?
   2) One of the characters in the movie talks about developing "the powers of the mind." What type of powers do you believe could be developed?
   3) Why do people become criminals?

II. Five Vocabulary Words or phrases.
   a) criminal – a thief, or bad person
   b) will – the determination to do something
   c) "journey inwards" – the journey of the mind
   d) "no turning back" – no chance to change or stop the process
   e) "more than a man" – Batman will become a super hero

III. Order the following sentences correctly as they are heard on the movie trailer.

   a) **Criminal**: Where are you?

   b) **Henri**: Your parents' [＿＿＿] was not your fault.

   c) **Henri**: The [＿＿＿] is nothing! But will is everything!

   d) **Batman**: Here.

   e) **Henri**: If you make yourself more than just a man. If you [＿＿＿] yourself to an [＿＿＿]. You become something else entirely. Are you ready to [＿＿＿]?

   f) **Henri**: You have traveled the world. Now you must journey inwards - what you really [＿＿＿] is inside you. There is no [＿＿＿] back.

IV. Fill in the missing words in the sentences above.

V.   Post-Listening Questions
   1) Who is your favourite super-hero and why?
   2) If you could have a super power which one would you choose and why?
   3) On the humorous side, what would be some problems with being the boyfriend or girlfriend of a superhero?

VI. Describe your opinion of the video clip in a paragraph. (What you liked about it? What you were curious about? Whether or not it made you want to see the movie?)

Sites for Student Listening Reports

For this assignment, you need to access one of the following sites. and write two paragraphs (about 10 sentences each) about your experience using it, and list 5 vocabulary words; their definitions and a sentence example for each:

a) Report which part of the site you used, including the name of the piece you listened to. Give as many specific details about the listening as you can.

b) Report on whether or not you liked the site, would recommend it to other students, and would visit it again. Give as many specific details as you can.

1) ESL Bits

http://esl-bits.net/

a) Listen and read –a –long scripts, (b) read and fill in the missing closed word of one part of one classic film script

2) Japan Student Times

http://www.japantimes.co.jp/shukan-st/stories/stories.htm

3) Randall's Cyber Listening Lab:

http://www.esl-lab.com/

(a) conversation, (b)general or basic listening quizzes, (c)language learning

4) Arlyn Freed's ESL/EFL Listening:

http://www.eslhome.com/esl/listen/#nonauthentic

A B C D F

Online Listening Report

1. APA Reference – Online sources are difficult, but try to include as much of the following information as you can - Author, title, publisher, date published, date viewed, URL

2. Summary - Write a short summary of the program.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

2. Opinion - Give your opinion of the program. Think of the following points: What do you think of the program and website?   How easy was it to understand? Was the program useful for improving your English? Was the topic interesting? Etc.

_____

_____

_____

_____

_____

_____

_____

_____32___

_____

_____

4. Vocabulary – Write 8 new or key words from the listening. Write the word, the meaning and an example sentence

IE Listening Report #2:

"Secondhand Smoke." (2003). Audio clip. National Public Radio. 24 March 2016. Retrieved from

<http://esl-bits.net/secondhandsmoke.>

      I listened to a conversation from esl-bit.net for my report. Here, a woman named Debra is the interviewer, and talks to Dr. Fiore from University of Wisconsin about secondhand smoke. Before the phone connects to Dr. Fiore, there is a pre-talk about how secondhand smoke can damage your health. They say that non-smokers increase the chance of getting lung cancer by 20-30% if they stay around smokers for a long period of time. Dr. Fiore first starts off by talking about smoking and what tobaccos are. He says that smoke contains more than 4,000 chemicals and research proves that secondhand smoke is more harmful then smoking directly. Co-workers and families of smokers can get involved in this and increase the percentage of getting a heart attack if they stay around too long. He mentions that children are more likely to get their health damage easier than adults because they have sensitive lungs. Children could also get asthma, ear infections, and other diseases as well. To avoid breathing the smoke, you could open windows, use fans to blow; however, being smoke free is the best way to protect child. He says that today, many cities have taken away smoking areas in public spaces and outside the road to avoid second-hand smoke. Anyways, at last, the smokers must make the decisions by themselves to quit and the only thing non-smokers could do is to help them through support. There are therapies and medicine to make them quit as well. Lastly as a conclusion, he mentions that quit smoking can protect everyone in our environment.

      I had the chance to listen to few of the conversations, and all of them were very interesting and easy to understand. However, it was hard to go through the site and find the links to listen to the topic. Once you get to the page, it was very easy to follow through because some pages provided the text version of the audio. You can also choose the listen speed so if you think the speakers are talking too fast, you can change the speed level as well. This piece made me think about second-hand smoke a lot because I breathe smoke everyday because there are many smokers around me. I recommend this site to people who are at an intermediate level of English because at the beginning it is a little bit hard to follow the links. Also the topics are mostly about world issues and global news, so sometimes hard vocabulary comes out. You can learn new things from this site so if you have the chance, you should try and access it once!

IE Listening 3: Movie Listening Log

Movie Title and APA reference: Verbinski, G. (Director). *Pirates of the Caribbean - At World's End.* (2007). (DVD). Walt Disney.
Name:
Student Number:
Date:

Part 1. Paragraphs.

I rate this film as 4# because the first and second films of the *Pirates of the Caribbean* series are slightly better than this one. In terms of the computer graphic effect, this third film is the most successful. On the other hand, the story of the third one was much more complicated than the others and some parts of it was not really understandable. To me, what counts the most when watching movies is simplicity and expectation. I always look for something in movies that is beyond my expectation. If a story of a movie went just like I had expected, that's the worst thing that could happen.

Part 2. Choose two questions to answer.
   a) **Which two characters did you like best in the film? Why?**
   b) **Were you surprised at the climax of the film?**
   c) **What is the theme of the film? How do some of the incidents in the film support the development of that theme?**
   d) **Which character did you like best? How is he or she like you?**
   e) **What is the setting of the film? What place that you have visited does the setting remind you of?**

e) The setting of the film is the Caribbean sea in 17th century. All the beaches in the film always reminds me of Australia. The Australian beach that I went for the first time looked just like the beaches in the film. Its clear water, white sand and trees are something that you can rarely see in Japan. During my exchange experience in Australia, I often went to beaches with my friends and the views of the sunrise or the sunset from those beaches also looked exactly the same as the scenes in the fim. In this film, sunset and sunrise are really important keys to the climax. Even in Japan, I can't help but look for a ship on the horizon at sunset and sunrise.

I was really surprised by the climax of the film, because Will Turner who hated pirates the most became the captain of the Flying Dutchman.

I tried to come up with some ideas of how the film ends while I watched it, but that was totally unexpected ending. That Jack Sparrow lost his ship "the black pearl" again in the end was also unexpected and it really pleased me because it simply meant that the film still continues. As everyone knows, Pirates of the caribbean 4 came out recently. I did a little bit of research on it and I heard some rumors that *The Pirates of the Caribbean* series will continue until a 6th episode just like *Star Wars* did. I really hope so.

Part 3. New Vocabulary and Expressions

Oi!	a British and Australian working class slang interjection used to get someone's attention, or to express surprise or disapproval. *"Oi, mate," he said. "We've got to get out of here!"*
savvy	to understand, esp. shrewdly. *I am savvy about travel.*
leviathan	a sea monster. *The whale is a leviathan.*
Flying Dutchman	*The legend of the Flying Dutchman concerns a <u>ghost ship</u> that can never make port, doomed to sail the oceans forever.*
Parley	a discussion or <u>conference</u>, especially one between enemies over terms of a <u>truce</u> or other matters. *The pirates parleyed with the navy.*
fetch	to go to where somebody/something is and bring them/it back *He had to fetch a pail of water.*
mad	having a mind that does not work normally; mentally ill, or a joke. *The hospital was full of mad men.*
pillage	to steal things from a place or region, especially in a war, using violence. *Today, ISIS has plundered archeological ruins in Syria.*
plunder	to steal things from a place, especially using force during a time of war. *The German Army plundered Russia in 1941.*
shilling	a British coin in use until 1971, worth 12 old pence. *There were 20 shillings in one pound.*

superfluous	more than you need or want
immortal	that lives or lasts for ever
impersonate	to pretend to be somebody in order to trick people or to entertain them
noose	a circle that is tied in one end of a rope with a knot that allows the circle to get smaller as the other end of the rope is pulled

Appendix 5(a): reallyenglish Registration Keys   *REALLYENGLISH KEYS*

a) Issuing Registration Keys

Please follow the instructions to issue registration keys. Go
to **http://ac.reallyenglish.com/aoyama/**

1 【Mypage Login】

Access your mypage URL, login with your administrator password and ID. Once you have
reached mypage, simply click the [keys] link at the top left.

2 【Issuing Keys】

Click the [Issue Keys] link.
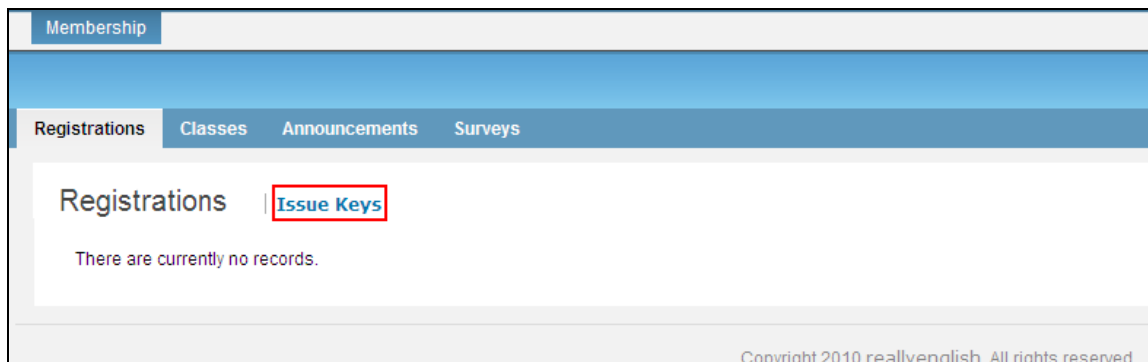
3 【Key Issue Step 1 – Users】

[1] Enter the number of keys you would like to issue. If you want to specify the login or email address for keys, please upload your csv data. If you specify the mail address for keys, our system can automatically send a registration notice to the user.

[2] Click here to upload your CSV and click [Next]. The number of users in you csv data must match the number you typed in ① above.

CSV Format

	A	B	C	D	E
1	number	login	email		
2	1	student001	yamada@taro.com		

Note: The first row of your CSV data must be 「number, login, email」 as shown in the table above.

number: please enter sequential numbers starting from 1 for each row of data.

login: please enter the 'user id' for each student; **email**: please enter the email address for each student

4 (a-1) 【Key Issue Step 1. Course Information】 （When making new classes）

Please select the program you will use, and click 'Add New Class'.

※Your program name may be different from the one shown below.

4 (a-2) 【Key Issue Step 2 – Course Information】 （When making new classes）

Please select the course you want to assign, and enter a name for your class.

4 (b-1) 【Key Issue Step 2 – Course Information】 （When adding users to an existing class）

To add students to an existing class, simply select the program you wish to use and click 'Add to Existing Class'.

4 (b-2) 【Key Issue Step 2 – Course Information】 （When adding users to an existing class.）

Select the class you want to add these students to. The dates for your class will automatically show up on the screen. When you are done, please click 'Next'.

5.1 【Key Issue Step 3 - Survey】

Our survey is used to evaluate the student's opinions about the courses they have taken with reallyenglish. Based on your setting, the survey will appear for your students on mypage. Please check the 'Use Survey' checkbox. If you do not wish the survey, click 'Next' and go to page 7 of this guide.

5.2 【Key Issue Step 4 - Confirmation】

This step allows you to confirm the number of students, the courses, any survey and also schedule email delivery for your keys. If everything is correct, please click 'Issue Keys.' You should issue some extra registration keys. Cut the paper into individual strips of keys, one per student. Bring them all to class. Invariably, students will forget their passwords and need a new key. Also, some students changing levels, may be assigned to your class. They cannot take a record of their work in their previous class. They will have to register again, for your class and start doing reallyenglish again. Usually, as students change levels in the first two weeks, they won't have done many units of reallyenglish.

6.1 【Key Issue Step 5 - Complete】

After completing the above process, you will be able to see a list of the keys you have created. Additionally, you can download a PDF of the keys that includes the key, and the URL required to register the key. Each key will look like the following.

ID	Registration key	Login	Email	Registered	Cancel
33465	da1fd42147e290784f90	student001	yamada@taro.com	No	Cancel

6.2 【Students Inputting Their Registration Keys】

Now students enter their key on a specific URL,
http://ac.reallyenglish.com/aoyama/mypage/reg/

1.1 【Students working on units in reallyenglish】

After students have taken the diagnostic test, a learning path will be generated for them. Afterward, show them how to find the tabs that differentiate the three types of lessons: Reading, Grammar, and Listening. Although the students may choose units focusing on Reading, Grammar, or Listening, 80% of the required lessons they complete must be in "Listening," ie. 20 out of 25 lessons should be "Listening" ones. In order to get credit for a lesson, students must get score at least, 80% on it.

1.2 【Program Updates】

Reallyenglish now operates on cellphones. This should be demonstrated to students in the first class. An "Orientation" in the system explains what they need to do to get started. Please show students this feature in class. Here are the program updates from last year:

- 330 lessons (targeting around the TOEIC 280 level). Please tell students that these are supposed to be in a TOEIC style as well to give them practice in taking tests.
- The learning path has changed from 10 lessons at a time to 5 lessons. This allows the system to adapt the learning path more frequently to the learner's progress.
- reallyenglish has changed the overall look and feel of the course top page.
- reallyenglish has modified the lesson design by moving the next and back buttons, adding a black background, and small design touches.
- Users can change the user language from Japanese to English using the menu page (top right hand corner).
- Every lesson includes a lesson summary (pdf), while Listening lessons also include a podcast (MP3 file). They had these previously, but they can now be downloaded by clicking on icons next to each lesson title on the menu page.
- reallyenglish has improved the sort functions on the menu page--it's very easy to find the lesson by title, topic, etc. now.

The "Trainings" page, which allows teachers to view the progress of their students, also has some improvements. You can access a pie chart by clicking each star rating on the "Trainings" page. The "Training" page shows the progress of each class and is accessible from the "TRAININGS" tab on TMS. Moreover, you can download the progress data, along with the pie chart in excel format from "Create report" on the TOOLS tab. If you have questions about this, you can refer to the help page on TMS.
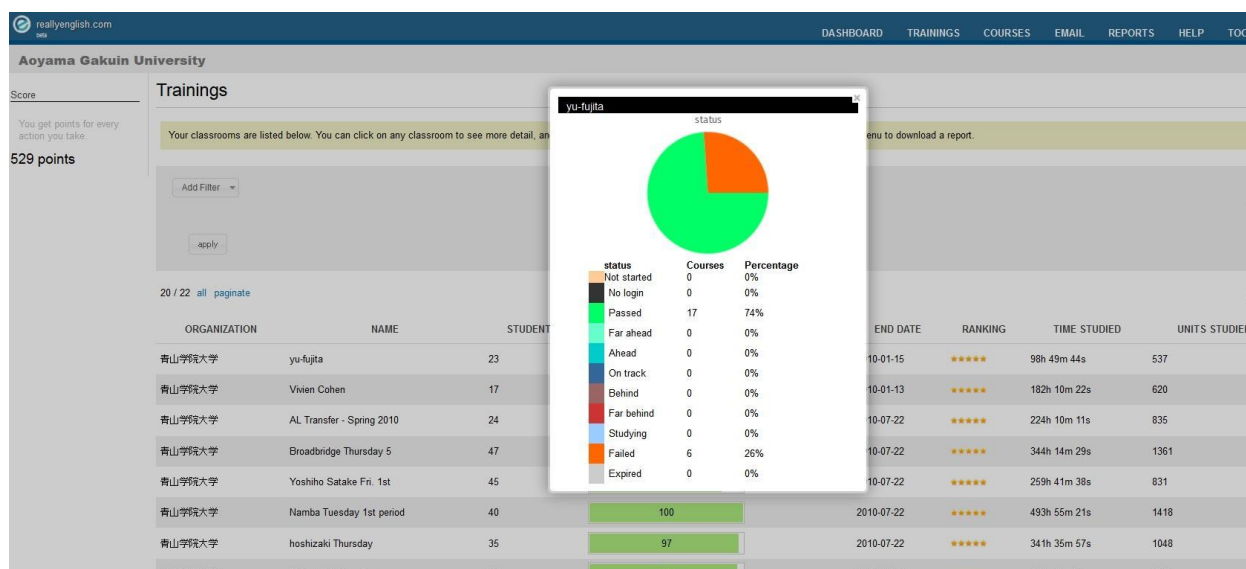
1.3 【Pacing your students】

As with many term-length assignments, many students will procrastinate. **Even if a student was able to complete all 25 units in the last week of classes, the student would not get much benefit from them.** They need to regularly work on these listening units over the term instead of cramming. **Show the students printouts (screenshots of the reports once you access your class on the reallyenglish website) of their relative standing in the class at four weeks, eight weeks, twelve weeks, and fifteen.**

We have found that students who work on the reallyenglish lessons regularly and sincerely benefit a great deal, particularly students who start at lower levels. One teacher so motivated her students that all of them did much more than the minimum 25 units and one student did more than 200 lessons in a single semester! There is no limit to the number of modules that the students can do. If they feel that their reading or grammar is weak and can be improved by the Practical English program, they may do extra units in those areas.

It is up to the teachers to provide students with incentives to do as many modules as they can. You will be able to see in the course management tools how many units, beyond the minimum, that the students have completed. Most teachers monitor students by giving them three or four deadlines during the term one at the end of each month. Students who don't complete on time, lose a mark for the self-directed portion of their grades.

As part of your course requirements (Participation), you also can have students create their own vocabulary flashcards using apps and a free Web site: http://www.quizlet.com.

1.4 Logging on

Time and again, we've had students who experienced difficulty in logging onto the site. Usually, these students have not been logging on regularly. Panicked as they end of term approaches, then they just google the general website for reallyenglish. Students have a tendency to just google it. Unfortunately, the general site will not allow them to get into. They need to use the following URL. Have students mark your e-mail, post it. Etc.

https://ac.reallyenglish.com/aoyama/account

APPENDIX 6: EnglishCentral

English Central is an online system with a library of short videos of about one to five minutes length each which includes commercials, news items, scenes from TV, and commercials. It has a Learning Management System (LMS) in which teachers set weekly targets which we are currently setting at 5 videos per week. We are also exploring a thematic organization of the videos for the IE 3 Active Listening course as this would be integrate this part of listening with our other IE courses.

Additional Teacher Resources:

1. To start, you can view the introductory video at the academic (teacher portal) this URL:

   https://www.englishcentral.com/academic/index#/!

2. A downloadable PDF taking you through class registration, setting class targets, and assessing your students' work is at

   http://j.mp/EC-ENTeachers2

3. A webinar is available at

   https://www.englishcentral.com/video/25853/enjoy-language-learning

A brief explanation of EnglishCentral of screenshots from the PDF follows. You go to the EnglishCentral URL and login. Then you go to the upper left of the toolbar and click on the "Manage" tab.

Create A Class & Invite Students

You can create a class, invite students and teachers or co-teachers by using the manage tab.
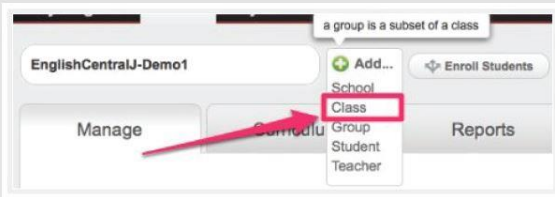
1. Select "+Add" and click on "Class" to create a class.

There is a page for Aoyamagakuinuniversity so all you need to do is to create a class name. This will become the class URL. Your students will go to it and log on (See 1).

2. Choose a school you want to add a class and type in the class name.

There are two ways to enroll students into your class. Click on Enroll Students.

1) Students log into the site through the class URL.

2) Email invitation. Enter your students' email addresses and sent them the URL

The second button on the toolbar enables you to choose videos for your students and (Step 1) set the goal/target. Again, the target we are setting for Active Listening 3 is 5 videos weekly. Students **watch** a 50 second – 2 min video – news items, commercials, etc., **learn** key words from the video, then speak lines and they are rated by voice recognition software. (Step 2) we are leaving the choice of videos to the students.
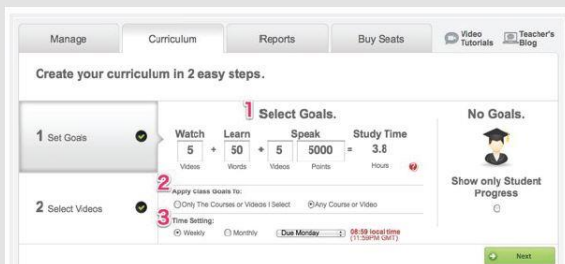
Add Video Lessons & Courses
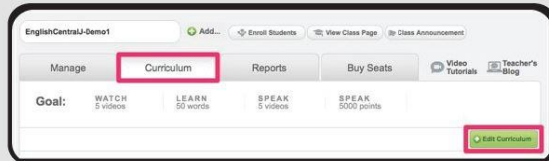
You can set a curriculum by selecting the "Curriculum" tab and "Edit Curriculum"

Step 1 - Goals

1. Set goals - how many video lessons you want your students to Watch | Learn | Speak

2. You can set goals so they apply only to videos on the class page or to anything students study on the site.

3. You can set the class goals as weekly or monthly and the due date.

Step 2 - Videos

1. Select if the teacher or the students will choose what to study.

2. Browse the website and add courses or video lessons to the class page.
Select the + and select the class.

3. Click on "I'm Done" if you are happy with the curriculum you made.

We are also experimenting with choosing the themes of the videos that students will watch. The screenshot that follows shows videos related to IE 3 themes.
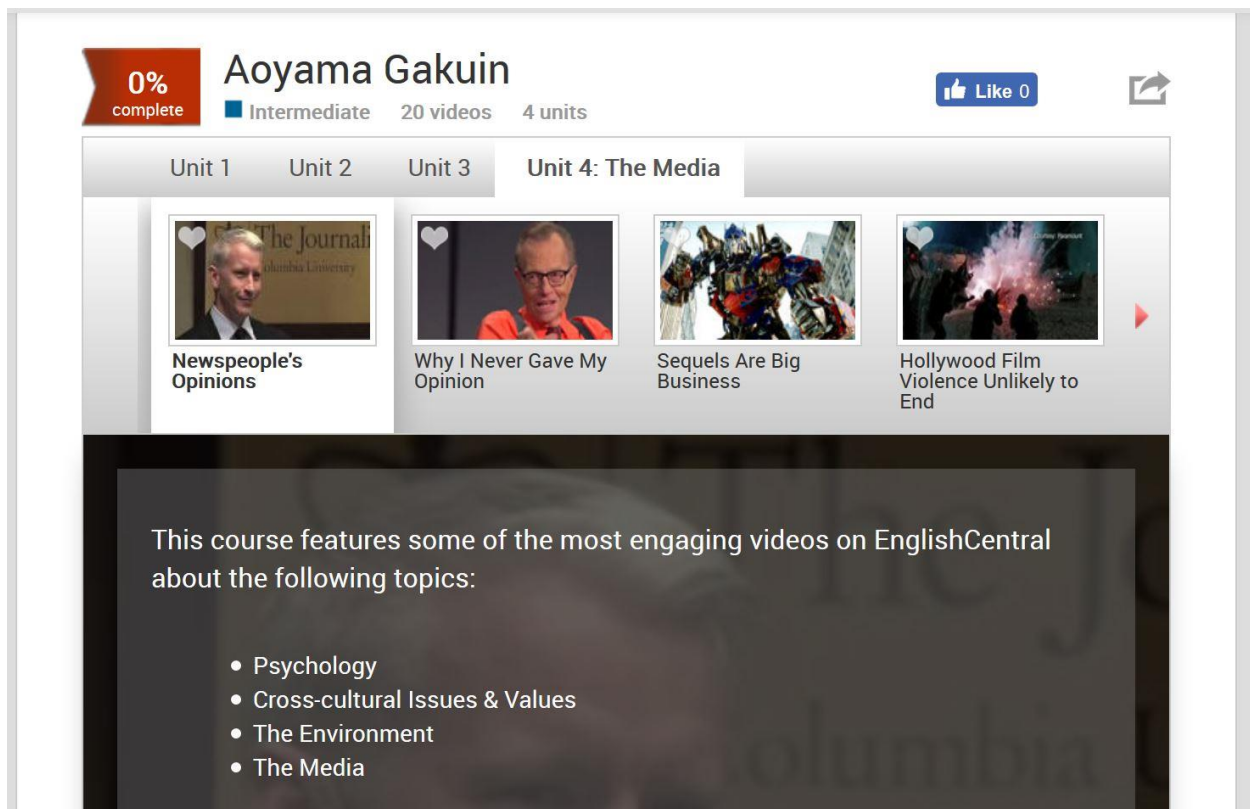
This button on the toolbar enables you to check on your students' progress. They have exactly one week to complete the 5 videos. Meeting this weekly deadline is part of their participation mark. Exceeding the course total by 70 by the end of the course will entitle a student to an A

grade, and the top 10% of these students will get a AA. To encourage the students mention the current scores in class (but do not identify any individual students).

Use Reports
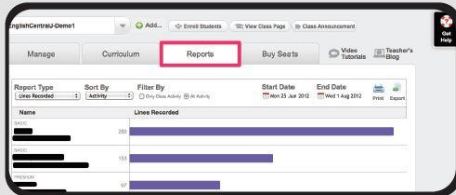
With the Reports tab, you can easily check all the activities your students have done.

Selecting the "Report Type" on the left side of the page.

- Watched Videos… The number of watched videos/what videos they have watched
- Learned Words… The number of learned words/what words they have learned
- Speak Points (*1)… Points they have made/what dialogs they have recorded
- Spoken Videos… The number of recorded videos
- Pronunciation… Pronunciation that they are good&not good at
- Course Completion… How many percentage of a course they have done
- Lines Recorded (*2)… The number of lines students have recorded
- Overall Grade… How many percentage they have done based on the goals you set
- Number of Visits… How many times they have visited the site

(*1)… Student's "quality" of speaking (*2)… Student's "quantity" of speaking

The class reports can be downloaded as a PDF to assist you in computing your students' grade for this part of the course. You can even listen to recordings of your students' trying the **Speak** portion of the program.

Select a student's username.
You can see the details of their progress.

Here - "Speak Points" is selected. On this page, you can check what videos they have recorded, their grades, and listen in on what they have recorded on the site.

Set a specific time period by clicking on the calendar icons to see students' progress for that period.

You can also print out the reports or download it as a Excel file.