

2019 Active Listening

Scope and Sequence

Improving students' 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 have as many as 30 students, so it is difficult to organize a class. A third challenge is to maintain student interest in extensive listening over a term.

Needs analyses were undertaken on earlier versions of this listening course. These involved large scale student surveys and interviews. Students responded that they 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 introduced EnglishCentral into IE 3 Active Listening. This program offers short video sequences, vocabulary work, and speaking practice through voice recognition software, and spaced retrieval to remind students of words that they have forgotten. See the Appendix 6, (p.50) for more details on it.

This teacher guide was prepared by Gregory Strong and Joseph Dias with material from Kazuko Namba, and Keiko Inouye and suggestions from other listening teachers. (15 March 2018).

I. Course Objectives	3
II. Breakdown of Grades	9
A Sample Lesson Plan	10
III. Interactions and write-ups	14
IV. Teaching IE 3 Presentation Skills	20
V. Appendixes	
1)Sample Course Outlines	25
2)Sample Student Interaction Questions	32
VI. Sample Student Listening Reports	35
VII. Sample Movie Listening Log	37
VIII. reallyenglish Information	
a) Issuing registration keys	39
b) Program features	55
IX. EnglishCentral Overview	58

Active Listening 1	Active Listening 2	Active Listening 3
<p><u>Themes:</u></p> <p>Memories & Childhood, Urban Life, Food, Travel</p>	<p><u>Themes:</u></p> <p>Changing Times & Technology, Workplace, Autobiography, Geography</p>	<p><u>Themes:</u></p> <p>Psychology & Relationships, Intercultural Communication, Environment & Living Spaces, Media</p>
<p><u>Tasks:</u></p> <p>30-34 units (80%); 35-39 (90%); 40-45 units (100%)reallyenglish</p> <p><u>4 listening reports</u></p> <p><u>3 Interactions</u> (large classes do 2 and 1 extra report)</p>	<p><u>Tasks:</u></p> <p>30-39 units (80%); 40-49 units (90%); 50 units or more (100%) reallyenglish</p> <p><u>4 listening reports</u></p> <p><u>3 Interactions</u> (large classes do 2 and 1 extra report)</p>	<p><u>Tasks:</u></p> <p>80 videos watched, learn 1,000 words learned, and 70 lines spoken (80%) EnglishCentral</p> <p>5 videos watched weekly; 45 lines spoken, 80 vocabulary words learned and test passed</p> <p><u>5 listening reports</u></p> <p><u>2 Interactions</u></p> <p><u>Group presentation task</u> (large classes do 1 Interaction and 1 presentation and 1 extra report)</p>

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),	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: “John Robbins: Diet for a New America” (For the video and questions, see: http://www.aogaku-daku.org/diet-health-and-the-evironment/)	SUMMIT TV 2-6#: <u>Short Documentary</u> : “Air Travel: Travelers Beware!”	
	(B)INTERACTIONS Homework/in class—choose 3	INTERACTION: Introduce a favorite song on YouTube to some classmates	INTERACTION: Report on a news item on a social issue	INTERACTION: Find the best unusual recipe to share with some classmates	INTERACTION: Choose a city and present a weekend itinerary
(C) TEACHER-MONITORED SELF ACCESS Homework	<u>Course completion is set at 30 units (an 80% grade).</u> This part of the course is homework. In order to keep up with the class, students get a point (perhaps for participation) for meeting weekly deadlines of 1 unit, and by 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 weekly deadline and in class show students their relative progress or lack of progress.			40-45 units	100%
				35-39 units	90%
(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) students only do <u>2 interactions</u> , and do <u>5 reports</u> . For every assignment, whether movie or report, students 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). <i>How to remember people’s names</i> [Online video clip]. Video Jug.com. 10 March 2016. Retrieved from < https://www.youtube.com/watch?v=7Q74cJtVpkA >. [Access it from YouTube.]			30-34 units	80%
				20-24 units	70%
				25-29 units	60%

Participation marks are for attendance, completing reallyenglish units, vocabulary tests, in-class effort. **Please note that the units for reallyenglish must be finished by the last class.**

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#: <u>On-the-Street</u> : New Technology “The problem’s not with the technology”	SUMMIT TV 1-3#: <u>On-the-Street</u> : “Saving Money” SUMMIT TV 1-10#: “Work and Leisure”	SUMMIT TV 2-3#: <u>On-the-Street</u> : “Frightening Experiences”, SUMMIT TV 1-2#: <u>Short Documentary</u> : “Beck, Musician” REAL TALK: Cornel West	SUMMIT TV 2-2#: <u>Short Documentary</u> : “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	Course completion is set at 30 units (an 80% grade); for a 50% or a pass, students <u>must complete 15-19 units</u> ; 10-14 units is 40%; 5-10 units is 30%; 3-5units is 20\$; below this is a failure. This part of the course should be done as homework. Students get a point (perhaps for participation) for meeting weekly deadlines of 1 unit, and by finishing 8 units by the fourth week of the course, 12 units by the 8th week, and 16 units by the 12th week. You should prepare screenshots/printouts of each weekly deadline and in class show students their relative progress or lack of progress.			50- units 40-49 units 30-39 units 25-29 units 20-24 units	100% 90% 80% 70% 60%
(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 one of the themes in IE 2 Active Listening: changing times-technology, workplace, autobiography, geography. Stone, C. (Director). (2007). <i>How to remember people’s names</i> [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, vocabulary tests, in-class effort. **Please note that the units for reallyenglish must be finished by the last class.**

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 2-7#: <u>On-the-Street</u> : “Strengths and Weaknesses: I’m Really Good At...”, SUMMIT TV 2-5#: <u>On-the-Street</u> : “Phobias and Superstitions”, SUMMIT TV 1-4#: <u>Short Documentary</u> : “Selling Them Short”	SUMMIT TV 2-8#: <u>Short Documentary</u> : “The Simpsons”	SUMMIT TV 2-10#: <u>Short Documentary</u> : “The Ndoki Rain Forest”	SUMMIT TV 1-7#: <u>On-the-Street</u> : Advertising: “I think there’s too much”; SUMMIT TV 1-9#: <u>On-the-Street</u> : 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.	PRESENTATION: Introduce a video on an aspect of intercultural communications.	PRESENTATION: Prepare an environmental brief “for action” on an environmental problem.	INTERACTION: Introduce an English movie trailer at imdb.com or YouTube and ask questions of the group										
C) TEACHER-MONITORED SELF ACCESS Homework	For a <u>100% mark</u> on this part of the course, each week students need to complete <u>5 videos</u> , <u>speak 45 lines</u> , and <u>study 80 vocabulary words</u> and pass the vocabulary tests on EnglishCentral for 15 weeks for a total of 80 videos, 680 spoken lines, and 1,000 vocabulary words learned. If students only have 2/3 of this, ie. 70 videos, 500 lines, and 1,500 words, then their score should drop 5%; 1/3, then they drop 10%. “Teacher-monitored self-access” part of the course is done for homework. To encourage the students, please track their weekly progress and give them an extra point for participation, if they achieve their weekly progress.			<table><tr><td>80; 680; 1,000</td><td>100%</td></tr><tr><td>70; 640; 920</td><td>90%</td></tr><tr><td>60; 600; 840</td><td>80%</td></tr><tr><td>50; 560; 760</td><td>70%</td></tr><tr><td>40; 520; 680</td><td>60%</td></tr></table>	80; 680; 1,000	100%	70; 640; 920	90%	60; 600; 840	80%	50; 560; 760	70%	40; 520; 680	60%
80; 680; 1,000	100%													
70; 640; 920	90%													
60; 600; 840	80%													
50; 560; 760	70%													
40; 520; 680	60%													
(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> . The teacher should prepare screenshots/printouts of each weekly deadline and in class show students their relative progress or lack of progress. For every assignment, whether movie or report, students should note the listening site or movie according to the AP style. Stone, C. (Director). (2007). <i>How to remember people’s names</i> [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 the total grades for AL 1:

(B) STUDENT PROJECTS - 3 <i>INTERACTIONS</i> (Only 2 <i>INTERACTIONS</i> in large classes)	30%
(C) TEACHER-MONITORED SELF ACCESS (30 units for 80%)	25%
(D) SELF-DIRECTED LISTENING	20%
Participation (completing reallyenglish on schedule, vocabulary quizzes)	5%
IE Listening Final Test	20%

Breakdown of the total grades for AL 2:

(B) STUDENT PROJECTS - 3 <i>INTERACTIONS</i> (Only 2 <i>INTERACTIONS</i> in large classes)	30%
(C) TEACHER-MONITORED SELF ACCESS (30 units for 80%)	25%
(D) SELF-DIRECTED LISTENING	20%
Participation (completing reallyenglish on schedule, vocabulary quizzes)	5%
IE Listening Final Test	20%

Breakdown of the total grades for AL 3:

(B) STUDENT PROJECTS - 2 <i>INTERACTIONS</i> (Only 1 <i>INTERACTION</i> in large classes)	20%
(B) STUDENT PROJECTS – <i>PRESENTATION</i>	15%
(C) TEACHER-MONITORED SELF ACCESS (80 videos, 680 lines spoken, 1,000 words for 100%)	20%
(D) SELF-DIRECTED LISTENING	20%
Participation (completing EnglishCentral 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 lose 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 them also 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, 2, or 3

Class	Lesson	Homework
1	<p>- Course outline, description of the 4 components: A, B, C, D, participation, and the final test.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><u>IE 1 and IE 2: Reallyenglish</u></p> </div> <p>--In advance of the class, print out registration keys for your students – generate 10-20 extras for the numbers.</p>	<p>(C) log-in to <i>reallyenglish</i>, begin units</p> <p>(B) work on INTERACTION</p>

	<p>This precaution is for those numbers that don't work or to re-register students who forget their keys, etc. Direct the students to register at https://ac.reallyenglish.com/aoyama/register</p> <p>Then students will have to create an identity and a password – have them write these down (and e-mail them to their e-mails, or even send you a record of them because some students always seem to forget their passwords). Have students log-in to the <i>reallyenglish</i> website. Show them 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.</p> <p>Direct students to take the reallyenglish assessment test. Afterward, the website will generate an 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.</p> <p>-Make sure that every student in the class has taken the test and logged onto the website to try a lesson.</p> <p>- Allow 15 min of class time for students to work on a <i>reallyenglish</i> 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.</p> <div data-bbox="264 1568 1179 1650" style="background-color: #d3d3d3; padding: 5px;"> <p><u>IE 3: EnglishCentral</u></p> </div> <p>Help students to log-in to EnglishCentral. Direct students to take the Vocabulary Levels Test. Once they have done this, Their results will suggest a level of vocabulary unit to study</p>	
--	--	--

	<p>(from 1-7). The vocabulary units consist of the core vocabulary list (more commonly used words) or academic vocabulary (for students of higher language ability).</p> <p>Students In class, have the students try a bit of each of the three different parts of the lesson – the listening part, then speaking the lines from the unit, and finally studying the 100 words. Assign them the homework of listening to 5 videos per week, speaking 50 lines, and learning 100 words.</p> <p>- 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).</p>	
2	<p>- Allow 15 min of class time for students to work on a <i>reallyenglish</i> 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.</p> <p>- 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.</p> <p>- Show the list of language learning websites (D) and the report form and explain these. Set due dates for each report.</p> <p>- IN-CLASS, <i>Summit TV</i> lesson (A) in remaining class time</p>	(A), (B), (C), (D)

A Plan for the First Class of IE Active Listening 3

Class	Lesson	Homework
-------	--------	----------

1	<ul style="list-style-type: none"> - 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 <i>EnglishCentral</i> 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 <i>EnglishCentral</i> , 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.

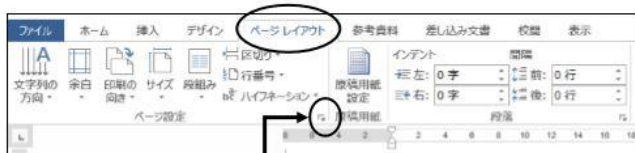
How to Set Line Spacing in MS Word to 26 Lines per Page

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.

You need to provide a short demonstration in class of using an online website.

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.

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>>.

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.

The screenshot shows the top navigation bar of the Son of Citation Machine website. It includes the logo, a title page link, a plagiarism checker link, links for schools and contact, and buttons for selecting citation styles (APA, MLA, Chicago). Below this is a row of buttons for media types: Book, Magazine, Newspaper, Website, Journal, Film, and Other. The 'Book' button is selected. Underneath, there are links for 'Auto-fill mode', 'Manual entry mode', and 'Cite a chapter'. A search box prompts the user to 'Find a book by title, author, or ISBN', with a 'Search Books' button to the right. At the bottom right, it says 'Powered by WorldCat'.

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.

This screenshot shows the Son of Citation Machine interface after a citation has been generated. The top navigation bar includes links for 'About', 'Instructions', 'Facebook Page', 'Blog', and 'Disclaimer & Privacy'. Below this is a row of buttons for citation styles: MLA, APA, Chicago, and Turabian. The 'APA' button is selected. A blue button labeled 'Return to Form to Correct Mistakes' is visible. The main content area is titled 'Bibliographic Citation' and displays the following text: 'Friday News Roundup. Dir. Diane Rehms. National Public Radio, 16 May 2013. Web. 17 May 2013. <http://thedianerehmshow.org/>.' The text is enclosed in a box, indicating it is the final output of the tool.

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

<i>INTERACTION</i> 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 <i>url</i> , 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

- a) Show the class the marking criteria
- b) Finish preparations
- c) Groups all practice in pairs of students

HW

-- students practice at home; time their work

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#: <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	Course completion is set at 30 units (an 80% grade); for a 50% or a pass, students must complete 15-19 units; 10-14 units is 40%; 5-10 units is 30%; 3-5 units is 20%; below this is a failure. This part of the course should be done as homework. Students get a point (perhaps for participation) for meeting weekly deadlines of 1 unit, and by finishing 8 units by the fourth week of the course, 12 units by the 8 th week, and 16 units by the 12 th week. You should prepare screenshots/printouts of each weekly deadline and in class show students their relative progress or lack of progress.			50- units 100% 40-49 units 90% 30-39 units 80% 25-29 units 70% 20-24 units 60%
(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). <i>How to remember people's names</i> [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 <i>INTERACTIONS</i>	20%
(B) Student Projects – 1 <i>PRESENTATION</i>	10%
(C) Teacher-Monitored Self Access (30 units)	25%
(D) Self-Directed Listening	25%
IE Listening Final Test: <i>July 10th</i>	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	<i>*8 units reallyenglish</i>
17	Interaction 1#
24	Interaction 2#
31	--3 Listening Reports due
June 7	<i>*16 units reallyenglish</i>
14	Interaction 2A#
21	Interaction 2B#
28	
July 5	Presentations
12	Presentations <i>*25 units reallyenglish, last Listening Reports due</i>
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/

1. Seating plan

Alphabetical order, groups of 4~6 students

2. Attendance policy

*Absence: one absence---no effect, two absences---final grade cannot exceed 89 %, three absences--- final grade cannot exceed 79 %, four absences---final grade cannot exceed 69 %, five or more absences---fail

*Excused absences: participation on one of the university's official teams, a serious sickness such as legally-designated infectious disease, or a family-related matter such as a funeral. The appropriate documentation is required.

*Tardiness: Three late arrivals (up to thirty minutes) will be considered as one absence. If you are late more than thirty minutes you will be marked as absent.

*Excused tardiness: With an official verification slip from the transport company which shows date and time, you wouldn't be marked late (up to two times).

3. Breakdown of grades

Interactions (oral part and written report)---30 %, Reallyenglish---25 %, Online listening reports---20 %, Participation---5 %, Final test---20 %

4. Reallyenglish: 30 units, 9/14~1/15

*Diagnostic test: (If you haven't taken it in Spring semester)

*Dead lines and score: 10/12---10 units, 11/16---20 units, 12/21---30 units, 1/15--- extra units; one point off for missing a deadline; Those who complete 30 units will be eligible for a 85% (21 points) with the top 10% of this group scoring 100% for this part of their grade (25 points).

*Section: More than 80 % of the total units (24 units) chosen from the Listening section. The rest can be chosen from Listening, Reading or Grammar.

*Level: Refer to your adaptive focus

*Reallyenglish app (smartphone)

5. Interactions (TED Talks, YouTube, etc.) : 9/21~1/11

Topics, groups, sign-up sheet, flash cards, written report (APA style), oral checklist, written work checklist, 3~4-minute-video, use of blackboard

6. Online listening reports (APA style) : 10/12~1/15

*Deadlines: 10/12---Report 1 (4 points), 11/16---Report 2 (4 points), 12/21 ---Report 3 (4 points), 1/15---Movie listening log (8 points) / Report 4 (4points) and Report 5 (4 points), one point off for missing a deadline

*Themes and topics: Online listening report and Movie listening log should be related to one of the themes in IE ALII (Changing times / Technology, Workplace, Autobiography, Geography). Avoid overlaps with Interactions video segments.

*Sites: TED Talks, YouTube, esl-bits, CNN, etc.

7. Summit TV: 9/14 ~ 1/11

Participation, work sheet

8. Final test : 1/15

Appendix 1

A simple citation site: citation machine (<http://www.citationmachine.net/>)

A more advanced site: Mendeley (<http://www.mendeley.com/>)

Appendix 2

Vocabulary site: <http://www.quizlet.com/>

Appendix 1(c): 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 an <u>100% mark</u> , students need to complete <u>5 videos</u> weekly, speak <u>45 lines</u> , and learn <u>80 vocabulary words</u> on EnglishCentral for a total of <u>80 videos</u> , 680 lines spoken, and 1,000 vocabulary words learned for the course. This part of the course is for homework.			
(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 <i>INTERACTIONS</i>	20%
(B) Student Projects – 1 <i>PRESENTATION</i>	10%
(C) Teacher-Monitored Self Access (60 videos, 600 lines, and 840 vocabulary words)	25%
(D) Self-Directed Listening	25%
IE Listening Final Test: <i>July 10th</i>	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, speak 45 lines, and learn 80 vocabulary words
25	EnglishCentral 5 videos, speak 45 lines, and learn 80 vocabulary words
May 2	EnglishCentral 5 videos, speak 45 lines, and learn 80 vocabulary words
9	Interaction 1# -EnglishCentral 5 videos, speak 50 lines, learn 80 vocabulary words
23	Interaction 2# -EnglishCentral 5 videos, speak 45 lines, learn 80 vocabulary words
30	--3 Listening Reports due -EnglishCentral 5 videos, speak 45 lines, learn 80 words
June 6	EnglishCentral 5 videos, speak 45 lines, learn 80 vocabulary words
13	Interaction 2A# - EnglishCentral 5 videos, speak 45 lines, learn 80 vocabulary words
20	Interaction 2B# -EnglishCentral 5 videos, speak 45 lines, learn 80 vocabulary words
27	EnglishCentral 5 videos, speak 45 lines, learn 80 vocabulary words
July 4	Presentations - EnglishCentral 5 videos, speak 45 lines, learn 80 vocabulary words
11	Presentations *last Listening Reports due - EnglishCentral 5 videos, 45 lines, 80 words
18	TEST—course evaluations - EnglishCentral 5 videos, speak 45 lines, 80 words

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. Voice of America Special English: www.voanews.com/learningenglish
- 4. English Listening Lesson Library Online: www.elllo.org/

Appendix 2:

SAMPLE STUDENT INTERACTION: IE 3

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?)

Appendix 3

WEBSITES FOR LISTENING REPORTS

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

Name: _____

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.

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

SAMPLE LISTENING REPORTS

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 than 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). <i>Pirates of the Caribbean - At World's End</i> . (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 film is the most successful. On the other hand, the story was confusing. To me, what counts the most when watching movies is their suspense and simplicity and surprise.

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 in the 17th century. All the beaches in the film remind me of Australia where I have seen beaches just like those in the film with clear blue water, white sand and trees. I rarely see these in Japan. In this film, the sunset and sunrise are really important keys to the climax. Even in Japan, now I can't help but look for a ship on the horizon at sunset and sunrise.

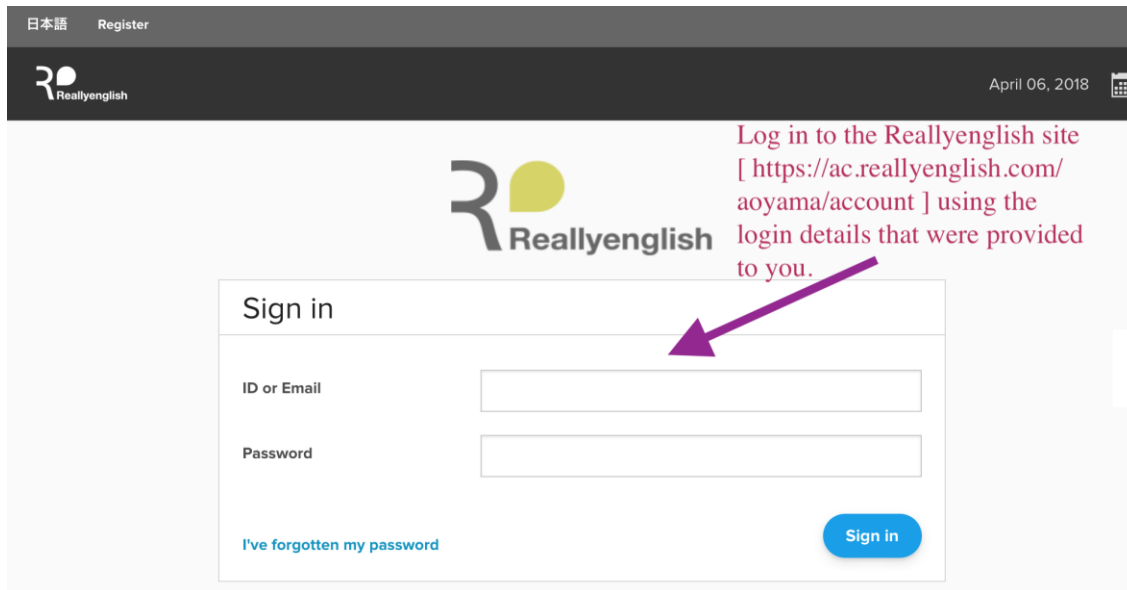
I was really surprised by the climax of the film, because Will Turner who hated pirates the most became the captain of the Flying Dutchman. That Jack Sparrow lost his ship "the black pearl" again in the end was also unexpected and it really pleased me because it meant that the film still continues. As everyone knows, the sequel just came out. I did a little research and learned that *The Pirates of the Caribbean* series will continue until a 6th episode. I really hope so.

Part 3. New Vocabulary and Expressions

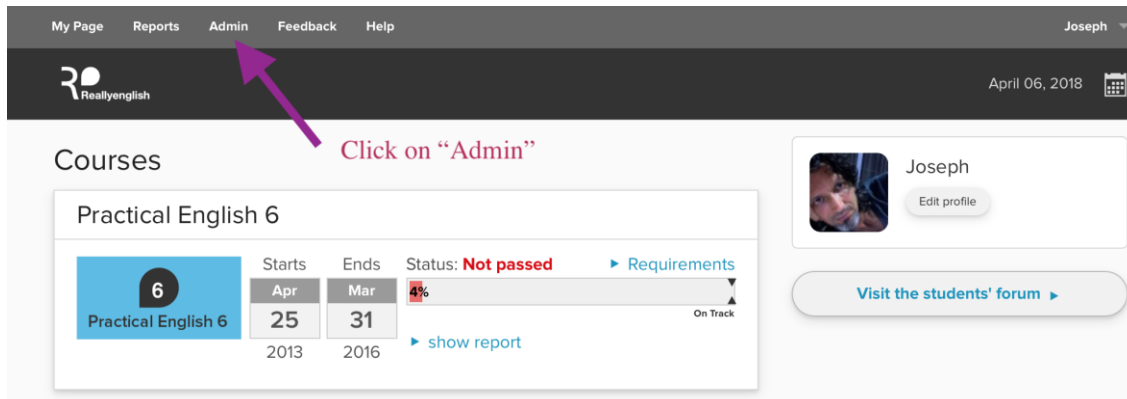
Oi!	a British and Australian working class slang interjection used to get someone's attention, or to express surprise or disapproval. <i>"Oi, mate," he said. "We've got to get out of here!"</i>
savvy	to understand, esp. shrewdly. <i>I am savvy about travel.</i>
leviathan	a sea monster. <i>The whale is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

Appendix 5(a): Issuing Practical English Registration Keys

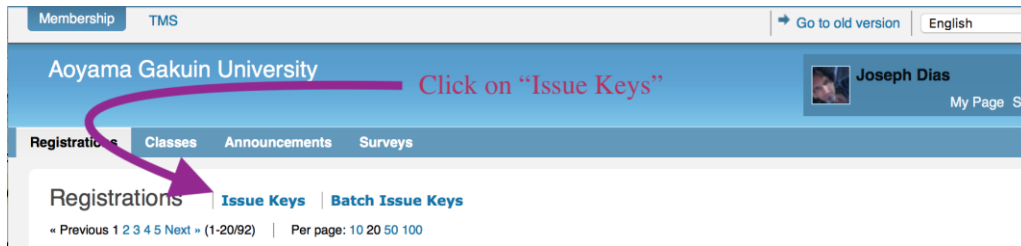
5a.1 Please follow the instructions in these screen shots to issue registration keys. Begin by logging in at <http://ac.reallyenglish.com/aoyama/>.



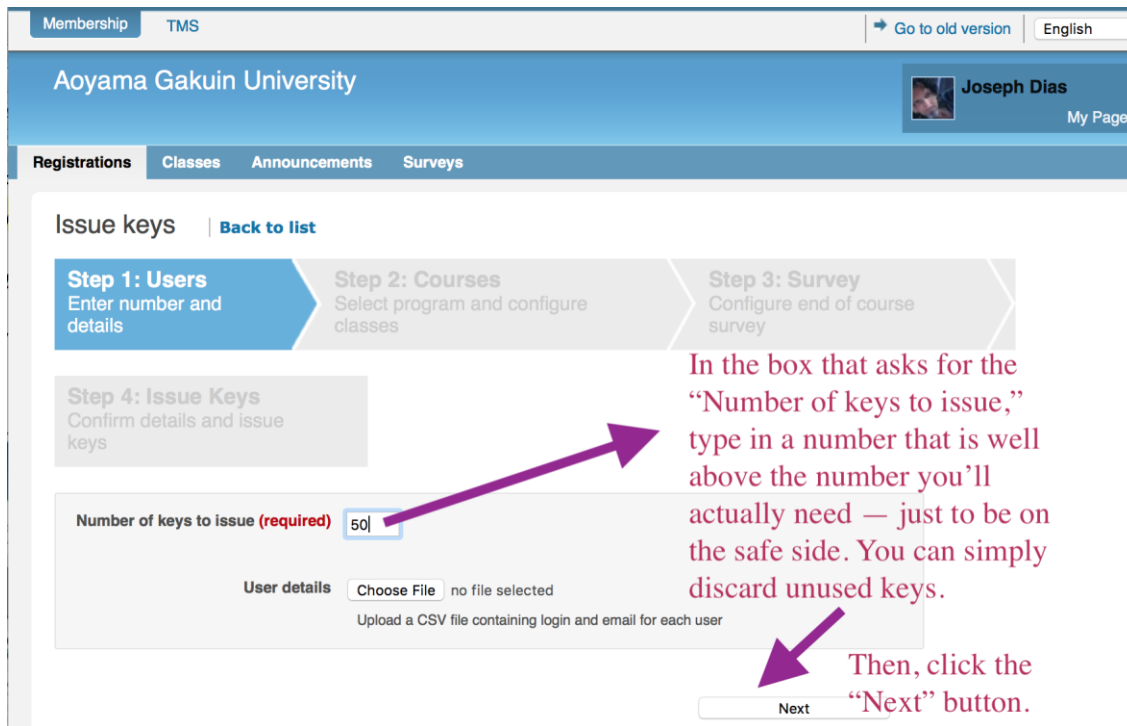
After logging in, click on the “Admin” menu, on the upper lefthand side of the window.



5a.2 Then, click on “Issue Keys.”



5a.3 Next, set the number of registration keys that you require.



From a drop down menu which will appear, select the course and then click on the “Create new class” button.

Membership TMS [Go to old version](#) English

Aoyama Gakuin University **Joseph Dias** My Page

Registrations Classes Announcements Surveys

Issue keys [Back to list](#)

Step 1: Users
Enter number and details

Step 2: Courses
Select program and configure classes

Step 3: Survey
Configure end of course survey

Step 4: Issue Keys
Confirm details and issue keys

Program **Active Listening 2018**

Then, click on the button "Create new class."

From a drop down menu select the appropriate course: Active Listening. [There will probably only be a single choice on this menu, so it will be easy.]

5a.4 Then choose the appropriate level and current semester from the next drop down menu. After that, click on "Create new class."

Membership TMS [Go to old version](#) Eng

Aoyama Gakuin University **Joseph Dias**

Registrations Classes Announcements Surveys

Issue keys [Back to list](#)

Step 1: Users
Enter number and details

Step 2: Courses
Select program and configure classes

Step 3: Survey
Configure end of course survey

Step 4: Issue Keys
Confirm details and issue keys

New classroom

Program **Active Listening 2018**

Course **Please select a course session**

Class name (required)

Choose the appropriate class from the drop down menu. Be sure you've selected the correct level and semester.

You will then need to create a name for your class by following the instructions in the screen shot.

The screenshot shows the Aoyama Gakuin University TMS interface. At the top, there's a header with 'Membership TMS', a 'Go to old version' link, and a language selector set to 'English'. Below this is a blue navigation bar with 'Aoyama Gakuin University' on the left and a user profile for 'Joseph Dias' with a 'My Page' link on the right. A secondary navigation bar contains 'Registrations', 'Classes', 'Announcements', and 'Surveys'. The main content area is titled 'Issue keys' with a 'Back to list' link. It features a progress bar with four steps: 'Step 1: Users' (Enter number and details), 'Step 2: Courses' (Select program and configure classes), 'Step 3: Survey' (Configure end of course survey), and 'Step 4: Issue Keys' (Confirm details and issue keys). The 'New classroom' form is displayed, showing 'Program' as 'Active Listening 2018' and 'Course' as 'Active Listening IE I -Spring 2018'. The 'Class name (required)' field contains 'DIASspring2018-IEI', and the 'Study term (required)' field shows a date range from '2018-04-10' to '2018-07-31'. At the bottom are 'Previous', 'Create new class', 'Use existing class', and 'Next' buttons. Handwritten purple arrows and text provide instructions: 1) 'Create a name for your class. It should begin with your family name and be followed by the semester (spring or fall), the year, and the level. Follow the example provided but use YOUR name and the current semester and year.' (pointing to the class name field); 2) 'IMPORTANT: Do not alter the "Study term."' (pointing to the study term date range); 3) 'Finally, click on the "Next" button.' (pointing to the 'Next' button).

It is very important that you do NOT change the default period in the “Study term.” Finally, click on the “Next” button. In the following screen decline the invitation to create a survey.

Membership TMS Go to old version English

Aoyama Gakuin University Joseph Dias My Page

Registrations Classes Announcements Surveys

Issue keys

Step 1: Users
Enter number and details

Step 2: Courses
Select program and configure classes

Step 3: Survey
Configure end of course survey

Step 4: Issue Keys
Confirm details and issue keys

☐ I would like to run an end of course survey

Previous Next

1) Don't bother to click the box to the left of "I would like to run an end of course survey."

2) Click the "next" button.

Copyright 2018 Reallyenglish. All rights reserved.

In the next screen you will be asked to confirm the information that you submitted previously. If it looks all right, click on the "Issue keys" button.

Registrations Classes Announcements Surveys

Issue keys

Step 1: Users
Enter number and details

Step 2: Courses
Select program and configure classes

Step 3: Survey
Configure end of course survey

Step 4: Issue Keys
Confirm details and issue keys

Student information

Number of keys to issue 50

Course information

Program Active Listening 2018
Course Active Listening IE I -Spring 2018
Class DIASpring2018-IEI
Study term 2018-04-10 - 2018-07-31

Survey

Not using survey

Previous Issue keys

1) Confirm that all of this information is correct. If it is not correct, click on the "previous" button and revise as necessary.

2) Click on the "Issue keys" button if the information is correct.

5a.5 Download the registration keys by clicking on the "Download details" button.

Registrations

Classes

Announcements

Surveys

Registrations

Download details

Manage Surveys

Registration keys issued successfully.

ID	164976
Organization	Aoyama Gakuin University
Date submitted	2018-04-06 16:21:51
Number of keys issued	50
Number of keys registered	0
Email sent	Not yet
Canceled	No

Cancel registration

Keys

« Previous 1 2 3 Next » (1-20/50) | Per page: 10 20 50 100

ID	Registration key	Login	Email	Report cc address	Role	Registered
585077	0e094d2ff5a81e50b41d					No
585078	7659db4f9f90e2433c08					No
585079	6a67ef07907b31f6cd4b					No
585080	f80bf2090d6154abd5c4					No
585081	506f5eb74e7e61dcc65b					No
585082	88bae66cf7b4136b1a8c					No

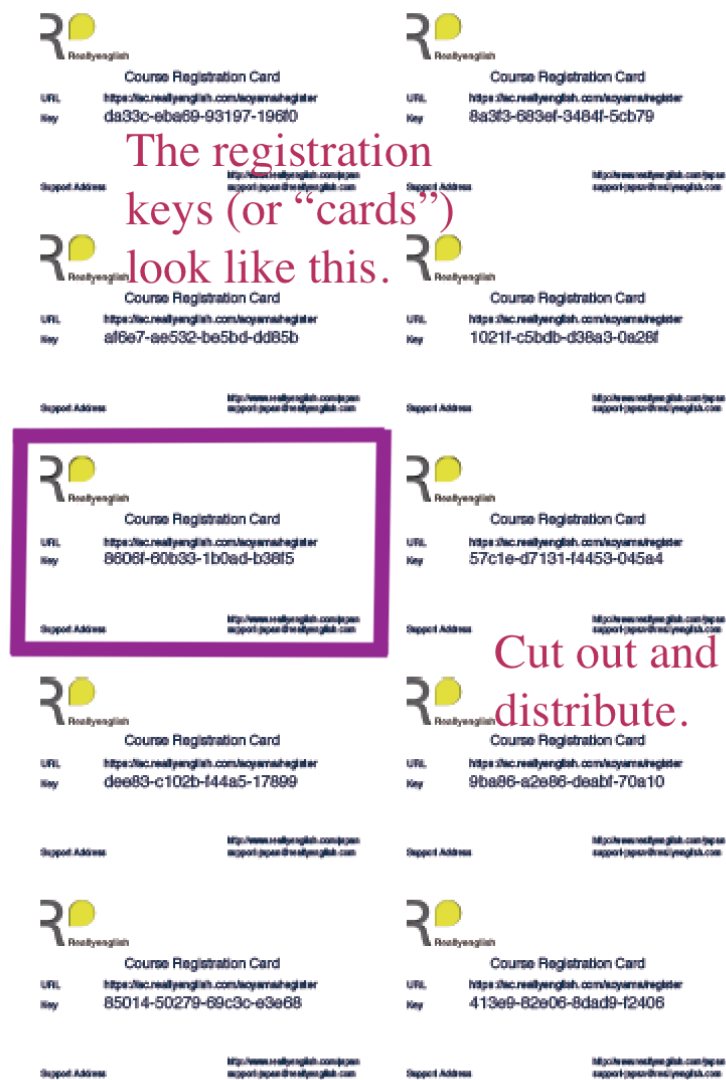
1) Download the “keys” for the students in your class by clicking “Download details.” A PDF with the appropriate number of keys will be downloaded to your desktop (or to wherever on your computer you wish).

2) Print out those keys and use a pair of scissors to divide them up for each student in the class.

3) Distribute them to your students in the first or second week of the semester.

Print out the PDF of the keys and then using scissors, cut up the unique keys, one for each of your students.

REALLYENGLISH KEYS

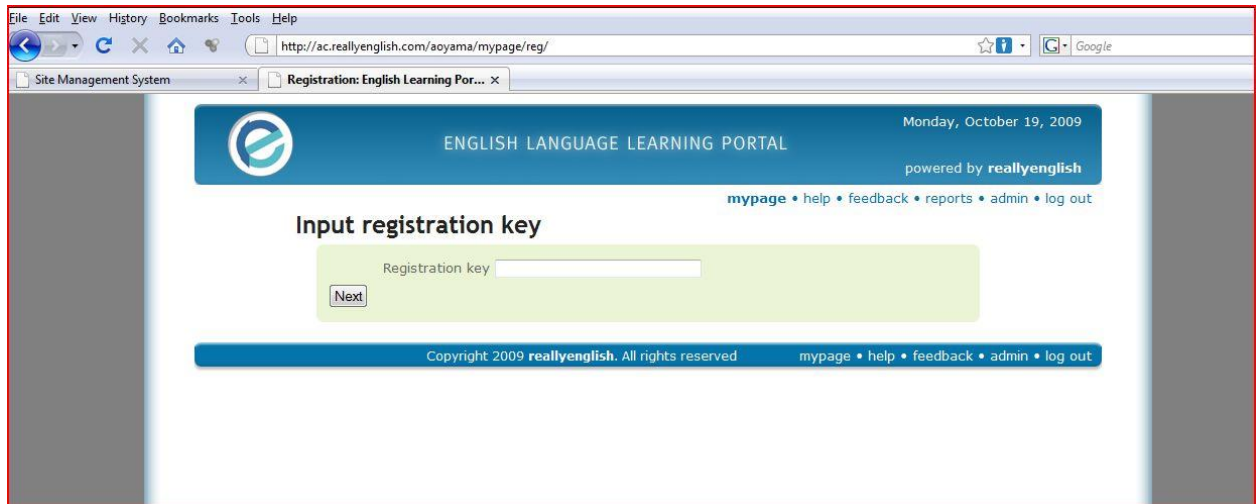


5a.6 【Key Issue Step 3 - Survey】

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 on.

5a.7 【Students Inputting Their Registration Keys】

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



The screenshot shows a web browser window with the address bar displaying <http://ac.reallyenglish.com/aoyama/mypage/reg/>. The browser has two tabs: "Site Management System" and "Registration: English Learning Por...". The page content includes a blue header with a logo, the text "ENGLISH LANGUAGE LEARNING PORTAL", the date "Monday, October 19, 2009", and "powered by reallyenglish". Below the header is a navigation menu with links: "mypage", "help", "feedback", "reports", "admin", and "log out". The main heading is "Input registration key". Below this is a light green box containing a text input field labeled "Registration key" and a "Next" button. At the bottom of the page is a blue footer with the text "Copyright 2009 reallyenglish. All rights reserved" and the same navigation menu as above.

5b.1 【Students working on units in reallyenglish】

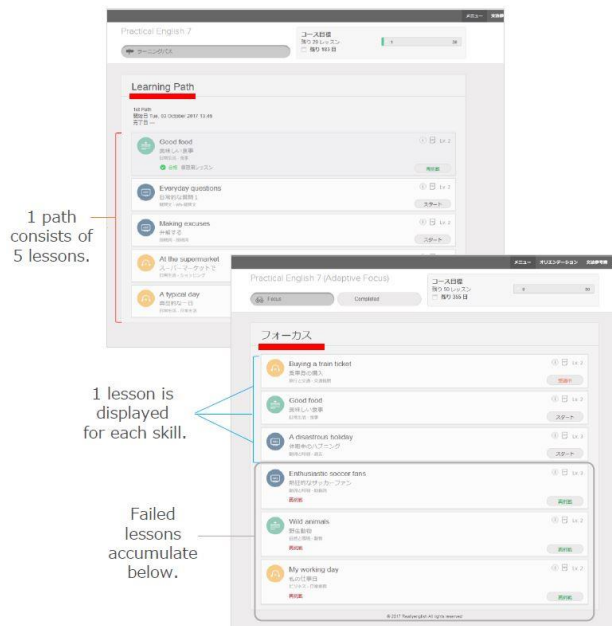
After students have taken the diagnostic test, an “Adaptive Focus” (replacing the 2017 term “Learning Path”) will be generated for them. Please show students how this works (See the diagram below). The Adaptive Focus shows three types of lessons: Reading, Grammar, and Listening. Although the students may choose units focusing on Reading, Grammar, or Listening, 80% of the required lessons they complete must be in "Listening," ie. 25 out of 30 lessons should be "Listening" ones. In order to get credit for a lesson, students must get score at least, 80% on it. The Adaptive Focus also enables students to re-take lessons that they have failed.

Adaptive Focus



Reallyenglish released a new function **Adaptive Focus** replacing Learning Path of Practical English 7 in October 2017.

Please note that we will switch to Adaptive Focus sequentially for new orders since October.



Adaptive Focus feature 1

Easy to retake failed lessons

- In Learning Path, it is impossible for students to return to past paths and to take failed lessons again through the mobile app.
- In Adaptive Focus, failed lessons are accumulated in the focus tab on the screen, so students can take failed lessons without confusion.

Adaptive Focus feature 2

Possible to focus on a specific skill

- In Learning Path, a path is comprised of 5 lessons including three skills (grammar, listening, reading).
- In Adaptive Focus, after taking the diagnostic test, it is possible to focus on taking lessons with one skill specialized. This makes it easier to manage how to use this course according to the purpose of the class.

* Both Learning Path and Adaptive Focus have the same mechanism to show to students lessons with adequate level for their English level after taking the diagnostic test.

* For students taking a PE displaying the "All Activities" tab, they can take not only lessons from Adaptive focus, but also any lessons from this tab as before.

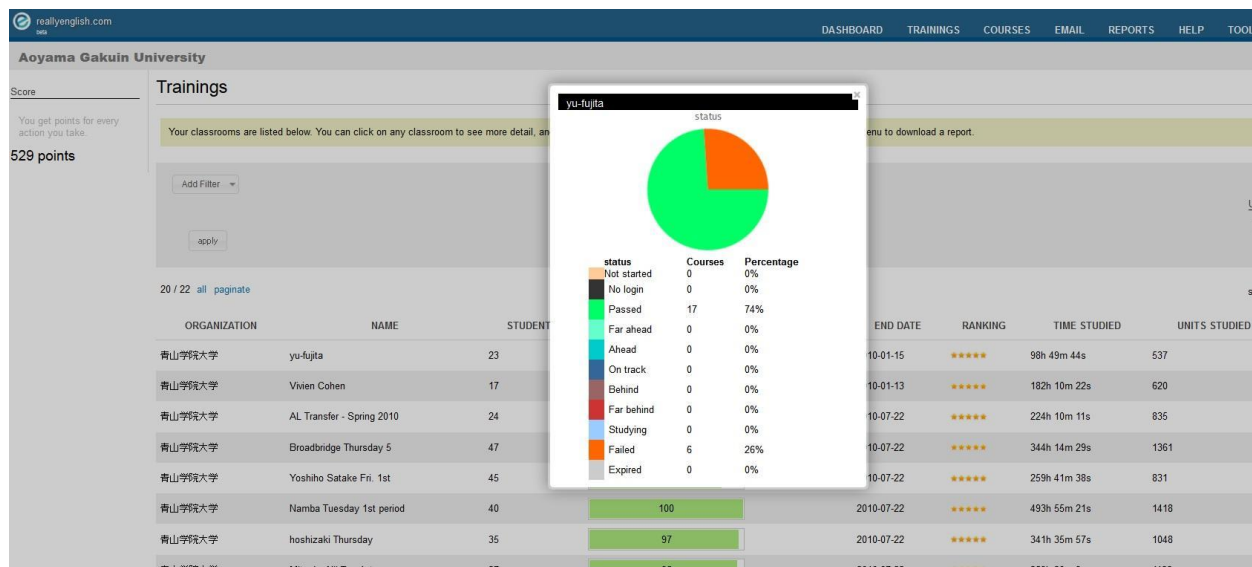
5b.2 【Program Updates】

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 adaptive focus has changed from 10 lessons at a time to 5 lessons. This allows the system to adapt the adaptive focus 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.



5b.3 【Pacing your students】

As with many term-length assignments, many students will procrastinate. **Even if a student was able to complete all 30 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 that 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>.

5b.4 Logging on

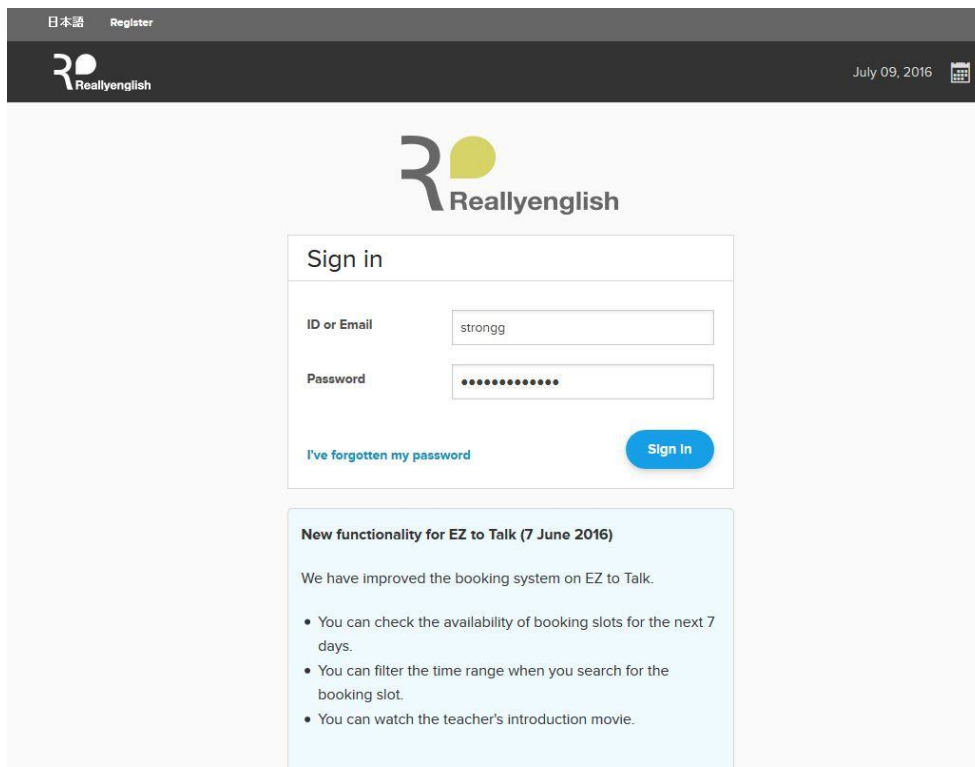
Time and again, we've had students who experienced difficulty in logging onto the site. Usually, these students have not been logging on regularly. Panicked as they end of term approaches, they just google the general website for reallyenglish. The general site will not allow them to get into reallyenglish.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

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

Appendix 5(c) : Logging onto reallyenglish and Sending e-mails to Students

You can also use reallyenglish to warn individual students that they are falling behind, and to encourage students who are doing well. You can send a single message to the whole class as well.

1. Start with logging on.
2. Once into reallyenglish, click onto reports.



The screenshot shows the Reallyenglish website interface. At the top, there is a dark header bar with the text "日本語 Register" on the left and the Reallyenglish logo on the right. Below the header, the main content area features the Reallyenglish logo centered at the top. Underneath the logo is a "Sign in" form. The form has two input fields: "ID or Email" with the text "strongg" entered, and "Password" with a masked password "*****". To the right of the password field is a blue "Sign In" button. Below the form is a link that says "I've forgotten my password". At the bottom of the page, there is a light blue box containing a notice titled "New functionality for EZ to Talk (7 June 2016)". The notice states: "We have improved the booking system on EZ to Talk." and lists three bullet points: "• You can check the availability of booking slots for the next 7 days.", "• You can filter the time range when you search for the booking slot.", and "• You can watch the teacher's introduction movie."

world time vancouver

DASHBOARD TRAININGS COURSES EMAIL REPORTS HELP TOOLS KEYS LAB SIGN OUT

Feedback

go to mypage

Welcome to the Training Management System (TMS)

If you'd like to give additional feedback or suggestions, please click the "Feedback" link at the top right of the page.

If you have any other support issues, please contact us at our support email address: support-japan@reallyenglish.com.

For a overview of the things you can do with the TMS, read our [getting started guide](#).

actions performed are listed here.

board index less than a minute

ashboard mark welcome screen read about 3 hours

5 points Courses search about 3 hours

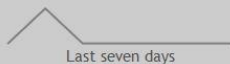
0 points Filters filters about 3 hours

1 point Courses index about 3 hours

more

User Logins

This graph shows the number of logins per day by your users over the last seven days. The total for today is shown on the right. Click "more" to see more information about user logins.



0 today

Last seven days

more

Registrations

The total number of registrations are shown here, along with unregistered (pending) and those that couldn't reach the student (failed). Click "more" to send an email to pending and failed registrations.

Total	25
Pending	10
Failed	0

more

Copyright 2016 Reallyenglish. All rights reserved.

5c.1 Click on your class to view your students.

Dasnboard

The current status of your trainings and student activity is shown below.

Trainings

The trainings with the lowest ranking are listed here. Trainings with more stars means students in the of your trainings.

Strong-AL-3

Welcome to the Training Management System (TMS)

If you'd like to give additional feedback or suggestions, please click the "Feedback" link at the top right of the page.

If you have any other support issues, please contact us at our support email address: support-japan@reallyenglish.com.

For a overview of the things you can do with the TMS, read our [getting started guide](#).

actions performed are listed here.

board index

ers filters


5 points Courses search

1 point Courses index

0 points Filters filters

User Logins

This graph shows the number of logins per day by your users over the last seven days. The total for today is shown on the right. Click "more" to see more information about user logins.



Last seven days

5c.2 Once you have the students in view, you have a snapshot of how they are doing in the course. I take a screenshot of the graph and print that out for my students. Then I call those up who are behind to advise them of their standing in the class. It's very important to do this several

times over the semester. From the past experience of Listening teachers, students who fall behind, then rush to do a lot of units, fail to get that much benefit from the course.

Add Filter
Trainings
Strong-AL-3
apply

15 / 15
all
paginate

NAME	LOGIN NAME	STATUS	EMAIL	PRODUCT	END DATE	UNITS PASSED	UNITS STUDIED	TIME STUDIED	PROGRESS
Melissa Makinaga	melissa29m	Far Behind	melissam@i.softbank.jp	Practical English 6	16-07-27	17	19	2h 52m 2s	68
Haruka Ninomiya	kome	Far Behind	haruharu_love_selenai@yahoo.co.jp	Practical English 6	16-07-27	9	11	2h 38m 49s	36
Shiho Suzuki	noidon	Passed	canada082120032003@yahoo.co.jp	Practical English 6	16-07-27	25	33	5h 11m 14s	100
Ayaka Kyan	ayaka_41	On Track	lifeisnotthatbad.iswear@gmail.com	Practical English 6	16-07-27	23	37	4h 39m 56s	92
Moe Katoh	katoh	Far Behind	a1316076@aoyama.jp	Practical English 6	16-07-27	16	19	3h 28m 7s	64
Keisuke Eguchi	keisuke0321	Passed	a1316041@aoyama.jp	Practical English 6	16-07-27	25	32	6h 13m 19s	100
Risako Tsukahara	risako	Passed	a1316171@aoyama.jp	Practical English 6	16-07-27	25	45	6h 13m 18s	100
EduardAllan Ebarido	eebardo	Far Behind	e.yapee2@gmail.com	Practical English 6	16-07-27	16	27	2h 42m 9s	64
Tomoya Kanai	tomoya0915	Passed	tomoya25265@yahoo.co.jp	Practical English 6	16-07-27	25	92	2h 15m 56s	100
Shiori Kuze	shiori-kz	Passed	a1316090@aoyama.jp	Practical English 6	16-07-27	25	40	4h 57m 45s	100
YOSUKE TAKEUCHI	yosuke282	Behind	yosuke282@gmail.com	Practical English 6	16-07-27	20	22	6h 24m 21s	80
Greg Strong	stronggregory	Far Behind	gregstrongieprogram@gmail.com	Practical English 6	16-07-27	0	0	0m 0s	0
Ayano Kuzuoka	ayano	On Track	dontrainonmyparade.r@gmail.com	Practical English 6	16-07-27	23	30	6h 33m 24s	92
Yako Suganuma	yako1204	Far Behind	yakosuganuma@gmail.com	Practical English 6	16-07-27	16	24	3h 51m 36s	64


5c.3 Now, send an e-mail of “encouragement” or “praise to all your class or just to some students. You do this by going to the “Email” in the tool bar at the top of the page. Then you simply check the students you want to reach by a group e-mail. You can adjust the form letter by adding phrases.

Recipients 12 [Edit](#) Click "edit" to select which recipients you would like this email to be sent to.

Select recipients by clicking the checkbox next to their name or searching for them via the box below. You can edit the recipients email address by clicking the edit icon.

[select all](#) [none](#)

Find Recipient

<input type="checkbox"/>	Greg Strong email gregstrongieprogram@gmail.com login stronggregory	
<input type="checkbox"/>	EduardAllan Ebardo email e.yapee2@gmail.com login eebardo	
<input type="checkbox"/>	Melissa Makinaga email melissam@i.softbank.jp login melissa29m	
<input checked="" type="checkbox"/>	Tomoya Kanai email tomoya25265@yahoo.co.jp login tomoya0915	
<input checked="" type="checkbox"/>	Keisuke Eguchi email a1316041@aoyama.jp login keisuke0321	
<input checked="" type="checkbox"/>	Ayano Kuzuoka email dontrainonmyparade.r@gmail.com login ayano	

Create Email

Enter a subject and body for the email. You may use a template we have prepared or create your own. You may use certain tags in the email body - click available tags for more information.

Encouragement [more](#)

[Toggle email send options](#)

Subject

Body [Available Tags](#) ▼

B *I* U **ABC**         

Dear ,

You are falling behind schedule!

Please take the time to login as soon as possible and complete some lessons.

Regular study is very important to ensure that you not only learn, but retain as much as possible during your studies.

Your latest study report:

Warmest regards,

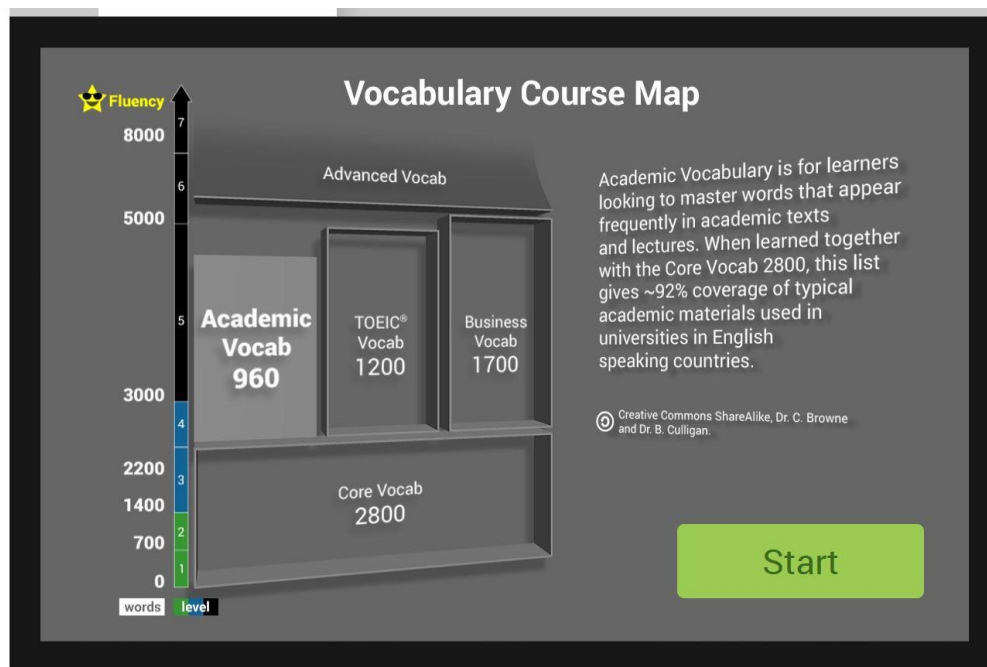
Reallyenglish

[Preview Email](#)

APPENDIX 6: EnglishCentral

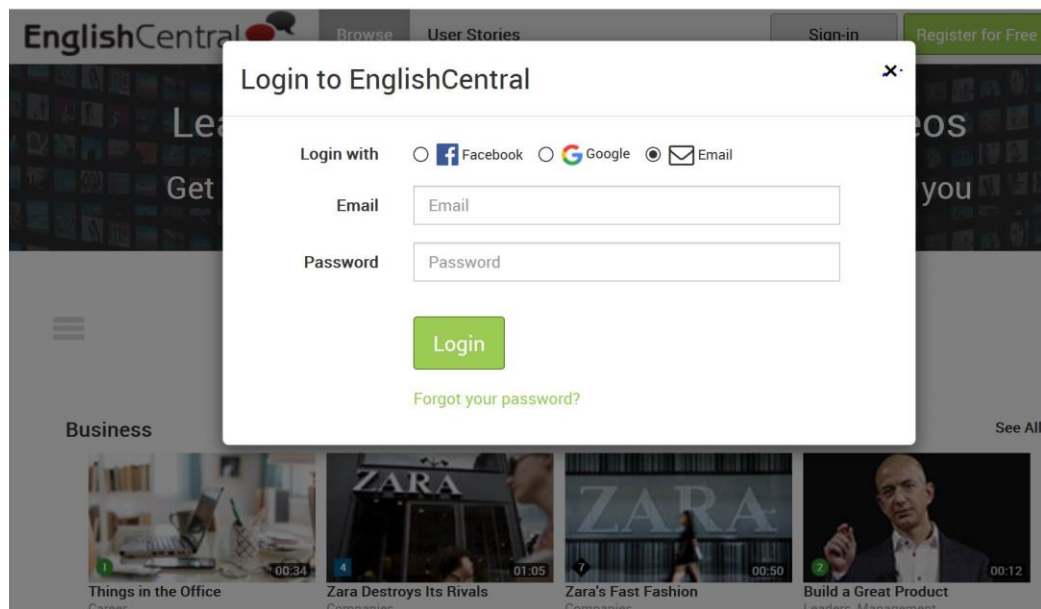


EnglishCentral is an e-learning system with a library of short videos of one to three minutes length -- commercials, lectures, news items, and dramatic scenes. Each video includes exercises in which students manipulate the words that they have just heard to complete a sentence, or re-order the words in a sentence. Next, the students speak lines from the video and their pronunciation is compared to standard speech. Finally, as of 2018, EnglishCentral includes vocabulary learning exercises based on the “Core Vocabulary List” and the “Academic Vocabulary List,” lists of words that appear most frequently on English texts. EnglishCentral also offers a freecellphone app which is not yet available in the Microsoft store, but can be found in the Android Play Store and the iOS App Store.

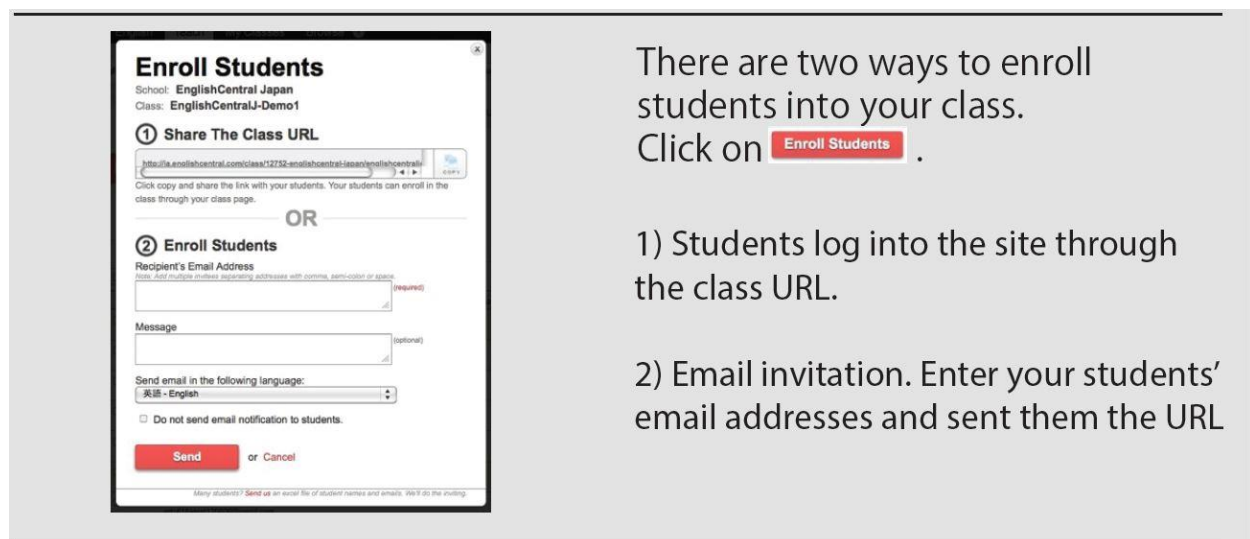


Go to the EnglishCentral website and log in. Your password and ID will be the same as last year. You will be given a class URL. Your students will go to the URL and log on.

They will create a password for future logging in (See below). Please have your students record their passwords in an e-mail to themselves, (and possibly to you, and to record their passwords on the course outline to ensure that they retrieve it).



The screenshot shows the EnglishCentral website with a login modal open. The modal is titled "Login to EnglishCentral" and has a close button (X) in the top right corner. It offers three login options: Facebook, Google, and Email. The Email option is selected. Below the login options are input fields for "Email" and "Password". A green "Login" button is positioned below the password field. A link "Forgot your password?" is located below the "Login" button. The background of the website shows a navigation bar with "Browse", "User Stories", "Sign-in", and "Register for Free". Below the navigation bar, there are video thumbnails for "Things in the Office", "Zara Destroys Its Rivals", "Zara's Fast Fashion", and "Build a Great Product".



The screenshot shows the "Enroll Students" form on the EnglishCentral website. The form is titled "Enroll Students" and has a close button (X) in the top right corner. It contains the following fields and options:

- School:** EnglishCentral Japan
- Class:** EnglishCentralJ-Demo1
- ① Share The Class URL:** A text box containing the URL `https://a.enlshcentral.com/class/12732-enlshcentral-learn/enlshcentral/` and a "Copy" button. Below the text box is a note: "Click copy and share the link with your students. Your students can enroll in the class through your class page."
- OR**
- ② Enroll Students:**
 - Recipient's Email Address:** A text box with a note: "Note: Add multiple emails separating addresses with comma, semi-colon or space." and a "(required)" label.
 - Message:** A text box with an "(optional)" label.
 - Send email in the following language:** A dropdown menu with "英語 - English" selected.
 - ☐ Do not send email notification to students.
 - Send** or **Cancel** buttons.

At the bottom of the form, there is a small note: "Many students? Send us an excel file of student names and emails. We'll do the rest."

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

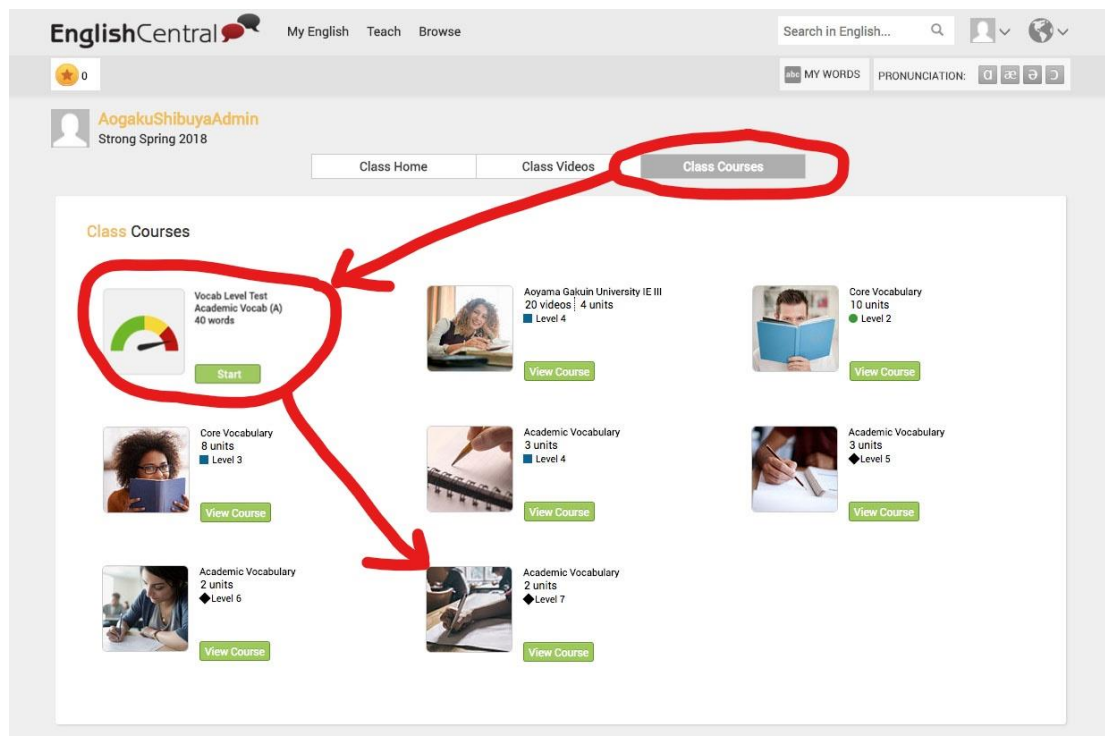
1) Students log into the site through the class URL.

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

In the English Dept., our classes are pre-registered, so all they need do is log onto each classroom teacher's URL, register their e-mail and create a password. Please remind your students to record their password and perhaps e-mail it to themselves as an easy method of retrieval.

Once your students have logged into the website, they will see a tab with three options and they should choose "Class Courses." The first of these courses is the Vocab Level Test.

Students take it to learn their vocabulary knowledge. Once they have determined their level, ie. Level 7, they do Core vocabulary or Academic vocabulary at levels 6 or 7.



The core vocabulary word lists and the academic vocabulary word lists combined cover 92% of the academic materials used in universities in which the language of instruction is English.

We have already chosen videos for the students that fit the IE 3 themes and set the weekly goal for the course. The second button on the toolbar (See the screenshot below) enables you to choose additional videos for your students and (Step 1) set the goal/target. 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. Suggest videos on the 4 IE III themes but the students are not required to do them. As much as possible, they should access and study videos on the themes of psychology, cross cultural communication/ values, the environment, and the media, but they may select other videos that interest them as well. The important thing is that they choose content that interests them and that makes them want to study far beyond the required minimum.

3% complete

Aoyama Gakuin University IE III

4 Intermediate 20 videos 4 units

Unit 1 : Psychology
Unit 2
Unit 3
Unit 4

Lose Weight With Small Plates

Exercise Improves Your Memory

Should You Trust Your First Impression?

Train Your Attention

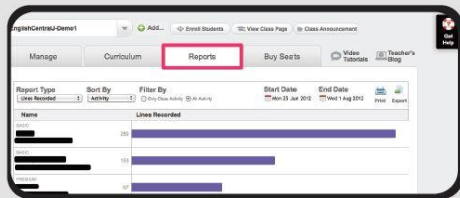
The following screenshots show how EnglishCentral operates. As mentioned already, the goals for the course have already been set.

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.

This button on the toolbar enables you to check on your students' progress. They have exactly one week to watch the 5 videos, speak 45 lines, and view 80 words and pass a test on them. Meeting this weekly deadline is part of their participation mark. To encourage the students, mention the current scores in class (but avoid identifying individual students by name).

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¬ 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.

You can also check students' progress on their vocabulary words. Students do vocabulary recognition exercises like the following where they choose sentence definitions for a word:

ECOLOGICAL

Use your LinkedIn headline to show off your unique expertise like ecological design.

Select the matching definition

related to a company

relating to the mind and thoughts

related to the environment, plants or animals

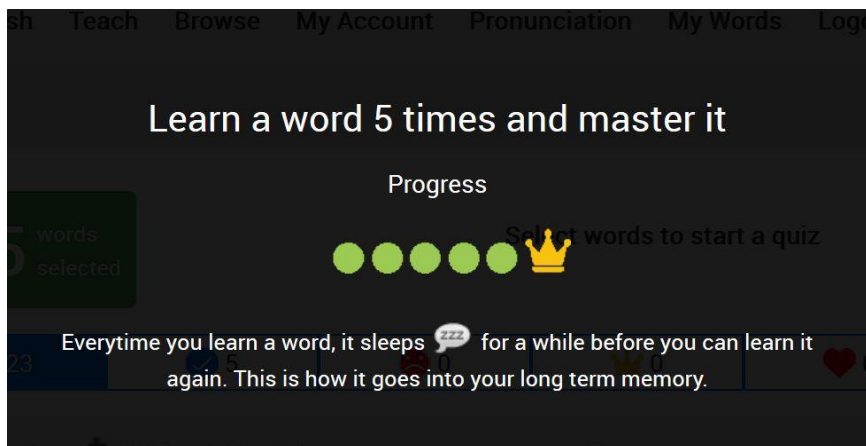
having a strong effect

Question 1 of 1

The vocabulary words are all added to the students' log-in page under "My Words."

abc 23	✓ 5	✗ 0	👑 0	❤ 0	🗑 0
23 Words	23 Ready To Quiz	Progress	Level	Usage	
✓❤ ECOLOGY 🗣	noun: the study of plants, animals, people and their environments	○○○○○	5		6
✓❤ EXPLOIT 🗣	verb: to use someone or something in an unfair way	●○○○○	5		10
✓❤ AGRICULTURE 🗣	noun: the practice of growing food	●●○○○	4		37
✓❤ ARROW 🗣	noun: a long thin weapon that is shot from a bow	●●○○○	4		23
✓❤ ADAPT 🗣	verb: to change something and use it in a different situation	●●○○○	4		46

Each word will be repeated at spaced intervals when students click on “My Words” until they have viewed it five times (measured by green dots as in the screenshot below) and have achieved mastery on it. EnglishCentral has a Learning Management System (LMS).



It shows weekly targets for video-watching, speaking lines, and learning vocabulary, so a teacher can log in and quickly determine if students are on target or not. We have set the system default at 5 videos per week, 45 lines, and 80 vocabulary words.

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