

INTEGRATED ENGLISH CORE 2019 SCOPE AND SEQUENCE

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

This is the 26th year of the IEP and the IE Core Scope and Sequence and the IE Resource Book for teachers have been augmented with many suggestions from the adjunct faculty in the English department at Aoyama Gakuin University. Among the many contributors, we particularly wish to acknowledge are Melvin Andrade, Deborah Bollinger, Jeff Bruce, James Broadbridge, Loren Bundt, Vivien Cohen, Todd Rucynski, Joyce Taniguchi, Masumi Timson, Yoko Wakui, and Jeanne Wolfe. Thanks are due to Denis Fafard for source material on teaching learning strategies, and to Nancy Yildiz for her ideas on reading.

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Gregory Strong, 31 March, 2019

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NOTICE TO STUDENTS: PLAGIARISM

Plagiarism occurs when you take another person's ideas or words without properly acknowledging them. If you take information from other sources (ie. books, academic journals, podcasts, or Web pages), you must cite these sources properly. Of course, copying another student's work is plagiarism, too. In the IE Program, you will learn how to make citations. It is **your responsibility** to avoid all plagiarism.

When is it necessary to cite sources?

In some cases, for example, in journal writing or when expressing personal opinions, your writing may be based on your own experiences and make use of your personal background and common knowledge. In such cases, you don't need to cite sources because YOU are the source. However, most academic writing requires the use of material from other sources and you must note the information and its source.

Submitting an assignment with even one part taken from another source is plagiarism **unless you cite the source properly**. You may quote directly from a source with proper citation, but it is better to paraphrase or summarize information in your own words rather than just copy part of it. But even when you paraphrase or summarize information, you still must cite the original source. Be careful if the statement, "Free use is allowed" appears on a Web page. **Use of any material without citing the source is plagiarism.**

What is the IE Program Plagiarism Policy?

Plagiarism of any assignment in any IE course – including Academic Writing and Academic Skills – will lead to failure on that assignment, without the option to rewrite. If a student plagiarizes on a second assignment, s/he will fail the entire course. IE Program teachers are very experienced at identifying plagiarism, and all cases must be reported. In addition, a database is being created of all IE assignments that students turn in. This will identify any reports, essays, or other assignments if another student copies any of this work and tries to hand it in.

What are other consequences of plagiarism?

Being caught plagiarizing can have a negative effect on you. In some cases, there are legal and financial results. For example, an author may sue someone who plagiarizes his/her work.

Benefits of original, plagiarism-free work

Here are some ways that you and your classmates can benefit from avoiding plagiarism:

- * Your English skills will develop more rapidly.
- * You will be able to express your own ideas and opinions.
- * You will be able to communicate better with others.
- * You can take pride in your accomplishments.
- * Students will not feel pressured or bullied by classmates who want to copy their work.
- * You will help preserve the reputation for excellence in English that AGU and the English Department have built over many years and you will help other English majors in job-hunting.

I. SEQUENCE OF INSTRUCTION

The following Sequence of Instruction is for teaching IE Core classes. The schedule indicates when a particular theme and when tasks such as discussions or a book report should be introduced. Much of the classroom activity in an IE Core class involves pair and small group work and should be based on the themes found in IE levels I, II, and III. In IE Level I and II, teachers are to use a combined skills textbook, *Interchange 2* (5th ed.) by Jack Richards, with Jonathan Hull and Susan Proctor (Cambridge: CUP, 2017). It has been used mostly for speaking and listening in the past, but the new edition has many reading activities for skimming and scanning which we would like you to use in IE I and II Core classes.

We hope that you will make a conscious effort to get your students to recycle the vocabulary from the readings for IE I, II, and III Core classes including from students' media discussions as well as the academic vocabulary they are learning in their listening classes. Encourage students to use their new vocabulary productively in their discussions and writing -- including in their weekly Core journals or blogs. A page with the vocabulary and page references is included in the *IE Core and Writing* student booklets as well as in this teachers' guide. In a given class, teachers might note some vocabulary words on the board and use them in a speaking activity.

Some video materials are from *CNN Master Course: Video-Based English*, *Culture Watch*, *Business Watch*, *Focus on the Environment*, the *CINEX* series of captioned videos, other commercial videos, and *Interchange 1* and *2*. The *CNN Master Course*, *Culture Watch*, and *Business Watch* series are for use at IE Level I and IE Level II. They are easier than the *Focus on the Environment* series, reserved for IE III. All are in the Teacher Resource Center.

I.(a) WEBSITES

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

I.(b) SELF STUDY

One feature of the 5th edition of *Interchange 2* is that the textbook comes with a password for web access to self-study materials online. These could be introduced in class.

I.(c) SOUND FILES AND CDs FOR LISTENING

The listening files for the new *Interchange 2* can be downloaded for free at the following website and inputting the volume number (2) and the units:

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<http://www.cambridge.org/jp/cambridgeenglish/catalog/adult-courses/interchange-5th-edition/resources>

You can download the files onto a USB and then onto a PC (you can sign out a PC in the teachers' rooms) or you could load the files onto your tablet and play it in class. We have also ordered some CDs for the Teachers' Resource Center which you can sign out for one day periods.

IE I: Tasks, Themes, Texts, Grammar, Vocab, Video	
Discussion	• Introduce discussions, practice discussions, sign-up, vocabulary, teach different turn-taking phrases
Journal	• Introduce journals, check 1st week's journals, pick partners
Extensive Reading (E.R.)	• Introduce students to Xreading website and provide an orientation to manipulating it, choosing a digital reader, E.R.'s purpose and value.
1st Book Report	• Teach literary terms, bring books to class, Sustained silent reading, (S.S.R.), pair-sharing (optionally, students may use a physical book)

Plagiarism	<ul style="list-style-type: none"> • Explain policy, examples of plagiarism, begin exercises: <u>Skill building:</u> <ol style="list-style-type: none"> a) “Quoting, Paraphrasing, and Summarizing” https://owl.english.purdue.edu/owl/resource/563/01/ b) “Paraphrase and Summary Exercises” https://owl.english.purdue.edu/exercises/32/41
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IE I THEMES <i>Interchange 2 (5th ed.)</i>	GRAMMAR, VOCABULARY, READING, SPEAKING
Childhood - “Good Memories”: (pp.2-8); Grammar: 3# Past tense (p.3); 8# <i>Used to</i> (p.5)	<p>Vocabulary: 6# Word Power (p.4): amusement park, beach, collect, playground Reading: 13# Reading, “The Frida Kahlo Story” (scanning) (p.7): cast, courage, destiny, injury, recognize Speaking: “In the past...(p.14), Survey about your town (p.15) Interchange 1# “We Have a Lot in Common” (p.114)</p> <p><i>Spirited Away</i> (bilingual DVD in the AV Library) 778-MI88S; <i>Culture Watch</i>: Segment 7: Why Girls Lose Their Self-Confidence in Their Teens (p.61-70), <i>Interchange 1</i>: Unit 5: What Kind of Movies Do You Like? Unit 8: What Kind of Music? <i>Interchange 2</i>: Unit 5, Has Anyone seen the Tent? Unit 12, Welcome Back to West High; <i>Spirited Away</i> (bilingual DVD in the AV Library) DVD 778-MI88S; <i>Culture Watch</i>: Segment 7: Why Girls Lose Their Self-Confidence in Their Teens (p.61-70), <i>Interchange 1</i>: Unit 5: What Kind of Movies? Unit 8: What Kind of Music? <i>Interchange 2</i>: Unit 5, Has Anyone seen the Tent? Unit 12, Welcome Back to West High, <i>Big Man Japan</i>, <i>Canadian Animation: (Every Child)</i>, <i>The Golden Compass</i>, <i>It's the Great Pumpkin</i>, <i>Charlie Brown</i>, <i>The Indian in the Cupboard</i>, <i>Kramer vs Kramer</i>, <i>Matilda</i>, <i>Merry Christmas</i>, <i>Mr. Bean</i>, <i>The Golden Compass</i>, <i>Peanuts Classic Holiday Collection: Charlie Brown Christmas</i>, <i>Charlie Brown's Thanksgiving</i>, <i>The Pursuit of Happyness</i>, <i>The Secret Garden</i></p>
Urban Life – “Making Changes”	3# Grammar Focus (p.17): big, bathrooms, bedrooms, convenient, expensive, modern, noisy, parking spaces, private Reading: “The Man with No Money” (skimming) (p.21) Speaking: Role Play, “For Rent” (p.28)

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(pp.16-17)

Grammar:

3# evaluations and comparisons (p.17)

9# Wish (p.20)

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

Plagiarism: • Paraphrasing:

- “Paraphrasing Exercise”
<https://owl.english.purdue.edu/owl/resource/619/02/>
- “Paraphrasing Exercise (Sample answers)”
<https://owl.english.purdue.edu/owl/resource/619/03/>

Food – “Have You Ever Tried That”
(pp.22-27)

Grammar:

4# Simple past vs. present perfect (p.23); 10# Sequence adverbs (p.25)

Vocabulary: 8# Word Power (p.24): bake, boil, fry, grill, roast, steam

Reading: “Pizza: The World’s Favorite Food?” (scanning) (p.27)

Speaking: Role Play, “Reality Cooking Competition” (p.29)

Videos: *CNN*: Unit 1: Food and Baseball Players (p.1-8); Unit 4: Unsafe Food (p.25-33), *Interchange 1*: Unit 20: American Ethnic Food, *Interchange 2*: Sequence 8: Thanksgiving Documentary, *Interchange 2*, (4th ed.): Sequence 4: What’s Cooking, Sequence 7: How to Frost a Cake, *Mosaic1*: Bottled Water

Plagiarism • Knowledge building:

- “Reference List: Electronic Sources”
<https://owl.english.purdue.edu/owl/resource/560/10/> (APA)

Travel: “Hit the Road” (pp.30-35;

Grammar:

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

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

Reading: “Adventurous Vacations” (skimming) (p.35)

Speaking: *Interchange 2* “Top Travel Destinations” (p.115) “*Interchange 5A* “Fun Trips,” 5B#, (p.118, p.120)

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

Plagiarism • Truth or Consequences

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

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

Discussion	• Introduce/review discussions, practice discussions, sign-up, vocabulary, teach different turn-taking phrases
Journal	• Introduce journals, check 1st week’s journals, pick partners
Extensive Reading (E.R.)	• Introduce students to Xreading website and provide an orientation to manipulating it, choosing a digital reader, E.R.’s purpose and value.
1st Book Report	• Teach literary terms, bring books to class, Sustained silent reading, (S.S.R.), pair-sharing (optionally, students may use a physical book)
Plagiarism:	• Explain policy, provide examples of plagiarism: <ul style="list-style-type: none"> a) “Is it plagiarism yet?” https://owl.english.purdue.edu/owl/resource/589/02/

II THEMES*Interchange 2 (5th ed.)***GRAMMAR, VOCABULARY,
READING, SPEAKING**

Changing Times –
“What do you use
this for?” (pp.44-49)

Vocabulary: 5# Word Power (p.46): check in for a flight, computer whiz, computer crash, download apps, early adopter, edit photos, flash drive, frozen screen, geek, hacker, identity theft, make international calls, phone charger, smart devices, software bugs, solar-powered batteries

Reading: 12# “The Sharing Economy--Good for Everybody?” (skimming) (p.49) makes, loses; give to, receive from; dangerous, safe; rules, people; equal, different

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<p>Grammar: 3# Infinitives and gerunds; (p.45); 8# imperatives and infinitives for giving suggestions (p.47)</p>	<p>Videos: <i>Business Watch</i>: Segment 11: TV Technology (101-110) <i>Culture Watch</i>: Segment 11: Computers and the Consumers: User-Friendly or User-Surly? (p.101-110), <i>Interchange 2</i>: Sequence 7: Great Inventions Interviews, Sequence 9: A Short History of Transportation, <i>Interchange 2</i>, (4th ed.): Sequence 3: The Right Apartment, <i>A.I.</i>, <i>Back to the Future</i>, <i>Modern Times</i>, <i>2001: A Space Odyssey</i></p>
<p>The Workplace – “I Like Working with People” (pp.64-69);</p> <p>Grammar: 3# Gerunds; short responses (p.65); 10# Clauses with <i>because</i> (p.68)</p>	<p>Vocabulary: 8# Word Power (p.67): creative, critical, disorganized, efficient, forgetful, generous, hardworking, impatient, level-headed, moody, punctual, reliable, strict (pp.67)</p> <p>Reading: 12# “Global Work Solutions” (skimming) (p.69)</p> <p>Speaking: Discussion, “Job Profile” (p.71); Interchange 10# “You’re Hired” (p.124)</p> <p>Videos: <i>Business Watch</i>: Segment 9: On the Road Again (motorcycles) (p.81-90); Segment 10: Flexibility of Companies to Family Care Needs (p.91-100) <i>Culture Watch</i>: Segment 9: PG & E Trains Women for Construction and Men’s Jobs (p.81-90) <i>Interchange 1</i>: Unit 2: Career Change; Unit 4: Job Titles <i>Interchange 2</i>: Sequence 10: Mistaken Identity; Sequence 14: Mrs. Gardener’s Promotion, <i>Interchange 2</i> (4th ed.): Sequence 14: Body Language of Business – How to Ace a Job Interview, Sequence 9: Job Interviews, <i>Chalk</i>, <i>Freedom Writers</i>, <i>Modern Times</i>, <i>Mosaic1</i>: High-Tech Jobs and Low-Tech People, <i>North Country</i>, <i>Room 22</i>, <i>The Shop Girl</i>, <i>Steel Magnolias</i></p> <p>Plagiarism: • Skill building: a) “Summarizing, Paraphrasing, and Quoting” https://owl.english.purdue.edu/owl/resource/930/02/</p>
<p>Geography – “It’s Really Worth Seeing” (pp.72-77; Grammar: 3# Passive with <i>by</i> (p.73); 9# Passive without <i>by</i> (p.75)</p>	<p>Vocabulary: 7# Word Power (p.74) cattle, dialects, electronics, handicrafts, sheep, souvenirs, soybeans, textiles, wheat</p> <p>Reading: 13# “Advertisements” (p.77)</p> <p>Speaking: Interchange 11# “True or False” (p.125)</p> <p>Videos: <i>Culture Watch</i>: Segment 12: What’s Become of Hollywood? (p.111-120) <i>Business Watch</i>: Segment 4: Disney’s Strategy (p.31-40), <i>Interchange 1</i>: Unit 18: Around the World Game Show (travel videos) <i>It’s a Great Place</i> (Vancouver); <i>Everest</i>, <i>Inside Islam</i></p> <p>Plagiarism: • Paraphrasing: a) “Paraphrasing” https://owl.english.purdue.edu/owl/resource/976/02/</p>
<p>Autobiography – “It’s a Long Story”</p>	<p>Vocabulary: 5# Word Power (p.80) coincidentally, fortunately, luckily, miraculously, sadly, strangely, surprisingly, unexpectedly, unfortunately</p> <p>Reading: “Breaking Down the Sound of Silence” (p.83)</p> <p>Speaking: Interchange 12# “It’s My Life” (p.126)</p>

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<p>experiences inspirational stories (pp.78-83)</p> <p>Grammar: 3# Past continuous vs. simple past (p.79); 8# present perfect continuous (p.81)</p>	<p>Videos: CNN: Unit 12: Family Trees (p.97-107) <i>Culture Watch</i>: Segment 4: Maya Angelou, Inaugural Poetess (p.31-40); Segment 5: Paul Simon (p.41-50); Segment 8: Hillary Rodham Clinton (p.71-80) <i>Bend It Like Beckham</i>, <i>The Cove</i>, <i>Freedom Writers</i>, <i>Hurricane</i>, <i>Modern Times</i>, <i>The Pursuit of Happyness</i></p> <p>Plagiarism: • Paraphrasing: a) Inappropriate Paraphrase (Penn State Plagiarism Tutorial) http://tlt.psu.edu/plagiarism/student-tutorial/paraphrase/</p>
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IE III: Tasks, Themes, Texts, Grammar, Vocab, Video	
Discussion:	• Introduce/review discussions, practice discussions, sign-up, vocabulary, teach different turn-taking phrases
Journal:	• Introduce journals, check 1st week's journals, pick partners
1st Book Report:	• Teach/review literary terms, bring books to class, SSR, pair-sharing
Plagiarism:	• Explain policy, provide examples of plagiarism, begin exercises: a) "Summarizing, Paraphrasing, and Quoting" https://owl.english.purdue.edu/owl/resource/930/02/ b) "Paraphrasing" https://owl.english.purdue.edu/owl/resource/976/02/
Plagiarism:	Knowledge building: a) "Comparing Policies" https://owl.english.purdue.edu/owl/resource/929/14/ https://owl.english.purdue.edu/owl/resource/929/15/ (handout)

III THEMES <i>Interchange 2 (5th ed.)</i>	GRAMMAR, VOCABULARY, READING, SPEAKING
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<p>Psychology - "I Wouldn't Have Done That" (pp.100-105;</p> <p>Grammar: 3# Unreal conditional sentences with <i>if</i> clauses (p.101); 8# Past modals (p.103)</p>	<p>Vocabulary: 6# Word Power (p.102) accept, admit, agree, borrow, deny, disagree, dislike, divorce, enjoy, find, forget, lend, lose, marry, refuse, remember, save, spend</p> <p>Reading: 13# "Toptips.com" (skimming) (p.105)</p> <p>Speaking: "An Awful Trip" (p.104); Interchange 15# "Tough Choices" (p.130)</p> <p>Videos: <i>Interchange 2: Sequence 16: A Wonderful Evening, American Beauty, City Lights, City of Joy, Father of the Bride, My Best Friend's Wedding, Shop Girl Steel Magnolias</i></p> <p>Plagiarism: • Quotation Marks:</p> <ol style="list-style-type: none"> "Using Quotation Marks" https://owl.english.purdue.edu/owl/resource/577/01/ "Extended Rules for Using Quotation Marks" https://owl.english.purdue.edu/owl/resource/577/02/ "Additional Rules for Using Quotation Marks" https://owl.english.purdue.edu/owl/resource/577/03/
<p>Cross-Cultural Values – "Time to Celebrate!" cultural values (pp.50-55)</p> <p>Grammar: 4# Relative clauses of time (p.51); 10# Adverbial clauses of time (p.54)</p>	<p>Vocabulary: 5# Word Power (p.50) eat, give, go to, have a, play, send, visit, watch, wear</p> <p>Reading: "Out with the Old, In with the New" (skimming) (p.55)</p> <p>Speaking: Interchange 8# "It's Worth Celebrating" (p.122)</p> <p>Videos: <i>Interchange 2: Sequence 2: What Do You Do, Miss? Sequence 15: How Embarrassing, A Rabbit-proof Fence, Baraka, Bend It Like Beckham, City of Joy, The Day I Became a Woman, Departures, Father of the Bride, God Grew Tired of Us, Gulliver's Travels, Happy Feet, A Life Apart, Lost in Translation, Monsoon Wedding, Obachan's Garden, Persepolis, Silence, Slumdog Millionaire, Turtles Can Fly, Wadja, Whale Rider</i></p> <p>Plagiarism: • More Quotation Marks:</p> <ol style="list-style-type: none"> "Quotation Marks with Fiction" https://owl.english.purdue.edu/owl/resource/577/04/ "Quotation Marks Exercise (with answers)" https://owl.english.purdue.edu/owl/resource/577/05/
<p>Environment - Life in the City (pp.8-13);</p> <p>Grammar: 3# Expressions of Quantity (enough, fewer,</p>	<p>Vocabulary: 1# Word Power (p.8): (compound nouns) bicycle, bus, center, garage, green, jam, recycling, space, stand, station, stop, street, subway, taxi, system, traffic, train</p> <p>Reading: 13# "The World's Happiest Cities" (skimming) (p.13): entertainment, housing, natural areas, safety, schools, transportation <i>Happy Feet, Suzuki Speaks, Whale Rider, Who Killed the Electric Car?</i></p>

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<p>more, too many), (p.9); 9# Indirect questions (p.11)</p>	<p>Videos: <i>Focus on the Environment</i>: Segment 1: Little Done to Stop Animal and Plant Extinction (p.1-12); Segment 9: Recycling and Trash Problems (p.97-108) <i>An Inconvenient Truth, Children of Men, The Cove, The 11th Hour, Gorillas in the Mist, Mosaic 1: Air Pollution, Never Cry Wolf, New Moon Over Tohoku, Suzuki Speaks, Whale Rider, Who Killed the Electric Car?</i></p> <p>Plagiarism: • Knowledge building: a) “Plagiarism & You” (Penn State pdf) http://www.libraries.psu.edu/content/dam/psul/up/lls/documents/PlagiarismHandout2012.pdf</p> <p>Skill building: a) “APA In-text Citations: The Basics” https://owl.english.purdue.edu/owl/resource/560/02/</p>
<p>The Media - “That’s Entertainment!” (pp.86-91)</p> <p>Grammar: 3# Participles as adjectives (p.87); relative pronouns for people and things (p.89):</p>	<p>Vocabulary: amusing, bizarre, disgusting, dumb, fantastic, funny, hilarious, hysterical, incredible, odd, outstanding, ridiculous, silly, stupid, strange, weird, wonderful (p.87) Reading: “The Real Art of Acting” (scanning) (p.91) Speaking: Interchange 13# (p.127)</p> <p>Videos: <i>Broadcast News, Cannes Bronze Commercials, Commercials from Around the World, Commercials Worldwide, Mosaic 1: Internet Publishing, The 5th Estate, Get Up Eight, Seven Times, Snowden</i></p> <p>Plagiarism: • Knowledge building: a) “Comparing Policies” https://owl.english.purdue.edu/owl/resource/929/14/ https://owl.english.purdue.edu/owl/resource/929/15/ (handout)</p>

PROGRAM ORGANIZATION

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

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

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test with reading, grammar, and vocabulary sections available through the Educational Testing Service. Accordingly, students are placed in levels I, II, and III of the program.

IE Core is taught in a weekly 180-minute class. On another day, there is the 90-minute **IE Active Listening** course and a 90-minute **IE Writing** course. The grade for each student at the end of the term is based on the following formula: 40% for IE Core; 30% for IE Active Listening, and 30% for IE Writing.

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

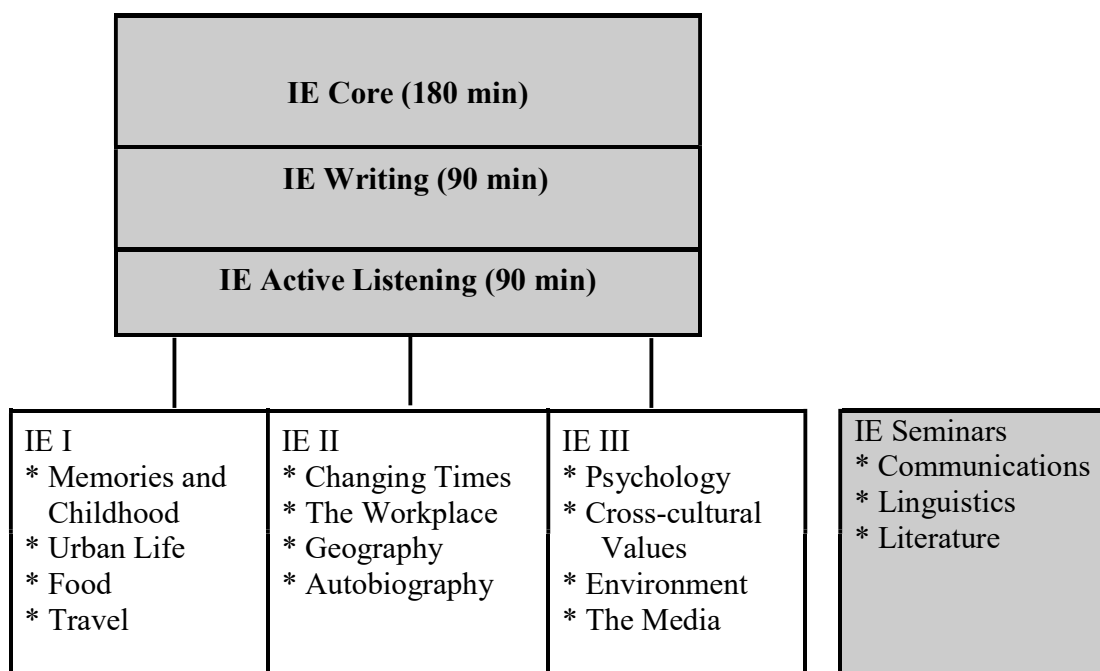


Figure1: The IE Courses and the themes at each level.

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

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

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

III. A PROGRAM SNAPSHOT

- A student who enters at level I and completes the IEP will participate in some 36 small group discussions and lead about 9 of them.
- The same student will read 6 novels, write an analysis of each one, and describe each novel to other students in a small group. Altogether, he or she will read more than 200,000 words; some students much more than that
- He or she will learn a variety of reading strategies and be introduced to various genres of literature.
- He or she will draft, revise, and complete 4 essays of about 350 words, and upon finishing Academic Writing, one of 1,500 words.
- The same student will have many hours of guided listening and received instruction in listening strategies.

Published research on the Academic Skills program suggests that students show significant improvement in their comprehension and note-taking abilities. Likewise, experimental data on the discussions in the IE Core classes shows significant increases in communication and confidence in using English, and significant increases in vocabulary.

IV. PROFESSIONAL RESOURCES

The teacher resource area is in a small room beside in the English Department office, 9F, Goucher Building (03-3409-8111).

There are teachers' mailboxes, a small professional library of professional texts available for 2 week-loan, a collection of themed DVDs and videos (also available for loan), the teachers'

SCOPE AND SEQUENCE

editions of *Interchange 2*, *Interchange 3*, and *Interactions 2*, additional copies of the student booklets, and course book CD roms, and a DVD player and a CV player, both for previewing materials for class. Additional materials for Academic Skills and IE Active Listening may be found in the CALL teachers' room, 6F, Goucher building. Many videotapes and DVDs are in the Foreign Language Lab media library, Building 9, 1F.

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

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

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

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

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

IV.(a) ONLINE RESOURCES

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

To use the database, follow these steps:

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



Fig. 3: The Library and Aurora-Opac

Once you have clicked and the site is now in English, slide to the bottom of the page and click on **Database**. Once it comes up, try searching for the Educational Resources Information Center (ERIC), JSTOR, Proquest, or the Wiley Online Library.

Each of these will provide access to many articles which you may use in your own research or for class use.

Library Service		User Service	
- New Books List	- Audio Visual Title List	- Check Status of Loan/Reservation, Renewal	- Reference Request
- New Journals List	- Thesis List	- Purchase Request	- SHITEI TOSHO(Course Reserves)
- New Audio Visual Materials List	- Database	- Check Status of Purchase Request	- Library Orientation Request
	- E-journals/E-books	- Interlibrary Loan (ILL) /Photocopy Request	- Register/Change E-mail Address
	- Journal Title List	- Check Status of ILL/Photocopy Request	- Online Room Reservation
	- SHITEI TOSHO(Course Reserves) List		
Relation			
- Library			

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

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

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The screenshot shows the library's database search interface. At the top, there are links for Access Map, Campus Map, Site Map, Mobile, and Japanese. The library's name is displayed in both Japanese and English. A search bar contains the text 'ERIC' and a 'Search' button. Below the search bar, there are links for 'English Website on Trial', 'AGU Library Official' (with a Twitter icon), and a 'Twitter' link. A navigation bar includes links for Home, Our Libraries, Database Search, Services, Visitors, and a Login button. The main content area is titled 'Database' and features an 'Alphabet List' with letters A-Z and their Japanese equivalents, and a 'Purpose List' with links for 'Book / Magazine' and 'Dictionary'. A 'Search Box' on the right allows filtering by Purpose, Subject, and Language, with dropdown menus set to '- All -'. A search input field and a 'Search' button are also present.

Fig. 5: Database of journals

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

The screenshot shows the ERIC Institute of Education Sciences search page. The logo features a tree growing from an open book. Below the logo, there are tabs for 'Collection' and 'Thesaurus'. A search bar contains the text 'Search education resources' and a 'Search' button. To the right of the search bar, there is a link for 'Advanced Search Tips'. Below the search bar, there are two checkboxes: 'Peer reviewed only' and 'Full text available on ERIC'.

Fig. 6: Education Resources Information Center

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

EBSCO host is here.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
あ か さ た な は ま や ら わ

11 件のDBが登録されています (全 2 ページ 中 1 ページ) 1~10 件目を表示中 1 ページ目 表示

NEXT >>

18th Century House of Commons Parliamentary Papers (18th HCPP)		
目的	海外の論文記事を探す / 政治・外交文書(史料)を探す	言語 英語
分野	歴史 / 社会科学 / 政治	
内容	1688年から1834年までの議会資料をデジタル化。現在の英国議会資料の編集形態が整う前の議会資料(法案/法令、議事速記録、議会日誌、各種報告書/文書)を収録。	

EBSCOhost		
目的	海外の論文記事を探す / 電子ジャーナルを読む	言語 英語
分野	総合 / 人文科学 / 社会科学 / 自然科学	
内容	外国雑誌の総合オンラインデータベース ・Business Source Premier(経済・経営関係の学術論文・記事)・Academic Search Premier(人文・社会・理工・生物医学など幅広い分野の学術論文・記事)・Communication & Mass Media Complete(コミュニケーション・マスメディア関係の学術論文・記事)など	

Fig. 7: EBSCO

JSTOR is shown next.

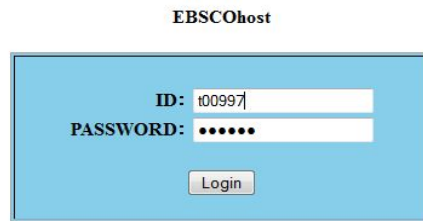
JSTOR		
Purpose	An overseas article / E-journal	Language English
Subject	The humanities / Art	
Description	人文科学、社会科学を中心とする代表的な学術雑誌のバックナンバーを収録したデータベース。 The Arts & Sciences I Collection (収録タイトル数: 175) 主な収録分野: 経済学、史学、政治学、社会学、他、人文科学分野 The Arts & Sciences III Collection (収録タイトル数: 224) 主な収録分野: 言語学、文学、音楽、古典研究、地理学、地域研究(アフリカ、ラテンアメリカ、中東など) The Arts & Sciences IV Collection (収録タイトル数: 156) 主な収録分野: 法律、心理学、公共政策、行政、ビジネス、教育学 The Arts & Sciences VII Collection (収録タイトル数: 256) 主な収録分野: 美術、人文学、社会学 全タイトル初号からすべて収録(各コレクションとも過去1~5年の最近発行の号は除く)	

Juris Classeur		
Purpose	Laws and ordinances / a precedent	Language French
Subject	Social science / A law	
Description	フランス法の総合オンラインデータベースです。大きく以下の4つの情報を収録しています。 Encyclopedies: Juris Classeur出版の加除式、法律百科事典、注釈書(民法典Civil Code含む) Jurisprudences: 1980年代後半からPDFで全文収録。それ以前は抄録で収録。 Reves: Juris Classeur出版の雑誌、La semaine juridique(全3種類)を95年から全文収録。 Doctrine: 学説論文、Dalloz出版物は抄録を収録。	

Fig. 8: JSTOR

- b) You'll find the following searchable database especially useful:
- * Academic Research Library (part of ProQuest)
 - * Communication & Mass Media Complete (part of EBSCOhost)
 - * Linguistics and Language Behavior Abstracts
 - * OED online
 - * TESOL Quarterly (only available at the Shibuya Campus) [With the exception of the TESOL Quarterly, the journals are available from your home computer.]
- c) After you click on a journal, you will be prompted for your user ID and password. Your user name is your faculty ID number preceded by t00...

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EBSCOhost

ID: 100997

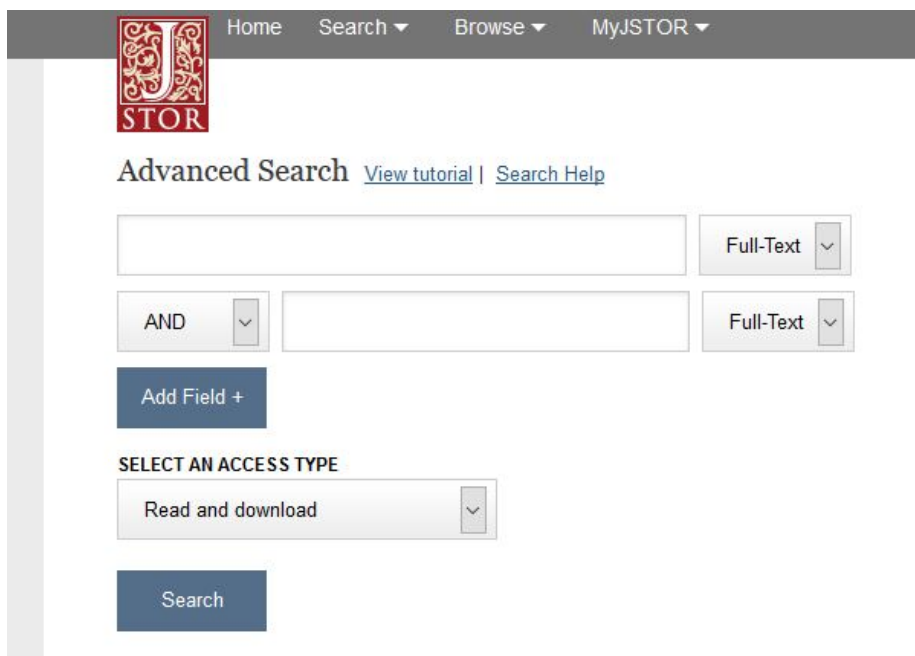
PASSWORD:

Login

Fig 9: Log in

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

The one for JSTOR looks like this:



Home Search Browse MyJSTOR

JSTOR

Advanced Search [View tutorial](#) | [Search Help](#)

Full-Text

AND

Full-Text

Add Field +

SELECT AN ACCESS TYPE

Read and download

Search

Fig 10: Search Parameters

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

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

V. GRADING STUDENTS

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

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

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

Table 1 shows a sample distribution of grades for an IE I or IE II Core class. It is meant as a guide to practice and teachers may adjust it. However, please note that categories such as participation should not be more than 5% unless you specify exactly what constitutes that score.

Table 1: Sample IE I and II Core Grades

1) Discussion Leader – lead 3 discussions over the term, and submitted the discussion summary and questions	25%
2) Journal or blog – student made several entries per week and commented on another student’s journal or blog	20%
3) Extensive reading – a student’s effort to read digital readers over the term	20%
4) 2 Book reports – a student reports on two books and describes them to other students in class	25%
5) Homework – a student’s efforts at doing assigned work from <i>Interchange 2</i> or other assignments (slightly more or less could be added to another category)	2-5%
6) Participation – this relates to student readiness for class, their effort in discussions, their preparedness, and activity	5%

V.(a) ON ATTENDANCE, LATES, AND GRADING

In the first class, students should be warned about regularly attending classes and coming to class on time. Five or more absences without a doctor’s note, or attendance to a funeral and a student fails the course. Three late arrivals of 30 minutes or more count as an absence. Please warn

SCOPE AND SEQUENCE

students of this policy, and on a single absence or late, make sure that the student realizes the consequences. Please be pro-active and try to curb this behaviour immediately as it is usually one or two students who will consistently miss classes or come late. Do not accept train certificates every class from the same student. They should be making allowances for a train that is usually late. Also, please make sure that the other students in the class are aware that latecomers are losing points and having their grades adversely affected, and that you are unhappy with those students and appreciative of those who are coming to class on time.

Student personal information should be handled with great discretion and their privacy should be protected. However, collect your students' contact telephone numbers and email addresses, or better still, ask your students to e-mail you, perhaps with a question about the course or about yourself. Once they have e-mailed you, it's easy to set up a class e-mail list to remind students of deadlines or even to post material to them. And there are two even more effective methods to keep in touch with students now, LINE, through which can you text message individuals as well as whole classes, and course power, the university-wide system of notifying students through the portal as well as uploading your class materials so that students can access them easily outside of class time. English manuals on the use of course power are available on the AGU portal. Using any of these means will make it easy for you to contact students who begin to show a pattern of lates and absences.

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

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

Fig 11: Policy on Absences and Grades

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

Finally, do not hold up a class because a student who may be leading a discussion is late. There have been complaints about teachers who wait for students to arrive before starting a class. Carry on with other activities and do not punish the other students by wasting their time.

V.(b) GRADING SOFTWARE AND GRADEKEEPER

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

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

Gradekeeper

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

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

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

Instructions

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

The screenshot shows the Gradekeeper application window titled "Untitled - Gradekeeper". The menu bar includes "File", "Edit", "Gradebook", "Reports", and "Help". On the left, there are input fields for "school", "subject", and "teacher", with a date field showing "January 12, 2017". The main area contains a table with columns for "#", "Student", "Grade", and five empty columns for grades 1 through 5. The table has five rows, numbered 1 to 5 in the first column.

#	Student	Grade	1	2	3	4	5
1							
2							
3							
4							
5							

Fig 12: Gradekeeper Empty Course file

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

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3. Now scroll down the website to the locations at the bottom of the page. You can press the arrows right or left and cycle through to Aoyama Portal.



4. Enter your password. This is the number on your university identity card into the field marked "ログイン ID". The first digit of the number on your university identity card must be converted to a small-case *t*. For example, if the number on your university identity card is 000392, the number you should enter into the field marked "ログイン ID" is t00392.

c. Enter your LDAP password into the field marked "LDAP パスワード".

d. Enter the numbers from the matrix based on the pattern you registered with the PC Support Lounge.



青山学院
AOYAMA GAKUIN

AOYAMA-portal
Login Page

ログインID : t00279
LDAPパスワード :
ログイン
キャンセル

<お知らせ>
現在通常通り稼働しております。

[障害・メンテナンス履歴](#)
[過去のお知らせ](#)
[推奨環境](#)
[よくあるご質問](#)
[SSL3.0脆弱性対応](#)
[LDAPパスワードリセット](#)
[\(大学・短大の教員のみに\)](#)

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5. A page will open. Click on the 2nd item ("System") on the menu.



Portal Bulletin Board Scheduler 施設予約 Address Book Cabinet MultiReport Workflow Bookmarks Messages Favorite Notifications Phone Messages To-Do List

トップページ システムメニュー 各システムへのリンク ユーザーガイド 学事暦 委員会 会議 申請・届出用紙 マニュアル 各部からのお知らせ (本部) 各部からのお知らせ (大学)

システムに関するFAQ

現在、通常通り稼働しております。

«今週の聖句» 人は心で信じて義とされ、口で公に言い表して救われる。ローマ10:10

Bulletin Board - (リート)

Subject	From	Updated
★ ④【再掲2/23 (金) 締切】全利用者：大学宗教委員研修会「サーバント・リーダーの育...	宗教センター事務局 (美井 正司)	13:52
★ 全利用者：「週間行事予定表2017-42」修正いたしました。	総務課 (花輪 祐美)	Fri, February 16
★ 大学教職員：メールのアドレス帳に登録した表示名の更新について	政策・企画課 (戸田 隆也)	Fri, February 16
★ 全利用者：「青山学院広報」第1119号を掲載しました	広報課 (森田 麻理子)	Thu, February 15
★ 全利用者：青学TVが更新されました。	政策・企画課 (新上 亜希子)	Thu, February 15
★ 本部、大学・教職員：入学試験配置表について (2月21日)	加藤 紗夕里	Wed, February 14
★ ④大学職員：大学Webサイトのリニューアルについて	政策・企画課 (戸田 隆也)	Wed, February 14
★ ④専任事務職員 (無期・有期)：有期事務職員 (一般事務従事者) の人事評価について	安齋 望	Wed, February 14
★ 大学・教職員：【FD・SD】東京学芸大学「研修・交流支援部門フォーラム」の...	教務課 (磯辺 清香)	Tue, February 13
★ 大学・教職員：【FD・SD】福岡工業大学「大学教育再生加速プログラム (テーマ...	教務課 (磯辺 清香)	Tue, February 13
★ 全利用者：青学TV更新されました	政策・企画課 (戸田 隆也)	Sat, February 10
★ 全利用者：「週間行事予定表2017-41」追加いたしました。	総務課 (武田 敏志)	Fri, February 09
★ 短大・大学・教職員：【FD・SD】「玉川大学APフォーラム2017」のご案内...	教務課 (磯辺 清香)	Fri, February 09

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5. Scroll down the page to “Kyoin Web.”

Course Power
CoursePowerの使い方と運用情報
Learning Navi
青山学院図書館
図書館カレンダー
MyLibrary(OPAC)
教員事務WEB
備品照合結果入力
備品管理対象リスト
AOYAMA-Mail
マニュアル(ユーザーガイド)


6. Clicking on this item will take you to your personal page where you can enter your room requirements for the academic year, order your textbooks, download the students in each of your courses, and enter your final grades for the course. Perhaps most importantly, there are downloadable English manuals for using the system.

Most Visited Surface globeandmail.com: C... Getting Started Amazon.ca - Online S... Ideas from CBC Radio ... HARVARD MEDICAL JAPAN-healthcare AGU-Portal-青山学院

教員事務WEB

教員システム名称	説明
メインメニュー	
講義内容入稿/Input syllabus	講義内容の入稿ができます。
メールアドレス登録/Register E-mail Address	メールアドレスの登録を行います。事務からの連絡に使用します。
出講時間割表/Lecture Schedule	担当科目の出講時間割が表示されます。
成績入力/Enter Grades	成績の入力ができます。
マニュアル各種/Manuals	教員事務WEBコンテンツに関するマニュアルはこちらです。
サブメニュー	
教科書注文はこちら/Order Textbooks	教科書注文サイト（購買会）から、授業で使用する教科書を注文できます。20

閉じる

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

教員事務WEB	
教員システム名称	説明
メインメニュー	
出講アンケート・委嘱状回答	次年度の出講依頼への回答、委嘱状の回答ができます。
講義内容入稿	講義内容の入稿ができます。
メールアドレス登録	メールアドレスの登録を行います。事務からの連絡に使用します。
出講時間割表	担当科目の出講時間割が表示されます。
受講者名簿ダウンロード（講義ツール）	授業科目に関する名簿ダウンロードを行います。
定期試験/教務提出レポート回答システム	定期試験/教務提出レポートの回答ができます。
成績入力	成績の入力ができます。
マニュアル各種/Manuals	教員事務WEBコンテンツに関するマニュアルはこちらです。
サブメニュー	
教科書注文はこちら	教科書注文サイト（購買会）から、授業で使用する教科書を注文できます。

Fig. 14: A List of Options

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

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

大学

所属	職名	教員名	人事コード
文学部	教授	STRONG, G. B.	000279

キャンパス	曜日時 限	授業時間	学期	授業科目名	教室	備考	
青山	火1	09:00-10:30	前期	Integrated English III	15501		選択
青山	火2	11:00-12:30	前期	IE Seminar A	14605		選択
青山	火2	11:00-12:30	後期	IE Seminar A	15404		選択
青山	火3	13:20-14:50	前期	IE Seminar A	14605		選択

Fig. 15: Teachers' Course List

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

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

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■授業科目情報

曜日時限	科目名	単位	教員名	教室
[青山] 木/1(通年)	コミュニケーション特講(1)	4	STRONG, G. B.	17606

■受講者名簿ダウンロード (39名)

※データには最新の受講者情報が反映されます。

※履修登録(履修変更)期間中、受講者は随時変動します。

※履修登録(履修変更)期間後も、履修取消制度および学籍身分異動等により若干の変更が生じる場合があります。

※履修登録に関わるスケジュールについては、教員ポータルの「お知らせ」および各講師控室の掲示にてご確認ください。

※専門職大学院につきましては、各研究科の合同研究室において、受講者名簿を受け取ることが可能です。この場合は、履修登録締切日の1週間後となります。

ファイル形式	ダウンロードリンク	備考
PDF形式	学生番号順	フォントは埋めこまれます。外字も表示可能です。
	クラス番号順 (設部科・学年・クラス・クラス番号順)	
CSV形式	学生番号順	外字は類字で表示されます。類字がない場合は文字化けします。
	クラス番号順 (設部科・学年・クラス・クラス番号順)	

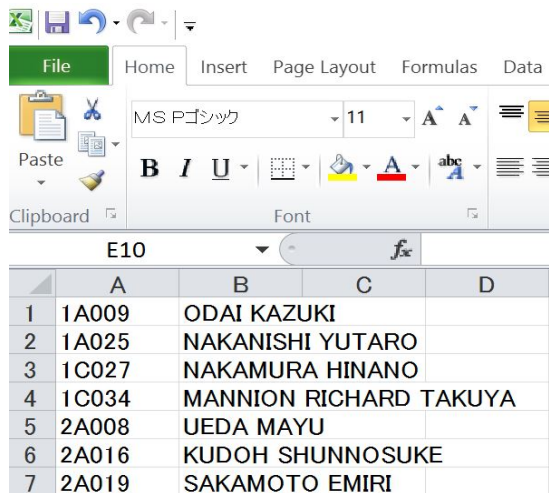
Fig. 16: PDF and CSV Files

You will open it as an Excel file.

1) Open the Excel CSV file. Delete the kana versions of students' names and everything else except the student numbers and the students' names.

AGU-True-North-Class - Microsoft Excel														
	F	G	H	I	J	K	L	M	N	O	P	Q	R	S
1	キャンパス	曜日	時限	学期	時間	科目名	教員名	学生番号	学科名	学年クラス	学生氏名	カナ氏名	ローマ字氏名	
2	青山	火		3 後期		IE Semir STRONG		11316061	英米文	1A009	小田井 和オダイ	カ:ODAI KAZUKI		
3	青山	火		3 後期		IE Semir STRONG		11316194	英米文	1A025	中西 雄太ナカニシ	:NAKANISHI YUTAF		
4	青山	火		3 後期		IE Semir STRONG		11316199	英米文	1G027	中村 ひなナカムラ	トNAKAMURA HINAR		
5	青山	火		3 後期		IE Semir STRONG		11316271	英米文	1G034	マニオン リチャマニオン	トMANNION RICHAR		
6	青山	火		3 後期		IE Semir STRONG		11315033	英米文	2A008	植田 真由ウエダ	マ:UEDA MAYU		
7	青山	火		3 後期		IE Semir STRONG		11315097	英米文	2A016	工藤 俊之クドウ	シ:KUDOH SHUNNOS		
8	青山	火		3 後期		IE Semir STRONG		11315128	英米文	2A019	坂本 英美サカモト	コSAKAMOTO EMIRI		
9	青山	火		3 後期		IE Semir STRONG		11315133	英米文	2A020	櫻井 優花サクライ	ミ:SAKURAI YUKA		
10	青山	火		3 後期		IE Semir STRONG		11315016	英米文	2B005	石井 みのイシイ	ミ:ISHII MINORI		
11	青山	火		3 後期		IE Semir STRONG		11315034	英米文	2B006	上田 諒佐ウエダ	リ:UEDA RYOSUKE		
12	青山	火		3 後期		IE Semir STRONG		11315086	英米文	2B012	菅野 未来カンノ	ミ:KANNO MIKU		
13	青山	火		3 後期		IE Semir STRONG		11315088	英米文	2B013	鬼澤 彩美キザワ	ア:KIZAWA AMI		
14	青山	火		3 後期		IE Semir STRONG		11315098	英米文	2B014	工藤 亮佑クドウ	リョ:KUDO RYOUSUKE		

Fig. 17: List of students' names written in kanji and *romaji*.



The screenshot shows the Microsoft Excel interface with the 'File' menu open. The active worksheet contains a table with student information. The table has two columns: the first column contains student IDs and the second column contains student names. The data is as follows:

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

Fig. 18: Excel Files of Student Names

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

3) Now go to the File menu of your Gradekeeper file and click on “Import.” The menu will ask if you wish an “import tab delimited text.” Just click and continue.

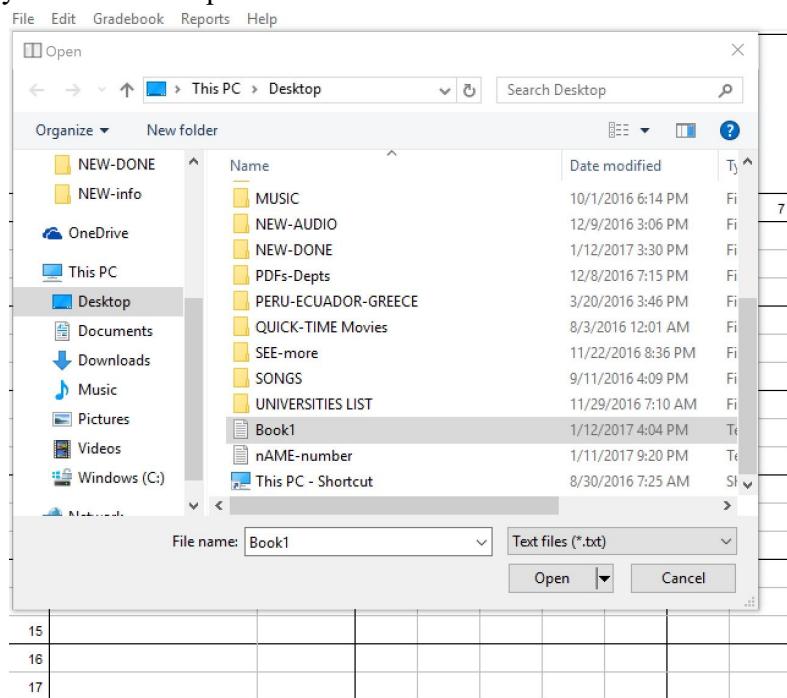


Fig. 19: Saving the File to a Desktop

SCOPE AND SEQUENCE

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

The screenshot shows the Gradekeeper application window titled "2017-Mass-Communication - Gradekeeper". The menu bar includes File, Edit, Gradebook, Reports, and Help. On the left, there are input fields for "school", "subject", and "teacher", all of which are currently empty. Below these is a "Date:" dropdown menu set to "3/2016". Underneath is an "Assignment:" section with "Category: Quizzes" and "Points: 100". The main area of the window is a table with 12 rows and 9 columns. The first three columns are labeled "#", "Student", and "Grade". The remaining six columns are numbered 1 through 8. The table contains 12 student entries, each with a unique ID and name, and a grade of "--".

#	Student	Grade	1	2	3	4	5	6	7	8
1	3D002, SUZUKI MARINA	--								
2	3D030, HOSHINO RIKI	--								
3	3F005, MORIZUMI NAHOKO	--								
4	3F023, SHIBATA KOKI	--								
5	3G017, SUZUKI RIMA	--								
6	3H019, SHINOZAWA MIYO	--								
7	3H021, SUYAMA SHOTA	--								
8	3I021, SUZUKI MIDORI	--								
9	3I028, NAKANO ASAO	--								
10	3I034, MORI HAZUKI	--								
11	3I035, YAMAGUCHI TAKUMA	--								
12	4A008, YAMAOKA KODAI	--								

Fig. 20: Newly Created Gradekeeper File

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

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

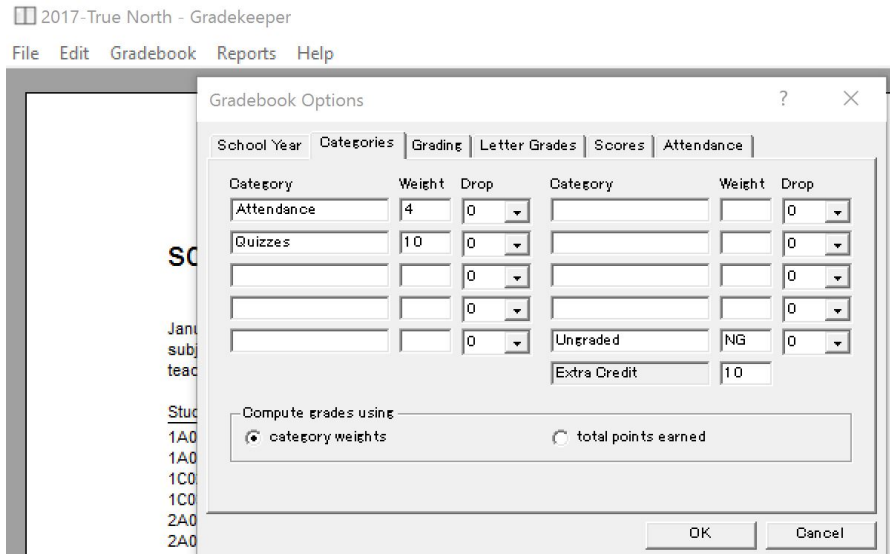


Fig. 21: Creating Assignments for Class

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

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

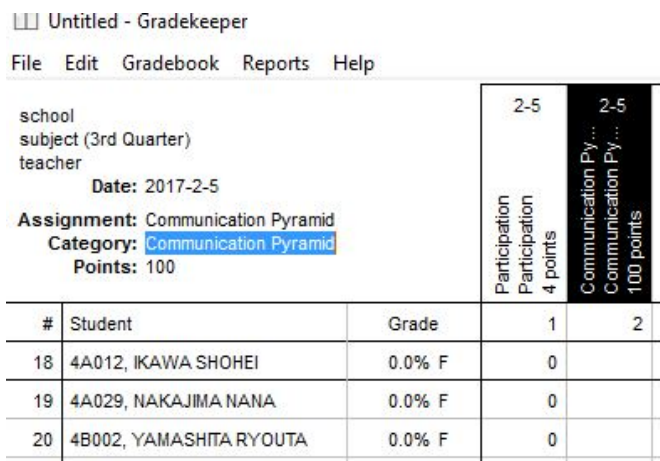


Fig. 22: Inputting Grades for Assignments

SCOPE AND SEQUENCE

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

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

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

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

Fig. 23: Completed Class Scores

V.(c) STUDENT PLAGIARISM

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

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

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

SCOPE AND SEQUENCE

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

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

VI. LANGUAGE LEARNING TASKS

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

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

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

SCOPE AND SEQUENCE

COMMON IE I, II, III TASKS	
<u>Small Group Work</u>	<ol style="list-style-type: none">1. Use English to participate in pair and small group activities in speaking, listening, reading, writing.2. Learn how to read and listen to authentic audio and video materials.
<u>Participate in a Weekly Discussion</u>	<ol style="list-style-type: none">3. Read and summarize news events, using the APA Style, identify key vocabulary.4. Lead a small group discussion on news stories and explain the vocabulary.5. Participate in weekly news discussions.
<u>Write a Journal</u>	<ol style="list-style-type: none">6. Maintain a weekly journal in a notebook, blog, or message board.7. Communicate with (a) partner(s).8. Describe feelings, explain ideas and narrate events to another person.
<u>(IE I and IE II) Extensive Reading (E.R.)</u>	<ol style="list-style-type: none">9. Learn how to read fluently.10. Acquire new vocabulary.
<u>Read 2 Novels</u>	<ol style="list-style-type: none">11. Take an interest in discussing books.12. Verbalize feelings and impressions about literature.
<u>Report on the 2 Novels</u>	<ol style="list-style-type: none">13. Using the APA style, note the author, title, place of publication, publisher, and the year.14. Describe the book using the literary terms: setting, point of view, conflict, climax, symbol, irony, theme.15. Summarize the events.16. Express an opinion about the book.17. Draw upon your personal experiences to respond to the book18. Give an oral report to classmates.

Fig 24: Common IE Tasks

IE III (Choose One)	
<p>A. <u>Presentation</u> Use a theme to develop a presentation based on a survey, or a fieldtrip.</p> <ol style="list-style-type: none"> 1. Brainstorm survey items. 2. Determine subjects. 3. Ask survey questions. 4. Collate the answers. 5. Negotiate duties of group members. 6. Prepare an outline and create graphs and charts. 	<p>B. <u>Making a PSA or Commercial</u> Develop and film a PSA or commercial. Alternately, create a photo storyboard, a photo montage/collage, or art book.</p> <ol style="list-style-type: none"> 1. List potential products and services. 2. Choose the product. 3. Plan the commercial using storyboards and a shooting script. 4. Depict different characters and create realistic dialogue. 5. Use persuasive language to promote products or services.

Fig 25: IE III Tasks

IE CORE I, II, III DISCUSSION TASK
<p>I. <u>Discussion Leader Preparation for a Media Discussion</u></p> <ol style="list-style-type: none"> 1. Finds an English news item from a newspaper either in print or online. 2. Notes the author, and publisher in the APA style format. 3. Does some note-taking on it: an analysis of it, noting <i>what, when, where, who, why</i>, and how. 4. Uses these notes to write the summary (Avoids copying from the original news article). 5. Writes a statement of opinion. 6. Records key vocabulary which is new to the student. 8. Prepares three discussion questions.
<p>II. <u>In Class Small Group Discussion</u></p> <ol style="list-style-type: none"> 1. Introduces self; learn/ use the names of others. 2. Makes eye contact and use gestures to communicate. 3. Paraphrases the news story to your partners without reading your paper. 4. Solicits opinions and agree or disagree and give reasons. 5. Interrupts others politely. 6. Asks clarification, provide follow-up questions. 7. Summarizes his/her partners' points, noting these to describe them to the rest of the class.

Fig 27: IE Core Classes: Language Learning Tasks

SCOPE AND SEQUENCE

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

VII. KEEPING A JOURNAL

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

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

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

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

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

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

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

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

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

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

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

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

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

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

SCOPE AND SEQUENCE

They can also meet and talk with their secret partners before the end of the classes. Otherwise, if you leave the journals to be picked up after classes end, some students forget to pick them up. When you take in the journals, you also provide a detailed written response on at least one page. You should describe what you liked reading. You might grade their work with three simple categories: unsatisfactory, satisfactory, outstanding (minus-check, check, check-plus signs).

VII.(a) EMAIL EXCHANGE

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

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

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

VII.(b) ONLINE JOURNALS (BLOGGING)

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

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

VIII. XREADING: IE I, IE II CORE

There are a number of reasons why we are using Xreading. First of all, Xreading will enable us to introduce extensive reading or ER into the IEP and research indicates that ER can improve students' vocabulary, reading speed, reading comprehension, knowledge of grammatical structures, and even writing ability.

Secondly, the program offers the convenience to students in signing out books through mobile devices which they can access any place and at any time – for example, last year, many of our students read on the train. Next, Xreading has a very powerful learning management system (LMS) that enables teachers to easily track how many words, and how many books that a student is reading, so we can get our students to do more reading without having the burden of reading and grading more book reports. Finally, there are some aspects of the program such as the student ratings and suggested titles that will help a student find more to read in their area of interest and according to their reading ability and motivate them to read more widely in English.

These features will help us to encourage as many students as possible to read more than 200,000 words in one year. That number has been identified as the turning point in students' abilities.

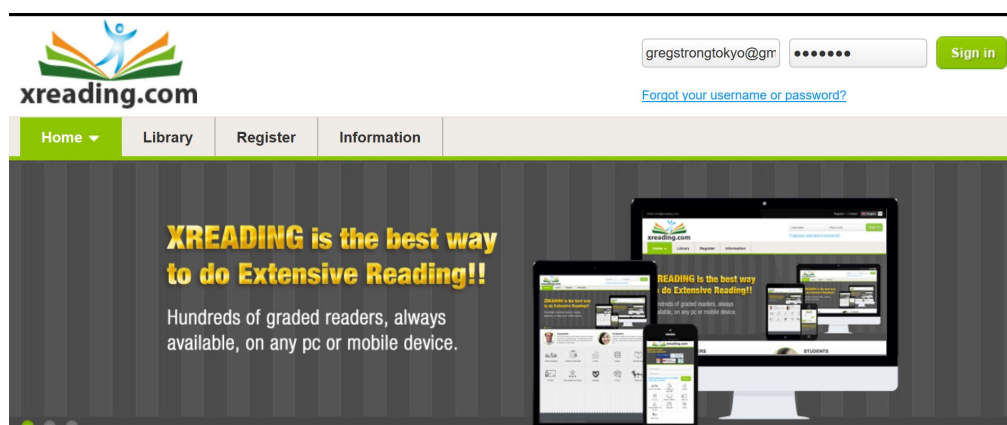


Fig 28: Xreading website

Introducing Xreading:

Before starting with the Xreading program with your students, explain its rationale. It is a means of them learning English grammar and vocabulary and improving their reading skills. It also helps their fluency and reading speed. In class, try a few minutes of uninterrupted silent reading before any longer assignments. Go over the reading menu with students to make sure that they understand how to operate it and can choose books appropriately. Explain to them that they need to take the multiple choice test and that they rate the book when finished reading it, to ensure that they gain credit for it.

VIII.(b) STUDENTS REGISTERING

Students join the class by purchasing a year access card from the school bookstore. On the back of the access card are directions in both English and Japanese (See Fig 29). Also, there is a tutorial available on the website itself under the *Information* tab explaining how they login and register for your class.

SCOPE AND SEQUENCE



Fig 29: Student Access Card

VIII.(c) XREADING: CREATING A CLASS

Once you have logged into the Xreading.com site, you will see your class. (Class lists will be available until April 5th, and then loaded onto the site). In the same menu shown in Fig 30, you input the date when the course begins and when it finishes. However, the dates will be pre-set for all IE I and IE II classes before you begin. Students in the IEP have been tested using the paper version of the ITP, the Institutional TOEFL Placement test. Their reading scores suggest that they should be able to read books with a headword count of between 1501 and 2100.

Classes

Classes: Active Classes ▼

Class Data Add Class

Display 30 ▼ Showing results 0 - 0 of 0 Previous Next

Class Name	Semester/Session	Open Date	Close Date	Students	Assignments Open/Closed	Books Avg & Total	Words Read Avg & Total	Read Time Avg & Total	Listen Time Avg & Total
No classes found. Use the Add Class button to add a class.									

Fig 30: Creating a class: Use the *Add Class* button.

A headword is word related to a group of words with similar meanings (ie. work, works, workers, working, worked). However, this is an averaged score, so we are eliminating the graded readers from Levels 1 to 8 (ie. those with headwords from 301-800) on their class settings for Xreading. as in Fig 31.

Assignment Settings **Library Access**

▼ Level/Headwords

☒ Select/Unselect All

- ☐ Level 1 (51 to 100 headwords)
- ☐ Level 2 (101 to 200 headwords)
- ☐ Level 3 (201 to 300 headwords)
- ☐ Level 4 (301 to 400 headwords)
- ☐ Level 5 (401 to 600 headwords)
- ☐ Level 6 (601 to 800 headwords)
- ☒ Level 7 (801 to 1000 headwords)
- ☒ Level 8 (1001 to 1250 headwords)
- ☒ Level 9 (1251 to 1500 headwords)
- ☒ Level 10 (1501 to 1800 headwords)
- ☒ Level 11 (1801 to 2100 headwords)
- ☒ Level 12 (2101 to 2400 headwords)
- ☒ Level 13 (2401 to 3000 headwords)
- ☒ Level 14 (3001 to 4500 headwords)

Hundreds of books from major publishers!!

OXFORD UNIVERSITY PRESS MPI CAMBRIDGE UNIVERSITY PRESS Garnet PUBLISHING Cora Pub

MACMILLAN LANGUAGEHOUSE CENGAGE Learning HELBLING LANGUAGES ELI A

Fig 31: Settings for Each Class and List of Publishers of the Readers

In Fig 32, you can see another setting “inactivity” which means that if a student doesn’t swipe his phone or tablet to turn the page, the system will become inactive.

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Other settings mean that the audio player is enabled and students can listen to the book being read, that more than one student can read the same book, and that students can take quizzes any time after reading a book.

Assignment Settings

Library Access

General Settings

Inactivity Timer :

2 min

?

Audio Player :

On

?

Allow student to access books after an assignment closes:

Yes

?

Allow students to take quizzes after an assignment closes:

Yes

?

Library Access Settings

Restrict Library :

No

?

Allow more than one student to select the same book for this assignment :

Yes

?

Allow students to select a book that they've read before :

No

?

Allow students to select a book similar to one they've read before :

No

?

Main Benefits:

- All books are always available
- Quizzes available for every book
- Audio on demand for almost every book
- Provides ratings and reviews and can suggest books
- Can be integrated with books from a school's physical library
- Tracks reading including books, total words, and even reading speed

Fig 32: Assignment Settings and Viewing a Graded Reader on Multiple Devices

VIII.(d) READING LEVELS, READING SPEEDS

The following chart in Fig 33 is an overview of reading levels (<http://erfoundation.org/wordpress/graded-readers/erf-graded-reader-scale/>).

SCOPE AND SEQUENCE

The levels on the scale were made by an analysis of hundreds of graded readers. It ranges from scarcely knowing the alphabet to near-native ability (ie. 18,000 headwords).



The Extensive Reading Foundation Grading Scale

Beginner				Elementary			Intermediate			Upper Intermediate			Advanced			Bridge			Near Native
Alphabet	Early	Mid	High	Early	Mid	High	Early	Mid	High	Early	Mid	High	Early	Mid	High	Early	Mid	High	
1 50	51 100	101 200	201 300	301 400	401 600	601 800	801 1000	1001 1250	1251 1500	1501 1800	1801 2100	2101 2400	2401 3000	3001 3600	3601 4500	4501 6000	6001 8000	8001 12000	12001-18000 and above

This scale is only for approximate leveling of Language Learner Literature by headword¹ counts by series. Some individual titles may need to move up or down as necessary. A list of where each publisher's Graded Reader series fits this scale is available at the website.

Extensive Reading Foundation
www.erfoundation.org

Fig 33: ERF Grading Scale.

In the 1st class, you should have your students try reading a few books at different levels in order to find the appropriate level for them. The chart will help them as well because when using a graded reader, a student should be able to comprehend almost every word on the page. Some researchers put the figure anywhere from 95% to 98%.

As they read, they should ask themselves these questions.

- Can I read it without a dictionary?
- Am I reading it quickly?
- Do I understand almost everything? (Over 95%)

If the answer is “Yes” to each of these questions, then that book is their level or they could try a higher level. If the answer is no to even one of the questions, then they should go down levels until they have 3 “Yes” answers.

A very conservative estimate of their reading speed is that each student should be able to read a minimum of 100 words per minute at present. If they are reading more than 180 words per minute, please speak to the student and check the book they were and their language ability.

SCOPE AND SEQUENCE

In our pilot study with Xreading we found that a few students were choosing very low levels of books and of stories that they already knew, fairy tales, or novels based on films in order to boost their total number of words read.

VIII.(e) ACCESSING XREADING: TABLETS, PCs

Surveys of our students last term suggested that some students were concerned about streaming digital graded readers and their data plans. Please inform them that a download of this type, of words does not take more than few yen of their plan. Data usage is high for making phone calls and for watching lengthy videos.

Once students have an Xreading account and provided that they download the app, they can access their books anywhere and on any device – a tablet, a PC or Mac, in addition to their mobile phones. Please advise students of this as some students may wish to read on other devices and may even bring a tablet or laptop to class for reading.

VIII.(f) WEEKLY BOOK TALKS

Following the methodology in our pilot study, we are setting aside 15 minutes of class time for IE Core I and II students to read followed by 15 minutes for discussion with a partner. We also expect students to do an additional 45 minutes of reading for homework. Altogether, students should be reading about 6,000 words per week and able to achieve some 80,000 words over the term. However, as this is the first term that we are using Xreading with all our IE Core I and Core II students, we are setting modest goals that we hope most students can achieve for a grade of 80%, ie. in IE I Core, 60,000 words, and a higher amount in IE II Core, 70,000 words. (Please see Table 2).

Before the reading and the book talks begin, you should give the students a weekly update on how the class is doing. Try to obscure the names of individual students, but show the progress of students in the class.

During the reading period, make the rounds in your class to make sure that students are logging on correctly and that they are able to choose a book. Also, you will need to check to make sure that the students are focused on the task and not texting or reading e-mails. Afterward, you might try to do some reading online yourself to model reading for your students.

During the discussion period, you should use the time to offer encouragement to your students and to liaise briefly with students who are failing to meet the weekly reading quotas. Just letting students know that you are watching their progress will encourage them to do more reading.

Once the 15 minutes has finished, use a projector to display the potential questions about a reading. Give the students a few minutes to choose their questions.

I. RESPONDING TO THE PLOT (Without telling the ending of the book):

- a) If you were a character in the story, what would you do differently?
- b) If you were the author, what would you change in the book?
- c) Is there a character especially inspiring, depressing or even frightening? Explain why.
- d) Which incidents in the novel did you find wonderful, surprising, comical, or even shocking?
- f) Are there any parts of the plot that you found too predictable or unbelievable? Why?
- g) How did what you expect to happen in the book compare with what actually happened?

II. REFLECTING ON THE STORY (Without telling the ending of the book):

- a) How does the character's life compare to your own?
- b) How does the environment in the story compare to that in your own country?
- c) If the book has been made into a film, how would you compare the film with the book?
- d) If you have read another of the author's books, how does this one compare?
- e) How does this book compare to books with a similar theme?
- f) Do you agree or disagree with the author's view of people and life? Support your opinion.
- h) What is something you learned from the story?
- i) Have you changed your ideas about anything after reading this book?

Fig 35: Discussion Topics

VIII.(g) STUDENT CREDIT FOR BOOKS

Students get credit after they have finished each book by taking a four-item multiple choice test. They will not get credit for a book unless they take the test. If they forget to take the test, it will be hard for them to write the test later. You will need to go into the menu for your class and change the setting to allow the student to take the test.

Additionally, you should ask your students to rate each book that they read. This is a second measure to ensure that students are reading each book and doing so carefully. It can also become part of their discussions with their classmates.

Table 2 shows how many words students need to read by the end of the term in order to achieve a certain score for this part of their IE course. Please note that there is a difference of 10,000 words between IE Core I and IE Core II to reflect our higher expectations for students in that course. To achieve each grade, students must have completed the number of words and done the quiz for each book and done a rating for each book.

SCOPE AND SEQUENCE

If a student has missed a rating for a book, for example, then please deduct some points from the student's final score. For other intermediate scores, for example, an IE I Core student who reads 65,000 words and has done the quizzes and the ratings, should get 85%, and one who reads 45,000 words get 65%.

Similarly, an IE II Core student who reads 75,000 words will get 85% and one who only reads 35,000 words will get 45%. Most of your students will be using a paperback for their book report. **Please make a note of how many words are in the book. Have the students record the word count when they do their reports as well.**

Table 2: Assessing Student Reading

IE I Core			IE Core II	
80,000 words	<u>100%</u>		90,000 words	<u>100%</u>
70,000	90%		80,000	90%
60,000 words	<u>80%</u>		70,000 words	<u>80%</u>
50,000	70%		60,000	70%
40,000 words	<u>60%</u>		50,000 words	<u>60%</u>
30,000	50%		40,000	50%
			30,000 words	<u>40%</u>

VIII.(h) XREADING SCHEDULE

Xreading is a new technology that will take time to introduce into your class. In the first class, some students, perhaps most students will not have purchased their access cards. Students will have difficulties in properly logging onto the website. The instructions are on the student access card, however, in the first class, perhaps two, there will be some difficulties. It will help if you pair students who have logged on with others still trying to get onto the site.

Other challenges will include showing students how the menu works and how to choose an appropriate book that is not too easy or hard for them to read. One effective way to handle this is to add a student account for yourself to your class. That way you can show them a "student screen" which will be different than your own screen.

Another important strategy is to take your students to the graded reader section of the university library in the last 20 minutes at the end of your first or second period. This is in the basement floor near the wall. Show your students different levels of books and explain the head word idea to them. As well, have them choose a paperback for use for their book report.

They can also use this book for the first class or two if they have forgotten to buy their Xreading access card. Should the server go down in class, students can also refer to their paperback.

1st class

- a) Explain the benefits of extensive reading: learning new vocabulary, improving reading speed, and comprehension, even learning grammar and writing structures.
- b) Explain that students will receive marks for how many words they read over the semester.
- c) Show the students the teachers' interface (or show the illustration in this guide) so that they understand how you can read their data
- d) Show them Xreading on your phone, ideally a dummy student account that you create for the class.
- e) Have the students access Xreading on their phones by following the instructions on the back of their access cards.
- f) Possibly introduce a graded reader to your students by reading part of it aloud for 5-10 minutes (students follow on their phones), then stopping and noting the time.
- g) Explain how students will regularly read 15 minutes in class and then talk about their readings. Give students their first reading period and then follow it with a discussion. Tell students to read at least 45 minutes more outside of class.

2nd class

- a) Show students the class progress to date (carefully hiding the names of individual students). Explain to students how your learning management system (LMS) works
- b) Possibly read more of the graded reader from the previous week to students with them following along. The remainder of this book could be assigned to your students to finish reading for credit.
- c) Start the 15 minute reading period and during this time assist students who are having trouble logging on. Carry on to the book talks.

3rd class

- a) By now, all students should have accessed their accounts and been able to read online and 15 minutes of reading and 15 minutes of discussion should be a regular feature of the class.
- b) Introduce a new feature of Xreading, the listening function whereby each book can be listened to, and demonstrate this in class. Encourage students to try it and offer them the option of listening and reading or even listening to a book.
- c) Encourage students to choose a paperback from the library to read for their book reports. Explain the difficulty of using a digital format for this. Allow students to choose a paperback format of a digital reader if they wish.

SCOPE AND SEQUENCE

4th class and others

- a) Show the class ranking in terms of students' reading totals.
- b) Carry on with the 15 minutes of reading and 15 minutes of discussion. During the discussion period, liaise with individual students who are falling behind and try to encourage them to read more.

Fig 36: Xreading Schedule

VIII.(i) ADDITIONAL E.R. ACTIVITIES IN CLASS

Xreading is the means by which we are introducing extensive reading into the IEP. However, there are other activities to promote reading fluency that can be introduced into your class. These are drawn from the many suggestions from Paul Nation's *What Should Every ESL Teacher Know* (a free download from <http://www.compasspub.com/userfiles/downloads/WhatShouldEveryESLTeacherKnow.pdf>)

1. Best recordings of student reading a passage – students record a paragraph from their reader and play it to a partner; then play it to a group; choose the best, share with the class.
2. Repeated oral reading where students try reading the same text 3 times, faster each time.
3. Students all read the same text and then write down what they've read after intervals of 5 minutes- 4 minutes – 3 minutes- 2 minutes – 1 minute. They compare their results.

IX. READING 2 NOVELS

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

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

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

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

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

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

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

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

IX.(a) IE III CORE AND FLUENT READING

Some fluency activities should be undertaken in IE III Core classes as these will not be doing Xreading. Japanese students are skilled at decoding individual words. However, in their English language classes, they rarely read for fluency or the main idea. Some students constantly refer to their dictionary while reading.

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

SCOPE AND SEQUENCE

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

X. TEACHING LITERARY TERMS

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

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

1. Defining the Literary Terms: To start, we provide students with a definition of each term in both English and Japanese. In the critical literature, there is some disagreement about symbols and irony, so although our definitions are simplified, we hope that you can work with them.
2. Pre-tests and Post-tests: We can all teach the literary terms more effectively by determining which terms are the most difficult for students to comprehend. This is particularly helpful for IE II and IE III Core teachers whose students have already been introduced to them in earlier IE Core courses. Our pre-tests and post-tests consist of Aesop's fables which were often already familiar to students in Japanese.
3. Introductory/Remedial Exercises: We have a series of activities for each level to teach point of view, irony, and theme in the student booklet so that there would be materials for each level of IE Core.
4. Overview of the Lessons: Generally speaking, teachers followed a practice of pre-testing the students, then introducing the literary terms to them. Following that, teachers would give them short stories to analyze, and first in small groups, then as a large class, students would check their notes.

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

Glossary of literary terms

<http://www.uncp.edu/home/canada/work/allam/general/glossary.htm>

Fables on line

<http://www.2020site.org/aesop/story6.html>

<http://bartleby.com/17/1/3.html>

<http://www.umass.edu/aesop/content.php?n=16&i=2> or

<http://us.penguingroup.com/static/packages/us/yreaders/aesop/index.html>

Online Lesson Plans To Teach Literary Terms

Lesson plans available at: http://www.readwritethink.org/lessons/lesson_view.asp?id=833,

For an introduction to literary terms, see *2004 Colorado Summer Writing Institute* at:

http://www.ckcolorado.org/units/6th_grade/6_introductiontoliteraryterms.pdf

Selective useful sites and suggestions

Writing about theme: <http://www.schoollink.org/csd/pages/engl/lesson5.html>

Irony: use the Alanis Morissette song *Ironic*. The lyrics can be taken from the CD or from YouTube.com

Point of View: Use the film *Father of the Bride* and discuss from multiple points of view.

Symbols: Use real objects that have symbolic meanings such as a wedding ring or a flag and institutions that have symbols attached such as religion, the royal family, schools and certain professions.

Fig 37: Websites for Literary Terms

SCOPE AND SEQUENCE

- 1) **Setting** (背景 *haikai*) is the time and location of a story or novel.
- 2) **Point of View** (観点・視点 *kannten/shiten*) is the perspective (観点/視点 *kannten/shiten*) of the narrator (語り手 *katarite*) telling the story.
 - (a) First Person (第一人称 *daiichi ninshou*): sympathetic, unreliable, uses the pronoun “I”
 - (b) Third Person (第三人称 *daisan ninshou*): Through the eyes of a character
 - (c) Omniscient (三人称全知全能の神の視点 *Sanninsho zenchizennou no kami no shiten*) tells the story with insight into the minds and emotions of a number of characters.
- 3) **Conflict** (対立 *tairitsu*) a character is in conflict with him/herself or with another being/force.
 - (a) Person vs. him/herself
 - (b) Person vs. person
 - (c) Person vs. society/nature/the supernatural
 - (d) A group of people vs. another group/one person
- 4) **Climax** (クライマックス *kuraimakkusu*) The tension between the two sides in a conflict builds up to a climax when one side or the other wins the struggle.
- 1) **Symbol** (象徴 *shouchou*) is usually an object, but sometimes a person or event in the story which suggests another thing, a person, or an idea.
- 6) **Irony** is when something unexpected is presented to the reader, either
 - (a) an unexpected event/outcome in a story that somehow is fitting;
 - or** (b) a use of words in an opposite way to their usual meaning (皮肉 *hiniku*).
- 7) **Theme** (主題 *shudai*) is a central or reoccurring idea in a story, its moral (道德・倫理 *doutoku/rinri*) or a lesson (教訓 *kyokun*).

Fig 38: Bilingual list of the Literary Terms (reprinted from the IE Core and Writing booklet)

X.(a) REPORTING ON 2 BOOKS

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

SCOPE AND SEQUENCE

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

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

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

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

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

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

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

SCOPE AND SEQUENCE

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

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

X.(b) SIGNING UP FOR BOOK REPORTS

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

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

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1	STUDENT NAME	Read 1st novel and In-class Reading Dates					Mid-term: May 26th: 1st book report due, oral report, and choose 2nd novel		Read 2nd novel				Hand-in 2nd book report			
2		1	2	3	4	5	6	7	8	9	10	11	12	GRADES		
3		TITLE OF 1ST NOVEL	Page No.	Page No.	Page No.	Page No.	Received	TITLE OF 2ND NOVEL	Page No.	Page No.	Page No.	Page No.	Received	Report 1	Report 2	Total
4	Mari Aoyama	David Copperfield (206)	1	16	56	203	Y	Pride and Prejudice (220)	10	46	126	187	Y	17	15	32
5																
6																
7																
8																
9																
10																
11																
12																
13																
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15																
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17																
18																
19																
20																

Fig 39: Book Report Sign-up

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

X. (c) BOOK REPORT FORMS

In the past we had a problem with students plagiarizing book reports from the internet as so many book reviews can be found there. So, we developed very specific questions for students.

<p>BOOK REPORT</p> <p>1) APA CITATION Author (family name, given name) Book Title: City of Publication: Publisher:</p> <p>2) RESPONDING TO THE PLOT: (2 paragraphs: Answer one of these questions) a) If you were a character in the story, what would you have done differently? b) If you were the author, what would you change in the book? c) Was there a character especially inspiring, depressing or even frightening? Explain why. d) Choose a quotation from a character in the book, include the page number, and describe the situation in which the character makes the remark. Explain why you chose it. e) Which incidents in the novel did you find wonderful, surprising, comical, or even shocking? f) Were there any parts of the plot that you found too predictable or unbelievable? Why? g) How did what you expect to happen in the book compare with what actually happened?</p> <p>3) ANALYZING 7 LITERARY TERMS: (Describe each term except plot in 2-3 sentences)</p> <p>4) REFLECTING ON THE STORY: (2 Paragraphs: Answer one of these questions) a) How does the character's life compare to your own? b) How does the environment in the story compare to that in your own country? c) If the book has been made into a film, how would you compare the film with the book? d) If you have read another of the author's books, how does this one compare? e) How does this book compare to books with a similar theme? f) Try to find out something about the author's life. What do you think might have inspired him or her to write the book? g) Do you agree or disagree with the author's view of people and life? Support your opinion. h) What is something you learned from the story? i) Have you changed your ideas about anything after reading this book?</p>	<p>NAME _____</p> <p>Date: _____</p> <p>Number of Pages: _____</p>
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SCOPE AND SEQUENCE

Fig 40: Book Report Form

The idea with the questions in Fig 40 is that in your class you ask each student to do a different pair of questions so that students cannot share their answers. As well because the questions ask students for their individual responses to a story and are chosen randomly, it is much more difficult for them to plagiarize these from the Internet.

These questions are found in the student booklet so you can easily refer students to them. In addition, some teachers ask their IE III Core students to provide quotations from the story and page references. This is an excellent idea because in addition to minimizing plagiarism, it helps students to build up skills that they will need in IE III Writing and later in Academic Writing.

XI. LEADING A DISCUSSION

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

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

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

XI.(a) INTRODUCING THE TASK

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

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

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

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

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

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

XI.(b) TEACHER AS CHEER LEADER

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

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

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Fig 41: Stills from the IE Core Discussion DVD

XI.(c) INTERRUPTING, CLARIFYING

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

1. The teacher or a student volunteer starts talking on any subject.
2. Anyone in the class can interrupt and disagree with the speaker or ask for clarification if they use the right expressions.
3. The speaker quickly answers the person who interrupted or provides clarification and resumes talking about the subject.
4. Everyone else keeps trying to interrupt or ask for clarification as often as possible and in as many ways as possible to sidetrack the speaker.

XI.(d) GIVING A REASON

Another is to practice adding reasons:

1. Get a small group of students to write down the names of different jobs on pieces of paper and then fold over their papers so they remain unseen.
2. A group member draws a paper and reads it as if it were about the student sitting on the right: "I think you would be a great singer because..."
3. The first group member passes the paper to the left and that person adds a different reason: "Furthermore..."
4. Humorous or arbitrary reasons are acceptable, too.

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

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

Fig 42: Turn-taking Language Part 1

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

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

Fig 43: Turn-taking Language Part 2

XI.(e) ROUND ROBIN

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

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

Fig 44: List of Outrageous Propositions

XI.(f) THE SMALL GROUP DISCUSSION TASK

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

Parts of the Discussion Task

1. Students find articles in the library from English newspapers like *The Japan Times*, or magazines such as *Time* or *Newsweek*, or use online sources which particularly in IE I, OE I, II, and CE classes offer even the potential for multi-media.
2. Students submit a photocopy or print-out (for online newspapers) with their summary.
3. Teach them how to note their source of information as completely as possible (writer, title of the article, name of the newspaper or magazine, and date) according to the APA Style as in these examples:
 - a) articles in a magazine or newspaper:
Right, Peter. (Sept. 2004). Portents for future learning." *Time* 51: 42.
 - b) programs on radio or TV:
Native americans. (1 Mar 2003). Narr. Hugh Morning. Writ. and prod. Archie Crag. NBC News Special. KNBC, Los Angeles.
 - c) article from an online newspaper:
Divine, Lisa. (2012). Surfing at enoshima." *Big Wave Magazine*. 28 August 2016. Retrieved from. <<http://www.Bigwavemagazine.com/2001/gettingthebigone/surfing>>.
(*More examples of the APA Style are in the IE Core and Writing, student guide.)

4. In point form, have students indicate *who, what, where, when, why, how*.
5. They should also record difficult vocabulary on the paper and later explain the words to the students in their groups. These words should also be recorded in a personal vocabulary book.
6. Each student should express an opinion ("I thought that..." or "I felt that..."). Particularly at the advanced levels, IE II, and IE III, these opinions should be at least a paragraph of about 10 sentences.
7. Next, the students should prepare three questions for their group discussion.

Fig 45: Parts of the Discussion Task

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



Fig 46: Still Photos on Turn-taking Language from the IE Core DVD

Discussion Teaching Activities	
<ol style="list-style-type: none">1. As a class, students form a circle and play “wink murder.”2. Students learn how to use gestures by saying a word and doing the gesture.3. Using a check sheet, students count how many times they use a particular speech act.4. While engaged in small group discussion, students are rewarded with a counter or poker chip each time they take a turn. The winner has the most chips at the end.5. To sensitize themselves to eye contact, students participating in a discussion draw slips of paper identifying them as high or low eye contact. Afterward, students have to guess who drew which slip.6. In a similarly-designed activity, students find themselves designated as a high or low user of gestures, or a non-user. Also, a designated student could count the number of times that the discussion leader makes eye contact, or uses gestures, or follow-up questions.	<ol style="list-style-type: none">7. Another activity might be for students to prepare record the discussion and then transcribe it at home. By reading and making comments, students will focus on the grammatical forms.8. As they improve their abilities in subsequent classes, ask students in the discussion groups to take turns shadowing the discussion leader. The leader speaks for a few minutes, then a student has to paraphrase what he or she just said.9. Another useful variation is to have the discussion group leader paraphrase his or her partners’ responses to the questions. After the discussion, the leader summarizes these in front of the class.

Table 2: Discussion Teaching Activities



Fig 47: A follow-up question from the Group Leader

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

Teaching discussion skills should be an ongoing activity in class. Each week, you should focus on a different aspect of it. Table 2 shows different game-like activities that emphasize effective discussion behaviours such as eye contact, participation, and the use of gestures. It also includes extensions to the task to increase its complexity once students become accustomed to participating in small group discussions.

XI.(g) ONLINE RESOURCES

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

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(1) BBC Learning English

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

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

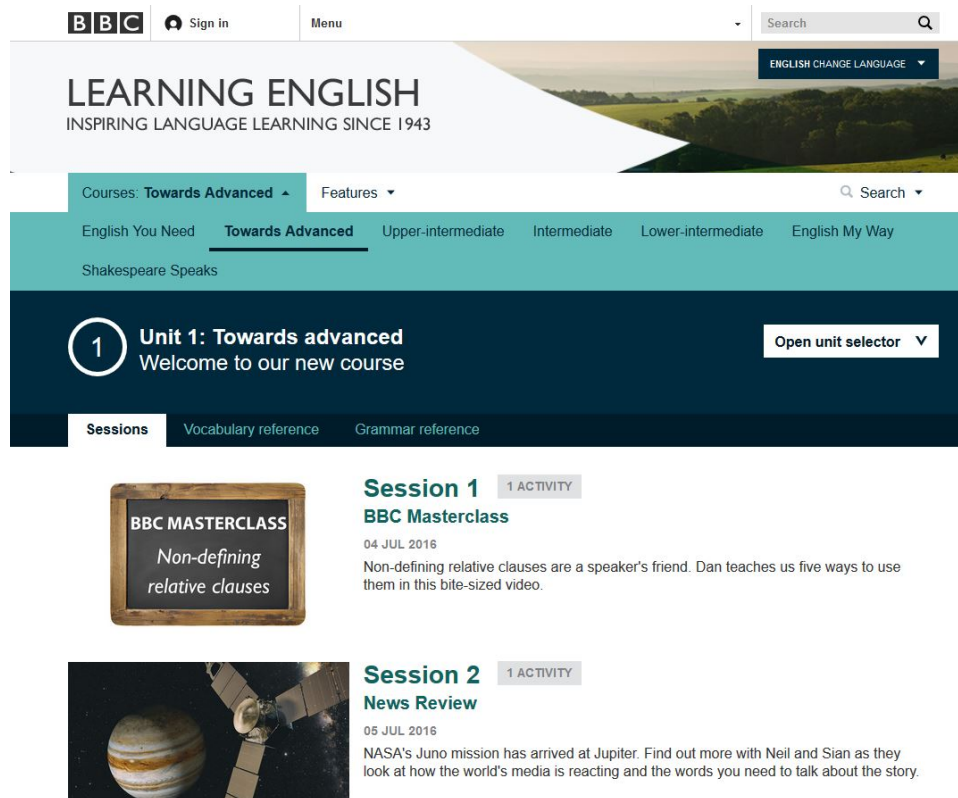


Fig 48: Screenshot of *BBC Learning English*

(2) NHK

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

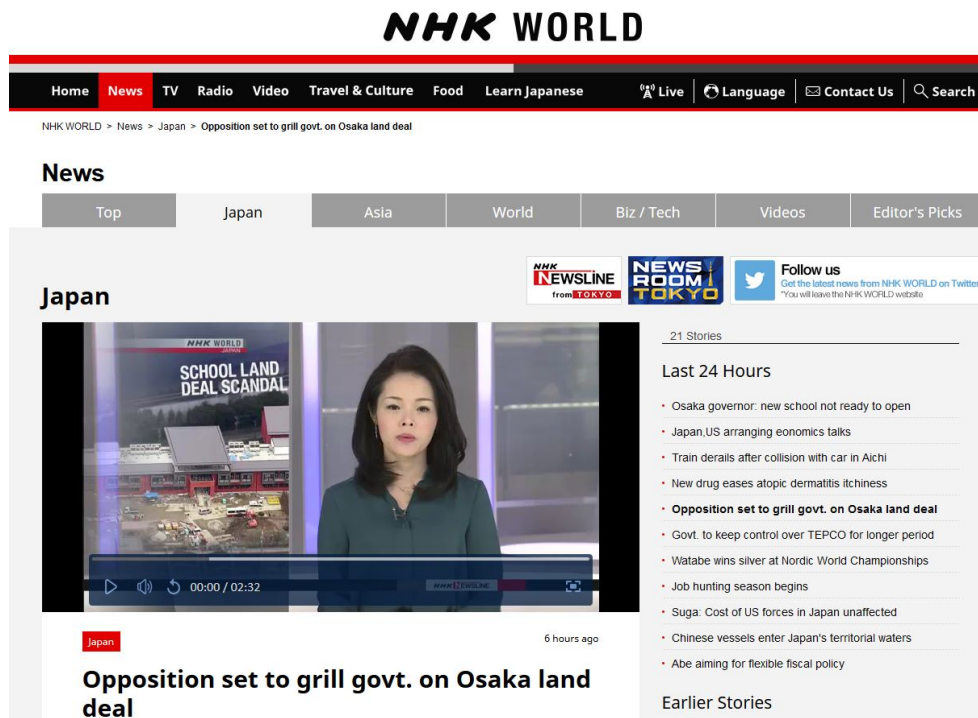


Fig 49: Screenshot of *NHK World*, English website

(3) *The New York Times*

This online version offers current news and links for the back story and sometimes, transcripts of podcasts. Like other newspaper sites, the web version of the news story has been simplified:

<https://www.nytimes.com/>

The world's most trusted perspective.

The New York Times

Thursday, March 2, 2017 | Today's Paper | Video | 46°F | Shanghai -0.32% ↓

World U.S. Politics N.Y. Business Opinion Tech Science Health Sports Arts Style Food Travel Magazine T Maga

The New York Times

The world's most trusted perspective.

Get The Times.
50% off for 1 year.

THE 45TH PRESIDENT

Obama Aides Left a Trail of Intelligence on Russian Efforts

By MATTHEW ROSENBERG, ADAM GOLDMAN and MICHAEL S. SCHMIDT 7:52 PM ET

- The information concerned Russia's attempt to undermine the election and its possible contacts with associates of President-elect Donald J. Trump.
- Questions have also been raised about Attorney General Jeff Sessions, who is said to have met twice with the Russian ambassador in the past year, which would contradict his confirmation testimony.



Damon Winter/The NYT

Where the Mardi Gras Mystic Societies Reign

The Opini



EDITORIAL

Now, About That Role as Commander in Chief ...

Trump leaves us in the dark on major foreign policy issues.

- Trump's Obsession With Applause
- Join us on Facebook »

TIMES INSIDER »

Eyewitness to America's Longest War, After Others Have Gone

Fig 50: Screenshot of *The New York Times* website

(4) The Voice of America: Special English

The Voice of America provides news articles on the World, Technology, Science & Health, U.S. Politics, and the South China Sea. Students can also listen to news broadcasts on the site.

<http://learningenglish.voanews.com/>

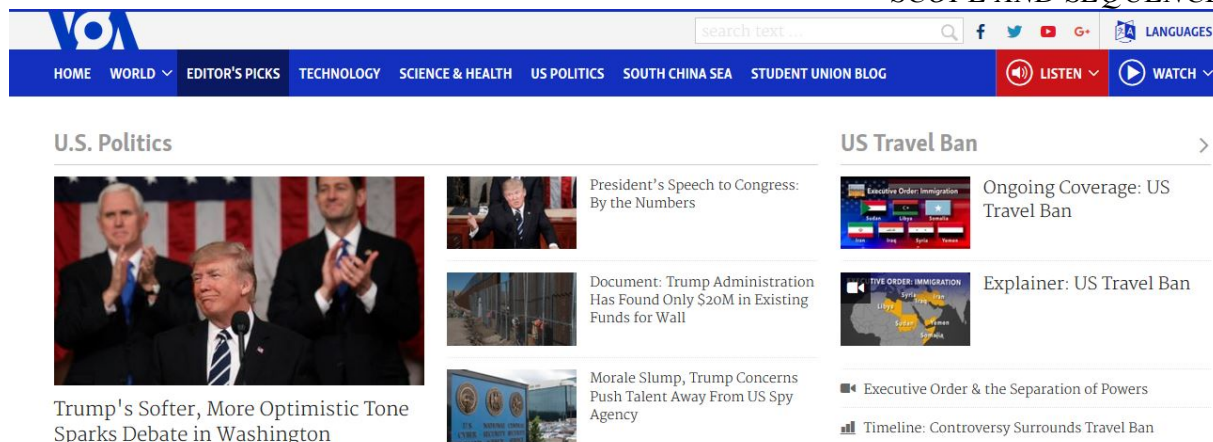


Fig 51: Special English Archive VOA News

(5) Other Newspaper Resources

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

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

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

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

Fig. 52: Some English Language Newspapers Around the World

XI.(h) WRITTEN SUMMARIES

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

XI.(i) DISCUSSION SHEET SIGN-UP

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

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

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

Fig 53: Discussion Leader Sign-up

XI.(i) DISCUSSIONS AT THE CHATROOM

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

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

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

SCOPE AND SEQUENCE

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



Fig. 54: Chat Room from the Student Portal

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

		【青山キャンパス】One to One (14:00-14:30)	残席:0	定員に達しました
備考				
受付内容	1月20日(金)	あなたの申し込み状況は下記のようにになっています。		
受付期間	2017/01/13 ~ 2017/01/20 08:30	【相模原キャンパス】one to one(10:00-10:30)	残席:0	定員に達しました
		【相模原キャンパス】one to one(11:00-11:30)	残席:0	定員に達しました
		【相模原キャンパス】one to one(13:00-13:30)	残席:0	定員に達しました
		【相模原キャンパス】one to one(13:30-14:00)	残席:0	定員に達しました
		【相模原キャンパス】one to one(14:00-14:30)	残席:1	申し込み
		【相模原キャンパス】one to one(15:00-15:30)	残席:0	定員に達しました
		【相模原キャンパス】one to one(15:30-16:00)	残席:0	定員に達しました

Fig. 55: Chat Room reservation

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

Chat Room Record Sheet Language

チャットルーム利用証明書 【 】

Student No. 	Name 	
---	--	--

※セッション番号に○をしてください(1マスにつき1セッション)。
 Circle the session number you attended (one session per one box).

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

Fig. 56: Chat Room Stamp

The Chatroom has several special events such as a Halloween party and a Christmas party.





Fig. 57: Parties at the Chat Room

XII. VOCABULARY

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

Averil Coxhead developed and evaluated *The Academic Word List* (AWL) of 570 words for her MA thesis at the University of Wellington, New Zealand. This list, a very useful resource for English for Academic Purposes teachers and learners, contains 570 word families which were selected from a corpus of 3.5 million words from a database or corpus of over 400 academic texts (journal articles, www articles and university textbooks) covering 28 different subjects in commerce, law, science, and the arts.

Building on that concept, Charlie Brown, formerly a professor at AGU, and Brent Culligan, and Joe Phillips of the Women’s Junior College at Aoyama Gakuin spent more than four years working with the 2 billion word Cambridge English Corpus to create the New General Service List (NGSL) of core vocabulary for second language learners and the New Academic Word List (NAWL) of special purpose academic vocabulary.

We are using Xreading for IE I Core and IE II Core classes in part to develop students’ vocabulary through extensive reading. This year, 2018, we are also using a new vocabulary development app with our IE III Active Listening classes that uses the words from the NGSL and the NAWL. It is important to find out how words that your students know. At minimum, they need a foundation, a solid working knowledge of the first 200 word families.

Vocabulary Check

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

XII.(a) 5 PRINCIPLES TO TEACH VOCABULARY

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

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

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

(1) Frequency of Use

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

(2) Repetition

Learners need to see the new vocabulary in a variety of contexts. The repetitions need to be spaced over time.

(3) Spaced Retrieval

Many repetitions of a word are necessary when students first encounter it. Otherwise, they will not remember it. One of the easiest ways and most time-efficient ways of doing this is making flashcards or getting students to make flashcards as part of a newspaper article discussion.

SCOPE AND SEQUENCE

You might collect the cards that they make and keep all the student cards together and then review them briefly at the beginning of class.

(4) Avoid Interference

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

(5) The Generative Principle

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

XII.(b) VOCABULARY FROM DISCUSSIONS

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

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

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

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

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

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

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

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

Fig 58: Useful Expressions for Teaching Vocabulary

XII.(c) VOCABULARY NOTEBOOKS

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

SCOPE AND SEQUENCE

Vocabulary Notebook		
New Word\ s	Definition	Example Sentence
<i>hard to come by</i>	not readily available	Good cheese is <i>hard to come by</i> in Tokyo
<i>looked into</i>	studied, examined, researched	she <i>looked into</i> a number of universities before choosing AGU
<i>neglect</i>	to not give enough care or attention to someone or something	I've been <i>neglecting</i> my journal recently

Double space
your
vocabulary
notebook.
Make it as
clear and easy
to read as
possible

Use colour to
make the new
word leap off
the page

Always write
an English
definition,
but also add a
Japanese
definition
when you
think you
need it

Always write
your own
sentence.
It's easier to
remember

Keep updating your vocabulary notebook throughout the semester, and remember this is not just a list of words. The aim is to increase your vocabulary, so keep looking back through your notebook and try to learn the words. Try and use your new words as often as possible in your discussions, in presentations, in your journal, your book reports and your essays for writing class.

Fig 59: Sample Vocabulary Notebook

Fig 59 shows the type of information that would be included in a vocabulary notebook. This form was made using an Excel spreadsheet. This type of student assignment should be assessed frequently. When it is first introduced to the class, you should show past examples of student notebooks to explain what you expect. After the first week, it would be a very good idea to collect all the notebooks and to grade them and later to display some of the better ones.

XII.(d) VOCABULARY ACTIVITIES

16 VOCABULARY BUILDING ACTIVITIES

1. Brainstorming and Mapping

Assist students in listing related words.

2. Classification

Students classify words into logical categories (air pollution, water pollution, etc.), or structural categories (nouns, verbs, adjectives)

3. Comparison

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

4. Context

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

5. Definition

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

6. Feeling

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

7. Matching

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

8. Modified Cloze

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

9. Realia

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

10. Synonym

Look for synonyms the writer uses to convey the same meaning.

11. Roots and Affixes

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

12. Modified Cloze

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

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13. Vocabulary Mime

Choose different vocabulary words from the text and put them into a box. Have students (or one student from each group) come to the front of the class to pick one up. The students at the front mime them for the rest of class or their group.

14. Retelling

Summarize a passage using key vocabulary.

15. Roots and Affixes

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

16. Skimming and Peer Tutorial

Students skim the passage to find unfamiliar words, then ask another student for their help.

Fig 60: Vocabulary Activities

XII.(e) VOCABULARY LISTS

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

XIII. NEWSPAPER MINDMAPS

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

In their groups, students write down the key words and phrases about the article that came out in their discussion. Then they transfer the information to a "mindmap" of the article, placing the topic in the centre and connecting the main ideas.

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

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Explanations should be detailed enough, so that their partners can accurately summarize what they have heard. Then the students can offer opinions about the articles. Time permitting, students who have heard about the articles but not read them, can confirm what they understood. You might also have students create role plays based on events from their articles and invent what will happen next. Students can write a summary of the news article, too.

XIV. ASSESSING DISCUSSIONS

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

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

Fig 61: Assessment Scale for Discussion Leaders

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

XIV.(a) STUDENT SELF-EVALUATIONS

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

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

Fig 50: Discussion Leader Checklist

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

XV. IE II POSTER PRESENTATION

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

Ingredients of Good Posters

- Attractive visuals (charts, diagrams, drawings, maps, photographs, or graphs)
- Use of lettering (font, text size)
- Written text (choice of words)
- Use of colour
- Quality of Content

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

XV.(a) THE POSTER CAROUSEL

These student comments can also aid you in rating the posters. Besides being good speaking practice, poster presentations help students understand how to organize a speech. From an organizational perspective, they have an introduction, main points, and a conclusion.

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In addition, the carousel helps students to get to know one another better and builds a sense of community in the class.



Fig 63: A Poster Carousel

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

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

XVI. IE III PROJECTS

There are three different projects at this level: presentations based on interviews or surveys, mini-debates, and commercials. Students will be doing presentations based on websites and listening materials in Active Listening, so we want them to do a presentation based on other original research such as an in-depth interview, or a community survey. Whether an interview or a survey, the topic should relate to one of the IE III themes: relationships, psychology, marriage, cross-cultural values, the environment, or the media.

XVI.(a) IN-CLASS INTERVIEWS

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

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

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

The task proceeds in the following manner.

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

Fig 64: Interview Task

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

Alternately, students can brainstorm some questions to ask in the **teacher interview**. These might include such questions as “Where is your hometown? Where do you live now? How long have you lived in Japan? How well do you speak Japanese? What other language(s) can you speak? What subjects did you study at university? Why did you decide to become an English teacher? Which countries have you visited?”

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Based on information from the Learner Profiles, the teacher asks several students to share some of their experiences living, studying, and/or doing homestays abroad. Other students in the class prepare questions for **peer interviews**. Then, in small groups, the students take turns interviewing their peers about the countries that they have visited.

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

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

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

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

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

1. Grand Tour Questions – general questions

- a) Could you describe a typical day at your job?
- b) Could you describe a typical day on your holiday?
- c) Could you describe a typical day in your life?
- d) Could you draw me a map showing the layout of your home/workplace/ neighborhood and tell me about some interesting places?

2. Details through Questions – asking follow-up questions

- a) Could you tell me what happened on a recent day at work, from the moment you arrived until the moment you left?

b)	Could you tell me what happened on the first day of your trip/homestay/university studies, etc.?
c)	Could you describe your work/holiday/school schedule to me?
3. Experience Questions	
a)	Could you tell me how you made friends at work/during your trip/during your homestay, etc.?
b)	Could you describe some places you visited while on your trip/your homestay, etc.?
c)	Could you describe the transportation system/food/currency/leisure activities?
d)	Could you describe your favorite/worst/funniest experience?
e)	Could you describe a challenging situation and how you dealt with it?
4. Native-like Questions – asking the interviewee or guest to use his/her own words	
a)	Could you tell me what you called your host parents/teacher?
b)	Could you tell us some of the special names for things at your job/in the language of the country you visited/had your homestay?

Fig 65: Basic Interview Questions

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

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

Skype, audio, and e-mail are all different means of recording interviews. The recording can then be analyzed by students, or form part of a presentation. Language partners for the activity can be found on two different sites. "Skype community" offers a chance for prospective language partners to meet through <http://community.skype.com/t5/Language-learning/English-Language-Partner/td-p/330560/page/5>

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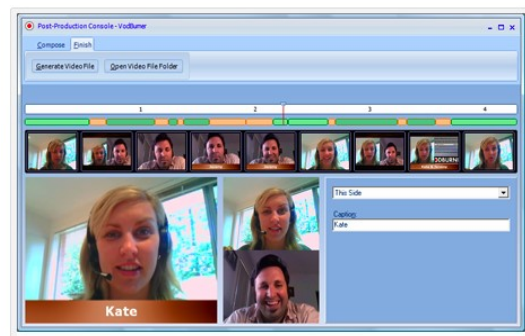


Fig 66: Guest Speaker using Blackboard and Skype Digital Recording

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

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

Questions for Reflection:

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

Fig 67: Self-Reflection

XVI.(b) LIVE INTERVIEWS OFF-CAMPUS

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

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

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

The Interview Protocol

This protocol should be reviewed in class and role played so that students know how to handle themselves:

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

Fig 68: Interview Protocol

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

XVI.(c) PRESENTATIONS FROM INTERVIEWS AND COMMUNITY SURVEYS

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

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

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

Students should be encouraged to create survey items which elicit a wide variety of response types: 1) those that ask for numbers [i.e., How many newspapers does your family subscribe to? (a)none, (b)one, (c)two, (d)three, (e)four or more], 2) those asking respondents to make a choice from a limited number of possibilities

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[i.e., “Which type of movie do you prefer? (a)Romance, (b)Adventure, (c)Comedy, (d)Horror, (e)Science Fiction, (f)Other], and 3) ones requiring open-ended responses [Tell about the scariest experience in your life?]. Students should find ways of picturing their data using bar graphs and pie charts, etc. (Excel can be helpful in this regard).

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

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

Classroom Practice

1. Hand out slips of paper to your students. Ask them to write down an answer:
 - (a) Have you been abroad?
 - (b) How long does it take you to travel to the Sagamihara campus?
 - (c) How many people do you live with?
 - (d) Are you the eldest child in your family? the middle? or the youngest?
2. Collect the papers.
3. Ask for several student volunteers to help you record the answers on the board.
4. Once all the data has been collected, show the students how you could represent it using different kinds of visuals:
 - (a) pie graph for the percentages of those who have been abroad, etc.
 - (b) bar graph for the travel time
 - (c) line graph for family size
 - (d) proportional figures for birth order

Fig 69: Practice in Making a Survey

XVI.(d) COMMUNITY SURVEYS

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

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

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

XVI.(e) EMAIL AND COMMUNITY SURVEYS

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

1. Online surveys can be carried out in a variety of ways. One way is to have students join yahoogroups (<http://www.yahoogroups.com/>) related to their topic and submit survey items in a message to the group. As most students will not have had experience with electronic groups, such as yahoogroups or google groups, it is worth familiarizing them with the basics of 'netiquette.' A much more simple approach is to have students submit their survey items at a site that is intended for the exchange of surveys by ESL students and those interested in cross-cultural exchanges. It can be accessed at <http://www.iecc.org/survey/>. A third method is to make use of surveymonkey's free mode at <http://www.surveymonkey.com/>.
2. For both email or web surveys and community surveys, the next step is the same.
3. Students generate survey questions, perhaps 10 different questions for each group of four.
4. Class time should be set aside for group meetings and data collation.
5. Data can be presented graphically using printed OHPs or by Powerpoint presentations from student computers in the computer classrooms.
6. Evaluation might include peer assessment. Participating in this way puts students in the position of being more active listeners.
7. Additional follow-up activities could include having students write summaries of what they have heard, a kind of simple comprehension check. Other activities might be a class debate on controversial issues raised by the survey.

XVI.(f) RATING PRESENTATIONS

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

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

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

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

Physical Aspects	Visual Aids	Speech Organization
<ul style="list-style-type: none"> • Avoided reading from papers or notes as much as possible • Made eye contact with the audience • Used gestures • Spoke clearly and with an attractive tone of voice • Spoke loudly enough 	<ul style="list-style-type: none"> • Used attractive visuals that might include photographs, board notes or sketches, models, powerpoint slides, or web sites • Explained them carefully • Operated a-v equipment smoothly and effectively 	<ul style="list-style-type: none"> • Introduction <ul style="list-style-type: none"> - Greeting - Overview of main points • Body of the talk <ul style="list-style-type: none"> - 1st point examples - Transition - 2nd point Examples - Transition - 3rd point examples - Conclusion - Reminder of the 3 points - Thanking the audience

Fig. 70: Criteria for Marking Presentations

Introducing	Moving Along	Concluding
<ul style="list-style-type: none"> - Let me begin with... - First of all... - In the first place... - To start off... - In the beginning... - It started with... 	<ul style="list-style-type: none"> - Next... - Now, I'd like to go to... - Now, I'll move to... - Concerning... 	<ul style="list-style-type: none"> - To conclude... - In conclusion... - In summary... - To sum up... - Finally/ in the end... - All in all...

Fig 71: The Aspects of a Presentation and Speech Transitions

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

IE 3: A Simple Rating Scale for the Presentation

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

Fig 72: Presentation Scale

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

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

Fig 73: Peer Review form for the Presentation

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Peer Outlines and Rankings for the Presentation

Presentation Outlines (IE)	Name
name/ group	Outline and Note-taking

☆ _____ is the best because _____

Fig 74: Peer Outline and Ranking of Presentations

XVI.(g) MINI-DEBATES

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

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

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

Fig 75: A Debate in 2 Rounds

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

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

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

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

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

Fig 76: Rating Form for Debaters

Because a debate is a formal argument, there are a number of common phrases that can be used in a debate and it is worth teaching these to students. Phrases like those in Fig 77# can be used here.

DEBATING PHRASES

PROPOSING

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

PROVING A POINT

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

AGREEING

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

DISAGREEING

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

IN CONCLUSION

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

Fig 77: Debating Phrases

SCOPE AND SEQUENCE

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

TYPES OF ARGUMENTS

1. **Argument by analogy** (for example, Women are in the same position as slaves in the Civil War. As slaves were given their rights, so women should be given their rights, too.
2. **Argument by appeal to authority** (for example, Dr. Morton Tingbolt's extensive research into the area has indicated that as women's rights increase, so does the rate of divorce. Liberated women have higher expectations of their husbands. Tingbolt concluded that women should not be given equal rights.
3. **Argument by example** (for example, Societies such as Sweden or Denmark where women have equal rights are the most stable, productive, and peaceful on earth. Societies such as Iran or Afghanistan in which women have the fewest rights are the most warlike. Therefore, give women equal rights.
4. **Argument by consequence** (for example, If women get equal rights, they will leave their homes and work instead. Unemployment will rise, and families collapse. Therefore, women should not get equal rights.
5. **Argument by definition** (for example, Women are human beings. All human beings are equal and should have equal rights. Therefore, women should have equal rights.).
6. **Appeal to common experience or beliefs** (for example, As we all know, women are meant to care for men and children. This is what they do best. There is no reason for them to be given equal rights. They already have the right to run a family, the only right they need, the only right they really want.).
7. **Appeal to emotions** (for example, It is unfair to do the same job as a man and to receive less money for it, just because you are a woman. It is unfair to work for twenty years and be passed up for promotion, time and again, just because you are a women, to go to a bank and be refused a loan, to be laughed at, not listened to, treated as an object, just because you are a women. Women need equal rights.).
8. **Appeal to morality** (for example, It is morally wrong to treat anyone as inferior, to place the control of competent adults' lives into others' hands. People, all people, should be given the freedom, the right to make their own decisions, to choose.

Giving women equal rights would only be granting them what should already be theirs).

9. **Argument from ignorance** (for example, No one knows that anything bad would happen if women were given equal rights; therefore, these things should be given.).
10. **"A Fiorti" (Strength) Argument**---arguing from a strength such that if someone can do a hard thing then it stands to reason that they can do an easier thing. If Joe can give up smoking, for example, then he certainly has the self-discipline to exercise three or four times a week. In another example, the same argument is applied---if the government can spend \$600 million on new atomic submarines, then they can certainly afford to spend \$20 million on daycare facilities for working mothers.
11. **Argument ad hominem---abusive** (for example, Those who say women should be given equal rights are stupid and should not be listened to.).
12. **Begging the question** (for example, Women are equal because they are the same as men. Women are the same as men because they are equal.).

Fig 78: Types of Arguments

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

Sample Propositions For Debate

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

Fig 79: Debate Topics

XVI.(h) PSAs AND COMMERCIALS

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

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

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

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

ADVERTISING TECHNIQUES

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

1. **Exaggerated claims** - These are the most common of advertising strategies. Exaggerated claims are made for the use of the product.
ie. "This wonderful new breakfast drink will make a difference to your day."
2. **Unfinished comparisons** - Unfinished comparisons are made when an advertiser appears to be making a comparison but does not make one.

ie. "Ford LTD---700% quieter."
ie.
3. **Weasels or Modifiers** - These occur whenever an advertiser modifies a claim.
ie. "Crest toothpaste helps prevent decay."
ie.

SCOPE AND SEQUENCE

4. **Preemptive claims** - Because they use patented brand names, advertisers can claim their product is unique.
ie. "If the tire doesn't say Goodyear, it can't be polyglas."
ie.
5. **"So What?" Claims** - In contrast to preemptive claims are claims that are true of all products of a certain type.
ie. "Mobile: the detergent gasoline." (all gasolines are detergents)
ie.
5. **Scientific Claims** - By using scientific names, the advertisers suggest that the product has been developed by scientists in laboratory conditions.

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

ie. "Swedish formula hair replacement."

ie.
7. **Vague claims** - These are claims that often use metaphors, or other poetic devices to create an emotional appeal.
ie. "A Saab 900 Turbo drives like nothing on earth."
ie. "No one ever promised you a rose garden so you grew your own---American Express
ie.
8. **Flattery** - Any claims that users of a certain product are better people than others is an appeal to flattery.
ie. "For those with discriminating taste---Chivas Regal."
ie.
9. **Rhetorical Questions** - These occur when the advertiser asks the reader a question.
ie. "Are you tough enough to be in the U.S. Marine Corps?"

Fig 80: Advertising Techniques

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

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

Refer to these websites for inspiration:

Adbusters — *Spoof Ads*.

<http://www.adbusters.org/spoofads/>

Ad Council — *View PSAs (public service announcements)*

<http://www.adcouncil.org>

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

Fig 81: Sample Commercials

Storyboards

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

STORY BOARD FORM

Speaker	Dialogue	Visuals / Props	Sound Effects

SCOPE AND SEQUENCE

Fig 82: Storyboard Form

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

The Photo Strip

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



Fig 83: The Birth of the Elephant Man

SCOPE AND SEQUENCE

The comic strip in Fig 83 was created with *Comic Life* which is available as a cell phone app allows users to caption photographs with cartoon-style printing, and speech balloons for dialogue and character thoughts. Students were inspired by their fieldtrip to see an amateur theatre production (directed by an AGU teacher, Hamilton Armstrong) of Bernard Pomerance's 1979 play, *The Elephant Man*, a man whose hideous deformities led to his nickname. Students created scenes from the *back story* to the play, his early life.

Comic Life is an inexpensive download for other Mac users and for other platforms such as PC (<http://plasq.com/downloads/comic-life-desktop/>). It also is available for a free 1-month trial which means that you can ask your students to download it onto their home computers, and create a poster. Another app which enables the user to manipulate the photos and create imaginary backgrounds is *Pics Art*.

Fig 84 shows how one student group created a folktale about maple syrup with *Pics Art*.



Fig. 84: A Folktale about Maple Syrup

Audio Commercials

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

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

SCOPE AND SEQUENCE

Filming Commercials

To begin with, you will need to visit the Language Lab, 6F, Goucher Building and examine our digital cameras, and software. To provide students with an orientation to a camera, camera angles (close-up, medium, and long shots; high and low camera angles, videotaping, and use of a tripod), you might sign out some cameras and then have students in groups practice in class. The Language Lab will also provide an orientation to the Windows-based editing software available on the computers in our language laboratory. Free online tutorials on filmmaking and editing can be accessed on iMovie Tutorial Then you could connect the camera to the AV equipment and show their efforts to each other. Online tutorials can be found for using the MAC's imovie (<http://support.apple.com/kb/ht2479>) and for Windows' moviemaker (<http://windows.microsoft.com/en-us/windows-vista/getting-started-with-windows-movie-maker>). YouTube explanations of using imovie are at http://www.youtube.com/watch?v=Vi1Z2II_JFs and for Windows moviemaker at <http://www.youtube.com/watch?v=N1ZXTEWalCw>).

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

Here are the steps in filming a commercial:

1. After showing commercials to your group, brainstorm as many products and services as they can think of within 5 minutes.
2. Following this, groups of students try to develop advertising slogans for a few products, or services.
3. Each group creates a commercial storyboard for homework. [Use the form on page 81.]
4. Group members revise these storyboards.
5. Rehearsals are conducted before the actual filming.
6. Filming should be done outside of class with the use of equipment borrowed from the Media Library (the 6th F, Goucher). If time permits, filming may be done during class time.

Fig 85: How to Film a Commercial

The British Columbia Ministry of Education offers teachers the online curriculum guide for a Fine Arts course in film and drama with very useful learning outcomes, resources, suggested projects, and student assessment scales at http://www.bced.gov.bc.ca/irp//pdfs/arts_education/1998drama1112_filmtv.pdf

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