

ASIA UNIVERSITY

URBAN INNOVATION ONLINE ENGLISH PROGRAM

IES 1 * TOEIC SKILLS

Report #2
June 2021

Synchronous Learning:

IES 1 TOEIC classes covered a lot of topics this month! Students completed Part 1 listening and analysis activities and reviewed prepositions. Students shared Part 1 questions they made in small groups in breakout rooms. For Part 2, students learned how practicing pronunciation can help improve listening for test distractors including sound-alike words. Students went on a 'pronunciation journey' where they had to listen to minimal pairs and based on their listening, they would 'travel' to cities. They did this in the main room and then practiced in smaller groups in breakout rooms. It was a lot of fun! Students learned how studying synonyms and antonyms can help expand their vocabulary and completed Nearpod activities to practice what they learned. Students reviewed pronunciation, parts of speech, and pronunciation using Wordwall activities. Toward the end of the month, the focus switched to Part 5 and Part 6 where the focus was on suffixes and word families. Students watched a hip-hop suffix video on Flocabulary - a creative way to study grammar! Following this, students applied their parts of speech and suffix knowledge to Part 5 grammar questions following four important steps: 1) determine the part of speech of the missing word; 2) look at the suffixes of the answer choices and try to determine the part of speech; 3) cancel out any answer choices that are clearly not the answer, thereby giving a higher percentage of answering correctly; 4) select the correct answer from the choices remaining. Additionally, students learned about participial adjectives, comparatives and superlatives, and identifying adverbs - all common grammar found in Part 5 and Part 6 questions. At the end of the month and in preparation for their midterm test, students reviewed all of the TOEIC-related language skills and test-taking skills covered in class to this point with fun review activities in the main room and in breakout rooms. Students were impressed with all they have learned so far!

Asynchronous Learning:

Each week students are required to complete Canvas activities that review and reinforce the content learned that week. Each week there is usually some type of grammar and listening review. This month students completed Part 1 listening practice, synonym and antonym practice and created Part 1-style questions to share in breakout rooms. For Part 2 students listened for same-word and sound-alike word distractors and completed Part 5 and Part 6 parts of speech and suffix activities as well as other grammar reviews. Finally, students completed their midterm test.

Suffixes – Vocabulary Power!

Feelings that are added to words change the meaning and part of speech. Use help you guess the meaning of unfamiliar words.

Example: -ness
kind + ness = kindness
adjective noun

shy + ness = shyness
adjective noun

+ ness: adjective → noun

meaning of -ness: state of being




Review: synonyms



Synonyms: same or similar meaning

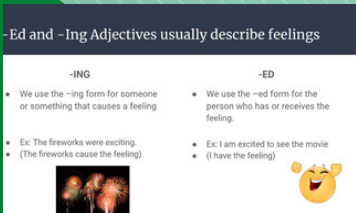
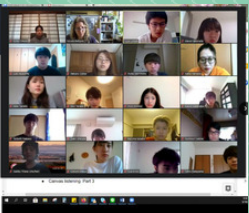
small	→	little
mad	→	angry
begin	→	start
enjoy	→	like
end	→	finish

rich → **wealthy**



-Ed and -Ing Adjectives usually describe feelings

-ING	-ED
<ul style="list-style-type: none"> We use the -ing form for someone or something that causes a feeling Ex: The fireworks were exciting. (The fireworks cause the feeling) 	<ul style="list-style-type: none"> We use the -ed form for the person who has or receives the feeling. Ex: I am excited to see the movie. (I have the feeling) 

What is a 'distractor'?

15

- a preposition
- a game



IES 2 * PRESENTATION & PRONUNCIATION

2

Synchronous Learning:

The focus of IES2 class this month has mainly been on the basic elements of an effective speech including:

- organization: dividing a speech into parts: introduction, body, conclusion
- using details to support points and add interest to your speech
- speaking clearly with energy and good eye contact
- using gestures
- using effective visuals
- pronunciation: stressing some words more than others; dividing spoken sentences into "thought groups" by putting a very brief pause in between groups of words

To review some of the elements, students gave impromptu speeches in breakout rooms.

Another class focused on travel conversations and students gave informative speeches on what to see, do, eat, and how to get around in a city.

Students also learned about demonstration speeches. To prepare to give their own demonstration speech, students talked about different things they know how to do, watched several examples of demonstration speeches, and then as homework recorded and posted in Canvas a speech in which they explained how to do something.

Finally, students just started learning about opinion speeches. They did some critical thinking activities; for example, students looked at sentences that contained an opinion plus a reason and discussed whether the reason was strong or weak. We also started looking at different organizational frameworks for opinion speeches. The one we focused on in this session was identifying a problem and proposing a solution.

Asynchronous Learning:

Asynchronous assignments for this class included watching example speeches and noting certain effective (or not so effective) elements and giving a demonstration speech. Topics that students chose included the following: recipes or creative aspects of Japanese culture; how to play some blues riffs on the guitar; how to choose a color scheme for a room that you're decorating; how to make onigiri; how to take pictures with a film camera; and how to perform some basic basketball skills. For speeches that are recorded and uploaded to Canvas, teachers give either written feedback or record a short video with feedback for the student to view. Students also watched examples of using visuals effectively and created a speech that focused on visuals.

Yashiori Sekine

How to make a Pancake

"I like doing this to improve my English skill. It's a little difficult but interesting."

"Everyone's speech was amazing and made me want to go to there."

Asakusa, Tokyo

Presenter: Kaito Otsura

Track 6

Inflection Listening Practice 2

1. Listen to the speaker's question.
2. Listen to the speaker's answer.
3. Listen to the speaker's question.
4. Listen to the speaker's answer.
5. Listen to the speaker's question.
6. Listen to the speaker's answer.

I. Which did you hear?

Speaker	What did you hear?
1	...the ...
2	...the ...
3	...the ...
4	...the ...
5	...the ...
6	...the ...

Tips for Effective Visuals 3

Green Machine Popularity

MONTH	SALES
Jan	100
Feb	150
Mar	200
Apr	250
May	300
Jun	350
Jul	400
Aug	450
Sep	500
Oct	550
Nov	600
Dec	650

2.1 Green Machine Popularity

Problem: • Difficult to visualize a trend

Solution: • Show ideas with images (graphs, illustrations, photos, etc.)

Synchronous Learning:

For **weeks 3-5** the main focus of class was on Native American culture and history, while for **week 6** everyone transitioned to a new unit on African-American history and culture. Warm up activities included a description/guessing game, building sentences together on a shared screen, show-n-tell an identity object, and practice using the zoom whiteboard.

Prior to each class, students watched lecture videos from the instructor, who encouraged notetaking while they watched and to bring any questions to zoom class. In class the instructor led students in a debrief of each unit power point. Students read from the power point, followed by class discussion on vocabulary, pictures, graphs, content meaning and any questions students had. In both sections there were students who were very active in debrief. However, the instructor always called on shy/quiet students to participate as well. Students were encouraged to use their microphone, the chat feature, as well as zoom reactions and their own nonverbal feedback on camera.

Zoom poll questions were used to assess student comprehension before moving into breakout rooms with class volunteers. In small groups, students watched 2-3 content related videos and discussed them in depth with the volunteers. Breakout rooms received focus questions from the instructor, who visited each room multiple times during this portion of the class. After the final unit on Native Americans the instructor led the class in a fun Kahoot review game.

Upon returning to the main room, each breakout room shared some high points and/or lingering questions from their conversations. This was followed by student mini research presentations. Each week a few students present a PowerPoint to the class, based on a topic of their choosing that was connected to the weekly focus. Presenters lead discussion for about 10 minutes after they finished their 5 minute presentation. Some topics included Native American food culture; Native American crafts; Native American religion. The instructor provided constructive and supportive feedback on the visual presentation and the students' presentation skills through comments on Canvas.

Asynchronous Learning:

Each week asynchronous work includes a short Canvas quiz on the unit PowerPoint content, vocabulary and grammar. Students were required to watch the next week's lecture video, while taking notes and reviewing the PowerPoint associated with the instructor's lecture. Select students scheduled to present were encouraged to finalize and upload their presentation to Canvas as well as practice their pronunciation, timing, eye contact and discussion leadership skills. Students were also invited to watch any of the many extra videos that the instructor put on canvas, if they had any extra time or energy!

Finally, each student was required to participate at least one time in a Canvas class discussion post. This is a great opportunity for students to voice their opinion or ask questions such as, "I was sad to hear the story of the genocide. But I think it's not good to look away from history, so it's good to know." "I also enjoyed the last class. I have a question after reviewing PowerPoint again. Why are so many Native American women experiencing violence?"

Discussion question

1, Have you seen Indian jewelry?
Where did you see it?

2, What do you know about traditional Japanese crafts?
What is it like?

<https://www.youtube.com/watch?v=3333333333>
<http://www.jpcc.edu/~jcc/3333333333>



Synchronous Learning:

Week 3: Early American Folk Music Spirituals, Appalachian, Patriotic

Week 4: 19th Century American Folk Music: Sea Shanties, Cowboys, Railroads

Week 5: Jazz Music

Week 6: Country Music

The instructor usually opened the class playing an instrument related to the week's content and inviting students to respond. Lots of comments, smiles and zoom reactions! Then the instructor began an introduction to the genre(s) with a short power point. Students read from the power point while discussing the vocabulary, images and main ideas.

Following the introduction lecture, students went into breakout rooms with class volunteers where they watched multiple music videos and engaged in discussion. The instructor always provided volunteers with questions to guide the conversations. Breakout leaders reported to the main room on their discussions and any unanswered questions. Zoom polls rounded out this portion of class.

Each week a few students share a PowerPoint featuring a song of their choosing related to the music genre of the week. Presenters share the video URL, and the rest of class watches the song. Then the presenter shares the song lyrics and leads the class in a discussion. This activity occurs either in the main room or breakouts. The instructor provided constructive and supportive feedback on the visual presentation and the student's presentation skills through comments on Canvas. Some student songs included Country-John Denver/Take Me Home Country Road; Jazz-Louis Prima/Sing, Sing, Sing; Native American-Heartbeat Drum Song/Ulali; Sea Shanty/Nathan Evans/Wellerman; Jazz-Louis Armstrong/Hello Dolly.

Asynchronous Learning:

Students prepared for each class by previewing the upcoming unit PowerPoint and, if they had time, watch as many videos as they could, but that was optional. After each class, students took a short quiz on Canvas, based on the text of the unit PowerPoint, then genre(s) featured and aspects of grammar in the unit. Students scheduled to share a song were required to practice their presentation and prepare to be active and engaged discussion leaders.

All students were required to participate at least one time in the ongoing class canvas discussion. It is clear that many students are enjoying the class and learning a lot about American culture through music.

Cowboy Songs

Cowboys sang about their job, too.

- They sang about moving cattle.

Most cowboys were 16 to 30 years old. A cowboy was paid very little money (about \$1 a day).

Like the Sea Shanties, the sound of cowboy music mimicked their work:

- Rhythm = riding a horse:
 - Walk
 - Trot (jog)
 - Lope (run)



Are there still cowboys today?
Would you like to be a cowboy?



"The last class was very fun and I learned a lot. I especially like 12 years a slave of roll jordan roll because their facial expressions clearly convey the background of their history. It's fun to know about American songs."

"Today's class also was fun and I learned a lot. I have a kalimba which is African folk instrument, so I want to practice when I have free time."

The presentation slide features a title "Frank Sinatra" and includes the following text: "The jazz vocalist I'm introducing here is Frank Sinatra. He was active in the United States from 1935 to 1995. He is not only jazz vocalist, but also an entertainer representing America in the 20th century." Below the text is a URL: <https://www.youtube.com/watch?v=8cqaHA7dseM>. The slide also has a "Coffee Blues" logo.

Synchronous Learning:

For weeks 3-5 of class this month, students reviewed and practiced making small talk, practiced listening and using reductions in English, and reviewed using rejoinders appropriately. They also learned how to keep a conversation going by using compliments and forming follow-up questions to various small talk topics. Students were able to practice these skills in breakout rooms with volunteers by reading various scenarios and role-playing small talk conversations. They also worked in breakout rooms as pairs, creating follow-up questions. Finally, they learned how to use clarification questions to gain understanding in conversation and how to close small talk conversations by giving a pre-closing (a reason to end the conversation politely).

For week 6, students put everything together and were given a quiz to test their knowledge in the form of a gameshow. They were then asked to create an original small talk conversation in pairs. After writing their conversation using Google slides, students recorded them in breakout rooms and submitted them during class.

Asynchronous Learning:

For homework, students were assigned an audio or video to record in response to a small talk prompt each week. For example, students were asked to respond to the question "What is their favorite book they've read or a movie that they've seen recently?" Students then had to ask the teacher to respond to a question they had on the same topic. The teacher responded back with a video.

Students were also assigned videos and audio over Canvas and had to answer questions on them using Canvas's quiz feature. They also were assigned to write several follow-up questions to various topics, and to use rejoinders and responses appropriately with a Canvas quiz.

USE GESTURES WHEN YOU DON'T UNDERSTAND THE WORDS

Hi, my name is _____

AU students ask:

1. What's your major?
2. Why are you studying at EWU?
3. What languages are you studying? Why?

Introductions

Fifteen Year Olds in Progress 1:34

Attendees are now viewing questions 15 of 20 (75%) voted

1. Parents should let their fifteen year old children stay up all night if they want to.

I think so too (2) 13%

No way! (13) 87%

2. Parents should let their fifteen year old children have boyfriends or girlfriends.

I agree (14) 93%

Are you kidding? (3) 7%

3. Parents should let fifteen year olds live in their own apartments.

That's right (0) 20%

End Polling

Synchronous Learning:

For weeks 3-4, students reviewed and discussed what makes world population increase or decrease, whether or not people are moving to the countryside or cities, and the definition of a megacity. They took notes during a short lecture, and worked together as a group to answer questions about density and urbanization using the lecture presentation. The students spent time in their groups talking about Japan's aging population, sharing opinions and practicing debate strategies. They learned new vocabulary to prepare them to talk about the urban poor. They learned about urban slums, and then created their own presentations on the topic. This activity involved using Google Slides and honing research skills.

For weeks 5-6, students presented their presentations on urban slums in the main room. Each group had picked a city to talk about sharing its projected population growth and listing three things that the urban poor lack. The students reviewed the unit "Population" in breakout rooms and wrote in their notebooks three sentences on what they have learned in this unit. Students also participated in a Kahoot quiz to review world regions and countries. Students then began a new unit called "Quality of Life." The students read a charted map that showed the life expectancy of countries. In groups they typed complete sentences using the comparative forms: greater than; less than to compare life expectancy among countries. Students also received a mini-lecture about the water crisis, learned new vocabulary, and watched videos about Water.org. This organization is helping people get access to clean water.

Asynchronous Learning:

On a discussion board, students talked about Japanese traditions, the aging population, or farming in Japan. They also wrote their opinion about one of the topics and then commented on another student's opinion. Students were also assigned to finish their mini-presentations on the urban slums and took a Canvas test on the "Population" unit, as well as a vocabulary quiz. For week 6, students watched a video about a young Ethiopian woman searching for water every day for her family. After they watched the video, they responded to questions and shared their opinions using Canvas.

What are they lacking?

- They are lacking places to live
- They are lacking safety
- They are lacking good education

Global Economy On crisis

You are now in a Breakout Room

Discussion Questions:

1. How else can restaurants prevent bankruptcy ?
2. Do you think restaurants can now borrow money from banks without interest ?
3. Why restaurants are bankrupt ?

