

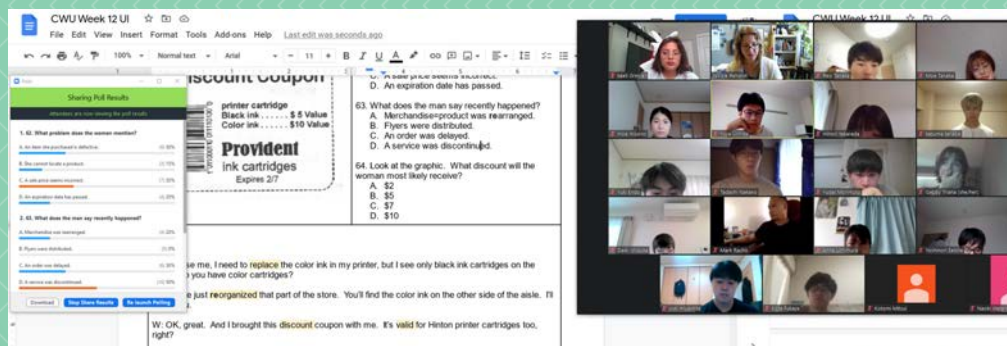
ASIA UNIVERSITY

URBAN INNOVATION ONLINE ENGLISH PROGRAM

IES 1 * TOEIC SKILLS

Synchronous Learning:

- Classroom volunteers joined during Week 11. They helped practice question types by using Quizlet to identify question types and then answer it correctly. Students learned what key things to look for when identifying questions. Students also reviewed negative expressions.
- AUAP students had a final review of Parts 1-3. The debrief of these questions helped them recall and put to practice concepts they had learned earlier, such as Part 1 tricks and Part 2 question types. Classroom volunteers joined some IES 1 classes during Week 12. They worked with students to practice making inferences based on vocabulary in reading and listening passages.
- For a wrap up in the final class, students received a final lecture on tips for each part of the test now that they have had individual, focused practice with each one. For a last, fun activity, students did a Kahoot to review these TOEIC tips.



Asynchronous Learning:

- Students practiced inferences with Part 4 and 7 questions. They also had the option to make their own part 7, allowing them to think more deeply about the purpose and tricks that go into the question.
- Students took the final exam. It incorporated question types from all 7 parts of the test in addition to content-specific review questions.

Let's check your answers!

For each question below, write the number of the question type 1-6 in which you would answer the questions.

- What is the purpose of the announcement?
- Who is Ms. Danbert?
- What is NOT mentioned as a topic at the conference?
- What is the main topic of the e-mail?
- What does the announcement imply about the contract?
- What problem did the engineer report?
- In the first e-mail, the word "review" in paragraph 3, line 4 is closest in meaning to
- What is said about the convention?



IES 2 * PRESENTATION & PRONUNCIATION

2

Synchronous Learning:

- Students gave their final Persuasive Presentations over the course of two weeks. These presentations required them to integrate all the skills they learned in the previous 10 weeks of the course, including using body language, visuals, and the verbal message effectively. Students chose a wide variety of topics, from whether it's safe to hold the Olympics in Tokyo to which Disney park is the best. As a bonus, students were allowed to ask and answer questions, creating discussion periods that often lasted as long as the speeches. Many students began their comments by first complimenting the presenter on what they had done well - integrating movies, creating sophisticated sentences, and presenting information clearly. (Pic:) Several students also chose to utilize Zoom features to encourage class participation. They asked students to answer by writing on the whiteboard and typing their ideas into the chat.
- In the final class, students discussed a small portion of JFK's speech about going to the moon as a way to tie in the themes and skills of the class with the idea that hard work creates personal growth. Students then gave individual farewell speeches sharing their memories of UIEP and what skills they gained.

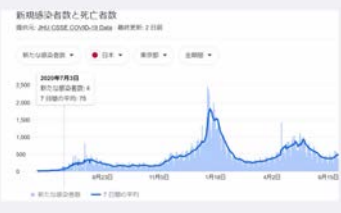
Introduction

- What: Sleep enough
- Why: It's effect on your health.
- Overview: 1. Have you been getting enough sleep?
- Overview: 2. Benefits of sleep enough
- Overview: 3. Easy sleeping method



Students took a comprehensive final that included multiple choice, listening, and essay questions. This final tested them on all the key skills they studied throughout the course.

Current status of coronavirus in Japan



- The number of newly infected people was the highest at the end of last year.
- Coronavirus is still not reduced at all.
- Players and reporters from abroad also come. Coronavirus is more threatening.



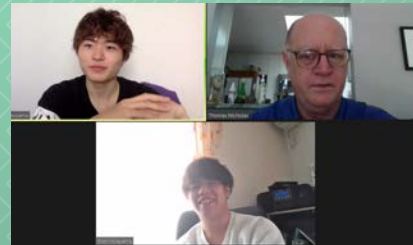
Asynchronous Learning:

Students took a comprehensive final that included multiple choice, listening, and essay questions. This final tested them on all the key skills they studied throughout the course.

"I learned that giving a presentation is fun. Before taking this class, I wasn't very good at giving presentations, but thanks to this class, I realized the joy of presentations."

Conclusion

1. **The impact of music on people's mood**
↳ Music has a big impact on your mood.
2. **The impact of music on people's bodies**
↳ Music has the effect of calming the body.
3. **The impact of music on the workplace**
↳ Music has the role of getting the speed up one's work.
4. **Example of introduction in the workplace**
↳ Music has a positive impact on the workplace.



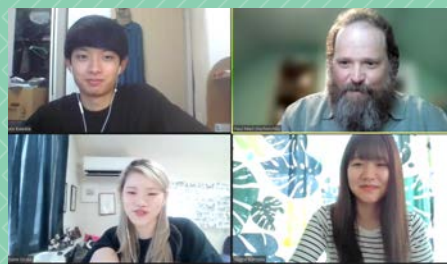
Synchronous Learning:

In the final weeks of American Studies 1, students reviewed what they learned about the LGBTIQ community. They looked videos from the I'm from Driftwood website where they were able to select a video where an LGBTIQ community member shared their stories of coming out, resiliency, struggle, and success. Students also worked together to create an overall course review using Padlet where students were grouped together and asked to each provide unique information on the Padlet. The Padlet was organized in three columns and students were asked to contribute one unique insight, fact or resource they engaged with on the topics of culture, history and movements in the Native American, African American and LGBTIQ communities of the United States. In the final week, students review their padlets as a class and reflected on what they found most interesting, insightful, challenging, and/or enlightening about the overall course. Each student shared in the whole class zoom conversation.

This class was little difficult for me, because we have learned technical issues with technical words. However this class helped me to understand, how to say in English about actual issues in America. I think This class was most difficult but also I learned a lot and I'm really happy to accomplish!

The Padlet content is organized into three columns, each with a title, instructions, and an image:

- Column 1:** Title: "What is one important thing you learned about Native American history, culture and movements?". Instructions: "Review the course materials on Canvas about Native Americans and think about what you learned in this class. Post a link, picture, or document and describe what you learned. Please write at least 50 words." Image: A group of Native Americans in traditional dress.
- Column 2:** Title: "What is one important thing you learned about African American history, culture and movements?". Instructions: "Review the course materials on Canvas about African Americans and think about what you learned in this class. Post a link, picture, or document and describe what you learned. Please write at least 50 words." Image: A person holding a sign that says "BLACK LIVES MATTER".
- Column 3:** Title: "What is one important thing you learned about LGBTQ+ history, culture and movements?". Instructions: "Review the course materials on Canvas about LGBTQ+ people and think about what you learned in this class. Post a link, picture, or document and describe what you learned. Please write at least 50 words." Image: A purple unicorn and a document titled "The Gender Unicorn" with a TSER logo.

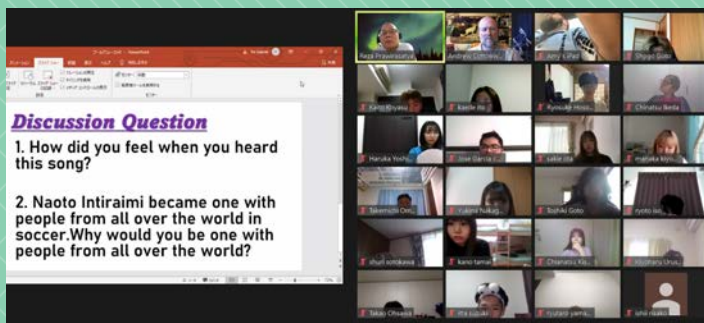


Asynchronous Learning:

Students were asked to choose one video and complete an assignment that asked them to describe the person that shared their story—discussing what they learned about the person's sex, gender identity, and/or sexual orientation. Students were asked to also identify one challenge and one success in this person's life. They also completed course evaluations and had a Canvas test over course material for the semester.

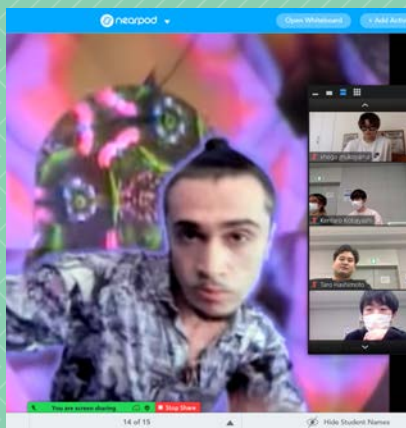
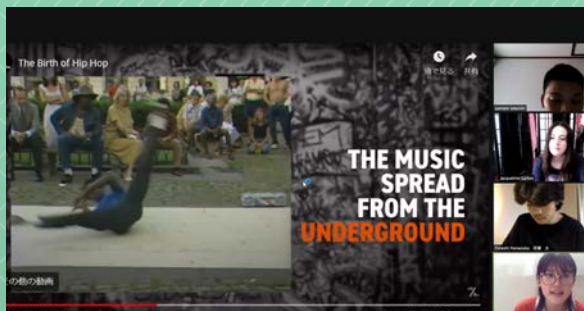
Synchronous Learning:

During their final three weeks, students studied their Hip Hop and Rap Music and Culture Unit and practiced vocabulary by engaging in fun and competitive vocabulary games, strengthened reading comprehension by reading information from the lecture and answering questions, and practiced discussion by talking about controversial lyrics in rap and hip hop music. The students also practiced English reductions which allowed them to be more familiar with the sounds of the American accent. Students watched two YouTube videos about the history and origins of the genres. The two videos are called "The Birth of Hip Hop" and "The History of Rap". The students used these videos to answer questions and to write their answers in their notebooks. In the main room, the students volunteered their answers and shared them with the whole class. Afterwards, the students were given a short lecture over the controversies surrounding the lyrics and the culture of both genres, but more specifically around rap. Rap culture has been known to be misogynistic and homophobic. This lecture was meant to inform the students of what they might encounter when listening to American rap music and reading its lyrics. The students were also taught about the use of the N-Word in rap music and the controversies surrounding its use as well.



"I think it will help you to get used to the culture after you go to America."

"This class was very interesting. Because I like music. I learned about American music very much."



Asynchronous Learning:

The students posted an example song of their choosing on the Canvas discussion board of rap and/or hip hop. They also wrote what the song was about, when it was produced, and explained why they like the song. They also responded to another classmate's post. Students also filled out an evaluation of the class, and did a final Canvas test evaluating what they've learned over the last few weeks.

Synchronous Learning:

During the final three weeks, students in Functions class focused on travel and airport language. First, as a warm-up, students shared in breakout rooms about their travel experiences as well as where they want to travel in the future, what concerns they have about travel, and what excites them about travel. Students learned vocabulary related to accommodations, directions, sightseeing, health and safety, and general travel. Important grammar such as modals (need, must) and future tense were reviewed and practiced. Students watched several conversation models on getting through an airport and checking into a hotel before practicing situations in breakout rooms with classroom volunteers. Students also learned about typical travel scams and how to avoid them. Finally, in pairs or small groups, students prepared PowerPoint presentations on selected travel locations, highlighting some of the travel features like places to visit, things to do, and what to eat. The PowerPoints were creative and informative and students enjoyed talking about places they'd like to travel to in the future!

On The Street: The Friendship Bracelet

Scams in Paris, Barcelona, Rome and Cairo. Force them to put on a bracelet and pay for it regardless of the other party's will. It may be done as an accomplice with a pickpocket.

The attendant at the airline counter will ask if you have any bags to _____

back send check exit

In a Restaurant Role-play Practice Activity

Situation: Two customers want to eat dinner at Red Robin Restaurant in Spokane.

Server A: You will be a customer.
 Server B: You will be a customer.
 Server C: You will be the host and then the server.

Host: _____
 Customer A: Two, please.
 Host: _____
 Customer A: Well... Could we have a table closer to the window?
 Host: Yes, is this table better?
 Customer A: Yes, thank you.
 Host: Here are the menus. Your server will be with you in just a moment.

hospitality
Japan and America

Asynchronous Learning:

In preparation for the end of the cycle, students reviewed for the final test and final conversation activity. The final test was posted on Canvas during the last week of classes and included listening to recorded statements and responding in various ways; other tasks asked students to fill in the blanks in a conversation and write down statements or questions that might be used at a specific point in a conversation, for example, to get the conversation going or signal that they want to end it. The final conversation activity, a casual, small-talk conversation with a classmate, was conducted in the last class.

Restaurant

L'abbé
 There are many menus with plenty of vegetables, so it is also recommended for vegetarians.
 We can eat for 150 euros.

Séphine
 Many of the clerk can speak English.
 It's 50 euros, so it's very affordable.
 It has a refreshing taste, so I think it suits Japanese people.

Universal Studio Japan

This theme park exists all over the world, and in Japan it is the Osaka. It is a very popular theme park that is visited by about 10 million people a year.

A magnificent Nintendo area will be born for the first time in the world by faithfully reproducing the world view of Nintendo's computer games centered on Super Mario.

Entering a restaurant

Host	Customer
Welcome to _____ (restaurant name)!	Hi/Hello.
How many in your party/group?	(Two) please. Yes, there are (three) of us. Yes. No, there will be five of us.
Two/Three/One for dinner?	
This way please.	
Follow me, please.	
Is this table OK?	Yes, thank you. No, there will be a table near a window? May we have a booth?
Here are the menus. Your server will be with you in just a moment.	Thank you.
Enjoy your dinner!	Thanks.

Synchronous Learning:

In **Weeks 11 and 12**, the focus was on the students demonstrating their growth as leaders in the class as they led the warm-ups; their increased ability in presentation skills with final presentations on Changemakers or Sustainable Development Goals; and their speaking and discussion skills with the last opportunities for discussions with their peers and with domestic university students. Students also worked cooperatively to review class topics with the Final Test review to prepare to take the Exam. The Changemaker Presentations were a highlight as the students realized the power of young people to impact the world through the information about Malala Yousafzai, Greta Thunberg, Raghunandan Raman, and others.

2. Where are she making change?

I think she had a great influence to America at the inauguration of U.S. President Joe Biden. She delivered her poem "The Hill We Climb". Her inauguration poem generated international acclaim.

Excerpt

"...the successions of a country and a game where heavy black girl grandmothers stare and asked for a single mother son, a young, becoming president, only to find her! writing for one."

"...we will march back to what was, but in what shall be it country that should but white, benevolent but built, false and true."




Explanation of Goal

- End all discrimination against women and girls and bring about economic growth and development.
- In Japan, gender equality has lagged far behind the rest of the world.

Most of companies presidents and politicians are men.

Only 24 % of national parliamentarians were women.

Japan has only **9.9%**!




Asynchronous Learning:

In addition to preparing for and taking a Final test through Canvas, the Learning Management System, students also watched videos about different parts of ecology and participated in an online discussion forum about them.

Student voice:

"By learning about global warming, I was able to understand the current situation and causes, and began to think about environmental problems. I was able to review my life by knowing the problems of the earth. I decided to take action by learning about change makers. I was able to think about environmental issues and take action, and I was able to grow."


"This class changed my mind about the earth and people. I have come to be kind to the earth's environment, for example, I try to reduce plastic waste. My way of thinking about people has also changed."

I grew up in this class and changed my mindset. For example, there is a growing willingness to work responsibly toward goals. After learning about change makers, I also wanted to give someone courage and make a positive impact. I think these things will lead to my future and improve my future."

I hadn't given much thought to global issues, but now that I've seen the concrete numbers, I can see the danger. I also feel that the climate change in Japan is accelerating, with heavy rainfall and high temperatures. I also learned that people as young as me or younger than me are working on big problems, and I wanted to do something about it. The class as a whole made me feel more responsible."

Key vocabulary


- Mudslide:** A phenomenon in which mountain soil, stones, and sand collapse and flow mixed with water when it rains heavily. It is called "Landslides" in Japanese. It is increasing due to climate change caused by global warming.
- Global warming:** A phenomenon that the average temperature of the earth is rising.
- Climate change:** A climate that fluctuates over decades.



Why did we choose this changemaker?

She **started that activity at the age of 15** and gave a speech on climate change at United Nations.

We were surprised about it and wanted to know her, so we chose her.




A Solution

The EU is working on an "EU Plastics Strategy". One of this strategy is the "Circular Economy".

This means continuing to reuse an object for as long as possible in order to minimize the generation of waste.

This has already resulted in a 2-4% reduction in total greenhouse gas emissions.



CLOSING EVENTS

CWU

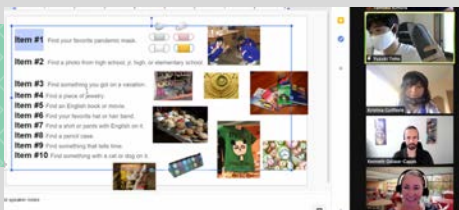
The final class celebration for both sections included congratulatory speeches by the program director, a student chosen by classmates, and several instructors. Students participated in a final fun Kahoot where they had to identify students from their baby photos or from something that happened during the semester. Next, students watched a video with highlights from their online experience, followed by presentations of certificates and special recognition for the 14 students with perfect attendance. Students completed the end of the program evaluation. It was clear that students were pleased with their online English classes and had many great comments about everything they had learned and how much their confidence and English ability had improved.



EWU

For the closing ceremonies, students were divided into breakout rooms and gave speeches about their experience in UI Online. Many students reflected on how they were nervous being in an only-English class, but grew comfortable speaking with their classmates and teachers. One student mentioned how he hated English before he began these classes, but came to really appreciate it and want to study more after this experience. After speeches, students played a game of Scattergories and also participated in a Zoom Scavenger Hunt. Finally, students were presented with their certificates of completion of the program. At the end of class, many students were reluctant to say goodbye and voiced how they enjoyed the experience and it helped them build confidence in their English skills.

"It was easy to communicate and it was a place to exchange opinions, which led to improved motivation."



WWU

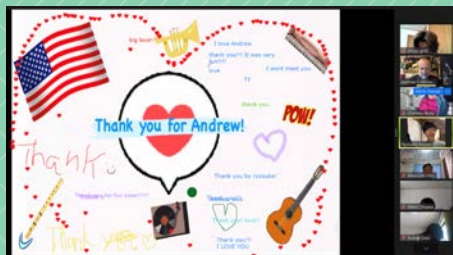
Students, staff, and volunteers came together one last time to celebrate the accomplishments of both UI sections. After words from the program Director and Curriculum Coordinator, several students shared their thoughts about their 13-week experience. One student commented that they felt they had really improved their English skills and confidence and another was grateful for making new friends both online and with WWU student volunteers. Students were presented with certificates of completion and eight students were recognized for perfect attendance. Students played a fun Kahoot game and this was followed by a special memory video with images from the semester. We ended class with our custom - sending hearts and hopes of staying in touch and studying abroad someday.



Student Feedback

Overall, the UI Online English Program was ...

- It was very good. My English ability improved and it was a good experience.
- The UI Online English Program was the best.
- I was not interested in English before, but through this class, I came to like it.
- It's so awesome!!!!!! I want to study English harder and be able to speak English.
- It was easy to communicate and it was a place to exchange opinions, which led to improved motivation.
- I love it. It was hard, so sometimes I thought that homeworks are too many, but now, I think my English skills improved more than I imagined.
- A great program with fresh and new experiences.
- The teachers are very kind, so it was an environment where it was easy for me to speak positively.



"It was easy to give my opinion. Teachers gave me a lot of opinions about my opinion."

"It was great to be able to improve my English. I was able to know not only English but also various information about the world. It was a lot of fun."

"It was a great learning opportunity, and it was very fun!! My favorite class is global issues. It is because I'm interested in global issues. I learned a lot from listening to the thoughts of various people and people from different countries. I learned that there are many ideas. I was able to be proactive in this class. I can speak English more smoothly than before. Thank you!!"



100% of students felt their knowledge of global issues and American culture improved!



98% of Urban Innovation students felt that IES class prepared them for the TOEIC test!



94% of Urban Innovation students feel more confident using English because of the Urban Innovation Online English Program!

"I could learn TOEIC Tips, American culture, American history and global issues. I had a lot of chance that I say something, speak and conversation. I made a lot of friends and met nice teachers and volunteers."

