

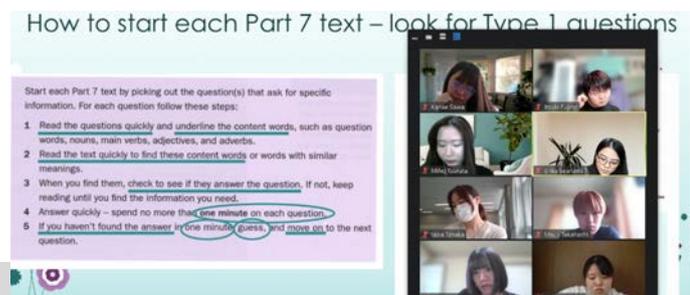
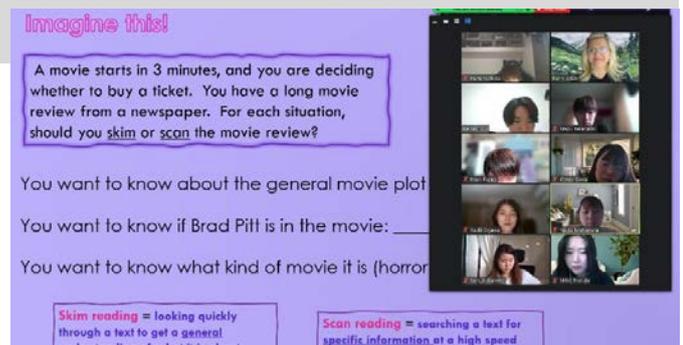
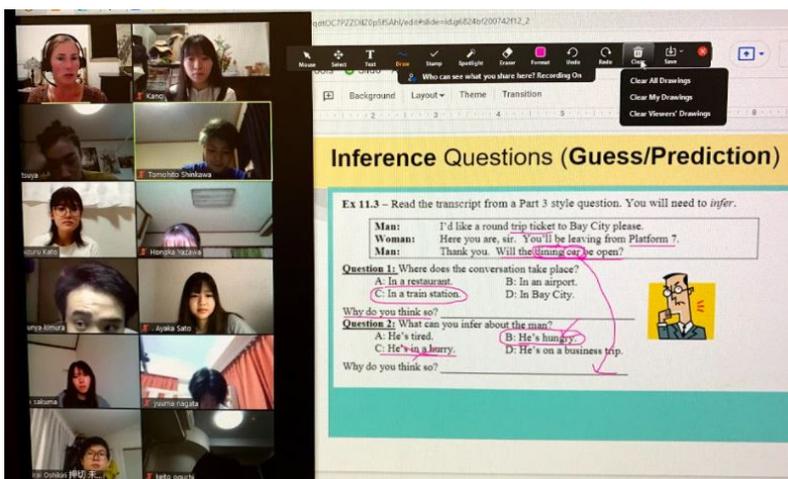
IES * TOEIC SKILLS

Synchronous Learning:

In **Week 11**, students did a quick review of tips for Part 4 before starting to focus on Part 7. For Part 7 questions, students learned a useful and effective question ranking system so that they answer easier questions first. Students quickly understood that by answering easier questions first, they may be able to answer harder questions without much effort. Students also reviewed Part 3, especially inference-type questions. Classroom volunteers also helped lead breakout rooms to practice topics taught in class such as reviewing part 2 questions and identifying question types. At the end of class, students reviewed general test-taking tips before taking the online TOEIC test between July 2-5.

In **Week 12**, students shared about their TOEIC test experience and score improvement. They were very happy! **More than one student reported more than a 100-point increase compared to the last TOEIC test they took.** Students reviewed the Part 7 question ranking learned in the previous week and then focused on two important reading skills – skimming and scanning.

At CWU, students began an E-pal activity. AI and IES students have been paired with a CWU student in a communications class. The project gives students a chance to correspond via email and Zoom with a domestic student, practicing their English skills and discussing topics they have learned about (especially in AI).



Asynchronous Learning:

In **Week 11**, students completed assignments on Canvas that focused on Part 3, Part 4, and Part 7. They took a quiz on general TOEIC tips to help prepare them for the official online TOEIC test. In **Week 12**, asynchronous work included activities focused on skimming and scanning and Part 7 inference and purpose questions.

AI* AMERICAN ISSUES

Synchronous Learning:

In **Week 11**, students explored the more recent developments in support of LGBTQ Americans such as the first state to legalize same-sex marriage, being able to serve openly in the military and the Supreme Court legalizing same-sex marriage for the entire country. Students also did a deep dive into a Teen Line video that showcased five LGBTQ Americans from the age of 13 to 26. In four groups, students followed one of these individuals to understand different aspects of their journeys (e.g., home life, school life, coming out, their life now). In addition, students finalized their Final Presentation topics to present in Week 12.

In **Week 12**, students took turns reading through the difficult parts of their final readings about LGBTQ Americans in the 1990s and 2000s. Also, students reviewed for their final exam on LGBTQ Americans and gave their Final Presentations. Each student gave a 3- to 5-minute presentation on a self-selected topic about Native Americans, African Americans or LGBTQ Americans. Then, at the end of each presentation, the presenting student had two or three questions for the class to discuss about their presentation topic.

2004: First state to legalize same-sex marriage-- Massachusetts

Banning Same-Sex Marriage

- 1996 - The Defense of Marriage Act made same-sex marriage illegal
- It was popular with both political parties and passed easily
- People believed society would lose its morals and children would be harmed if gay and lesbian couples could marry.
- People also wanted all states to have the same marriage laws for business law reasons.

Student voice: "I learned the importance of being myself - identity - even though others may say something about that. LGBTQ+ people have great bravery so I respect them."

"I learned identity of individual is original from their mind so we can't decide their gender. We should have the mind to accept lots of wide identity."

Partner A: Saimyouji Temple has stood in Saitama for over 750 years.

Partner B: The temple attributes the long-lasting support it has received over generations to Buddhism's flexibility and easy acceptance of differences.

Partner C: Because the religion has always revolved around promoting equality, the temple also strongly identifies as a safe and accepting place for LGBTQ individuals.



Asynchronous Learning:

Students continued to work on building vocabulary about LGBTQ Americans and using this new vocabulary to improve their reading comprehension for this unit. In addition, they have also used this time to work on rough drafts and final drafts of their final PowerPoint presentations.

As a follow-up to the video chat sessions between AUAP students and students from WWU's Global Citizenship course, here are comments from WWU students about the value of their communication with the AUAP students: **"I think this was an incredible experience. I learned a lot about the daily life of a student in Japan and how we have more in common than we think."** **"It also highlights that even people from similar cultures, there are so many layers that make these cross-cultural exchanges so important. I would feel so much more prepared to visit Japan because I have more insight into Japanese attitudes towards US citizens."**