

IES * TOEIC SKILLS

Synchronous Learning:

- 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 class. 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.
- Student voice:
 - I learned in this class listening strategies.
 - I'm learning developing my English skills. The TOEIC test is listening and reading.
 - I learn English skills - listening, reading, writing. I think TOEIC is developing my English skills.
 - In this class, I learned how to get a high score on the TOEIC test.

Discount Coupon

printer cartridge
Black ink \$ 5 Value
Color ink \$10 Value

Proident ink cartridges
Expires 2/7

62. What problem does the woman mention?
A. An item she purchased is defective.
B. She cannot locate/find a product.
C. A sale price seems incorrect.
D. An expiration date has passed.

63. What does the man say recently happened?
A. Merchandise was rearranged.
B. Flyers were distributed.
C. An order was delayed.
D. A service was discontinued.

64. Look at the graphic. What discount will the woman most likely receive?
A. \$2
B. \$5
C. \$7
D. \$10

Script:
W: Excuse me, I need to replace the color ink in my printer, but I see only black ink cartridges on the shelf. Do you have color cartridges?
M: Oh, we just reorganized that part of the store. You'll find the color ink on the other side of the aisle. I'll show you.
W: OK, great. And I brought this discount coupon with me. It's valid-available to use/okay to use for Hinton printer cartridges too, right?
M: Yes, we accept those coupons. Just make sure you give it to the cashier when you get to the checkout counter.



- B Look at the key words listed for four of the types of questions found in talks. Circle the most likely topic from the list below.
- sales figures, increase, report, final quarter
(A) A financial report (B) A sales demonstration (C) A school report
 - closure, bankrupt, debt, failure
(A) It is very successful. (B) It is doing badly. (C) It hasn't changed.
 - customers, sale, ladies' fashion, department
(A) Restaurants (B) Immigration (C) Shopping
 - ink, paper, documents, high quality, photographs
(A) A desk (B) A printer (C) An office chair
- Follow up: Discuss your answers with your partner and explain why you selected them.

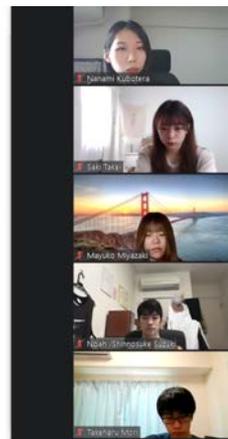
Test tactic: Listen for answers in order

- A Underline the key words in the following questions and answer choices. Then skim the tapescript and underline the words that tell you the answers.

- Who will probably be interested in this advertisement?
(A) Students
(B) Retired people
(C) Businessmen
(D) Young families

Tapescript

Alto-Pacific offers a special discount rate for seniors, so summer never has to end for travelers aged over 60. We offer discounts starting at 10% off regular rates, as well as room upgrade deals for early bookers. Not only do we offer cheaper than standard prices, but also special tour rates, complimentary breakfasts and a dinner treat!



"This is the first time I learned TOEIC in English. Learning TOEIC in English makes easier to understand because TOEIC test is English. Compared with learning TOEIC in English and learning TOEIC in Japanese, I found that learning TOEIC in English is much better. I had a really great time."

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.

AI* AMERICAN ISSUES

Synchronous Learning:

- Students at CWU discussed their e-pal experiences - what they learned, problems they had and their intention to continue the project. Students also discussed issues they learned about during the course by responding to questions they wrote as homework.
- In small groups students thought of questions about issues of American culture that were not covered in the course and talked about them with the teachers.
- Students, staff, and teachers celebrated the completion of the course by making short speeches about what AI meant to them. A small graduation ceremony recognizing students who completed the course and/or had perfect attendance was held.
- Students at all 3 sites completed the end of program survey. The results were and feedback were excellent! (See some highlights on page 4 of this report)



"What I learned in this class was a very complex problem with no easy solution. What I learned about these issues was very valuable. The complex history of the United States, with its many different people, is something that I could not have learned in a Japanese class."

"It was very interesting to handle a wide range of things from what I do not know to what I know about American history and social issues."



Asynchronous Learning:

- Epal: Students at CWU responded to their CWU partner by email for the second time. This allowed them to engage in conversation and authentic discussion with domestic students. Many topics in the emails grew out of class, such as issues of identity and social conditions in Japan and the US. The activity was also useful because it allowed them to practice their writing skills more fully than in other assignments.
- Final exam - students took a comprehensive final exam on Canvas. The exam was multiple choice and essay and reviewed the main themes of the course.

"In this class, I learned that America is a very diverse country. I also learned about the history of racism, I feel that it was very valuable experience. AI class was very easy to understand because of the various ways in which watched videos and had discussions. I think this class had a great impact on my life."

CLOSING EVENTS

CWU:

The final class celebration for both IES and AI included congratulatory speeches by the program director, the class instructors, and each student shared what he/she learned from each class. Next, students watched a video with highlights from their online experience, followed by presentations of certificates and special recognition for the 11 students with perfect attendance. Students completed the end of the program evaluation. It was clear that students were pleased with AUAP online and had many great comments about everything they had learned and how much their confidence and English ability have improved. All students indicated a desire to continue with another AUAP online class in the future.

Congratulations!



AUAP Online, AI!



EWU:

For the closing ceremonies, students were divided into breakout rooms and gave speeches about their experience in AUAP Online. After the speeches, students played a game of Scattergories where students scored points by uniquely naming objects within a set of categories, given an initial letter, within a time limit. They also participated in a Zoom Scavenger Hunt where they had to find items in their room and present them to the group. Finally, students were presented with their certificates of completion of the program, and conducted program surveys.



WWU:

Our Graduation Ceremony began with speeches from the program Director, Curriculum Coordinator, and teachers. We recognized several students who had perfect attendance and then all students were celebrated with the presentation of a Certificate of Completion. Several AUAP students and student volunteers gave short speeches expressing their appreciation for the program and each other. This was followed with a lively and fun Kahoot game with questions and childhood pictures of each student in class. The event ended with a special memory video of images taken from the 13 weeks. We ended class with our custom—sending hearts across the video chat and hopes of staying in touch and studying abroad one day.

FINAL RESULTS & FEEDBACK

Final Student Comments:

Students at all three AUAP sites were very pleased with their experiences and really enjoyed the AUAP online learning environment and topics. Students benefited from the online platform in that they were not only able to improve their tech and English skills, they were also able to become comfortable sharing their opinions in English with US students and Japanese classmates.



★★★★★
100% of AUAP Online students felt that using CANVAS and ZOOM for AUAP Online helped them improve their technology skills!

★★★★★
100% of AUAP Online students felt American Issues class helped improve their knowledge of global issues and American culture



"All of the classes are so fun and have a lot to learn. I was worried and nervous before starting AI class because studying American issues seems too difficult for me. But teachers are very kind and their English is easy to understand!"

"I had a good time to learn about social issues and history in the U.S. Also I enjoyed discussion in English."

This class has really deepened my understanding of America, especially the LGBTQ community!

★★★★☆
94% of AUAP Online students are interested in taking another AUAP Online class!



Survey Results:

50 students completed the final survey answering 46 questions about their AUAP online classes. The results were extremely positive and it was clear that students got a lot out of both IES and American Issues classes.



★★★★★
96% of AUAP Online students feel more confident using English because of AUAP Online!

★★★★☆
92% of AUAP Online students felt **comfortable** asking questions, raising their hand, or giving their opinion during class!

