

Level 2 Eigo IA

Listening & Speaking Notebook

Overview

This year, a Notebook has been added as an assessment for Level 2 Eigo IA. Worth 20% of the semester grade, this Notebook will consist of a mix of vocabulary, mind maps, and journal writing. It is up to the instructor to set the relative balance of these three tasks to suit the needs of the class. Some instructors may also ask students to attach worksheets inside the notebook, or keep other kinds of class notes in this Notebook as well.

Rationale

The Level 2 Team added this assessed task to address several perceived needs in the program:

- A better focus on study skills in FE as a part of the Cornerstone Education curriculum
- A lack of emphasis on vocabulary acquisition in this course
- Classroom management in double koma Listening and Speaking classes

Students need to practice organizing material they study, record and recycle language, consolidate oral practice in writing, and make time for thinking and preparation. Constant oral/aural practice for three hours is not practical or effective, especially at this level, so set note-taking and written work allow for a variety of tasks, pacing, and learning styles.

Activities

Examples of vocabulary notes, mind maps, and short writing or journal entries should be demonstrated to students, probably starting after the first week of classes. Examples will be provided through the materials binders and on OEKS. Also, consider the following:

Notebook exchange between students should be encouraged for Journal reading and as a prompt for discussion

- Mind Maps can be based on textbook units, or as part of Speaking Tasks
- Vocabulary worksheets can be pasted into Notebooks for reference
- Synonym and antonym lists
- Add a pocket for flashcards
- Use the cover of the Notebook for useful classroom language
- List groups of related words
- Work on prefixes and suffixes
- Review tasks such as reorganizing vocabulary by part of speech should recycle vocabulary
- Short notes giving feedback on lessons might also be part of the Notebook for some classes
- Create a shared class Notebook or Notebooks to pass from student to student.

Pacing

Most of the Notebook work should take place in class time. Most students already have very full schedules and the Notebook will not be effective if it is a burdensome task. Also, making notes or writing shortly after language study or practice in class should allow students to reflect and consolidate. A suggested schedule is to allow approximately 10 minutes of Notebook time during each koma of Listening and Speaking. Instructors should feel free to set their own mix of activities, but take care not to maximize every activity.

Grading

Students should bring the Notebook to each class and work on it each week. Asking students to number pages and mark the date may help with grading and record keeping. Continuous progress is more important than a burst of work at the end of term. Instructors should take some time to check a few Notebooks each week so that students receive prompt feedback, teachers are not over-burdened with marking at the end of term, and so that it is possible to assign some credit for the inevitable lost Notebooks.

There is a single A4 sheet for students to track their own progress and for instructors to add evaluation and comments to throughout the term. A sample completed gradesheet is also provided as a model.

Possible balance of activities

Vocabulary	Mind Maps	Journal
40	3	6 pages
35	6	4 pages
30	6	6 pages
50	2	7 pages

Additional resources

The ELP has quite a few teacher resource books and activity books available to help you. Here are a few that might be quite useful.

Flower, John. American vocabulary program 2. Thompson - Heinle. ISBN: 0-906717-70-1.

Thornbury, Scott. How to teach vocabulary. Longman. ISBN: 0-582-42966-8.

Wright, John. Resource books for teachers: Dictionaries. OUP. ISBN: 0-19-437219-7.