

J.F. OBERLIN UNIVERSITY

FOUNDATION ENGLISH

LEVEL 3

AUTUMN 2007

INSTRUCTOR NOTES

Level 3 Eigo IIA/B Outline

Overview

The textbook used for Level 3 is *Passages (Book 1)* (Cambridge), units 1-6 in the spring and 7-12 in the autumn term. Student workbooks, teacher's manuals, and class CDs will be available on the Level 3 shelf. Additional exercises, worksheets, instructions, lesson plans and activities will be available via binders and the Obirin ELP Knowledge Sharing Network (OEKS) at: <http://elpweb.com/materials/>.

The Listening and Speaking course (Eigo IIA) will meet for two koma per week, as will the Reading and Writing course (Eigo IIB). Depending on the day your classes meet, you will have from 26 to 30 koma to plan for this term.

Unlike Levels 1 and 2, Level 3 will use the same textbook, *Passages*, for both the Listening and Speaking and the Reading and Writing courses.

Sections of the text that specifically help serve the goals of the Reading and Writing course are designated below. Listening and Speaking teachers are free to use *any other textbook sections* to address the particular needs of students in your classes. In particular, the Discussion sections will help prepare students for the Group Discussion Test, much of the content in Unit 11 will help prepare them for the Group Presentation, and the Listening sections in each unit will prepare them for the Listening Quizzes and Final Test.

Passages page designations for the Eigo IIB Reading and Writing

Unit	Reading	Writing
7A		61
7B	65	
8A		69
8B	73	
9A		77
9B	81	
Review of Units 7-9		82-85
10A		89
10B	93	
11A		97
11B	101	110-113
12A		(all pages)
12B		(all pages)
Review of Units 10-12		110-113

Teachers should feel free to address all four skill areas in each course, but the main focus should be on their designated area.

Goals for Level 3

Students streamed into Level 3 generally fit two profiles:

High achievers - those who have strong grammar and vocabulary skills, do well on tests, but are not necessarily fluent or confident speakers.

Returnees – those who have spent a year or more abroad, can manage a fluent conversation, but may exhibit poor grammatical accuracy, particularly with written work. They also tend to have strong compensation strategies and are skilled at making do with structure and vocabulary they know.

Consequently, the main goals of this level are to improve written and spoken accuracy, increase expressive vocabulary, and for the first type, develop confidence with spoken language, communication strategies and conversation management skills.

Dictionary

Students should have a monolingual dictionary to use throughout the Level 3 courses. A paper dictionary, *The Longman Dictionary of Contemporary English* and an electronic one, the Ex-word Dataplus 2 AZ-ST9200 are available for sale at Seikyo.

Student Orientation

In the first lesson of the autumn term, instructors should spend some time re-familiarizing students with the Student Handbook, ELP policies, and materials and go over student notes and assessment information.

September Intake Students

Each year, a number of students begin their university studies in the autumn term. Teachers who have September intake students in their classes should ensure that these students are oriented to the program and socialized into their classes as quickly as possible. Please inform these students of the materials they will need and ask them to complete a Student Information Sheet on the first day of classes.

CASEC

CASEC is a new computer-based English test which is being piloted by Level 3 as a possible alternative to the paper-based TOEIC. The CASEC is a computer adaptive test, which means that test items are uniquely selected for each student based on their success at previous items. Computer adaptive tests are shorter, more accurate, and help eliminate boredom and de-motivation by limiting test items to the most appropriate level of difficulty. The CASEC takes approximately 50 minutes, and will be administered in a computer classroom. Students will be asked to pay a test fee of 1,600 yen. The CASEC will be administered between December 3rd and 7th.

Message from the Coordinator

This is a new course and while we have tried to ensure that everything goes smoothly, we ask for your understanding if there are any problems. Please contact the Level Coordinator, Dan Jackson in person or by phone (042-797-9583) or email (danielja@obirin.ac.jp) if you have any questions or comments about this level. The other members of the Level team, Kay Irie and Hans von Dietze are also available to answer questions about Level 3.

Assessments

Eigo IIA Listening and Speaking			
Small Group Discussion	Group Presentation	Listening Quizzes	Listening Test (Final Exam grade)
30%	30%	20%	20%
Discussion of a randomly selected topic related to <i>Passages</i> in a group of four students	A 20-minute multimedia group presentation promoting a tourist region in Japan to an international audience	At least 2 listening quizzes based on material from <i>Passages</i>	One final listening test based on material from <i>Passages</i>

Eigo IIB Reading and Writing				
Persuasive essay reference list	Persuasive essay 1 st draft	Persuasive essay final draft	Reading Discussion	Vocabulary / Reading Quizzes (Final Exam grade)
10%	20%	25%	25%	20%
A typed, formatted list of references in alphabetical order, demonstrating that appropriate source material has been located	A typed first draft of the 5 paragraph essay, containing an introductory paragraph with a clear thesis, 3 body paragraphs that develop the writer's argument, and a conclusion summarizing the essay	A typed, proofread final draft incorporating revisions based on feedback from the teacher and classmates, containing examples of indirect and direct quotation of sources, persuasive language, and transitions	Responses to discussion prompts about self-selected readers and other readings	At least 3 quizzes based on vocabulary and reading skills introduced in <i>Passages</i>

Eigo IIA Listening and Speaking Course

Aims

This is an integrated skills, topic based course with an emphasis on oral and aural skills. The course goal is to develop English conversational ability and to create an English learning environment that enables students to acquire the knowledge, skills and confidence necessary to communicate effectively in English.

Students will:

- develop fluency and use English as a communicative tool to accomplish a variety of communicative tasks
- initiate and become active participants in group discussions and use appropriate discussion language including agreeing & disagreeing and giving reasons, asking for clarification, interrupting; and phrases to indicate they are listening. They will also learn strategies to keep everyone actively involved in the discussion.
- develop organizational skills and accuracy to use English in an academic context
- develop and gain confidence in public speaking skills
- develop a variety of listening skills, such as listening for general ideas, for specific information and making inferences

Textbook and Materials

The Listening and Speaking lessons will cover text sections other than those specifically set aside for the Reading and Writing teachers. The sections of the text reserved for the Reading class are marked 'reading'; those reserved for the writing class are marked 'writing', 'review of units 7-9' and 'review of units 10-12'. Teachers are at liberty to use other materials to work on and enhance students' listening and discussion skills.

Coursework

The textbook offers a range of activities which introduce the theme of each unit and provide practice for discussion, listening, grammar, and vocabulary building. The Listening and Speaking teacher should set the pace for each unit, keeping in mind that unit-specific vocabulary is assessed in the Reading component of Eigo IIB (see below).

Passages contains enough material for 60 to 90 hours of instruction. A good part of the course should aim to prepare students for the Listening Quizzes and final Test, Group Discussion Test, and Group Presentation.

Please refer to the spring term instructor's notes, the supplementary binder and OEKS, and the *Passages 1: Teacher's Manual* for suggestions about additional classroom activities suitable for the Listening and Speaking class.

Assessment

Students will be graded on four assessed tasks: Listening Quizzes and Final Test, a Group Discussion Test and a Group Presentation.

Listening & Speaking Assessment (100% of Eigo IIA grade)			
Group Discussion Test	Group Presentation	Listening Quizzes	Listening Test (Final Exam grade)
30%	30%	20%	20%

Listening Quizzes

At least two short listening quizzes should be given during the course. Materials which can be used for quizzes will be available through the supplementary binder and teachers are encouraged to write their own quizzes as well.

Listening Test

A listening test given in the first class in January will serve as the final exam, meaning that students who miss more than one third of their classes will lose this 20% of their grade for this course.

Group Discussion

The Group Discussion will take place during the week starting November 26. To the extent possible, we will gather students from different classes and form groups of four. After introducing themselves and making small talk, students will discuss one of two topics for approximately 10 minutes. The two topics will be based on units from the textbook, will be known by the students in advance, and will be practiced in class as part of the Listening and Speaking course. However, students will not know which of the two topics they will discuss, nor which students will be in their groups until the Group Discussion begins.

Each group discussion will be observed and rated by two teachers. Teachers are encouraged to make independent ratings, that is, not to discuss or adjust their ratings in response to the other rater. A single letter grade will later be calculated for each student based on the ratings they received from the two teachers.

Scheduling and coordinating the groups will entail extra administration which will be planned in advance by the Level 3 coordinators. The rationale behind having students form impromptu groups which are rated by two teachers is to:

- Make the discussion as natural and spontaneous as possible by discouraging over-rehearsal with set members and adding a genuine element of self-introduction and conversation management.
- Lend external validity to the assessment by including a rater who is not the students' regular teacher.
- Promote discussion among teachers on appropriate teaching targets and interpretation of the rating criteria.

The discussion topics will be based on material from *Passages* and topics will be announced early in the term. Listening and Speaking teachers should provide opportunities to practice discussing the topics in class. The Level 3 team will distribute prompts, schedules, rating criteria, scoring charts, and information for students to all speaking test raters before the test.

Group Presentation

For this assessment, to be carried out near the end of the term, groups of approximately 4 students will plan and create a multimedia presentation promoting a tourist region in Japan to an international audience. The use of brochures, maps, and posters is strongly encouraged, as is the use of digital projectors to display PowerPoint files and/or photo slideshows which would enhance the talk. The content of the presentation should be determined by individual classes or groups of students, but might be extended to cover customs, culture, and traditions, communicating with locals, and what to do in emergency situations in the region in focus in addition to basic information about travel options, accommodations, restaurants, nightlife, sightseeing, and so forth.

Specific aims include maintaining the presentation skills learned in the spring term (memorization, delivery, voice projection, eye contact, gesture, and limiting use of notes) and several new aims especially relevant to a group presentation, including teamwork, organization, making smooth transitions between speakers, delivering content within a specific time limit, and using visual aids. As we would like to see media resources utilized so that they are a boon, not a bane to student performances, groups wishing to use PowerPoint (or other presentation software) should be encouraged to prepare files and practice well in advance so that they will not disrupt the presentation day schedule.

Students will receive both an individual grade (20%) and a group grade (10%) for the group presentation assignment.

Eigo IIB Reading

Aims

This Reading component is composed of three main elements: in-class intensive reading, out-of-class extensive reading, and a reading discussion to share and respond to ideas and opinions.

Students will:

- increase vocabulary and reading comprehension skills through focused reading activities
- experience reading a self-selected English book for pleasure
- learn to share and discuss reactions to what they read with teachers and classmates

Textbook & Materials

1. Textbook *Passages: An upper-level multi-skills course*. This textbook is used also in the Eigo IIA Listening and Speaking course as well as the Writing component of Eigo IIB. The Reading section in each unit (i.e., those pages labeled “Reading”) is *reserved exclusively* for the Reading classes (except for Unit 12).
2. Self-selected graded readers or authentic novel
3. Teacher selected materials and activities (optional)

Coursework

Intensive reading refers to reading shorter texts, extracting specific information, accurate reading for detail. Students will read the passages and engage in pre- and post- reading activities in the reading pages of the textbook. The textbook passages provide a variety of text types and their topics are related to the theme of the unit.

These units notwithstanding, each reading page is a self-contained lesson. Therefore, the order of the coverage of these reading passages can be flexible and it is not necessary to synchronize with the units and materials being studied in the Listening and Speaking and the Writing courses.

Unit	Unit Theme	Page
7	Telling the news	65
8	Values	73
9	Putting the mind to work	81
10	The art of complaining	93
11	On the other side of the world	101

Level 3 Reading teachers can bring in any additional reading texts and activities that are relevant and useful. Supplementary materials will be available through the supplementary binder and Obirin ELP Knowledge Sharing Network (OEKS) at: <http://elpweb.com/materials/>. All Level 3 Reading teachers are encouraged to submit materials (or adapt existing materials) via these means. A Teacher’s Manual and Workbook are also available.

Extensive reading refers to reading longer texts for pleasure and needing global understanding. Students will read *at least* one suitable graded reader or an authentic novel (e.g., a teen novel or fantasy novel) of their choice for pleasure. It can be borrowed from FLSC library or purchased on their own. The selection must be approved by Reading teachers. It is the Reading teachers' responsibility to introduce students to the FLSC library. Most reading should be done outside the class. However, class time may be occasionally allotted for in-class reading.

The aim of extensive reading is to provide an opportunity for students to enjoy reading an English book without being tested on their understanding of the book. Therefore, no page goal is set for the semester. Students can read a number of graded readers are relatively easy for their level or challenge authentic novels.

In order to make extensive reading a meaningful activity, please remember to encourage students 1) to read regularly and 2) to finish the book(s) they chose. It may be helpful to keep a weekly report on the number of pages and time spent on reading or a brief summary. Having a book sharing party at the end of term may also encourage students to finish their books.

Students can share their reactions to the book and respond to their classmates' reactions in a *reading discussion*. Discussion topics should be designated by the teacher. One option for this is to use online discussion forums available through the Moodle course management system. For every Online Discussion session, students should make at least one response longer than *50 words* to the prompt, and at least three (short) responses to their classmates' and teacher's entries for each thread or each session depending on how prompts and discussions are organized. Students (and teachers) are encouraged to post additional comments after class from the FLSC or home computers.

Sample Topic for Reading Discussions

- Why did you choose the book?
- Describe the setting of the story (characters appeared so far, country, town, school, etc) and your impression.
- Describe the main character of the story.
- Compare to (find similarities) another story, movie, or TV drama.
- Quote and explain your favorite line of the week or important line in the book.
- Vocabulary sharing – quote your favorite word of the week and write original sample sentence (and other students add sample sentences).
- Would you recommend this book to your classmates? Why?

Assessment

Reading teachers are responsible for entering two letter grades in the grading spreadsheet by the end of term.

Reading Assessment (45% of Eigo IIB grade)	
Reading Discussion	Vocabulary and Reading Quizzes (Final Exam grade)
25%	20%

Vocabulary and Reading Quizzes

Vocabulary and Reading quizzes, as an assessment of intensive reading, constitute 20% of the grade for the Eigo IIB course. A single letter grade will be based on *at least three* short vocabulary and reading comprehension quizzes on the following units.

Vocabulary and Reading quizzes are available for several units. It is important that students know the schedule of the vocabulary quizzes and study for them. The vocabulary list and crossword puzzle exercises available in the Level binder will help students prepare, as will material in the resource section of the elpweb <<http://elpweb.com/resources/levels.php>>.

Reading Discussion

This assessment of both extensive and intensive reading will make up the other 25% of the grade. A single letter grade will be based on the frequency, length, and quality of the posts in an online discussion forum. A sample rating scale for the online discussion is available through OEKS for reading teachers to modify to suit their approach.

The level team has requested Moodle websites for each of the Eigo IIB courses and prepared a template containing discussion activities that reading teachers can use to get started. See the Shared Files (2007 Eigo IIA & IIB → Level 3 → Moodle) or any member of the Level 3 team for more information. Please check the ELP Newsletter or ask a full-time teacher for information about the computer facilities available for ELP use.

FLSC Book Borrowing

The Reading teacher should arrange to bring students to the FLSC during the first or second week of classes. During this time, students will have the opportunity to borrow a reader for extensive reading. Students may borrow books for two weeks and may renew them after that.

Eigo IIB Writing

Aims

Students will continue to:

- increase the formal accuracy of their writing
- expand their linguistic repertoire by using complex vocabulary and clause types
- develop awareness of the stages in the writing process
- engage in teacher and peer response activities designed to provide feedback
- become more effective at computer-based writing and editing

In addition, during the autumn term, students will:

- practice research skills
- use the 5-paragraph essay format
- learn how to summarize, paraphrase, and quote material from other sources in their writing

Textbook and Materials

The text *Passages Students Book 1* is used in both the Listening and Speaking and the Reading and Writing courses. To ease the organizational burden on teachers, sections labeled 'Writing' and 'Review of Units' are to be used exclusively in the writing component of Eigo IIB. As the main focus is on teaching a persuasive essay, it is recommended that teachers make use of Unit 12, which deals with 'dilemmas' and is designated entirely for writing classes.

Recommended text sections

Unit	Unit Theme	Page	Writing Focus
7	Telling the news	61	Narrative paragraphs
9	Putting the mind to work	77	Paragraph boundaries
Review of 7-9		82-85	Grammar review
11	On the other side of the world	97	Generating ideas for a composition
12	Dilemmas	102-109 (all pages)	Persuasive paragraphs
Review of 10-12		110-113	Grammar review

Two important goals are to increase students' accuracy at the sentence level and expand the linguistic resources they draw upon in their writing. To assist in these goals, the 'review of units' sections of *Passages* focus on reviewing grammar points presented in class. The idea here is to provide ample material for 'grammar mini-lessons', which should be incorporated into writing classes in response to student needs. Grammar points covered in the review sections are:

Review of Units 7-9	Review of Units 10-12
Adverbs	Noun clauses containing relative clauses
Present perfect vs. past continuous vs. past	Noun clauses beginning with question words, whether, and if
Should have and ought to have	Future perfect and future perfect continuous
Noun clauses introduced by it	Gerunds as objects of prepositions
Reduced relative clauses	Connectors for adding information
	Conditions with if, only if, unless, and even if

As you can see, this provides a foundation with much room for expansion. Additional materials will be available through the supplementary binder and the Obirin ELP Knowledge Sharing Network (OEKS). All Level 3 writing teachers are encouraged to submit materials via these means.

Coursework

Students must write *one multi-draft* essay during the autumn term. The supplementary binder for the writing component contains photocopyable resources including correction symbols, peer response tasks, and error treatment activities. Additional suggestions about how to guide students through the writing process appear in the spring term instructor's notes.

Assessment

The grading for the writing portion of the Eigo IIB course is based on a multi-draft persuasive essay. Teachers are encouraged to conduct informal ongoing evaluation of the essay writing process by collecting and marking thesis statements, reference lists, and drafts.

Writing Assessment (55% of Eigo IIB Grade)		
Persuasive essay reference list	Persuasive essay 1 st draft	Persuasive essay final draft
10%	20%	25%

Persuasive essay

This essay assignment should allow students to spend a good deal of time on generating ideas, planning, drafting, revising, and proofreading their writing. Students should also be introduced to the use of sources to support academic writing and be guided on how to incorporate quotations, paraphrase, and summaries in their writing, along with the appropriate formats for acknowledging the use of outside material in their essays (i.e., how to write in-text citations and a reference list).

The essay should include an introductory paragraph with a thesis statement, three body paragraphs supporting the thesis, and a concluding paragraph. Students should be given opportunities to brainstorm a topic which they are interested in writing about. Teachers may wish to structure this by asking students to develop ideas using the themes covered in the text (for example, Unit 12) as a starting point.

Resources

Teachers and students should visit ELP homepage for links to Internet-based writing resources. Additional teacher resources can be found in the ELP library.