PACE CLASSES: NEEDS ASSESSMENT, SYLLABUS DESIGN AND MATERIALS SELECTION

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I. *Introduction*

Effective language programs have at their core a syllabus optimized to the needs of the learners and the objectives of the instructor. Brown (1995, p.7) identified seven types of syllabus: structural, situational, topical, functional, notional, skills, and task. There are also lexical and process syllabi. Each organises materials in different ways, depending on student needs and teacher beliefs of how language is best learnt. To most efficiently help their learners, many teachers pick and choose from among these types which leads to mixed syllabuses and eclecticism (p.17). Bax (2003) argues for an eclectic approach, stating that context should be the primary consideration. The syllabus described here is for freshman PACE classes at Hitotsubashi University, and it is undoubtably eclectic; mostly task-based with some situational and functional elements. I have created this syllabus after considering the ELT context and expectations of the university, learner needs and diversity, and desired outcomes. I present it here in the hopes it will be adopted more extensively or at least generate discussion on the development of the PACE program.

II. *ELT Context*

PACE (Practical Applications in Communicative English) classes are compulsory for all freshman students in the Faculty of Commerce and Management at Hitotsubashi University. Students are streamed into 16 classes based on their TOEFL (paper) test scores, and each of the three classes I teach contains 18 students. University guidelines state the aim of these classes is "to boost student enthusiasm for English". Fluency and confidence in English are considered essential for future careers in an increasingly English-speaking business world. PACE instructors have complete autonomy over syllabus design.

90 minute classes meet twice a week for the entire year, for a total of 60 class periods. I teach students with TOEFL (paper) scores from 320 to 460 (intermediate-ability). In 2014, 90% were male, and all were 18 or 19 year old Japanese. A similar demographic was observed in 2013 and is expected in 2015. The PACE program operates in an EFL environment, so opportunities for target-language (L2) interaction outside of the classroom are limited.

The syllabus described herein has been developed based on the previous two years' experience teaching the same classes, consideration of student feedback, and personal reflection.

III.   *Syllabus Components*

This syllabus prioritises communicative competence, and aims to increase fluency, vocabulary and interpersonal skills which will be of use to business students in their future careers. A task-based textbook titled "Widgets" is used to develop speaking and listening skills. Extensive reading and regular journal writing target reading, writing and fluency skills.

There are five components to the syllabus:

i) The "Widgets" textbook. This textbook follows a 'strong' TBL (Task-Based Learning) approach. Students imagine they are new recruits at a struggling business called "Widgets Incorporated", and must create and market a new product to save the company. Tasks are sequenced logically, from product design, proposal, selection, market research, analysis, presentation of findings, and advertising (Table 1). In this way there is a meta task (to create and market a new product to save the struggling company), with smaller subordinate tasks building towards it. All tasks would be described as 'real world' in nature, and as all of the students are interested in business they can participate enthusiastically.

TABLE 1.   MAJOR "WIDGETS" TASKS COMPLETED THROUGHOUT THE YEAR

Task 1	Research and development
Task 2	Product proposals
Task 3	Poster presentations
Task 4	Sales and marketing: market research
Task 5	Market reserch analysis
Task 6	Market research presentations
Task 7	Infomercial research & planning
Task 8	Infomercial production (video)
Task 9	Resume and job interview

ii) Extensive reading (ER). ER can build fluency and greatly improve confidence. Hu & Nation (2001) determined that for reading to be pleasurable a 98% comprehension level is required (Figure 1). Students are expected to read about 15,000 words a week from graded readers at or below their level. After reading each book they complete a ten-item comprehension quiz on the MReader website (www.mreader.org) in order to earn reading points (see assessment, section V). 15,000 words earns 1.5 points and requires an average of 20-30 minutes of reading a day (Figure 2).

iii) ER activities. Classroom activities related to ER include book reports (written and spoken), 'think, pair, share' book summaries, predicting and re-imagining how a book ends, and casual 'book chats'. Weekly timed readings measure changes in reading speeds and development of comprehension skills such as inferring, summarising and distinguishing facts from opinions.

iv) Journal writing. One page of a B5-sized notebook is written each week, mostly outside

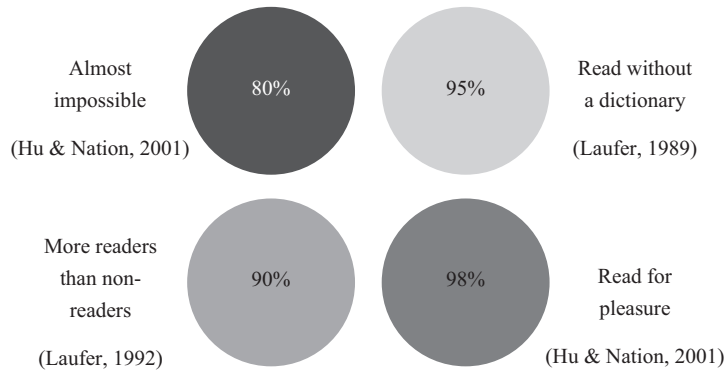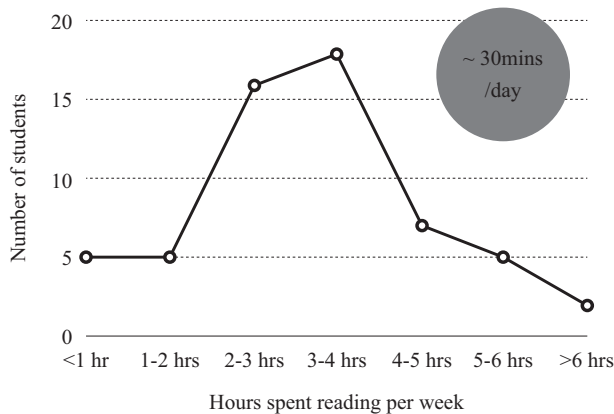FIGURE 1.   STUDIES OF LEVELS OF READING COMPREHENSION

Almost
impossible

80%

(Hu & Nation, 2001)

95%

Read without
a dictionary

(Laufer, 1989)

More readers
than non-
readers

90%

98%

Read for
pleasure

(Laufer, 1992)

(Hu & Nation, 2001)

FIGURE 2.   DATA FOR WEEKLY READING RATES FROM 54 STUDENTS IN PACE CLASSES
16, 15 & 14, 2014 ACADEMIC YEAR

~ 30mins
/day

Number of students

20

15

10

5

0

<1 hr   1-2 hrs   2-3 hrs   3-4 hrs   4-5 hrs   5-6 hrs   >6 hrs

Hours spent reading per week

Note: Most students devoted approximately 30 minutes per day on extensive reading.

of class. Topics and ideas are sometimes provided, other times the topic is open. Student compositions are regularly used for communicative speaking tasks in class, in cooperative learning 'think, pair, share' activities, for example. Every three weeks students select one entry for grading of content and accuracy. This requires them to consider their compositions, be critical of their own work, and select the piece they are most proud of.

v) Vocabulary building. 'WordEngine' (www.wordengine.jp) is an online service which uses spaced repetition to increase vocabulary acquisition. Learners study a customised vocabulary training program tailored to their needs. The software creates a study program for each individual based on the results of a vocabulary test and whether the learner specifies they wish to improve TOEIC, TOEFL, IELTS, EIKEN, business or general

English vocabulary. By practicing for around 5 minutes a day, and making 150 correct responses a week, points are earned towards their final grade.

Table 2 summarises the English skills targeted by each component of the syllabus. Grammar is addressed through a focus on form as the need arises.

TABLE 2.   COMPONENTS OF THE SYLLABUS AND THE ENGLISH SKILLS THEY TARGET

	Widgets	ER	ER activities	Journals	WordEngine
Speaking	+++		++		
Listening	+++		++		
Reading		+++			
Writing			++	+++	
Vocabulary	+	++	+	+	+++
Grammar	Focus on Form as needed				
Fluency	+++	+++	+	+	+
Confidence	+++	+++	+	+	+

Note: Widgets = task-based textbook; ER = extensive reading; WordEngine = vocabulary training application.

IV.   *Rationale*

This syllabus (see Appendix) is task-based and communicative, and private study outside of class is emphasised. This approach maximises target language exposure to increase fluency and confidence in English. A task-based approach can effectively address the needs of PACE students and is a refreshing change from the grammar-translation classes most Japanese students are accustomed to.

1.   EFL in Japan

Helgessen (1993) states many Japanese college students "may be studying English simply because they have to. Goals, if they exist at all, are vague". To some extent, the context in which freshman PACE classes are taught mirrors this sentiment: the classes are compulsory, some students lack motivation, and the university guidelines, "to boost student enthusiasm for English", are vague.

Demotivation amongst learners to participate in class can be due to several factors. Firstly, the notorious 'escalator system' means that once a student enters a Japanese college, they are sure to graduate. Secondly, in relation to EFL classes, Bamford (1993, p.63) explains that most Japanese students "have been trained to use a single strategy for dealing with unfamiliar written language: transpose it word-for-word into Japanese". He goes on to say that "the tradition of using the "grammar-translation" method is so strong that it is practically synonymous with English education in Japan". Nozaki (1993, p.28-29) agrees that Japanese students "have been trained to read and analyse sentences grammatically, but have had no practice in developing speaking and listening skills". Despite six years of English classes leading up to the university entrance exams, students hardly ever speak English (Wachs, 1993).

Consequently, disillusionment is common and many Japanese students hesitate to speak English or lack confidence in their abilities. This is despite being quite knowledgeable of grammar and vocabulary as a result of intense preparation for the university entrance examinations.

2. Student Needs

Table 3 shows the results of a simple needs analysis conducted at the beginning of the 2014 academic year. Most students identified reading as their strongest English skill, and speaking as their weakest. Since grammar-translation dominates much English teaching in Japan, this is not surprising.

TABLE 3.   SELF-ASSESSMENT OF ENGLISH SKILLS
(54 students, multiple skill selections possible)

English Skill	Strength	Weakness
Reading	29	3
Writing	5	4
Speaking	3	25
Listening	10	11
Grammar	3	5
Other *	3	4

Note: * includes vocabulary, enthusiasm, pronunciation, intonation, not shy, everything, nothing.

Research shows a considerable washback effect as a result of university entrance exam preparation. Speaking is not prioritised as it is not a feature of the exams. Instead, students must learn grammar and low frequency words (LFW). Corpus studies (O'Keeffe, McCarthy and Carter, 2007, p.32) show that the bulk of spoken and written communication is conducted with the first 2000 most frequently used words of English. These are the high frequency words (HFW), and they cover 83% of communication. The next 2000 words cover an additional 5% of everyday communication. The 3rd, 4th and 5th 2000 word sets are low frequency words (LFW), and learning them provides a significantly smaller return on investment (3%, 2% and 1% of everyday communication respectively).

Browne (1996) concluded the average Japanese university student has a vocabulary of around 2000 words, but many of them are LFW. In his study, students knew only 60% of the first 2000 HFW (p.35). Studies have shown that the first 2000 HFW comprise only 70% of the vocabulary used in Japanese university entrance exam test papers. Test makers use LFW in their questions to make them more difficult (Kikuchi, 2006), therefore high school teachers must prioritise teaching those LFW. However, without mastering the first 2000 HFW, it is not possible to become competent and confident communicators. Clearly, there is a need for speaking practice and vocabulary review to reinforce the HFW.

3. Methods and Approaches

Extensive reading (ER) offers repeated comprehensible exposure to HFW, and vocabulary training can increase HFW knowledge. Communicative task-based activities and cooperative

learning enable extensive communication practice to build fluency, competence, and communicative confidence.

(1) Communication

Swain (1995, cited in Breen, 2001, p.154) suggests that a lack of opportunity for oral participation may explain non-target-like features in language production by many learners. Communicative tasks provide opportunities to produce language, rather than just analyse and translate it. Focus on form is provided pre- and post-task as needed. Engaging, fun, varied task-based communicative classes help "to boost student enthusiasm for English".

(2) Cooperation

In cooperative learning (CL) every student has an equal opportunity to participate in activities, regardless of ability. Each member is responsible for fulfilling their own share of the work, and this promotes positive interdependence and reduces the possibility of "free riders" not contributing to the task (Kagan, 1994). Jacobs, Power & Loh (2002) note an increase in frequency of English usage as a result of CL and a maximising of student-student interaction. CL promotes "the interpersonal and small group skills needed to interact effectively with other people" (Johnson & Johnson, 1999, p.239), a useful transferable skill for business students. Johnson, Johnson & Holubec (2002, p.6) promote CL as a way of raising self-esteem through social competence, which is beneficial for introverted learners and those lacking confidence. CL activities such as 'circle chats', 'jigsaw reading', and 'think-pair-share' are frequently utilised.
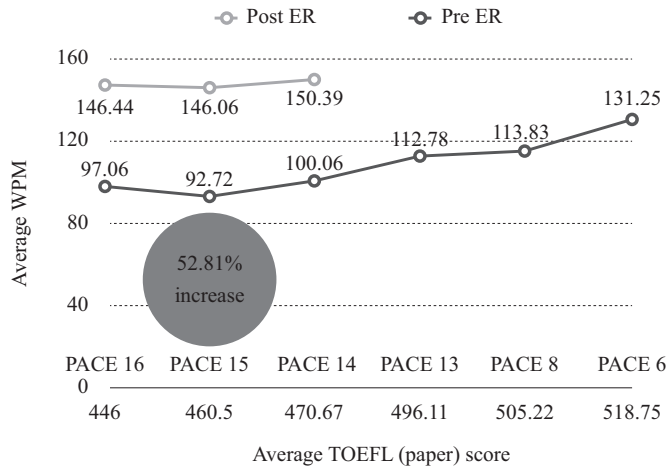
(3) Task-based learning

Exposure to the target language, opportunities to use the target language for real communication, and motivation, are three essential conditions for language learning which are met by a task-based approach (Willis, 2000, p.15). While Ellis (2009, p.222) notes that "questions have been raised by Li (1998), Carless (2004), and Butler (2005), among others, as to whether TBLT (Task-Based Language Teaching) is practical in Asian countries", this is not an issue in this context. Engaging focused and unfocused tasks in the business simulation, writing, and ER activities, provide conditions for a learner-centred environment in which L2 fluency and increased enthusiasm for English can develop.

(4) Autonomy

Guided self-study is an important part of successful language learners' strategies, particularly in an EFL context where there are few opportunities for L2 interaction outside the classroom. 70% of the final grade is earned through self-directed study of three types: extensive reading, vocabulary building, and weekly writing journals.

Gass and Selinker (2008, pp.429-430) refer to studies indicating that "motivational arousal is greatest for tasks that are assumed to be of moderate difficulty ... we try hardest for things we consider challenging but not nearly impossible", and Willis (2000, p.14) points out that by setting achievable goals, teachers can motivate students. The goals set following this syllabus were challenging but attainable, and produced impressive gains in 2014. Test results showed an average 52% increase in reading rates (Figure 3), and an average 18% increase in TOEFL scores following this syllabus (Figure 4).

FIGURE 3.   CHANGES IN READING RATES OVER THE 2014 ACADEMIC YEAR

○ Post ER   ● Pre ER

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        160 ┄┄┄┄┄┄┄┄┄┄┄┄┄┄┄┄┄┄┄┄┄┄┄┄┄┄┄┄┄┄┄┄┄┄┄┄
                 ○─────────○───────────○
              146.44    146.06      150.39                      131.25
        120 ┄┄┄┄┄┄┄┄┄┄┄┄┄┄┄┄┄┄┄┄┄┄┄112.78┄┄113.83┄┄┄┄┄
    Average WPM               100.06
         97.06              ●
              ○           ○
        80 ┄┄┄┄┄┄┄92.72┄┄┄┄┄┄┄┄┄┄┄┄┄┄┄┄┄┄┄┄┄┄┄┄┄┄┄

                 ╱       ╲
                ( 52.81%  )
                ( increase )
        40 ┄┄┄┄┄╲┄┄┄┄┄┄╱┄┄┄┄┄┄┄┄┄┄┄┄┄┄┄┄┄┄┄┄┄┄┄┄┄┄

             PACE 16   PACE 15   PACE 14   PACE 13   PACE 8   PACE 6
          0 ─────────────────────────────────────────────────────
              446       460.5     470.67    496.11    505.22   518.75
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Average TOEFL (paper) score

Note: WPM = words per minute.

1) Extensive reading

Extensive reading (ER) is a component of this syllabus for several reasons: (1) needs analysis reveals reading as the skill most students have the greatest confidence in, and by nurturing this sentiment I hope to increase enthusiasm for English; (2) ER is an effective way to increase target-language contact outside the classroom; (3) research shows multiple linguistic and motivational benefits of ER (Table 4). Students are encouraged to read for 20 minutes daily.

2) Vocabulary

ER provides repeated exposure to and reinforcement of HFW, but only incidental opportunities for vocabulary acquisition. Therefore, focussed vocabulary training is also necessary. Students register for an online WordEngine account and engage in daily vocabulary training sessions. WordEngine uses spaced repetition to increase retention. Weekly targets of 150 correct responses require around 5 minutes engagement a day.

3) Journaling

Writing journals can "foster learners' writing motivation and enhance their writing skill" (Tuan, 2010), as well as change attitudes towards writing in English by enhancing their confidence (Takaesu, 2012). Freed from strict academic writing rules, learners can experiment with the target language during creative writing tasks. Students are required to write approximately 500 words a week.

FIGURE 4.   CHANGES IN TOEFL SCORES OVER THE 2014 ACADEMIC YEAR

a. All 16 Classes in the PACE Program
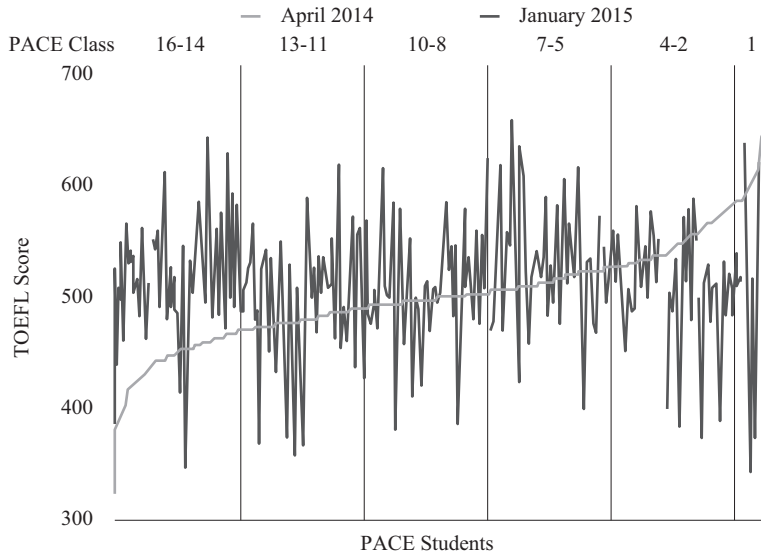
b. Detail of Classes 16, 15 & 14
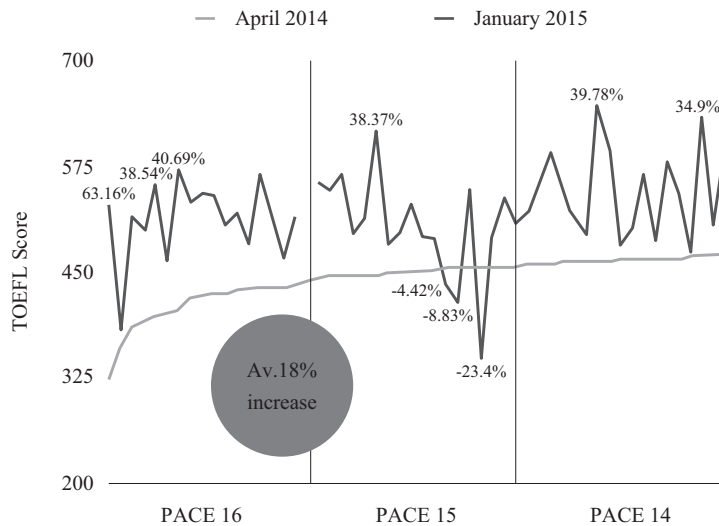
Note: Classes 16, 15 & 14 were the only classes to follow this syllabus. These were the lowest-ability students, however their TOEFL scores increased the most. Many outperformed students in all other classes.

TABLE 4.   RESEARCH SHOWING THE BENEFITS OF EXTENSIVE READING (ER)

Benefits of ER	Example studies
Acquiring literacy in a second language.	Constantino (1994), Elley (1991), Elley and Mangubhai (1993), Hafiz and Tudor (1989), Tudor and Hafiz (1989), Waring (2009).
Significant reading rate gains.	Beglar and Hunt (2014), Beglar, Hunt and Kite (2012), Carver and Lieber (1995).
Improved comprehension scores.	Bell (2001).
Vocabulary acquisition.	Coady (1997), Pigada and Schmitt (2006), Waring and Nation (2004).
Improved attitudes towards L2 learning.	Al-Homoud and Schmitt (2009).

Note: Adapted from Hunt, 2014a and Hunt, 2014b.

V.   *Assessment*

Assessment is performance-based and determined by task completion. Points are earned progressively throughout the semester following the criteria in Table 5. Starting at zero, learners earn points towards their final grade as they read books, write journal entries, reach vocabulary targets, and complete other tasks. Learners need to obtain 60 points for a C grade, 70 points for a B grade, and 80 points for an A grade. In this way the class is somewhat gamified, and learners have some choice in the type of self-study they focus on to suit their personal needs and preferences.

TABLE 5.   ASSESSMENT PERCENTAGE FOR EACH COMPONENT OF THE SYLLABUS

Component of Syllabus	Points
Widgets: two artefacts, a product proposal form (A = 6, B = 5, C = 4) and an A1 size poster (A = 8, B = 7, C = 6). Group presentation (A = 6, B = 5, C = 4).	20
Extensive Reading (ER): one point per 10,000 words read.	30
ER activities: continual assessment of active participation in weekly activities.	10
Journals: each weekly entry earns one point (13 weeks = 13 points). Four entries selected by learner can earn bonus points for content and accuracy (A = 3, B = 2, C = 1, max. 12 bonus points available).	25
WordEngine: each 150 word weekly target achieved earns one point.	15

VI.   *Evaluation*

In past years this syllabus has proven to be successful with my primarily male, young adult Japanese, intermediate-ability students. To illustrate, Table 6 shows feedback on the ER component from the 2014 academic year.

TABLE 6.   FEEDBACK ON THE ER COMPLEMENT FROM THE 2014 ACADEMIC YEAR

	Agree (%)	Disagree (%)
ER has been hard work	65	11
ER is enjoyable	57	13
ER has increased my reading speed	81	2
ER has made me more confident about English	64	9
ER has improved my vocabulary	39	33
ER is enjoyable and effective	85	2

Most students agreed with the statements in the ER feedback survey, particularly that it was effective despite being hard work. The following student comments are also illustrative (italics added by the author):

"I enjoyed this ER ... I didn't have much time to read books ... *I made my free time reading time* ... I could enjoy reading ... *I want to do this ER in next semester*."

"ER is useful to me. I forgot many words before but the ER help me to remember those words again. *ER also make me more confident about my English*."

"... books were easy to read and it is fun to read them for me. When I look on recording sheets, *I'm proud of me* because I succeed in reading many English books."

Students could also notice the increase in their own reading speed, and this was supported by the data collected at the beginning and end of the semester measuring their reading speeds in words per minute.

Students in PACE classes 16, 15 and 14 outperformed those in much higher-ability classes, and achieved what many of them believed was impossible - reading for pleasure in English. Additionally, the Widgets textbook has worked very well with this level of students.

However, many felt that ER alone had not appreciably increased their vocabulary (only 30% of students felt that it had). For 2015 I have added the WordEngine vocabulary training and weekly journal writing tasks and am eager to hear student feedback on these components. A syllabus is never complete as it is a teaching guideline that must be continually evaluated and modified to best serve each new group of learners. As Brown (1995, p.4) notes, "Good teachers are continuously learning new things about the theory of language and language learning, and changing the design and delivery of their instruction as a result of this new information". I believe that this syllabus adequately considers the teaching context and achieves its objectives to develop L2 fluency and "to boost student enthusiasm for English".

Appendix

"Practical Applications for Communicative English" Course Syllabus

Overview

This course is a compulsory, first-year subject within the Faculty of Commerce and Management's undergraduate curriculum. It consists of general English skills development and an extended business simulation program in which students take part in a virtual marketing internship. Extensive reading and vocabulary training are to be completed outside of class. The class meets twice a week for the entire academic year, for a total of 60 class periods.

Aims

This course aims to develop English skills to enable students to be more confident communicators, to give them an advantage in the global business community.

Objectives

The objectives of this course are to improve English communication skills and build confidence and fluency using English. By the end of this course, students will be able to:

1. Be aware of politeness and use language appropriate for business environments.
2. Cooperate in a group and come to group decisions using only English.
3. Make group and individual presentations in English to an audience of peers.
4. Make a questionnaire, conduct a survey, analyse and present the results in English (Fall semester).
5. Create a 10 min video commercial in English (Fall semester).
6. Read level-appropriate novels in English, summarise and discuss them.
7. Compose university-level written assignments in English on a range of topics.

Methodology

In this course, students will imagine that they are new employees at an exciting international company called 'Widgets Incorporated'. Students will work together in small groups on exciting simulated projects as a member of a team. After orientation and getting to know their new co-workers, students will brainstorm several new products to be developed, evaluated, submitted to market research, and finally advertised in a TV infomercial. Through these fun task-based activities, students should have plenty of opportunity to use and improve their English communicative abilities, which will serve them well in the future should they enter the global business community. In addition, students will engage in an extensive reading program to improve English fluency. The course methodology is a combination of task-based and

simulation learning and will involve engaging with business-related content and reacting through discussions, written work and presentations.

Relation with Other Courses

This course will provide additional training in the four skills of listening, speaking, reading and writing, as well as an opportunity to develop communication/discussion, group work and critical thinking skills, to complement current and future English classes.

Schedule

Key: W - Widgets textbook; WCC - Water Cooler Chat; J - Journaling; TPS - 'Think, Pair, Share'; SSR - Sustained Silent Reading; TR - Timed Reading; ER - Extensive Reading; BC 5x2 - Book Club (5min spoken book summary, twice); BC 321 - 3min spoken book summary, 2min summary, 1 min summary; V - Vocabulary Training (WordEngine).

Lesson#	Title	Goals & Tasks	Homework
1	Introduction and course details	1. Getting to know the teacher - in groups: speculate, write, present, question. 2. Syllabus description.	Purchase class materials
2	Welcome to Widgets Incorporated	1. Getting to know each other (TPS)- in pairs: 1 min self intro preparation, 2 min self intro, peer listens, no notes, 1 min introduce your peer to group. 2. W - p.2-6. Listening: learn about 'Widgets Inc.' Make a business card, practice handshakes and ice breakers.	Purchase class materials
3	Why read? Introduction to Extensive Reading.	1. ER introduction. 2. Library orientation. Level check and book selection.	1. Set up MReader account. 2. ER
4	Appropriateness of conversation topics	1. W - p.7-10. Listening: learn about the president of 'Widgets'. Learn about personal questions and when they are inappropriate. 2. Vocabulary level test and WordEngine introduction.	1. Set up WordEngine account. 2. V 3. ER
5	Reading Lab 1	1. TR. 2. SSR. 3. Journaling introduction.	1. V 2. ER 3. J - "My goal this year".
6	Learn about Widgets products	W - p.11-16. Learn what a water cooler chat (WCC) is and get to know classmates a little more "around the water cooler". Describe Widgets products to partners and do an information gap task.	1. V 2. ER 3. J - "My goal this year".
7	Reading Lab 2	1. TR. 2. TPS - "My goal" journal entry. 3. SSR.	1. V 2. ER 3. J - free topic

Lesson#	Title	Goals & Tasks	Homework
8	Learn about Widgets Departments	1. WCC 10mins. 2. W - p.17-19. Listening - Understand the role of different departments in a company. 3. Adjectives to describe character. Match character traits to departments and decide which is best for you. 4. Self evaluation 1	1. V 2. ER 3. J - free topic
9	Reading Lab 3	1. WCC 10mins. 2. TR. 3. TPS - free topic journal entry. 4. BC - how to summarise a book.	1. V 2. ER 3. J - "Sports"
10	Learn about Research & Development	1. WCC 10mins. 2. W - p.20-25. Listening - what is the problem at Widgets? 3. Review adjectives of character. What makes a good leader? Elect a project manager for your group. 4. Giving reasons and explaining opinions.	1. V 2. ER 3. J - "Sports"
11	Reading Lab 3	1. WCC 10mins. 2. TR. 3. BC 321 4. SSR	1. V 2. ER 3. J - to be decided
12	Analyze pros & cons of Widgets products	1. WCC 10mins. 2. W - p.26-31. Describe Widgets products to partners and do information gap task. 3. Brainstorm problems in your everyday life.	1. Think of 8 problems and 8 creative (gadget) solutions 2. V 3. ER 4. J - to be decided
13	Reading Lab 4	1. WCC 10mins. 2. TR. 3. TPS - journal entry 4. SSR.	1. V 2. ER 3. J - to be decided
14	Share Widgets product ideas	8 problems and 8 creative (gadget) solutions homework due 1. WCC 10mins. 2. W - p.32-33. Share problems and solution ideas. Choose your best three and TPS (describe to your partner, they describe to your group). Take notes and discuss all ideas.	1. V 2. ER 3. J - to be decided
15	Reading Lab 5	1. WCC 10mins. 2. TR. 3. BC 5x2 4. SSR.	1. V 2. ER 3. J - to be decided
16	Work on product proposal form	1. WCC 10mins. 2. W - p.33-36. Choose your best product idea and create a product proposal form (draw an annotated picture, describe the product, choose a creative name).	1. Product proposal form 2. V 3. ER 4. J - to be decided

Lesson#	Title	Goals & Tasks	Homework
17	Mid-term consultations	Individual 10 minute consultations. J. SSR.	1. V 2. ER 3. J - to be decided
18	Describing products	Product proposal form HW due. 1. WCC 10mins. 2. W - p.37-45. Describe Widgets products to partners and do an information gap task. 3. Listening: a message from the finance department - note taking. 4. Considering good and bad points of products. 5. Self evaluation 2.	1. V 2. ER 3. J - to be decided
19	Mid-term consultations	Individual 10 minute consultations. J. SSR.	1. V 2. ER 3. J - to be decided
20	Disagreeing politely. Debate preparation	1. WCC 10mins. 2. W - p.46-49. Agreeing, disagreeing and disagreeing politely. 3. Mini debates to practice disagreeing politely.	1. Pros and Cons debate preparation. 2. V 3. ER 4. J - to be decided
21	Reading Lab 6	1. WCC 10mins. 2. TR. 3. TPS - journal entry 4. SSR.	1. V 2. ER 3. J - to be decided
22	Debate. Analyzing pros & cons	Debate day. 1. WCC 10mins 2. W - p.51-52. Debating the pros and cons of products.	1. V 2. ER 3. J - to be decided
23	Reading Lab 7	1. WCC 10mins. 2. TR. 3. BC 321 4. SSR.	1. V 2. ER 3. J - to be decided
24	Poster presentation preparation	1. WCC 10mins. 2. W - p.53. Choose the best product by debating pros and cons of each product proposal form. 3. Make a poster for a group presentation describing each product and explaining why you chose the one you did.	1. Poster presentation preparation. 2. V 3. ER 4. J - to be decided
25	Reading Lab 8	1. WCC 10mins. 2. TR. 3. BC 5x2 4. SSR.	1. V 2. ER 3. J - to be decided
26	Poster presentation preparation	1. WCC 10mins. 2. Practice group poster presentations. Think about good presentation technique (no reading, eye contact etc.)	1. Poster presentation preparation. 2. V 3. ER 4. J - to be decided

Lesson#	Title	Goals & Tasks	Homework
27	Reading Lab 9	1. WCC 10mins. 2. TR. 3. TPS - journal entry 4. SSR.	1. V 2. ER 3. J - to be decided
28	Poster presentations	Poster presentations. 1. WCC 10mins. 2. W - p.54. Group poster presentations (10mins). Present to three other groups. 3. Self evaluation 3.	1. V 2. ER 3. J - to be decided
29	Reading Lab 10	1. WCC 10mins. 2. TR. 3. BC - 32. "My favourite book this semester" 4. SSR.	1. V 2. ER 3. J - to be decided
30	Review and feedback	* WCC 10mins. * Questionnaire about the course * J - Best point, worst point this semester.	

Textbooks and Materials

"Widgets: A task-based course in practical English" by Marcos Benevides and Chris Valvona. Pearson Longman. ISBN 978-962-01-8953-1

WordEngine annual subscription - 50% discount promotion code available from teacher.

B5 6mm lined notebook

Requirements & Grading Criteria

Product Proposal Form 6%; Poster Presentation 14%; Extensive Reading 30%; Active Participation in Reading Labs 10%; Vocabulary Training 15%; Journal Writing 25%.

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