

Article

Oral Communication in World Englishes:

A Class that Connects English to the World and the World to English

David Kluge

ABSTRACT

This paper introduces a university English oral communication course that the author has developed and taught for 13 years which included the use of news articles, but which has been completely revised in the second semester of the 2019 academic year so that the activities are more integrated. The integration makes each activity support the next activity, making the class possibly more effective in improving presentation and discussion skills in English. The paper first describes the course as it used to be taught and how it is taught now, then explains each of the individual activities, and next shows how the activities fit together, including suggested improvements based on this year's experiences. A list of the almost 200 news article titles the students introduced and discussed as well as student evaluations and reflections on the suite of activities based on news articles are also included.

この論文では、著者が13年間にわたって開発および指導した大学の口頭コミュニケーションコースを紹介します。これにはニュース記事の使用が含まれますが、活動がより統合されるように2019年度の第2学期に完全に改訂されました。この統合により、各アクティビティは次のアクティビティをサポートし、英語でのプレゼンテーションとディスカッションのスキルを向上させるのにクラスをより効果的にすることができます。このペーパーでは、最初に教えられていたコースと現在どのように教えられているかを説明し、次に個々のアクティビティのそれぞれを説明し、次に、今年の経験に基づいて提案された改善を含め、アクティビティがどのように適合するかを示します。学生が話し合った約200のニュースタイトルのリスト、および学生の評価とニュース記事に基づいた一連のアクティビティに関する考察も含まれています。

Commonsense tells us that oral communication is useless unless there is something to say; that is, content is important. In addition, an informed electorate that is knowledgeable of factual current news is important for democracy and society. An English communication class that includes the use of news as the basis for communication practice benefits the student and society. This paper introduces an English oral communication course that the author has developed and taught for 13 years which included the use of news articles as one activity among many, but which had been completely revised in the second semester of the

2019 academic year so that several activities were more integrated with the news activity. The integration was structured so that each activity informs and supports the next activity, making the class possibly more effective in improving presentation and discussion skills in English and strengthening the students' knowledge of current local, national, and world events. The paper first describes the course as it used to be taught and how it is taught now, next explains each of the individual activities, and then shows how the activities fit together, including suggested improvements based on this year's experiences. A list of the approximately 200 news article titles the students introduced and discussed as well as student evaluations and reflections on the suite of activities based on news articles are also included.

Literature Review

Three things are important for young people in society: news reading, media literacy, and performance skills. News reading is an important activity for people in a democracy to prepare a well-informed electorate. Rubin (2013) lists nine reasons why news is important:

1. News makes us informed citizens
2. News keeps us safe in emergencies
3. News broadens our worldview
4. News teaches critical thinking
5. News improves our writing
6. News is full of leadership lessons
7. News is a trove of career advice
8. News gives us a front-row seat to history
9. News is our collective watercooler

All nine reasons are valid and show how important news is. Japan is a society that agrees with Rubin. According to Japan's Ministry of Internal Affairs and Communications (2018, p. 196), Japan ranks second in the world in newspaper circulation with 0.75 newspapers per household, almost twice the number of third-place Germany, with many Japanese people receiving their news from the Internet, which is being used extensively; according to the Ministry, "the [Internet] usage rate exceeded 90 percent in each age group between 13 to 59 years old" (2018, p. 90).

The changes over the years in the way messages are created and communicated, starting with print media and moving to electronic media, and the way learning is conducted have caused literacy to go beyond just referring to the ability to read and write to now include the concept of "media literacy." Media literacy is defined as "the ability to identify different types of media and understand the messages they're sending" (Commonsensemedia.org, n.d.). To be more specific, media literacy is "knowing how to access media, understand the

different parts of the message, evaluate the content of the message, and produce media messages in a variety of forms, such as digital photographs, video, and websites" (Thoman & Jolls, 2008, p. 42). Media literacy is important as a skill for modern youth. As McLuhan (qtd. in Share & Thoman, p. 9) so famously stated:

Would it not seem natural and necessary that the young be provided with at least as much training of perception in this graphic and photographic world as they get in the typographic? In fact, they need more training in graphics, because the art of casting and arranging actors . . . is both complex and forcefully insidious.

Media literacy is also important for democracy. Share and Thoman (2007), authors of *Teaching Democracy: A Media Literacy Approach*, state:

American culture has long held that literacy is the foundation for citizenship and democratic participation. By this we mean much more than just the ability to read or write words on a printed page or names on an election ballot. In its truest sense, literacy is the ability to "make meaning" out of the words and/or images that are used to construct a message. (p. 9)

They continue to state that "Now more than ever, our country and our world need active citizens who are media literate to challenge dominant myths, represent marginalized voices, and present socially just alternatives for the vibrant democracy we must actively create together" (p. 9).

As valuable as content, performance is important for learning (Newmann & Wehlage, 1995). Based on five years of research of thousands of students in numerous schools around the country for a period of five years, they conclude that "three criteria, construction of knowledge, through disciplined inquiry, and to produce discourse, products, and performances have meaning beyond success in school define authentic achievement" (p. 11). Performance is not the only way to achieve authentic achievement, but is one of three ways, and is focused on in this article, although the other two ways (producing discourse and products) also are present in the suite of activities described.

The bases of the following activities in the Oral Communication IV course are the reading of news, learning and practicing media literacy, and developing speech and discussion performance skills in oral communication.

Course Description

This is the original course description that was used for 12 years from April 2006 until January 2018 (Figure 1, see the complete course description with syllabus in Appendix A):

Oral Communication IV

Description:

This is a course that uses readings, movies, and student-created discussion topics to improve oral communication.

Goals: The student will . . .

1. understand news articles.
2. learn how to better discuss a topic.
3. learn how to give an impromptu speech.

Activities: The student will . . .

1. read and discuss news articles.
2. listen to a passage and discuss the topic.
3. create impromptu topics.
4. give a 3-minute impromptu speech on the topic.
5. watch a movie.
6. answer questions on the movie.
7. discuss the movie.

Figure 1. Course description for Oral Communication IV course 2006-2012.

As can be seen in Figure 1, there were movie viewing and discussion activities as well as listening activities, and the news articles were only one element of the course. The other activities, including discussions and speeches, were course activities, but they were separate, stand-alone ones that had no connection to the newspaper articles.

When creating the course description for the Oral Communication IV (OCIV) course for the 2019 academic year, new activities using news articles that I had developed for a different course were incorporated into the OCIV course. The following (Figure 2) is the new course description. (See Appendix B for the complete revised course description and syllabus for the course.) The revised course description still has the movie and listening activities, but the new elements regarding news articles have been highlighted:

Oral Communication IV

Description:

This is a course that uses readings, movies, and student-created discussion topics to improve oral communication.

Goals: The student will . . .

1. understand news articles.
2. learn how to better discuss a topic.
3. learn how to better give a speech.

Activities: The student will . . .

1. read and discuss news articles.
2. listen to a passage and discuss the topic.
3. create a speech.
4. give a speech.
5. watch a movie.
6. answer questions on the movie.
7. discuss the movie.

Figure 2. Course description for Oral Communication IV course 2019.

The highlighted differences seem minor as listed but are major changes in the execution of the activities. The differences manifest themselves in two areas: activities description and activities integration, described in the following sections.

News Article Activities Description

This is a list of the activities in the revised class.

1. News Article Search
2. News Article Summary
3. News Article Media Literacy Check
4. News Article Speech
5. News Article Speech Evaluation
6. News Article Introduction
7. News Article Discussion
8. News Article Discussion Evaluation

The eight activities are described below:

1. News Article Search

Students are required to find on the Internet a news article in English. The students must bring at least one paper copy of the article to class for the teacher. The topic and length of article is not restricted.

2. News Article Summary

Students are asked to read the article they found, then summarize it by highlighting and

labeling the following:

- A. Name of source
- B. Title of article
- C. Author
- D. Date
- E. Main points
- F. Supporting information

3. News Article Media Literacy Check

In order to check the validity of the news article, students will need to complete a Media Literacy Check by filling out a worksheet. (See Appendix C.) Note: This activity was not done in the 2019 academic year but was discussed with the students and will be included in the 2020 academic year.

4. News Article Speech

Students must prepare a short speech on the article they found, based on a rubric that was explained to them. (See Appendix D.) They must use their smartphone and video record their speech.

5. News Article Speech Evaluation

Students watch their video of their short speech and evaluate it according to the same rubric they used to create, practice, and perform the speech. (See Appendix D.)

6. News Article Introduction

Students prepare a short description of the article they found. They present the news article to their group based on their summary of the article.

7. News Article Discussion

Students have a formal discussion on the topic of the article that one member of their group introduced. (See Appendix E for directions on how to conduct a formal discussion.)

8. News Article Discussion Evaluation

Students evaluate their own role in the formal discussion of the article. (See Appendix F for the activities self-evaluation sheet which includes discussion evaluation.)

News Article Activities Integration

The news activities described above seem slightly interesting but not extremely interesting or useful until the way they are integrated is understood by looking at the activities as they are done sequentially, described below in the order that they are introduced and practiced.

Class One

1. Teach about Media Literacy. (See Appendix C for the sheet that was prepared for the course but will not be used until 2020 due to lack of time in 2019.)

2. Assign students to search the Internet to find an interesting news article in English for the next class. No other limitation is put on the article.
 - Print out one copy for self and one for the teacher.
 - Highlight and label the title of the website, title of the article, date of the article, topic of the article, main points, supporting points.

Class Two

1. In groups of 4-5, each student introduces his/her article.
2. When the articles are all introduced to the group, on the count of three, all students in the group point to the person who brought what they believe was the most interesting news article.
3. That person who brought the most interesting article is responsible for sending the URL for the news article to the other students in the group via LINE.
4. Students in the group must read the article for the next class in preparation for the formal discussion of the article. The person who brought the article will become the discussion leader and so must prepare some questions for the discussion.
5. Each student must prepare as homework a speech on the article they introduced this day to be performed next class, practice the speech, video record themselves giving the speech, and evaluate the speech.
6. Each student must search for a new news article to present to the group using the popularity of the articles presented that day as a guide for choosing the next article.
7. Each student must complete a Media Literacy check by filling out the Media Literacy Worksheet. (To be done in 2020.)
8. Each student must complete a self-evaluation of the day's activities. (See Appendix F.)
9. Students listen to an audio recording of a problematic situation and then in groups do an informal discussion of the problem.
10. Students learn about formal discussion. (See Appendix E.)

Class Three

1. Each student practices by themselves the speech they had prepared as homework.
2. Students give the speech to the class, beforehand giving their smartphone to a classmate to video record their speech.
3. Teacher evaluates the speech according to a rubric unknown to students.
4. After all the speeches are completed, teacher introduces the speech rubric. This is done in this way so the students have a baseline of how well they gave a speech before instruction.
5. Students are assigned to watch the video of their own speech and evaluate it according

to the rubric.

6. Discussion of news article decided on by group in the previous class: Group decides on discussion roles (Leader - person who introduced the article in the previous class, Timekeeper - person who times the various stages of the discussion and reminds people of the time and activities remaining, Recording Secretary (RS) - person who takes notes of the main points of the discussion, Reporter - person who reads the notes from the RS, puts them together into a short report of the discussion, and gives the report of the discussion to the class with a Q&A session). All people in the group also discuss. The RS can also use their smartphone to audio record the discussion and then send the sound file to all members of the group.
7. After discussing the article, the RS takes some time to confirm notes with group. The Reporter (R) also takes time to create report and practice the report.
8. R gives report to class and then fields questions.
9. Each student does self-evaluation of how well they did their roles and evaluates the discussion. (See Appendix F.)
10. In their groups, students give their new news article and Media Literacy paper (in 2020) to the teacher. Students introduce the new news article while the teacher reads them silently.
11. On the count of three, students in the group point to the person who brought the most interesting news article.
12. The student who brought the most interesting article sends the URL to other students of the group and creates some questions to ask the group.
13. Students must read that article before the next class and come up with an opinion of the article.
14. Students are assigned to create and practice a speech on the article they introduced to the group based on the Speech Rubric. (See Appendix D.)
15. Students must find a new News Article to introduce next class, do the Summary, and complete the Media Literacy Sheet (in 2020) on it. (See Appendix C.)
16. Students do self-evaluation of the class activities. (See Appendix F.)

Class Four

1. Teacher hands to students his evaluation of students' speech from Class Three.
2. Students study the speech evaluation.
3. Students practice two times by themselves their new speech based on the article they brought in Class Three.
4. Students, before presenting their speeches, hand their smartphones to group member to video record their speech.

5. Students present their speeches.
6. Teacher evaluates their speech based on the rubric.
7. Students are assigned to watch the video of their speech and evaluate it as homework.
8. Group discusses the article selected in previous class. (See Appendix E.) Discussion can be audio recorded using a group member's smartphone.
9. Students do self-evaluation of Discussion activity, based on memory or on the audio file of discussion. (See Appendix F.)
10. Groups do the News Introduction activity and choose the most interesting news article for discussion in the following class.
11. Students do self-evaluation of the class activities that day. (See Appendix F.)

Classes Five-Seven

The next three classes follow the same pattern as Class Four. However, the speech assigned in Class Seven becomes the Midterm exam in Class Eight. Students are asked to create, practice, video record, and do a self-evaluation of their speech.

Class Eight: Midterm Exam

1. Students practice their speech by themselves two times.
2. Students give their smartphone to a group member to video record their speech just before they are called to give their speech.
3. Student gives his/her speech while Teacher evaluates the speech using the Speech Rubric.
4. Students are assigned to do Self-evaluation of speech after viewing their video.
5. Students are assigned to find a new News Article, complete the Summary, and do the Media Literacy Check (in 2020).

Classes Nine-Thirteen

These classes follow the same pattern as Classes Five to Seven.

Class Fourteen

This class is similar to Class Eight as it is the preparation class for the Final Exam.

Class Fifteen

This class is the same as Class Eight, but the homework is to evaluate their speech and do an online Final Report.

Final Activities Evaluation

Students complete the Final Activities Evaluation sheet during the final exam. (See Appendix G.) The Final Activities Evaluation asks students to reflect on the value of the news article suite of activities. Here is how they evaluated them.

Table 1 Average of Student Rating of Final Activities Evaluation

	Usefulness	Interesting	Easiness
	1. Not Useful 2. A Little Useful 3. Useful 4. Very Useful	1. Not Interesting 2. A Little Interesting 3. Interesting 4. Very Interesting	1. Not Easy 2. A Little Easy 3. Easy 4. Very Easy
A. News Article Search	3.61	3.50	2.28
B. News Article Summary	3.50	3.28	2.33
C. News Article Media Literacy Check	3.19	3.13	2.25
D. News Article Speech	3.76	3.44	2.00
E. News Article Speech Evaluation	3.61	3.28	2.67
F. News Article Introduction	3.28	3.22	2.33
G. News Article Discussion	3.72	3.67	2.17
H. News Article Discussion Evaluation	3.28	3.17	2.41
I. All activities together	3.78	3.61	2.47

All student averages for A-H show the students think the news article activities are useful to very useful, interesting to very interesting, and a little easy, implying that they were not easy. One other interesting data observation is that generally the students rated all the activities together (I) as more useful than any individual activity, the second most interesting activity, and easier than any individual activity. This seems to validate the initial observation that the suite of news article activities intrinsically changed the original news article activity for the better.

News Topics

Referring back to the beginning statement that interesting oral communication requires something to talk about, the topics chosen by the topics are of interest. The topics were varied: domestic news, international news, sports, and feature stories. The actual topics are listed in Appendix H and will be analyzed in more detail in a future article.

Conclusion

This set of activities helps students to improve their reading skills using realia, gets them into the habit of reading news, helps them practice critical thinking skills, and will help them to become more media literate. It also helps them in doing group presentations, group discussions, presentations, and improves their ability to give speeches. It requires students to widen their horizons in that it exposes them to other people's ideas of what constitutes an interesting news article and interesting news sources.

Because it is a suite of activities, each activity supports the others, intensifying the learning experience. Also, because the suite of activities is done the same way each class, no time is lost on lengthy explanations of individual activities, and through self-selection of the text/news articles, students practice independence as learners. That is to say that since there is no set textbook selected by the teacher, the news articles selected by the students become the "textbook" for the class, making this course one that is created by the students for the students. This course really connects students to the world - not the world that existed years ago when a textbook was written, but the world as it is now, and encourages students to develop the important habit of reading the news - important for the nation as it supports democracy and for students individually in their intellectual and academic development.

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Appendices

Appendix A: Original Oral Communication IV Course Description and Syllabus

Oral Communication IV

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Description:

This is a course that uses readings, movies, and student-created discussion topics to improve oral communication.

Goals: The student will . . .

1. understand news articles.
2. learn how to better discuss a topic.
3. learn how to give an impromptu speech.

Activities: The student will . . .

1. read and discuss news articles.
2. listen to a passage and discuss the topic.
3. create impromptu topics.
4. give a 3-minute impromptu speech on the topic.
5. watch a movie.
6. answer questions on the movie.
7. discuss the movie.

Textbook: Various news articles selected by students, listening passages from Impact Issues.

Examinations: There will be an oral Midterm and Final Exam based on impromptu speeches.

Grades: The grades will be based on Participation 20%, Homework (news articles and movie worksheets) 20%, Exams 40% (2 X 20%), and Report 20%.

Schedule:

Week	Content	Homework
1	Icebreaking activity, Introduction to the course, Introduction to Impromptu Speech	Find a news article and make copies for the group
2	Free conversation, Impromptu speeches, News article discussions, Listening and Discussion	Find a news article and make copies for the group Read news article
3	Free conversation, Impromptu speeches, News article discussions, Listening and Discussion	Find a news article and make copies for the group Read news article
4	Free conversation, Impromptu speeches, News article discussions, Listening and Discussion	Find a news article and make copies for the group Read news article
5	Free conversation, Impromptu speeches, News article discussions, Listening and Discussion	Find a news article and make copies for the group Read news article
6	Free conversation, Impromptu speeches, News article discussions, Listening and Discussion	Find a news article and make copies for the group Read news article
7	Free conversation, Impromptu speech practice, News article discussions, Listening and Discussion	Evaluate impromptu speech
8	Midterm Exam	Find a news article and make copies for the group Read news article
9	Free conversation, Impromptu speeches, Movie, News article discussions, Listening and Discussion	Find a news article and make copies for the group Read news article
10	Free conversation, Impromptu speeches, Movie, News article discussions, Listening and Discussion	Find a news article and make copies for the group Read news article
11	Free conversation, Impromptu speeches, Movie, News article discussions, Listening and Discussion	Find a news article and make copies for the group Read news article
12	Free conversation, Impromptu speeches, Movie, News article discussions, Listening and Discussion	Find a news article and make copies for the group Read news article
13	Free conversation, Impromptu speeches, News article discussions, Listening and Discussion	Find a news article and make copies for the group Read news article
14	Free conversation, Impromptu speech practice, News article discussions, Listening and Discussion	Evaluate impromptu speech
15	Final Exam	

Appendix B: 2019 Oral Communication IV Course Description and Syllabus

Oral Communication IV

David Kluge email: klugeoc@gmail.com

Description:

This is a course that uses readings, movies, and student-created discussion topics to improve oral communication.

Goals: The student will . . .

1. understand news articles.
2. learn how to better discuss a topic.
3. learn how to give an impromptu speech.

Activities: The student will . . .

1. read and discuss news articles.
2. listen to a passage and discuss the topic.
3. create impromptu topics.
4. give a 3-minute impromptu speech on the topic.
5. watch a movie.
6. answer questions on the movie.
7. discuss the movie.

Textbook: Various news articles selected by students, listening passages from Impact Issues.

Examinations: There will be an oral Midterm and Final Exam based on impromptu speeches.

Grades: The grades will be based on Participation 20%, Homework (news articles and movie worksheets) 20%, Exams 40% (2 X 20%), and Report 20%.

Schedule:

Week	Content	Homework
1	Icebreaking activity, Introduction to the course, Introduction to Impromptu Speech	Find a news article and make copies for the group
2	Free conversation, Impromptu speeches, News article discussions, Listening and Discussion	Find a news article and make copies for the group Read news article
3	Free conversation, Impromptu speeches, News article discussions, Listening and Discussion	Find a news article and make copies for the group Read news article
4	Free conversation, Impromptu speeches, News article discussions, Listening and Discussion	Find a news article and make copies for the group Read news article
5	Free conversation, Impromptu speeches, News article discussions, Listening and Discussion	Find a news article and make copies for the group Read news article
6	Free conversation, Impromptu speeches, News article discussions, Listening and Discussion	Find a news article and make copies for the group Read news article
7	Free conversation, Impromptu speech practice, News article discussions, Listening and Discussion	Evaluate impromptu speech
8	Midterm Exam	Find a news article and make copies for the group Read news article
9	Free conversation, Impromptu speeches, Movie, News article discussions, Listening and Discussion	Find a news article and make copies for the group Read news article
10	Free conversation, Impromptu speeches, Movie, News article discussions, Listening and Discussion	Find a news article and make copies for the group Read news article
11	Free conversation, Impromptu speeches, Movie, News article discussions, Listening and Discussion	Find a news article and make copies for the group Read news article
12	Free conversation, Impromptu speeches, Movie, News article discussions, Listening and Discussion	Find a news article and make copies for the group Read news article
13	Free conversation, Impromptu speeches, News article discussions, Listening and Discussion	Find a news article and make copies for the group Read news article
14	Free conversation, Impromptu speech practice, News article discussions, Listening and Discussion	Evaluate impromptu speech
15	Final Exam	

Appendix C: Media Literacy Checklist

Media Literacy Worksheet

Title of Source:

Title of Article:

1. Who created this message?			
2. What techniques are used to attract my attention?			
3. How might different people understand this message differently from me?			
4. What lifestyles, values, and points of view are represented in, or omitted from, this message?			
5. Why was this message sent?			
6. Too crazy to be true?	Yes	No	Not sure
7. Are known/reputable news organizations not reporting on the same story?	Yes	No	
Does it pass the CRAAP test?	XXXXXXXXXXXXXXXXXXXXX		
8. Currency: When was it published?			
9. Relevance: Is it created for the right audience?	Yes	No	Not sure
10. Authority: Who wrote it?			
11. Accuracy: Is the evidence backed up with data?	Yes	Mostly	No
12. Purpose: Why was this created and is there an underlying bias?			
13. Are you asked to rely on one killer factoid?	Yes	No	
14. Did you use the Snopes' field guide to fake news sites	Yes	No (go and check it now)	

Appendix D: Speech Rubrics

Number _____ Name _____ Grade _____

= Good = Adequate x = Not present or not adequate

STRUCTURE:	@@@@@@@@@@@@
1. Introduction (<i>greeting, topic</i>)	
2. Body (<i>points, support</i>)	
3. Conclusion (<i>In conclusion, summary, Thank you.</i>)	
PRESENTING	@@@@@@@@@@@@
4. was Smooth (no reading, no memorization)	
5. had Energy	
6. had a Loud-enough voice	
7. Looked at everyone (fan, point 2 point, person 2 person)	
8. Smiled (but not for serious topic)	
9. had good, strong, balanced Posture	
10. had good Gestures (big, no unnecessary ones)	
11. Took a big breath and smiled before beginning.	
12. Throughout presentation speaker was interesting.	

Comment

Appendix E: Formal Discussion Handout

How to Have a Good Formal Discussion

An informal discussion has no set roles and no set organization. In contrast, a formal discussion has set roles and a set organization.

Formal Discussion Roles

Discussion Leader: Starts the discussion, keeps the discussion on track, makes sure all members participate, participates in the discussion of the topic, makes sure no member speaks too much, ends the discussion

Recording Secretary: Takes notes of the discussion, participates in the discussion

Spokesperson: Practices presenting the results of the discussion based on the notes by the Recording Secretary and participates in the discussion

Timekeeper: Makes sure the time for the various stages of the discussion activity are kept (Spokesperson can take this role if there are only three people in the group.)

Formal Discussion Organization

The Timekeeper lets the group know how much time for each stage

1. Introduction of the topic and confirmation of the roles (1 minute)
2. Discussion (10 minutes)
3. Creating a conclusion (1-2 minutes)
4. Checking the Recording secretary's notes (1-2 minutes)
5. Practice time for the Spokesperson (1-2 minutes)
6. Spokesperson presents the main points and conclusion of the discussion (1-2 minutes)
7. Q&A where audience asks the Spokesperson questions (1-2 minutes)

Formal Discussion Language

Stages of the Discussion	Language
1. Introduction of the topic and confirmation of the roles (1 minute)	Leader: "Good morning. Today we will discuss xx. Xx is the Timekeeper, Yy is the Recording Secretary, and Zz is the Spokesperson."
2. Discussion (10 minutes)	Leader: "Let's begin. The topic is xx. What do you think?" Member: "I agree with Yy. I think . . ." Timekeeper: "We have x minutes remaining." Recording Secretary: "Did you say xx?"
3. Creating a conclusion (1-2 minutes)	Leader: "Can we create a conclusion for this discussion?"
4. Checking the Recording secretary's notes (1-2 minutes)	Leader: "Recording Secretary, do you have any questions about the discussion notes?"
5. Practice time for the Spokesperson (1-2 minutes)	(Spokesperson stands and practices the presentation.)
6. Spokesperson presents the main points and conclusion of the discussion (1-2 minutes)	Spokesperson: "Good morning. Our group discussed xx. The main points were yy. We concluded that zz. Thank you."
7. Q&A where audience asks the Spokesperson questions (1-2 minutes)	Spokesperson: "Are there any questions?" "I don't know. Chairperson, can you answer?" "Are there any more questions? No? Thank you."

Appendix F: Activities Self-Evaluation

Name _____ Student Number _____ Period _____

Oral Communication IV OVERALL Self-Evaluations

Activity	Interesting? Not 1-10 Very	Valuable Not 1-10 Very	My Grade 1-10 6=C, 7=B, 8=A, 9-10=A+	
1. Listening			Number:	Grade:
2. Listening Discussion			Number:	Grade:
3. Newspaper Articles Description			Number:	
A. Newspaper Discussion				
B. Speech Preparation/Practice				
C. Speeches				
D. Movie Preparation				
E. Movie Discussions				
F. Midterm Exam	What I Did Well	What I Should Improve		
G. Final Exam	What I Did Well	What I Should Improve		
My Semester Grade ____/100	Why?			

Comment to David

Class Meeting Evaluation

	Preparation (Homework) ____/100	Participation ____/100	English Use ____/100	Overall ____/100	Comment
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					

Comment to David

Listening Discussion Evaluation

Semester 2	Grade ____/100	What I Did Well	What to Improve
1. Discussion Role			
1. Discussion			
2. Discussion Role			
2. Discussion			
3. Discussion Role			
3. Discussion			
4. Discussion Role			
4. Discussion			
5. Discussion Role			
5. Discussion			
6. Discussion Role			
6. Discussion			
7. Discussion Role			
7. Discussion			
8. Discussion Role			
8. Discussion			
9. Discussion Role			
9. Discussion			
10. Discussion Role			
10. Discussion			
11. Discussion Role			
11. Discussion			
12. Discussion Role			
12. Discussion			
13. Discussion Role			
13. Discussion			

Comment to David

Discussion Evaluation

Semester 2	Grade ____/100	What I Did Well	What to Improve
1. Discussion Role			
1. Discussion			
2. Discussion Role			
2. Discussion			
3. Discussion Role			
3. Discussion			
4. Discussion Role			
4. Discussion			
5. Discussion Role			
5. Discussion			
6. Discussion Role			
6. Discussion			
7. Discussion Role			
7. Discussion			
8. Discussion Role			
8. Discussion			
9. Discussion Role			
9. Discussion			
10. Discussion Role			
10. Discussion			
11. Discussion Role			
11. Discussion			
12. Discussion Role			
12. Discussion			
13. Discussion Role			
13. Discussion			

Comment to David

Speech Evaluation

Semester 2	Grade __/100	What I Did Well	What to Improve
1. Speech Practice			
1. Speech Presentation			
2. Speech Practice			
2. Speech Presentation			
3. Speech Practice			
3. Speech Presentation			
4. Speech Practice			
4. Speech Presentation			
5. Speech Practice			
5. Speech Presentation			
6. Speech Practice			
6. Speech Presentation			
7. Speech Practice			
7. Speech Presentation			
8. Speech Practice			
8. Speech Presentation			
9. Speech Practice			
9. Speech Presentation			
10. Speech Practice			
10. Speech Presentation			
11. Speech Practice			
11. Speech Presentation			
12. Speech Practice			
12. Speech Presentation			

Comment to David

Appendix G: Student Course Activities Evaluation

Oral Communication Self-Evaluation

1. I think my grade for this semester exam should be ____/100 Why?

2. I think my grade for this semester should be ____/100 Why?

3. I think the following News Article Activities were USEFUL: (Circle your answers)

A. News Article Search	1. Not Useful 2. A Little Useful 3. Useful 4. Very Useful
B. News Article Summary	1. Not Useful 2. A Little Useful 3. Useful 4. Very Useful
C. News Article Media Literacy Check	1. Not Useful 2. A Little Useful 3. Useful 4. Very Useful
D. News Article Speech	1. Not Useful 2. A Little Useful 3. Useful 4. Very Useful
E. News Article Speech Evaluation	1. Not Useful 2. A Little Useful 3. Useful 4. Very Useful
F. New News Article Introduction	1. Not Useful 2. A Little Useful 3. Useful 4. Very Useful
G. News Article Discussion	1. Not Useful 2. A Little Useful 3. Useful 4. Very Useful
H. News Article Discussion Evaluation	1. Not Useful 2. A Little Useful 3. Useful 4. Very Useful
I. All activities together	1. Not Useful 2. A Little Useful 3. Useful 4. Very Useful

4. I think the following News Article Activities were INTERESTING: (Circle your answers)

A. News Article Search	1. Not Interesting 2. A Little Interesting 3. Interesting 4. Very Interesting
B. News Article Summary	1. Not Interesting 2. A Little Interesting 3. Interesting 4. Very Interesting
C. News Article Media Literacy Check	1. Not Interesting 2. A Little Interesting 3. Interesting 4. Very Interesting
D. News Article Speech	1. Not Interesting 2. A Little Interesting 3. Interesting 4. Very Interesting
E. News Article Speech Evaluation	1. Not Interesting 2. A Little Interesting 3. Interesting 4. Very Interesting
F. New News Article Introduction	1. Not Interesting 2. A Little Interesting 3. Interesting 4. Very Interesting
G. News Article Discussion	1. Not Interesting 2. A Little Interesting 3. Interesting 4. Very Interesting
H. News Article Discussion Evaluation	1. Not Interesting 2. A Little Interesting 3. Interesting 4. Very Interesting
I. All activities together	1. Not Interesting 2. A Little Interesting 3. Interesting 4. Very Interesting

5. I think the following News Article Activities were EASY: (Circle your answers)

A. News Article Search	1. Not Easy 2. A Little Easy 3. Easy 4. Very Easy
B. News Article Summary	1. Not Easy 2. A Little Easy 3. Easy 4. Very Easy
C. News Article Media Literacy Check	1. Not Easy 2. A Little Easy 3. Easy 4. Very Easy
D. News Article Speech	1. Not Easy 2. A Little Easy 3. Easy 4. Very Easy
E. News Article Speech Evaluation	1. Not Easy 2. A Little Easy 3. Easy 4. Very Easy
F. New News Article Introduction	1. Not Easy 2. A Little Easy 3. Easy 4. Very Easy
G. News Article Discussion	1. Not Easy 2. A Little Easy 3. Easy 4. Very Easy
H. News Article Discussion Evaluation	1. Not Easy 2. A Little Easy 3. Easy 4. Very Easy
I. All activities together	1. Not Easy 2. A Little Easy 3. Easy 4. Very Easy

6. Comment to David

Appendix H: News Article Titles

1	Zeus the pit bull puppy dies protecting his Florida owners two young sons from being attacked by venomous coral snake that bit him four times
2	Nanogirl astonished after thieves return stolen goods
3	A transgender man who gives birth is a mother, U.K. court rules
4	Japanese fans celebrate Brave Blossoms historic victory over Ireland at Rugby World Cup
5	Local Focus: Meet the first and only Maori woman pilot to graduate from the Air Force
6	Transcript: Greta Thunberg's Speech at the U.N. Climate Action Summit
7	Starbucks becomes latest target of Hong Kong protester rage
8	New climate report: Oceans rising faster, ice melting more
9	New Starship is designed to fly to the Moon and Mars
10	Stunner in Shizuoka: Japan beats No. 2-ranked Ireland 19-12 in Rugby World Cup
11	Exterior of quake-hit Kumamoto Castle repaired
12	Tokyo warned to be vigilant as flu season gets early fall start
13	Despite government steps, Japan's consumption will take a hit from tax hike, analysts say
14	Stunner in Shizuoka: Japan beats No. 2-ranked Ireland 19-12 in Rugby World Cup
15	Messi: I cannot break, I cannot break
16	Gov't to conduct anti-terrorism test at Tokyo Station before Olympics
17	Forever 21 Bankruptcy Signals a shift in Consumer Tastes
18	?Kyoto Anime Fire
19	Former pro basketball player Andre Emmett is found shot and killed
20	Despite concerns, gene-edited foods expected to go on sale in Japan later this year
21	Partygoers jump from the second storey of a Dunedin flat
22	U.S. Government Plans to Collect DNA From Detained Immigrants
23	Quake-Hit Kumamoto Castle partially reopens to public after three years
24	Komodo: Tourists must pay \$1,000 to enter 'Dragon Island'
25	Leader of Japan's anti-NHK party suggests genocide as solution to overpopulation
26	Naomi Osaka overcomes world No. 1 Ash Barty to win fifth title
27	JAL seating map with child icon stirs controversy
28	21-year-old who overslept and skipped jury duty sentenced to 10 days in jail
29	Tokyo Olympic volunteers will be limited to one-hour stints due to heat concerns
30	How our cells sense oxygen wins Nobel prize
31	U.S. unemployment rate fell to a 50-year low of 3.5% in September
32	Brazil beat Japan to seal FIVB Men's World Cup
33	Osaka University develops easy method to detect early dementia
34	Naomi Osaka overcomes world No. 1 Ash Barty to win fifth title
35	Typhoon in Japan Leaves Up To 33 Dead, 19 Missing
36	Physical strength of elderly Japanese continues to improve, sports agency survey finds
37	Typhoon Hagibis: Rescue operation underway after deadly storm
38	Visits to Tokyo's war-linked Yasukuni Shrine by ministers may resume after more than two years
39	Latest tally puts death toll in wake of Typhoon Hagibis at 56
40	Hundreds lose their driving licenses during Oktoberfest e-scooter mayhem
41	Ten Hokuriku Shinkansen Line trains worth ¥32.8 billion sustain damage after yard is flooded in Typhoon Hagibis

42	Tokyo again world's best large city, with Kyoto and Osaka in top 10, in U.S. travel magazine vote
43	Typhoon No. 19 takes deadly, destructive toll: 12 dead, 12 missing
44	3 win Nobel for learning how cells use oxygen
45	Typhoon victims felt worst was over; then floods came
46	IN PICTURES: The chaotic aftermath of Typhoon Hagibis
47	Another utility-sparked wildfire? SoCal Edison alerts state regulators it had malfunction at start of Saddleridge Fire
48	Japan criticized for lack of foreign-language information during Typhoon Hagibis
49	At least 35 killed and 17 missing after Typhoon Hagibis tears through country, flooding rivers and submerging cities
50	Canada's rugby team help cleanup efforts in Kamaishi after game cancelled by typhoon
51	Ten Hokuriku Shinkansen Line trains worth ¥32.8 billion sustain damage after yard is flooded in Typhoon Hagibis
52	Illegal Pot Farms on California's Public Land Are creating an Environmental Hazard
53	Crowdfunding drive to help rebuild Shuri Castle in Naha raises over ¥240 million
54	Dark web child abuse: Hundreds arrested across 38 countries
55	With a Laser, Researchers Say They Can Hack Alexa, Google Home or Siri
56	RUGBY/ Japan's come a long way since early days of lopsided losses
57	Top boy band Arashi begins global online distrution of all singles year ahead of ending activities
58	Two years after nine bodies found at suspect's hom in Zama, still no trial
59	Yahoo Japan starts 'fried food tax' to reduce fat of employees
60	Turkey agrees to cease-fire during Trump Administration visit
61	Rugby World Cup 2019 'probably the greatest' ever staged, says World Rugby chief Bill Beaumont
62	Japan's train car makers turn to connected rail line services
63	Halloween in Shibuya: Mayhem ensues despite increased security and ban on alcohol
64	Crowdfunding drive to help rebuild Shuri Castle in Naha raises over ¥250 million
65	Shuri Castle, once the heart of Okinawa's Ryukyu Kingdom, destroyed in fire
66	Human pyramids continue in Kobe schools as injuries mount to 51; mayor's pleas to stop unanswered
67	Shuri Castle, once the heart of Okinawa's Ryukyu Kingdom, destroyed in fire
68	Killing of 9 people with Utah ties becomes international issue between Mexico and U.S. with Trump and Romney weighing in
69	Halloween's rise in the 2010s provided Shibuya crossing with plenty of tricks and treats
70	Is climate change to blame for Australia's bushfires?
71	Hong Kong protester shot by police as chaos erupts across city
72	Hong Kong demonstrator shot by police, man set on fire by protesters as chaos erupts across city
73	Fire razes large parts of restored Shuri-jo castle in Okinawa
74	JR East and West decide to scrap flooded shinkansen for ¥15 billion loss
75	Firefighters Make Progress Against Fires Raging in California.
76	Photos banned in private streets of Kyoto's Gion
77	US navy prepares allies to 'protect navigation' in Gulf
78	Hot air balloons decorate the sky as international festival opens in Saga
79	Technology improving acces to services fro Japan's disabled

80	Four-day workweek could be just what Japan needs
81	Barred from wearing glasses, Japan's working women take to twitter
82	Four-day workweek boosted productivity by 40%, Microsoft Japan experiment shows
83	Photos banned in Kyoto's Gion after tourist harass geisha
84	Japanese government to avoid using term 'hog cholera' to mitigate concern over swine fever
85	Two Arkansas Chemistry Professors Were Arrested for Allegedly Making Meth
86	Nearly 20% of Japan households using e-money but cash still king
87	Flooded Venice battles new tidal surge
88	71-year-old woman suspected of murdering three older family members due to stress of caregiving
89	Survey shows 11% of Japan firms have rules on the height of women's heels
90	120,000 watch emperor, empress parade in Tokyo
91	FamilyMart to allow shorter operating hours at stores across Japan
92	Japan's METI says it's safe to dump radioactive water from Fukushima nuclear disaster into ocean
93	Japan 'glasses ban' for women at work sparks backlash
94	South Korea Resists U.S. Pressure to Improve Ties With Japan
95	Japan school boards start to rethink 'black rules' on everything from underwear to protesting
96	Actress Erika Sawajiri admits to using MDMA and other illegal drugs
97	Facebook says it removed 3.2 billion fake accounts in 6 months
98	University entrance exam to focus only on English reading and listening skills
99	Yahoo Japan operator and Line strike basic merger accord
100	Actress Erika Sawajiri admits to using MDMA and other illegal drugs
101	Hong Kong Polytechnic University: Protesters flee campus on motorcycles
102	Most owners of convenience stores do not take full day off
103	Hakuho motivated by quest to reach 50 championships
104	Trump Says White House Will Raise Minimum Tobacco-Buying Age During Heated Vaping Meeting
105	Proposed Korean wartime labor foundation unlikely to cover 'comfort women'
106	US domestic abuse victim pretends to order pizza to alert 911
107	Little solutions for big disasters
108	Japanese rugby's 'One Team' motto declared buzzword of the year
109	Tokyo Gov. Koike gives up fighting IOC's decision to move Olympic marathon to Sapporo
110	Honduran offered asylum in Guatemala under U.S. deal opts instead for home
111	Yuzuru Hanyu dazzles en route to fourth NHK Trophy title; Alena Kostornaia wins women's event
112	Iconic Harajuku Station faces wrecking ball after Olympics
113	Tesla's Electric 'Cybertruck' Is Unveiled. It's Pointy.
114	Toshiba says its device tests for 13 cancer types with 99% accuracy from a single drop of blood
115	Mudslides, Floods Kill 34 People in Western Kenya
116	Disability apps, cards touted in Japan to replace paper certificates for ease of use
117	K-pop star Goo Hara left 'pessimistic' note, police say
118	Shuri Castle, once the heart of Okinawa's Ryukyu Kingdom, destroyed in fire
119	Grab told to refund excess charges
120	Floating electric vehicle aims to provide escape during floods
121	Actress Erika Sawajiri admits to using MDMA and other illegal drugs

122	Trump Administration Quietly Releases Over \$100 Million in Lebanon Military Aid
123	Booby traps:Man in Maine killed by own device
124	You say 'Nihon,' I say 'Nippon,' or let's call the whole thing 'Japan'
125	Yokohama begins distributing papers recognizing LGBT and common-law
126	Singapore invokes fake news law for the first time
127	New National Stadium declared finished nearly eight months ahead of Tokyo Olympics
128	Osaka University develops stem cell spray to treat heart failure
129	Japanese 'Ekiben' amy be sold in Paris station
130	Japanese Beer Boycott Sees Shipments to Korea Plunge to Zero
131	Japan to extend tax cuts for 3/11-hit companies
132	Fishing for plastic on Amsterdam's eco-friendly canal cruises
133	Climate disasters have forced more than 20 million people a year to flee homes in decade, study finds
134	Tougher penalties for smartphone use while driving take effect in Japan
135	Tokyo preparing website showing 'barrier-free' hotels, eateries
136	Japanese rugby's 'One Team' motto declared buzzword of the year
137	Hong Kong elections: The young winners who unseated political veterans
138	Tourist, trade figures with South Korea grim reading
139	Japanese rugby's 'One Team' motto declared buzzword of the year
140	Sanna Marin of Finland to Become World's Youngest Prime Minister
141	Hong Kongers mark six months of protests with mammoth rally
142	US reporter vents anger at man who groped her on live TV
143	Japanification' -- The scourge threatening to go global in 2020
144	South Sudanese athletes to spend nearly 1 year training in Japan for 2020 Games
145	Famed Japanese doctor Tetsu Nakamura, slain in Afghanistan, spent his life helping the poor
146	Osaka's urban onsen drawing attention from overseas
147	Body of slain Japanese doctor on way home
148	Russia banned from 2020 Olympics and 2022 World Cup over doping scandal
149	Family, friends and Afghans helped by Japanese physician Tetsu Nakamura mourn his death
150	Russia banned from Tokyo Olympics and other major sports events for four years
151	China tells government offices to remove all foreign computer equipment
152	Osaka's urban onsen drawing attention from overseas
153	Tokyo Metropolitan Government to draw up plans for providing financial support for 'social firms'
154	Over 4 million people participated in yesterday's GlobalStrike!
155	New Zealand volcano: Five dead and eight missing after eruption
156	Japan to OK sales of duty-free goods in vending machines
157	NHK to cut online service budget
158	Pete Frates, Who Promoted the Ice Bucket Challenge, Dies at 34
159	Former top ministry official sentenced to six year term for son's murder
160	How a university dropout built a toy empire
161	News outlets miss pivotal factor in decision to shift 2020 Olympic events
162	Well-known Japanese doctor and humanitarian Tetsu Nakamura gunned down in Afghanistan attack
163	Self-driving bus goes for a test ride in Osaka
164	Former top ministry official sentenced to six year term for son's murder

165	Three bears captured at medical clinic
166	Ferry service in western Japan ends 109 years of history
167	Warning Issued For Millions Of Google chrome Users
168	60% of Japanese eat something special for Christmas, poll finds
169	Former top ministry official sentenced to six year term for son's murder
170	On Nagano's Lake Suwa, climate change unravels 600 years of history held dear
171	General election 2019: A really simple guide
172	Afghans in Japan offer thanks, apologies as Dr. Nakamura's body is returned home
173	Japan to launch intelligence-gathering satellite in January
174	Greta Thunberg and German railway company trade tweets about 'overcrowded trains'
175	An Overlooked Danger: School Shootings After Hours
176	Carlos Ghosn's companions on escape included a Green Beret with a rap sheet
177	What would a 'kanji of the decade' say about the state of Japan?
178	Tuna fetches ¥193 million in New Year's auction at Tokyo's Toyosu market
179	Popular Japanese boy band Arashi tapped as goodwill envoy to China
180	Renovated Shibuya subway station with M-shaped roof open for business
181	World's oldest person celebrates her 117th with party at Fukuoka nursing home
182	In tourist-hungry Gunma, a push to ease tattoo ban at hot springs
183	Growing doubts on legality of US strike that killed Iranian general
184	Carlos Ghosn's companions on escape included a Green Beret with a rap sheet
185	Japan Post probe finds 9,000 cases of mis-sold insurance: report
186	Drunk ANA flight attendant causes 4 domestic flights to be delayed in Fukuoka
187	Taal volcano: Lava spews as 'hazardous eruption' feared
188	Japan's average temperature in 2019 hits record high, up nearly a degree from normal