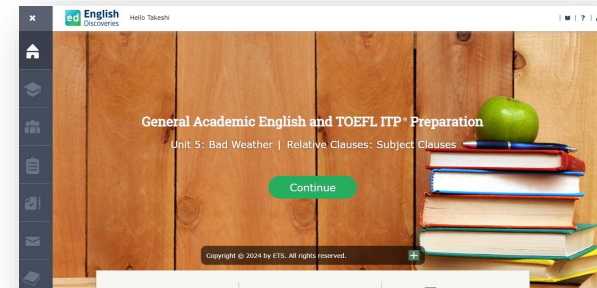
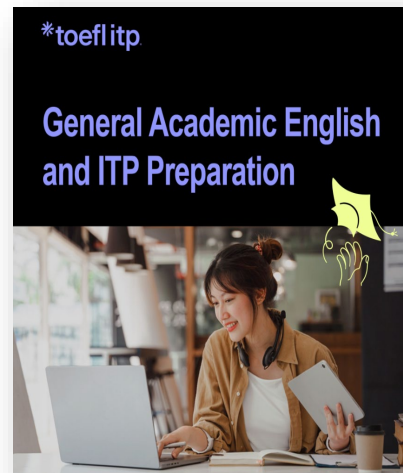




EGAP Japan Consortium

***General Academic English and
TOEFL ITP® Preparation***

General Academic English and TOEFL ITP® Preparation: a new e-learning platform



Takeshi Okada
President, EGAP Consortium Japan;
Emeritus Professor, Tohoku University; Senior Fellow, ETS Japan

Why GAE? ⁽²⁾

- AE (Academic English) plays a key role in both academic research and learning
- GAE (**G**eneral **A**cademic **E**nglish) is an optimal learning objective for many English learners, especially young undergraduate students

Why TOEFL ITP? ⁽²⁾

- TOEFL ITP[®] test is originally designed to assess the learners' English skills required in their academic experience
- it is extending its scope of assessment to the speaking and writing skills

Primary Goal ⁽²⁾

- help Japanese students acquire General Academic English skills
- make them global academic communicators

New e-learning System ⁽²⁾

- world's first system specifically designed for TOEFL ITP[®] test
- world's first official learning platform incorporating genuine TOEFL ITP[®] materials to foster General Academic English learning

Collaboration and Genuine Materials ⁽⁵⁾

ETS Japan

a subsidiary of ETS,
the administrator of
the TOEFL test



EJC

EGAP (English for
General Academic
Purposes) Japan
Consortium

to create an e-learning platform:

General Academic English and TOEFL ITP[®] Preparation



world's first system with genuine TOEFL ITP[®] test materials

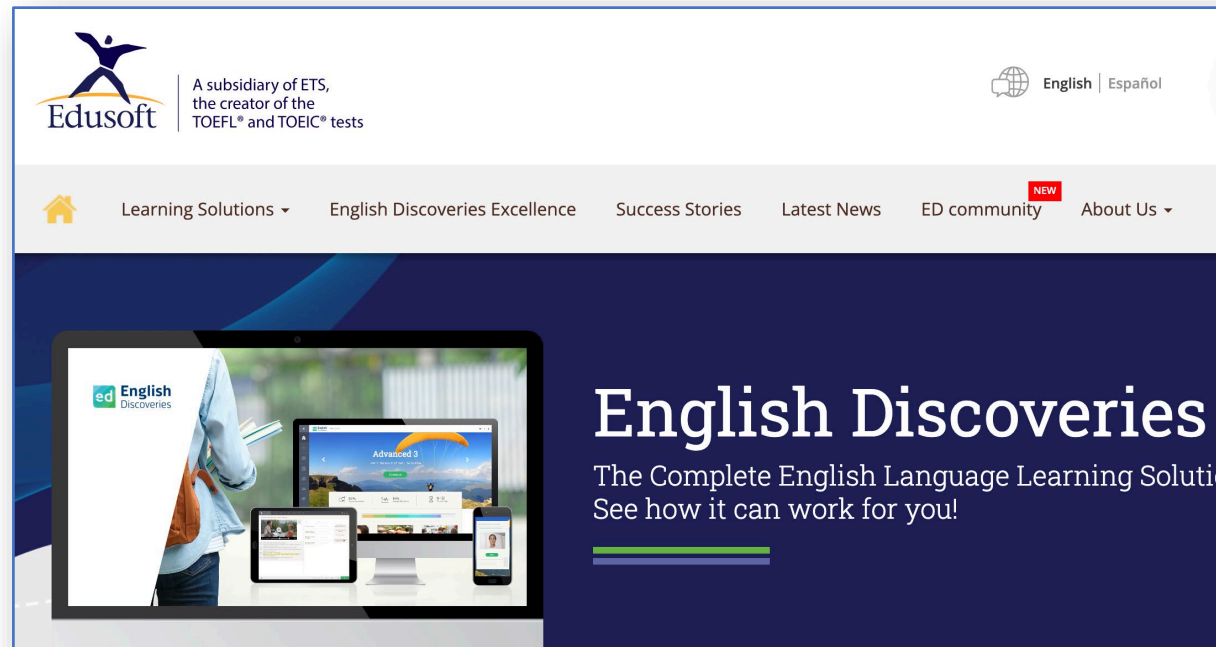
CEFR Levels: A2 to B1 learners ⁽⁴⁾

- majority of college-bound students
- learners looking to challenge themselves with GAE
- introductory learners preparing for the TOEFL ITP/TOEFL iBT
- learners aiming to improve their TOEFL ITP scores (from 400 → 500+)

System Platform

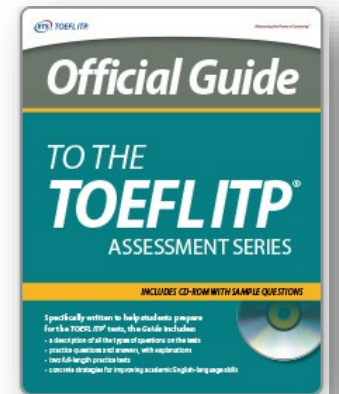
English Discoveries:

an e-learning system developed by Edusoft Ltd., a subsidiary of ETS






Content Selection ⁽⁴⁾

- **unit selection team:** six faculty members from EJC selected content units from *English Discoveries* that align with the target learners and learning objectives
- **genuine materials for tests:** from *TOEFL ITP Practice Test* (Level 1 & 2) in *Official Guide to the TOEFL ITP*
- **total learning time:** approximately 60+ hours
- **availability:** one year after user registration



Creation of the Instructor's Guide

- two EJC members are responsible for creating the instructor's guide
- the guide includes
 -  teaching planner
 -  handout templates
 -  ideas for standardized teaching



Content Unit Selection Team

Prof. Toshiaki Nishihara (Nagasaki University)

Prof. Takeshi Sato (Kobe University)

Prof. Wang Shudong (Shimane University)

Assoc. Prof. Mikako Nishikawa (Nagasaki University)

Assoc. Prof. Sei Isomine (J. F. Oberlin University)

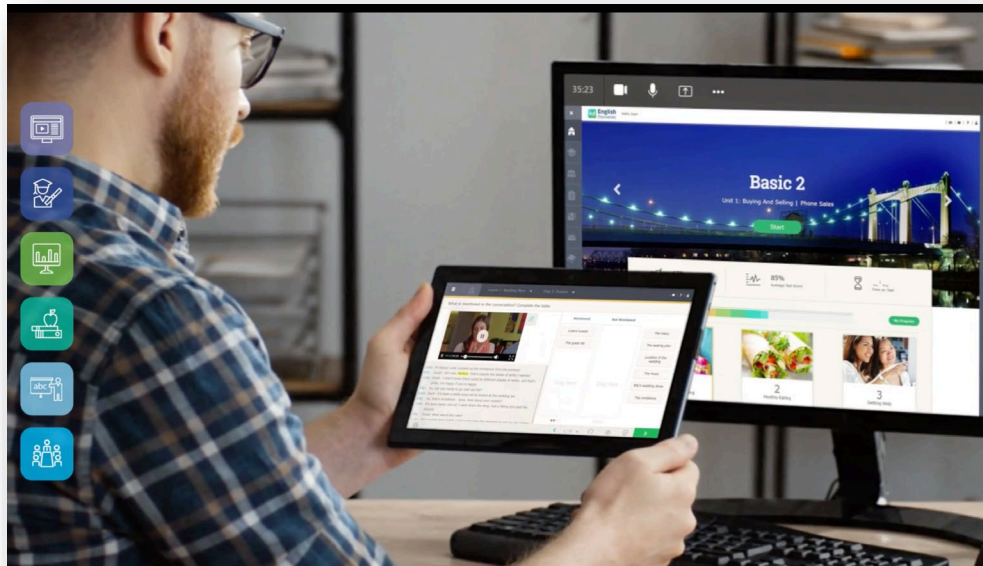
Specially Appt. Lct. Masako Uehara (Kanda University of International Studies)

Testing & Evaluation Team

Assoc. Prof. Tatsuro Satsuma (Tokyo University of Science)
Assoc. Prof. Sanae Akaba (Tokyo University of Science)
Assoc. Prof. Sei Isomine (J. F. Oberlin University)

Instructor's Guide Creation Team

Prof. Hachiro Uchiyama (Tokushima University)
Assoc. Prof. Sei Isomine (J. F. Oberlin University)



let's take a look at the contents...


Platform and Contents

12 units:
each includes
Listening,
Structure and
Reading section


each unit is
subdivided into
1. Explore
2. Practice
3. Test
modules

All Units


My Progress




1
Getting Help




2
Traveling Abroad



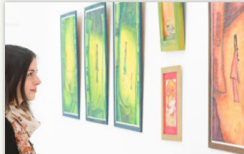
3
Housing




4
Recycling




5
Bad Weather




6
Arts and Entertainment




7
Gadgets




8
Away from Home




9
Ecotourism




10
Sport and Fitness



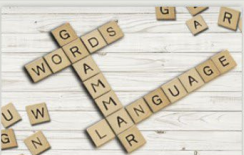
11
Cultural Differences




12
How smart Are You?



13
Listening Preparation



14
Structure and Written Expression Preparation



15
Reading Preparation

TOEFL ITP preparations for
each skill, including
Practice and Test session

Listening Comprehension

Questions 1-4 refer to the following conversation. Listen and answer the questions.

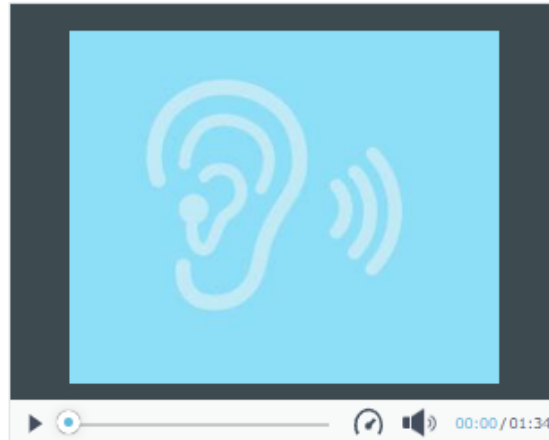


Part B Practice Audio



Practice Question 1 Script and Explanation

audio



transcript

Narrator: Listen to a conversation between a college student and his adviser.
Woman: Good morning, Steve. What can I do for you?
Man: Well, I've decided I want to transfer to a smaller college.
Woman: I know you've had a rough time adjusting, Steve, but I'm sorry to hear you want to leave.
Man: What I need to do now is find a new college and I was hoping you might have some ideas.
Woman: I might, but first I think I ought to warn you about some of the potential problems with transferring. The main one is how many of your credits will be accepted by your new college.

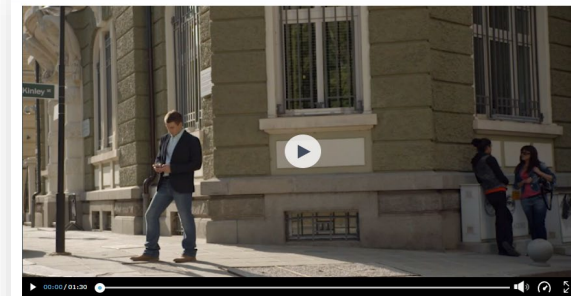


1. Why does Steve visit the adviser?

- ☐ (A) To get help in finding a new college
- ☐ (B) To change his major
- ☐ (C) To fill out an application for college
- ☐ (D) To find out how to change dormitories

video

Choose the correct answer.



Where are the speakers?

- ☐ In a movie theater
- ☐ In an art museum
- ☐ On a street corner
- ☐ In a gift store

Ivan: Excuse me, I'm trying to get to the art museum. Can you give me directions?
Andrew: Sure. This street is McKinley Street. You wanna walk up McKinley Street until you see a movie store. The movie store is on the corner of Grand Street.

Structure and Written Expression

grammar
and
expression

1. Telephone cables that use optical fibers can be ----- conventional cables, yet they typically carry much more information.

- ☐ (A) they are smaller and lighter
- ☐ (B) than the smaller and lighter
- ☐ (C) smaller and lighter than
- ☐ (D) so small and light that

2. The novelty, relatively high speed, and advantageously of year-round service made early passenger trains a popular form of transportation.

- ☐ (A) advantageously
- ☐ (B) made
- ☐ (C) passenger trains
- ☐ (D) form



Write five sentences summarizing the lecture. Include as many details as you can about each home. Be sure to mention the following types of homes: cave homes, volcano homes, tree houses. Write in complete sentences. When you have finished, check your sentences for grammar, spelling, and punctuation.




0 Words

writing practice

Speaking Practice

Lesson 4: Student Housing ▾ Step 5: Preparing for branching speaking ▾

What's the best response to the question?



Click 'Try again' to record your answer again.

- "Would you like your own room, or do you want to share?"
- I never shared a room before.
- Oh, on campus sounds good.
- Yes. The rent includes gas, water, and electricity.


[Try again](#)

speaking
practice

Lesson 4: Student Housing ▾ Step 6: Branching speaking practice ▾

Click 'Try again' to repeat your response.

- Yes, they're very nice.



[Try again](#)

- Are they furnished?
- Does the rent include utilities?

Look at the feedback on your conversation. Click 'Hear all' to listen to the conversation.

- So, what kind of student housing are you interested in?
- I'd like an apartment, please.
- Do you want an apartment on campus?
- Are the on-campus apartments nice?
- Yes, they're very nice.
- Does the rent include utilities?
- Yes the rent includes gas, water and electricity bills.

speaking
feedback

Reading Comprehension

reading
practice

Practice Reading Set 1 - Q1-11

Practice - Question 1 Answer and Explanation

Questions 1-11

- Line* As many as a thousand years ago in the Southwest, the Hopi and Zuni Indians of North America were building with adobe—sun-baked brick plastered with mud. Their homes looked remarkably like modern apartment houses.
- (5) Some were four stories high and contained quarters for perhaps a thousand people, along with storerooms for grain and other goods. These buildings were usually put up against cliffs, both to make construction easier and for defense against enemies. They were really villages in themselves, as later Spanish explorers must have realized, since they called them pueblos, which is Spanish for towns.
- (10)

1. What does the passage mainly discuss?

- ☐ (A) The architecture of early American Indian buildings
- ☐ (B) The movement of American Indians across North America
- ☐ (C) Ceremonies and rituals of American Indians
- ☐ (D) The way of life of American Indian tribes in early North America

Choose the correct answer.

Poster

E-mail

Free Upcycling Workshop!

What:
Join artist Jackie Douglas for two hands-on workshops about upcycling and sustainable art. Upcycling is creating beautiful and useful objects from unwanted items that would have otherwise ended up in a landfill. Jackie has been creating upcycled masterpieces for several years and has experience giving lectures and workshops.

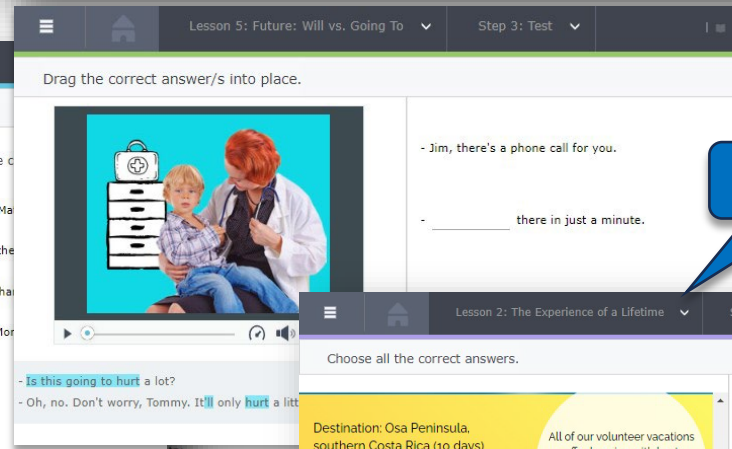
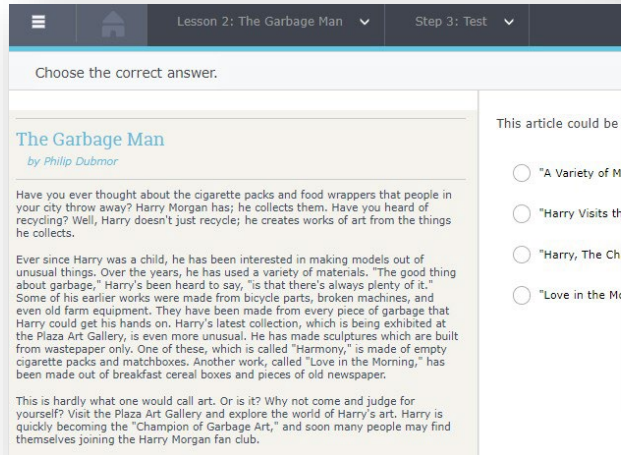
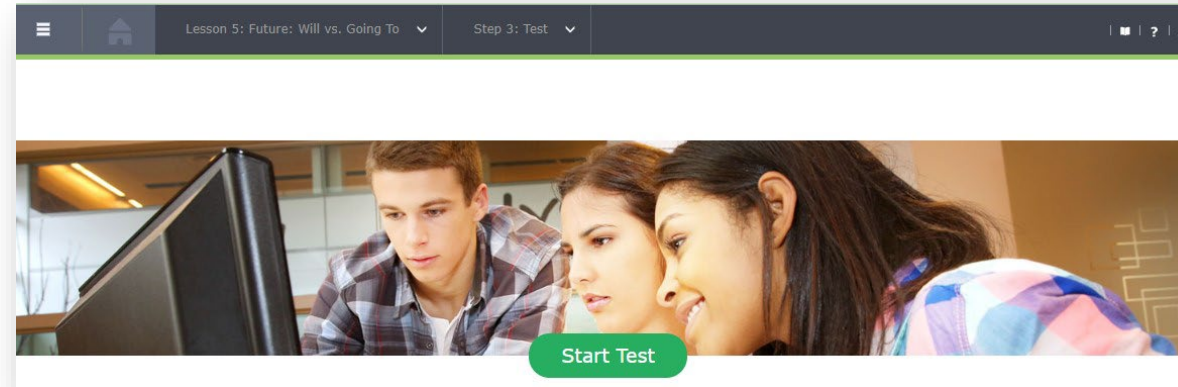
Please register for workshops online no later than Wednesday, June 3rd at www.CFSAworkshops.com.

What are the texts about?

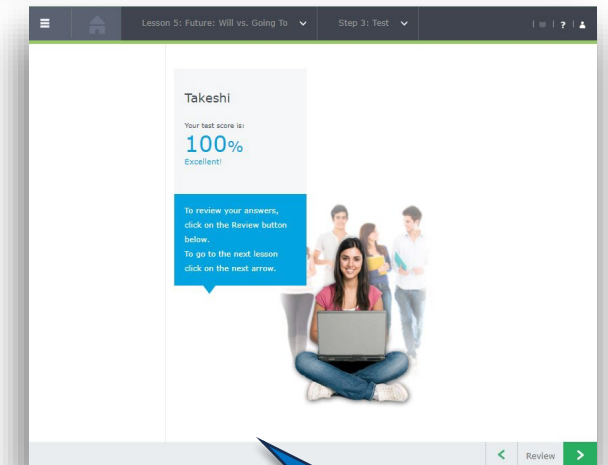
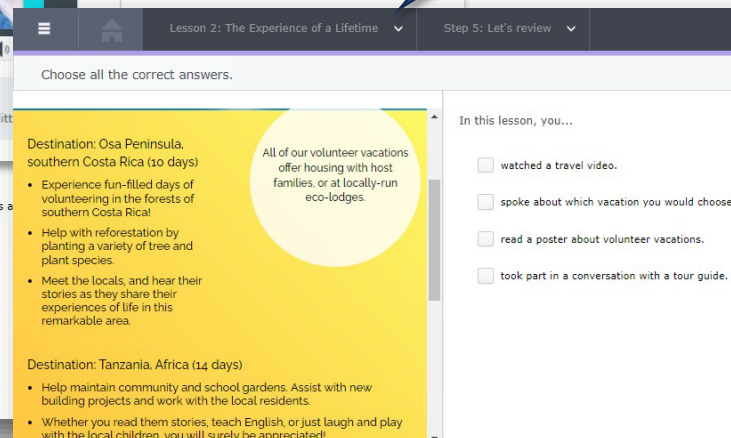
- ☐ A lecture on recycling
- ☐ A Trash for Treasure swap
- ☐ A workshop on sustainable art
- ☐ A course in arts and crafts

review
practice

Test Module in Each Unit

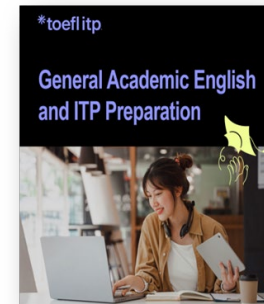


tests



feedback

- demo version currently tested (fall semester 2024)
- two freshmen classes, approx. **80 students**
- instructor: Sei Isomine (EJC member)
- used as part of the mandatory "English LR" course material



Student Name	Unit - 1	Unit - 2	Unit - 3	Unit - 4	Unit - 5	Unit - 6	Unit - 7	Unit - 8	Unit - 9	Unit - 10	Unit - 11	Unit - 12	Unit - 13	Unit - 14	Unit - 15
DEMO1 EJC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DEMO2 EJC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

@Yokohama National University

- paper-based textbook (class instruction)
+
GAE and TOEFL ITP® Preparation (self-study at home)
- progress monitored by the instructor
- account for up to 10% of course grade
- feedback will be collected from both instructors and students after the trial phase for future improvements
- demo accounts have been provided to several universities



@Yokohama National University

Users' Guide

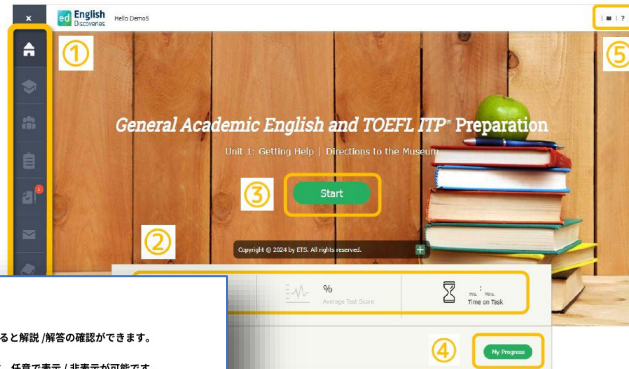
How to use the dashboard

Profile
Learning community
Assignments
Assessment
Grammar book
Lesson plan (activity)
Listening
Speaking
Reading
Writing

FAQ

General Academic English and TOEFL ITP® Preparation

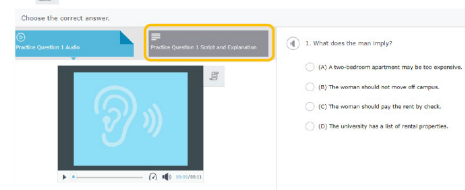
3)ダッシュボードの操作



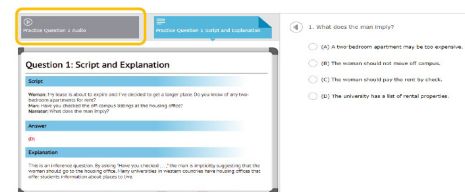
Unit13 / Unit15 アクティビティ

Unit13のリスニングアクティビティでは、黄枠箇所をクリックすると解説/解答の確認ができます。

アイコンをクリックすると、Transcriptが表示されます。任意で表示 / 非表示が可能です。



解説 / 解答のタブを確認中に以下の箇所をクリックすると、音声の再生画面に切り替わります。

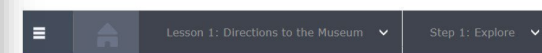


2)ログイン方法

1. ログイン専用サイトにアクセスしてください。



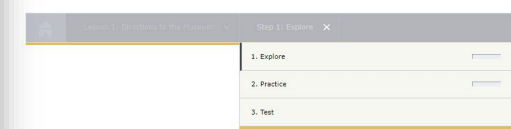
画面上部のプルダウンから好きなLesson、Stepに移動することができます。
また、ホームボタンを押すことでいつでもダッシュボードに移動が可能です。



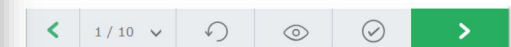
Lesson選択時のイメージ



Step選択時のイメージ



画面右下のアイコンでは、以下の操作が可能です。



前の問題に戻る 次の問題に進む

1 / 10 プルダウンを押すとStep内の別の問題へ移動できます

に戻ります

本コースでは利用しません

なアクティビティを通じて学習が可能です

音した音声、提出済みのエッセイの確認/修正ができます

TOEFL ITP® Level1 が2セット登録されています。

受験できますが、テストが受験できるのは1回のみです

Teachers' Guide

How to use the dashboard

Monitoring the learners

Unit completion

Average test score

Time on task report

Unit overview report

Course test report

Communication

Resource

Assignment

[illegible]

General Academic English and TOEFL ITP® Preparation

3) ダッシュボードの操作

The dashboard displays the following information:

- Course Completion:** A bar chart showing completion status for units U1 through U11. U1 is 100% complete, while others are 0%.
- Average Test Scores:** A line graph showing scores for units U1 through U11. U1 has a score of 100, while others are 0.
- Units:** A section showing progress for units U1, U2, U3, and U4. U1 is 100% complete, U2 is 80%, U3 is 100%, and U4 is 100%.

- Course Completion:** 担当する受講生の進捗状況をご確認いただけます。
- Average Test Scores:** Unitごとのテストにおける平均正答率が表示されます。
- Units:** 単位の学習量、平均正答率、進捗率をグラフでご確認いただけます。

Time on Task Report: 受講生単位で学習時間の確認ができます。

Unit Overview Report: 受講生単位で進捗状況の確認ができます。

The Member Login page includes a header with the TSJ logo and a navigation bar. The main content area features a 'Member Login' section with a 'User Name' input field and a 'Type here' placeholder.

スピーキングアクティビティ

アクティビティには一部音声を録音する問題があります。

1) スタートをクリック

Summarize the article for a friend who wants to know about tiny homes. Give three reasons why tiny homes are good for some people. Give your own opinion as well. Could you live in a tiny home? Why/Why not?
[Listen to the audio.](#)

2) 1分間で考えをまとめましょう

You have 1 minute to prepare.

00m 51s

[Skip](#)

The sections include:

- Registration:** 担当する受講生のデータのエクスポートなどが可能です。
- Curriculum:** 本コースでは特に利用しません。
- Reports:** Course reportから受講生の学習データの確認/エクスポート/採点が可能です。
 - ・進捗率
 - ・平均正答率
 - ・学習時間
 - ・スピーキング/ライティングの採点
- Communication**

Write title here

☒ Show button in notification

[Write button text here](#)

[Learn more](#)

This link should open with http:// or https://

- ・In box : 受講生と本システム上でメールのやり取りが可能です。
- ・Notification Center : 受講生に向けてログイン時にお知らせを表示させることができます。

テストの受験案内など、受講生に向けてメッセージがある際にご利用ください。

Resources : FAQやクラス指導に役立つ資料をダウンロードいただけます。

Assessment : TOEFL ITP Practice Testの開始日、期日の調整が可能です。

Services : マニュアル（英語）を項目別にご確認いただけます。

My Profile : プロフィールの変更ができます。パスワードの変更はこちらから。

How to Get it

TOEFL Official e-learning shop

<https://www.officialtestprep.jp/c/itp/GAEITP>



EGAP Japan Consortium (EJC)

<https://www.toefl-ibt.jp/educators/institutions/egapjapan/>

