

SEMESTER SYLLABUS

JAZZ ENGLISH CONVERSATION

ONLY SPEAKING WILL IMPROVE SPEAKING

Therefore Jazz English and this class have one focus:
To increase the amount of classroom speaking time.
How? You do the book at home, and speak in class.

Communicate in class, learn to communicate at home.

The rest is details.

Your everyday social English will be improved by everyday social conversations. Jazz English will be used to start conversations, and give you new vocabulary to add to your conversations. TOEFL-type listening tests based on the Jazz units will improve your listening. The conversations will be about you, and you know how to talk about you. Jazz English, and a whole lot of talking, will help you talk correctly, easily and naturally about you.

Jazz has over 1000 new vocabulary and idioms. These are like merchandise in a supermarket. You don't buy everything. You just buy the stuff that YOU need. You are not expected to learn all the new vocabulary, just pick the vocabulary that is useful for describing your life.

The new vocabulary and idioms will make your conversations – and your English personality – more interesting. Another great thing about idioms is: you can sound fluent, before you are fluent.

week	TUESDAY	FRIDAY
1	Pre Test	Classroom MT
2	Unit 1	1
3	2	2
4	Board game	3
5	3	1, 2, 3
6	Speaking Test	Speaking Test
7	4	4
8	5	5
9	Movie	6
10	6	4, 5, 6
11	Speaking Test	Speaking Test
12	7	7
13	8	8
14	9	Post Test
15	9	Pre-post results
16	Speaking Test	Speaking Test

Your speaking will only improve by speaking. The one-on-one speaking time that you have with your professor will never be enough to improve your speaking. Therefore, the class is structured around you speaking to each other.

Only by speaking to each other, very much, will your speaking improve, very much.

I conduct conversation classes like a TV talk show host. I introduce things, I arrange events, and I step back off camera. Then you take over. You speak to each other.

In short, you will speak so much, your speaking will improve.

DETAILS: The class will go something like this.

DAY ONE:

- 1 You will have a multiple-choice listening quiz at the beginning of class. If you did the book and the workbook at home, you will do well.
- 2 You will sit in pairs. One student turns to page **A**, your partner turns to page **B**. Ask a question, any question. Start a conversation. Make comments, ask follow-up questions, the works. After you answer a question, ask: “*What about you?*”
- 3 About every 10 minutes, I will yell “*Switch!*” and everybody will get a new partner. And talk some more. Ask the same questions, or ask different questions.
- 4 You will talk about the same thing, over and over, but each time with a different partner. Maybe your partner does not understand your pronunciation. With your next partner, try a different pronunciation. Keep trying till someone understands you.

DAY TWO:

- 1 I will give you the tests back, and I will show you the script and the correct answers on the big screen TV. Thus, you can see why you missed some questions.
- 2 You will sit in groups of 3. ALL NEW PARTNERS! One person will turn to page **A**, one to page **B**, and one to the **Free-Talking Frenzy**.
- 3 Talk. Ask. Answer. “**What about you?**” Talk about the topic. Talk about last weekend, last night, last winter vacation. Whatever. Talk. The more you speak, the more your speaking will improve.
- 4 About every 20 minutes I will yell “*Switch!*” and everybody will get 2 new partners. Variety!

In some units, there may be a DAY THREE. On those days you will play the board game or do some other activity, with all new partners.

SHORT VERSION

DAY 1 is for repetition and getting smoother. DAY 2 is for variety and getting smoother.

In every conversation you should try to integrate some new vocabulary. *Use it, or lose it.*

In addition to **speaking**, every Jazz unit features **listening, pronouncing, reading, writing, vocabulary** and **culture**. Awesome. Where and when are all these skills integrated? Classroom conversations.

Jazz also has a website, jazzenglish.com, where you can access the listening exercises. The website is also an English surfing central station, where you can access all kinds of information on American culture: movies, music, TV, magazines, news. In additions, there are sites for vocabulary and corpus information.

Jazz has a major focus on being interesting. Why?

Because students who have little interest in English have little ability in English.

In many ways English is a subject, the same as math and history. However, speaking English is a skill, just like playing tennis or piano, and human beings all master a skill in the same way: for every hour of instruction, there are four hours of practice. There is no other way.

Remember that ratio: 1 - 4.

Anything less, in any skill, and you are forgetting faster than you are improving.

TESTING AND GRADING

9 UNIT LISTENING TESTS

1. You will have a listening test before each unit. A total of eight or nine tests.
2. The listening tests have one major purpose: to force you to do the book at home.
3. The tests are ABC, multiple-choice, and based primarily on the new vocabulary and cultural differences.
4. Because vocabulary is so important, there are translations, explanations in the back of the book, and an audio CD,
5. After the first test, you will know what the rest of the tests are like, and you will know how to prepare.
6. Students who do the book at home will also bring good grades home.

3 SPEAKING TESTS

1. You will have three speaking tests. Each test you and two partners will come to my office and talk about the topics for about 20 - 25 minutes.
2. Each test you will have two different partners.
3. The conversations will be recorded and you will transcribe the conversations, and give them to me on paper, and email them to me. (So bring your cell phone or MP3 player on test day.)
4. The transcripts will show how many total words you spoke, and the number of new vocabulary you used.
5. The speaking tests are graded on:
 - a) Your basic speaking ability
 - b) How well prepared you are
 - c) The quality of your questions, and answers (conversations should be interesting)
 - d) How many new vocabulary you used correctly, and pronounced correctly
 - e) How many total words you spoke

FINAL GRADES

1. Listening tests:	35 %
2. Homework check:	10 %
3. Workbook check	10 %
4. Attendance:	10 %
5. Speaking tests:	<u>35 %</u>
	100 %

ATTENDANCE is IMPORTANT.
Students with bad attendance
will make bad grades.

The gap between KNOWLEDGE and PERFORMANCE

When you are transcribing your speaking test, you will notice many mistakes that you made. You'll notice that you said things like: *I born in Pusan*, and *My brother, she is very smart*.

You would not make these mistakes in writing, or on a multiple-choice test, but you make them in performing, speaking. Therefore, there is a gap between your knowledge and performance.

ENGLISH KNOWLEDGE

ENGLISH PERFORMANCE

← **GAP** →

SO WHAT DO WE DO? Do we teach you more grammar rules? No, that would increase your knowledge, but not your performance. The gap would get bigger.

This semester you will decrease the gap between your knowledge and your

SOME FINAL THOUGHTS:

1: A lot of speaking also improves grammar.

Experience has shown me that only speaking improves speaking. It has also shown me that a lot of speaking improves a lot other things, including grammar. (But most importantly confidence).

I know that a lot of speaking improves grammar because every semester I give pre and post grammar tests. And in general, students show an 10 - 14% improvement. I do not teach grammar, so I know that did not get that from me. (It must be said that a goodly number of students probably are taking other English classes, and many students get better at test taking.)

The bottom line is that in my highly communicative speaking class, grammar improves by about 10%. A 10 percent increase in a TOEIC score would be from 800 to 880. That is a significant increase.

2: Fishing

If you give a boy a fish, you feed him for a day. If you teach a boy how to fish, you feed him for a lifetime.

I strongly believe that memorizable, role-playing speaking tests give students ability for a day. Thinking and speaking conversation tests help students for a lifetime.

3: Testing correlation.

A perfectly accurate testing correlation is 1.0. In the real world .5 is pretty good, for that is the accuracy of the American SAT test.

Here is an interesting fact. If exact same students take the exact same test twice, what do you think the correlation would be? Remember, there is guessing and different levels of improvement going on.

The correlation is about .65. That's all. I have done pre and post test correlations on students for the past 4 years, and that is the correlation.

The correlation of the Jazz Listening Tests to speaking ability is generally .70 – .76. That is very, very strong.

4: Provable Improvement.

Last semester, the results of the pre test showed that Ms. Kim, N.H. ranked 11th out of 18 in overall English ability.

Ms. Kim worked and studied very hard and ultimately ended up with the highest course grade in her class.

The results of the post showed that Ms. Kim ranked 3rd in overall English ability.

Ms. Kim diligently applied herself diligently and improved dramatically, and the pre and post tests enable the measure of that improvement.

The highest grade in class does not always mean the highest ability in class. And frankly, Ms. Kim did not have the highest ability in class. However, she did earn the highest grade in class, and a byproduct of that was the greatest improvement in class.

By giving pre and post tests, I can prove that my students improve. And by how much.

5: The bottom line:

A lot of unregulated speaking in class may appear to be the chaotic product of a lazy teacher.

My highly communicative classes might be termed chaotic, but they are not the result of laziness.

They are the result of data which shows that a lot of speaking also improves a lot of other things.

The flip side is, with Korea spending the most in English education and having the least in communicative ability, we can surmise that a lot of grammar and memorizing results in little communicative ability.