科目ナンバリング	U-LAS51 10009 SB48						
授業科目名<英訳>	テストテイキングII（全・英）-E3 Test Taking II (All Faculties, English)-E3			担当者所属職名・氏名	非常勤講師 Gumbilai, Valentino Milton Junior		
群	キャリア形成科目群	分野(分類)	国際コミュニケーション	使用言語	英語		
旧群	C群	単位数	2単位	週コマ数	1コマ	授業形態	演習（対面授業科目）
開講年度・開講期	2026・後期	曜時限	木2	配当学年	全回生	対象学生	全学向

[授業の概要・目的]

This course is designed for upper-intermediate to advanced students (approx. CEFR B2 to C1) who wish to enhance their performance in academic English proficiency exams such as TOEFL iBT and IELTS. The course provides a comprehensive, skill-integrated approach to test preparation by focusing on the four core language domains: reading, listening, speaking, and writing.

Through structured lessons and practice tasks, students will develop a deeper understanding of test formats, effective time management, note-taking, paraphrasing, and logical reasoning. The class also emphasizes critical thinking, academic vocabulary, and strategies for synthesizing information from multiple sources and skills essential not only for test success but also for future academic and professional communication.

[到達目標]

By the end of the course, students will be able to:
- Apply advanced strategies for the TOEFL/IELTS Reading, Listening, Speaking, and Writing sections.
- Integrate information from multiple academic sources and summarize accurately.
- Produce logical, well-supported arguments in speaking and writing.
- Manage time effectively in high-pressure test situations.

Use instructor feedback to improve autonomously.
- Understand how standardized test skills support university-level academic communication.

[授業計画と内容]

(Topics may be modified depending on student progress)

Week 1 Course Introduction and Advanced Diagnostic Task
A review of Spring semester skills, followed by a diagnostic test focusing on higher-level reading, listening, speaking, and writing to identify advanced areas for improvement.

Week 2 Reading Strategies II: Logical Structure and Rhetorical Purpose
Developing the ability to understand text organization, author intention, and rhetorical techniques in academic passages.

Week 3 Listening Strategies III: Lecture Organization and Complex Detail
Analyzing longer academic lectures, identifying patterns of reasoning, and recognizing connections between main ideas and supporting details.

Week 4 Speaking Task 3: Academic Explanations and Mini-Lectures
Building the ability to speak with clarity and academic tone, including short explanations, summaries, and paraphrasing of academic content.

テストテイキングII（全・英）-E3(2)へ続く↓↓↓

Week 5 Integrated Task 3: Reading, Listening, and Speaking
Practicing advanced integrated speaking tasks where students must combine information from multiple sources and respond with accuracy and clear organization.

Week 6 Writing Task 3: Synthesis Writing
Producing well-structured essays that integrate ideas from reading and listening materials, focusing on coherence, paraphrasing, and academic style.

Week 7 Mid-term Review and Mock Test 2
A full practice test modeled on higher-level TOEFL or IELTS tasks, followed by a detailed review of strategies for improvement.

Week 8 Critical Listening and Inference
Recognizing speaker purpose, attitude, and implied meaning in longer, more abstract academic discussions.

Week 9 Reading Strategies III: Evidence Evaluation and Critical Thinking
Evaluating arguments, distinguishing between strong and weak evidence, and identifying assumptions and logical relationships.

Week 10 Speaking Task 4: Problem-Solution and Argumentation
Responding effectively to prompts requiring logical reasoning, explanation of problems, and presentation of possible solutions.

Week 11 Writing Task 4: Extended Argumentative Essay
Developing clear thesis statements, strong reasoning, and cohesive organization in longer essays typical of advanced academic English tests.

Week 12 Integrated Task 4: Multi-Source Reading and Writing
Composing a structured academic response using information from multiple academic texts and listening passages, focusing on accuracy and balanced synthesis.

Week 13 Group Workshop and Peer Feedback
Students review sample responses, provide peer feedback, and collaboratively revise reading, listening, speaking, and writing tasks for improved performance.

Week 14 Final Mock Test and Comprehensive Review
A complete practice test simulating actual exam conditions, followed by detailed self-reflection and final strategy refinement.

Week 15 Final Examination
A comprehensive assessment measuring proficiency in reading, listening, speaking, and writing at an advanced level.

Week 16 Feedback and Self-Assessment (Feedback Week)
Students receive detailed feedback on test results, including:
Explanation of question types and model answers
Written commentary posted on the LMS

テストテイキングII（全・英）-E3(3)へ続く↓↓↓

In-class review of selected student responses
Opportunities for questions during feedback sessions
Individual consultation hours during the official feedback week

[履修要件]

Students are expected to:
Have an upper-intermediate to advanced level of English proficiency (approx. CEFR B2 to C1), suitable for academic test preparation.
Attend classes regularly and participate actively in discussions, group work, and test simulations.
Complete all weekly assignments and practice tasks using materials provided by the instructor.
Be able to use the Internet, e-mail, and PowerPoint for completing assignments and presentations.
Bring necessary materials such as a notebook, dictionary, and personal study notes to every class.
A positive learning attitude, punctuality, and consistent preparation are essential for success in this course.
Other specific requirements or updates will be explained during the first class.

[成績評価の方法・観点]

Active participation and attendance: 20 points
Weekly assignments and practice tasks: 20 points
Quizzes and short tests: 20 points
Mid-term mock test: 15 points
Final examination (integrated performance test): 25 points
Assignments and tests will be assessed according to the course objectives, focusing on students’ ability to apply strategies learned in class and demonstrate improvement in reading, listening, speaking, and writing skills.

All assignments must be submitted by the specified deadline. If you have any trouble with submission, please contact me. I’m happy to help.

Originality, effort, and progress will be considered when evaluating written and spoken performance.
Grades will follow the Kyoto University ILAS grading scale (A+, A, B, C, D, F), with reference to the diploma policy and course objectives.

[教科書]

授業中に指示する
Instructions will be given during class

[参考書等]

（参考書）
授業中に紹介する
Instructions will be given during class

[授業外学修（予習・復習）等]

Preparation and Review
Students are expected to prepare and review consistently throughout the semester.
Before each class, students should review relevant vocabulary and grammar, and read or listen to assigned practice materials to become familiar with the topic and test format.
After class, students should complete assigned exercises and review feedback to reinforce strategies learned

テストテイキングII（全・英）-E3(4)へ続く↓↓↓

and identify areas for improvement.
Preparation: approximately 30 to 45 minutes per class, including reading or listening to short academic passages and previewing vocabulary.
Review: approximately 45 to 60 minutes per class, including completing writing or speaking tasks, reviewing notes, and reflecting on errors from quizzes and mock tests.
Students are encouraged to use online resources provided by the instructor for additional practice (TOEFL/ IELTS-style exercises and model answers).
Continuous preparation and review are essential for improving integrated language skills and achieving measurable progress toward the course objectives.

[その他（オフィスアワー等）]

Student Attitude and Behavior:
Active participation and professional behavior are essential. Students are encouraged to speak up, make comments willingly, and contribute to class discussions in a respectful and supportive manner. Consistent effort, cooperation, and a positive learning attitude are highly valued and will be reflected in the overall evaluation.

Technology Use:
Students are expected to be able to use the Internet, e-mail, and PowerPoint for class activities, assignments, and presentations. Guidance on how to use these tools will be provided during the course when necessary.

[主要授業科目（学部・学科名）]