

PRACTICAL APPLICATIONS IN LISTENING AND SPEAKING SKILLS (PALSS)

U.S. DEPARTMENT OF STATE - E-TEACHER SCHOLARSHIP PROGRAM UNIVERSITY OF OREGON, DEPARTMENT OF LINGUISTICS, AMERICAN ENGLISH INSTITUTE

Course Overview *(only offered in Winter 2014 term, January 6–March 14, 2014)*

The PALSS course has a dual purpose: to develop participants' own oral-aural English language skills, and to develop the participants' knowledge and their toolbox for listening and speaking pedagogy.

This course is designed to enhance

- speaking skills of participants in small group sessions and with a weekly audio journal
- listening skills of participants in small group sessions and with self-study activities
- teaching skills of participants in listening, speaking, and pronunciation through readings and online discussion, self-study activities, and their participation in model lessons
- teaching networks by encouraging collaboration among participants on weekly discussions, in small group sessions, and with ongoing interaction through the course social networking site (E-Teacher Ning)

Special requirements: This course has real-time, scheduled components, and access to Skype or a similar video conferencing tool is required. Not for participants with highly advanced English speaking/listening skills.

Learning Objectives

By the end of this course, participants will be able to

- speak with greater confidence and with improvement relative to their initial speaking ability in one or more areas such as pronunciation, fluency, or complexity
- aurally comprehend fluently delivered English with greater ease relative to their initial listening ability
- effectively incorporate a greater variety of pedagogically sound activities for developing listening and speaking skills into their classroom practice
- create a personalized list of web-based resources for developing English speaking and listening skills

Course Scope and Sequence

PALSS is unique among the E-Teacher portfolio of courses, in that it has a significant weekly synchronous component that requires participants to engage in structured and semi-structured oral communication with UO American English Institute instructors and each other.

Week 1: Introductions and orientation to the course; describe one's own learning strategies and discuss the advantages of teaching learning strategies

Week 2: Formulate measurable objectives to meet a goal for a familiar class context; state the difference between top-down and bottom-up listening skills; discuss which needs greater emphasis in own context; accurately complete a drawing based on listening to instructions; ask appropriate clarification questions in conversation

Week 3: Create an effective rubric to assess a familiar speaking activity; use a provided rubric to accurately evaluate a peer on a speaking task; use superlatives in conversation

- Week 4: State the difference between talk as interaction, transaction, and performance; discuss which needs greater emphasis in own context; compare one's own lesson planning styles to recommended styles; state which syllable is stressed and pronounce words with the correct syllable stressed; share controversial opinions in conversation
- Week 5: Explain and give examples of seven types of listening practice (Rost, 2011); explain and apply knowledge of the use of dictations for listening diagnosis and intensive listening instruction; explain local issues in conversation
- Week 6: Analyze discussion challenges and find solutions to discussion issues; participate in intensive listening activities and explain how to use them in own classrooms; discuss environmental issues in conversation
- Week 7: Explain and apply knowledge of note-taking strategies; take accurate notes; explain how to incorporate extensive listening in classrooms; give and support opinions in conversations
- Week 8: Analyze pronunciation activities practices in own classroom; explain how to integrate teaching pronunciation into other skill; practice listening for and using polite disagreement and agreement in conversation
- Week 9: Analyze how songs can be incorporated into lessons to develop listening and vocabulary; practice rhythm and fluency with song activities; discuss and explain a favorite dish or recipe in conversation
- Week 10: Evaluate course and give feedback; reflect on gains and skill development; share course experiences and reflect on course in conversation

Course Requirements for Certificate of Completion

Course participants will be required to

- read the weekly readings and post at least two times each week on the related weekly online discussion; this is an asynchronous, text-based discussion
- participate actively and respectfully in the weekly synchronous teacher-led small group meetings; arrive on time and be prepared to participate orally in real-time
- record a two- to five-minute reflection about the weekly activities in a weekly audio journal
- complete the self-study exercises, and note what was done in a self-study log
- participate in at least three webinars, either synchronously or asynchronously
- complete a variety of course tasks (for example, create a rubric; transcribe one minute of an audio journal and examine it for pronunciation errors)
- create a detailed lesson plan as a final project, using methods and activities from the course

E-Teacher participants must complete the final project and all other assignments with a score of 70 percent or higher to receive a passing grade for the course and a certificate of completion. The final project in this course is worth 30 percent of the total grade.

Sample Materials and Resources

- *Teaching Listening and Speaking: From Theory to Practice* (pp. 1-18), by J. C. Richards
- *Teaching and Researching Listening* (Chapter 9), by Michael Rost
- Vocaroo, www.vocaroo.com