

**FOUNDATION COURSE:
PRACTICAL APPLICATIONS IN LISTENING AND SPEAKING SKILLS (PALSS)**

UNIVERSITY OF OREGON, COLLEGE OF ARTS AND SCIENCES, AMERICAN ENGLISH INSTITUTE

Course Overview

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

Participants work to improve their speaking and listening skills via synchronous small group sessions, participation in an interactive voice message board, and online self-study from web resources. Participants read and discuss resources to enhance their teaching skills and toolbox in the areas of listening, speaking, and pronunciation via a text-based discussion board and participation in model lessons.

Finally, synchronous communication and small group work helps participants build ongoing professional development networks.

Learning Objectives

The PALSS course has a dual purpose: to develop participants' own oral/aural English language skills, and to develop participants' knowledge and toolbox for listening and speaking pedagogy. 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 area(s) 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

Week 1: Introductions and orientation to the course. Discuss current strengths and challenges in teaching listening and speaking

Week 2: Formulate measureable objectives to meet a goal. Top-down and bottom-up listening skills. Listening to instructions activity.

Week 3: Create a speaking rubric. Evaluate a peer on a speaking task.

Week 4: Speaking task types. Lesson planning styles. Word stress.

Week 5: The seven types of listening practice. Dictations for listening diagnosis and intensive listening instruction.



Week 6: Classroom discussion on challenges and solutions.
Week 7: Note-taking strategies. Extensive listening activities.
Week 8: Pronunciation instruction.
Week 9: Listening instruction with songs.
Week 10: Course evaluation. Reflection.

Course Requirements for Certificate of Completion

This class is Pass/No Pass. Participants must satisfactorily complete the course final project and all course work with a final score of 70-100% to receive a certificate of completion. Course participants will be required to:

1. 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 (15% of the grade).
2. Participate actively & respectfully in the weekly synchronous teacher-led small group meetings; arrive on time and be prepared to participate (15% of the grade).
3. Record a 2-3 minute reflection about the weekly activities in an online voice message board and post spoken comments to at least two other course participants' reflections every week (15% of the grade).
4. Do self-study exercises (30 minutes) or activities each week, and note what was done in a self-study log (15% of the grade).
5. Complete a variety of course tasks (for example, create a rubric; transcribe one minute recording and examine it for pronunciation errors) (10% of the grade).
6. Created a detailed lesson plan as a final project, using new methods and activities that were learned during the course (30% of the grade).

Sample Materials and Resources

- Borzova, E. (2014). Mingles in the foreign language classroom. *English Teaching Forum*, 52(2). Retrieved from http://americanenglish.state.gov/files/ae/resource_files/52_2_5_borzova.pdf
- Lorenzutti, N. (2014). Beyond the gap fill: Dynamic activities for song in the EFL classroom. *English Teaching Forum*, 52(2). Retrieved from http://americanenglish.state.gov/files/ae/resource_files/52_1_4_lorenzutti.pdf
- Richards, J. C. (2008). *Teaching listening and speaking: From theory to practice* (pp. 1-18). New York: Cambridge University Press.
- Rost, Michael. (2011). Chapter 9. *Teaching and researching listening*. Harlow, England: Longman.
- Vocaroo. (2013). Retrieved from <http://www.vocaroo.com/>

