

3-2016

An Extensive, Critical, and Academic Listening Module for Advanced English Language Learners

Sharon Tjaden-Glass

University of Dayton, stjadenglass1@udayton.edu

Follow this and additional works at: http://ecommons.udayton.edu/cip_pub

 Part of the [Bilingual, Multilingual, and Multicultural Education Commons](#), [First and Second Language Acquisition Commons](#), [International and Comparative Education Commons](#), and the [Race and Ethnicity Commons](#)

eCommons Citation

Tjaden-Glass, Sharon, "An Extensive, Critical, and Academic Listening Module for Advanced English Language Learners" (2016).
Center for International Programs Publications and Presentations. 1.
http://ecommons.udayton.edu/cip_pub/1

This Program is brought to you for free and open access by the Center for International Programs at eCommons. It has been accepted for inclusion in Center for International Programs Publications and Presentations by an authorized administrator of eCommons. For more information, please contact frice1@udayton.edu, mschlangen1@udayton.edu.

An Extensive, Critical, and Academic Listening Module for Advanced English Language Learners

Sharon Tjaden-Glass, M.A. TESOL

Partnerships Coordinator and Instructor

Intensive English Program

University of Dayton

Dayton, Ohio, United States

Stjadenglass1@udayton.edu

Background

Students

- Adult English language learners in an Intensive English Program
- Common reference level according to the Common European Framework: Levels B2-C1

Course

- Oral Communication/ Listening & Note-taking
 - Level 5 (highest of 5 levels)
 - Meets 6 hours per week for 7 weeks

Student Needs

Listening and note-taking is a challenging skill for many advanced IEP students because it involves multiple cognitive processes: listening, writing, and reading. IEP students often perform adequately on speaking activities and assessments because this communication is bidirectional. What students don't understand at first, they can ask for clarification and elaboration. However, listening to academic lectures is often a unidirectional transfer of information. Students not only need to be able to listen for long periods of time, but they also need to be able to keep track of key ideas that the professor is explaining in real time. In addition, it is helpful if students can write down their questions about the lecture content so they can ask a specific question later.

In the Intensive English Program at the University of Dayton, the Oral Communication/Listening & Note-Taking classes are designed to provide students with structured listening activities and clear strategies about how to listen for key ideas and important information. OC/LNT courses emphasize the practice of noticing lecture language that signals topic and plan for the lecture, definitions, examples, important information, and repetition of key ideas. The rationale for this strategy-based listening instruction is that if students can raise their awareness of key moments when they should write, they will feel less pressure to write every word that they hear.

However, even with these targeted listening strategies, a recurring complaint from advanced IEP students is that they simply cannot handle listening to long stretches of English. The cognitive load of receiving, interpreting, and evaluating incoming auditory input is too demanding for many advanced IEP students, especially considering the fact that many of them have only been in the United States for six to eight months. While students' abilities to understand academic lectures are assessed two or three times during a seven-week term, these assessments do not encourage students to increase their extensive listening outside of the classroom. Furthermore, the only way to improve a student's extensive listening is to listen extensively.

Goal of This Project

The goal of this particular project is to create a supplemental instructional component for OC/LNT 5 students that provides *extensive, critical, and academic listening practice*, as defined below:

- *Academic* = Students will listen to a selected university lecture from iTunes U.

- *Extensive* = The lecture (or portion of the lecture) will be at least 20 minutes long.
- *Critical* = Students will create a summary of the lecture and three possible test questions. Students will also anonymously evaluate their classmates' summaries and test questions over the same lecture.

Materials

Part I: Listening Module # 1 Description

Purpose: to explain the listening module to students

Part 2: Listening Module # 1 Form

Purpose: to gather students' summaries and test questions

Part 3: Evaluating Summaries and Test Questions Form

Purpose: for students to use to evaluate other students' summaries and test questions

Part 1: Listening Module # 1 Description

Listening Module # 1: Psychology

Step 1

Open iTunes U. and search it with these terms: "Introduction to Psychology." Select the following course.

iTunes U > Yale University



Subscribe

Introduction to Psychology

Paul Bloom

Details Ratings and Reviews Related

Description

What do your dreams mean? Do men and women differ in the nature and intensity of their sexual desires? Can apes learn sign language? Why can't we tickle ourselves? This course tries to answer these questions and many others, providing a comprehensive overview of the scientific study of thought and behavior. It explores topics such as perception, communication, learning, memory, decision-making, religion, persuasion, love, lust, hunger, art, fiction, and dreams.

more

★★★★☆ (78)

Yale University

Category: Psychology & Social Science

Language: English

Published Jul 8, 2014

When viewed using the iTunes U app for iOS, this course may also include enhanced materials such as instructor notes and assignments.

Course Outline

- I. Introduction
- II. Foundations: This Is Your Brain
- III. Foundations: Freud
- IV. Foundations: Skinner
- V. What Is It Like to Be a Baby: The Development of Thought

more

Step 2

Select "02 Foundations: This is Your Brain." This is a video clip, so make sure you choose the version with the little TV next to the title.

71	10_Evolution, Emotion, and ...	55 min	This lecture intro...	i	Get
72	16_Person in the World of P...	58 min	This is the first o...	i	Get
73	11_Evolution, Emotion, and ...	53 min	This class is an i...	i	Get
74	06_How Do We Communicat...	56 min	One of the most...	i	Get
75	12_Evolution, Emotion, and ...	56 min	Professor Bloom...	i	Get
76	03_Foundations-Freud	56 min	This lecture intro...	i	Get
77	02_Foundations-This is Your ...	53 min	This lecture intro...	i	Get
78	07_Conscious of the Present;...	59 min	This lecture finis...	i	Get
79	04_Foundations-Skinner	58 min	Professor Bloom...	i	Get
80	20_The Good Life: Happiness	47 min	The last lecture i...	i	Get
81	15_A Person in the World of...	1 hr 1 min	Professor Bloom...	i	Get
82	18_What Happens When Thi...	54 min	Professor Susan ...	i	Get
83	14_What Motivates Us: Sex	52 min	This lecture revie...	i	Get
84	08_Vision and Memory (cont.)	54 min	In this lecture, Pr...	i	Get



Step 3

Make sure the video looks like this:



Step 4

Watch 0:00 – 18:55 of this lecture. Take notes in a way that makes sense to you.

Step 5

- Look back at your notes and determine how the professor divides his lecture.
- How many major parts are there in this lecture? What would you call the major parts?
- Make a second draft of your notes that is more organized and easier to study.
- Write down your questions that you still have about the lecture.

Step 6

Write three possible test questions for this lecture.

- One question can be a **comprehension** questions (What/How many/Who/Where/When).
- Two questions should be **analysis** questions. (How/Why/Compare/Contrast/Explain).
- Your questions may become part of a Listening Test! Submit your test questions to this Google Form: <http://goo.gl/forms/pBnNxsp1Lb>

Step 7: Due Saturday, February 13th

Write a summary of this lecture. Your summary should not be longer than 3 sentences. Submit your summary to the same Google Form as in Step 6: <http://goo.gl/forms/pBnNxsp1Lb>

Step 8: Due Saturday, February 20th

On Thursday, February 18th, go to the link that your teacher posts on Isidore under "Assignments." This link will open a Google Spreadsheet of all the summaries of this lecture that your classmates have submitted. None of the summaries will have the name of your classmates.

Read each summary and give each summary a "grade" according to these guidelines.

4 = Good Level 5 summary

- The student only mentions the key ideas of the lecture.
- The student has used accurate and understandable grammar.

3 = Okay Level 5 summary

- The student mentions some of the key ideas of the lecture, but there are also some examples or details that could be deleted.
- The student has used understandable grammar.

2 = Borderline Level 5 summary:

- The student mentions a few of the key ideas of the lecture. Ideas are either too general or too specific. The student might give only the topic with no other information.
- The student has used grammar that is difficult to understand.

1 = Unacceptable Level 5 summary:

- The student has not mentioned any of the key ideas of the lecture. Ideas are irrelevant to the lecture and show no evidence of understanding the lecture.
- The student has used grammar that is incomprehensible.

Step 9: Due Saturday, February 27th

Review the Google spreadsheet and consider your classmates' evaluations of your summaries.

- Do you agree with their evaluations? Why or why not?
- What do you need to improve about your own summary writing?

Part 2: Listening Module # 1 Form



Listening Module # 1

Follow directions for the Listening Module # 1 by watching "02 Foundations: This is Your Brain" by Paul Bloom on iTunes U.

Your username (stjadenglass1@udayton.edu) will be recorded when you submit this form. Not [stjadenglass1? Sign out](#)

* Required

Your last name *

Your first name

First possible test question about this lecture *

Second possible test question about this lecture *

Third possible test question about this lecture *

Provide a summary of this lecture. Include the key ideas and use accurate and understandable grammar.

*

Send me a copy of my responses.

Submit

Part 3: Evaluating Summaries and Test Questions



Evaluating Summaries

For each student summary below, select an evaluation of the summary. Use the following description to help you make a decision about the appropriate grade.

- 1) Good Level 5 Summary = The student only mentions the key ideas of the lecture. The student has used accurate and understandable grammar.
- 2) Okay Level 5 Summary = The student mentions some of the key ideas of the lecture, but there are also some examples or details that could be deleted. The student has used understandable grammar.
- 3) Borderline Level 5 Summary = The student mentions a few of the key ideas of the lecture. Ideas are either too general or too specific. The student might give only the topic with no other information. The student has used grammar that is difficult to understand.
- 4) Unacceptable Level 5 Summary = The student has not mentioned any of the key ideas of the lecture. Ideas are irrelevant to the lecture and show no evidence of understanding the lecture. The student has used grammar that is incomprehensible.

* Required

People are back of natural neuron have souls. They can be the same even if their body under radical and profound change. material could effect on them like how alcohol do and getting choked on their head. *

1 2 3 4

Good Level 5 Summary Unacceptable Level 5 Summary

There are two arguments about the nature of our minds. Dualists such a Rene Descartes argue that since humans' reactions to different situations can be by choice other than reflection, and since our minds are fixed even our bodies change, so humans have dual nature of physical body and immaterial souls. On the other hand, modern science finds this doctrine profoundly unscientific, failing to explain many phenomena, and argues that physical objects such as machines can do complex tasks now, and people's mental life can be affected by diseases, chemicals and damages, which are physical. *

1 2 3 4

Good Level 5 Summary Unacceptable Level 5 Summary

Evaluating Possible Test Questions

Here are some questions that were written by students. Choose 3 good questions for a possible test on this lecture. Remember: A good test question must

- 1) evaluate a student's understanding of a key idea in the lecture
- 2) be clear
- 3) use correct grammar.

CHOOSE ONLY THREE QUESTIONS!

Choose 3 possible test questions that can evaluate whether a student really understood this lecture. *

	This is the best question.	This is the second-best question.	This is the third-best question.
Is it possible to have some one like you ? describe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What is the Astonishing Hypothesis?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What is the way that we can as animals ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are machines capable to do certain things? What can human do that machine can't?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What the professor mention about human like ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How does Descartes argue about Dualism?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How can we judge on person's behavior through the method of studies imaging techniques ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explain the meaning of dualism.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How does the brain	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Summary of Results

What Worked

- Using iTunes as my source for academic lectures
- Providing step-by-step instructions and deadlines in Listening Module # 1
- Providing incentive for completing Listening Module # 1
 - Four of eight students completed the Listening Module # 1 in exchange for five additional points on their Listening Test # 1
- Students appreciated the opportunity to listen to an academic lecture outside of class—and earn points for it

What Didn't Work

- Students evaluating each other's summaries without more in-class scaffolded instruction on how to evaluate summaries
 - Some students highly rated some very poorly worded summaries
- Students evaluating each other's test questions
 - The format that I chose for this question (grid format) in Google Forms probably confused students—and they did not closely read my instructions

What to Revise

- Method of collecting and re-distributing student summaries and possible test questions
- Format of questions that more clearly direct students on how to evaluate summaries and test questions. (Instructions that they are less likely to skip!)

Further Avenues to Explore

- What if students could select a listening module according to their area of interest?
- What if students read their classmates' summaries of lectures that they haven't seen and evaluated those summaries based on how clear the summary was?
- What if students answered teacher-generated questions about lecture content?
- What if students were required to complete a series of Listening Modules as part of their listening grade instead of relying solely on 2 or 3 listening assessments?