**Salisbury University**

**Summer 2014**

**English 591-192**

**Topics in Literacy and ESOL Listening**

**TETC Room 252**

**Instructor: Dr. Laura L. Marasco, Professor Emerita**

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**Course Description:**

This course introduces students interested in questions of language acquisition to the theories and practices relating to learning through listening in another language. Topics include models for acquiring listening skills, teaching strategies for second language literacy development through listening, evaluating listening media materials, evaluating listening development, current research on second language literacy development, and the political and social implications of second language literacy particularly as it pertains to listening.

The primary focus of this course is on Standard 3.a. Planning for Standards Based ESL and Content Instruction (NCATE/NCTE/TESOL). It emphasizes the role of the teacher as communicator. The overarching goal of this course is to develop ESOL teacher candidates’ instructional proficiency in second language listening instruction.

**Objectives:**

Students completing ENGL 591-Topics in Literacy and ESOL Listening will have the opportunity to:

* Develop an understanding of the theoretical and empirical foundations of ESOL listening and how listening/ literacy practices are mediated by social interaction and culture.
* Develop sensitivity to the background, needs, and expectations of a culturally and linguistically diverse population.
* Develop an understanding of the fundamental concepts of second language learning and listening.
* Become acquainted with, read, and critically review relevant research literature on ESOL listening.
* Become acquainted with theories, models, and definitions of listening.
* Acquire fundamental knowledge needed to make program and classroom decisions about proficiency, placement, instruction, and instructional assessment.
* Become acquainted with effective instructional practices and procedures in second language listening development.
* Evaluate educational materials and resources of various educational publishers.
* Understand the role of cognitive, contextual, and affective factors that influence listening development.
* Develop a compendium of professional practices and procedures, supported by national standards and the professional literature, that foster optimal listening development for ESOL learners.
* Identify strategies for involving parents/guardians in fostering listening development.
* Become acquainted with technology that supports ESOL and listening skills.
* Become familiar with the WIDA Performance Definitions for Listening and Reading Grades K-12.

**Books and Resources:**

**Primary Texts:**

Field, J. 2008. *Listening in the language classroom.* Cambridge: Cambridge University Press.

Lynch, T. 2009. *Teaching second language listening.* New York: Oxford University Press.

Rost, M. 2005. L2 listening. In E. Hinkel (ed), *Handbook of Research in Second Language Teaching and Learning.*  Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

**Internet Resources:**

1. [www.**esol**courses.com/content/topicsmenu/**listening**.html](http://www.esolcourses.com/content/topicsmenu/listening.html)
2. This is a collection of<http://www.languageguide.org/english/br/>
3. <http://www.esl-lab.com/> (General listening quizzes, easy to difficult)
4. [www.yesesl.com/...expressions/10-common-expressions-in-english](http://www.yesesl.com/...expressions/10-common-expressions-in-english)
5. [www.learn**english**feelgood.com/**esl**video/](http://www.learnenglishfeelgood.com/eslvideo/)
6. [www.rong-chang.com/listen.htm](http://www.rong-chang.com/listen.htm)
7. [Cached](http://webcache.googleusercontent.com/search?q=cache:Hnej2mclQ6AJ:www.rong-chang.com/listen.htm+esol+listening&cd=7&hl=en&ct=clnk&gl=us) - SimilarYou +1'd this publicly. UndoThis is a collection of[www.manythings.org/e/**listening**.html](http://www.manythings.org/e/listening.html)
8. <https://www.storyarts.org/classroom/usestories/listenrubric.html>

[*Cached*](http://webcache.googleusercontent.com/search?q=cache:4fAzv1yfaEYJ:www.manythings.org/e/listening.html+esol+listening&cd=5&hl=en&ct=clnk&gl=us) *- SimilarYou +1'd this publicly. Undo***Course Requirements:**

1. **Active participation is expected. This means not only coming to class prepared and on time, having done the required reading (chapters due on the date presented in the schedule), but by thinking, sharing and questioning during class. It is also critical that you model active listening! (10 pts/session).**
2. **Book Chapter Leader. You will be assigned a chapter in one of the texts to share with the rest of the class. You will present the information found in the chapter and use an activity (or create your own) from that section of the book to do with the class to exemplify a listening technique, strategy or theory. Do not use PowerPoint for this assignment. However, you may use other technology tools to enhance your presentation and discussion. You will have 20-30 minutes including discussion. (50 points).**
3. **Create a listening lesson for an ESOL class. This should be something that you will use at your own school and be appropriate for the grade level at which you teach. Based on the text, articles/resources and other information discussed in class, the lesson should be supported by sound listening pedagogy and theory for ESOL. Be prepared to share this lesson on the final day of class. You will have 20 minutes to do your presentation. You are responsible for any materials you might need in order to teach this lesson.**

**In addition to the actual lesson, you must share with the class your rationale behind your choice of activity and why it is appropriate for your ELLs. Save a few minutes at the end of your lesson for discussion. You must turn in a hard copy of the lesson plan stapled to a one page rationale to me as well.**

**(200 points)**

1. **Technology Presentation. You will be assigned a website to explore and present to the rest of the class. Focus on the various grades and content your colleagues teach so that you can point out various resources they might use related to their jobs and ESOL listening, as well as how you might use it in your classroom. Evaluate the usefulness and ease of navigation of the website as well. Plan on approximately 10 minutes to do the “show and tell” of the site. (50 points)**

**Evaluation/Grading:**

**Your final grade is based on the satisfactory completion of the above stated course requirements. The accumulation of points for the stated activities/projects will be converted to a letter grade. Final course grades are based on the following percentages: 90-100%=A; 86-89%=B+; 80-85%=B; 70-79%=C; 60-69%=D; 59% and below=F. Final course determinations are not rounded up.**

**Class Schedule:**

**Day 1 July 7**

**Morning Session (8:30-12:00)**

* **Introductions**
* **Announcements from program**
* **Overview of syllabus**
* **Field Part I: *Background***
* **Lynch Chapter One: *Listening: 21st Century perspectives***

## <http://www.cupola.com/html/wordplay/english1.htm> (The English Lesson. Poem by Richard Krogh)

## Afternoon Session (1:00-5:00)

## Field Part II: *Rethinking the Comprehension Approach*

## Lynch Chapter Two: *Spoken language*

## Rost article

**Day 2 July 8**

**Morning Session (8:30-12:00)**

* **Field Part III: *Process, Not Product***
* **Lynch Chapter Three: *Recognition\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***
* **Lynch Chapter Four: *Interpretation\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***
* **Lynch Chapter Five: *Participation\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

**Afternoon Session (1:00-5:00)**

* **Field Part IV: *A Process View of Listening***
* **Field Chapter Eight: *Input and Context\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***
* **Field Chapter Nine: *Decoding and the Inconsistent Signal*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **Field Chapter Ten: *Decoding: Sounds, Syllables and Words*\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**DAY 3 July 9**

**Morning Session (8:30-12:00)**

* **Technology Presentations:1 and 2**
* **Field Chapter Eleven: *Using grammar and Intonation*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **Field Chapter Twelve: *Amplifying What the Speaker Says*\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **Field Chapter Thirteen: *Handling Information*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Afternoon Session (1:00-5:00)**

* **Lynch Chapter Six: *Listening strategies and listening skills***
* **Lynch Chapter Seven: *Listening materials and listening tasks***
* **Lynch Chapter Eight: *Integrating listening with the other skills***
* **Technology Presentations: 3 and 4**

**Day 4 July 10**

**Morning Session (8:30-12:00)**

* **Field Part V: *The Challenge of the Real World***
* **Lynch Chapter Nine: *Assessment of listening comprehension***
* **Technology Presentations: 5 and 6**

**Afternoon Session (1:00-5:00)**

* **Field Part VI: *Conclusion***
* **Lynch Chapter Ten: *Learner-centred listening***
* **Lynch Chapter Eleven*: Listening beyond the classroom***
* **Technology Presentations: 7 and 8**

**Day 5 July 11**

**Morning Session (8:30-12:00)**

* **Listening Lesson Presentations**
* **1. 2.**
* **3. 4.**

**Afternoon Session (1:00-5:00)**

* **Listening Lesson Presentations**
* **5. 6.**
* **7. 8.**

**\*Note:**

**It is assumed that time will be allotted each session for discussion and reflective journal entry writing. Additionally, a variety of listening experiences will be demonstrated on a regular basis to provide opportunity for exposure to materials, ideas, and activities useful in developing candidates’ ability to incorporate listening components to their ESOL and general curriculum.**