

ELI 532

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| Course Number | ELI 532 |
| Title | UNDERSTANDING SPOKEN ENGLISH |
| Target Audience | <p>Graduate students at any stage of career (most often first or second year) who lack confidence in listening.</p> <ul style="list-style-type: none"> • After taking 531, 536 • May be co-enrolled with ELI 538 or 533 |
| Learning Objectives | <p>Students learn to:</p> <ul style="list-style-type: none"> • Become intentional in working to improve their listening in English • Take control of their listening practice by dedicating 2 hours per week outside class • Use their background knowledge of context, speaker and content to inform their listening • Predict what they might be hearing • Understand natural speech processes, such as reduction, that change the sound of words • Ask informants about cultural references and humor |
| Types of Activities/ Tasks | <ul style="list-style-type: none"> • Complete a listening inventory for 3 days to gauge how much English listening they are really doing each day. • Create 3 three weekly individual listening plans to follow over the course of the semester. • Set their own individual listening objectives • Choose their own listening texts according to their objectives and preferences • Listen to various types of spoken texts, such as interviews, stories, conversations, TV shows. • Practice using different kinds of listening strategies • Take part in (sometimes themed) conversational activities with undergraduates • Complete a listening journal every week reflecting on their weekly listening • Present once to the class to share what they are listening to and what they have learned about improving their listening • Students create and present at the end of the semester a slide or audio-visual presentation about their own work in 592, sharing resources and insights with classmates about their own listening |
| Materials | <ul style="list-style-type: none"> • Materials were created by instructor and are online on Canvas Site |

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| | <ul style="list-style-type: none"> • Student-curated list of podcasts, websites and other listening materials |
| Assessment | <ul style="list-style-type: none"> • Ongoing formative assessment of students' listening work based on: <ul style="list-style-type: none"> ◦ Completion of short homework assignments including group and pair listening assignments, listen and report in class ◦ Weekly completion of individual listening journal ◦ In-class participation • Summative written self-reflection in the last class • No formal in-class exams |
| Format/ Meeting Pattern | Once a week for 90 minutes for 10 weeks |
| Student Outside of Class Time | <ul style="list-style-type: none"> • 2-2.5 hours per week of homework: <ul style="list-style-type: none"> ◦ Homework tasks given by instructor ◦ Students' own self directed listening work in accordance with their own stated objectives ◦ Write up journal each week |
| Expected Teacher Time with Students Outside of Class | <ul style="list-style-type: none"> • At least 2 meetings (≥ 30 minutes each) with each student to discuss their learning process for the class and their progress. |
| Tags | |
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| History (Teacher + Term) | Judy Dyer |
| Course Resource Contacts | Judy Dyer |
| Teacher Notes | <ul style="list-style-type: none"> • Inviting undergraduates to class to take part in discussion(s) on culture is especially useful for students. • Inviting visiting speaker is also good (we have a recorded visit) • Arrange a visit once per semester to a play which we prepare for in class. |
| Open Discussion Topics | |

