THE TEACHING OF AURAL-ORAL SKILLS IN ESL
EDU3205

The following outline will help you to study and prepare for your course better. Please remember that I am using a new text for the second part of the semester. The reference is as follows:

There will be a total of three evaluations for the course – a midterm, an assignment and a final exam.

Midterm:
The midterm will cover units 1 and two of the module. Besides the module, please read the following:
Anderson & Lynch – chapters 1 – 6.
Underwood – chapters 1-10.

The midterm will focus on the following topics.

- Hearing VS Listening
- What is successful listening?

- Listening Skills in L1.
  - The acquisition of listening skills in childhood.
  - Developing listening skills in young native speakers.
- Listening Skills in the L2.
  - The role of comprehension in L2 learning.
  - Factors influencing L2 learning.
- Graded development of listening skills.
  - Grading through text characteristics.
  - Grading through task factors.
  - Grading complexity, or the complexity of grading.

- Teaching listening or testing listening?
  - Listening or remembering?
  - Types of response: learner involvement.
  - Task materials.
- The listening lesson

Final exam

The final exam will cover units three and four module. Besides the module, please read the following:
Thornbury, Scott. – chapters 1-7
Bygate – chapters 1 -9
Byrne – chapters 1- 3
The final will focus on the following topics.

- Oral Communication - What speakers do and what speakers know
- Speaking as a skill.
- Speaking in another language
- Oral skills and interaction.
- Production skills.
- Interaction skills.
- Learner strategies and communication.
- Towards autonomy
- The methodology and oral interaction.

**Assignment**

You are required to prepare two lesson plans using the format of the lesson plans given in units 2 and 4 of the module. One is for the teaching of listening and the other is for the teaching of speaking.

**The teaching of listening**

Please Read:
Your task is to develop a lesson plan to teach non-reciprocal (one way) listening. The lesson need to be catered for a specific proficiency level of target learners (for example, Form 2 advanced level at SMK Sri Serdang, Serdang, Selangor DE.). Choose a listening text using the criteria of material selection learned in the course for the teaching of listening to the target group of students.

There are three stages of a listening lesson i.e. pre, while and post. Create your own task for each of these listening stage. This means you will have a total of 3 sets of tasks.

Please include all the materials – listening text, activities and tasks, worksheets, transparencies etc. in your lesson plan.

**The teaching of speaking**

Please Read: Byrne chapters 3-11, Bygate chapters 9-13 and Thornbury chapters 4,5 and 6.

According to Byrne (1995), there are at least three stages of a speaking lesson i.e. presentation, practice and production. Create your own task for each stage for a specific group of target learners (for example, Form 2 advanced level at SMK Sri Serdang, Serdang, Selangor DE.). Please include all the materials – text, activities and tasks, worksheets, transparencies etc. in your lesson plan.

Date due for both assignments: The second face to face meeting. Please clip both the assignments together.
KURSUS : TEACHING OF AURAL-ORAL SKILLS
(Pengajaran Kemahiran Mendengar-Bertutur)

KOD KURSUS : LHE 3208

KREDIT : 3 (2+1)

JUMLAH JAM PEMBELAJARAN : 120 jam per semester

PELAJAR : Tiada

PRASYARAT : Pelajar dapat:
1. menghuraikan teori-teori berkaitan dengan pengajaran dan pembelajaran kemahiran mendengar dan bertutur dalam pengajaran Bahasa Inggeris sebagai bahasa kedua (C5, CTPS)
2. membina rancangan pengajaran kemahiran mendengar dan bertutur yang efektif (P6)
3. mengamalkan strategi pengajaran dan pembelajaran kemahiran mendengar dan bertutur (A5, CS)
4. kebolehan menganalisis dan membuat keputusan dalam penyelesaian masalah berkaitan etika (EM)

SINOPSIS : This course covers theories and approaches in the teaching of aural-oral skills, different types of listening and speaking skills, strategies and techniques in teaching aural-oral skills, and developing teaching plans.

(Kursus ini merangkumi teori dan pendekatan dalam pengajaran kemahiran mendengar dan bertutur, pelbagai jenis kemahiran mendengar dan bertutur, strategi dan teknik pengajaran kemahiran mendengar dan bertutur, dan penyediaan rancangan pengajaran.)

KANDUNGAN : 1. Listening comprehension
   - The acquisition of listening in childhood
   - Listening in the L2
   - Factors influencing L2 listening

   2. The principles of material selection in teaching listening
   - Grading development of listening skills
   - Grading through text characteristics and task factors
3. The listening lesson
   - Teaching listening or testing listening
   - Types of response, learner involvement, and task materials

4. Teaching the listening stages
   - Pre listening, while listening, post listening
   - Planning the listening lesson

5. Oral communication
   - Knowledge and skill
   - Speaking as a skill

6. Strategies of communication in L1 and L2
   - Communication strategies
   - Differences between L1 and L2 speaking

7. Strategies and techniques in developing oral interaction
   - Awareness raising activities
   - Appropriation activities

8. The speaking lesson
   - Teaching speaking
   - Developing the subskills in speaking

9. Teaching speaking
   - Teaching the speaking subskills
   - Planning the speaking lesson

Jumlah 28
5. Set induction
   - The listening lesson
   - The speaking lesson

6. Writing the lesson plan
   - Developing the content of the listening lesson
   - Developing the content of the listening lesson
   - Writing the lesson plan

7. Teaching materials and audio-visual aids
   - Types of teaching materials and AVA
   - Using teaching materials and AVA

8. Conducting the lesson
   - Basic considerations
   - Discussion and presentation

**PENILAIAN**

: Kerja kursus
  Peperiksaan akhir

**RUJUKAN**


**Jumlah** 42

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<th>PENILAIAN</th>
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Defining listening.

- Listening vs hearing

- The Listening Process involves different types of component skills:
  - discriminating between sounds
  - recognizing words
  - identifying grammatical groupings of words
  - identifying “pragmatic” units – expressions and sets of utterances which functions as whole units to create meaning
  - connecting linguistic cues to paralinguistic cues (stress and intonation) and non-linguistic cues (gestures and relevant objects in the situation) in order to construct meaning
  - using background knowledge (what we already know about the content and the form) and context (what has already been said) to predict and confirm meaning
  - recalling important words and ideas

- Failing to Listen

- Listening purposes

- Listener roles
  - participant
  - addressee
  - auditor
  - over hearer
The L1 Listener

Bottom up

- interpretation based on a series of separate stages
- hierarchical process

Disadvantages?

1. No one to one correspondence between speech segment and sounds perceived.
2. Context or surrounding may affect phoneme’ characteristics (for example assimilation)
3. Perception doers not involve phoneme by phoneme or word by word analysis. Only about 50% of words are identified in isolation compared to in context.
4. Comprehension is not based on verbatim recall/listeners are not just decoders.

Interactive

1. Simultaneous processing of all information – phonological, lexicon, syntax, semantics.
2. Aim for coherent interpretation with what is known about the speaker, context and situation.
3. Employ background knowledge of the world i.e. mental script on the probable actors and events.
4. Listeners as mental builders

Young listeners

1. Listener blamers
2. Poor evaluations of message quality
3. No feedback
4. Training seems to help
The L2 Listener

- When do they become aware of listening comprehension problems?

1. **Language difficulty**
   - Lack of control over the speaker’s speed
   - Lack of repetition
   - Failure to recognize signals
   - Changes in sound quality
   - Accent
   - Idiolect
   - Vocabulary
   - Sound does not exist in L1
   - Different ways of pronouncing the same sounds
   - Syntactic and semantic difficulty – failure to process information in meaningful chunks. Why? What kind of language L2 learners are exposed to in the classroom??

- Communication difficulties:
  - Need to recognize topic of conversation
  - Need to develop the ability to make predictions about the likely development of conversation
  - Need to learn to give signals when they fail to understand and develop strategies in asking for clarifications
2. Comprehension gap
   - cultural knowledge
   - knowledge of subject matter

3. Lack of concentration

4. Established learning habits

Teaching Listening Comprehension

What do we listen to?

Authentic materials
Authentic in origin
Authentic in nature

Material Selection
Tape recorded materials
Video recorders
Live listening
Monologue or dialogue?
Graded through text characteristics

What?

- Language
  1. static
  2. dynamic
  3. abstract - pg. 55
  4. vocabulary
  5. grammar
  6. Length
  7. information organization
    - chronological order
    - informative title
    - main points vs. details
  8. Explicitness of information
    - Redundancy - beginner vs. advanced
    - Sufficiency
    - Referring Expressions
  9. Topic

10. Visual support and other support materials

11. Listening purpose/task

12. Learner response -- accessible vs. acceptable

13. Context of listening

14. Processing load

15. Group format

16. Type of input
Approaches

- linear process
- integrative process
- comprehension process

Task 53 pg 65

Questioning

- Questioning vs. testing
- Orientation of questions

1. What and how much
   - interactive -- speakers attitude -- (to teach other, subject matter)
   - transactional
   - Listening or remembering?
   - Listening perception and attitude towards text
   - Don’t make task more difficult that it is for the L1 speaker (task 60 p.72-73)
Listening lesson

- autonomous vs. ancillary
- variety
- shorter sections
- learner processing
- purposeful
- students’ reaction
- help them learn instead of test
- heave reasons to be hopeful