

TESOL 2008 Intersession:

ITA Professionals as Materials Writers

Podcasting: ITAs expanding language
proficiency

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Rationale

- 21st century technology
- fun
- “authentic”
- contextualized
- way to share “expertise” with others
- rich & therefore “recyclable”
- well-organized (coherent & cohesive)
- concise yet redundant
- built-in opportunities for intensive practice
- vehicle for discourse pronunciation practice
- New (for me!)

Podcast Website

One Minute How to

www.oneminutehowto.com/

Language Level: intermediate to advanced

This site includes regular folks who are “experts” on a particular topic, ranging from “how to advertise your business on the Internet” to “how to write flawless email.” One of the best things about this site is that each how to MUST be only one minute, which makes the activity doable in a short amount of time and forces students to be clear and succinct. The last part includes an interactive Q & A between George, the host, and whoever has just given the podcast.

Design Process:

Step 1: Write student objectives

- linguistic
- affective
- cross-cultural

Step 2: Design exercises (intensive practice & focused feedback)

- awareness raising
- controlled
- rehearsed
- communicative

Step 3: Analyze Results

- linguistic
- affective
- cross-cultural

Our project – ITA (international Teaching Assistant) summer program

Part A: Podcast listening (awareness raising)

1. Class activity: class listens to a podcast for big picture listening exercise, e.g. “How to Teach”; predictions, share notes, work with partner.
2. Individual activity: students listen to original podcast for pronunciation points, e.g., thought groups, prominence & intonation.

Part B: Original podcast recording (controlled)

1. Students individually record same podcast (from Pre-work: part 2), focusing on pronunciation point, save/ send to teacher for feedback.

Part C: Student-generated podcast recording (rehearsed)

1. Students individually write their own podcast, & practice using Read, Lookup, and Say technique.
2. Students record their podcast & save/send to teacher for feedback. (listening, marking errors)

Part D: Student-generated podcast sharing & peer feedback (communicative)

1. Students upload their recordings to Net files to be shared
2. Students tell each other their podcasts in pairs/base groups & answer questions
3. Peers provide feedback.
4. ITAs teach material during Final Exam.

Marked Transcript: Thought Groups & Prominent/Emphasized Words Read, Look up, & Say Technique

Instructions: Read each thought group, focusing on gesturing or making some kind of facial expression for the prominent/emphasized word. Then, look up and say it to your partner or to your computer screen. Make sure to breathe deeply as you say each thought group so that you don't run out of air before the end!

Item 41: How to Teach

Robin Nydorf, lifetime teacher, tutor in high school, communication & research consultant, researcher

How to teach //

The first step is to capture attention //

You have to direct and focus the students /on the learning experience //

Step 2 // is to inform learners of objectives //

This creates expectations of success //

as well as the outcomes they can get /from the learning experience. //

Step 3 // stimulate recall of prior learning. //

Remind students of what they know/ and put it into context //

Step 4 is to present the content //

Now most topic experts/ mistakenly start here/ with the information students need //

but steps 1-3/ lay the groundwork/ for step 4 to work. //

Step 5 // provide guidance //

Final Project: IT TALK 2007

What: For your Final Project, we would like you to write your OWN one-minute podcast and record it using PRAAT.

Rationale: This will help you:

- 1) Provide authentic practice on the aspects of spoken language you have been focusing on during IT TALK.
- 2) Evaluate your progress so far on those aspects of language.
- 3) Evaluate what areas you still need to work on.
- 4) Provide feedback on what to do during your Final Exam (ELP).

Due Date: Monday, August 13, in lab

Process: Think of a topic you would like to share with your colleagues and your ESL instructor. It should be a one-minute “how to” do something, such as how to play Mah Jong, how to deal with a tricky situation, how to solve a math problem, etc. It can be related to your material for your Final Exam or something related to daily life. It’s up to you!

Step 1: Write down what you will say. (Normally, we suggest you NOT write down and memorize what you will say for presentations, but to work on aspects of pronunciation, it may be helpful.)

Step 2: Mark for thought groups (/) or (//) and prominence. Draw a box around the words which get emphasis or focus in each sentence, e.g.,

This podcast/ will help you learn Chinese// Step one is.....

Step 3: Try to use body language to help you emphasize the words which you are focusing on. Move your hands, your eyebrows, your head, etc.

Step 4: Record your one-minute how to, one thought group at a time. Save and then listen to your recording. If you are satisfied with it, upload it to Net files. If not, re-record it until you are satisfied.

Step 5: Don’t forget to allow public access and to send the link to your instructor. (Colleen or Michael)

Feedback sheet

TA: _____ Student: _____

1. Pausing: _____ appropriate _____ too many/too few/wrong places
2. Prominence/Emphasis: _____ good _____ needs improvement
3. Eye contact: _____good (with everyone) _____ needs improvement
4. Overall speed: _____ too fast _____ just right _____ too slow
5. What did you like **best** about this person’s podcast?
6. What **suggestions** do you have for improvement?

Item 41: How to Teach

Robin Nydorf, lifetime teacher, tutor, communication & research consultant, researcher

How to teach. The first step is to capture attention. You have to direct and focus the students on the learning experience. Step 2 is to inform learners of objectives. This creates expectations of success as well as the outcomes they can get from the learning experience. Step 3, stimulate recall of prior learning. Remind students of what they know and put it into context. Step 4 is to present the content. Now most topic experts mistakenly start here with the information students need, but steps 1 through 3 lay the groundwork for step 4 to work. Step 5—provide guidance. Help the students interact with the material and apply it to their own context and need. Step 6—elicit performance. Create a framework in which students practice using the content. 7—provide feedback. Assess and correct the students and highlight achievement. 8—push towards retention. Suggest pathways for students to generalize from the new knowledge and apply it to other situations. Then, you've taught.

Taiwanese ITA's Podcast

Today we're going to work on your homework about work. We'll try to work it out to see how it works. I'll first review a formula(s) about work. I'll just touch on it. There will be no details and no proofs. I promise you. Then, we'll use the formulas to solve a problem about work. We'll try to do it step by step so that you can know the details and understand it well. This is what we('re) gonna do for today. Is it clear so far? Questions?

Ok. Let's move on to our topic then.

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