

Follow-up Discussion

Professional Development Monthly Advisor and Planner (PDMAP)

ESL Listening, Speaking, Pronunciation

May 2010

Discussion Questions:

1. Which resources from the PD MAP regarding ESL Listening, Speaking, and Pronunciation did you read?
2. Instruction in listening, speaking, and pronunciation aligns naturally with the BEST Plus and CASAS Listening assessments. How does instruction in these skills play a role for programs that use the CASAS reading assessment?
3. How are ESL listening, speaking and pronunciation incorporated in your curriculum? How do you use your core textbook to lead learners through these skills? How do you supplement the core textbook to reinforce the skills?
4. One key idea across several of the resources is that some adult learners may be resistant to interactive pair or group work. What are some reasons, if any, your learners have voiced against pair/group work? From the reading you did in the PD MAP, how can you explain (or show) the benefit of pair work to these learners?
5. The Morley article describes four types of focused listening methods which can be summarized as 1) Listen and Repeat; 2) Listen and Answer Questions; 3) Listen and Perform a Task; and 4) Listen and Respond. Imagine the listening instruction in your classroom as a pie divided into five slides - these four methods plus "ambient" listening, that is the listening that students do while the teacher is talking. Which of your pie slices is the largest? Which pie slice is the smallest?
6. In an effective lesson, focused listening, speaking and pronunciation instruction has three components - pre-, during, and post-. What are some key elements of pre-listening, pre-speaking and pre-pronunciation? What are some key elements of post-listening, post-speaking and post-pronunciation?

7. The McKay and Schaetzel article on Interactions mentions the role that feedback plays in promoting gains in ESL speaking. She discusses “recasts” and the providing of positive feedback such as “good” “nice”. In reflecting on your own practice does your feedback occur unconsciously or are you very intentional about your feedback methods? What types of feedback do you typically provide to learners who are practicing their speaking or pronunciation skills? How can your lesson activities provide peers the opportunity to provide feedback?
8. McKay and Shaetzel mention that learners make better progress when their in-class activities are reinforced by follow-up homework. What out-of-class activities for listening, speaking, and pronunciation have been successful for your learners?
9. Many of the resources in the PD MAP describe interactive activities that you can use in your classroom to promote listening, speaking and pronunciation practice. Some of these are: information gap, line-dialogues, conversation grids, cloze activities, games, ordering and sorting activities, minimal pair work, dictations, etc. Which of these strategies was new to you and one you plan to try with your learners?
10. Of all the ideas that we have discussed today, what is the most important idea you can take with you to your classroom or your program?