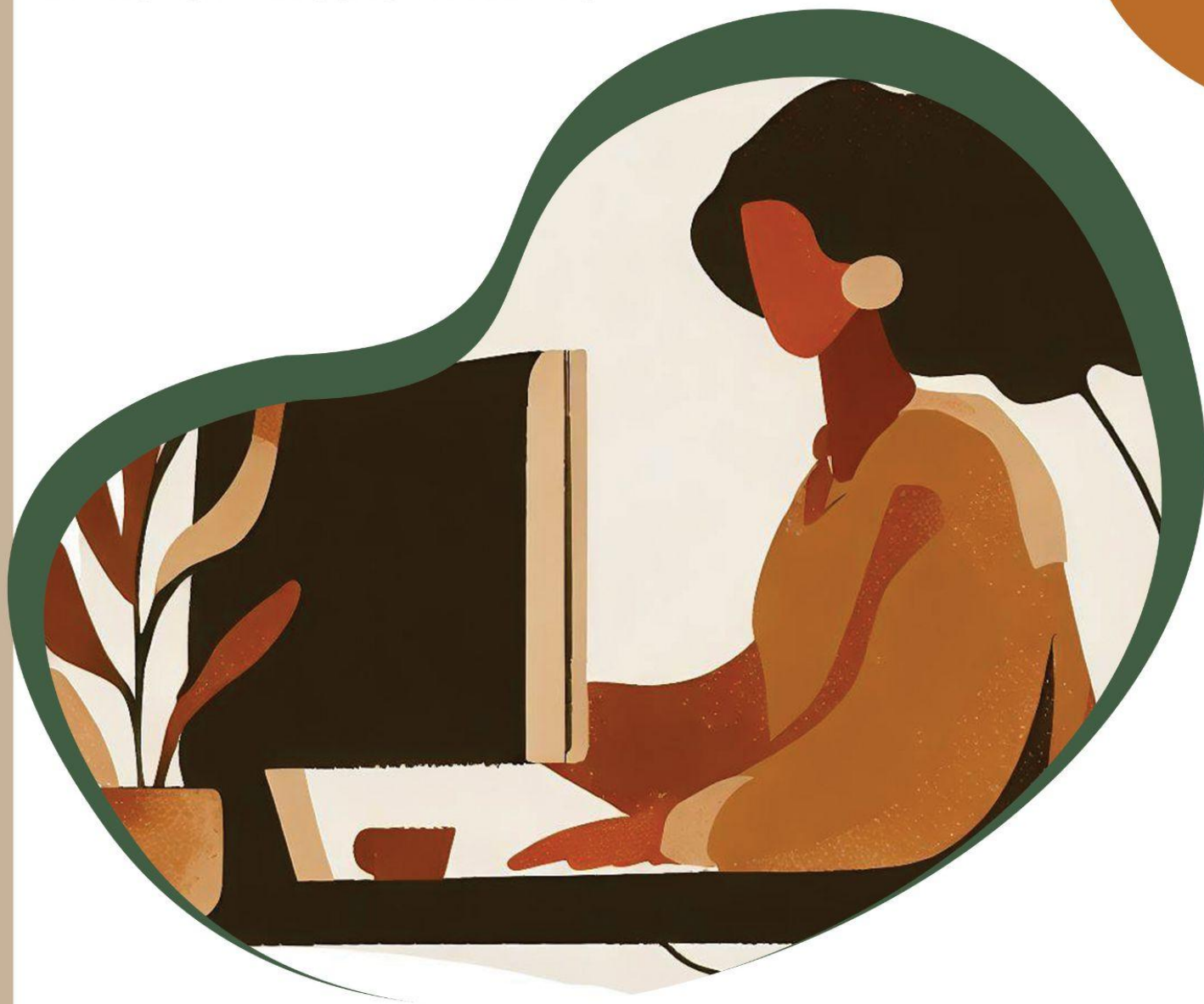




Course Syllabus

DEVELOPING LISTENING COMPREHENSION
IN ENGLISH LANGUAGE LEARNERS



Developing Listening Comprehension in English Language Learners

45 Hours or 3 Graduate Credits

Course Access: Upon enrollment, you have 180 days to complete your online course in our [Learning Management System](#). If you have any questions about course access, please email support@cecreditsonline.org, or call 425-788-7275 extension 104

Course Description:

This course explores a number of issues involved in helping learners to develop their listening comprehension of English as a second or foreign language. Participants will explore and understand factors that affect the success or failure of listening comprehension, examine an adaptable lesson template that can be used to develop the listening comprehension of students, and look at specific listening activities targeted at novice-level, intermediate-level, and advanced-level students. The course will also highlight effective assessment methods, including computerized testing of listening ability.

Course Objectives: By the end of the course, participants will:

- Create pre-listening, while-listening, and after-listening (or post-listening) activities to build comprehension of spoken English, to help their students go through the steps that first language and second language listeners go through when they try to comprehend incoming information.
- Use the five language-teaching approaches (grammar-translation; direct method; audio-lingual, communicative language teaching, and task-based approach) and identify how the teaching of listening is (or is not) incorporated into these approaches.
- Create bottom-up, top-down, and interactive listening goals, and translate them into classroom activities and lessons appropriate for beginning, intermediate and advanced level learners. Participants will be able to use intensive, responsive, and selective kinds of listening activities for the word level, sentence level, and for mini-talks and conversations.
- Create discrete-response tests of phonemic discrimination, paraphrase recognition, and response evaluation, with a cognitive understanding of the critical issues in testing and the purpose of the listening test to define the kind of test that will be created and used

Student Expectations:

This online course is experiential and interactive. Participants will engage in a variety of activities to learn, practice, and apply the skills outlined in the course. This will include reflective journal exercises, short answers that are reviewed by a moderator, quizzes, and observation and

analysis of lessons. A final exam is also a part of the course. Participation in all of these areas is necessary for students to successfully complete the course with a passing grade.

Grading Policy

100%-90% = A

89%-80% = B

79% and below is Not Passing

Course Component	Percentage of Final Grade
Forum Post Exercises/ Reflective Journals	70%
Quizzes	10%
Final Exam	20%

You must have an 80% average in order to pass and obtain University credit for this course unless your district has specified otherwise.

Credit:

- For those taking this course for credit, upon completion, the necessary paperwork will be submitted to the university that was selected at the time of purchase. Please see [University Partners](#) on our homepage for more information.
- For those taking this course for a Certificate of Completion, one will be emailed upon successful completion that may kept for your records.

Class Outline:

- Lesson 1
 - Introduction
 - 1.a The Importance of Teaching Listening Comprehension in L2 Learning
 - 1.b The Role of Listening in L1 and L2 Learning
 - 1.c Understanding spoken English
 - 1.d Helping students understand spoken English: What teachers need to do
 - 1.e Reading and listening
 - 1f. Supplementary Material
- Lesson 2
 - 2.a Listening Situations: Why we listen and to whom
 - 2.b Types of Listening

- 2.c Processing Spoken English
 - 2.d Understanding Spoken English: bottom-up and top-down processing
 - 2.e Exercises to practice bottom-up listening processes
 - 2.f Supplementary Material
- Lesson 3
 - 3.a Teaching English to speakers of other languages: approaches, methods, and techniques
 - 3.b The grammar-translation approach
 - 3.c The direct method
 - 3.d The audio-lingual approach
 - 3.e Alternative approaches
 - 3.f Supplementary Material
- Lesson 4
 - 4.a The Factors Affecting Listening Comprehension
 - 4.b Factors inside the head of the listener
 - 4.c Factors outside the head of the listener
 - 4.d Internal factors particular to L2 listeners
 - 4.e External factors in the message
 - 4.f Supplementary Material
- Lesson 5
 - 5.a "Real-life" listening situations
 - 5.b What does real-life listening sound like?
 - 5.c Establishing a purpose for listening
 - 5.d Setting goals or tasks for teaching listening
 - 5.e Figuring out listener functions and responses
 - 5.f Supplementary Material
- Lesson 6
 - 6.a The product approach to teaching listening
 - 6.b Product versus process models of teaching listening skills
 - 6.c Listening texts/input, listening functions/tasks, and listening content
 - 6.d Listening texts and contents
 - 6.e Selecting texts, tasks, and contents for listening practice and skill development: The multiple decisions teachers must make
 - 6.f Supplementary Material
- Lesson 7: Curricular Integration- Graph Comparison
 - 7.a Bottom-up, top-down, and interactive listening activities
 - 7.b Bottom-up beginning-level listening exercises
 - 7.c Top-down beginning-level listening exercises
 - 7.d Interactive beginning-level listening exercises

- 7.e Creating or using a story line for beginning level learners & recursive listening
 - 7.f Supplementary Material
- Lesson 8: Curricular Integration- Measuring Tools
 - 8.a Who is an intermediate level learner? What kinds of listening texts and tasks will help them?
 - 8.b Bottom-up listening exercises for intermediate-level learners
 - 8.c Top-down listening exercises for intermediate-level learners
 - 8.d Interactive listening exercises for intermediate-level learners
 - 8.e Listening and speaking English
 - 8.f Supplementary Material
- Lesson 9: Curricular Integration- Recording a Process
 - 9.a Teaching advanced-level learners of English as a foreign language
 - 9.b Bottom-up goals and activities for advanced-level learners
 - 9.c Top-down listening goals and exercises for advanced level learners
 - 9.d An interactive activity for advanced-level learners
 - 9.e Who is an advanced-level foreign language speaker?
 - 9.f Supplementary Material
- Lesson 10: Curricular Integration- Word Families II
 - 10.a Issues of validity and reliability of a test
 - 10.b What kind of listening test do we want to make and use?
 - 10.c Creating the test: Collaborative or non-collaborative listening?
 - 10.d Forms of listening tests: The discrete-response test form
 - 10.e Additional kinds of discrete-point listening tests: Paraphrase recognition and Response evaluation
 - 10.f Supplementary Material
- Lesson 11: Curricular Integration - Vocabulary
 - 11.a Integrative tests of listening comprehension
 - 11.b Standardized tests of listening comprehension
 - 11.c Computers in language testing
 - 11.d Advantages of using computers in language testing
 - 11.e To computer test or not to computer test? That is the question!
- Lesson 12: Curricular Integration- Create and Implement Your Own Lesson
 - 12.a Interventions and Approaches
 - 12.b Providing helpful computer-based interventions
 - 12.c “High-tech” intervention to teaching listening
 - 12.d High, low, or no technology: the teacher as key to opening the door to learning
 - 12.e Research: Investigating the process and product of teaching/learning English-listening

- 12.f Supplementary Material
- Evaluation
- Final Exam

Compliance with and Commitment to the American Disabilities Act:

In compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, participants who have any condition, either permanent or temporary, which might affect their ability to complete this course, are encouraged to reach out to support@cecreditsonline.org at the beginning of the course. We will make reasonable academic and accessibility accommodations to the course.

Academic Integrity Policy:

Honesty is an essential aspect of academic integrity. Individual students are responsible for doing their own work and submitting original assignments as per the course directions. Individual students are responsible for doing their own work. Plagiarism and cheating of any kind will not be tolerated. This includes using information from the Internet without citing the website. Avoid plagiarism by appropriately acknowledging the source of the author's words and ideas.