Audio

Objectives

> become familiar with a selection of online EFL listening resources, as well as methods of evaluating them

Vocabulary

> audio media
> embed podcasting
> mp3 streaming

Pedagogical Implications

If you had to guess which learning activities consume the major portion of a student's classroom time - such as writing, reading, answering questions, pair or group discussions, taking quizzes - which one would you choose? Typical students from elementary to high school spend about 50% of their time just listening to their teacher and peers. Subsequently, it would seem imperative for EFL educators to understand fundamental strategies of appropriately integrating audio media within EFL lessons. Audio adds a dimension to EFL instruction that expands and deepens students' learning experiences. For instance, imagine your students listening to an interview with a celebrity, a role play of people ordering food in a restaurant, or a dramatic retelling of a storybook. Just as important as its ability to motivate, the possibilities of engaging students in listening activities that are authentic and meaningful are limitless.

Classroom Integration

There are several ways to utilize audio within an EFL lesson. One way is to embed audio into PowerPoint slideshows as part of a lecture, or on a CD disc, where the audio file can be controlled either by the instructor or the student. Another way of having students listen to recorded audio files (in mp3 format) is through podcasting. These audio files are distributed over the Internet, and can be sent automatically to 'subscribers' and stored on their computers, smartphones, or tablets for listening at the subscribers' convenience. Finally, educational websites (either controlled by the instructor or an independent, 3rd party) can host thousands of audio files that can be streamed to one's listening device as part of various kinds of listening exercises (ex. pronunciation, intonation, listening for specific information, comprehension, etc.). Our study tasks for this lesson will involve the latter option of exploring educational websites and learning how to effectively choose and use appropriate audio files for student learning.

Task 1: A Listening Task.

You are going to do a listening activity using an online resource designed for language learners at 'Randall's ESL Cyber Listening Lab'. To do so, go to our course website, then to Audio and click on Task 1. Do activities 2 and 3 by yourself. When you have finished discuss the post-listening question in activity 4 again with your partner.

Task 2: Evaluating an Online Listening Resource.

When evaluating or making multimedia materials for language learning which you expect learners to use autonomously or semi-autonomously, try to follow the guidelines below.

• interactive in allowing for learner control over choice of activity they do (in terms of their interests, goals and language proficiency).
• interactive in giving the learner the chance to follow their own individual paths through the material, and not have to follow a fixed, linear route.
• chance to access help features (such as pop ups, menus, vocabulary glossaries, etc.) should the learner want it.
• task gives learners a variety of listening skills practice
• audio is available in more than one format
• feedback on tasks (ex. correct answers, help with wrong answers, identifying problems, etc.).
• clear design, labeling of website activities

You and your partner will be given an online listening resource websites to evaluate. Use the criteria above to help you in your evaluation.
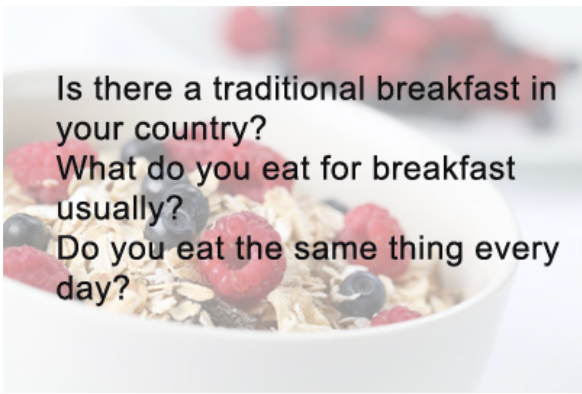
Criteria	Name of Website/Resource: _____
interactive in allowing for learner control over choice of activity they do (in terms of their interests, goals and language proficiency).	
interactive in giving the learner the chance to follow their own individual paths through the material, and not have to follow a fixed, linear route.	
chance to access help features (such as pop ups, menus, vocabulary glossaries, etc.) should the learner want it	
task gives learners a variety of listening skills practice	
audio is available in more than one format	
feedback on tasks (ex. correct answers, help with wrong answers, identifying problems, etc.).	
clear design, labeling of website activities	

Task 3: A PowerPoint set of slides integrating audio.

We are going to look at an example of a lesson using a set of Powerpoint slides. First you will experience the lesson as students.

Task 4: Reflection.

Having seen the lesson, you will now reflect upon the rationale for each slide, and the reason for the sequencing of the slideshow as a whole.

Slide	Rationale
Is there a traditional breakfast in your country? What do you eat for breakfast usually? Do you eat the same thing every day?	1 _____ _____ _____ _____
Breakfasts A B C Which of these three breakfasts is being described?	2 _____ _____ _____ _____
Well a traditional breakfast, well it's not very _____, but it's a lot of fried food, so fried sausages, bacon, fried tomato, fried bread, eggs, _____ or fried, and also sometimes you might have black pudding, _____ _____ a kind of sausage made from pig's blood. Basically, that's a ____ English breakfast. full which is healthy scrambled	3 _____ _____ _____ _____

Slide	Rationale
Describing food you might have black pudding, which is a kind of sausage made from pig's blood. Does the speaker think the listener knows what black pudding is? Is black pudding exactly the same as sausage?	④ _____ _____ _____ _____
"In summer, I enjoy naengmyun, which are kind of noodles in cold broth." Imagine you have to descrbe some Korean dishes to a foreigner	⑤ _____ _____ _____ _____
Summary 'which is' and 'which are' can be used to add extra information to a word, especially when the listener doesn't know what it is.	⑥ _____ _____ _____ _____

How does the slideshow as a whole fit together in terms of content and language development?

_____

Task 5: Slideshow Ordering.

Put the six slides from a slideshow on introducing yourself in the order you feel is most appropriate. You will need to justify your order.

Task 6: Integrating Audio or Video into a set of presentation slides.

In Assignment 1 for this course, you will need to create a set of language teaching presentation slides that integrate audio or video in some way. What purposes can you think of for using audio or visual in a set of language teaching slides. Make a list. One idea has been added for you.

- • The teacher might design a listening skills lesson with the audio and video, and add a post-listening stage involving work on lexis or grammar (as in the 'Breakfast' ppt example).