



Objectives and Evaluation Criteria

ELS PodcastLand

Skills Enhancement Course

Advanced

To pass this course, you must earn a minimum grade of 1.0. **To pass this level, you must also earn a minimum grade of 1.0 in Structure and Speaking Practice; 1.0 in both Reading *and* Writing (Intensive students); and have a grade point average (GPA) of 2.0.** Your grade in this course is based on how well you learn and can use the following:

Description

This class will provide opportunities to learn new vocabulary and improve your listening and speaking skills. You will listen to and summarize authentic podcasts and then produce your own segment. You will improve your spoken fluency while providing commentary on current social issues and telling stories.

Activities

- Choose and listen to several podcasts
- Summarize and classify podcasts
- Create podcasts with a partner, both as the interviewer and as the guest
- Create your own podcast

Objectives: By the end of this session you will be able to:

- Communicate main facts and details from life experiences, authentic readings, and media sources
- Ask and answer leading questions related to news articles and life experiences
- Support opinions with explanations and examples
- Use relevant vocabulary to paraphrase and summarize information
- Use relevant vocabulary to offer details to enliven information

Materials

- *BreakingNewsEnglish.com* (Can be printed and used in class)
- *News articles from various sources* (May be accessed on individual computers in the LTC)

Evaluation Criteria*

%

Participation** (<i>classwork, homework, e.g., vocabulary logs</i>)	20%
Written summaries of podcasts (2)	20%
Podcast: pair work (1)	20%
Productive Activities: <i>Speaking Evaluation, posters, presentations</i> (2)	40%

*Students at different levels will be graded according to their levels

**If you miss 5 or more classes you will receive a zero (0.0) for Participation. 3 lates equal 1 absence.

Grading Conversion

95-100% = 4.0 = A	83-86 = 2.5 = C+	70-74 = 1.0 = D
90-94 = 3.5 = B+	79-82 = 2.0 = C	60-69 = 0.5 = F
87-89 = 3.0 = B	75-78 = 1.5 = D+	0-59 = 0.0 = F



Objectives and Evaluation Criteria

Podcasts

Skills Enhancement Course

Advanced

Expanded Objectives/Teaching Tips

1. Explore the world of podcasting

Introduce students to the variety of podcasts available: storytelling, self-help, pop culture (such as music, movies, fashion), politics, current events, education (such as linguistics, test prep, science), social commentary, etc. The variety available is ever-changing and always expanding, allowing a student to explore for hours. Initially, teacher should select a short podcast to play for the group. Model a method of analysis- define the topic, select key vocabulary and idioms used, and a summary of key points.

2. Communicate main facts and details about a podcast

Having explored several selections, students choose at least two that they want to summarize. Students will be able to identify the main idea and two or more details. In addition to submitting submit a short (4-5 sentence) written summary, they will be able to discuss their selections in small groups.

3. Vocabulary expansion

Students create a list of key vocabulary words and idioms they learned from their selection. These are presented in small groups or to the full class. Teacher selects several that seem generally appropriate for the group to master and can be the focus of short quizzes. Special focus is on vocabulary for hedging and to create drama (depending on the types of podcasts selected).

4. Request information and/or answer factual and interpretive questions

Having selected a topic for the interview podcast, the student will be able to answer 3 factual and 2 interpretive questions about the topic. Students take turns playing both roles as the interviewer and as the guest(s). Recordings should be short, 2-3 minutes. Segments are replayed in small groups for everyone to enjoy. An incredibly wide range of topics is possible, so the teacher assists groups to explore the possibilities.

5. Support opinions/ideas with explanations and examples

Student podcasts are both preplanned, and off-the-cuff. Students practice stating and defending a position with an explanation and two examples. If the topic chosen is a life story, the students focus on vocabulary selection to engage the listener. Good examples are played for the full group.

6. Use relevant vocabulary

Drawing on the vocabulary learned and practiced, students incorporate new vocabulary into podcasts.

7. Paraphrase, summarize, and discuss a variety of topics selected from real life, current events, or other suitable, teacher approved topics.

Students demonstrate control of language through increased precision of word choice and topic development. Resulting podcasts convey interesting information in an entertaining format. Students “get-to-the point” quickly.

Additional teacher notes

- Get AD permission before using materials other than the ones listed in the OEC. While supplements can be useful, it's not always immediately obvious if they help foster the planned learning objectives for the course.
- Regarding participation: Up to 10 minutes late for three classes is counted as an absence (see Participation Rubric); nevertheless, you should distinguish between late-arriving and completely absent students in your yellow folder because true absences affect SEVIS status.
- Regarding the OEC footnote *Students at different levels are graded according to their level*, you can accomplish this goal in two ways. First, you could make an evaluation rubric that gives more points for certain items if students come in with lower skills. Second, you can create sections on quizzes that pertain to some levels and not others. For example, a 104 might be given 10 vocabulary items and a 106, 15 items. Keep records of results from evaluations to make sure that your system truly reflects level skills.



Core Teaching Calendar: Current Events

Class activities may be combined/streamlined when holidays or other special circumstances reduce the number of hours available for the class. Also, instructors may substitute activities for the ones shown here, but must consult their Academic Director before making major content modifications or using materials other than those listed in the OEC. Essential evaluation activities that tie in to course objectives are shown in **bold**.

Monday	Tuesday	Wednesday	Thursday	Friday
	<ul style="list-style-type: none"> Icebreakers Review of OEC Determination of student wishes/expectations for the course Tour of podcasts Demonstrate podcast evaluation (See attachment) 	<ul style="list-style-type: none"> Students explore the world of podcasts, listing the different classifications they find interesting, taking notes for later reference. In small groups, students compare their favorite discoveries. 	<ul style="list-style-type: none"> Student do first small group sample podcast analysis. Focus on if the information is clear and easy to understand. Students begin selection of 2 short podcasts for their own analysis. 	<ul style="list-style-type: none"> With teacher supervision, students analyze their selected podcast Students create written analysis for submission at end of class.
<ul style="list-style-type: none"> Students share podcast analyses in small groups. Teacher selects a pool of target vocab and idioms for full class, to be tested in one week. 	<ul style="list-style-type: none"> Second group podcast analysis- focus on if the speaker organizes information effectively Students select short podcast for individual analysis 	<ul style="list-style-type: none"> With teacher supervision, students analyze podcast and create written analysis for submission at end of class. 	<ul style="list-style-type: none"> Students share analyses in small groups. Teacher selects a pool of target vocab and idioms for full class, to be added to list to be tested Monday next week (max total of 15 words and expressions) 	<ul style="list-style-type: none"> Student group into pairs or triads for first podcast recording. Selections of topics are reviewed by teacher. Student begin planning and rehearsing
<ul style="list-style-type: none"> Vocab practice and quiz Group practice “get-to-the point” 	<ul style="list-style-type: none"> Recording 	<ul style="list-style-type: none"> Share podcasts. Note: does not have to be all listening to them one at a time. Can set up stations for small groups to share listen together. In last moments of class, come together to critique 	<ul style="list-style-type: none"> Third group podcast analysis Review if “get-to-the-point” was achieved Students are matched up for for second podcast recording 	<ul style="list-style-type: none"> Contact America – interviews about local news events or guest speaker in journalism field
<ul style="list-style-type: none"> Recording 	<ul style="list-style-type: none"> Share podcasts Full class discussion of process, challenges, and strengths 	<ul style="list-style-type: none"> T presents a current event. Students outline how they would present this in a podcast in style of their choice. 	<ul style="list-style-type: none"> Share final projects 	

Teacher hints:

For sample podcasts, search under the term “podcasts,” and many sites will pop up. Most are long, having no time constraints.

Standard formats- monologues, 1-2-1 interviews, group discussions, audio only versions of a video based program.

Typical categories: comedy, literature, business, culture, games, crime, business, educational, food, hobbies, fitness, history, how-to, relationships, pop culture, news and politics, religion, science, philosophy, sports, storytelling, tech

Standards students can use for analysis

(Select a few for each analysis, changing it each time.):

1. What is the topic? (title of program, title of the episode)
2. Who is the host? (Name and credentials)
3. If there is a guest, name and credentials. Why was this guest invited to speak?
4. What is the reason the host has decided to talk about this?
5. Why did you choose this podcast to spend time with? Did you know anything about this topic in advance?
6. How is the topic introduced? Is this an effective introduction?
7. What is the overall organization of the podcast? Create a detailed outline.
8. Create a time line showing how much time the speaker spends in each section.
9. Select a few new key vocabulary words. Ask your teacher if you do not understand the word.
10. Select a few new idioms. Ask your teacher if you do not understand the expression.
11. How could this podcast have been more effective?
12. Where and when do the speakers go off into tangents? Is it a mistake or does this add to the fun for the audience?
13. How does the host ensure that the topic is fully covered? If it is an interview, how does the host make sure that the guest stays on topic? Give specific examples of expressions used.
14. What did you learn from this podcast?
15. What was left out? What was not discussed that you expected would be included?
16. Would you listen to this podcast on a regular basis? Why or why not?