Podcasting by Level: Practical Applications for Teachers

For a copy of our PowerPoint slides and this handout, go to: [http://www.uoregon.edu/~rachelds/tesol](http://www.uoregon.edu/~rachelds/tesol)

### Lesson Ideas

#### Beginner

**Pronunciation Activity #1:**
[www.youtube.com/user/ugoeigo](http://www.youtube.com/user/ugoeigo)

**Homework:**
Watch one video podcast individually as many times as necessary.
Practice making the same sounds with the speaker and take notes.
Students record the same words again on Audacity.

**Pronunciation Activity #2:**
**Voice Journals**
Topics given by the teacher once a week (1:30 minutes)
Send as an email attachment or Audio file.
Teacher evaluates based on:
Timeliness, content, accuracy, fluency, vocabulary, development

**Listening Discrimination Activity #1:**
[http://international.ouc.bc.ca/pronunciation/](http://international.ouc.bc.ca/pronunciation/)
The New Okanagan College, Can8 Virtual Lab includes:
listening dictation, pronunciation explanations (minimal pair activities)
video podcasts, interactive listening and speaking activities

**Scavenger Hunt:**
Objective: Practice asking questions of native speakers in an authentic setting.
Students listened to the clues on their cell phones or mp3 players as they walked around campus.
Students recorded themselves asking questions of native speakers on their cell phones.
(Can be adapted to intermediate and advanced)

#### Intermediate

[www.eslpod.com/](http://www.eslpod.com/)
Thematic topics in audio podcasts
Note-taking, Listening Comprehension and Impromptu Speeches

#### Advanced

**Analysis:**
- iTunes University
  Students select lectures or their choice
  Listen and write their own “TOEFL style” questions on topic, purpose, main ideas, comprehension, etc.
  Students post selected lectures and recordings of their questions to course site
  Classmates respond

**Extemporaneous Speeches:**
- In class, introduce impromptu speaking, practice impromptus together
  Take a “field trip” to a Toastmasters meeting as a class to see others do impromptu speeches
  Post a short, high-interest video clip on course site with an audio prompt.
  Students record their own impromptu response, then share audio tracks.

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Narrate Your Morning:
Students use any digital recording device (cell phone, video camera, etc) to create a narration of their morning routine, or their attempt to accomplish a communicative task such as getting a driver’s license.

Formal Presentations:
Videotape student presentations
Post to course site
Students view their own presentation and analyze it
Collect and assess students on their listening comprehension accuracy.

You too can Youtube:
Post a short video clip, (comedy, dramatic, documentary style)
Students work in pairs or small groups to create a dialogue to dub over video
Post on YouTube or course site

Critical Listening #1:
"Bias in the News" unit from University of Michigan: http://www.umich.edu/~newsbias/
Adapt unit using network newscasts posted daily online
View in class & discuss
Post to course site, students may comment later or add own postings

Note-Taking #1:
Teach note-taking & organization skills & practice in class
Post a high-interest NPR program to course site, students listen at home and take notes
In class, students discuss from notes, then re-listen and revise notes
Take listening quiz posted on course website
Debrief with transcript from NPR homepage

Websites

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Technology Requirements for using Podcasts (essential requirements are marked with a * )
- Computer w/ Internet access*
- iPod or any mp3 player device*
- Speakers*
- Mp3 player compatible microphone and/or digital video camera
- Course website (Blackboard, Moodle, Podbean, or other)
- Cell phone with camera and/or AV recording devices
- Audio/video editing software (iMovie, Audacity, OR OTHERS WHAT IS THIS CALLED)

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