

Scaffolding Learning in an Academic Listening-Speaking Class

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I. Scaffolding Techniques for Listening

A) Main idea or detail?

Listen to Part 6 of the lecture again. Choose the best response for each item.

1. The main idea for this part of the lecture is . . .

- A scientific study found 34% of the people dangerously sleepy.
- People are not aware of how sleepy they are.
- People realize they need to repay their sleep debt.

2. All of the following are true statements. Circle the letters of three details that the lecturer gives.

- A third of the people in the study were actually dangerously sleepy.
- Drowsiness occurs just before you fall asleep.
- It's important to start repaying your sleep debt.
- It's perfectly fine to be drowsy during the day.
- 66% of the people in the study were aware of their drowsiness.

B) Taking notes in outline form (Underline one of two choices)

Listen to Part 6 of the lecture again. In the following notes, underline one of the words in parentheses. The first one is done for you.

Part 6: People don't realize they're (in sleep debt / sleepy)

--no clue of (how much sleep they get / how sleepy they are)

--scientf. study: measure people's (sleep debt / tasks)

-- > 1k people said not (drowsy / alert) during day

-- but rsrchrs found (13.4% / 34% / 44%) dangrsly sleepy

--(Drowsiness / Sleep debt) : meaning

-- maybe we're drowsy now but concentrating, so drwness prevented

-- drowsiness (first / last step) b/4 falling asleep, so consider it emrgncy

-- story of Stanfrd prof., ss w/ red (cards / hats), "Drwnss is red alert!"

-- lesson = be (aware / drowsy) + Ok to say you're drwsy

--gotta stop doing sthg dangerous + start (repaying / removing) sleep debt

-- (1/3 / 1/2) US adults + more college-age pop. have sleep debt

C) Taking notes in outline form (Fill in the blank)

Listen to Part 6 of the lecture again. In the following notes, fill in each blank with a word or phrase.

Part 6: People don't _____ they're sleepy

--no clue of how _____ they are

--scientf. _____: measure tasks

-- > 1k people said not _____ during day

-- but rsrchrs found 34% dangrsly _____

--Drowsiness: meaning

-- maybe we're drowsy now but concentrating, so drwsness prevented

-- drowsiness last _____ b/4 falling asleep, so consider it emrgncy

-- story of Stanfrd prof., ss w/ red cards, "Drwsnss is red _____!"

-- lesson = be _____ + Ok to say you're drwsy

--gotta stop doing sthg _____ + start repaying sleep debt

-- _____ US adults + more college-age pop. have sleep _____

D) Taking notes in outline form (Complete missing information)

Listen to Part 6 of the lecture again. In the following notes, fill in the missing information.

Part 6: People don't realize they're sleepy

--no clue of _____

--scientf. study: _____

-- > 1k _____

-- but rsrchrs _____

--Drowsiness: meaning

-- maybe we're drowsy now but _____

-- drowsiness _____

-- story of Stanfrd prof. _____

-- lesson = _____

--gotta _____

-- 1/2 _____

E) Taking notes in outline form

Listen to Part 6 of the lecture again. Using the following outline, take notes. Remember to use symbols and abbreviations.

Part 6:

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Lecture from:

Chan, M. J. (2006). *College Oral Communication 1. English for Academic Success* series. Boston: Houghton Mifflin. (now Heinle Cengage Learning)

II. Scaffolding Techniques for Speaking

A. Identify syllables and stress in AWL words.

Listen and write the syllable-stress code. Ex: concentrate has 3 syllables and is stressed on the 1st syllable: [3-1]

task	[]	conduct	[]
percent	[]	occur	[]
aware	[]	researchers	[]
experts	[]	specific	[]
emphasize	[]	adults	[]

finally

[]

authority

[]

B. Ask questions about meaning

Make different questions about these words.

pay sthg. back

expert

enormous

recommend

specific

Q: _____

A: It means exact or particular. My dad told me to wait in a *specific* place in front of the cafeteria.

Q: _____

A: It means to repay. Suppose you borrow \$20 from your friend. When you get your paycheck, you *pay the money back*.

Q: _____

A: Another way to say it is advise or suggest. If you like something or think it's good, you *recommend* it, like a restaurant, or a movie, or a class.

Q: _____

A: That's a person who knows a lot about something. An *expert* has a high degree of skill or knowledge of a certain subject.

C. Ask questions about differences

With a partner, create dialogs about differences using the following pairs of words.

Q: (blind - deaf) _____

A: _____

Q: (take away - go away) _____

A: _____

Q: (wake up - awaken) _____

A: _____