Listening
Twice as Much as Speaking
-Teaching Listening to ELLs-

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Presenter

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Listening is....

- ...the ability to identify and understand what others are saying.

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“Listening” in the development of the 4 language skills

- The 1st of the 4 language skills to develop
- Used most often in everyday communication
- *“We listen twice as much as we speak*
- *We listen 4 times as much as we read*
- *We listen 5 times as much as we write”* (Morley, 1999)
- Neglected often in the language classroom
- Listening is difficult for ELLs

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Why is Listening difficult to ELLs?

- Lack of background knowledge needed for comprehension
- Lack of attention to the speaker due to limited understanding of the message
- The continuous flow of speech in “real time” is not “played back”
- Regional accents of ENG native speakers
- Unfamiliar with the sociocultural context

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Research overview on "Listening"

- Krashen's (1982) ideas about comprehensive input gained prominence for teaching Listening
- Asher's work on TPR (listening to commands): ELLs learned most when the pressure to produce utterances is taken away
- Brown's (1990) work emphasizing the importance developing oracy (L, S)

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Speech rate on comprehension

- Griffiths: 200 wpm is hard for lower-intermediate ELLs (best at 127)
- Kelch: 124 wpm gave significant comprehension
- King & Behnke (1989): comprehensive listening performance deteriorated significantly as speech comprehension level increased (native speakers)

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Listening to what types of spoken language

From casual to formal register:

- Face-to-face interactions
- Casual chats
- Telephone messages
- Native speakers' speech in any situations
- Radio and TV presentations
- Formal lectures

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3 Areas of Effective listening curriculum

- 1. Designing Listening courses
- 2. Exploring texts and technologies
- 3. Developing academic listening

(Ashcraft & Tran, 2011)

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3 Areas of Effective listening curriculum

I. Designing Listening courses

- Aoyama Gakuin University, Japan

  Integrated English (IE) Program:
- 3 levels of semester-length courses:
  - Core: 4-skills course, 180 minutes/week
  - Listening: 90 minutes
  - Writing: 90 minutes

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4 meta tasks

1. Listening interactions

- Students choose their own streaming audio or video content that concentrates on the course themes for discussions (15 minutes)

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4 meta tasks

2. Listening Presentations

A group of 3-4 students prepare and deliver a task-based lesson video

(ex. How can I tell if someone is lying to me?)

-> “Can you be a good liar? Why, why not”

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4 meta tasks

3. Self-directed Independent Listening

Working individually outside of class interacting with recommended sites and producing 5-6 log entries of content.

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4 meta tasks

4. Monitored Self-Access to Online Listening Content.

To track students' progress, the Integrated English program uses a web-base English course called The New Practical English, a particular commercial product (a deciding factor).

(Students proceed at their own pace)

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3 Areas of Effective listening curriculum

II. Exploring texts and technologies

Designing and Integrating effective listening activities (Stetson, 2011)

1. Jigsaw round:

- using a poem to exploit various listening strategies (listening for key words, main idea, guessing meanings, etc.)

  (Do not disclose anything about the content)

- dictate the first line to the first pair, and so on

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1.Jigsaw round: (cont'd)

- Beginning the first pair, students read the first line twice, going pair to pair
- Other pairs try to write down those lines, eventually all lines of the poem
- Each pair reads their own poem to the class
- Finally teacher reads the correct version.
- Now, students discuss the poem's content

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3 Areas of Effective listening curriculum

II. Exploring texts and technologies

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2. Topic sentence relay:

- selecting a text, identifying the topic sentence in each paragraph,
- writing the topic sentence in each slip of paper with a number,

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2. Topic sentence relay: (Cont'd)

- distributing the slips,
- giving students 2 minutes to memorize sentences; students write down the given sentence,
- then circulating around the classroom to listen to and write down the remain sentences…

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3 Areas of Effective listening curriculum

II. Exploring texts and technologies

Designing and Integrating effective listening activities (Stetson, 2011)

3. Hard talking:

- Selecting a speech sample;
- students listen to it and write down ALL the words they hear;

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3. Hard talking: (cont'd)

- pairs share their words and what they learn about the context so far;
- playing the selected speech twice and
- having students revise ideas

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3 Areas of Effective listening curriculum

II. Exploring texts and technologies

Designing and Integrating effective listening activities (Stetson, 2011)

4. Reverse Cloze:

- Selecting a short literacy passage;
- dictating key words (a few);
- pairs discuss ideas about the content;
- randomly dictating more key words…;

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4. Reverse Cloze: (Cont'd)

- dictating the title & eliciting more ideas; distributing strips of the story;
- students discuss and arrange the sentences.

[PAUSE]

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3 Areas of Effective listening curriculum

II. Exploring texts and technologies

Designing and Integrating effective listening activities (Stetson, 2011)

5. Perfect Partners:

- Dictating a dramatic dialogue, not including the punctuation marks;
- students listen and mark the text where one word group ends and another begins;

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5. Perfect Partners: (Cont'd)

- reading the dialogue again and having students mark the nuclear stress;
- partners in a pair take turn to listen and underline stressed words, then compare their lists

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3 Areas of Effective listening curriculum

II. Exploring texts and technologies

Designing and Integrating effective listening activities (Stetson, 2011)

6. Song in motion:

- Choosing a song;
- cutting the entire song into strips (1line each);
- distributing a complete set to each group;

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6. Song in motion: (Cont'd)

- playing the song 3 times for students to arrange the lyrics in correct order;
- then distributing a handout of the song;
- group that gets all lyrics in order first wins

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3 Areas of Effective listening curriculum

II. Exploring texts and technologies

Designing and Integrating effective listening activities (Stetson, 2011)

7. The dictator's cloze:

- Selecting a text;
- dividing the text into separate paragraphs;
- distributing to 1 group 1 paragraph;

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7. The dictator's cloze: (Cont'd)

- selecting 1 dictator for each group who reads the paragraph and the signpost question for the rest (auditors) to make notes of the main point to form a summary;
- one stays giving the paragraph summary to visitors of other groups;
- a new dictator is selected from the new coming group to give the summary to the next group until everyone finishes attending all paragraphs.

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3 Areas of Effective listening curriculum

II. Exploring texts and technologies

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8. The Clozeline:

- Selecting a text (one page long);
- reading it after providing a Cloze outline;

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8. The Clozeline: (Cont'd)

- reading or lecturing on the text again while students fill out the outline;
- providing all the missing information on the outline;
- distributing the Clozeline quiz;
- students complete it using the outline.

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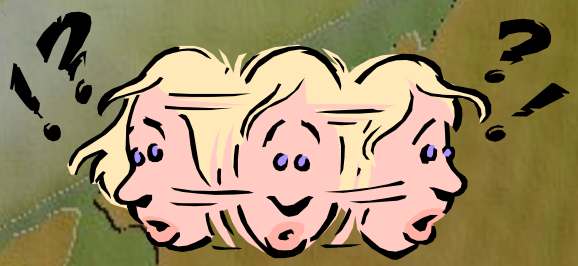
3 Areas of Effective listening curriculum

III. Developing academic listening

Listening, thinking and understanding: preparing elementary school students to listen and process in English (Carnevale, 2011)



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- “..integrating oral language development and listening skills will ensure that students develop greater comprehension of spoken English” (Carnevale, 2011)

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Curriculum, tasks, and materials (Carnevale, 2011)

1. Daily dictation
   - Can be one sentence at the beginning of the class
   - Repeat as many times as requested
   - Have a more proficient student translate the meaning of the dictation
   - Put a check mark in the margin of a no-error paper
   - Circle errors, not to correct them. Grade at the end of each quarter.

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Curriculum, tasks, and materials (Carnevale, 2011)

2. Active viewing:

- 4 or 5 cooperative groups working simultaneously on different language and literacy skills (1 group working on a virtual tour of the capital of Vietnam on the Internet, other, writing on immigrants, or listening to an audio book). Then rotating.
- To develop acute listening skills, students listen to a video segment containing content on a unit of study.

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To create an active viewing activity

Take the following steps:

A. Choose 1-2 minute video clip

B. Listen to the video and take notes

C. Choose the information you want students to know

D. Create graphic organizers to scaffold the activity

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Curriculum, tasks, and materials (Carnevale, 2011)

3. Dictogloss:

1) Meet with each homogenous group (based on their proficiency level), read the text and ask them to remember at least 2 facts without using paper & pencil (3 times)
2) In pairs, students share their lists and use collective information to write their own paragraphs
3) Each pair joins another to form a quad, combines information to form a single paragraph.
4) Then a few quads form a single paragraph, then the whole class.
5) Finally students receive the original text.

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Curriculum, tasks, and materials (Carnevale, 2011)

4. Word consciousness:

Create motivation, using “Word-conscious students Apply Here” board

New word	What does it mean?	Where did you find it?	Who found it?	Date

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Objectives check list

The teacher

1. Knows why Listening to English is difficult to ELLs
2. Knows how to use content to teach Listening skills to ELLs
3. Knows that the Internet is very helpful in teaching the Listening skills to ELLs

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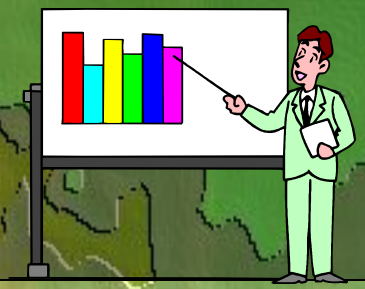
1. Knows why Listening to English is difficult to ELLs

Because

Listening is….

- … a complex process that involves
  - many contextually influencing factors



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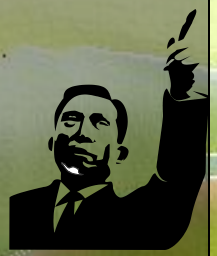
2. Knows how to use content to teach Listening skills to ELLs



- Factors that influence listening skills:
  - ***The listener*** – interest in topic, background knowledge of topic, asking for clarification, repetition or definition of points not understood
  - ***The speaker*** – rate of speech, speaker's character
  - ***Environment/Visual support*** – pictures, graphs, diagrams, gestures, and facial expressions can increase comprehension if used appropriately and if interpreted correctly by the listener

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2. Knows how to use content to teach Listening skills to ELLs

- One stone that kills two birds: teaching the content side by side with language
- The content teacher is also the language teacher
-

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Listening! Listening! Listening!

- *Develop students' competence in the language and literacy of instruction throughout all instructional activities.*

- *Engage students through dialogue, especially in instructional conversation.*

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3.Knows that the Internet is very helpful in teaching the Listening skills to ELLs

- (Subject to change)
- Easy things for beginners: Interesting things for ESL students. Retrieved from http://www.manythings.org/e/easy.html
- English Cl(ub.com . Retrieved from http://www.englishclub.com/
- ESLFlow.com. Retrieved from http://www.eslflow.com/
- ESL Go.com. Retrieved from http://www.eslgo.com/
- ESL Gold.net. Retrieved from http://www.eslgold.com/
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Objectives check list

- Knows why Listening to English is difficult to ELLs O.K.
- Knows how to use content to teach Listening skills to ELLs O.K.
- Knows that the Internet is very helpful in teaching the Listening skills to ELLs O.K.

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References

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