بسم الله
webinar presenters: Dr Rahimi & Dr Behrad Far

وزارت آموزش و پرورش

اداره کل آموزش وپرورش استان سیستان و بلوچستان

اداره تکنولوژی و گروه های آموزشی

گروه آموزشی زبان انگلیسی دوره اول متوسطه

گروه آموزشی زبان انگلیسی سمپاد استان

وبینار تخصصی گروه آموزشی زبان انگلیسی متوسطه اول

webinar presenters: Dr Rahimi & Dr Behradfar

Edutainment and teaching listening skill

با ارائه گواهی استانی شرکت در جلسه

تاریخ: ۲۶ آبان ماه ۱۴۰۰ساعت ۱۰ صبح

Presenters: B.Behradfar (PHD St)
Dr. Rahimi

Webinar Link: 94.182.40.50/en1sb

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References

Types

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Exercises

Stages

Warm up

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Relationship between these jobs & English teacher conducting listening lesson?

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Tailor	Stand-up comedian	sleuth	Engineer
Spy	Doctor	Fire fighter	Tour guide

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Relationships

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Tailor	The listening text must fit the class.
Stand-up comedian	T is the source of input and hold the audience.
Sleuth	Before class, t analyse the lg in recording as Sherlock Holmes.
engineer	How does equipment works?
Spy	**While** ss listening, t watch their faces and hands. Confused? Answering?
doctor	T must expert at diagnosis. What went wrong? Was it speed? Accent? Vocab?
firefighter	If everything goes wrong/ the listening passage is difficult , t lead the way to safety like a firefighter.
Tour guide	T can point out **what is interesting**, and **ignore** everything that isn't.

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CLT & listening

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- Encourages dialogue from the start
- Emphasizes authenticity of materials , context and responses
- Shows how real communication takes place
- Provides more rooms for personal, emotional or critical response to the content
- Less emphasis on drilling and repetition

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What makes a good listening text?

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What makes a good listening text?

Feature	Question to ask
1. Interest	Interesting to ss?
2. Cultural accessibility	Understand context and ideas?
3.Speech act	Everyday transaction or abstract concepts?
4. Density	Does info come thick and fast or ss can relax?
5. Lg level	Vocab and grammar appropriate for ss?
6. Quality of recording	Clear or noise effect?
7. Speed	Too fast for ss?
8.Length	Too long?
9. No of speakers	Many voices causing **confusion**?
10. Accent	Familiar and comprehensible?

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Authentic vs pedagogic

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Authentic vs pedagogic

Authentic	Pedagogic
Overlaps/interruptions	Little overlap
Normal rate of delivery	Slower
Unstructured lg	Structured
Incomplete sentence	Complete
Noise and voice	No noise
Natural stops and starts	Artificial
Loosely packed info	Densely packed info

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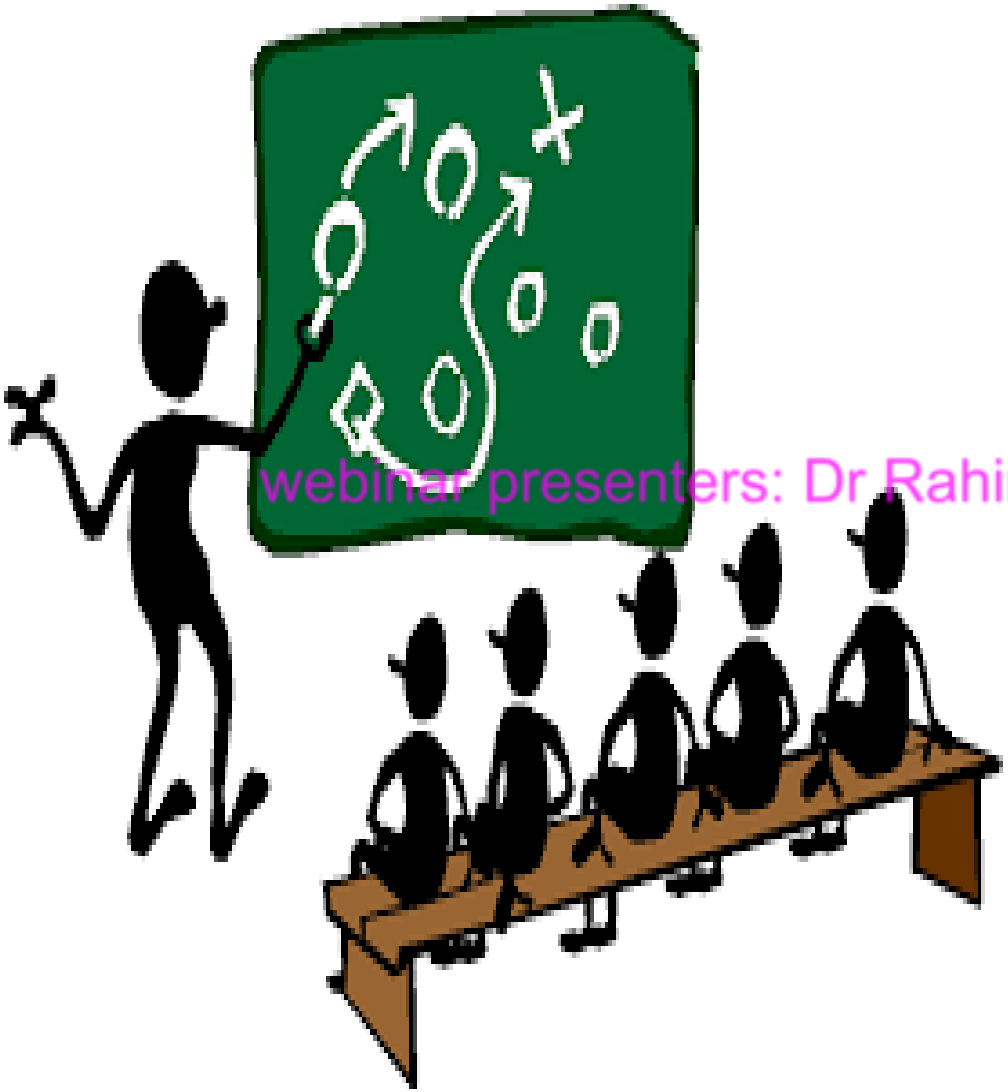
Strategies listeners use



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Strategies listeners use

Strategy	How to teach it	When to teach it
1.Have a plan to achieve a given task	-clarify what ss need to do with the info they hear	Teach it before ss listen
2. Use world knowledge to **predict** what will be said	-before listening, discuss the subject -give ss headline /title to predict	-tech it before ss listen

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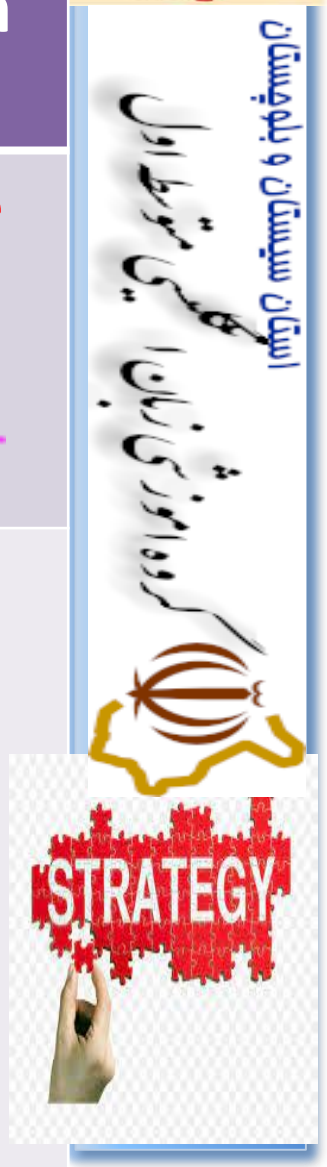

Strategies listeners use

Strategy	How to teach it	When to teach it
3. Use linguistic knowledge to **predict** what will be said	-use gap-fill exercise -ss fill it before listening -as they listen, they see how accurate their predictions were	-Before listening -After the first listening
4. Monitor performance while listening	-pause during listening to check their understanding - Ask wh qs	During listening

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Strategies listeners use

Strategy	How to teach it	When to teach it
5.Pick out only salient points	-give task that require listening for details (timetable, cinema)	-during while listening
6. Take notes	-identify key words (stressed words) -give them wh qs chart	- Before listening - After listening

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Strategies listeners use

Strategy	How to teach it	When to teach it
7.Listen for key words	-listen again -check the script	-after the first listening
8. Ask for clarification	-play it slowly	After the first listening

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Types of listening

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intensive

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Intensive listening **focuses** primarily on **brief listening exercises**. While they usually only **take a few minutes**, they offer **focused, intense practice**.

This is because intensive listening **focuses** **mostly on form**. When you do intensive listening practice, you're paying most attention to **pronunciation, grammar and vocabulary, rather than overall meaning.**

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By focusing on these aspects, intensive listening practice **helps** students **build a groundwork for language acquisition**. Since you're understanding basic component parts of the language, you can build on these skills over time.

Because it serves to help listeners understand key foundational aspects of language, intensive listening is particularly **important for** **beginning and intermediate students**.

Intensive task

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Recognizing phonological and morphological elements:

Test taker hear: he's from California.

Test taker reads: he's from California.

she's from California.

Paraphrase recognition: choose the correct paraphrase.

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Test taker hear: hello, my name is Keiko. I come from japan.

Test taker reads: a: keiko is comfortable in japan.

b: keiko wants to come to japan

c: keiko is Japanese

d:keiko likes japan.

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Extensive listening

Extensive listening focuses on **longer activities**. Rather than focusing on individual parts, extensive listening **focuses on overall understanding**.

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extensive listening **helps** students **understand spoken language in real-world contexts**. This is particularly **important for intermediate and advanced students** who are looking to transition from academic understanding of the language towards full fluency.

responsive

Responsive listening **involves** **listening to a small amount of a language such as a command, question, or greeting**.

After listening, the student is expected **to develop an appropriate short response.**

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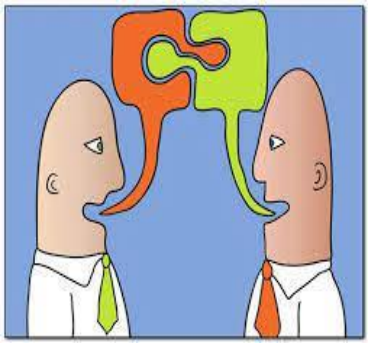

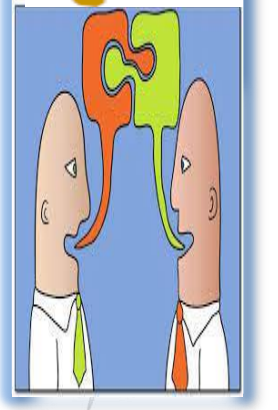

responsive

Appropriate response to a question:

Test taker hears: how much time did you take to do your homework?

Test taker reads:

a. in about an hour

b: about an hour

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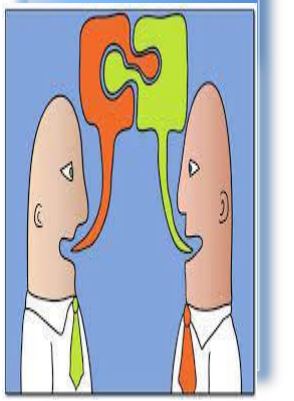
c: about 10 dollars

d: yes, I did

Open ended response

Test taker hears: how much time did you take to do yor homework?

Test taker writes to speak:..... .



Selective

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It involves **consciously** or **unconsciously** choosing to listen to what is relevant to you and ignore what isn't.

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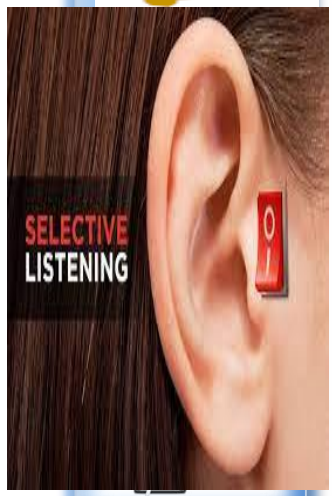
Selective

LISTENING CLOZE

It **starts** with a **passage.** Some words are **deleted** and replaced with a blank. The passage is given to students on paper or orally. Students think about the text and try to **figure out** what word or phrase goes in the blank. Cloze tests are **good for** checking student vocabulary and their ability to understand meaning.

Student presenters: Dr Bathaei & Dr Behnad Far



Reactive

The person who activates a reactive listening is **limited to reacting from his emotions, beliefs and ideas**, without taking into account those of his interlocutor.

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Interactive

Interactive listening refers **to listening in collaborative conversation**, in which learners interact with each other or with native speakers.

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Listening sources

The internet :sites

https://learnenglishteens.britishcouncil.org/study-break/graded-listening

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https://www.cristinacabal.com/?p=9147

https://www.elllo.org/

https://www.englishclub.com/listening/

Listening sources

The internet :podcast

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Listening sources

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The internet :YouTube

چند تا وب سایت برای دانلود از یوتیوب

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- YT5s.com
- Savefrom.net
- Fastfrom.com
- Loader.to
- Keepv.id
- Freemake.com
- Btclod.com
- Y2mate.guru

YouTube

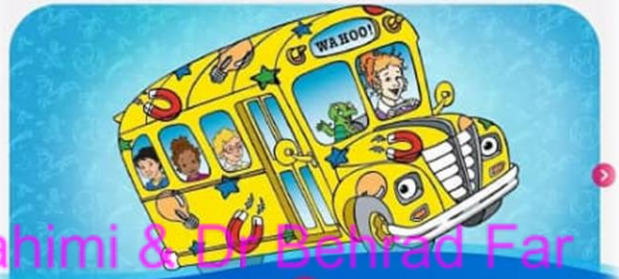
Listening sources

The internet :animation

The Magic School Bus

این سریال کارتونی جنبه علمی داره و خانم فریزل با اتوبوس جادویی در مورد مسائل علمیِ مختلف با شاگردهاش به پژوهش می پردازه.

دهه هفتادی ها و شصتی ها این کارتون رو خوب یادشونه :)



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Angry Birds

کارتونِ این بازیِ موبایل به اندازه خود فیلمش سرگرم کننده است و خیلی خیلی برای تقویت زبان مفیده. اگه می خوای با کارتون زبان یاد بگیری، پیشنهاد می کنم این یکی گزینه هات باشه، چون سطح عبارت محاوره ای زیاد داره.

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Rango

این کارتون باصداپیشگی جانی دپ یکی از بهترین هاست برای تقویت زبان. در مورد همه چی توش صحبت میشه و کلی عبارتِ کاربردی یاد می گیری. حتما ببینش.

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Listening sources

The internet :book

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Listening sources

The internet :app

TOEFL Listening

BRITISH COUNCIL

6mins

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IELTS PRACTICE Listening English

TED

Types of exercises

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English

Types of exercises

1	Listen to check your answers
2	Listen and answer the questions
3	Listen and complete the sentences
4	Listen and make notes
5	Listen and tick pictures
6	Listen and mark stress
7	Listen and discuss
8	Listen and tick words
9	Listen and match
10	Listen and repeat

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Types of exercises

11	Listen and notice
12	Listen and write what they hear
13	Listen and write answers for yourself
14	Listen and complete the chart
15	Listen and put the events in order
16	Listen and finds mistakes/differences
17	Listen / true or false
18	Listen for difference between the sounds
19	Listen and mark on the map
20	Listen and read

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Creating tasks

Main features of tasks:

Involve several skills

Focus on meaning rather than form

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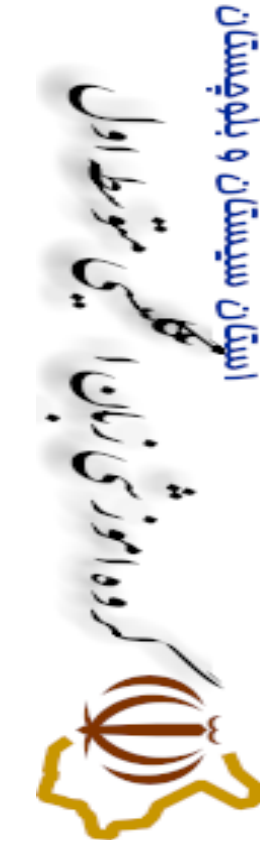
Involve decision-making on the part of students

Have outcome: ss have sense of achievement

Have a good pay off: lg production



Creating tasks

Examples of tasks:

Favourites	Anecdotes	Five things in common
• Devise a radio program • Prepare questions	• Ss record their own records • Play • Others listen	• Form group • Exchange info • Change partners

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Listening sequences

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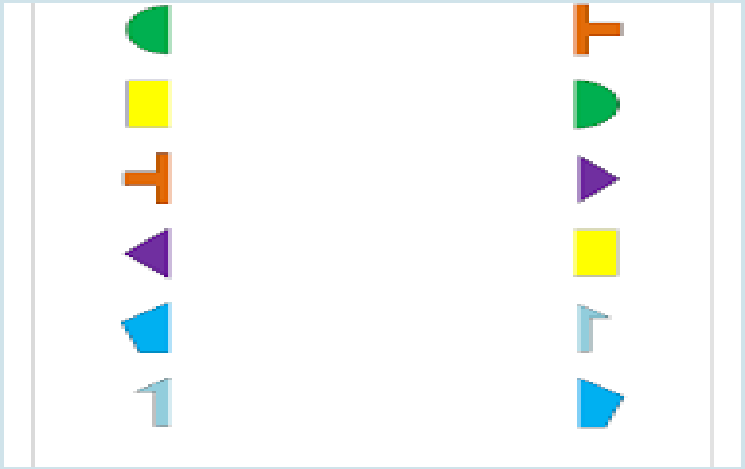
Match sequences

Sequences	Activities
1.Prelistening	a. Feedback
2.While-listening	b. Activate schemata
3.Post-listening	c. Reason
	d. Monitor
	e. Response
	f. Prediction



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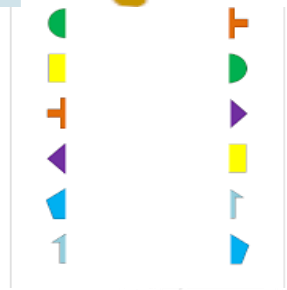

Summary of sequences

Pre-listening

- 1.Activate schemata: what do I know?
- 2.reason: why listen?
- 3.prediction: what can I expect to hear?

While-listening

- 1. Monitor 1: are my expectation met?
- 2. Monitor 2: am I succeeding in the task?

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Post-listening

- 1.feedback: did I fulfil the task?
- 2.response: how can I respond?

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Pre-listening techniques

What ss need to know before they listen	How ss can find out
The speakers' voice	Use tune-ins (short tatster to becom accustomed)
Length of the text	Explicit (stated by the teacher)
Intended audience and his/her role	Inferred or stated by the teacher
Relationship between listener & speaker (friendly,….?)	Inferred or stated by the teacher
Function of the text (entertain,inform)	Inferred
Info about topic	Brainstorm,discussion,pre-reading,research projects
Specialised vocab	Pre-teaching/pre-reading
What they need to do	

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English

Pre-listening

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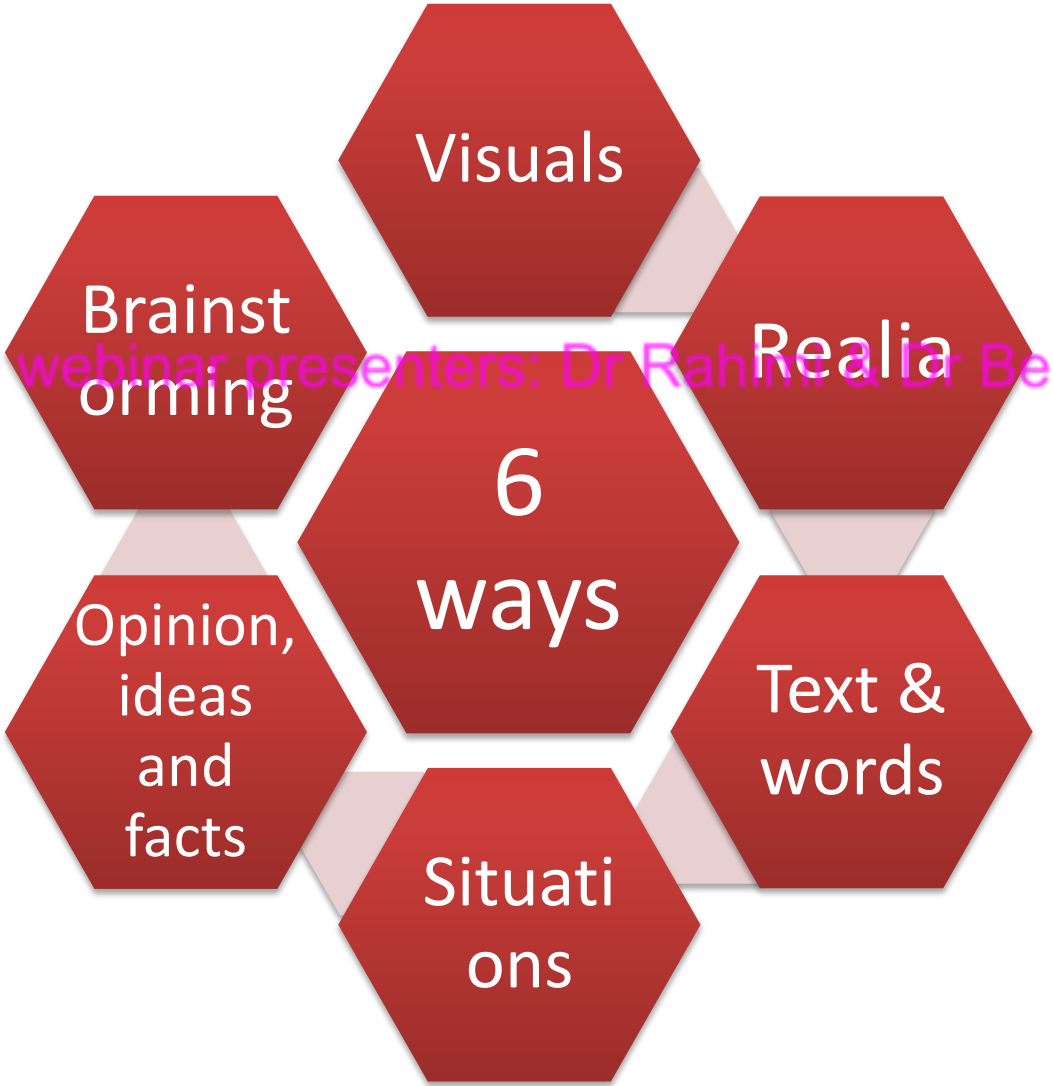
Pre-listening
Activating schemata/predicting



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Pre-listening
Activating schemata/predicting

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- Brainstorming
  - From one to many
  - Poster display
  - Brain walking
  - Board writing
  - Shout to the scribe

Brain storming

The best way to have a good idea is to have lots of idea.

From one to many	Ss work alone, making notes, then share in the group
Poster display	ss in groups make the poster based on a given topic in a time limit
Brain walking	ss walk around the room, adding ideas written by their classmate

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Brain storming

Board writing

- Ss write their ideas on paper in group
- One s write the group's ideas on the board

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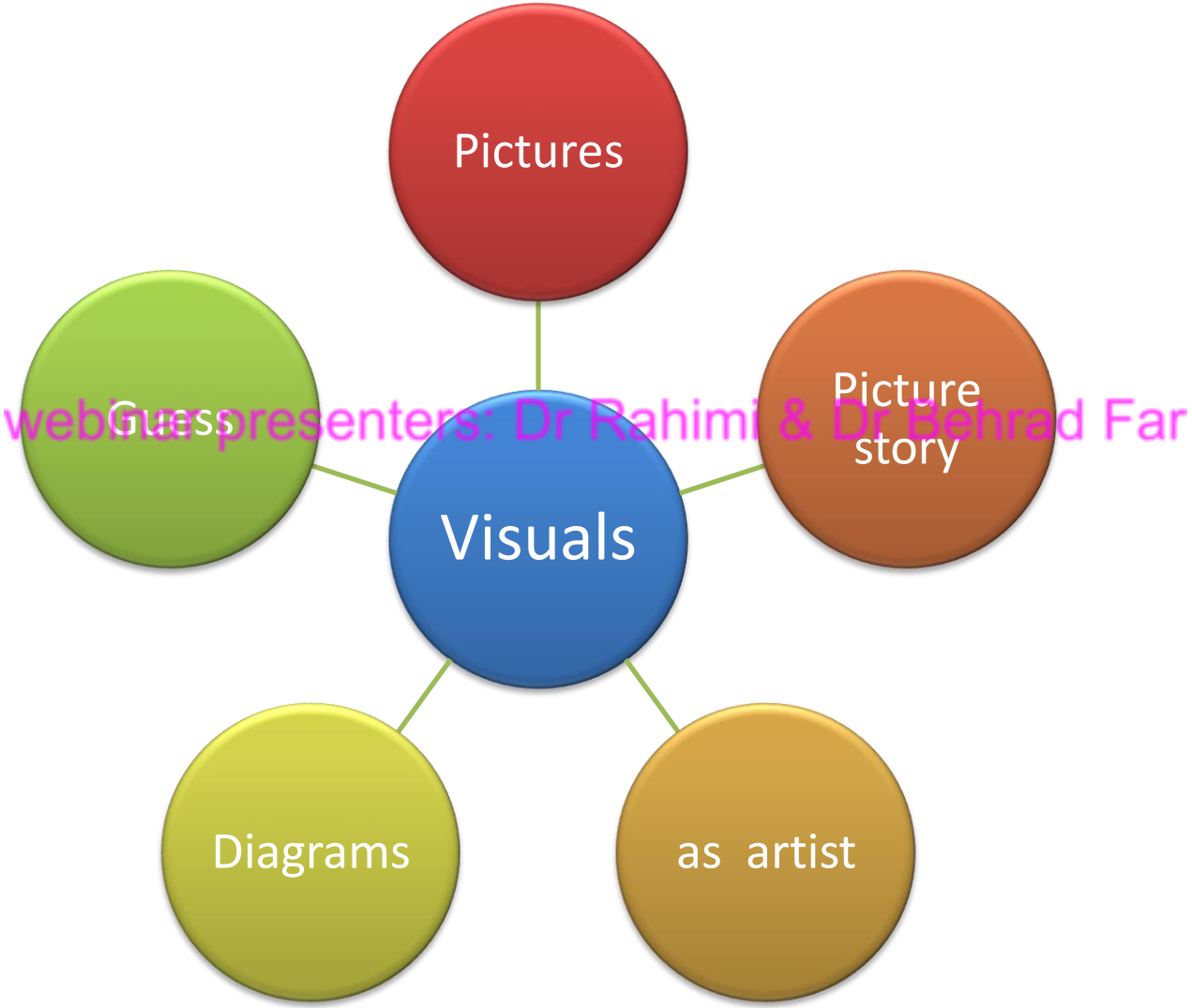
Shout to the scribe

- ss call out ideas which teacher writes on the board

Visuals



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Visuals

Pictures: look at the pic, guess the topic.

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Guess what's happening: pic contain a kind of mystery/ ss in group guess what is going on

Picture story: ss are given a story in pictures/ ss tell story in groups.

Visuals

Ss as artist: t state topic and ss draw it.

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Diagrams: ss look at the chart, complete it or change incorrect.

Realia

Using photos

- T brings photos of family and friend.
- Ss guess who they are
- Then t describes them

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Maps, brochures

- (menu/calendar/ magazine)
- They can be used as stimulus

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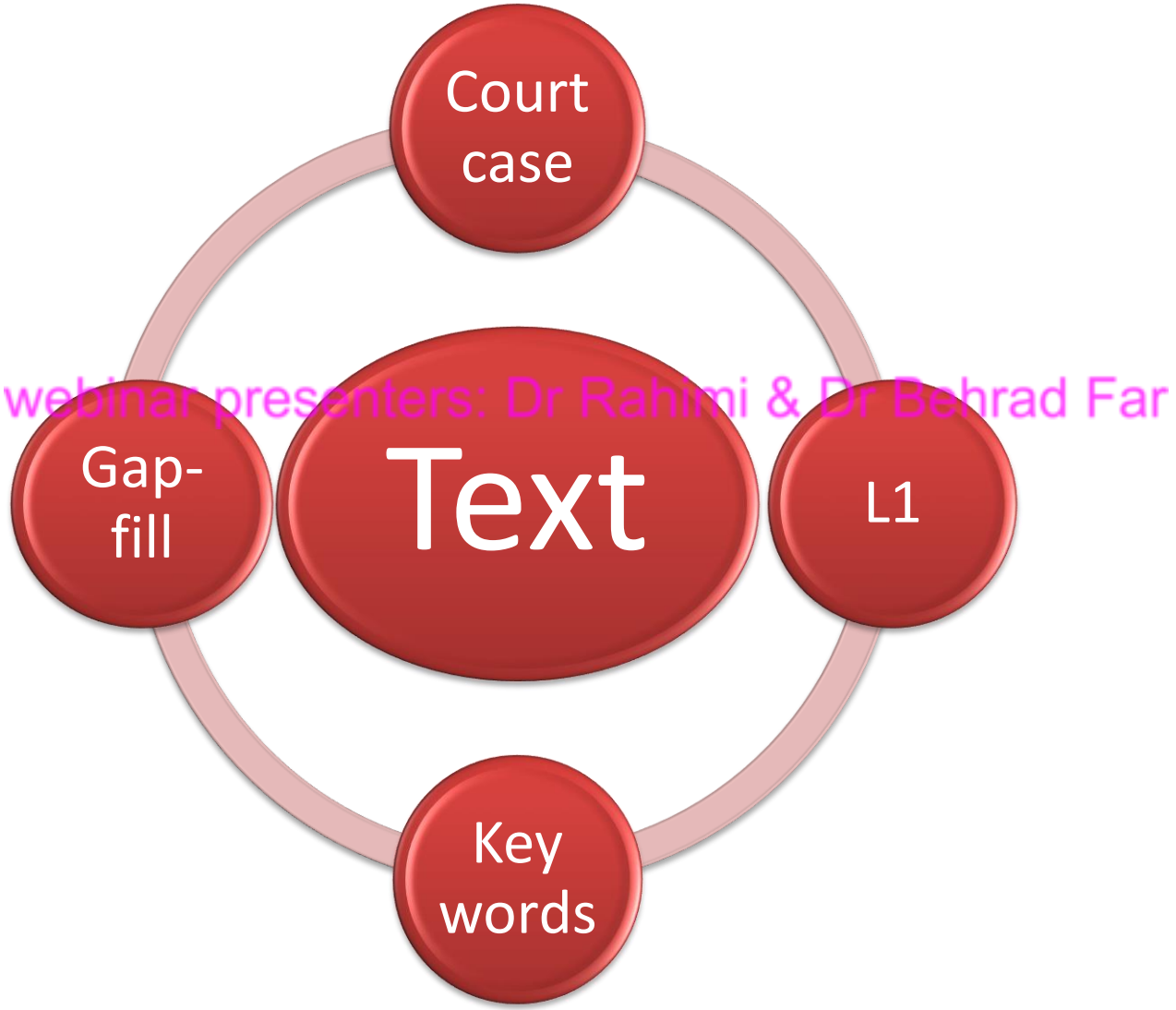
Text & words



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Text & words

Court case	• Ss read the first part, predict and then listen to find out.
Gap-fill exercise	• Ss read transcripts with blanks • Fill the gaps
L1 first	• Listen to news in l1 • Then listen in l2 (cognitive load is lightened)

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Text & words

Key words

- T provides key words from the passage.
- ss predict what will happen.

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Situation

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Functions

Mystery headlines

Problem-solving

Situation

function: t explain the situation, ss guess how conversation will proceed.

Speaker 1	• Answer the phone
Speaker 2	• Introduce yourself
Speaker 1	• Get speaker 2 and ask how you can help
Speaker 2	• Make request

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Situation

Mystery headlines

ss are give a headline and they make guesses about the story.

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Situation

Problem solving

Ss are presented with problem

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Goal: ss come up with ideas for solving it

Ss listen for the answers.

Opinions, ideas & facts

KWL charts

Speed writing

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Group writing

Quotation

Backgroun ding

Quizzes

Advance organisation

English

Opinions, ideas & facts

KWL: ss are given a topic, and a chart with K,W,L column.

Know: ss know what they already

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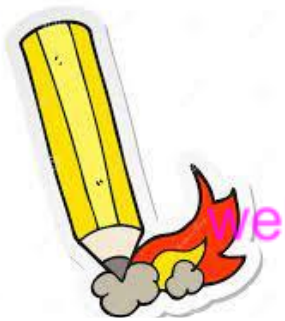
Want to know: ss write qs they would like to answer

Learnt: what they have learnt.

English

Opinions, ideas & facts

Speed writing



T gives ss the topic

Ask them write

Ss can compare: what they wrote and what they heard

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English

Opinions, ideas & facts

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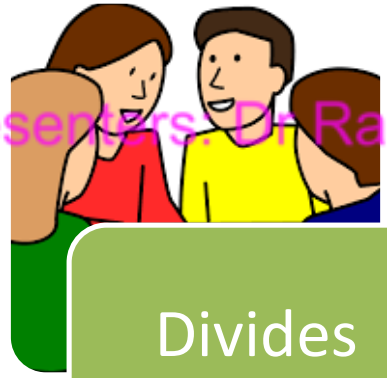
Group writing

T names a topic



Divides class in group

Groups reform and share ideas

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Opinions, ideas & facts

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Quotations

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T gives quotes → Ss discuss → Ss relate it to the content

VectorStock

English

Opinions, ideas & facts

Back grounding

T Introduces the topic

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Ss do a project

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English

Opinions, ideas & facts

Quizzes
Advance organisers

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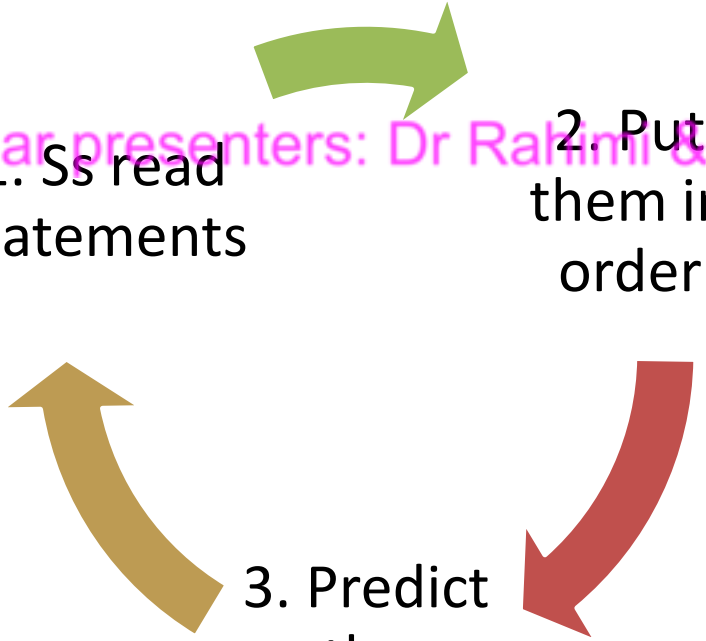

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English

Establishing reasons for listening

Once ss schemata have been activated, give them purpose for listening.

1. Task must reflect listening
2. Make goal achievable
3. Get ss involved

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English

Things to avoid during pre-listening

1. Make it short and fast spaced
2. Don’t give too much info to ss
3. Don’t do a listening before listening. Let ss do speaking as much as possible.
4. Don’t just talk about general topic, stick to content.

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While-listening

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While-listening

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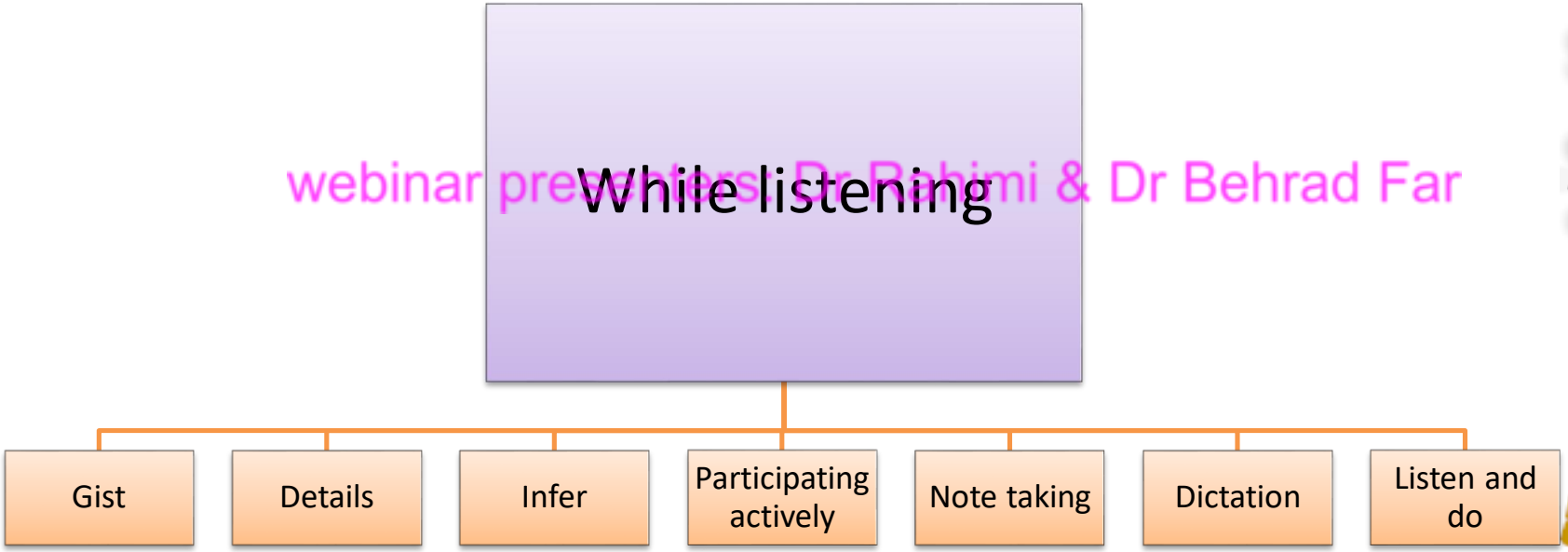

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While-listening

While listening

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Detail

- Bingo
- Times, dates
- Spot differen ce
- Story told twice
- Mixed focus
- Hoarse whisphe rs

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While-listening

while listening- bingo

-teacher writes list of words on the board.

- Ss (working alone) choose and write 7 of them.
- Ss listen, whenever they hear they shout bingo.

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While-listening

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Times, dates	• Ss listen, write them down.
Spot the difference	• Ss look a the picture • Ss listen • Ss mark them on the page
A story told twice	• T tells a story twice. • Second time, a number of details are changed.

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While-listening

Mixed focus

- Ss listen to the same passage.
- Ss focus on different info.

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While-listening

While listening

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Inferring

- Pause and predict
- Not her,not him
- 12 questions

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While-listening / inferring

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Pause and predict	12 questions
• T pause recording • Ss predict	• Extended listening • Ss read and answer

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While-listening

While listening

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Participating actively

- Listen and describe
- Interrupted storytelling
- Truth or lie
- Info transfer

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While-listening

Listen and describe	• T tells a story • T stops regularly • Ss give description
Interrupted story telling	• Ss listen to a story • While doing this, they keeping interrupting by asking qs.
Truth or lie	• T tells story based on truth with fictional embellishment • ss write t in truth column and l in the lie column

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While-listening

Info-transfer

- ss complete a diagram based on what they hear.

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English

While-listening

While listening

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Note-taking

Guided-note taking

Hidden picture

Chat summary

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While-listening / note-taking

Guided note-taking

Ss are given subheadings to guide them.

Phone-messages

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-one reads the message.

- Others note it down

Hidden pictures

Ss have a picture, keep it hidden

-describe it

-stick picture on the board

- Ss match their notes to the pictures

English

While-listening / note-taking

Chart summary

-ss complete a chart as they summarising the text.

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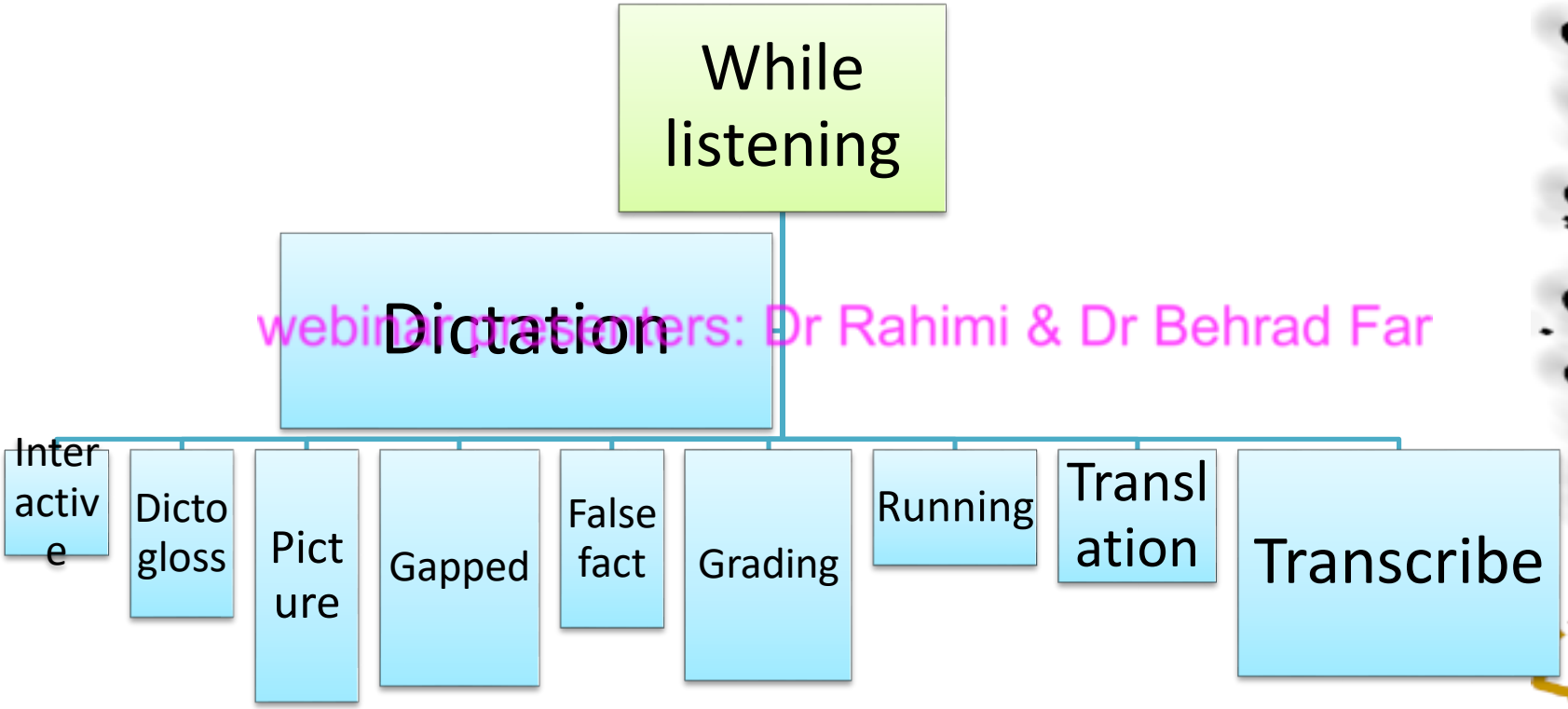
While-listening



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While-listening / dictation

Interactive dictation

- T reads passage exaggeratedly fast
- This force shy ss to say: can you slow down.

dictogloss

- T reads the passage at ful speed several times.
- ss make notes and work in pair to reproduce it.
- Goal: know difficulty of connected speech

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Picture dictation

- T describes picture
- Ss draw it.

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English

While-listening / dictation

Whistle-gap

- T read the passage but leaves gap
- Ss write some plausible
- Ss discuss answers t decides which one is correct

False fact dictation

- T deliberately say some mistakes
- Ss make corrections
- Shouting out when they hear erroneous
- Goal: review lesson

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Grading dictation

- It is like true /false.
- they use adverbs of frequency.

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While-listening / dictation

Running dictation

- The runner goes to the wall, memorises chunk, runs back to the scribe and dictates it.

Running translation-dictation

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- The proceure is the same as running dictation.
- It is used in monolingual classes.

Transcribe

- Ss record themselves giving a short presentation
- then they transcribe what they said

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While-listening

While listening

Listen & do

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- Simon says
- Last one is out
- Stand up if
- Change chair if
- Bluff
- Grab the word
- Mime
- Just do it

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Post-listening

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Post-listening

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- Post-listening activities
  - Checking and summarising
  - Discussion
  - Creative responses
  - Critical response
  - Info exchange
  - Problem solving
  - Deconstructing
  - Reconstructing

English

Post-listening/checking and summarizing

Take it turns

- One s says the first
- The next says the remaining
- And so one

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Break it down

- Ask ss write summary in 50
- The next cut it down to 30
- Finally is handed back to the original writer.

Note comparison

- Ss take notes as the listen
- Compare what they have written

English

Post-listening/checking and summarizing

Group summary

- Divides ss into 4 group
- The first s group write the first sentence
- The passed it to the next s in their group …..
- Finally there 4 summary

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Post-listening/discussion

Personalise	• Ss do conversation tn the same situation
Questions	• T devises question • Ss discuss it in their group
Statements	• T devise statements • Ss discuss whether they agree or disagree

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English

Post-listening/discussion

Sort listing

- T list info
- Ss rank them in order of importance ….

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Pros and cons

- Pros & cos argue

English

Post-listening/creative response

Sound effect story	• While listening ss note down the verbs that are represented by the sound . Hear cry, write cry
Hoe seat	• T devises question • Ss discuss it in their group
Illustrate	• Ss listen • Ss draw an image

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Post-listening/ info exchange

Jig saw

- One s listens to one part
- Another s listens to the next
- Then work together to share

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Post-listening/ problem solving

Solving mysteries

- Listen to solve mystery

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Post-listening/ deconstructing

Deconstructing

- Work on grammar items, vocab, pronunciation ,……

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Post-listening/ reconstructing

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Gap-fill	• Some words are blanked out • Ss fill the gap
Re-ordering	• T cuts dialogue into parts • ss listen • Ss order it
Disappearing dialogue	• Stage 1: ss listen to the passage • Stage 2: t erases somw words , ss fill the gaps • T erases more words, ss fill the gaps

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English

Post-listening/ reconstructing

Re-ordering

- While listening ss note down the verbs that are represented by the sound . Hear cry, write cry

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Techniques: video materials

Silent viewing: ss view video without sound to guess

Soundtrack only: ss hear sound with picture to guess what speakers look like, setting.

Beginning only: ss view the beginning to guess the end

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Ending only: ss view the end to guess what happened earlier

Split viewing1: some ss view without sound/ others listen without viewing. Groups come together to create a fuller context and content

References

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