

Motivating Learners to Acquire Effective Listening Techniques

Teachers Day 2019
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1. Basic Principles

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TASK:

Listen to the recording.

What kind of text is it?

What is the purpose of the text? Confer with your
neighbour.

Why?

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Techniques

Programme:

1. Basic Principles
2. Traditional Tasks
3. Alternative Communicative Tasks
4. Review
5. Any questions/comments?

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1. Basic Principles

Things to Ponder About

And how
realistic is
that?

There is only one place in the world where up to thirty people have to listen to the same text at the same time, sometimes without knowing why, and then have to answer questions from somebody who already knows the answers.

And that is the classroom!

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1. Basic Principles

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Conclusion:

When people listen to texts in real life, they usually:

choose the text themselves

have a reason

listen within a real context

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2. Traditional Tasks

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And how
realistic is
that?

There is only one place in
the world where up to thirty
people have to listen to a
text and then do m/c tasks.

And that is the classroom!

Superplastic
behave like
- have been
industry since
the last 10
be used in
This has led
as electronic
components
(especially
in aircraft
engine parts)

Technical
which exhibit
coupled with
higher temp.
most important
applications, this will be slightly less than 200%, in
order to maintain an acceptable material thickness,
although it is technically possible to achieve a factor
of more than 1000%. It is of course this stretching
capability which facilitates the compressed air
forming of complex shapes from a single sheet, a
capability which holds many attractions for industrial
designers.

LITAL 9090-SPA, for example, is an aluminium lithium
alloy specially developed for aerospace applications
which offers a reduced weight (of up to 10% less than
conventional aluminium alloys), together with a similar

made from
be produced
Strength is not
alloys. Although
strength to weight
specified by most
its better fire resistance
Because of all the advantages
there seems little doubt that
used more and more, at least for
production volumes where some kind of sheet metal

12. Superplastic aluminium alloys

than one made from a conventional aluminium alloy.
corrosion resistance than one made from LITAL 5083-SPA.
is rigid than one made from other aluminium alloys.

use of compressed air methods means that
a) both sides of the component are touched.
b) inexpensive forming tools can be used.
c) the same method can be used for all sizes of component.

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1. Basic Principles

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Conclusion:

There are a number of frequently used classroom listening tasks:

- # multiple choice
- # true / false - true / false / not given in the text
- # gap-filling
- # multiple-matching
- # open / semi-open questions

They merely serve to
evaluate the degree to
which the learners have
understood texts.

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3. Alternative Tasks

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TASK:

Look at the following titles of radio podcasts.

Which of the texts would you want to listen to (first),
and why?

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3. Alternative Tasks

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- a** breakfast most important meal for dieters
- b** Kids Gulp 7 Trillion Calories Per Year
- c** U.S. Fast Food Contains More Salt
- d** Why eating chocolate is good for you
- g** Fasting For One Day A Week Makes Us Healthier, Happier, And Longer Lived

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3. Alternative Tasks

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TASK:

Did the first few seconds confirm your expectations as to the content of the recording?

Would you continue to listen?

How would you continue to listen?

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1. Basic Principles

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Basic Assumptions

You normally have a reason to listen to a text.

You normally choose the text you want to listen to

You normally are looking for something when you listen to a text.

You listen to different texts in different ways.

You may listen to the same text in different ways depending on the purpose/context.

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1. Basic Principles

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Conclusion

Most people have a range of acquired listening skills and listening strategies in the first language which they apply quite naturally when listening to texts in their L1.

Most learners are either not aware of the L1 listening strategies or they leave their L1 language behaviour including listening in the cloakroom.

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1. Basic Principles

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The nearer teaching can get to L1 listening behaviour, i.e. L1 listening strategies, listening for a purpose, listening in a context, etc.,

- > the more the learners then recognise that they have these different skills,
- > the more motivated they will be to take an active part in listening activities, and
- > the easier it will become to train effective listening skills by building a bridge between their own L1 listening skills/strategies and their L2 listening skills/strategies.

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1. Basic Principles

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There are three basic listening strategies:

- a) Listening carefully for details
- b) Listening quickly for the general content
- c) Scanning for something specific and then listening carefully for details

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3. Alternative Tasks

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● **For One Day A Year No Man Is Allowed To
Talk In A Meeting Before Having Heard A
Woman's Opinion First**

Activity 1:
Podcast Title –
Speculation about
content – Confirm

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3. Alternative Tasks

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● **How to Deal with Annoying Co-Workers**

● **Good Grammar Bad Passwords**

Activity 2:
Podcast Title
Questions – Check for
answers

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3. Alternative Tasks

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- What millennials think of fast food restaurants?
- What Vegan consumers think of vegan products?
- Have you ever adopted or do you follow a specific diet?
- Do you consider your health when choosing drinks?
- Millennials Speak Out on their choice of Soft Drinks

Activity 3:
Choose a Topic–
Speculation – Watch
and confirm

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3. Alternative Tasks

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- How do millennials use technology to monitor ones lifestyle
- How Addictive Are Mobile Phones?
- What Do Millennials Think of Their Phone Model?
- What are mobile phones primarily used for?

Activity 3:
Choose a Topic–
Speculation – Watch
and Confirm

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3. Alternative Tasks

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- Is organic food really good for
- Milk and Marijuana
- Apple say drop that donut
- HAPI-fork monitors eating sp
- Why eating insects makes sense

Activity 3:
Form Groups –
Choose a Title – Ask
Questions about
other texts – Answer
other groups' questions

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3. Alternative Tasks

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- What Is Junk Food? Why Is It Bad For You?
- Junk Food and Advertising
- Millennials and Fast Food Outlets

Activity 4:
What do the S know?
– What is in the
article? – Compare
with content of the
video. - Discuss.

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3. Alternative Tasks

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Techniques



Someone to Watch Over You

Recycling Bin Spies

Activity 5:
Speculate – Check with
the article – Compare
with content of the
audio file.

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5. Designing Tasks

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Listening Strategies

In real life there are things we normally do:

- a) Before we start listening
- b) While we are listening
- c) After we have finished listening.

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5. Designing Tasks

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Techniques

A] Pre-Listening Activities

Decide what details you would expect to be in the text / what attitude you expect the speaker to have, etc.

Talk about your own experiences/ideas

What questions you would hope to have found answers to in the text

The learner/s receive/s from other learners questions that they would like her/him/them to find possible answers for.

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5. Designing Tasks

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TASK:

Listen to the podcast and suggest what kind of pre-listening activity might be appropriate.

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5. Designing Tasks

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B] While-Listening Activities

How we read depends on:

- # Our reasons for listening
- # Our expectations
- # Our interests

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Basic Assumptions

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Effective Listening
Techniques

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You may listen to the same text in different ways depending on the purpose.

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5. Designing Tasks

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Techniques

B] While-Listening Activities

- * Underline / Note down important details
- * List arguments for and against as given in the text
- Decide whether the text gives details on specific ideas
- Check sequence of ideas in the text
- Look for the details that the other learners have asked you to find
- Look for possible answers to the questions other learners would like answers to.

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5. Designing Tasks

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Techniques

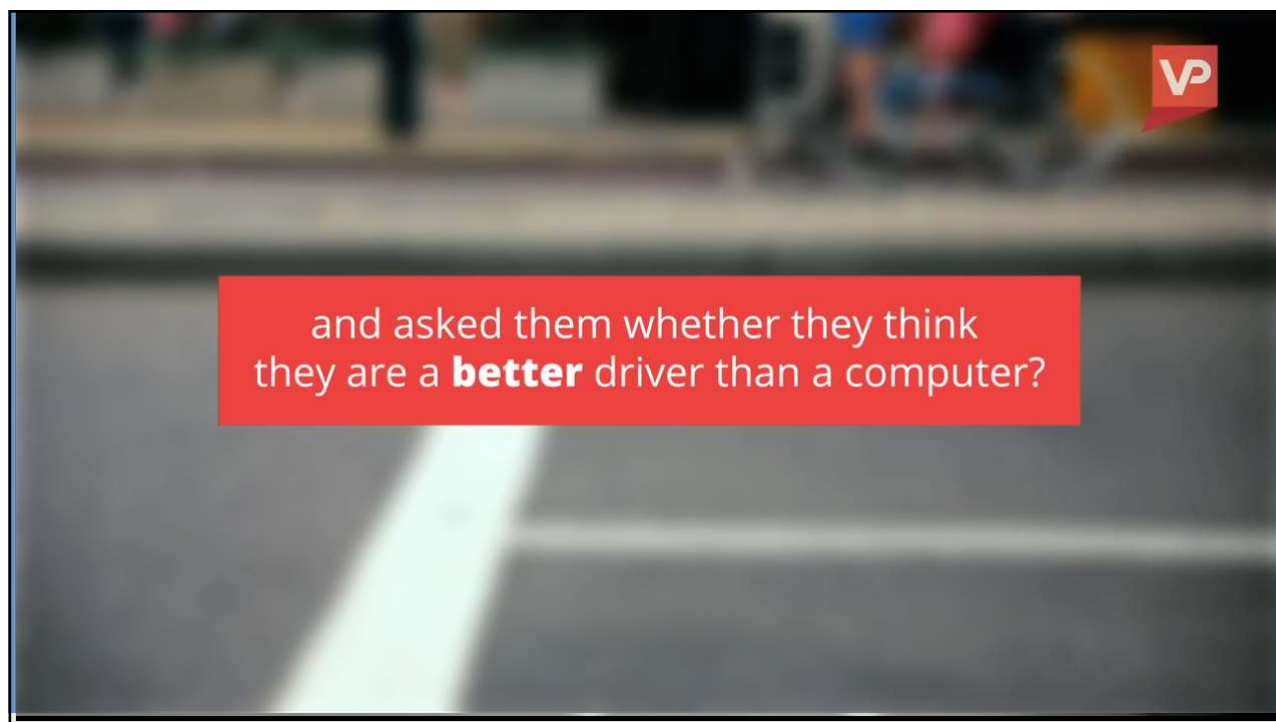
TASK:

Listen to the podcast and suggest what kind of while-listening activity might be appropriate.

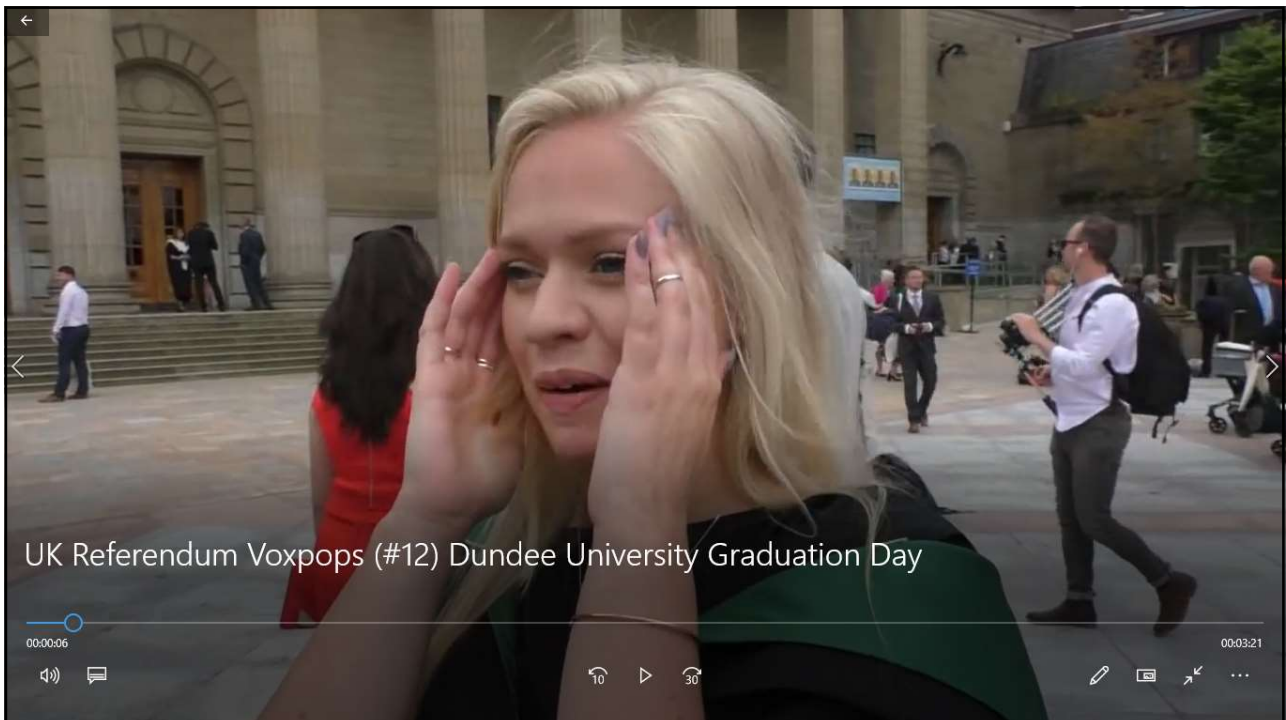
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5. Designing Tasks

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C] Post-Listening Activities

- * Decide on the attitude of the speaker
- * Give examples from the text to support your opinion
- * Give your reaction to the text
- * Speculate how the story/event/ .. might continue
- * Compare with your own experiences

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5. Designing Tasks

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to Acquire
Effective Listening
Techniques

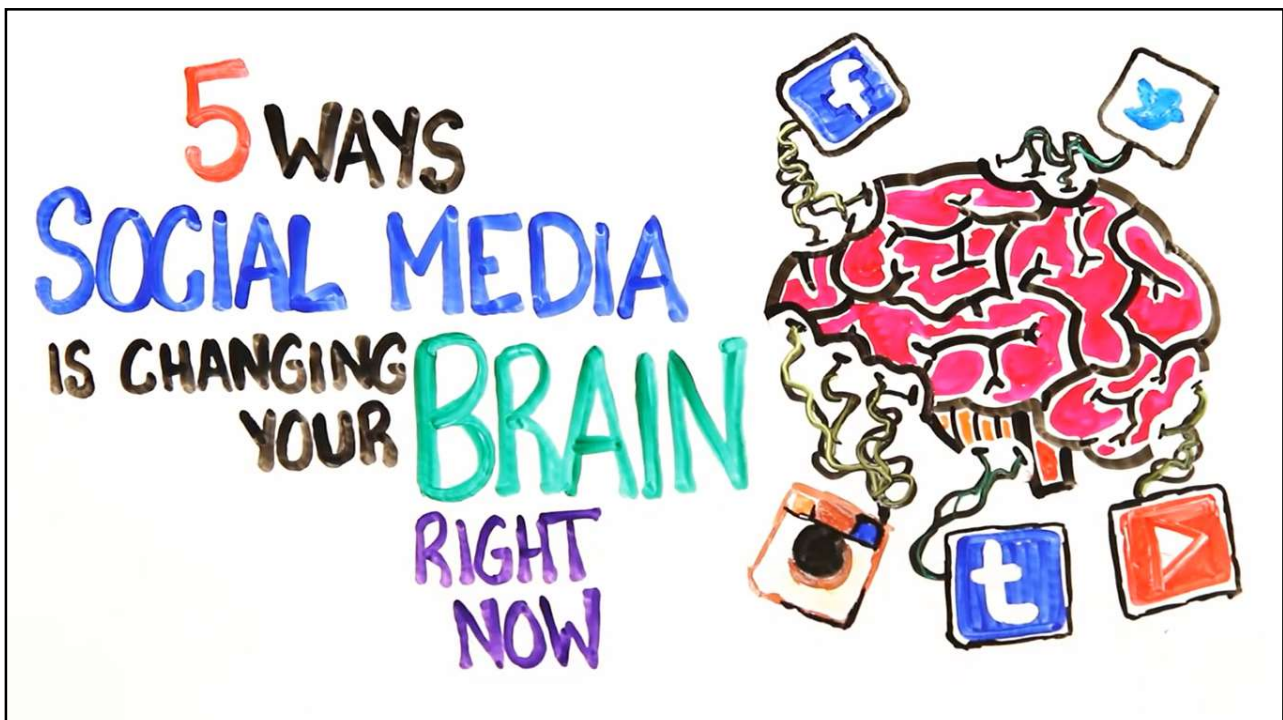
TASK:

Listen to the podcast and suggest what kind of post-listening activity might be appropriate for learners who have chosen to listen to this recording.

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4. Review

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Techniques

Conclusion:

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have a reason

listen within a context

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4. Review

Motivating Learners
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Techniques

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4. Review

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Conclusion

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4. Review

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4. Review

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Listening Strategies

In real life there are things we normally do:

- a) Before we start listening**
- b) While we are listening**
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4. Review

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Techniques

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The learner/s receive/s from other learners questions that they would like her/him/them to find possible answers for.

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4. Review

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Techniques

B] While-Listening Activities

How we read depends on:

Our reasons for listening

Our expectations

Our interests

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4. Review

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Techniques

C] Post-Listening Activities

- * Decide on the attitude of the speaker
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- * Speculate how the story/event/ .. might continue
- * Compare with your own experiences

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Sources:

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www.scientificamerican.com (sixty second podcasts)

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Questions? Comments? Questions?

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