



GSTESOL YL Listening + Speaking

Today's class

- Review
- Listening strategies & processing
- Lesson planning
- Homework

Research project

A friend of mine in Chicago is doing a research project about the life and identity of Koreans.

If you can do an online interview with him, you get a free coffee!

Please email him:

Ted Voelkel

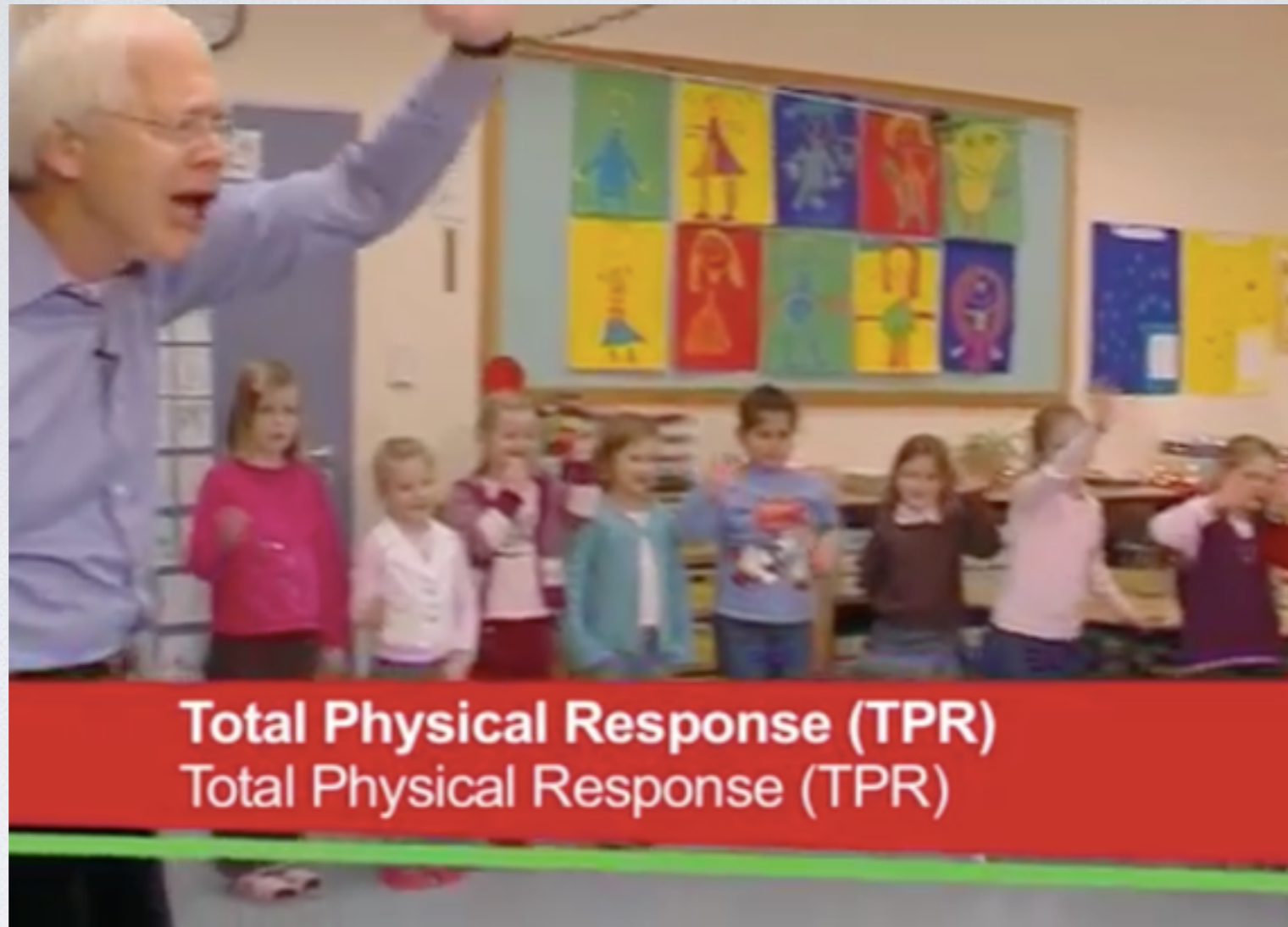
voelkelted@gmail.com

Teaching vocabulary with flashcards



- A child often...
 - learns through doing things and through movement.
 - likes using their imagination.
 - learns fast, forgets fast.
 - likes bright colours, animation characters etc.

<https://www.youtube.com/watch?v=W8e6Ld4sQks> (1:10 minutes)



Total Physical Response (TPR)
Total Physical Response (TPR)

Total Physical Response

What does the teacher do differently at the beginning and at the end?

<https://www.youtube.com/watch?v=bkMQXF0qyQA>



strat•e•gy

(strāt' ə-jē) *n.*

**1. Plan of action
designed to achieve
a particular goal.**

Reading strategies and **listening** strategies are often similar.

Receptive Skills: Strategies



Predict



Visualize



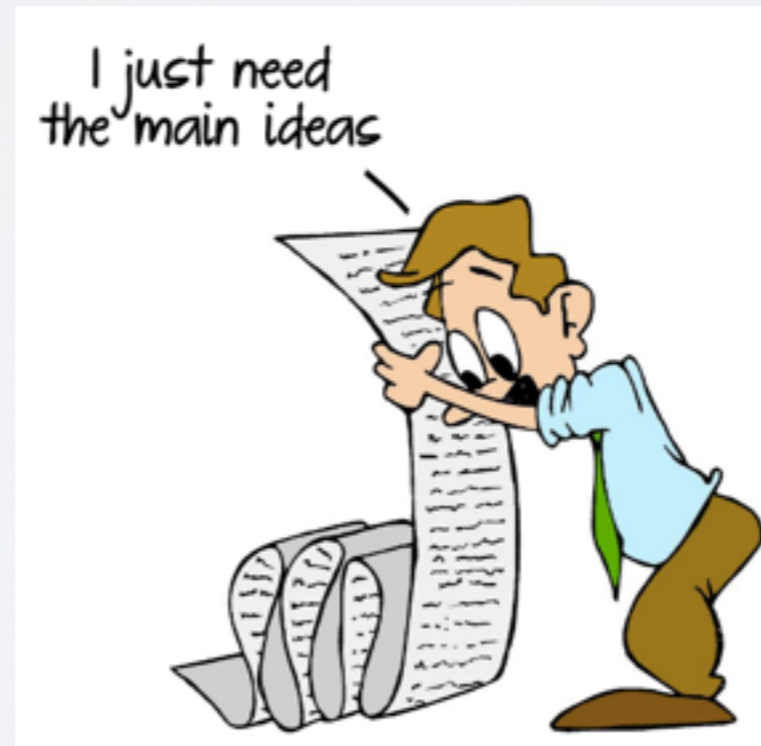
Question



Infer



Connect



Identify



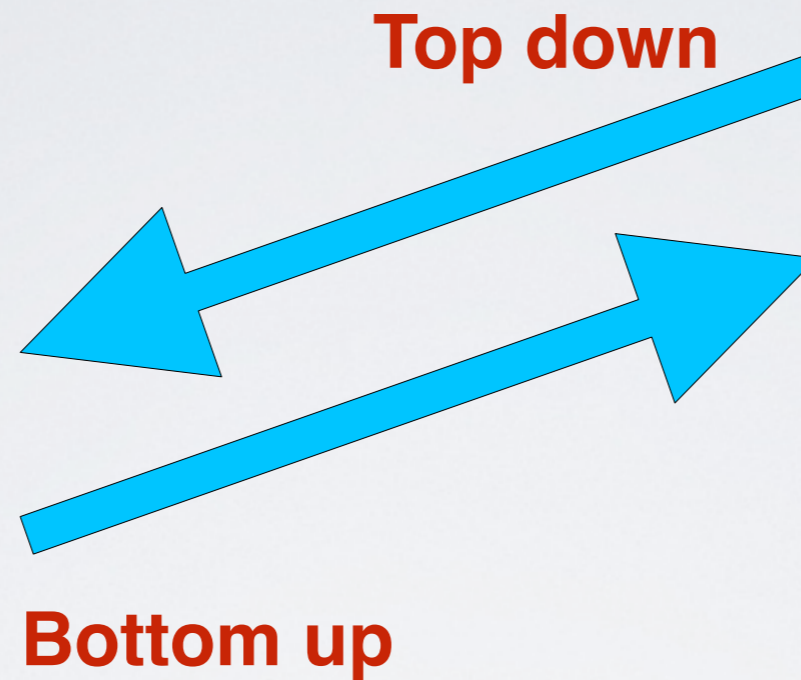
Evaluate

There are two processes that lead to comprehension.

CHAPTER I
Down the Rabbit-Hole

Alice was beginning to get very tired of sitting by her sister on the bank, and of having nothing to do: once or twice she had peeped into the book her sister was reading, but it had no pictures or conversations in it, 'and what is the use of a book,' thought Alice 'without pictures or conversation?'

So she was considering in her own mind (as well as she could, for the hot day made her feel very sleepy and stupid), wheth
a daisy-chain
trouble of getti
daisies, when

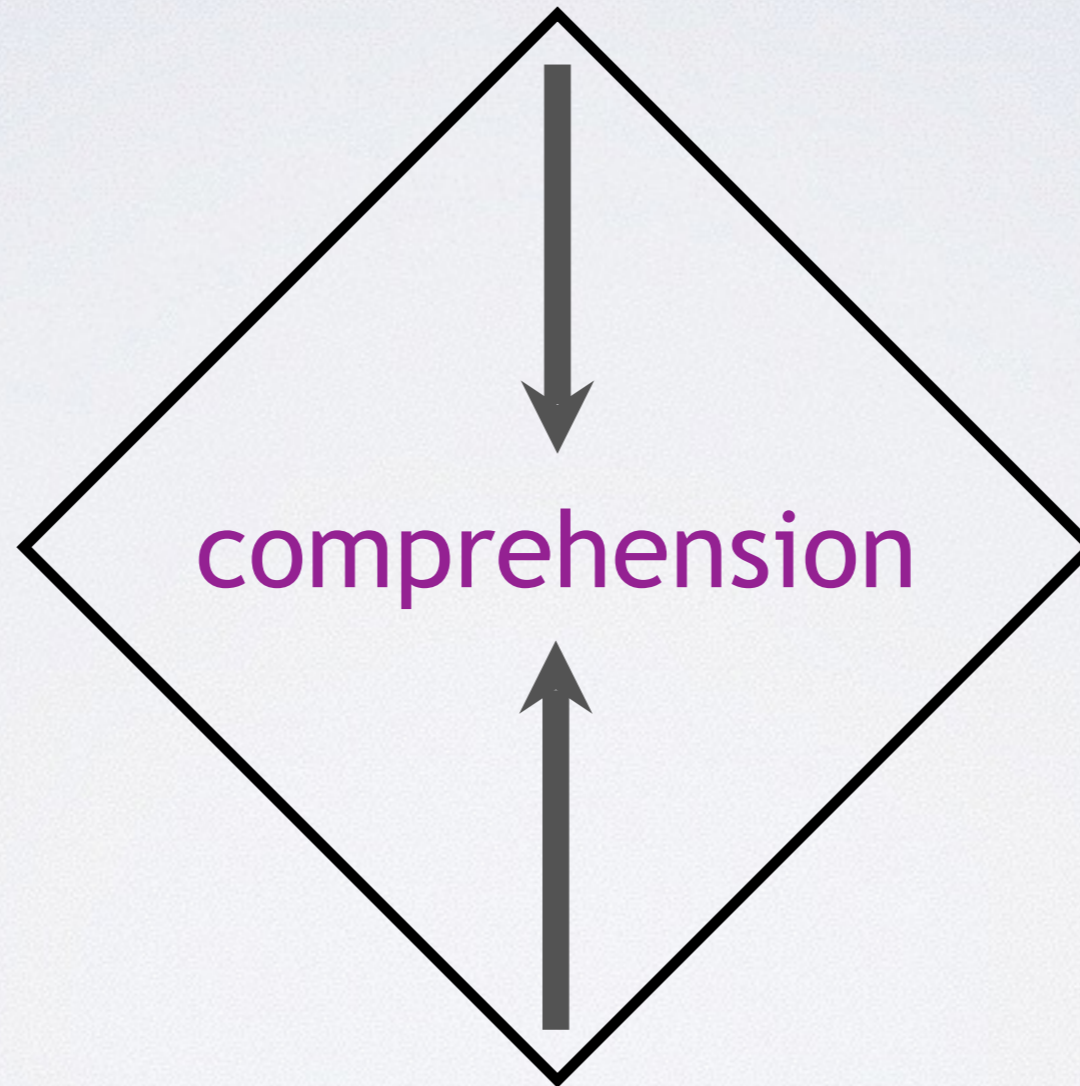


Top-down processing: Comprehension starts with schema or background knowledge.

Bottom-up processing: Comprehension comes from decoding the smallest parts of the language (letters, words, or sounds)

Top-down and bottom-up processing

Background knowledge



Individual letters and sounds

Reading and Listening Processes

VIDEO

Berlitz Commercial

<http://www.youtube.com/watch?v=0MUsVcYhERY>

Top-down and bottom-up processing

VIDEO



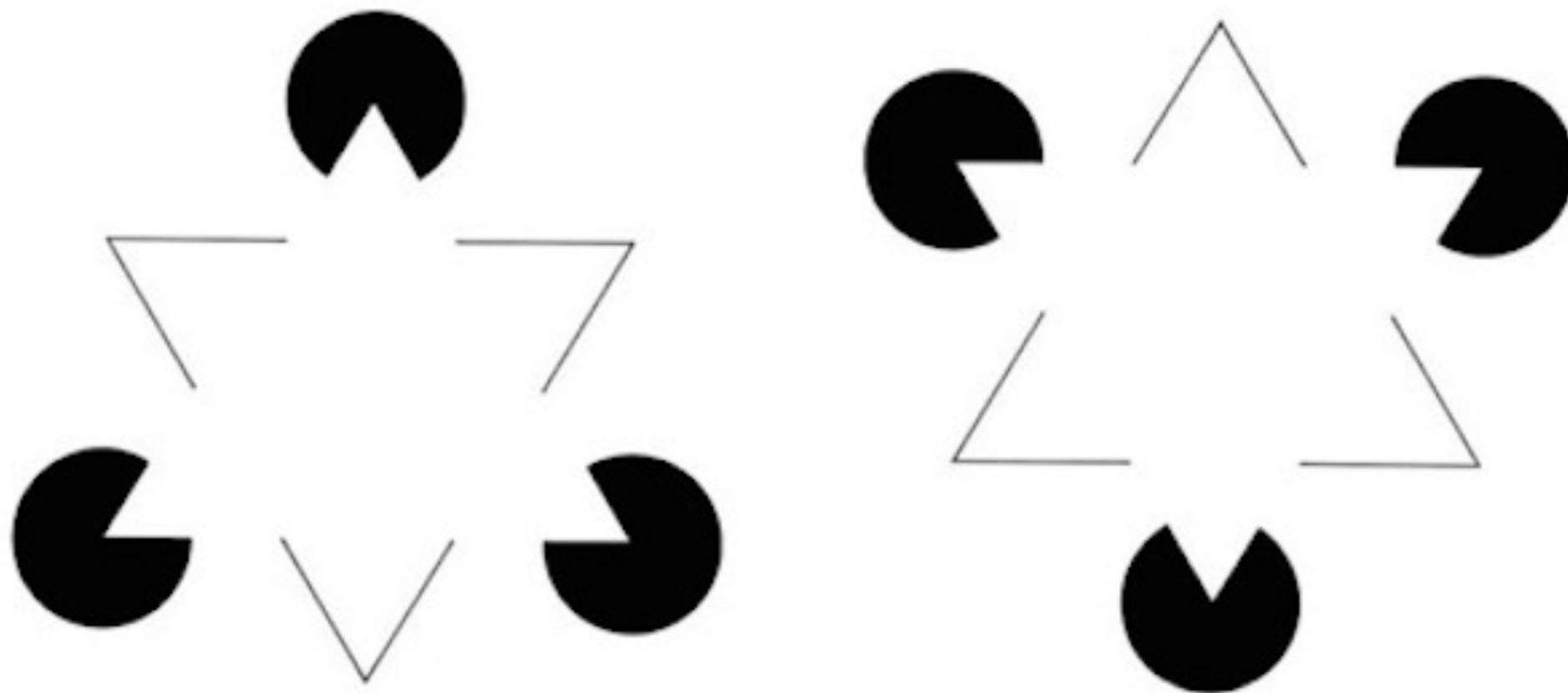
Is it bottom-up or top-down processing?

Top-down and bottom-up processing

STORY



Is it bottom-up or top-down processing?



How many circles can you see?
How many triangles?

‘미국은 최근의 셰일 혁명으로 원유 생산량이 자국 내 정제능력을 초과한 상태다. 더구나 최근의 국제유가 하락으로 셰일 업체들의 압박이 가중될 것이라는 전망이 우세한 상황이다. 이 때문에 서머스 교수의 주장은 셰일 업계를 살리는 동시에 미국 경제를 재도약시키는 묘안이 될지 모른다는 기대가 나오고 있다.’

How much do you think I understand?

Am I using top-down or bottom-up processing?

Task:

- Evaluate the lesson plan below using the YL Listening checklist.

Listening lesson plan

Title "Invitations"
Context Low-intermediate/Young adults (high school or university students)
Time 30 minutes
Aim By the end of the activity, students will be able to effectively demonstrate comprehension of four telephone messages by identifying the main idea and details of each one, as well as make, accept and refuse invitations for various social activities (e.g. go to dinner, watch a movie, play tennis, etc.) by interacting with their classmates and filling in a diary.
Materials ● Recordings (x4): <i>Oh er hi it's Tessa here erm ... just wanted to um invite you over. Wanted to know ... er ... can you come to dinner on Tuesday? Sam and Jan are coming ... Eightish? Er ... about 8 o'clock ... er... hope you can come.</i> <i>This is to remind you your dentist's appointment is on Friday this week at 10.30. If there is a problem ring us back on 575 9194.</i> <i>Oh er hello this is Pete. Er ... just to ah ... let you know er ... the time is wrong on the tickets ... the football match is at 3 on Saturday, not 2. I'll ring again tonight.</i> <i>Ah ... hi this is Sue ... er, just to say ... We're going to a concert— ah jazz concert— on Saturday— this Saturday— in the— It starts ... I think it starts at 7 ... no sorry ... 7.30. Would you like to go with us?</i>
Lead-in 1. Guess and predict: I'm going to draw a picture of something on the WB and I want you to try to guess what it is. (*After students guess correctly...) Right – a telephone. Yesterday, I was out all day, but I forgot my phone at home. When I came back, there were four messages. With a partner, try to predict what the four messages might have been.

YL Listening checklist

YL Listening Activity Checklist

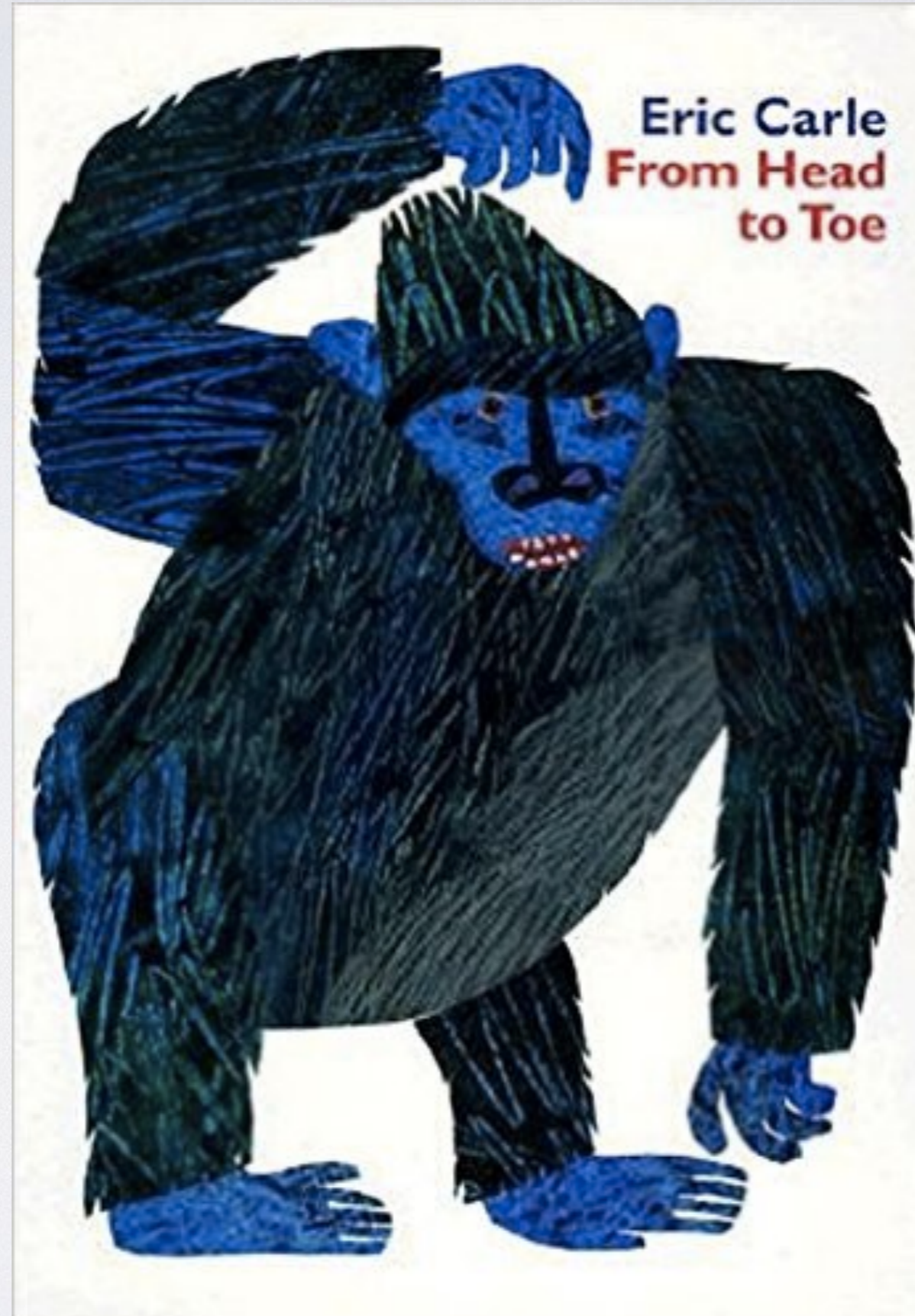
Here is a checklist to provide guidance and aspects to consider in your listening lesson. You are not expected to complete every suggestion in this list, but more is better!

Listening activity checklist:

- Clear 'pre', 'while', and 'after' stages
- Provided scaffolding and support in the 'pre' stage
- Provided context for the listening text (contextualized)
- Related the listening text to relevant aspects of the students' lives (personalized)
- Schema-building tasks that preceded the listening
- Authentic and/or relevant listening text used
- Gave meaningful listening activities in the 'while' stage
- Included both top-down and bottom-up listening practice
- Opportunities to progressively structure listening by listening several times
- Well-sequenced pedagogical tasks



Class Practice Lesson Plan





YL Listening Lesson Plan

You will work in small groups to develop a listening activity plan.

The listening activity should have 5-6 steps following the P-D-P framework.

Class time will be given for preparation.

In 2-3 weeks, you will present and explain your activity to other groups.

Consider the age of your students and the listening material you wish to use.

The listening material could be:

- a song or chant
- a story
- a video clip
- the teacher



Homework

1. Complete the activity route map with detailed instructions for your YL listening plan. (See the example that we used today). A blank file can be found on my site.
2. Include all the materials that you plan to use for the lesson (flashcards, PPT, etc.). Materials can be found online or created. If a video is used, include a link.
3. Bring it to next class to present in groups.