



GSTESOL YL Listening + Speaking

Today's class

- Review
- Bloom's Taxonomy
- Your Listening Activity Plans
- Materials for listening & speaking
- Homework (collect your activity plans)



Filters ▼



Edward TESOL

Active 4 days ago • 11 videos

CHANNEL

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<https://www.youtube.com/user/edpovey>

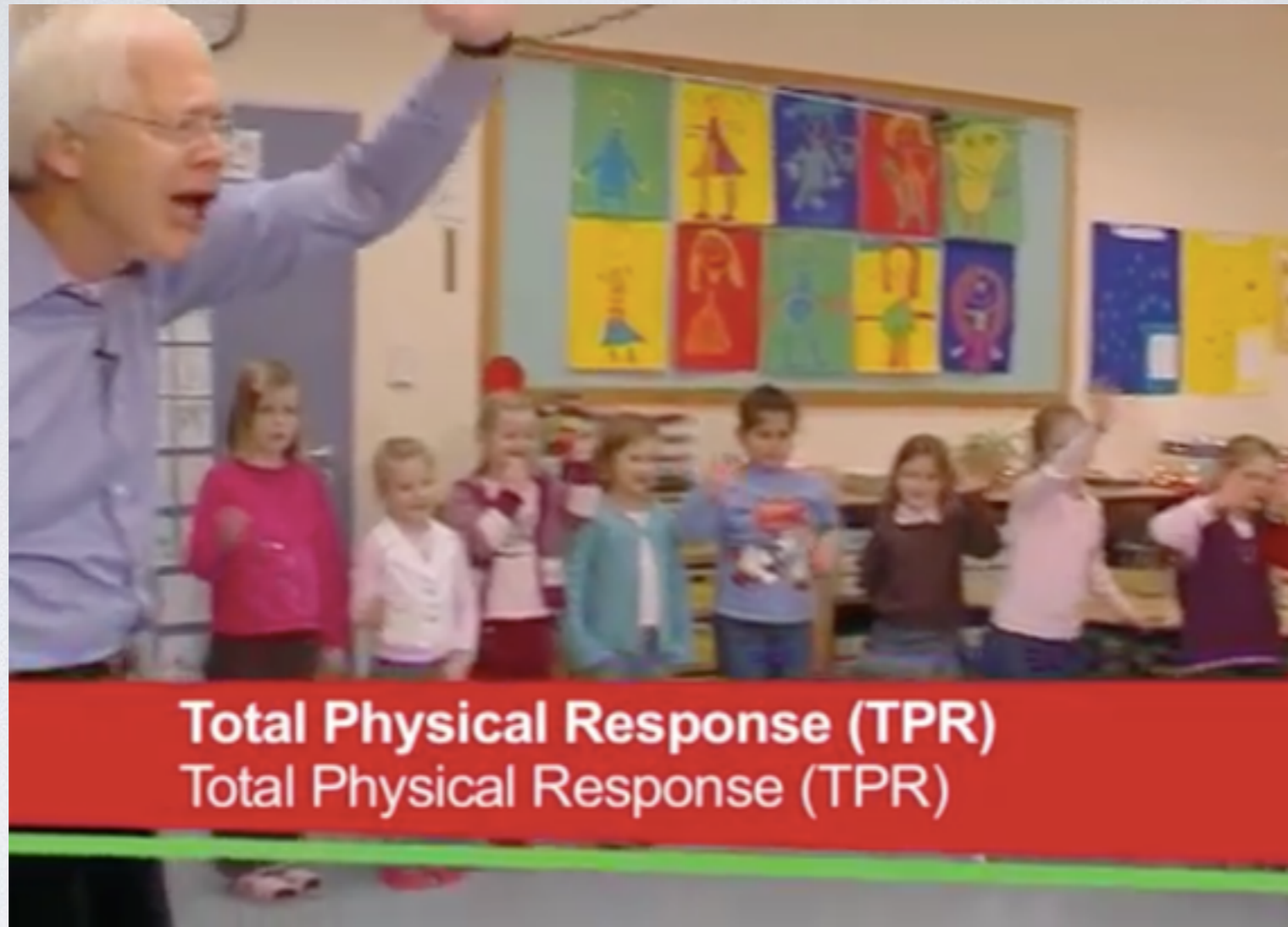
Teaching vocabulary with flashcards



- 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)

REVIEW



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>

REVIEW

Receptive Skills: Strategies



Predict



Visualize



Question



Infer



Connect



Identify



Evaluate

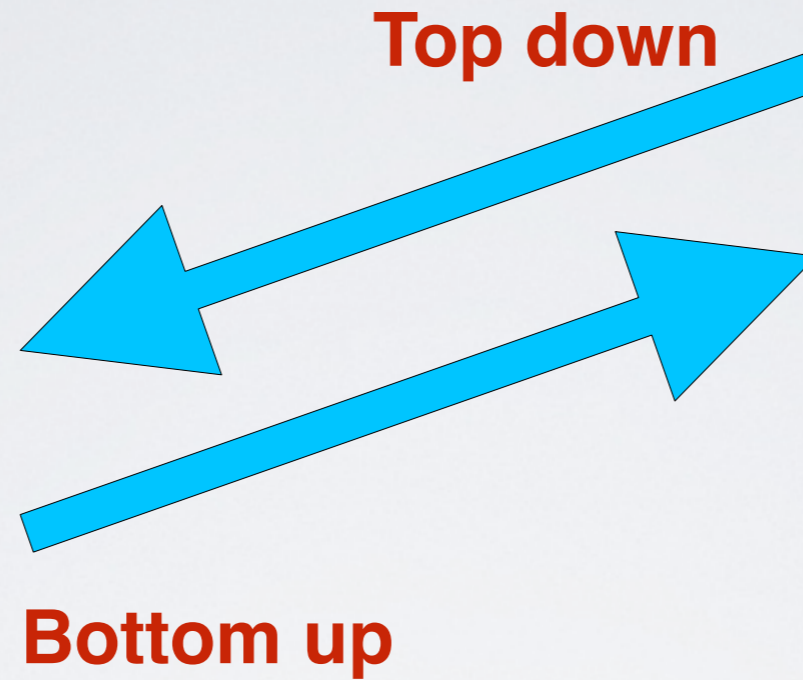
REVIEW

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)

REVIEW

Top-down and bottom-up processing

VIDEO



Is it bottom-up or top-down processing?

REVIEW

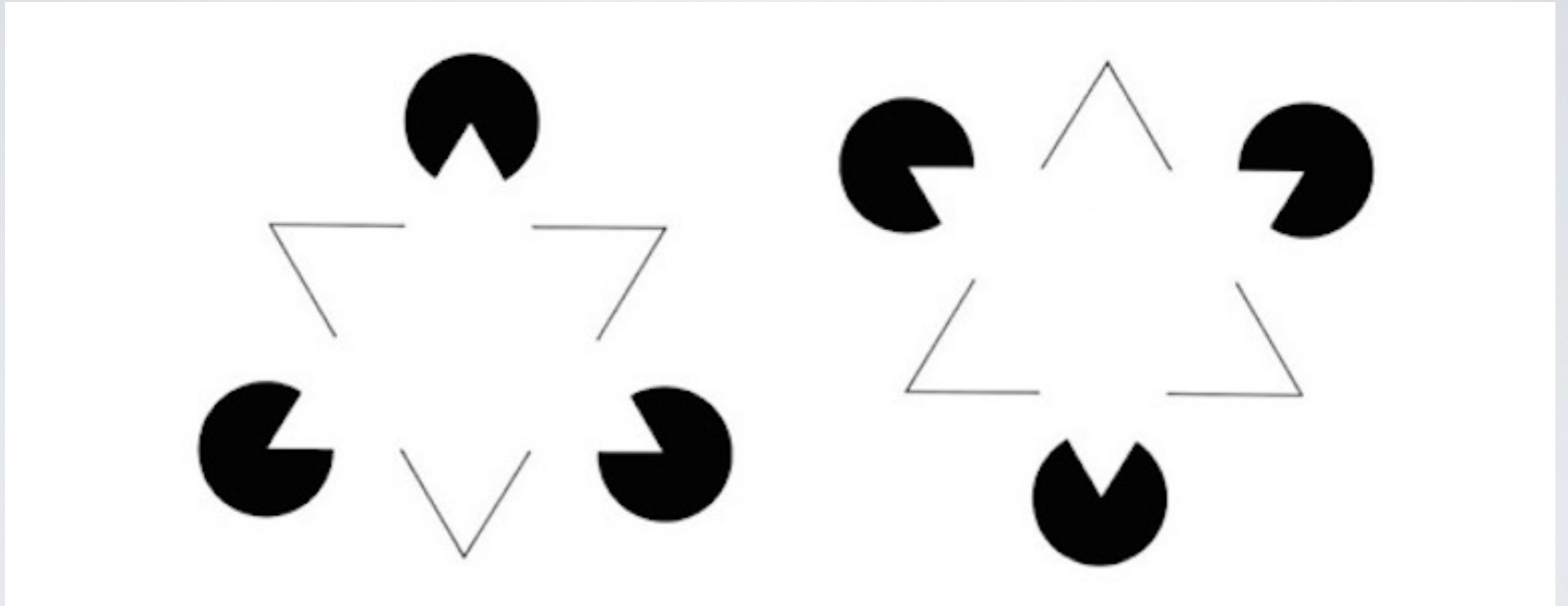
Top-down and bottom-up processing

STORY



Is it bottom-up or top-down processing?

REVIEW



How many circles can you see?
How many triangles?

REVIEW

‘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?

**Bloom's
Taxonomy
of Learning**
(New Version)

Creating

Evaluating

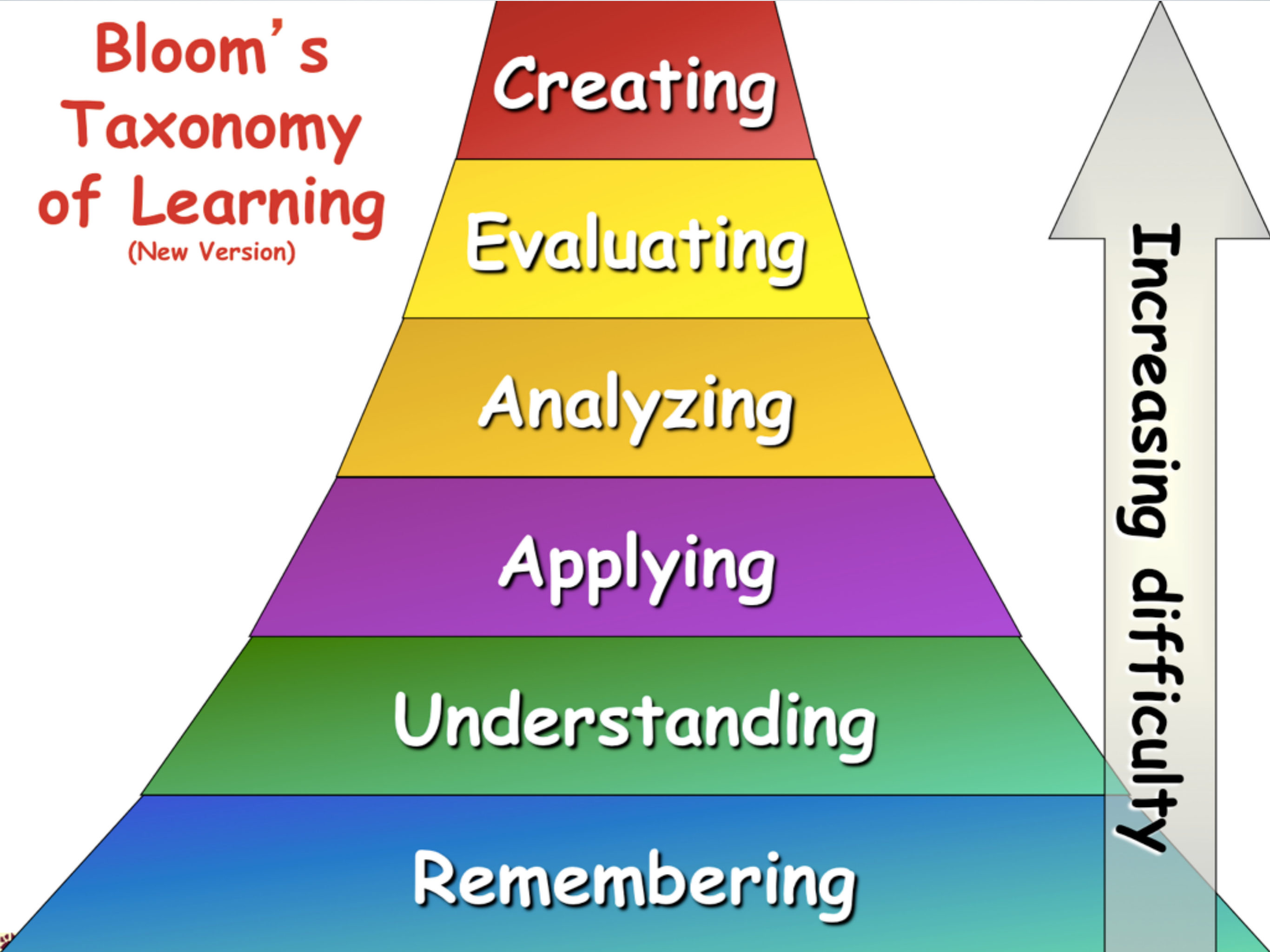
Analyzing

Applying

Understanding

Remembering

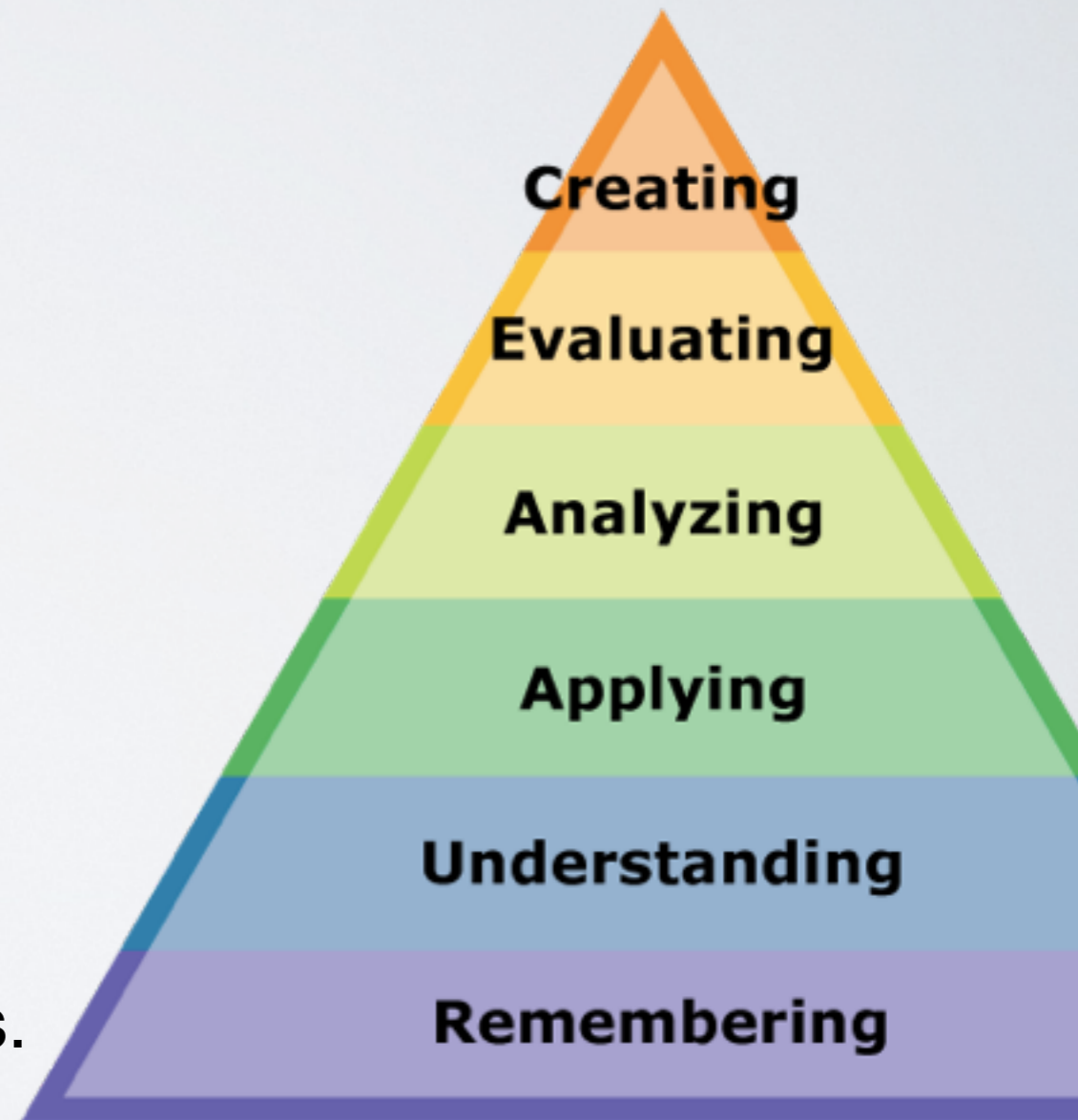
Increasing difficulty



Bloom's Taxonomy of Thinking Skills

Which level of Bloom's Taxonomy is each of these tasks? Discuss with your partner.

1. Compare the sports player in the text with your favorite sports player.
2. Tell me the year of Yi Sun Shin's battle that you read in the text.
3. What does this word mean?
4. Can you write a new sentence using this word.
5. Do you think this opinion is correct?
6. Make a new story with the same characters.



Bloom's Taxonomy of Thinking Skills

'Lower order' and 'higher order' thinking skills

Concrete

vs.

Abstract

Concrete:

“What is it?”



Abstract:

“Why do we use it?”

Concrete:

“Where is this?”



Abstract:

“Describe your feelings when you look at this.”

Bloom's Taxonomy of Thinking Skills

Task

Imagine you have read a story about a dog and a cat. After the story you ask some questions. In groups, put the questions in this order:



Higher order thinking skills

Lower order thinking skills

Bloom's Taxonomy of Thinking Skills

Higher order thinking skills

Lower order thinking skills

Which part of the story do you want to change?
If the main character was a different animal, how would the story be different?

Do you agree with what the main character did? Why?
Why did he change his habit at the end?

What is the theme of the story?
Can you list the parts of the story when the character is sad?

How would you solve the main character's problem?
What questions would you ask the main character?

Explain what is happening in this picture.
How are these two characters different?

Can you tell me the names of the main characters?
Can you list the three animals in the story?

REVIEW

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



Listening Activity Route Map

(Homework due this week)

Present & explain the activity in groups.

Peers will assess and give feedback based on their ideas and the listening lesson checklist.

Due date: I will collect your finished activities on Tuesday 3rd May. Please put the Activity Route Map and copies of your materials in an envelope with the names of your groups members written on it.

You can edit the plan between now and the deadline based on the feedback you get today.



Task: Analyzing Listening & Speaking Materials

Discuss the materials in terms of:

- Target language (vocabulary + expressions)
- Multiple intelligences & Bloom's Taxonomy
- How to practice language skills (listening & speaking)
- Where in the lesson would they fit?
- Steps before and after using the materials
- Supplementary materials needed before and after to scaffold or extend the lesson

Homework:

I will collect your finished Listening Activity Route Maps.

Please put the Activity Route Map and copies of your materials in an envelope with the names of your groups members written on it.

You can edit the plan between now and the deadline based on the feedback you get today.

Next week: Speaking activities