

Listening Comprehension

Overcoming student frustration



Intro : who are we?

- ▶ Email addresses

- Alan Murray / EOI Maresme : amurray@eoimaresme.cat

- Natalia Nefedova / EOI Mollet : nnefedov@xtec.cat

- ▶ Blog address : <http://hearheard.blogspot.com.es>

- ▶ Presentation : <https://1drv.ms/p/s!AuWuGn90BBjfmV0hjTKcNoSII0f>

The Forum slogan : EOIS with likes & followers



- ▶ Social networks
- ▶ Informal learning outside the classroom
- ▶ Use of Mobile devices (BYOD)

Our project

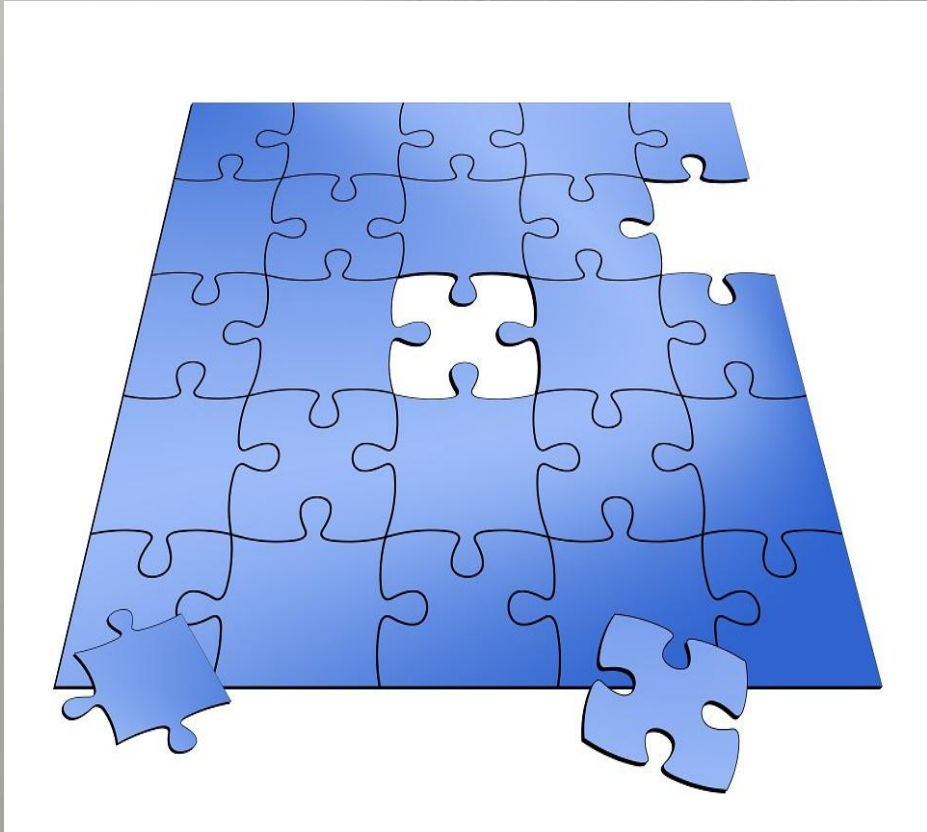
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Alan Murray & Natalia Nefedova & Francisco Claramunt



Why Facebook? (Background)

- ▶ Listening group for teachers.
- ▶ Something missing.
- ▶ Motivation and engagement.
- ▶ A more varied approach to teaching listening comprehension

What is this group?



- Frequent posts (Daily Dose)
- 4-week challenge
- Things we don't (normally) do in class

Purpose of our project : provide opportunities for learning

- ▶ To promote informal / semi-formal learning in a non-coercive collaborative environment.
- ▶ To present alternative approaches to learning / teaching listening comprehension.



Alternative approaches?

- ▶ Teaching , not testing.
- ▶ Deemphasize strategies (not abandon).
- ▶ Give learners more opportunities to engage with the physicality of speech.



Why Facebook ?



- ▶ Most students have an account.
- ▶ Students constantly checking : aware when content is delivered to their stream.
- ▶ It promotes informal learning.
- ▶ Gives a sense of collaborative community and engagement.

Why Facebook? The learner's take.



Pablo :
At odd moments



Alexandra :
Sense of community

Schools participating

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Students

- ▶ Students from our current C1 courses.
- ▶ Students from our previous C1 courses
 - Preserving the bond with the school.
 - Lifelong learning.
- ▶ Passers-by.



Added by Alan Murray on March 8, 2018
Barcelona, Spain



Added by Alan Murray on March 22, 2018
Universitat Pompeu Fabra



Added by Natalia Nefedova on March 10, 2018



Added by Alan Murray on March 9, 2018
Profesor at Ensenyament. Generalitat de Catalunya.



Joined about a week ago

Participation

- ▶ Currently 69 members and still counting .
- ▶ Of these there are about 20 who check the material on a regular basis while the engagement of the others seems to be sporadic .
- ▶ And there is a smaller group of hardcore participants who do everything as soon as it is published .



Delivery of content



- ▶ Facebook is a kind of social container – the place where everything happens.
- ▶ The actual CONTENT is delivered through three platforms :
 - Google Forms
 - Padlet
 - Blogger

Content : Stats for 30 days.

	Number	Comment
Blog Posts	22	In 30 days!
Facebook Posts	27	Links to blog , comments, howtos.
Padlets	30	Student comment & interaction.
Google Forms	25	Immediate feedback.
Videos	44	Full videos , fragments , tutorials.



Our approach 1 : Combine class & online activity

- ▶ Bulk of interaction is online .
- ▶ However , we can :
 - Encourage learners to participate
 - Guide learners in the right direction :
 - By sampling some of the tasks
 - By solving technical difficulties



Our approach 2 : Motivate learners .

- ▶ The Facebook group is not a captive audience.
- ▶ So how do we motivate them?

Our approach 2 : motivation 1

EXAMPLES



THE FOUR-WEEK LISTENING CHALLENGE!

IMPROVE YOUR LISTENING SKILL IN 4 WEEKS

DO AT LEAST 4 OF THE CHALLENGES EVERY WEEK



...motivation 2



Online learning badges.

- ▶ Visual symbols of accomplishments.
- ▶ Verifiable records of learning.
- ▶ Can be added to portfolio.

Grab their attention!

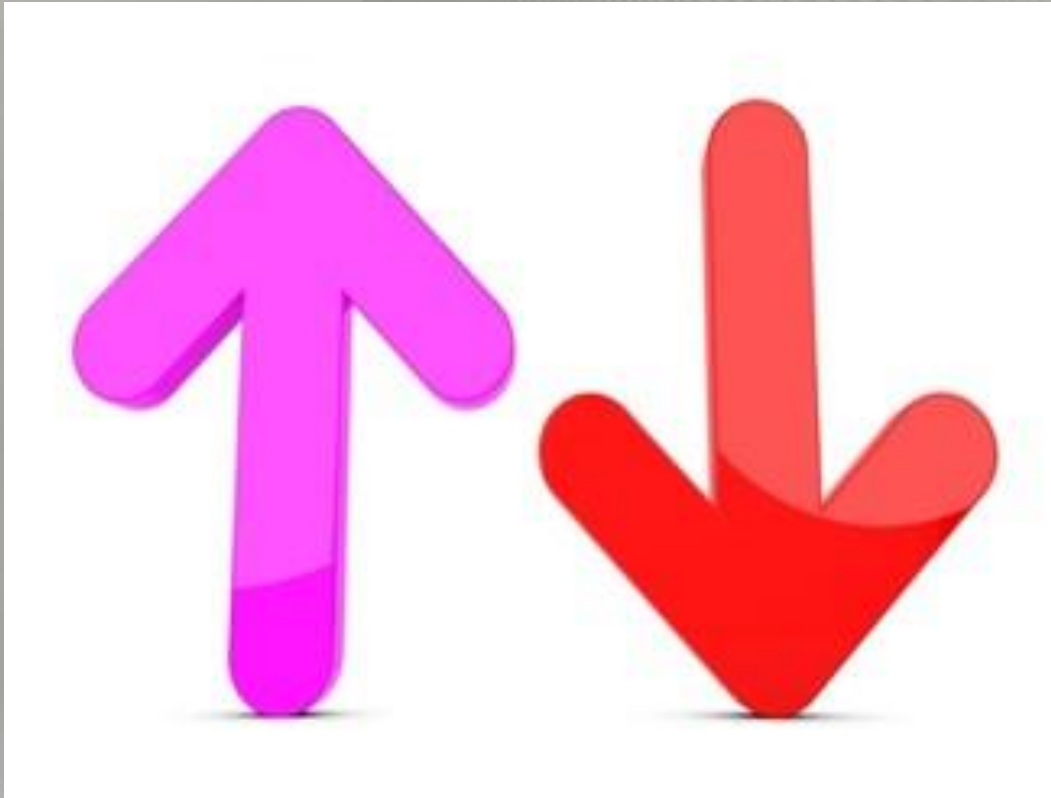
- ▶ Interesting videos.
- ▶ Vary the activities and the focus.
- ▶ Images and metaphors.
- ▶ Link from one day to the next : suspense.
- ▶ The 'marketing ploy' mindset for a non-captive audience



Grab their attention!



Our approach 3 : Top-Down & Bottom-up.

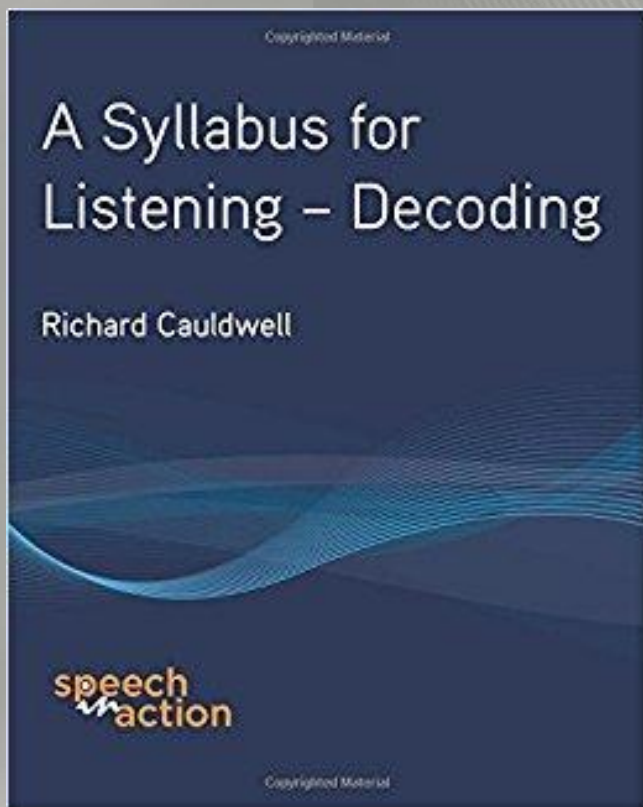


- Top-down:
Metacognitive strategies ,
focussing on content , MCQ.
- Bottom-up:
Teaching learners how to segment
the stream of speech. Decoding.

Our approach 4 : promoting self-learning.

- ▶ Autonomous learning : what will students do after the course?
- ▶ Podcasts on Padlet : recommended & comments.
- ▶ Finding own fragments to practice decoding e.g. <https://www.playphrase.me>

Our approach 5 : influence of Richard Cauldwell



- ▶ Understanding vs decoding.
- ▶ The problem of the expert listener
- ▶ The blur gap.
- ▶ The decoding gap.



Our approach 5 : But this doesn't affect C1 students?
A quote from a student :

"I have properly understood let's say...half of the sentences being generous. It usually happens to me when watching TV in english. I have the feeling I've been learning English my entire life for nothing sometimes....although I recon I have improved. Still being at C1 I see it really far to 100% understand all the films, documentaries, series, podcasts...."

Our approach 5 : But this doesn't affect C1 students?



'Jungle Listening'



'Street speech'

How the course evolved.

- ▶ Adapt to students' reactions & engagement.
- ▶ “Creative improvisation”.
Organic evolution.
- ▶ A basic structure emerged.



Basic structure

- ❑ Top-down/bottom-up processing activities.
- ❑ Self-learning.
- ❑ Self-assessment through Google Forms.
- ❑ Learner engagement and interaction through the Facebook stream and Padlet.

EVOLVED



Three strands

- ▶ Full-length videos with MCQ. Demythifying exam questions.
- ▶ Speculative exercises involving higher-order thinking.
- ▶ The Daily Pill : bottom up processing of fragments.

Putting things into practice 1 : The Time Traveller

- ▶ We want to show you activities in the stream and learner reaction .
- ▶ Let's begin with a narrative video : The Time Traveller .

Putting things into practice 1 : The Time Traveller

Introductory Activity

- ▶ Here is the introductory activity :
<https://hearheard.blogspot.com.es/2018/03/week-1-video-1.html>
- ▶ Check out the student response in the Padlet :
<https://padlet.com/agmz30/ghrudk2id9ei>

Putting things into practice 1 : The Time Traveller

Activity 2 : we need to understand THREE types of listening texts
(after Richard Cauldwell) :



GREENHOUSE LISTENING



GARDEN LISTENING



JUNGLE LISTENING

For explanation and examples , see :

<http://hearheard.blogspot.com.es/2018/03/week-1-video-1-part-2.html>

Putting things into practice 1 : The Time Traveller

Activity 3 : The schwa sound and some Jungle Listening

Here is the activity :

<http://hearheard.blogspot.com.es/2018/03/week-1-video-1-part-3.html>

Putting things into practice 2 : Daily Pills 5, 6 ,7

- ▶ Listen and decode.
- ▶ Listen and imitate.
- ▶ Listen and play with.
- ▶ Listen and create.

Daily Pill 5 :

<https://bit.ly/2If9oim>

Daily Pill 6 :

<https://bit.ly/2IiRVBD>

Daily Pill 7 :

<https://bit.ly/2wHRsaM>

Tools : teacher as DJ / learner as DJ



- Source materials :
 - Videos with subtitles cc
 - Webs that show fragments
- Downloading tools :
Tampermonkey
- Editing tools : VLC
- Do the loop!

Tools : teacher as DJ / learner as DJ



- Finding videos with subtitles :
<https://bit.ly/2IEBy5D>
- Downloading tools :
<https://bit.ly/2IEBy5D>
- Editing tools : VLC – howto :
<https://bit.ly/2IEBy5D>

Tools : teacher as DJ / learner as DJ



WEBSITES WITH VIDEO FRAGMENTS :

- Youglish : <https://youglish.com/>
- Tubequizzard : <http://tubequizzard.com/>
- PlayPhraseMe : <https://www.playphrase.me>
- Voscreen : <https://www.voscreen.com>

Useful info

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