HEARHEARD
C1/C1+LISTENING

Listening Comprehension

Overcoming student frustration

Intro : who are we?

- Email addresses
  - Alan Murray / EOI Maresme :amurray@eoimaresme.cat
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- Blog address : http://hearheard.blogspot.com.es

- Presentation : https://1drv.ms/p/s!AuWuGn90BBjfmV0hjTKcNoSll0f_

The Forum slogan : EOIS with likes & followers

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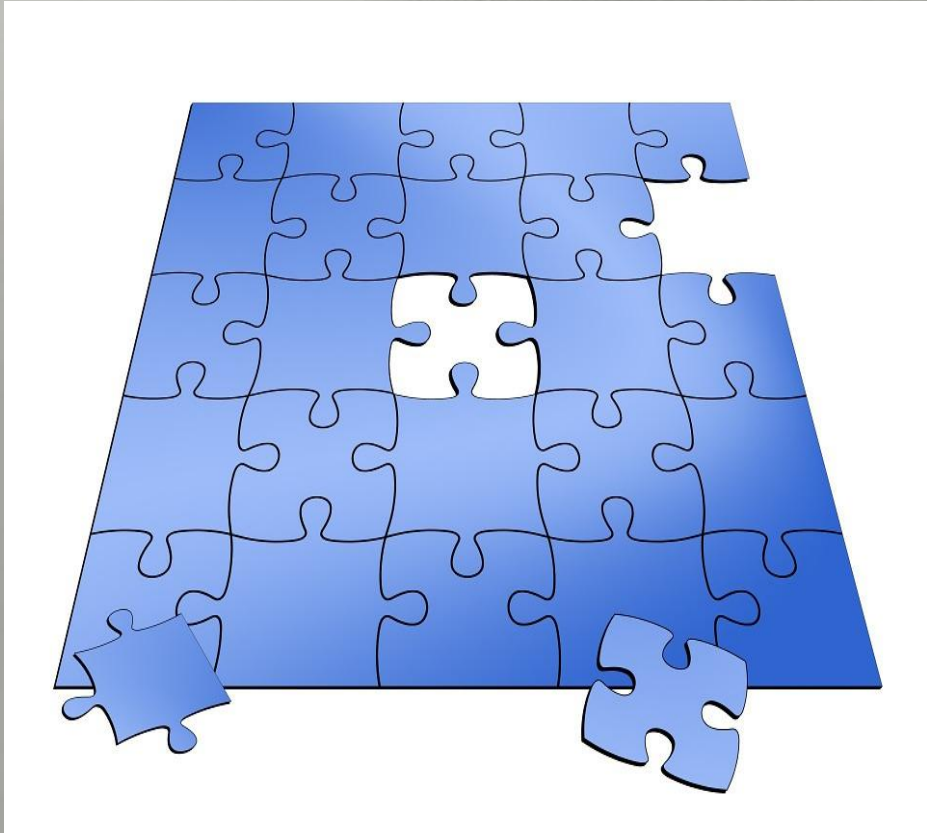- ► Use of Mobile devices (BYOD)

Our project

Why Facebook? (Background)

► Listening group for teachers.

► Something missing.

► Motivation and engagement.

► A more varied approach to teaching listening comprehension

What is this group?

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

Why Facebook ?

Why Facebook? The learner's take.

Schools participating

Students

- ► Students from our current C1 courses.

- ► Students from our previous C1 courses
  - ☐ Preserving the bond with the school.
  - ☐ Lifelong learning.

- ► Passers-by.

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 : social container

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 .

NOT BLENDED LEARNING!

► 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

…motivation 2

HEARHEARD

C1/C1+ LISTENING

Online learning badges.

► Visual symbols of accomplishments .

► Verifiable records of learning.

► Can be added to portfolio.

Grab their attention!

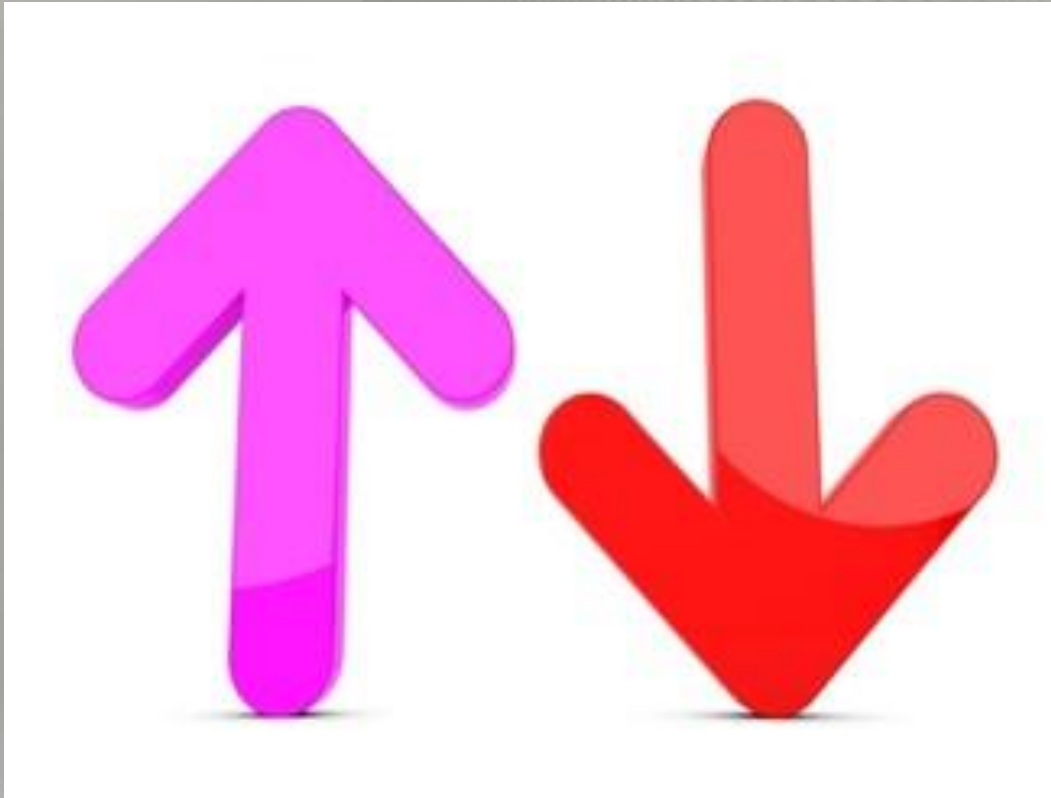- Interesting videos.

- 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.

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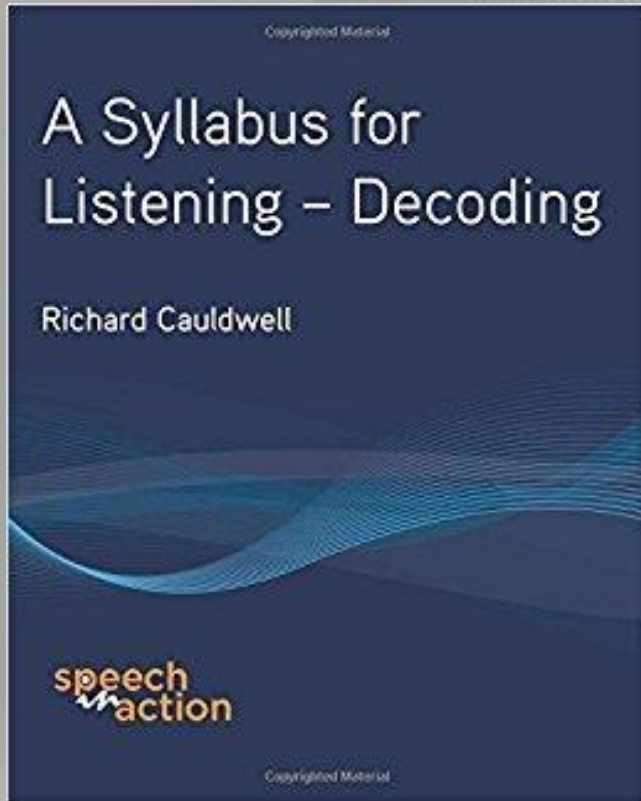
Our approach 5 : But this doesn't affect C1 students?
A quote from a student :

"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?

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.

Putting things into practice 1 : The Time Traveller

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

Putting things into practice 1 : The Time Traveller

- ► Here is the introductory activity :
- ► Check out the student response in the Padlet :

Putting things into practice 1 : The Time Traveller

Putting things into practice 1 : The Time Traveller

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

- ► Listen and decode.

- ► Listen and imitate.

- ► Listen and play with.

- ► Listen and create.

Tools : teacher as DJ / learner as DJ

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Useful info

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