**MOHE Day 3: Listening PDP and Activities**

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| **Objectives for the session:**  By the end of the session, faculty will* Demonstrate ability to check understanding of tasks/activities, lexis and structure
* Define what listening is and involves, and what people listen to
* Identify general challenges to listening and challenges specific to listening in an academic context for themselves and their students
* Be able to distinguish between listening microskills and strategies
* Compare and contrast listening and reading
* Identify PDP stages in a listening experience and articulate how each stage supports listening and understanding in both small and large group contexts
* Demonstrate knowledge and understanding of different types of listening activities and stages they are most appropriate to
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**Warmer:** Some sort of sharing of the PDP tasks done for homework.

**Listening:** **What is listening and what does it involve**?

* You can use the **Listening** Mindmap H/O so that by the end of the intro to listening, faculty leave the session with a graphic organizer with information on it. Clockwise from the top left corner:
* 1)“Listening is…” provides an opportunity to define listening;
* 2) “We listen to…” is intended to get faculty to identify the two principle types of oral language we listen to (monologue and dialogue) and the differences for the listener in situations where the event is unplanned or planned, unfamiliar or familiar;
* 3) “Listening involves…” focuses faculty on what happens during the process of listening; and the last,
* 4), “Listening is challenging because…” focuses them on what makes listening difficult. Please elicit what helps listeners (redundancy, para-linguistics (e.g., body language) stress/rhythm/intonation, speaker pauses, understanding of conversational conventions such as turn-taking, negotiating meaning and/or understanding, topic nomination, holding a speaking turn, etc.)in doing feedback on this
* Possible answers to each of the above are in the following table:

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| --- | --- | --- | --- |
| 1 | 2 | 3 | 4 |
| interactive process of hearing (receiving sound waves), transmission of the waves to the brain where meaning is formed/understood involving both cognitive and affective mechanisms in extremely quick time (milliseconds) “an active process in which listeners select and interpret information that comes from auditory and visual clues in order to define what is going on and what the speakers are trying to express” (Thompson& Rubin, 1996. Can strategy instruction improve listening comprehension? *Foreign Language Annals, 29* (3), 331-342.) | * planned such as speeches, lectures, readings, news broadcasts, etc) usually have a predictable discourse structure whereas unplanned (a ‘long’ story at a party, long impromptu explanations
* interactional (social) and transactional (conveying information) dialogue; when each is familiar references, meanings background info and schema can be less explicit, when unfamiliar, they are likely to have to made (more) explicit
 | Minimum steps in processing what is heard: hear “raw speech”; identifies/interprets speech event (who, when, where, why); background information/schema relevant to context and subject activated; literal meaning identified; intended meaning, given context, identified if different from literal; short- or long-term memory retention decision made | * speaking and listening happen in real time
* memories are limited
* attention span/ability to concentrate is limited
* pronunciation can affect comprehensibility
* speakers can use language (lexis, grammar) that is unfamiliar to listeners and this slows processing
* speaker’s meaning literal or intended can be hard to decode if there are no/few, redundancies; errors; unexpected stress/intonation patterns; unfamiliar paralinguistics
* no/little shared background information/schema
* language is overly complex or has a lot of reduced forms
* the listener has no/little context, cannot see the relevance
* there are issues of noise, confusion, etc
* there are physical difficulties
* rate of speaking (listener lacks control over the speed at which speakers speak)
* there is no possibility for repetition
* cultural differences in speaking conventions
* listener does not recognize ‘signals’
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**Listening Microskills**: faculty can be asked to look at Microskills for Reading Comprehension H/O to identify which microskills will be the same for listening, which will not apply and which are missing. Use Microskills for Listening Comprehension H/O to check their ideas and to compare.

* **Self-assess:** What are their personal strengths and most significant challenges? Ask faculty to identify the microskills which cause their students/themselves the biggest challenge and how they make changes to better help their students in recognition of the challenges.
* **Challenges specific to lectures of long stretches of talk by the teacher**: Faculty walk and read comments (10) collected during research on university students studying in English (not their first language) about listening in an academic context. Add challenges they had as students or they know their students have. Elicite.g., identifying structure of lecture, ignoring non-essential information, understanding bias, critically evaluating lecturer’s/speaker’s assertions, developing/using means of retaining lecture content in addition to above microskills.

**Listening Strategies**: Do they use any listening strategies when they listen? Are they aware of using them when they were students? Share. Look at list of reading strategies; which ones will apply to listening? Compare to H/O Listening Strategies list.

**Listening: Sir Ken Robinson (Trainers: Ps will listen to the whole talk twice. The talk lasts 18 mins.)**

* **Set scene** with clarifying what Ted Talks are and who Sir Ken Robinson is (see H/O bio). This is a talk Ken Robinson gave in 2006**.**
* **Pre- Task**: Divide faculty into 3 groups. Ask each group to define creativity, to talk about their view of the importance of creativity in education and to identify those aspects of schooling in Algeria (past and present) which offer students an opportunity to develop creativity. Discuss and share. Give faculty title of talk (“Schools Kill Creativity”). Faculty predict what might they hear in a talk with this title. Brainstorm and list ideas on board.
* **During Task (1):**  Listen to the whole talk. Did you enjoy it? Why or why not? Ps listen/view talk, share opinions in groups. Whole group feedback.
* **During Task (2):** Give each group a different listening task: e.g., group 1 listen and note times when they didn’t understand or were confused (ie., what did he seem to be talking about) and note what happened (e.g., they stopped listening, they got stuck, they…); group 2 listen and take notes on what he says re the topic of the talk (education is killing creativity in our children); group 3 listen and identify what they did to help themselves understand what was being said using Listening Strategies H/O. Listen and groups consult afterwards.
* **Post Task:** Jigsaw groups and share what their task was and what they learned.
* **Whole group feedback/discussion**: trainers to bring out a) points that Ken Robinson made re creativity in education; b) things that caused confusion or lack of understanding and the effects of that; c) strategies that listeners used to support their understanding. Group draws conclusions.
* **Application**: What did the speaker do that made this a good presentation (write 5 things in your group); decide on 3 you could actually do yourself and then tell a partner about one of them.
* **Analyze for PDP** and how PDP can be used in any audio focus in classes. How does it support understanding?

**Listening Activities**: Establish who uses shorter listening texts (ones which more usually PDP’d). H/O Activities in Listening PDP. Faculty can be asked to read through and mark those types of activities they have used, which ones were particularly successful (and why) and which ones in the list they are unsure of. Group share and discuss. Faculty identify which types of activities they could use in lecture or larger group formats.

**Synthesis** of day: Groups create poster comparing and contrasting reading and listening. Individuals journal about what they learned, insight or understanding they want/are able to share with colleagues, what they still have questions about.

If time on this day, consider sharing with the faculty ways of finding listening texts on the internet: TED talks, This American Life, NPR, Dave’s ESL Café, etc. Tell the we are going to be making a lesson using a listening text on Day 4 and they can choose something from a text they have or one on the internet. But they need to be able to bring it in, so if you there is no internet they have to know how to download or play MP3s if it available.