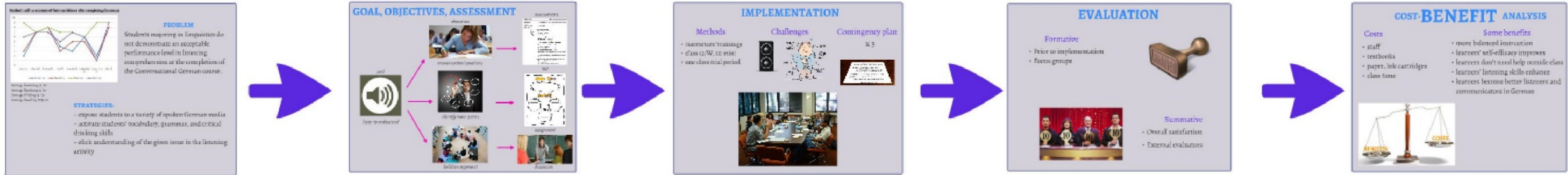


Developing Listening Skills in Students of Linguistics



A D D I E

16 November 2015
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IDE 631, 2015
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Student's self-assessment of their confidence after completing the course



Average Listening: 5 /10

Average Speaking: 5 /10

Average Writing: 6 /10

Average Reading: 7.75 /10

PROBLEM

Students majoring in Linguistics do not demonstrate an acceptable performance level in listening comprehension at the completion of the Conversational German course.

STRATEGIES:

- ~ expose students to a variety of spoken German media
- ~ activate students' vocabulary, grammar, and critical thinking skills
- ~ elicit understanding of the given issue in the listening activity

GOAL, OBJECTIVES, ASSESSMENT



listen to understand



objectives



answer content questions

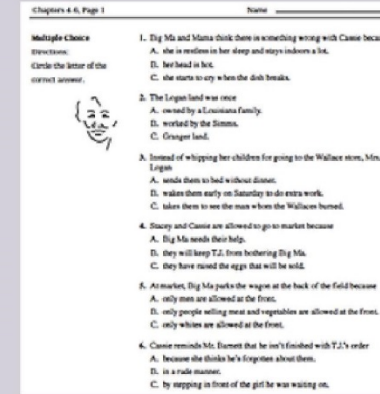


identify main points

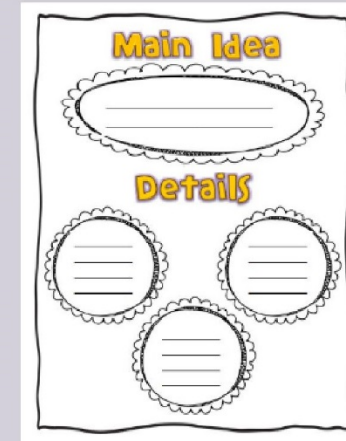


build an argument

assessment



test



assignment



discussion

IMPLEMENTATION

Methods

- instructors' trainings
- class (2/W, 50 min)
- one class trial period

Challenges



Contingency plan



EVALUATION

Formative

- Prior to implementation
- Focus groups



Summative

- Overall satisfaction
- External evaluators

COST-BENEFIT ANALYSIS

Costs

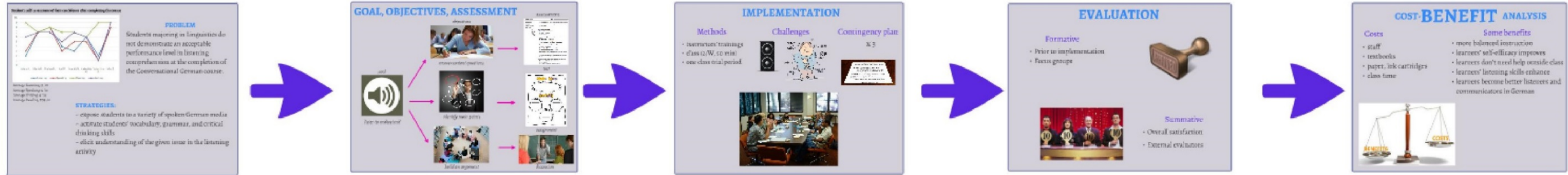
- staff
- textbooks
- paper, ink cartridges
- class time

Some benefits

- more balanced instruction
- learners' self-efficacy improves
- learners don't need help outside class
- learners' listening skills enhance
- learners become better listeners and communicators in German



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APPROPRIATE LISTENING SKILLS

FOCUS ON SPEECH

UNDERSTAND SPEECH

RESPOND TO SPEECH

HAVE EXTENDED VOCABULARY

adjust to the type of speech

recorded voice / live voice
voice + image / only voice
standard dialect / regional dialect

identify the topic

familiar / unfamiliar

identify the genre

conversation between people

debate | discussion | interview |
 business meeting | between friends |
 between people in formal relationships

TV discourse

movies | TV series | entertainment videos

public speaking events

lecture / class session
 master class / training
 address to an audience

recognize familiar vocabulary

topical vocabulary
field-specific vocabulary

process foreign language speech

combine the words into sentences
see the picture behind the sentences
understand the context of the speech

remember the content

general idea of the speech
details of the speech
purpose of the speech
audience of the speech

commencement speech
 opening ceremony | parliament address
 commemoration address | etc.

written assignments

take notes
write the summary
analyze arguments
share viewpoints on the topic

speaking assignments

general comprehension tasks
 general idea
 topic
 context
 purpose
 structure
 argument

discuss in pairs what you've heard
why the presenter has such an opinion
express your opinion
 agree / disagree
 convincing / not convincing

elaborate on what you have heard

field-specific

linguistics
medicine
physics
mathematics
philosophy
sociology
history
biology
public policy
chemistry
astronomy
etc.

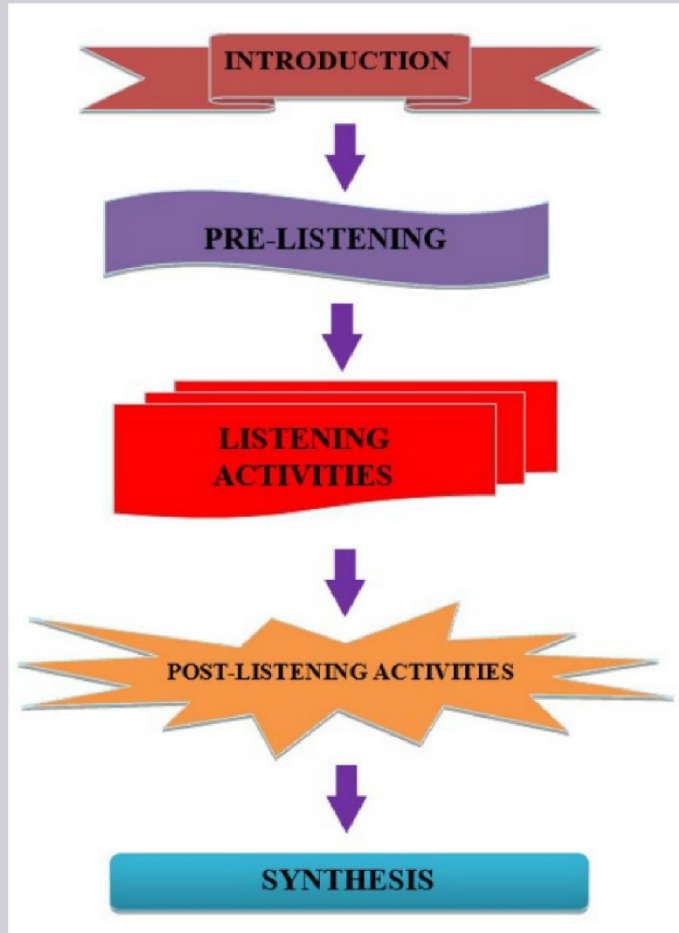
topical

people
daily routine
shopping
hobbies
work and business
education
mass media
health
sports
art and culture
politics
social issues
crime and law
environment
science
technology
holidays
traveling

| Instructional Goal | Learning Objectives | Learning Assessment |
|--|---|---|
| <p>To enable students to demonstrate an in-depth comprehension of the content of a listening exercise.</p> | <p>After listening to a narration, students will be able to answer content related questions carefully.</p> <p>Students will be able to identify 3–4 main points of a narration after listening to it.</p> <p>Students will be able to build an argument based on the content in the narrative they have listened to.</p> | <p>Given a handout with ten questions based on the narration, learners will be able to write the correct answers to all of them.</p> <p>After “think, pair, share,” learners will be able to tell the instructor the main points of the narration.</p> <p>Given a controversial statement based on the content of the narration, learners will be able to present their response argument in class.</p> |

| Performance | Related learning objectives | Content |
|--|--|---|
| <p>Students will answer a majority of the questions on the worksheet correctly, based on the content in the narration.</p> | <p>After listening to a narration, students will be able to answer content related questions carefully.</p> | <p>Students will receive worksheet with 5-10 factual or interpretation questions based on the narration. While listening to the narration or in the time after, students will write down answers to the questions. When prompted by the instructor, students will be able to answer the questions aloud.</p> |
| <p>Students identify the main points of the narration and articulate them to a partner as well as the entire class.</p> | <p>Students will be able to identify 3–4 main points of a narration after listening to it.</p> | <p>Students will take notes on the content of the narration while listening. Then, students will be given time to concisely identify 2-3 main points of the narration. Students will group in pairs to discuss the main points. The groups will the articulate their main points to the class (think, pair, share model).</p> |
| <p>Students choose a position on an argument and defend their position using information from the narration.</p> | <p>Students will be able to build an argument based on the content in the narrative they have listened to.</p> | <p>Students will comprehend a controversial topic. Students will evaluate each side of the argument and choose which they are going to support. Students will defend their position using information from the narration.</p> |

FLOWCHART AND A PIECE OF STORYBOARDING



Course title: **CONVERSATIONAL GERMAN**
 Activity Title: **WHILE-LISTENING ACTIVITIES**

Estimated time: 10 minutes



Instructional Activity Description:

- Instructor hands out a question sheet related to the audio file
- Instructor prompts students to fill out the worksheet and take notes on the main points of the audio while listening
- Students listen to the audio once in entirety
- Instructor gives students an opportunity to ask questions about the audio content or vocabulary
- Students listen to the audio a second time

Activity Deliverables/Outcomes:

- Students take notes on the audio
- Students begin to fill out the worksheet

Resources Required:

- Speakers
- Audio File
- Transcript for students hard of hearing
- Question worksheet

Notes:

- Audio file should be at an appropriate skill level for the students
- Audio file should be persuasive or informative in nature
- Question worksheet should be prepared ahead of time with 5–10 content-related questions

Key learning outcomes:

- Students will be able to listen to an audio presentation twice and understand a majority of the content and vocabulary
- Students will be able to listen to a persuasive narration and identify the main points
- Students will be able to verbalize answers to questions and express ideas on the main point of the audio

Key Content Points:

- Worksheet asks content-related questions
- Students use question time to further understanding of the audio



Source: *Republican Herald*, retrieved from <http://republicanherald.com/news/gillingham-s-first-senior-class-begins-final-school-year-1.1741713>

Instructional Activity Description:

- Inform the students of the listening activity
- Announce the topic and genre of the audio
 - narrative
 - interview
 - friendly chat
 - news report
- Reveal the medium of the audio
 - TV/Video
 - Audio file
- Review the expected learning outcomes of the listening activity

Activity Deliverables/Outcomes:

- Students listen to the instructor explaining the new activity and why they do it

Resources Required:

- None

Notes:

- The instructor should prepare a quick introduction so that it will not take more than 1 minute
- The instructor should connect the objectives with real life by mentioning that identifying the main points is always ambiguous and different people may define them differently
- The instructor should make sure that there are no distracting factors before starting the listening activity (noise, laptops, cellphones)

Key learning outcomes:

- Students will learn to identify the main points and recall details in the listening text
- Students will learn to respond to the audio in a group discussion

Key Content Points:

- Topic is defined as “employment”
- Genre is specified as “interview”
- Medium-wise, it’s a radio podcast of 3 minutes in length
- The objective of the activity is to learn to identify the main points of the text as well as remember details



Source: GettyImages, retrieved from <http://www.gettyimages.com/detail/photo/students-raise-their-hands-to-answer-during-a-royalty-free-image/499539843>

Instructional Activity Description:

- Contextualize students about the topic of the listening activity
 - Ask students one or two open questions related to the topic of the audio (what? how? why?)
 - Elicit answers that are based on the students’ experience
- Appeal to students’ personal opinions and experiences that are related to the topic of the audio

Activity Deliverables/Outcomes:

- Students actively respond to the instructor’s question(s)

Resources Required:

- None

Notes:

- The goal of the instructor in this activity is to interest students with the topic of the audio
- Students are not expected to give elaborate answers that resemble a monologue, a sentence or two is enough
- The instructor should allow everybody who wants to, respond to questions without forcing or picking on students

Key learning outcomes:

- Students will learn to concisely answer questions that do not require specific content knowledge
- Students will learn to predict what they are about to hear in the audio

Key Content Points:

- The first question should be broad such as “What was your first job experience?”
- The second question could be a bit more specific such as “How hard was it for you to find a (part-time) job?”



Source: NBC Latino, retrieved from <http://nbclatino.com/2013/03/20/study-low-income-high-achieving-students-think-prominent-universities-are-out-of-their-league/>

Instructional Activity Description:

- Introduce unknown, relevant vocabulary to students
- Provide a fill-in-the-gap exercise that shows how words function in context
- Check the exercise upon completion

Activity Deliverables/Outcomes:

- Students do the exercise and learn the new vocabulary on their own
- The instructor checks the exercise after students complete it

Resources Required:

- Print-outs with the relevant words and the exercise for the pre-listening task

Notes:

- The instructor should make sure that the unknown vocabulary is hardly identifiable in the context of the audio; s/he should focus on those words rather than on all the unknown words in the audio

Key learning outcomes:

- Students will learn the unknown vocabulary that is in the audio and will identify it during the while-listening activities
- Students will learn the specific context of the audio

Key Content Points:

- Sentences for the vocabulary exercise are slightly, if at all, modified from what students will actually hear in the audio
 - If the sentence in the listening text is “I realized that one of the perks of the job at Facebook will be free lunch,” where the unknown word is “perk,” then the sentence in the exercise can be as such: “One of the _____ of a job at Facebook is a free meal during lunch.”

Course title: CONVERSATIONAL GERMAN

Activity Title: WHILE-LISTENING ACTIVITIES

Estimated time: 10 minutes



Instructional Activity Description:

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- Students listen to the audio a second time

Activity Deliverables/Outcomes:

- Students take notes on the audio
- Students begin to fill out the worksheet

Resources Required:

- Speakers
- Audio File
- Transcript for students hard of hearing
- Question worksheet

Notes:

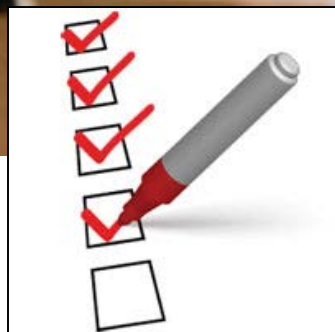
- Audio file should be at an appropriate skill level for the students
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- Question worksheet should be prepared ahead of time with 5–10 content-related questions

Key learning outcomes:

- Students will be able to listen to an audio presentation twice and understand a majority of the content and vocabulary
- Students will be able to listen to a persuasive narration and identify the main points
- Students will be able to verbalize answers to questions and express ideas on the main point of the audio

Key Content Points:

- Worksheet asks content-related questions
- Students use question time to further understanding of the audio



Instructional Activity Description:

- Instructor gives students 3–5 minutes to complete the questions on their worksheet individually and take notes on the main points of the audio
- Instructor reviews the correct answers to the questions, by prompting students to respond

Activity Deliverables/Outcomes:

- Students complete the worksheet of questions
- Students make special note of the main points of the audio
- Learners receive immediate feedback on correct answers

Resources Required:

- Question worksheet

Notes:

- Students complete content questions to the best of their ability
- If possible, students should verbalize answers to the questions after the instructor prompts them
- Students will self-check their answers

Key learning outcomes:

- Students will be able to listen to an audio presentation twice and understand a majority of the content and vocabulary
- Students will be able to listen to a persuasive narration and identify the main points
- Students will be able to verbalize answers to questions and express ideas on the main point of the audio

Key Content Points:

- Worksheet asks content-related questions
- Students demonstrate knowledge of vocabulary through responses



Source: *UCLA Blog*, retrieved from <http://blog.admissions.ucla.edu/2013/02/01/french-classes-vs-ucla-classes/class-discussion/>

Instructional Activity Description:

- Instructor prompts students to work in pairs or small groups to identify the main points
- Students are encouraged to participate and share what their group has discussed
- Instructor leads a class discussion of the main points of the audio

Activity Deliverables/Outcomes:

- Students come to a consensus on the main points of the audio
- Students verbalize their responses

Resources Required:

- Notebook

Notes:

- Groups should be no bigger than three students
- Each group will have a chance to verbalize their findings before a large group discussion begins
- Instructor leads the discussion, but learners provide answers

Key learning outcomes:

- Students will be able to listen to an audio presentation twice and understand a majority of the content and vocabulary
- Students will be able to listen to a persuasive narration and identify the main points
- Students will be able to verbalize answers to questions and express ideas on the main point of the audio

Key Content Points:

- Students demonstrate the knowledge of vocabulary through responses
- Students synthesize and summarize the content of the audio



Source: GettyImages, retrieved from <http://www.gettyimages.com/detail/photo/students-teaming-up-for-the-best-results-royalty-free-image/481346578>

Instructional Activity Description:

- Announce the upcoming discussion that will be held in German
- Break students into teams of 3–4 people
- Prompt class to develop their arguments by giving them a problem statement related to the audio

Activity Deliverables/Outcomes:

- Students discuss in groups the problem statement
- Students reach a conclusion which they present in front of other groups

Resources Required:

- Notebook
- Transcript of the audio

Notes:

- Emphasize that this is a 3-minute activity so that students wouldn't deviate much from the topic
- Students do not necessarily have to write or draw anything (although this is encouraged); they may construct an argument using whatever tools they feel they work best

Key learning outcomes:

- Students will learn to construct a collective argument based on a problem statement
- Students will agree on what they present to other students as a group
- Students will draw on listening and reasoning skills

Key Content Points:

- Instructor provides a statement that is argumentative by nature that is related to the audio; e.g., “Young employers should get lower salaries than older ones”
- Students use the transcript as a reference point for constructing their own argument around the issue; thus, using their background knowledge and sharing their personal beliefs

Course title: CONVERSATIONAL GERMAN

Activity Title: POST-LISTENING ACTIVITIES

Estimated time: 10 minutes



Source: Learning Oceania Workshop, retrieved from <http://www.hawaii.edu/cpis/conference/PhotoGallery.htm>

Instructional Activity Description:

- Instructor begins the discussion, identify a moderator, discuss students' roles
- Instructor appoints a synthesizer among students who will take notes and summarize the discussion and the audio in the end
- Instructor prompts students to listen to other groups and be ready to respond
- Allow students to present arguments in groups

Activity Deliverables/Outcomes:

- Instructor moderates the discussion
- Groups choose a representative who presents their argument to other groups
- Students respond to other groups' arguments after the presentation of arguments

Resources Required:

- Notebooks

Notes:

- Students should be encouraged to speak their minds and not restricted by a certain word or time limit
- Students should be advised to respond constructively and politely to what they hear
- Instructor should not intervene into the discussion with his or her own opinions

Key learning outcomes:

- Students will learn to develop their listening and speaking skills in order to convey their own points and learn more about others' points
- Students will learn to respond constructively only after all of the arguments are presented

Key Content Points:

- Students are by now familiar with the audio and its main points—they serve a basis for the discussion
- The major content in this activity is students' own informed answers



Source: WikiHow, retrieved from <http://www.wikihow.com/Do-a-Presentation-in-Class>

Instructional Activity Description:

- Instructor wrap up the listening activity
- Instructor asks synthesizer to summarize the discussion

Activity Deliverables/Outcomes:

- A student who was appointed a synthesizer at the beginning of the discussion gives a summary of the discussion and relates it to the audio from the while-listening activity

Resources Required:

- Notebook

Notes:

- Synthesis should be approximately a 1-minute student's monologue on what he or she thinks to be the most important points of the discussion and how the audio text relates to them
- Instructor should articulate that this is a wrap-up activity for the whole listening part of the class

Key learning outcomes:

- A student will summarize a 10-minute discussion and relate it to the audio, thus, practice his or her active vocabulary
- Students will listen actively to what their classmate decided the major points of the discussion to be

Key Content Points:

- Synthesizer already knows the key points of the audio
- Synthesizer identifies the key topics and ideas from the discussion
- Synthesizer connects the discussion with the audio: How they are similar, different, complement, or reject one another