Day 11

Classroom management, micro-stage outcomes, monitoring and feedback in secondary listening and speaking activity

Session 1: Types of listening comprehension skill development within the curriculum

Questions relating to issues in this session

4   What do effective listeners do?

4   What type of listening sub-skills are targeted in the curriculum?

4   What types of task best help target sub-skill focuses?

4   What range of listening tasks might we typically use for Formative Assessment?

Effective listeners:

- connect: make connections with people, places, situations, and ideas they know

- find meaning: determine what the speaker is saying about people, places, and ideas

- question: pay attention to those words and ideas that are unclear

- make and confirm predictions: try to determine what will be said next

- make inferences: determine speaker's intent by inferring what the speaker means but does not actually say

- reflect and evaluate: respond to what has been heard and pass judgement.

Listening skills taxonomy

- Direct meaning comprehension

- Listen for gist

- Listening for main idea(s) or important information; and distinguishing that from supporting detail or examples

- Listening for specifics, including recall of important details

- Determining a speakers' attitude or intention towards a listener or a topic

- Inferred meaning comprehension

- Making inferences and deductions

- Relating utterances to their social and situational context

- Recognising the communicative function of utterances

- Deducing meaning of unfamiliar lexical items from context

- Contributory meaning comprehension.

Listening skills taxonomy

- Understanding phonological features
- Understanding grammatical notions such as comparison, cause, result, degree.
- Understanding discourse markers
- Understanding the main syntactic structure of clauses or idea units
- Understanding cohesion, especially reference
- Understanding lexical cohesion, especially lexical set membership and collocations
- Understanding use of lexis in context
- Listening and taking notes
- Ability to extract salient points to summarise the text
- Ability to select relevant key points.

Formative Assessment of Listening:
Look at Hand-out 3 and discuss with another teacher how you might deliver/stage this task to meet the conditions in the left-hand box.

Formative Assessment	Summative Assessment
Informal	Formal
Continuous	Final/Snapshot
Oral/Written	Written/oral
Scaffolding/Improving	Judging
Assessment **for** learning	Assessment **of** learning
Dialogic	Monologic
Provides feedback/suggestions	Provides a mark/status
Furthers learning	Measures learning
Intended to motivate	Often stressful for students
Flexible	Systematic, regulated
Narrow focus	Broad focus

Useful further reading:
http://www2.warwick.ac.uk/fac/soc/al/degrees/ma/practitioner_corner/formative_assessment/formative_assessment_booklet_final.pdf

Returning to our question

4　What types of task best help target Listening sub-skill focuses?

4　Make a table with another teacher.

Session 2: Micro-stages of listening lessons and integrated listening outcomes

Questions relating to issues in this session

4 How can we compensate for 'context' deficiency in listening tasks?

4 What other work might we typically integrate listening/ viewing tasks with?

4 What do we mean by 'metacognition' in listening?

4 What phases of activity do teachers need to manage in and around 'listening' tasks ?

Micro-stages in listening

- Lead in
- Pre-teach
- Gist question(s)
- Listening to part of the text
- First listening
- Check answers to the gist question(s)
- Look at the detailed comprehension questions
- Listening for detailed comprehension
- Check answers to the detailed comprehension questions
- Language analysis and/or reaction to the text.

Watch this extract from the series: 'The human planet'

Video Extract : 'Catching Auks' from the episode Life in the deep freeze.

4 This fits with cross-curricular objectives in Grade 11 relating to the preservation of food.

4 Think about micro-stages in Listening lessons and discuss with another teacher some of the things you might do in using this Listening input.

Reasons for supporting listening through video

- Expand learner experiences beyond the classroom (context)

- Accommodate different learning styles (medium)

- Support curriculum with real world tie-ins (content)

- Aid to retention and comprehension (media)

- Encourage learner participation (interaction patterns)

- Motivation and engagement (viewing techniques)

Video techniques to promote listening skills

- sound on/sound off
- dubbing
- subtitles
- media adaptation
- karaoke function
- back to screen
- freeze frame

Returning to our question

4   How can we compensate for 'context' deficiency in listening tasks?

4   With another teacher, make a list of useful techniques.

Session 3: Range and type of group, and whole class curriculum speaking activities

Questions related to issues in this session

4   How can we characterise/label different forms of speaking activity in class?

4   Does all speaking activity need to have a specific skills focus?

4   What areas/genres of speaking might specific skill focuses target.

4   What do reliable speaking assessment criteria look like?

What types of speaking/oral assessment activities are suggested by these verbs of speech ?
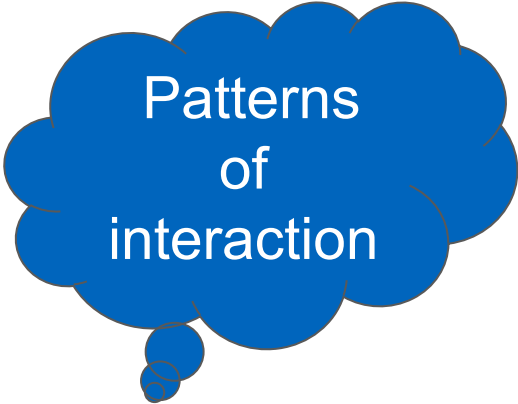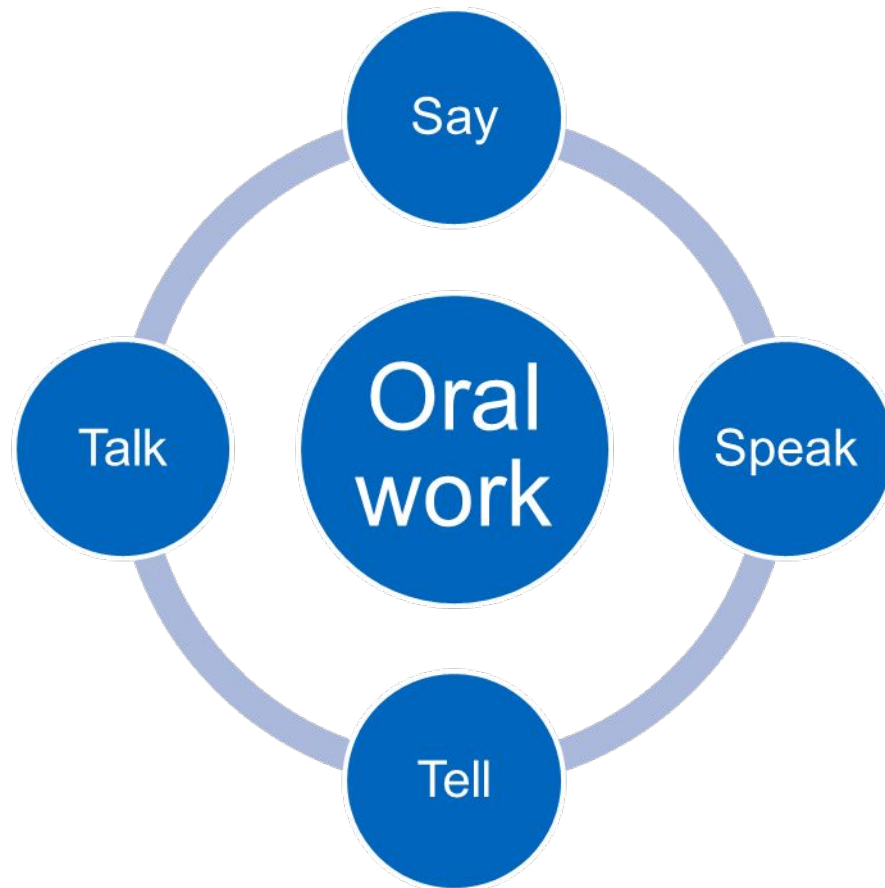
Speaking activity focuses

Active listening

Turns

Skills and strategies

Patterns of interaction

Spoken language

Assessing Speaking

4   What might we assess?

Write a list of terms that you think might feature in assessment
   criteria.

Which of these terms do your terms relate to?

4   Grammar and vocabulary

4   Discourse management

4   Pronunciation

4   Interactive communication

Returning to our Question

4 Does all speaking activity need to have a specific skills focus?

4 List activities for which the answer above would be no and types of activity for which the answer would be yes.

Session 4: Classroom management, monitoring and feedback of speaking activities

Questions relating to issues in this session

4   What skills does a teacher need to develop to effectively manage speaking lesson focuses?

4   What are some of the ways that teachers can reduce TTT ?

4   Should correction and feedback always be immediate?

4   What strategies can teachers use to include more reticent speakers?

Video viewing

4 In a table write down phases of this speaking / language input lesson that seem to fit the classification.

4 T-S   S-S   S-T

4 https://www.youtube.com/watch?v=ue4-8y2MfQw

Returning to our question

4 Should correction and feedback always be immediate?

Discuss with another teacher the best moments of giving feedback you have seen in this session.