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в школах України

How to Teach Listening in the ESL Classroom

Umweltschutz Німецька мова, 11 клас

Walking for the Environment: Listening Comprehension Tasks

ДЕТАЛЬНІШЕ НА PEDPRESA.UA





в школах України

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МЕТОДИЧНИЙ ПОРТАЛ Людмила Жарікова How to Teach Listening in the ESL Classroom за материіалами сайту Fluentu ВІДКРИТИЙ УРОК Ольга Гукова Реклама. Розвиток навичок монологічного мовлення Англійська мова, 11 клас Світлана Крещанова Achievements of mankind. Wonders of the world Англійська мова, 11 клас Олександра Лихоборова Подорож до Швейцарії Німецька мова, 6 клас 19 Олена Маслова The world of animals Англійська мова, 3 клас Олена Осіпенко Extreme and unusual kinds of sport Англійська мова, 10 клас Валентина Саверська Umweltschutz Німецька мова, 11 клас Віта Тесленко **Environmental Problems** Англійська мова, 9 клас Ірина Крицина Ϊжа Англійська мова, 5 клас Надія Туркадзе The world of work Англійська мова, 10 клас ПОЗАКЛАСНА РОБОТА Ольга Корнілова Як Левеня і Черепаха співали пісеньку Інсценізація на тему мультфільму Англійська мова, 1 клас СКАРБНИЧКА ВЧИТЕЛЯ Наталія Наддур Teaching Speaking Тетяна Луньова Walking for the Environment: Listening Comprehension Tasks Suggested Level - Upper-Intermediate Тетяна Беседіна

Тексти для розвитку критичного читання

на уроках французької мови

HOW TO TEACH LISTENING IN THE ESL CLASSROOM

ЗА МАТЕРІАЛАМИ САЙТУ FLUENTU

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What exactly is "Listening," anyway? Even more to the point, what is the difference between "hearing" and "listening"?

In ESL teaching and learning, "listening" is a skill that involves more than just hearing.

We want our students to be able to listen to English with confidence and understanding. From time to time, teachers try to test and evaluate their students' level of skill in listening, but this can be quite stressful for students for a number of reasons.

Teachers should be aware that:

- sometimes students just don't hear well. Maybe they have a physical limitation, or maybe there is a lot of other noise around, or maybe the equipment used to play audio material is not good enough;
- what we think of as "listening" can involve more than just sound cues. It may be better to watch live action, or a video, rather than just using audio material;
- sometimes students panic and stop listening when they come across a word they cannot immediately translate. It's important to encourage students to pick up what they can without trying to translate.

So, how can we teach the skill of listening?

It is easier to teach facts and knowledge than to teach a skill. But teachers *can* improve students' listening skills and confidence by

- teaching them strategies that they can use to listen more effectively;
- providing them with activities that exercise the strategies we have taught.

First of all, here are three basic principles.

1. Limit the use of translation.

Your students need to be able to understand and respond without having to translate in their heads all the time, especially when they are listening rather than reading. At first it might seem like the easy, comfortable way to learn a language, but if it develops into a habit then they will never be able to speak English fluently.

Translation is a habit that needs to be limited because

- students tend to start to panic when they find they don't know every word;
- using those electronic translators especially can give warped ideas of meaning.

This doesn't mean that you *never* let them translate. *Sometimes* having an equivalent from their first language is the only way to move them forward, but quickly move on and don't allow them to keep returning to it.

In general, there are better ways to handle running into new vocabulary while listening.

When students hear a new word or expression, they need something to tie it to. As their teacher, you can help them with this by providing

- **context:** Help them to find clues to the meaning in the context of the listening "text.";
- **pictures:** Show them a picture so that when they hear the word or expression again later, the picture will come to mind;
- **action:** Get them to perform an action so that when they hear the word or expression again later, they will remember that particular action;
- English synonyms or antonyms: Their understanding of English will grow by leaps and bounds if they can explain an English word with other English words. Encourage (and guide) them to look up unknown words in an English dictionary.

Help students to relax, and not to panic, as they listen to material (especially the *first* time) and to find out how much they can understand. They will probably be pleasantly surprised. For some students, this in itself can be a real confidence booster.

2. Avoid confusing listening skills with literacy skills.

When you *first* introduce a new listening text (e.g., video, story, song, podcast...) concentrate on listening and don't provide subtitles or written script (yet). In real life, there are no subtitles, so let your students have a go just listening. (Later you can add subtitles or a written script as well as literacy-related activities.)

The reasons for this are as follows:

• Firstly, we don't want students with poor literacy skills to be disadvantaged in learning the listening skill. They may have poor literacy skills because they are young, or because of limited vision, or because of a learning disability, or even because they come from a non-literate background. Nevertheless, they can learn to listen and understand.

- Secondly, students who are confidently literate often want to be able to see and read the words while they are listening, but this would rob them of the opportunity to really listen. Students need to be able to listen and understand without seeing the written words at the same time.
- Thirdly, as mentioned above, it can be a real confidence booster when they discover just how much they do understand without any other help. And, of course, this is more like real life outside of the classroom.

Once they have listened without seeing subtitles or script the first time, and you have discussed some issues, then you can listen and watch again with the assistance of subtitles or text.

3. Use videos because students can also watch.

We want to prepare our students to take part in conversations. We want them to be able to listen, understand and respond. A large part of that listening involves reading a speaker's facial expressions and body language, which can vary from culture to culture. So, most of the time, your students need to practice their "listening" skills by watching videos, or watching you talk or tell stories.

A great source for visual material is FluentU, an immersion platform with real-world videos – like music videos, movie trailers, news and inspiring talks – hat are ready-made for focused listening. FluentU makes it easy to create productive ongoing listening activities by allowing your students to access the same high-quality material at home and in the classroom.

There are two situations in which students are likely to be listening to English without seeing the speaker(s):

- · On the radio
- On the telephone

But even in these situations they still need to be able to imagine the body language being used.

How to Plan a Lesson to Improve Listening Skills: 15 Activities for Before, During and After Listening

So do you just play the video, and see what the students make of it?

No!

Just as you would for a reading text, you need to prepare your students to deal with something new to concentrate on and listen to, whether they are watching a video, listening to someone read or tell a story, listening to a song or just listening to a live talk.

There are several activities you can use *before*, *during*, and *after* listening, and then later in the lesson or another day. All of these are designed to improve the students' skills and confidence in listening.

Pre-listening activities

1. Predicting and guessing

In normal conversation, what we hear tends to fit in with what we *expect* to hear, and without necessarily thinking about it we tend to listen for specific details. It's telling that when someone says something totally unexpected or out of context, many people respond in surprise with "What?!" as if they didn't actually hear the words. While listening to people we are familiar with in a particular context, we can easily guess what they will say.

So before playing the text, prepare your students for the experience, and get them thinking about the topic:

- Tell them the **title** of the piece, and ask them to guess what it is about, or what they think might happen in the story. Writers and filmmakers think very carefully about the title of their story and they want readers, listeners or viewers to think about the title, so all of the words are important. Sometimes the title is designed to be tricky and possibly misunderstood at first to pique interest, so you can guide your students to enjoy that, too.
- Tell them the names of **characters** involved and let them predict and guess who they are and what they are like. As the students get into the movie or story, they will probably identify with one or more character, so let them enjoy guessing about them and discovering more later on.
- Ask a **question** to get them thinking about the theme of the text or something in it. For example: If it is something to do with food, you could ask them, "What is your favorite food?" If it is something that happens on a train, you could ask them about their favorite or most frequent mode of travel and talk about transport, just to get them thinking along those lines.
- Show them a **picture**: a snapshot from the video, or a picture from the cover. Discuss it. Predict and guess. If the students are going to listen to you read or tell a story from a book, show them the cover and talk about the picture there is usually a lot of information hidden there, and it helps bring out relevant vocabulary.

Hopefully, they might even remember relevant English words they have previously learnt. All of this will help to review known vocabulary, and introduce some new vocabulary.

2. Vocabulary preparation

When you choose something for your students to study in the context of a listening lesson, you need to **consider its suitability** for the age and maturity of your students and whether it is at an appropriate difficulty level. This could be based on the amount of new vocabulary in the text.

Make sure you have watched or listened right through (never use something you haven't

thoroughly examined!) and note down words or expressions that they might find challenging. Obviously, if there are a great many new words, maybe it's too difficult — unless maybe the meaning is really obvious from the visuals.

Make a list of words from your movie or story that some or all of your students may have difficulty with, especially words that are key to the story. You don't have to teach the students all of the new words the first time through. Just choose a few that are essential and teach them before playing the text. Of course, including one or two that they already know will probably boost their confidence, too.

Remember: When you are introducing new words, **translate only if absolutely necessary.** Where possible, connect the words with pictures, actions and other English words.

During listening activities

While students are watching and/or listening, it's sometimes hard to tell whether they are really still paying attention or just relaxing and daydreaming. (At least if it's a video, they are more likely to stay focused.) So it's a good idea to give them tasks to do while playing the text.

Here are some ideas.

3. Listen for specific words and expressions, or even watch for specific items.

Obviously, your students need to be listening specifically for the words and expressions you have just taught them. They should also have some words they already know to listen for, to help them focus and improve the skill of listening.

Give them specific questions to focus on, such as...

- What is the word that comes after the target word?
 - Who says this word?
 - · How many times do you hear this word?

You can even give them a small "Bingo!" card with the target words for them to mark off as they hear them.

They could also be looking for specific visual items. On the board or a worksheet, put the things they are looking for into chronological order as they appear: This could be in the form of English words or pictures.

4. Listen for sequence and order.

Students could be asked to work out the order that things happen. They could, for example, have several pictures on a worksheet that they have to put into the right order as they notice them happen. (Before listening, they could guess the order, and then check as they go along.)

5. Listen and watch for specific events.

Ask the students to watch out for specific happenings.

For example:

Notice who wears a hat.

- · Notice who gives something to someone else.
- · How many people say, "Hello!"?
- · Who drives a green car?

After listening activities

Right after watching the video or listening to the story for the very first time is a very important moment. At this moment, you want to

- Reassure students if they are feeling lost or overwhelmed.
- Help them to make sense of what they have just seen and heard.
- Help them to hang on to learning they have just acquired.
- Prepare them for the very valuable second time through.

Here are some ways to cover that ground.

6. Refer back to pre-listening vocabulary and sequences.

- Discuss how (and why) they were correct (or not) in their pre-listening predictions and guesses.
- Talk about the characters, e.g., who they like and why.
- Review the vocabulary that was discussed before listening.
- Ask if they noticed the things they were asked to watch for.
 - Ask about the sequencing.

This could take the form of a class discussion, a prepared worksheet, discussion in pairs or even a quiz-type game.

7. Notice collocations.

Draw attention to the context of the newly-acquired vocabulary and ask if they noticed any familiar or unfamiliar words that might tend to collocate with them. The ability to notice this can become a valuable skill for students.

This is also a preparation for the second time they listen or watch. Now that they have noticed specific words, expression and characters, get them to widen their observation to see what is around.

For example: Let's say you are watching "Finding Nemo", (http://www.imdb.com/title/tt0266543/?ref_=fn_al_tt_1) and your students have been listening for the word "ocean."

Students could notice that

- Everyone says "the" ocean, not just "a" ocean.
- Three times, someone mentions "the entire ocean."
- Right at the beginning, Marlin had promised Coral an "ocean view." (What does this normally refer to?)
 - What always leads to the ocean? All drains.

Of course, if you are going to try to talk about specifics like this you could also...

- Use FluentU videos, where there is lots of help from interactive subtitles.
 - · Watch and be very familiar with your videos.
 - Find a script database and download the script.

(Making it easy to do a search on particular words.)

Activities for later practice and reinforcement

Depending on your class setup, how long your lesson is, how old your students are and how long the video or story is, you could listen again immediately to reinforce all of your recent learning.

If that is not possible, then make sure you do take time later to listen again—more than once!

Here are some things to try:

8. Listen again for the same things (maybe some students missed them) and new things.

Listen (and watch) again, with the same instructions as the first time, to make sure that every student enjoys success.

Here are some additional ideas:

- Students could be in pairs to point out to each other the things to pay attention to.
- Add some extra things to listen for and notice, especially those collocations mentioned above.
- Add some other new during-listening activities this time.

9. Listen for particular words and expressions in new environments.

Learning increases when students can start using new vocabulary in new situations. If possible, let them listen to something else that uses some of the new expressions. Maybe you could use a different medium. For instance, tell them a story (made up, if you like) that uses some of the new vocabulary. You could tell a story about a place that has great "ocean views," referring to the Nemo example above.

10. Listen to new expressions and compare them with similar ones.

Now take the newly acquired words and expressions and change them a bit, making substitutions for parts of them. Let students listen and notice the differences. Again, you could tell a story and change some parts. For a simple example: Instead of Goldilocks and the three bears, there could be three frogs, or Goldilocks could be a boy, etc.

There could be other changes in the language, such as gender of pronouns, or tense.

11. Play "listen and do" games.

The addition of movement to a learning activity can improve and cement the learning. So practicing newly-acquired words and expressions using action is both fun and beneficial. If students have learnt some verbs, these can be mixed with already familiar verbs in an activity that involves responding to the words with actions. For example, a "Simon Says" type game.

12. Use technology for listening practice at home.

If students only think about English during class time, then it will take them a very long time to

learn it well because they need to learn to think in English. Nowadays, it is not difficult to provide them with a video, or story podcast, to listen to again at home. They could be so enthusiastic about it that it doesn't even feel like "homework"! They can be given set exercises or questions to help them focus, or they can simply relax and enjoy it, soaking up the language.

Extra activities for after listening

There are other ways that students can be reminded of words and expressions taught during a listening session.

13. Dictation

The teacher can dictate quotes from the video or story that they have already watched and enjoyed, and the students can try to write them down. This helps to tie in their literacy skills with their listening, as well as reinforcing what they have learned through watching.

This could also be a "running dictation" where students are in pairs—one to run and dictate, the other to listen and write—and the written text to dictate is posted somewhere at a distance such as outside the classroom. The running student goes and reads and remembers as much of the text as he can, then runs back and dictates it to his partner to write down.

14. Bingo!

Words or expressions focused on in the video or story can be incorporated into a "Bingo!" game. Go to a website such as ESLactivities.com to create enough cards for the whole class, each containing the same words but in random order. Give students objects such as small stones or sunflower seeds to use as markers. Students place markers on their cards as you call out the words, and when someone gets five in a row in any direction they call "Bingo!" The winner becomes the next caller, the markers are removed and the game starts again.

15. Flashcard games

Words and expressions to be focused on can be written on flashcards and used for many different games. For example, students could have their own small set of cards and hold up the appropriate one when it is heard while listening to the "text." Or pairs of words could be placed on the boards with students in pairs racing to claim the right one when it is heard.

Listen again and again

It is very important for students to listen to the story or watch the video again, as soon as possible after the first time.

But it's also important to keep doing this later at greater intervals.

With every repeat, old information will be reinforced and new things will be learnt, too!

4 Reality-based Exercises for ESL Listening Comprehension Success Real-world experiences have got to be part of every ESL classroom.

They're absolutely necessary – the world beyond the classroom is full of language.

Everywhere you go you're bombarded with sounds and voices.

People speak quickly, using slang and dialects in unfamiliar accents. It can be overwhelming to be an ESL student in such a diverse and fastpaced world.

Many ESL students credit videos and movies as the secrets to their success. These authentic materials, made by native speakers for native speakers, help them become more comfortable with listening to English in more realistic contexts.

But students who are comfortable listening to their teachers and to other students may still struggle with listening outside of the classroom.

With this in mind, we've put together a few ideas for you to bring authentic listening comprehension practice to your ESL students.

The Real World ESL: 4 Listening Comprehension Exercises That Simulate Real-life Scenarios

1. Audiobook Exercises

Audiobooks will help listening comprehension as students try to zero in on what's being read and how the words work together to form a story.

Audiobooks offer your ESL students a variety of options. If one student likes classics and another likes science fiction, it's not hard to appeal to all of the different tastes in the classroom. Audiobooks are sometimes read by women and sometimes by men, meaning they offer a variety of reading models. Depending on what books they listen to, your students might get to hear readers use different voices for different characters, or even read in dialects and accents.

Audiobooks are available in different reading levels—everything from elementary children's books to dense old world classics. You can play audiobooks on a variety of devices like CD players, MP3 players, tablets and smartphones, making it easier for students to listen to audiobooks outside of class. Tell your students that they should listen while in the car or riding the bus. Audiobooks are a great way to pass the time on a long commute or trip.

In Class

You probably already have reading groups in class or have specific assigned readings for some lessons. Consider providing extra support for those assigned readings by letting students use audio recordings of the text during the lesson or for review later on. This could be great for your ESL students that need some listening comprehension help as well.

Reading for pleasure is an authentic activity that many people enjoy. Why not incorporate

independent reading time into your lessons to further encourage the love of reading? During this time, students can use audiobooks to listen to a variety of texts. When they find a story they like, they can keep listening or read the actual book itself.

Resources for Audiobooks

Audible is a downloadable audiobook company owned by Amazon. You'll find just about any book



you're looking for, from classics to new releases. The first book you download is free, and after that you pay a monthly membership fee for 1-2 books per month.

Librivox provides free recordings of public domain books. You won't find new books on the



site, but you'll find clear recordings of classics.

2. Voicemail and Automated Phone Message Exercises



Listening to voicemail is something most modern people do. When we're busy and can't answer the phone, we expect that the caller will leave a message. In addition, listening to and following through with automated phones messages for business interactions is something that happens frequently.

Voicemail messages require you to understand what the caller needs from you. When you call a customer service line or business number, an automated message may require you to follow a series of directions in order to get the information you need or to speak to a live person.

Practicing listening to voicemail and automated messages allows your ESL students to listen to content in small chunks and for an authentic reason—to get a message or to conduct business. Both types of activities are very task-oriented: In order to complete the communication cycle the listener has to be able to understand what's being said and do something about it.

ESL teachers can have students practice recording multi-step automated answering

messages as a prior speaking lesson.

In Class

After students have recorded messages, have different students listen to the messages and choose the proper menus to complete the task (for example, wanting to hear your checking account balance by calling the bank, listening to menu options and following along to get to the right menu).

Be sure to hold a reflection discussion afterwards to see where students had difficulty following along. They may need more help understanding business-specific jargon in the recordings, or they may need more practice listening carefully and following along when someone is speaking quickly.

Resources for Voicemail

ESL-Lab offers several answering machine related recordings and associated listening comprehension exercises.

Web-ESL has this lesson on taking phone messages that offers 7 different voicemail recordings.

FluentU videos offer advice on telephone interviews and making a business call. Plus, the videos have interactive subtitles and flashcards that students can use for additional comprehension support and practice.

3. Eavesdropping Exercises

Set up the situation — ask two students to hold a conversation in front of the class or invite another English-speaking friend to class to stage a mock conversation with you. Have students listen in, take notes and report back later.

Eavesdropping lets students practice listening to more conversational, casual styles of speech. Casual conversations between friends often wander from topic to topic. Listening to this less linear style of conversation is a great way for students to challenge themselves.

In Class

Ask students to recreate the dialogue they heard in writing. Encourage them to incorporate the things they overheard in their writing later on. Read sample dialogues from books they're familiar with out loud. Ask students to identify the qualities that make a conversation between friends casual and intimate, as opposed to a more formal conversation between coworkers and bosses.

Resources for Conversations

The Learn English Conversation channel on YouTube has videos with conversations between



people in various situations. It's not as authentic as real-life eavesdropping, but could be helpful for

beginning and intermediate ESL students.

Have students listen to clips of this conversation between J.K. Rowling and Daniel Radcliffe about the Harry Potter movies.

YouTube, TeacherTube, and FluentU all offer tons of great English conversation videos for students to listen to.

4. Sportscaster Exercises

It's very likely that the majority of your students like watching sports. For those that don't, it's possible that they'll still get sucked into watching the Olympic Games and Word Cup every few years. Listening to audio clips of sporting events can be an engaging way for students to practice listening comprehension.

Sportscasters talk about a lot more than what's happening on the field or course. They also discuss players, teams and sports history. Listening to sporting event narration and discussion requires a lot of effort. It's often rather fast-paced. Students really need to focus on the details in order to picture what's happening at the event.

In Class

Find YouTube or audio clips of sporting events and play the commentary (or snippets of it) to the class. Have them describe the game. To check their accuracy, have students check the scores online or watch part of the game after having them explain what they heard.

Resources for Sports Clips

The Guardian put together this list of the 10 greatest bits of commentary of all time. You can



read them aloud or find recordings of them online.

The official YouTube channel of the Olympic Gamesoffers highlight clips with commentary.

Students learning English *must* be able to apply their classroom skills to real-world situations.

Finding authentic ways to incorporate listening comprehension exercises in your lessons is very important to their skill development.

Doing this shows students how they'll use and engage with English on a regular basis. By catering to student interest, whether through books, sports, social activity or technology, you can immerse your students in the vast world of authentic English.

These experiences will motivate students as they become aware of how important it is to be able to listen to and respond appropriately to what they hear all around them.