

Listening Strategies for ESL

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Activity Book

Institute for the Professional Development of Adult Educators

WEBINAR ACTIVITY BOOK

Listening Strategies for ESL

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Agenda

- I. The CCR Standards for Speaking and Listening
- II. The ELP Standards that Support CCR Standards for Speaking and Listening
- III. Implementing the Standards for Speaking and Listening
- IV. Selecting Listening Content and Text Complexity
- V. Designing Listening Activities
- VI. Assessing Listening Skills
- VII. Q&A
- VIII. Evaluation

CCR Standards for Speaking and Listening

CCR Anchor 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCR Anchor 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCR Anchor 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

CCR Anchor 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCR Anchor 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCR Anchor 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

ELPS Correspondences Chart

	ELP Standards for AE An ELL can...	Corresponding CCR English Language Arts and Literacy Standards for AE— Reading	Corresponding CCR English Language Arts and Literacy Standards for AE— Writing	Corresponding CCR English Language Arts and Literacy Standards for AE— Speaking and Listening	Corresponding CCR English Language Arts and Literacy Standards for AE— Language
1	construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.	1, 2, 3, 7		2	
2	participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts responding to peer, audience, or reader comments and questions.		6	1	
3	speak and write about level-appropriate complex literary and informational texts and topics.		2, 3	4, 5	
4	construct level-appropriate oral and written claims and support them with reasoning and evidence.		1	4	
5	conduct research and evaluate and communicate findings to answer questions or solve problems.		7, 8, 9	4, 5	
6	analyze and critique the arguments of others orally and in writing.	8	1	3	
7	adapt language choices to purpose, task, and audience when speaking and writing.		5	6	6
8	determine the meaning of words and phrases in oral presentations and literary and informational text.	4			4, 5
9	create clear and coherent level-appropriate speech and text.	1E, 2, 3, 4		4, 6	
10	demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.				1, 3

ELP Standards for Speaking and Listening

Standard 1: Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.

Standard 2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.

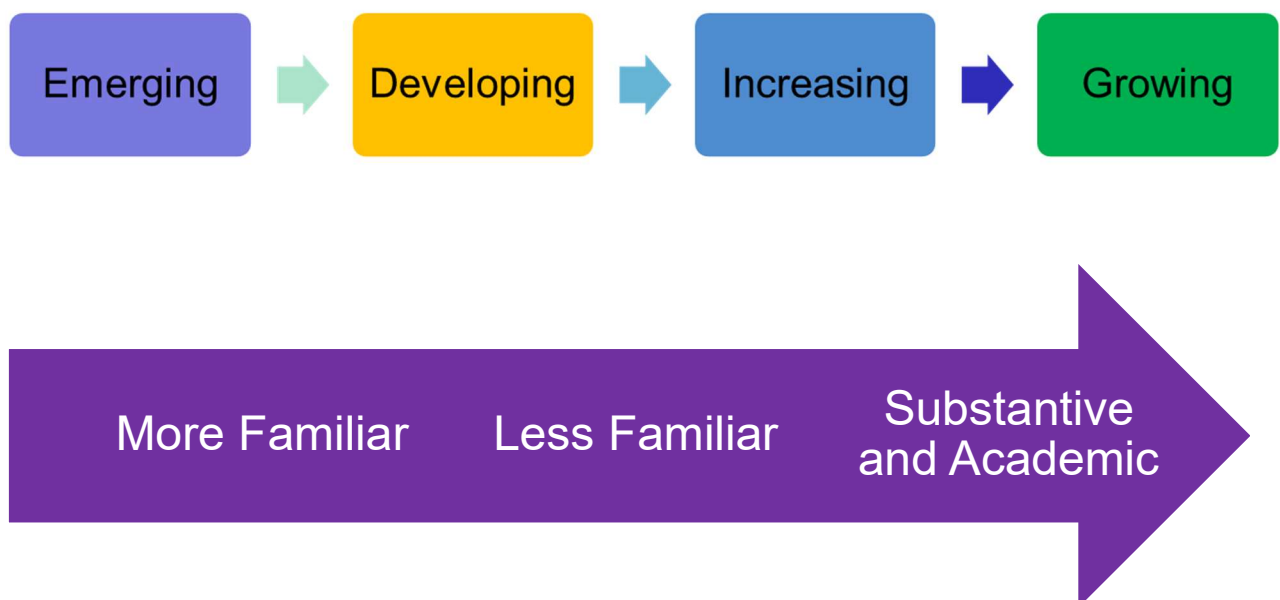
Standard 6: Analyze and critique the arguments of others orally and in writing.

Guidelines from the Adult ESL Curriculum Frameworks

Teachers must select appropriately complex literary and informational texts, topics, and events to prepare learners for success.

Instruction and assessment also should involve a progression of topics, from the more familiar to substantive and academic topics, with increasing levels of complexity within and across levels.

Text Complexity Diagram



Reflection Question 1

Write your answer to the reflection question below.

What types of listening activities do you facilitate with your students to prepare them for the real world, continuous learning, standardized assessments, and employment?

Suggestions for Listening Activities

- Keep audio clips short to prepare students for standardized assessment.
- Use various types of audio clips such as short stories, announcements, lectures, commercials, conversations, etc.
- Develop question prompts that focus on CCR and ELP standards such as main idea, details, summary and point of view.
- Develop questions or activities that align with standardized assessment formats such as comprehension questions (with or without pictures) and next line.

Adult ESOL Curriculum Frameworks Life and Work Competencies

1 COMMUNICATION

2 EMPLOYMENT

3 COMMUNITY

4 CONSUMER ECONOMICS

5 HEALTH

6 CIVICS

7 ENVIRONMENT

8 MATHEMATICS

9 LEARNING AND THINKING

Reflection Question 2

Write your answer to the reflection question below.

Where do you get audio clips or passages for your listening activities?

Suggested Websites to Use When Collecting Audio Passages/Clips

Visit the websites listed below. Under each website list the things you like about each website.

- <http://www.manythings.org/voa/stories/>

- https://agendaweb.org/listening/intermediate_advanced.html

- <http://esl-bits.net/>

- <https://www.usalearns.org/learning/activity/>

- <https://www.procon.org/>

Video Clips

View each video clip. Write down how you would use each clip based on the life and work competencies listed under the new Adult ESOL Curriculum Frameworks.

- <https://www.youtube.com/watch?v=n0LHjW2PTzo>

- <https://www.youtube.com/watch?v=AA7Vcajvgwo>

Activities that Promote Listening Skills

Fill in the Blanks: Using an audio short story that comes with a transcript, remove approximately one word from every other sentence, leaving blanks in their place. If the class is lower level, you can provide a word bank at the top of the sheet. Pass out this worksheet to your students, and give them a few minutes to read it before you begin listening. Then while the story is playing, have students fill in the blanks as they're listening. If the students want to, let them listen to the short story again. You can go through the answers as a group, listening to the story again and pausing at each blank.

Master Memory: Tell the students that they are going to write down the main events of the story after listening to it. Play the short story, making sure no one writes anything yet. Afterwards, ask the students to write a list of at least five events they can remember from the story. These could include what happens at the beginning, a plot twist, a character interaction and how the story ends. The more detail the better!

Order the Events: Give each student a set of strips, with a sentence or two detailing an event on each strip. Allow time for your students to read each one, or read them together as a class. While listening to the story, students put the events in the correct chronological order.

Buzz Words: Give students a vocabulary page with anywhere between ten and thirty words, depending on the class level and the length of the short story they will be listening to. Go through the words one by one, checking meaning. Then as students listen to the story, they check off the words from the list when they hear them. You could also make this into a game by having your students raise their hands or clap when they hear the buzz word. First one gets a team point!

Multiple Choice: Give students a worksheet with approximately ten questions on it, each with three possible answers. The questions can be about defining events in the story, character decisions or tiny details. Give students time to read through the options before playing the short story, clarifying meaning where necessary. As they listen, students choose from the multiple choice answers. Play the story again to go through the answers, pausing where the answers to the questions crop up.

Character Quiz: Listen to the entire short story, then give students a worksheet with a list of character traits and decisions. Students must pick the correct one for the protagonist of the story. Listen to the story again to give students a chance to review their decisions before going through the answers as a class.

Plot Quiz: Students listen to the short story once or twice, depending on their level. Afterwards split them into 2-4 teams and have a game show. Each team has a chance to answer a question. If the team gets it right they get a point, and if they get it wrong, the question moves to the next team.

Beginning, Middle, End: Lead a discussion about what constitutes the beginning, middle and end of a story. Listen to the short story once or twice if necessary, and then split the class into groups of no more than four. Have groups discuss and write down the main events that make up the beginning, middle and end of the story. Do feedback as a whole class to see if students have similar ideas.

Which activity do you like the most? Why?

Reflection Question 3

Write your answer to the reflection question below.

How do you assess the listening skills of your students?

Sample Comprehension Questions

View each video clip. Write down how you would use each clip based on the life and work competencies listed under the new Adult ESOL Curriculum Frameworks.

ELPS 1 Sample Comprehension Questions

Dialogues

Main Ideas

What are the man and woman talking about?

What is the main topic of conversation?

Details

Why did the woman finish the project late?

Where will the man go tomorrow?

Summary

What is the best summary of the conversation?

Monologues

Main Ideas

What is the main purpose of the announcement?

What is the main topic of the news report?

Details

When will the new employee start work?

How many days off will the man take?

Summary

What is the best summary of the lecture?

ELPS 6 Sample Comprehension Questions

Monologue/Dialogue

What does the man/woman think?

What is the speaker's main point?

What is the main reason the speaker is against the issue?

What piece of evidence supports the speaker's main point?

Write down the name of a website or title of an audio clip and create a comprehension question assessing ELPS 1.

Write down the name of a website or title of an audio clip and create a comprehension question assessing ELPS 6.

Sample Question:

Circle best answer to the comprehension question below.

Man: *Hi, I'm interested in your summer soccer camp program for kids. Can you give me some information?*

Attendant: *Sure! It's a half day program and...let's see... it starts next week...no, sorry...next month. You need to register by this Friday. It's really popular. Last year we had to turn a lot of kids away.*

What is the Dad asking about?

- a. summer school
- b. soccer camp
- c. camping trips

IPDAE Website Scavenger Hunt

Visit the website www.floridaipdae.org. List down as many resources you can find on listening strategies or promoting listening skills for adult ESOL students.