

Listening Strategies for ESL

April 18, 2018

www.floridaipdae.org

This training event is supported with federal funds as appropriated to the Florida Department of Education, Division of Career and Adult Education for the provision of state leadership professional development activities.

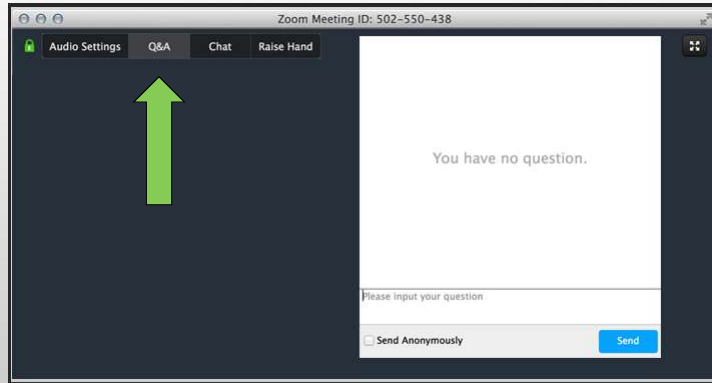


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- If you have a question, please type it into the **Q&A** option.



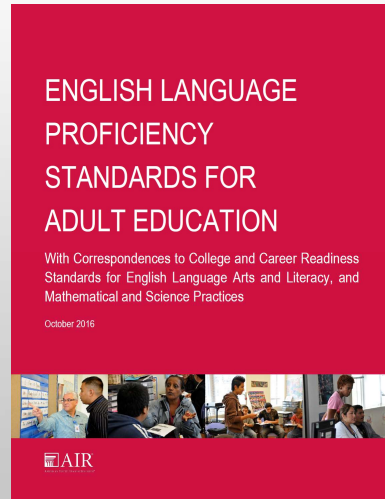
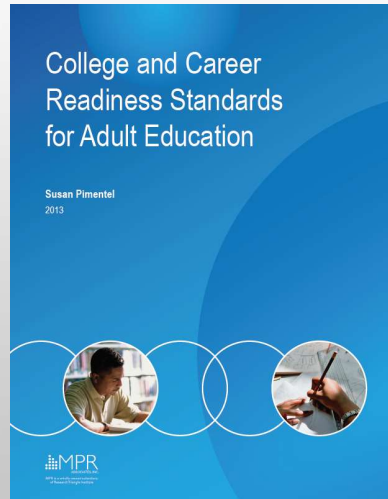
- Attendee microphones will be muted. You will be in **listen only** mode.
- Today's presentation is being **recorded**. It will be archived and available on the IPDAE website within 48 hours.

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2017 The Institute for the Professional Development of Adult Educators

- 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
 - A. Selecting Listening Content and Text Complexity
 - B. Designing Listening Activities
 - C. Assessing Listening Skills
- IV. Q&A
- V. 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 Standards for Speaking and Listening

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.

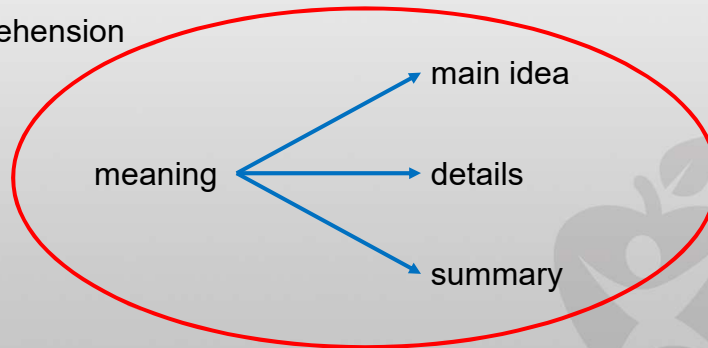
CCR Anchor 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

ELP Standards that Support CCR Standards for Speaking and Listening

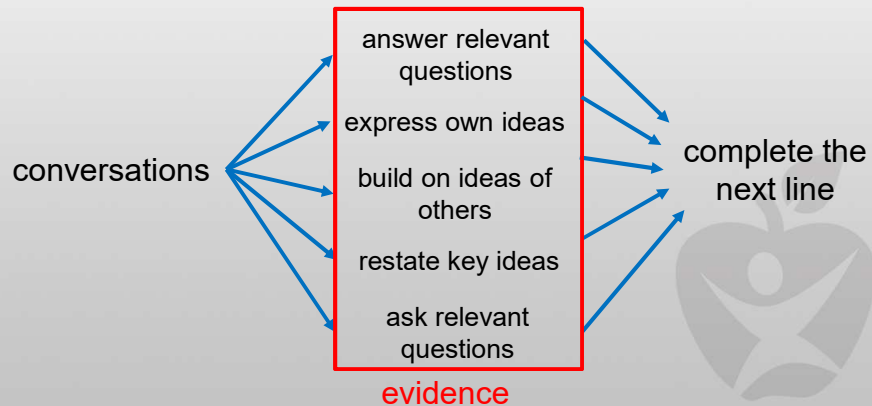
| ELP Standards for AE An ELL can... | Corresponding CCR English Language Arts and Literacy Standards for AE— Reading | Corresponding CCR English Language Arts and Literacy Standards for AE— Writing | Corresponding CCR English Language Arts and Literacy Standards for AE— Speaking and Listening | Corresponding 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 |

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

Comprehension

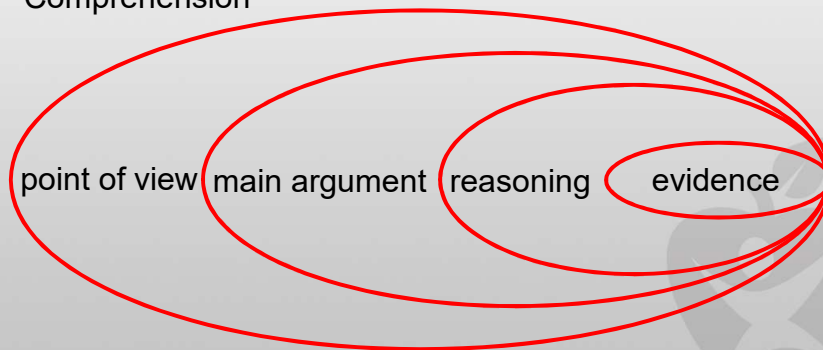


Standard 2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.



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

Comprehension



Guidelines from the Adult ESL Curriculum Frameworks

**Florida Department of Education
Adult Central Educational Services (ACES)
Curriculum Framework**

| ABOUT THIS COURSE FOR SPEAKERS OF OTHER LANGUAGES (ESOL) | |
|--|---|
| Program/Course Title | Adult English for Speakers of Other Languages |
| Program/Course Number | ESOL 10000 |
| CIP Number | ESOL 10000 |
| Credits | ESOL 10000 (minimum recommended) |
| Standard English | |

PURPOSE
The purpose of the Adult ESOL program is to "assist individuals with other individuals who are English language learners in acquiring their reading, writing, speaking, listening, and comprehension skills in English, mathematics skills, and an understanding of the American system of government, cultural traditions, and the responsibilities of citizenship. In addition, the Adult ESOL program is designed to lead to attainment of a secondary or postsecondary education and training of a career or profession." Adult Education and Family Literacy Act (AEFLA), Title II of the Department Investment and Opportunity Act (public law 104-204)

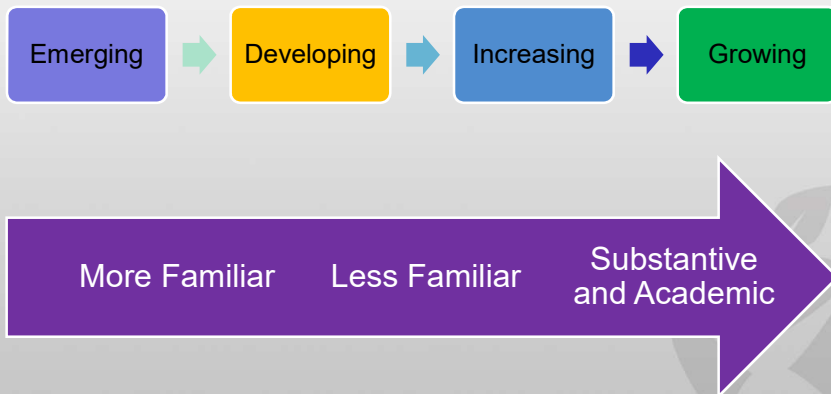
STUDENTS
AEFLA supports English language learners in the attainment of the following goals:
 • Obtain knowledge and skills for employment and economic self-sufficiency
 • Participate in the educational development of their children
 • Informed economic responsibilities for their families
 • Understand the rights and responsibilities of citizenship
 Students eligible to enroll in the adult ESOL course are those who:
 • Are age 18 years or older
 • Have sufficient English skills to enroll in the adult ESOL course
 • Have sufficient English skills to enroll in the adult ESOL course and English Literacy and Career Development program
 • Have sufficient English skills to enroll in the adult ESOL course and English Literacy and Career Development program and Training (ELCET) program that requires an English Literacy and Career Development program

Framework Overview
The framework consists of a comprehensive set of Life and Work Skills standards that are aligned with the Florida Department of Education's (FDOE) standards for adult education. The standards are organized into three main areas: reading, writing, and speaking and listening. The standards are designed to be used in a variety of settings, including classroom, community, and workplace. The standards are also aligned with the Florida Department of Education's (FDOE) standards for adult education. The standards are designed to be used in a variety of settings, including classroom, community, and workplace. The standards are also aligned with the Florida Department of Education's (FDOE) standards for adult education.

Guidelines from the Adult ESL Curriculum Frameworks

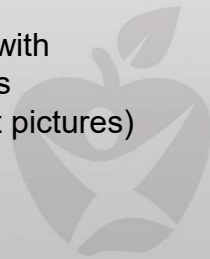
Teachers must select appropriately **complex literary and informational texts, topics, and events** to prepare learners for success.

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.



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

- 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.



- Use material that address the Adult ESL 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





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



- **Short Stories**

American Stories for English Learners

Text & MP3 Files

There are 57 fifteen-minute MP3 files. That is about 14 hours of listening.

The Stories Sorted by Author

Bierce, Ambrose (1842-1914)

- [The Boarded Window](#) (Ambrose Bierce)
- [A Horseman in the Sky](#) (Ambrose Bierce) [Listen and Read Along Machine]
- [An Occurrence at Owl Creek Bridge](#) (Ambrose Bierce)

Burroughs, Edgar Rice (1875-1950)

- [A Princess of Mars - Part 1](#) (Edgar Rice Burroughs)
- [A Princess of Mars - Part 2](#) (Edgar Rice Burroughs)
- [A Princess of Mars - Part 3](#) (Edgar Rice Burroughs)
- [A Princess of Mars - Part 4](#) (Edgar Rice Burroughs)

Butler, Ellis Parker (1869-1937)

- [Pigs Is Pigs](#) (Ellis Parker Butler)

Cather, Willa (1873-1947)

- [Paul's Case - Part 1](#) (Willa Cather)
- [Paul's Case - Part 2](#) (Willa Cather)

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

• Short Stories and Informational Text

AGENDA WEB
hundreds of free english exercises
sensitive ads are blocked on this site

[HOME - INDEX](#)

select your page ->

| | | |
|------------------|------------------|------------------|
| stories: level 1 | stories: level 2 | stories: level 3 |
| page 01 | page 02 | page 03 |

Listening - comprehension
Short audio stories 1 - intermediate

Google Custom Search

1. A Haircut
2. Grab Your Umbrellas
3. Shopping for Bargains
4. Horses to Ride
5. A good hot dog sandwich
6. Please Marry Me!
7. A Noisy Neighbour
8. Eddie's Short Visit
9. A Visit to Asia
10. A Love Letter
11. A Jealous Girlfriend
12. English Is So Hard
13. Let's Buy Some Paint
14. If You Really Love Me
15. You're Not My Dad
16. Wife Too Busy for Grandma

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

• Short Stories and Informational Text

—BITS—
English Language Learning : Listen & Read

| CLASSIC AUDIOBOOK | AUDIOBOOKS | NOVELLAS | SHORT STORIES | INTERMEDIATE | ADVANCED |
|-------------------|--|---|---|---|--|
| ONE FLEW OVER | IF YOU COME SOFTLY | NEIGHBORS | MRS. TODD'S SHORTCUT | ANIMAL EMOTIONS | THE SPY WHO TRIED |
| | | | | | |
| THE CUCKOO'S NEST | by Jacqueline Woodson | by Megan Lindholm | by Stephen King | HUMAN EMOTIONS | TO WARN THE WORLD |
| by Ken Kesey | "For Ellie and Jeremiah, it is love at first sight. Though they come from different backgrounds and both are estranged from their families. They become the perfect couple, but there is a complication: Ellie is Jewish and Jeremiah is black." | Sarah's detachment from the present leads her to become "completely unhooked from time," realizing it no longer applies to her. "Why not shop for groceries at one in the morning, or read the day's news at eight o'clock at night while eating a microwaved dinner? Time doesn't matter!" | Ophelia Todd is always looking for a shorter distance between two points, so she just wrinkles the map a little—until she gets caught in one of the wrinkles. | 2) Why "Boys Are Broken" 3) Where Camels Really Come From 4) All About The Flu 5) If You Know a Sexual Harasser 6) The Man Who Gave Us Modern Pain Relief 7) School Shooting Survivors Share Their Experiences 8) 3 Things I learned while my plane crashed | 2) A Highly Superior Memory 3) Dark Matter 4) How to Survive a Mass Extinction 5) Don't Regret Regret |

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

- Informational Passages

The screenshot shows a webpage from Usable Learning. At the top, it says 'Science and Technology' and 'Computer Virus'. Below that, there's a section titled 'Story — Basic Story' with a 'Listen' button. To the left of the text is a video player showing the word 'VIRUS' in red and green digital characters. To the right is a text box with the following content:

A computer is a machine. It handles a lot of information. Many places use computers to help them work better. Someone sent a computer virus to a lot of computers. A computer virus is a set of bad instructions written just to hurt computers.

Someone made the virus and sent it to other computers. It was set to turn on by itself. When it did, many computers around the world began to have problems.

When the virus is turned on, it makes the computer do things it is not supposed to do. Many computers started filling up with a lot of useless information. Several computer projects were in trouble. One project that will have to be stopped has already spent

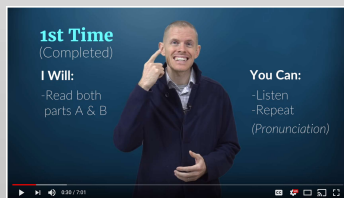
<https://www.usablelearning.org/learning/activity/>

- Announcements



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

- Conversations



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

- 1 COMMUNICATION
- 2 EMPLOYMENT
- 3 COMMUNITY
- 4 CONSUMER ECONOMICS
- 5 HEALTH
- 6 CIVICS
- 7 ENVIRONMENT
- 8 MATHEMATICS
- 9 LEARNING AND THINKING

• Points of View – ProCon.Org

https://www.procon.org/

DACA and DREAM Act - Pros & Cons

Recreational Marijuana - Pros & Cons

PROS AND CONS OF CONTROVERSIAL ISSUES

By Category Topics A-Z

| MOST POPULAR | HEALTH & MEDICINE | EDUCATION |
|--|---|--|
| <ul style="list-style-type: none"> Medical Marijuana Gun Control Animal Testing Death Penalty Recreational Marijuana School Uniforms Drinking Age - Lower It? Social Media Euthanasia & Assisted Suicide Illegal Immigration | <ul style="list-style-type: none"> Medical Marijuana Euthanasia & Assisted Suicide Vaccines for Kids Milk - Is It Healthy? Abortion Vegetarianism Obesity a Disease? Obamacare Right to Health Care Prescription Drug Ads | <ul style="list-style-type: none"> School Uniforms Standardized Tests Tablets vs. Textbooks College Education Worth It? Teacher Tenure Student Loan Debt School Vouchers Corporal Punishment Banned Books |

Read Aloud Chrome Extension

Read Aloud: A Text to Speech Voice Rea...
offered by [lsdsoftware.com](https://www.lsdsoftware.com)

★★★★★ (576) | Accessibility | 600,484 users | Offers in-app purchases

OVERVIEW REVIEWS SUPPORT RELATED

MDN web docs

Learn web development

Related Topics

- Complete beginners start here!
 - Getting started with the Web
- HTML — Structuring the Web
 - Introduction to HTML
 - Multimedia and embedding
 - HTML tables
 - HTML forms
- CSS — Styling the Web
 - Introduction to CSS
 - Styling text
 - Styling boxes
 - CSS layout
- JavaScript — Dynamic client-side scripting

Welcome to the MDN Learning Area. This set of articles aims to provide complete beginners to web development with all they need to start coding simple websites.

The aim of this area of MDN is not to take you from "beginner" to "expert" but to take you from "beginner" to "comfortable". From there you should be able to start making your own way, learning from the rest of MDN and other intermediate to advanced resources that assume a lot of previous knowledge.

If you are a complete beginner, web development can be challenging — we will hold your hand and provide enough detail for you to feel comfortable and learn the topics properly. You should feel at home whether you are a student learning web development (on your own or as part of a class), a teacher looking for class materials, a hobbyist, or someone who just wants to understand more about how web technologies work.

https://www.youtube.com/watch?time_continue=66&v=hXkn0DVPEI4



Rachel Rock (2018), FluentU English Educator Blog.
<https://www.fluentu.com/blog/educator-english/esl-audio-short-stories/>

- Fill in the Blanks
- Master Memory
- Order the Events
- Buzz Words
- Multiple Choice
- Character Quiz
- Plot Quiz
- Beginning, Middle, End



How do you assess the listening skills of your students?



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?

CASAS Presentation, Listening Assessment Strategies, COABE Conference March 2018

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?

CASAS Presentation, Listening Assessment Strategies, COABE Conference March 2018

Sample Comprehension Question

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 man asking about?

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



Listening Passage or Conversation

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

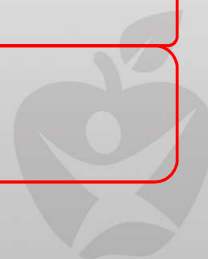
Attendant: *Sure! It's a half day program and...let's see... it starts next week...no, sorry...next month. You need to register by this Friday. It's really popular. Last year we had to turn a lot of kids away.*

Stem (Question)

What is the man asking about?

- a. summer school
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Answer Choices

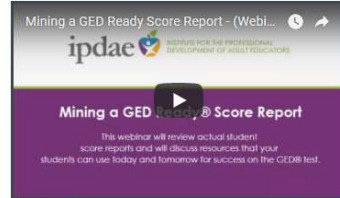


Mining a GED Ready® Score Report

Presentation Date: 2/21/2016 at 3:00pm
Duration: 1 Hour

Description:
There's nothing worse than when a student shares with you that the student did not pass the GED® test. Join Daphne Adkinson and Bonnie Goonen as they explore the GED Ready® Score Report. Learn how to use the report's results and different features to drive instruction. This webinar will review actual student score reports and will discuss resources that your students can use today and tomorrow for success on the GED® test.

- Presentation Documents:
- Presentation (PDF)
 - Test Performance Standards Handout (PDF)
 - Math Study Guide (PDF)
 - RLA Study Guide (PDF)
 - Science Study Guide (PDF)
 - Social Studies Study Guide (PDF)



**IPDAE would like to know what you think!
Please complete this quick survey.**



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By Educators For Educators

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Thank you for your participation!

