

Listening: Hitting the Target

*Incorporating Active Learning Strategies to Teach
Listening Skills to English Language Learners
(ELLs)*

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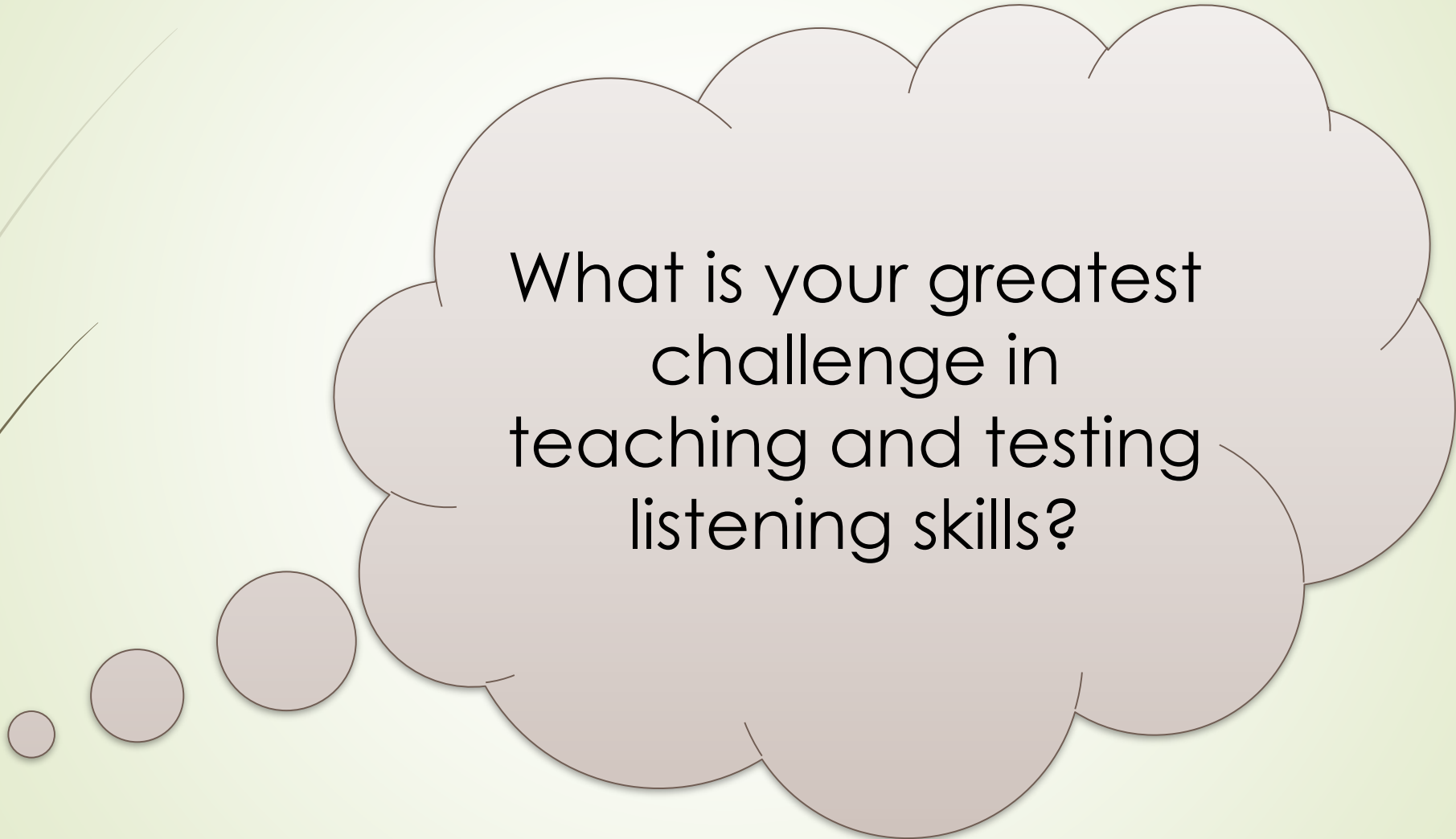
Cambridge University Press

► Institutional Introduction

<https://www.youtube.com/watch?v=aL2JQY3b0wc>

“The art of conversation is the art of listening as well as being heard”

- William Hazlitt, Selected Essays, 1778-1830



What is your greatest
challenge in
teaching and testing
listening skills?

Objectives

- Increase awareness of the listening process
- Identify how CASAS Listening Tasks Areas can assist in teaching listening skills
- Identify Listening classroom strategies
- Implement activities to reinforce listening

Why Listening Matters?

- Student Performance Results Tracking
- New FDOE Curriculum Frameworks
- New CASAS test series in the next two years
- Students' language acquisition expectations

“Three Shifts” Related to Assessment

- **Complexity:** Regular practice with complex text (and its academic language)
- **Evidence:** Reading, writing, and speaking grounded in evidence from text
- **Knowledge:** Building knowledge through content-rich informational texts

What are Adult Education Needs?

- Alignment to the new NRS Skill Descriptors
 - Interpretive, productive and interactive*
- Alignment to the CCR, ELPs and Life and Work Standards
- Critical thinking, Higher Order Thinking, DOK instructional strategies
- Rigorous instruction and practice
- Online access to instructional material

* See handout on the NRS Skill Descriptors

DOK...



Webb's Depth of Knowledge & Corresponding Verbs

**Some verbs could be classified at different levels depending on application.*

Recall and Reproduction *Correlates to Bloom's 2 Lowest Levels*

Recall a fact, information, or procedure.

arrange, calculate, define, draw, identify, list, label, illustrate, match, measure, memorize, quote, recognize, repeat, recall, recite, state, tabulate, use, tell who- what- when- where- why

Skill/Concept

Engages mental process beyond habitual response using information or conceptual knowledge. Requires two or more steps.

apply, categorize, determine cause and effect, classify, collect and display, compare, distinguish, estimate, graph, identify patterns, infer, interpret, make observations, modify, organize, predict, relate, sketch, show, solve, summarize, use context clues

Strategic Thinking

Requires reasoning, developing plan or a sequence of steps, some complexity, more than one possible answer, higher level of thinking than previous 2 levels.

apprise, assess, cite evidence, critique, develop a logical argument, differentiate, draw conclusions, explain phenomena in terms of concepts, formulate, hypothesize, investigate, revise, use concepts to solve non-routine problems

Extended Thinking *Correlates to Bloom's 2 Highest Levels*

*Requires investigation, complex reasoning, planning, developing, and thinking-probably over an extended period of time. *Longer time period is not an applicable factor if work is simply repetitive and/or does not require higher-order thinking.*

analyze, apply concepts, compose, connect, create, critique, defend, design, evaluate, judge, propose, prove, support, synthesize

Three Main Types of Listening

- *Informational Listening (listening to learn)*
- *Critical Listening (Listening to evaluate and analyze)*
- *Empathetic Listening (Listening to understand feeling and emotion)*

Developing Listening Skills

What are the four areas in listening skills?

- Vocabulary
- General meaning [main idea, gist]
- Detail
- Prediction

5 Factors For Successful Speaking – Listening Practice

- Time
- Immersive speaking-listening activities
- Engaging relevant topics
- Positive peer interaction
- Supportive feedback

It can be confusing when we listen...



► <https://www.youtube.com/watch?v=bpxkyTc9Z38>

The Art of Listening...

We spend _____ of our time listening but retain only ____ of what we hear.

Reference: Julian Treasure, 2013. Retrieved online on May 6, 2013 from
<http://www.worklifepointers.com/conscious-listening/>

Are we “teaching” listening or just practicing it or testing it?



What are the problems ELLs have?

- Connected speech – What word do you hear?
- Parts of speech, specially common functional words (prepositions, articles, pronouns, auxiliaries)

Successful Listening Strategies

- ➡ Bottom-Up
- ➡ Top-Down

Bottom-Up Listening

- Bottom-up processing is when listeners use their knowledge of words, syntax and grammar to analyze or comprehend the information (Rubin, 1994).
- For example, listeners will focus on the meaning of individual vocabulary words or syllables, instead of the content of the listening passages.

Bottom-Up...

- Beginner listeners
- Great amount of conscious attention
- Limited to comprehending small chunks of information
- Small capacity for higher level of operation (top-down processing)

Bottom-up... Instructional Strategies

Second language teachers should teach listening strategies, such as :

- predicting
- guessing words from context
- scanning and skimming.

Top-Down Listening...

- Top-down processing is when listeners use their knowledge of the world (prior knowledge), real situations (experience) and roles of human interaction to interpret or predict the information (Rubin, 1994).
- For example, listeners may emphasize the gist of the whole listening passage instead of the meaning of individual words.

Top- Down...

- Proficient listeners
- Large capacity for higher level of operation
- Ability to comprehend bigger chunks of information
- Ability to sort important information

Top-Down...

Sample of common top-down listening activities:

- Putt a series of pictures or sequence of events in order
- Listening to conversations and identifying where they take place
- Reading information about a topic then listening to find whether or not the same points are mentioned, or inferring the relationships between the people involved

Effective Listening Activities....

sunny, sunshine, cloudy, partly cloudy,
rain, thunder, snow, warm, chilly

https://www.youtube.com/watch?v=S4E_p_lM_5W4



- What is the weather forecast?
- How much rain is expected on Thursday

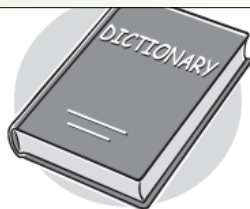
ACTIVITY –Vocabulary- Words in Context

(also called Share Information or Information Gap)

Example: A- Where's the dictionary?

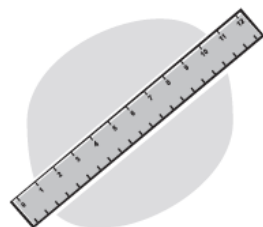
B - Under the desk.

Student A



Item: dictionary

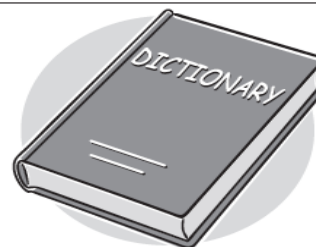
Location: Under the desk.



Item: ruler

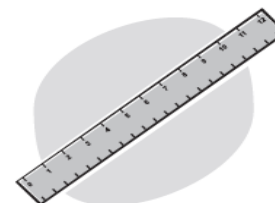
Location: On the floor.

Student B



Item: dictionary

Location: Under the desk.



Item: ruler

Location: _____

Listening Activity: General Meaning

2 Listen

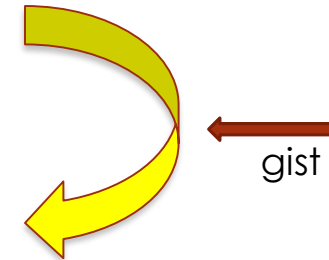


STUDENT TK 22
CLASS CD2 TK 2

A Listen and answer the questions.

1. Who are the speakers?

2. What are they talking about?



gist



STUDENT TK 22
CLASS CD2 TK 2

B Listen again. Complete the chart.



detail



	Time-saving device	Opinion about time-saving device
1. Mrs. Rosen	<i>address stamper</i>	
2. Mr. Chung		
3. Ms. Morales		

Listening Activity: General Meaning

PART 1. Students hear

A Excuse me, ma'am?

B Yes?

A I'm a reporter for KESL Radio, and today we're asking people for their opinions about technology and time-saving devices. Do you have a minute to answer some questions for me?

B Sure.

A May I have your name?

B Jean Rosen. Mrs. Rosen.

A do you have a favorite time-saving device?

B Let me see...I guess it's this – my address stamper.

A Oh. I expected something electronic, not manual! Does it really save you time?

B Absolutely.

Ventures 4 Unit 6 page 71 Ex 2A

Listening Activity: Prediction



Ventures 4 -Unit 2 , pg. 19 Lesson A Ex 2B
Transcript on p. 167 of Student's Book

Listening Activity: Prediction

Conversation cards

A Everyone takes a card.

B Find a classmate. Read your card. Your classmate answers.

C Change cards. Read your new card to a different classmate.

What's your name?	Do you have children? How old are they?	Are you married or single?	Do you have children? What are they doing right now?
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Ventures 1 Unit 3 Lesson F
Conversation Cards

Connecting with CASAS....

Listening, Did You Hear That?

- Listening Features- **Three levels** of progress tests (pre and post), from Beginning ESL literacy to Advanced ESL
- **CASAS Level A** uses a picture prompt for one section of the test
- **CASAS Levels B and C** have no picture prompts
 - Multiple-choice with three response choices
 - Three parts and three different item types per level
 - Preview questions introduce the context of each item type

CASAS Reading Levels

Life and Work Reading		
CASAS Level	Form Number	Number of Test Items
A	Form 81	24
A	Form 82	24
A	*Form 81X	28
A	*Form 82X	28
B	Form 83	32
B	Form 84	32
C	†Form 85	37
C	†Form 86	37
C	Form 185	38
C	Form 186	38
D	Form 187	32
D	Form 188	32

980 Series Life and Work Listening			
CASAS Level	Form Number	Number of Test Items	Time Per Test
A	Form 981	38	49 minutes
A	Form 982	38	49 minutes
B	Form 983	38	52 minutes
B	Form 984	38	52 minutes
C	Form 985	38	51 minutes
C	Form 986	38	51 minutes

Connecting with the CASAS Listening Task Areas

What Are The CASAS Listening Task Areas?

- ➡ How many?
- ➡ Can you name one?

CASAS Listening Task Areas

-Format how a question are presented to the student

1. Picture prompt
2. Comprehension question
3. Predict next line of dialogue
4. Identify true statement based on prompt

CASAS Listening- Item prompts

980 Listening

Summer Institute 2014

Life and Work 980 Listening Series

	Level A Forms 981L, 982L		Level B Forms 983L, 984L		Level C Forms 985L, 986L	
Item Type	No. of items	Repeat	No. of items	Repeat	No. of items	Repeat
Photo prompt	10	Yes				
Comprehension	15	Yes	11	Yes	11	No
Next Line	13	Yes	15	Yes	12	No
Which is correct?			12	No	15	No
Total test items	38		38		38	

CASAS Listening Task Areas

LEVEL A

Level A Forms 981L, 982L		
Item Type	No. of Items	Repeat
Photo prompt	10	Yes
Comprehension	15	Yes
Next Line	13	Yes
Which is correct?		
Total test items	38	

1. Picture prompt-

Repetition

- Listen to a statement
- Visual interpretation- Select corresponding photo

2. Comprehension question -

Repetition

- Frame in a question based on what they listen to
- Question
- Listen to a statement or dialogue
- Question
- Options (three statements)

3. Predict next line of dialogue-

Repetition

- Conversation, dialogue or statement
- Has no preview question
- What should come next? Most appropriate one to finish the conversation
- Options (three statements)

4. Identify true statement based on prompt

Not in Level A

CASAS Listening Task Areas

LEVEL B

Level B Forms 983L, 984L		
Item Type	No. of Items	Repeat
Photo prompt		
Comprehension	11	Yes
Next Line	15	Yes
Which is correct?	12	No
Total test items	38	

1. Picture prompt -

Not in Level B

2. Comprehension question -

Repetition

- Frame in a question based on what they listen to
- Question
- Listen to a statement or dialogue
- Question
- Options (three statements)

3. Predict next line of dialogue -

Repetition

- Conversation, dialogue or statement
- Has no preview question
- What should come next?
Most appropriate one to finish the conversation
- Options (three statements)

4. Identify true statement -

No Repetition

- No preview question
- Conversation, announcement, statement.
- Which is correct ?
- Options (three statements)

CASAS Listening Task Areas

LEVEL C

Level C Forms 985L, 986L		
Item Type	No. of Items	Repeat
Photo prompt		
Comprehension	11	No
Next Line	12	No
Which is correct?	15	No
Total test items	38	

1. Picture prompt -

Not in Level C

2. Comprehension question-

No Repetition

- Frame in a question based on what they listen to
- Question
- Listen to a statement or dialogue
- Question
- Options (three statements)

4. Predict next line of dialogue -

No Repetition

- Conversation, dialogue or statement
- Has no preview question
- What should come next? Most appropriate one to finish the conversation
- Options (three statements)

4. Identify true statement -

No Repetition

- No preview question
- Conversation, announcement, statement.
- Which is correct ?
- Options (three statements)

TOPSpro CASAS Next Assigned Test

This report will provide information on the next test the student will have as well as the levels



11/21/2017
10:37:18

Next Assigned Test

by Class

Page 1 of 1
NAT4

Agency: Miami-Dade County Public Schools (M-DCPS) - 0013 **Class:** N/A
Site: N/A **Teacher:** N/A

Student		Last Test				Next Assigned Test			
		Class Administered	Date	Form	Level	Raw Score	Scale Score	Form	Test Series
Alexis, Jean	92597896	N/A	07/24/2017	981L	A	21	193	982L	LW-L980
		N/A	07/24/2017	082RX	A	19	208	084R	LW-1, LW-2, LW-3
Antoine, Brunette	92652770	N/A	07/24/2017	981L	A	10	178	982L	LW-L980
		N/A	07/24/2017	081RX	A	7	186	081R	LW-1, LW-2, LW-3
Carreno, Luis R	30008942	N/A	07/01/2017	983L	B	11	191	984L	LW-L980
		N/A	07/01/2017	081R	A	10	182	082R	ALS, LW-1, LW-2, LW-3
Charles, Saingel	92598082	N/A	07/25/2017	981L	A	30	205	983L	LW-L980
		N/A	07/25/2017	082RX	A	12	196	081RX	LW-1, LW-2, LW-3
Cristancho, Yuly K	30006912	N/A	07/01/2017	983L	B	14	195	984L	LW-L980

Closer Look at the Formats...

Which format is this?

1. **Who is lost?**

A: My daughter is lost.

B: What does she look like?

A: She has curly brown hair and blue eyes.

B: What's her name?

A: Her name is Sara. She's seven years old.

B: There she is!

Who is lost?

a. his mother

b. his daughter

c. his sister

Which format is this?

Listen to the conversation. Then choose the correct answer.

A: Good morning. Can I help you?

B: Yes. My son is a new student.

A: What is his name?

B: It's Tony Lim.

A: OK. What is your address?

B: It's 1333 Ford Way.

A: What grade is he in?

Choose the best response:

- a. My son Tony Ford is in 4th grade
- b. My son's grades are very good
- c. My son Tony Lim is in 4th grade

Which format is this?

Where are these people?

Attention shoppers! We have a lost child in the customer service department. She has straight black hair and brown eyes. Her name is Lian.

Where are these people?

- a. at a school
- b. at a store
- c. at a park

Which format is this?

Choose the best response.

May I speak to Luis?

- a. I'm sorry. He's not here right now.
- b. Hello?
- c. She wants to talk to Tony's mother.

And remember The student only sees this on the screen

1. (A) (B) (C)
2. (A) (B) (C)

Which format is this?

What is Matt buying?

A: Hello.

B: Mrs. Smith? This is George. Could I speak to Matt?

A: Matt isn't here. He's shopping. He's buying a present for his girlfriend. I think he's buying a diamond ring!

B: Wow! That's exciting! Thanks, Mrs. Smith.

What is Matt buying?

- a. a present for his girlfriend
- b. a present for his mother
- c. a ring for his father

Which format is this?

A: Would you like to go to the film festival instead of renting a movie?

B: Great idea! Can you still get tickets?

Which is the best response?

- a. No, I sold my tickets online.
- b. I'll call the box office to find out.
- c. OK, I'll go to the video store.

Which format is this?

A: Good morning. Northville Medical Clinic. How can I help you?

B: Hello. My name's John Dana. My grandfather has a doctor's appointment this Friday at 3:00, and I'd like to schedule a ride for him.

Which is correct?

- a. John Dana is calling to schedule a ride for his grandfather.
- b. A ride was scheduled by John's doctor last week.
- c. John's grandfather scheduled a ride for him last week.

Which format is this?

A: Good afternoon. Animal Control. What can I do for you?

B: Hello. My garbage cans were knocked over last night and some of my neighbors have had the same problem. I think there is a wild animal running around.

A: We'll send someone over. Can I have your address, please?

Which is correct?

- a. There is an animal in the caller's garbage can.
- b. The caller wants Animal Control to help him find an animal.
- c. The neighbors knocked over the garbage cans.

Closer Look at the Formats...

Group Activity

Each group will have an activity from Ventures to support strategies and CASAS task areas

Closer Look at the Formats...

Group Activity

Each group will :

- review a unit and describe how activity supports the recommended listening strategies (see handout)
- use the CASAS listening task areas to practice/adapt/modify activity (see handout)
- use audio script and CCR additional pages to add content to the activity

Closer Look at the Formats...

Group Activity
and Title

UNIT #

STRATEGIES

CASAS TASK AREA

AUDIO SCRIPT/CCR

The Future of Listening Instruction: Moving Out of the Classroom

- Listeners vary
- Internet
- Authentic Materials
- Listening instruction will move out of classroom
 1. Listening homework
 2. Transcribe short recordings
 3. Self-access work
 4. Paired work in whole class setting

QUESTIONS?



Action Plan

- One thing I learned from this session that I plan to use in my teaching

Handouts

- Understanding Listening Skills- White Paper Cambridge University Press ([link](#))
- Listening: Hitting the Target Instructional Resources- Tools for the Classroom
- PPT available via email request

Video Clips

- ▶ Abbot and Costello
- ▶ <https://www.youtube.com/watch?v=bpxkyTc9Z38>
- ▶ Laugh-In Lily Tomlin
- ▶ <https://www.youtube.com/watch?v=Nxp5Y8UT7OQ>
- ▶ <https://www.youtube.com/watch?v=ISZ9UOBwRFA>
- ▶ Active Listening-Raymond
- ▶ <https://www.youtube.com/watch?v=4VOubVB4CTU>
- ▶ Are you listening?
- ▶ <https://www.youtube.com/watch?v=bO-a-Yz4xA8>
- ▶ Listening Games
- ▶ <https://www.youtube.com/watch?v=NrV-IDk6xEY>
- ▶ Listening Interactive Practice
- ▶ <https://www.youtube.com/watch?v=e16mymdji68>
- ▶ Listening Teaching Top Down Listening
- ▶ <https://www.youtube.com/watch?v=RLTCveq0RKo>



Tech Support
Cambridge.org/esl/support
844-682-0042 (4 am-5pm-EST)



Thank you for venturing with
me.

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