Listening Module 1 (LM1)

(approx. 3 hours + pre-course task)

Resource 1: Trainer’s overview

Arrival Activity

If teachers are arriving from different schools, trainers may want to have some songs playing on arrival. This could be built into a short playlist of songs from countries where the target languages that participants teach are spoken.

The music and how to use songs can be picked up in section 9 below. This section is, however, one which could be freestanding for a short piece of CPD in departments or omitted without missing the essential elements of developing listening skills. Using song is a good way of developing listening as well as intercultural understanding, so colleagues may want to share ways of using song and their favourite songs.

Sharing resources and ideas are always good use of CPD time, so feel free to discuss this with colleagues and try to ensure that time is given to writing up suggestions clearly so that colleagues can follow up any good songs / video clips and ideas for how to use song creatively for students’ enjoyment and achievement.

| **Section** | **Training Objectives** | **Activities** | **Suggested Timing** | **Resources** | **Notes** |
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| 1 | For teachers to reflect on their own existing good practice | 1.1 Set up the pre-course task | At least 2 weeks before the course | [LM1 Resource 3](LM1%20Res%203%20Precourse%20task%20FE.doc)  Pre-course task | Ensure that teachers attending receive this task at least 2 weeks before the session and are able to play their resource through internet / CD player / IWB etc. when they attend. |
| 2 | To share current thinking across teachers and schools about developing listening skills | 2.1 Starter questions.  Watch how the group is responding and try to make a mental note of any interesting discussion. You may want to use a horn / bell to signal when staff move along the seats on the row.  After the starter activity, share the HMI findings on **Slide 4**, then shape discussion around the starter questions on **Slide 5**.  2.2 Plenary discussion of above questions. | 5–10 minutes, depending on the response  15 mins | [**LM1 Resource 4**](LM1%20Res%204%20Starter%20Questions%20FE.doc)  Starter: Speed dating  [**LM1 Resource 4**](LM1%20Res%204%20Starter%20Questions%20FE.doc) Cut up the 6 cards in advance. (You may amend these to suit your audience.)  [**LM1 Resource 2**](LM1%20Res%202%20Presn%20FE.pptx)  **Slides 4 and 5** | Show the instructions on the Ppt slide and either prepare the two rows of chairs beforehand or ask teachers attending to do so.  It may be useful to ask the teachers *asking* the questions to jot down notes. They should be experts if they assimilate the different views. This helps keep discussion focused and prepares for the follow-up discussion on listening.  Discuss also how they found the task of listening to colleagues. |
| 3 | To explain the objectives for the session | 3.1 Objectives for the learning materials. | 5 mins | **PowerPoint Slide 6** | Some of the objectives have already been aired in the starter activity and mini-plenary.  The next part of the session looks at listening materials and their sources (inputs) and how best to develop listening skills through variety of activities (outcomes). |
| 4 | To share resources (their provenance and exploitation in lessons) amongst the group | 4.1 Delegates work in smaller groups (e.g. 2 tables of 4 or 5 teachers) explaining where their own resources come from and how they’re used.  4.2 Ask for brief feedback from the tables. | 15 minutes  15 mins | Teachers’ own resources.  **PowerPoint Slide 7** may be used if it’s helpful to have as a reminder to shape discussion. | You may need to make CD players / MP3 player docking stations etc. available.  Split group down to make more intimate, less intimidating group discussion.  Explain beforehand that teachers will need to summarise for a mini-plenary afterwards. They should give brief feedback on somebody else’s resource from their group.  This should speed up feedback and allow them to feel more secure. |
| 5 | To explore different aspects of sourcing different listening materials and how to use them | 5.1 Simply show the slide and muse with the group about whether the ideas from their discussion covered the ones on the slide and whether any of the ideas could be useful. | Very flexible, depending on the session length and the value of the discussion.  5–20 mins | **PowerPoint Slide 8** | Seek exploration and agreement about the need to vary both sources and the outcomes. Write up any good sources for listening materials / ideas for exploiting listening materials.  Remember students often dislike true / false / multi-choice and view them as ‘tests’. |
| 6 | To understand the explicit skills involved in listening and that listening skills can and should be taught to learners | 6.1 Show the **Slide 9** and invite teachers to read silently first then to discuss in pairs which of the approaches they cover and how else they develop listening skills. | 15–20 mins | **PowerPoint Slide 9** | Additional support could be provided with the current Languages Programme of Study <http://curriculum.qcda.gov.uk/uploads/QCA-07-3340-p_MFL_KS3_tcm8-405.pdf> |
| 7 | To develop ways of training the ear for graphemes | 7.1 Phonics: (phonemes)  When teaching e.g. places round town, ask students to draw out what sound these have in common [é].  They should then try saying the next words with a partner. Stress both the grapheme and phoneme. Students should now have the independence to cope with saying unfamiliar words.  Focus on clearing up similar sounding words which can cause confusion (especially in exams). Participants / students put down nos 1–2 and jot down (a) or (b) depending on what they hear.  7.2 Sound discrimination at word level. | 5 mins  5 mins  5 mins  5 mins | **PowerPoint Slide 10**  **PowerPoint Slide 11**  **PowerPoint Slide 12**  **PowerPoint slide 13** | Try a few short activities which could be starter activities.  (Use the slides as opportunities to bring in intercultural understanding: Breton church with typical hydrangeas / RC tradition in France; Bordeaux market with traditional market stalls; mosque in Touba, Sénégal – one of Africa’s largest; French bread on sale in Senegalese market; Vélodrome football stadium; Faidherbe bridge over the Sénégal River linking St Louis to the mainland; port of Marseille; Guadeloupe photos – opportunity to mention France’s Départements Outre-Mer which are part of the EU and have French money, police, laws, road signs etc.)  Trainer reads out either *port* or *pont*  (port of Marseille / bridge in St Louis, Sénégal) and *jaune* or *jeune* (yellow star-fruit and nursery children, both photos in Guadeloupe).  Check students can work out which is being said from teacher reading either (a) or (b). |
| 8 | To learn about making listening skills explicit | Anticipation Bingo:  Colleagues can use target language or English words for this exercise or work with a colleague who knows the language. Find out who picked the highest number and look over shoulders for interesting choices of words. | 20 mins | **PowerPoint Slide 14** | Debrief by exploring that there is ‘topic’ vocab (here on elections) and ‘high frequency’ language (e.g. the / to / and). The latter is very important as approx 100 words constitute 50% of our discourse. Knowing the purpose of the listening and the type of listening are both important for good anticipation. Discuss also why this particular clip may be useful for ICU (and intrinsic interest), as well as listening skills.  Used with students, they can subsequently play the game anticipating e.g. 5 high-frequency words and 5 topic-specific words. |
| 9 | To reflect on varying activity types and what benefits they may bring | 8.1 Distribute the handout **LM1 Resource 5 (Varied listening activities)** and staff RAG-rate\* them, maybe discussing in pairs.  \*RAG = Red/Amber/Green – see Resource 5  8.2 Summary slide showing variety of inputs and outcomes. | 15 mins, if allowing time for plenary reflection after individual/ pair work on the sheet.  5 mins final reflection | [**LM1 Resource 5**](LM1%20Res%205%20Varied%20Listg%20Activities%20FE.doc)  **(Varied listening activities)**  **PowerPoint Slide 15** | Allow teachers to reject activity types, but say why and how they could adapt them or suggest a better way of achieving the same aim.  Try to encourage teachers to be conscious of why they use certain activity types for listening and what the effect is on both engagement and progress in language learning and intercultural understanding.  Welcome new suggestions for resources / activities.  You could try out any of the activities to show how they work, depending on time. |
| 10 | To explore how to use songs to develop listening and to share useful songs and sources for songs with one another | 9.1 Take a song which you have used and play it with some of the activities types suggested on the **Slide 16**.  9.2 After completing the tasks, discuss how well they worked and any other approaches to song.  9.3 Take a little time to share good songs and where to find them. | 20 mins | Song to be played from e.g. MP3 file.  **PowerPoint Slide 16** | If a French song is used, the differentiated tasks may be useful for those with little or no French.  A video clip from the web may be a good way of using song, as the visual images can aid comprehension and intercultural understanding.  Be prepared to share your favourite songs and activities which may well go beyond the few suggested here. |
| 11 | Plenary reflection | Personal reflection with short plenary | 5–10 mins | **PowerPoint Slide 17** | This could be committed to paper for teachers to follow up later. |