



# Developing listening skills

## Workshop

<ul style="list-style-type: none"><li>- Before the session, ensure that teachers are all informed that they need to bring a set of headphones and their phones to the session. Also, place the necessary materials around the academy for the listening gallery.</li><li>- Provide success criteria and rationale for the session.</li><li>- Ask teachers (have boarded also): What are some of the things you've listened to over the past 48 hours? How do these differ in terms of content, macro-structure, etc.? Would you say any of these connect to standard in-class listening tasks? Think - Pair - Share.</li><li>- Ask teachers to brainstorm ideas on what listening is in plenary. Have them board their ideas. Two teachers with pens.</li><li>- Vandergrift's Pedagogical cycle: Run teachers through the pedagogic cycle. Provide the context of the video, but do not tell them it is in Spanish. Inform teachers that they are going to listen to a short presentation in segments, and for each segment they should take notes on what they understand. Check instructions.</li><li>- After the first segment, ask teachers to work in pairs and have them compare notes and come to an agreement regarding what they understood. If necessary, play the segment again. Have teachers predict what is coming next.</li><li>- After the next segment has been played, ask teachers to check their predictions. Then have them repeat the comparing understanding cycle. Repeat this throughout the video.</li><li>- At the end, present teachers with the script and play the video again whilst they are reading. Allow teachers time to add more ideas to their previous brainstorm.</li><li>- P.O.V: Tell teachers they can now start to think of listening from both a teacher and a learner perspective. Have them complete the perspectives handout. Afterwards, go through the 'trainer's notes' and allow for discussion. Extend the discussion by going deeper into V.A.B.E.s.</li><li>- Tell teachers that they are going to listen to a set of instructions, and that they need to write down every word (like a dictation). Provide teachers with a green marker and red marker. Inform them that these are green and red traffic lights, and they can control the listening. Run through the activity, with traffic lights in the second listen through. After finishing, have teachers check their transcriptions with the original script.</li><li>- Direct teachers to the listening gallery section and provide handouts. Allow teachers time to complete all tasks and their notes. Once finished, have teachers come back and go through their answers in pairs. Take notes and identify further thinking questions. After teachers have finished, present them with the trainer's overview, and</li></ul>	<p><a href="#"><u>Short presentation</u></a></p> <p><a href="#"><u>Script</u></a></p> <p><a href="#"><u>Perspectives handout</u></a></p> <p><a href="#"><u>Instructions listening text</u></a></p> <p><a href="#"><u>Listening tasks</u></a></p> <p><a href="#"><u>Teacher writing booklet</u></a></p> <p><a href="#"><u>Overview sheet</u></a></p>
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<ul style="list-style-type: none"><li>- allow them to discuss their thoughts.</li><li>- Finish up the session, by providing them with the final handout. Ask teachers if there are any other questions about listening that they have - take note of these and then get answers for them when possible.</li></ul>	
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