Listening and speaking for high school students.
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Outline:

• Goals for listening and speaking: ‘Native-like’ proficiency
• Typical listening and speaking tasks required of high school students
• Strategies for teaching listening and speaking skills
• Informal Assessment/Benchmarks
The challenge:

- Many have had NS speaking instructors in their EFL learning contexts (Taiwan).
- Others have been instructed in an English speaking milieu (HK, Philippines, Taiwan).
- Others arrive with low levels (ML China, refugee arrivals who may not have had much formal education in their L1, nor exposure to English).
Many students believe their English is already well developed, based on their participation in EFL contexts, or their BICS level proficiency.

‘When I was in high school, I always thought naively my English was already good enough. I now think for someone with grade 5/6 English level [on arrival in grade 10] it takes about 2 years (1 year ESL + 1 year (ESL + literature classes) to learn English well enough to graduate and get started in university or to study on ones’ own.’ (email note, Song, July 22, 2004)
The challenge:

Those with low levels of oral proficiency are often shy, nervous, lack confidence and fear they will never sound ‘good enough’ or ‘Canadian-enough.’

Though they will almost always speak with a marked ‘accent’ they need to be reassured that this is ‘Canada’ today, and the goal is to be able to interact smoothly in social situations and for the purposes of schooling demands.
Listening and speaking demands of HS

- Teacher lead activities: mini-lectures, demonstrations, procedural talk, one-on-one inactions, conferencing
- Student tasks: note taking, group work, presentations
- Social interactions: clubs, lunch room, bus stop, making friends
Ideas for teaching listening skills

- Listening to lyrics to music
- National Geographic films (Jane Goodall clip)
- Famous speeches
- Contact assignments

- YAY for www and YouTube!!
Pop culture: Music

• Listen to the lyrics of ballad type songs from Elvis, Suspicious Mind, 51 m
• kdlang:
  https://www.youtube.com/watch?v=KwIH4_AnIpQ
• Roy Orbison
• Righteous Brothers, Unchained Melody, 40 m
• The Drifters, Save the last dance. 14 m
• Ritchie Valence, Johnny Horton, Others?
Benefits of music

• Lower the affective filter ... It’s fun and non-threatening
• Authentic
• Cultural information
• Pronunciation and fluency practice
• Dictation
• Images provide
Famous speeches

- MLK: I Have a Dream
- Kennedy’s inaugural speech

- Listen for main ideas, key words
Informational ‘clips’

• Jane: A retrospective (6 minutes)
  http://video.nationalgeographic.com/video/jane-goodall-retrospective

• Jane: A birthday tribute (3 minutes)
  https://www.youtube.com/watch?v=eeASUdvLLnY
More resources:

Emotional Reunion with Chimps (7 min): PBS.
https://www.youtube.com/watch?v=BZPZD1JV5QQ
Koko and Robin Williams
https://www.youtube.com/watch?v=vOVS9zotSqM
Your turn:

Listen briefly to one of the clips, and develop 3 kinds of questions:

1) ‘Right there’
2) ‘Think and search’ (synthesis)
3) ‘On my own’ (inferences)

Stories in the news

Edmonton Police Service Dog QUANTO Reg#9090
October 7, 2013
Stories in the news:

Muffy comes home: [https://www.youtube.com/watch?v=V_-hCCpM5_Y](https://www.youtube.com/watch?v=V_-hCCpM5_Y)

Kate and Pippin. Unlikely animal friends: National Geographic:  

Quanto: 2014 service dog Purina Hall of Fame.  
[https://www.youtube.com/watch?v=JLImdC2YDpM](https://www.youtube.com/watch?v=JLImdC2YDpM)

Danny goes back to work:
Contact assignments:

Contact assignments can be embedded into almost any unit of study. They promote interaction between NS and ELLs. They allow ELLs to prepare and rehearse their role in the contact assignment ahead of time. They promote further listening and speaking tasks within the ESL classroom, or, in the context of the mainstream setting: group work, making a presentation.
Contact assignments offer many opportunities for listening and speaking, and interacting with NS speakers. They can easily be embedded into nearly any unit of work the class is doing. Here’s how to set it up:

- Decide on the ‘essential question’/topic for your mini inquiry. This can include topics in the news (Election Canada), pop culture/fashion trend (Blue Jeans), current municipal event (recycling initiative; bike lanes), something to do with a global issue (environment, pollution).
Contact assignment: Blue Jeans

• Together, generate decide on 4 questions about the topic that you want to know more about.
  – How many pairs do you have?
  – Where do you like to shop for them?
  – What labels are the best?
  – How much will you pay for a pair of jeans?

Rehearse the questions so that students are comfortable asking them and can anticipate the answers.
Contact assignment: Data sheet

<table>
<thead>
<tr>
<th>Name:</th>
<th>How many pairs?</th>
<th>Where do you shop?</th>
<th>What labels do you like?</th>
<th>How much will you pay?</th>
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Students work in table groups of 4 to collate their data and transform these data into graphic organizers suitable as a scaffold for presenting to the class. This exercise promotes group communication skills, problem solving, synthesizing information.
Sample of student work:

These are the data, which I found in fifteen different people who has jeans. From the charts below, we can see how many jeans does each one of them have, what's their favorite brand, where do they usually shop at, and what price range do they usually shop at.

**Number of Jeans**

From this chart, we can see that most people have more than 4 pair of jeans. That means a lot people like to wear jeans.

**Favorite Brands**

From this chart, we can see that most people likes famous brands better than others such as Levi’s, Gap, and Tommy.

**Where to Shop**

From this chart, we can see that most people love to go to a bigger store more often. In Calgary, it will be Market Mall.

**Cost**

This chart tells us how much does a pair of jeans usually cost. And what price can we take.

From all of the information above, we know that kids like us like to wear jeans. And we usually have a lot of them. And we love famous brands and shop at a bigger store. Hey, jeans are good looking, you will be cool once you wear it on you. Try it, I won’t lie.
Contact assignment: Presentations

- Students can use their posters/graphic organizers as a **scaffold** for making a short presentation to the class. They can jazz these up with realia, models, etc.
Extending contact assignments:

• Transform these into additional readings, a piece of academic writing, further listening tasks on YouTube
Allow for formative, classroom based assessment. You can develop rubrics for presentations and ask students to reflect on their growing oral language proficiency with the help of checklists.

Benchmarks are available at various sites:

Alberta Education (2010).
http://www.learnalberta.ca/content/eslapb/documents/Grades%2010-12%20Tracking%20Sheets.pdf

Speaking exemplars for high school ELLs:
http://www.learnalberta.ca/content/eslapb/video.html#17
Students’ insights: I knew I was improving when ... 

• ‘I could tell I was getting better, when I could gradually follow more and more of the evening news and reruns of programs on TV’. (interview, David, July 8, 2004)

• ‘I could get involved in more conversations. I could participate more, and I felt much better then.’ (interview, Cosette, June 28, 2004)
Some resources and references