

## Background:

This set of materials is based on an audio recording that Sandy Millin recorded using Audioboo. The topic of this recording is “*Moving Somewhere New*” and in it, Sandy talks about her experience of moving to Sevastopol in the Ukraine, on-going at the time of recording. You can find a link to the recording (as well as an interesting blog post about how it has been used by a colleague of hers) here:

<http://sandymillin.wordpress.com/2013/10/16/moving-to-a-new-country-sevastopol/>

I have combined three approaches: the *Text-Driven Approach* developed by Brian Tomlinson, the *Metacognitive Approach* developed by Larry Vandergrift and Christine Goh, and the *Task-Based Approach*, of which Rod Ellis and Jane and Dave Willis are both well-known proponents:

Learners are encouraged to engage with the listening text both affectively and cognitively, through personalisation, visualisation, meaningful response to the text and finally text reconstruction. This provides input and preparation for the task, which involves learners in collaboratively creating an information leaflet.

## Procedure:

### *Discussion*

1. Focus learners on the mini dialogue and encourage them to guess what “she has itchy feet” means. (**Answer:** she doesn't like to stay in one place for too long, she enjoys travelling and going to new places.)
2. Put learners in groups and give them a few minutes to discuss the places they have visited and the best/worst elements of these.
3. Ask grouped learners to consider the difference between travelling somewhere on holiday and moving there to work. (**Possible answers:** you have to find somewhere to live; get used to new ways of doing things; overcome language difficulties; get used to different foods in the supermarkets; possibly get used to a different currency. You have to do all this while settling in to a new job/educational institution. You may be alone. Anything else the learners can think of.)
4. Learners should brainstorm advantages and disadvantages of living in a foreign country, to complete the table on their handout. Once groups have finished this activity, you could do a brief whole-class feedback phase, to enable the whole class to pool their ideas.

### *Listening*

1.
  - a. Use the powerpoint quiz to introduce Sevastopol and Sandy to the learners. Then ask the learners to listen to the recording and to imagine that they are Sandy, experiencing all the things that she describes. How would they feel? Why? Give them a minute after the recording finishes, to imagine this. Then let them discuss their thoughts with a partner.

After this, you may like to play the recording again, if you think learners would benefit from this (it should



be apparent from their discussions how much they have understood between them). Let them discuss again in pairs. You could then do a whole class feedback phase here, to let learners share their response to the text.

- b. Put learners into different pairs and let them do the role play between Sandy and a family member at home. You could then let some pairs perform their role play for the whole class to watch.

2.

- a. Now learners should work together to brainstorm any language (key words and phrases) that they can remember from the recording.

- b. After they have attempted this, play the recording again so that they can check the language already noted and add to it. This will form the base of their reconstruction. Emphasise that this is not a dictation: they should only write down key language, not attempt to transcribe the recording.

- c. Ask groups to use their key words and phrases to reconstruct the listening text. They should not try to reproduce it word for word but they should aim to make the meaning as close as possible to the original text. This will require collaboration.

- d. Nominate a board writer. Ask groups to share their reconstructions and agree on what should be written up on the board. If you feel this is too time-consuming, stop it early and regroup learners to briefly compare their reconstructions directly.

- e. Learners should compare the boarded reconstruction and/or their own reconstruction with the transcript of the recording. Prompt them to look for lexical as well as grammatical differences and to circle them. If there are portions where they have reconstructed the meaning inaccurately, ask them guiding questions to help them pinpoint why they had difficulties. For example:

- i. Could you hear what the sounds were?
- ii. Could you separate the sounds into words?
- iii. Could you hear the words? Were you able to remember the meaning quickly enough?
- iv. Have you seen or heard this word before?
- v. Did you hear and understand the words? Did you understand the meaning of that part of the sentence?
- vi. Which of the words or phrases gave you most problems in understanding the overall meaning?

*(Questions adapted from Vandergrift and Goh, 2012)*

3.

- a. Put learners into new groups. Give them time to brainstorm the questions they would have if they were going to move somewhere new to work. You could write the following words in a cloud on the board (or prepare a Wordle in advance if you prefer) to help them: *paperwork, accommodation, food, clothes, customs, local entertainment, shopping, culture, history, geography, weather.*



When learners have finished brainstorming their questions, do a whole class feedback stage, so that learners can pool ideas. Encourage them to note down any questions that classmates have thought of that are not on their own group's list.

- b. Before learners move on to activity b, ask them to look at their lists and to think about which questions are the most important. A leaflet can only contain a limited amount of information, so they need to be selective in what they decide to include. This will require negotiation.

You could at this point elicit the main generic features of a leaflet (title, sub-headings, question-and-answer format, short paragraphs; images) and ask learners to think about what register/tone of writing would be appropriate for their particular leaflet, for Sandy. (Friendly and informal, use of "you" etc.) so that learners could move onto activity c as they are ready, or you could wait until after they have completed activity b and bring them back together to discuss the features and register/tone before asking them to create their leaflet.

- c. Learners create their leaflet. Depending on your facilities, this could be done on computers/tablets or on paper (tell them in this case they will just have to post it to Sandy rather than email it!). When learners have finished, you could incorporate some peer editing.

If you have trained them to work with an error correction code, you could let them swap pieces of work and look for any errors they can find. If you do this on computers, you could have them highlight the errors and put the correction code in brackets after it. If you do this using paper and pen, then you may want to ask them to use a separate piece of paper and write down the following for each error they identify: *line number, error, correction code in brackets after the error.*

Once work has been returned to its producers, the learners can make corrections (or ask you if they disagree/aren't sure of what has been identified) and then submit the work to you for further feedback.

### **Aims:**

- Respond cognitively and affectively to a listening text.
- Listen for gist/meaning.
- Listen for meaning and detail.
- Pinpoint difficulties experienced in doing this.
- Review generic features of an information leaflet.
- Produce an information leaflet.
- Use English extensively to discuss, share responses, collaborate, negotiate and create.

### **References:**

Vandergrift, L. and Goh, C. (2012) *Teaching and learning second language listening: Metacognition in Action*. Routledge. Oxon.

Sandy Millin's blogpost and audio recording: <http://sandymillin.wordpress.com/2013/10/16/moving-to-a-new-country-sevastopol/> (last accessed: 19/10/2013)

