

Section C: Listening

Time: Approx. 2hrs worth of material.

Purpose: To help learners develop their metacognitive awareness and take more control over their listening processes/strategies. To help learners improve their ability to listen for meaning and detail. To provide opportunities for personal response to the text and noticing selected features of it.

Preparation: Familiarise yourself with Laila's story and the relevant language/pronunciation features.

Transcript of Recording

One of my earliest memories of school and learning was, I was between four to five years of age and er I was at a convent in Sargodha, in Pakistan. And er, I'd just been in school, I was in the kindergarten class, the nursery class as they used to call it, I'd been in the school about five months. I don't have any older brothers or sisters, so I was the first one. And er I had to go to the toilet and so I asked my teacher if I could go and er so she said yes and the toilets were right at the other end of the building from where the nursery was. So I had to walk through a verandah um to get there. And it was a hot afternoon, I still remember the heat of the sun...you know that blinding sunlight that you don't really see here [yeah] in the UK. Just walking to the toilet, went to the toilet, was walking back through the corridor and of course you know being so little and you know at the school..I forgot where my class was. So I walked in to the door of a classroom which I thought was my class, Walked in and the first thing I saw was the board and I saw some sums on it, that the teacher had put up, it was chalk, white chalk on black board, long time ago. And I was terrified because I thought, "I don't know these sums, I don't know how to do them" And then I turned my head and I saw..because I just stepped in the door and the door was always near the blackboard and the teacher's desk. The teacher wasn't in the class. Just looked the other way and saw the children, and realised it wasn't my classroom, There was row upon row of desks and not a familiar face. I was so scared I was completely frozen to the spot, couldn't even move, I couldn't say anything. Feeling completely terrified. And er, then the teacher came in. And she could probably see my terror and my fear. [and what did she say?] She didn't actually say anything, or at least I don't remember her saying anything, I mean this was a long time ago. What I do remember is that.. she took me by the hand and you know took me up to her desk, and on the corner, it was a wooden battered desk, and on the corner was an old tobacco tin with wooden pegs in it, I still remember the different colours but they were mostly blue actually, a blue, that dark blue of that folder. I still remember the desk, sort of I could barely see the pegs because I was so little I had to stand up on tiptoe to see the tin. And er with the help of those pegs, she helped me.. I don't remember her voice I just remember... what I do remember vividly is her sari, this was east pakistan, now Bangladesh I still remember her sari and her tummy because that's how tall I was and tummies in saris were always sort of very mum things for us. Because my mum wore a sari. Anyway she took me by the hand, with the help of those pegs, I don't know how, somehow she made me feel that I could solve those sums and then she asked one of the children to then escort me back to my nursery classroom

..and I had completely forgotten about this until a few years ago when I started my PHD and I realised that what the teacher taught me was not the sums but this thing about making sure that nobody leaves feeling a failure. [mm] You know, that everybody feels that they can do something. [yeah] And I suppose as a teacher, without me consciously realising it, this has, you know this has really kind of made me who I am.

1. Prepare to Listen. Background:

This sequence prepares learners to listen to the audio text.

- It draws on Vandergrift and Goh's theory of metacognition. The pedagogical approaches associated with this theory are used throughout this course book.
- The basic premise of the theory is that learners will be more successful at listening, as well as more able to become more autonomous listeners, if they are aware of the listening processes they use and the strategies available to them.
- Lessons built on this theory often aim to raise learners' awareness of processes/strategies, developing their ability to plan, monitor and evaluate their listening. (*For further information about this theory, go to page ii-iv.*)
- This sequence devolves more responsibility to the learners. In unit 1, the processes were teacher-centred, to provide maximum scaffolding. Here, the processes are largely pair work based. If learners are struggling, however, you may want to bring the group together and provide extra scaffolding.
- Eventually, in later units, learners will be planning, monitoring and evaluating their listening processes and strategies independently.

1. Prepare to Listen. Procedure:

- For **question a**, ask the learners to note down, in column 1, any words/ideas that they anticipate hearing in Laila's story. Remind them that they know the context of the story - school - and that they should use this information to help them make their predictions.
- Pair up the learners for **question b**, ask them to share their answers, and note down those agreed on in column 2. Monitor the learners while they do this. If you feel they need extra support at this stage, an optional whole-class phase can be inserted here. In this case, as with unit 1, gather words/phrases/ideas from the whole class and record them on the board.
- For **question c**, let learners discuss it and then guide them towards understanding that this activity is a strategy to help them listen more successfully through anticipating what they will hear.

2. Listen for meaning. Background:

This section consists of a sequence that encourages learners to listen for meaning and main ideas. Thus, it draws on use of:

- visualisation (**a**)
- multidimensional representation (**b**)
- and development of predictions (**c,d**)

while prompting learners to monitor the success or otherwise of their listening processes and strategies. Working with a partner provides support. You may wish to insert whole class phases to scaffold the learners if they are struggling too much.

The final question ensures learners have grasped the meaning of the text, by requiring them to paraphrase the meaning and transpose it into the third person from the first person narrative. It is an authentic way of checking meaning, as it is common in real life to repeat stories one is told to other interested parties.

2. Listen for meaning. Procedure:

- For **question a**, ask learners to close their eyes, listen to the story and imagine that they are Laila. Ask them to visualise what is happening and how it makes them feel. Explain to the learners that they should stay quiet when the recording finishes, and hold their thoughts and feelings in mind. Play the recording.
- When the recording has finished, ask learners to draw a picture representing what they heard or, if they prefer, to simply picture this mentally. For some learners, drawing will be helpful, for others it will not. So, choice is important in order to cater for these different needs. Explain that the drawings do not have to be great works of art. Allow them to decide what will be helpful for them.
- For **question b**, when learners have completed their drawings, ask them to show their drawing, or describe their mental picture, to a partner. This will push them to articulate their interpretation process, which will increase their own awareness of it.
- Once learners have finished discussing their drawings/mental images, for **question c**, draw their attention back to their table of anticipated words/phrases/ideas and ask them to tick any words/phrases/ideas that they think they heard in the listening text.
- Ask learners to compare their ticks with their partner. If there is any disagreement, ask them to put a star next to the words/ideas/phrases that are causing it and to take it in turns to explain their reasoning. This is to prepare them to listen again and resolve the disagreement.
- Play the recording again.
- For **question d**, ask learners to look again at their table and see if they can resolve any of the starred words/phrases/ideas. Then let them compare their table with a partner again.

If there are still disagreements, ask the pairs to explain the disagreement to the whole class and see if it can be resolved this way. Following this discussion phase, play the recording again for learners to listen in the light of the discussion. If there is still no resolution, read them the lines which contain the answer and draw their attention to it. This sequence is flexible, depending on the needs of the learners. Increase the level of scaffolding if needed, but otherwise place more responsibility with them.

- For **question e**, ask learners to make a note in column C of any words/phrases/ideas that they heard in the recording but hadn't predicted. Once finished, allow them to compare their notes with a partner. For any disputes follow the same process of resolution as for **question d**.
- Finally, for **question f** ask the learners to work with a partner and take it in turns to tell the story of what happened to Laila, as though Laila were a friend's daughter or a young relation. Encourage them to get into role - so that the speaker is expressive and the listener is interested.
- Monitor while they do this. If there are any inaccuracies of meaning, note them down. You can come back to them in the next section during the whole class phase of the text reconstruction.

3. Listening for meaning and details. Background:

This sequence requires learners to listen for meaning and detail, in order to reconstruct the listening text as best they can.

- This will be quite challenging due to the length of the text, but it is conceptually straight forward and collaboration at group and whole class level is built in. As the learners do not work individually within this process, they should not feel isolated or intimidated by the challenge.
- If you feel this sequence is too difficult for the learners, you can decrease the challenge level by having learners focus in on a smaller portion of the text rather than the whole thing.
- Subsequent comparison between the learners' reconstruction and the transcript provides a rich opportunity for noticing differences between the two.
- Analysis of problems aims to develop learners' awareness of what aspects of listening they struggle with and why.
- The final listening allows learners to listen to the text with the support of the learning and awareness generated by the sequence of activities as well as the transcript, while the final question prompts learners to underline any elements that they still find difficult to hear. As the course progresses, they will be able to note developments in what they find difficult.

3. Listening for meaning and details. Procedure.

- For [question 1a](#), put learners in groups. Draw their attention back to their table. They will use this table to reconstruct the audio text. Tell them that their sentences do not have to be identical to the text - it is not a dictation - but ask them to try and make the meaning as similar as possible to the original.
- Monitor discreetly and if a group is struggling, prompt them with some scaffolding questions. e.g. "Did the teacher come into the room before or after Laila went in by mistake?"
- When you judge that the learners have done as much as they can in their groups, bring the class back together to share their reconstructions, for [question b](#). Build up a class reconstruction on the whiteboard. Ask the learners to make any adjustments they wish to their group's version.
- Once the reconstruction is as complete as the class can make it, distribute the transcripts required for [question c](#) and give the learners time to compare the reconstruction with it. Ask the learners to discuss any similarities and differences that they notice.
- Next, draw the learners' attention to [question 2a](#). Ask them what problems they had understanding and get them to circle all the words/phrases that caused them problems. Now they are going to analyse these problems by using the list of options provided (*adapted from Vandergrift and Goh 2012*), to diagnose each one. Monitor and support the learners as necessary.
- [Question 2b](#) reminds learners that those difficulties which interfere with meaning are the most important: it is normal not to understand everything, it is when this interferes with global meaning comprehension that it becomes problematic. Ask the learners to take a few minutes to think about the question and then share their thoughts with a partner.

- **Question c.** helps learners differentiate between problems of unknown vocabulary and problems of word-sound matching. They are prompted to make this connection by the need to give a reason. Ask learners to think about the question and discuss it with a partner. Bring the class together and ensure all pairs have made the connection. Use guiding questions to help them if collectively they have been unable to do so on their own.
- Finally, **question d** asks learners to underline any parts of the text that they are still unable to segment lexically, also giving them a chance to listen to the recording, after having worked on it, with the support of the transcript. Play the recording and ask learners to underline any parts of the transcript that they do not hear clearly. Check for any unclear parts and draw out any relevant features of connected speech.

4. Respond. Background.

In this sequence, learners have the opportunity to respond to the text. The extract of the audio text to which they respond is taken from near the end, where Laila reconnects her experience to the present time frame and explains how it affected her.

- Learners are invited to remember school experiences of their own and consider how these affected them.
- They are then asked to look back at their answers to **Speaking 2.c**, in which they described what education means to them and what the most important thing they learnt at school was, and say whether the experiences they have described influenced their answers or not. (This emphasises the link between background, personal experiences and current beliefs/opinions, an awareness of which is a crucial element of intercultural competence. Without this awareness, learners will not be able to recognise how their own speech and behaviour is affected by their background and will therefore have less control over adapting it to any cross-cultural encounters they might have.)
- Finally, learners speak about other life experiences that have influenced the way they are today, extending the scope for discussion.

4. Respond. Procedure.

- **Question a:** ask learners to read the extract from the listening text. Give them a few minutes to think about school experiences that have affected who they are today. Ask them to describe these to a partner.
- **Question b:** encourage them to remember their responses to **Speaking 2.c**. (*What is the most important thing you learnt while at school? What does education mean to you?*) and reflect on the extent to which their response to these questions was affected by the experiences described in **question a**.
- **Question c:** ask the learners to discuss the questions in pairs and then groups.
- Monitor discreetly. Their views may reveal their expectations with regards to teachers, something that varies massively from person to person and culture to culture. If there are a lot of contrasting views, a whole class phase may be included here. Nudge learners towards reaching a consensus regarding the three most important traits of a teacher: this will stimulate meaningful language use, as learners will need to justify their arguments and persuade others of their validity in order to make the top 3.
- **Question d:** Let learners discuss their answers in pairs or small groups.

4. Reflect. Background information:

This sequence encourages learners to evaluate the effectiveness of the processes and strategies they have just used to listen to Laila's story.

- By asking learners to reflect on how useful the processes/strategies were and in what ways they were or weren't useful, the questions help learners to develop their awareness of the matches and mismatches between processes/strategies and listening text.
- Learners will then be able to use this knowledge to help them listen more effectively in future.
- Learners are asked to reflect alone and then discuss with a partner. If you feel learners need more scaffolding, an optional teacher-fronted stage can be inserted here. The aim is to gradually withdraw support so that eventually learners can manage this process independently.
- The final question allows the learners to express their views of the listening text. This is important as thinking about the reasons for their answers and justifying their answers will provide them and you with greater insight into their feelings about listening. According to Vandergrift and Goh's (2012) theory, this forms part of person knowledge, as distinct from task and strategy knowledge and is very important.

(For more information about this theory, please turn to pages ii-iv.)

4. Reflect. Procedure.

- Ask learners to reflect quietly on the questions. Give them a few minutes so that they have time to get beyond superficial reflection.
- Put the learners in pairs. Ask them to share their answers to each of the questions and to try and find out as much as possible about their partner's answers. (Justifying their answers will encourage greater depth of processing of their reflections.)

7. Language 2. Features of spoken narrative. Background.

Language 2 aims to raise learners' awareness of some features of spoken narrative: discourse markers, use of the verb "remember", which is common in storytelling, and structure.

- The first question asks them to notice the use of "you know" as a discourse marker. It is likely that they will have heard this discourse marker used in most casual interaction with native speakers that they experience outside of the classroom. To turn input into intake, however, according to SLA theorists such as Schmidt, noticing is required. The learners' attention is therefore drawn to the uses of the verb "remember" in the input. Jane Willis explains that by creating a concordance of the occurrences, learners are placed in the role of researchers, isolating a particular linguistic feature or pattern, in this case the verb "remember", and studying it in detail. *(For more information about concordancing, please see page ii.)*
- Question b scaffolds this process by prompting learners to carry out operations on the concordance they have created, with an initial focus on meaning followed by a focus on form. This should help learners to engage with the regularities that the concordance reveals.

- Question c builds on question b, by focusing learners on the adverbs present in the concordance, raising their awareness of verb-adverb collocation and adverb position within the sentences, by encouraging them to test their hypotheses.
- The final two questions draw learners' attention to features of the structure of spoken narrative. This will be developed in the speaking skills section. It is important to note that this sequence comes after those which encourage engagement with meaning. This is because it has been found that learners struggle to concentrate on meaning and form simultaneously and studies also show that they notice meaning before form.

Notes:

Storytelling is said by some theorists, for example Suzanne Egghins and Diana Slade, to be one of the most common features of casual conversation. Done successfully, it requires use of a range of linguistic and paralinguistic features, such as particular structural chunks, dramatic language and gesture. Becoming familiar with how this genre is realised in the target language will be empowering for learners as it will help them become better able to express themselves, respond effectively when others express themselves, and so develop a genuine L2 identity.

7. Language 2. Procedure.

- For **question a**, learners should underline all the instances of "you know" that they can find in the transcript. (There are 8 altogether). Tell the learners to discuss their ideas regarding function of the phrase. It functions as a discourse marker. It also ensures that the listener is following, by eliciting some sign of affirmation such as nodding or making a sound e.g. "mmhmm" or "yeah". It is a very common feature of interactive discourse.
- For **question b**, you may want to model the process with the learners, by locating an extra example in the input and adding it to the example set provided for the learners in the question. Once you have set the learners off on the task, monitor and ensure they have understood what to do. Check that learners' concordances are correct before they start on the **focus on meaning** and **focus on form** elements.
- Encourage discussion, in pairs or in groups, as collaboration is beneficial in noticing tasks. You may want to round each of the **focus on meaning** and **focus on form** elements off with a whole class feedback phase to confirm that all members of the class have been successful and provide any extra support necessary.

The finished concordance should look like this:

I still remember the heat of the sun...
or at least I don't remember her saying anything
What I do remember is that.. she took me by the hand
I still remember the different colours
I still remember the desk
I don't remember her voice
I just remember...
what I do remember vividly is her sari
I still remember her sari

Once the learners have marked it up according to the prompt questions, it should look like this:

I still remember the heat of the sun + (noun phrase)
or at least I don't remember her saying anything - (somebody doing something)
What I do remember is that.. she took me by the hand +* (somebody doing something)
I still remember the different colours + (noun phrase)
I still remember the desk + (noun)
I don't remember her voice - (noun)
I just remember... +
what I do remember vividly is her sari +* (adverb)
I still remember her sari + (noun)

- **Question b (continued)** For the two marked with a *, learners should notice that they begin with a question word (what) but an affirmative word order. They are not questions but affirmations of what is remembered in contrast to what is not remembered. As the concordance made in order of appearance in the input shows, this affirmation follows a negative reference to remembering i.e. "or at least I don't remember her saying anything" and "I don't remember her voice", creating the contrast. The verb "remember" is very commonly used in recount personal experience narratives.
- **Question c** builds on the previous question by focussing the learners on the adverbs present in the concordance, asking them to notice patterns of use with "remember" and raising awareness of adverb-verb collocation with "remember". Ask learners to circle the adverbs in their concordance. Enhancing the input like this will encourage them to notice the position of these adverbs. **Just** and **still** come before the verb, while **vividly** follows the verb. Next, learners must look at the box of adverbs beneath the question and cross out all those which do not collocate with remember. This exercise requires them to test their hypotheses regarding which adverbs can be used with remember.

They should cross out: **highly**
deeply
nearly
bitterly
almost

The sentence which forms the basis of a discussion regarding the position of adverbs should look like this:

I (**vaguely/scarcely/hardly/barely/distinctly**) remember her sari (**distinctly**).

Adverbs which indicate a very clear memory: **distinctly**

Adverbs which indicate an unclear memory: **vaguely/scarcely/hardly/barely**

Give learners time to discuss each element of **question c**. Why not monitor discreetly - you will then be able to judge whether a whole class plenary would be appropriate once learners have finished.

- **Question d** expands the focus from "remember" to encompass nouns, adjectives and other verbs related to remembering. Ensure learners realise that this includes negative verbs as well, not just affirmative ones.

They might underline:

One of my earliest memories
I forgot where my class was
and I had completely forgotten about this
until then I had completely forgotten about this
this memory of mine.

Prompt them to notice that the second one occurred in the story timeframe, while the others all occur in the current time frame and therefore frame the story/memory. (E.g. Which of these happens from the perspective of little girl Laila? Which of these happen from the perspective of Laila the grown up? Are these part of the story? [no] What do they do? [Frame it, link it to the current time frame])

- **Question e** draws learners' attention again to the phrases "one of my earliest memories of [school and learning] is.." and "I had completely forgotten this until..", to emphasise their structural function. The learners are not required to do anything with these phrases yet but they will meet these again, together with others, in the speaking skills section of the unit.

Section D: Pronunciation

Time: Approx. 20 minutes worth of material.

Purpose: To draw learners attention to the effect of sentence stress on meaning, using previously encountered language forms.

Preparation: Familiarise yourself with the way in which contrastive stress operates.

Pronunciation - Contrastive stress. Background:

This sequence builds on [Language 2](#) by maintaining the focus on the use of the verb "remember" but this time considering the effect of pronunciation on meaning.

- In [Language 2](#), learners were guided to notice the form of the two sentences which indicate contrast (i.e. What I do remember is that she took me by the hand; what I do remember vividly is her sari).
- In this sequence, learners will listen and mark the stressed word in each sentence. Learner familiarity with stress will depend entirely on previous learning experience and whether or not previous teachers used stress symbols regularly or did any word/sentence stress drilling.
- In terms of using English as an International language, theorists such as Jennifer Jenkins suggest that sentence stress isn't very important for intelligibility, as other strategies come into place to ensure mutual understanding. However, as these learners are in an English-speaking environment, awareness of sentence stress and the impact it can have on meaning is useful for any encounters with native speakers that the learners have. In other units, you will see that a mixture of Englishes are used.

Pronunciation - Contrastive stress. Procedure

- For **question a**, use another sentence from the extract to model the activity on the board for the learners. This will enable you to check that they understand what is required of them. If you judge it necessary, you could also do the first sentence together - play it and elicit the location of the stress. The learners should then be able to have a go at doing the remaining three. Play the recording, pausing after each sentence to give the learners time to process what they have heard. Once learners have completed the activity, ask them to compare their answers while you go round and monitor. If there are any disagreements, play the recording again and then add a whole class feedback phase.

Answers: i. remember

ii. do

iii. voice

iv. do

- For **question b**, learners should be able to make the connection between the pronunciation and the contrast that was indicated in **Language 2**. The stress on "do" highlights the contrast between remembered information and forgotten information.
- For **question c**, the stress is on "remember" and this explains that Laila is telling us she can't remember the teacher saying anything but implying the possibility that she had. If we move the stress to "saying", then this would tell us that Laila is implying the teacher did something else other than speak.
- For **question d**, the stress is on "voice" and this placement indicates that it is the voice which is not remembered, in contrast to other things which are, and which Laila goes on to describe. If we move the stress to "her", then the indication would be that Laila remembers somebody else's voice. If we move the stress to "don't", then the indication would be that somebody had suggested that she did remember it, and she was disagreeing with them.
- In **question e**, learners are given the opportunity to experiment with different pronunciation patterns, both receptively and productively. Model an example with the whole class before pairing them up and asking them to do the activity. Monitor while they carry out the activity, providing extra support where necessary.

Notes:

Pronunciation is not just limited to production, it plays an equally important role in recognition. Experimentation with production, combined with awareness-raising activities, can help learners become better able to cope with the stream of speech that faces them whenever they hear somebody talking in English.

Regardless of what variety of pronunciation learners wish to approximate, activities like this are of value for learners in helping them to make sense of the input they will meet in the L2 speech community outside of the classroom.