

FESTIVAL DELLE LINGUE ROVERETO

PIANO
TRENTINO
TRILINGUE

8 9 10
MARZO
2018

150 WORKSHOP
80 ENTI PARTECIPANTI



Spotlight on Reading and Listening

Margaret Fowler

Typical stages of a reading activity

- Pre-reading task
- Reading for gist
- Reading for specific information
- Reading for more detail
- Deducing the meaning of unknown words
- Post reading task if appropriate

Pre-reading: Prediction tasks

- What do you know? What do you want to know?
- Here are some pictures. What do you think the text is going to be about?
- Here are some words from the text. What do you think it's about?
- Put these pictures in order. Reading the story and check if you were right
- World experience: Have you ever ? What do you think about this subject? Do you like ...?

Reading for gist - skimming

- Match the titles to each paragraph of the text
- Match the summaries to each paragraph of the text
- Match the pictures to each paragraph of the text
- Matching people's preferences to a holiday/book/job etc ...
- Putting the paragraphs in order
- What's the text about?

Tasks for reading for specific information- scanning

- Completing a table/diagram
- True / False – Yes/No questions
- Open-ended questions
- Gap-filling – prices, dates etc
- Multiple choice questions

Guessing the meaning of unknown words

- Find a word in the text which means
- Find a word which means the opposite of ...
- Find a word in the text with the same pronunciation as ...?
- Make a list of all the words in the text used to describe personality ... Think of three more to add .

Intensive v Extensive reading

INTENSIVE

- «Accuracy» in reading
- Usually takes place in the classroom -Teacher led
- Shorter texts
- Slower, repetitive reading
- Focuses on comprehension of gist, specific information, new vocabulary, structure

EXTENSIVE

- «Fluency» in reading
- Takes place outside the classroom without teacher.
- Longer texts (books, stories, articles)
- Fast, unrepetitive Comprehension
- Questions are more general and focus on the story, characters

Academic reading

- Information retrieval
- Need to guide reading to create visual organisers for later reference instead of underlining!
- Classification, tables, flow charts
- Mind maps
- Distinguishing facts and opinions
- Visual organisers as scaffolding for other activities

Using news articles and magazines in class -

- Using headlines for prediction activities
- Integrate with listening to the news
- Design comprehension questions with the purpose of the text in mind. I.e. Reading for specific information, gist, detail, opinion, etc

Extensive reading

- Need to encourage enjoyment of reading for its own sake and help students take more responsibility for their own learning
- Gives further exposure to language already met orally, but also acquisition of new language
- Information retrieval skills practice, cross-curricular
- Dealing with the unknown
- A window on the world

The value of graded readers for extensive reading

- Give students practice in reading for pleasure
- Give practice in understanding structures and vocabulary they already know but also
- Provide an opportunity to learn new vocabulary
- Encourage autonomy in learning
- Improve reading speed if used with audio

Using the audio with graded readers

- Improves reading speed
- Prevents readers getting blocked on unknown words
- Can be used afterwards without the written text to improve aural comprehension

Graded readers

- Choosing the level , above and below to allow for mixed ability classes A2- B1- B2
- Digital books? Traditional books? Creating a library? – each student chooses a book and puts a label inside eg. *This book was chosen by Massimo Brambilla, a pupil at this school from 2015 to 2018*
- Reading one book as a class
- Holiday reading,
- Students choose their own books individually and keep a record, reading clubs, groups,

Pre-reading activities using graded readers to motivate students

- Using the cover or the blurb to predict content
- Using the illustrations, favourite?, find a picture which ..., guess what's in the picture
- Using chapter headings - put them in sequence
- Extract significant sentences from the story. What's it about?
- What do you know about the story? 3 things ...
What do you want to find out?

Other activities using simplified readers: Jigsaw reading activity

- While reading
- Post reading

- Choose one activity to do soon

Other activities using simplified readers:

- Hot seating – role play
- Word box
- Dramatisation – mini scripts
- Character building: Imagine the person was alive today. Preferences for food /drink, music, clothes, house and furniture, sports, hobbies, transport)
- Posters for a film version, design a new cover
- Extracts – put in order and retell the story
- Quizzes
- Keeping cards in the books with comments from each reader

Precious opportunity to learn new words

Using new words actively – 7 times???

Keeping a record of new words

Let students decide how: Chronological, alphabetical, topic based, grammatically based, mind maps, tables,

- Encourage enjoyment of reading

Dyslexia

- Recognising words, use audio
- Give practice in identifying words that look similar
- Background colour, font, size , e-books
- Exam special arrangements

Set texts for First for schools

Cambridge First for schools from 2018

Treasure Island Robert Louis Stevenson

Graded reader OUP Stage 4

Or the film version!!

Proficiency 2018

- *Brooklyn Colm Toibin*
- *The Light between Oceans ML Stedman*

Set text questions for First for schools

- Articles, essays, letters, reports, reviews
- Assessment is based on control of language in the given context eg report, review
- Preparation: Discuss the characters, plot, film version
- Consider the effectiveness of the opening and ending
- Importance of key scenes and events
- Emotions evoked in the reader
- Be able to describe and compare characters, events use language of explanation and opinion

Why do Italian students find Listening difficult?

- Italian speakers not used to hearing English spoken on an everyday basis
- No visual support eg. body language
- Feeling of insecurity because students cannot control the recording, volume
- Speed of delivery, only heard twice
- Regional accents, humour
- Often eavesdropping on a conversation – not natural
- Not enough practice and guidance beforehand

CEFR descriptors for Listening

C2	Has no difficulty in understanding any kind of spoken language , whether live or broadcast, delivered at fast native speed ...
C1	Can recognise a wide range of idiomatic expressions and colloquialisms , appreciating register shifts. Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly ...
B2	Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect ... Can follow extended speech and complex lines of argument ...
B1	Can understand straightforward factual information about common everyday or job-related topics , identifying both general messages and specific details ... Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. ...
A2	Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information , shopping, local geography, employment) provided speech is clearly and slowly articulated.
A1	Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.

Each question tests different listening subskills

- Listening for gist
- Listening for specific information
- Listening for attitude and opinion
- Listening for detail

Exam technique

- Read the instructions carefully.
- Scan the questions in the pauses.
- Focus on each question whilst listening.
- Try to answer without worrying about options.
- Use second listening to confirm answer.

Teaching students to listen effectively

- Helping students develop listening sub-skills with as much material as possible including exam practice tests.

Doing listening activities in the classroom

- Teachers sets the context
- Prediction activities in pairs
- Listen to the CD and write answers
- Compare answers in pairs
- Listen again to check
- Listen again if necessary
- Answers and feedback

Predicting what they are going to hear

- Train students in prediction
- Elicit possible vocabulary they will hear
- Practise pronouncing it first
- Matching it to pictures

Making use of the tapescripts afterwards

- Students create their own dialogues using the vocabulary from the other pictures
- Read them to other pairs of students and they have to guess which picture
- Good practice for Reading Part 2 and 3

Implications for the classroom – Minimal pair practice

A or B ?

A

B

• 50 15

• 40 14

• 30 13

• 60 16

• 70 17

• 80 18

• 90 19

Part 2: Matching people to objects, often presents, places, school subjects

- Recognising functional language
- Likes, dislikes
- Suggestions
- Recognising cues eg
- He usually butinstead
- Practise sentences using the prompts in the task

Part 4 and 5 : Listening for specific information

- Note-taking
- Encourage students to predict the type of answers
- Spelling and numbers important – often y,j,k,w,z!
- Practising question forms afterwards in preparation for speaking test
- Invent their own information and fill in the forms

It's quite cheap.	It's not too expensive.
It's a bit expensive.	It's rather expensive.
This area is a good place to eat out.	You can find some good restaurants in this area.
It's difficult to find somewhere to eat out here.	There are not many good restaurants in this area.
Being a teacher is not an easy job.	Teaching is a difficult profession.
I live right in the centre.	My flat is very central.
It's a long way from the centre.	My house is far from the city centre.
I usually travel by bicycle.	I cycle most of the time.

Part 2 Exam tips

- Make maximum use of the instructions for setting and topic (TV programmes?)
- Listen for discourse markers indicating a change of subject
- Practice in recognising synonyms
- Ignore redundant information
- Don't waste time worrying about unknown words

Recommendations

- Dictate numbers to each other and write them down
- Practise spelling to each other
- Practise predicting what kind of word to listen for
- eg. length of stay = time = weeks? Days?
pocket money will be a number, prepositions

Number practice in pairs

- **How do you say these numbers?**

- | | | | |
|------------|---------------|----------|------------|
| • a | 508 metres | b | 21,129,222 |
| • c | £8.00 | d | SW1A 1AA |
| • e | 0870 999 0293 | f | 19.81% |

- What do they refer to? Work in pairs

Answers

- What's the postcode of Buckingham Palace?
 - What's the population of Australia?
 - How high is the tallest building in the world (the Taipei 101)?
 - What percentage of the world's population lives in China?
 - How much does it cost to drive your car in central London on a Wednesday afternoon?
 - What's the telephone number of Madame Tussauds in London?
-
- Create your own questions

- What time is it?
- What's the date today?
- How many people are in this room?
- What's your telephone number?
- How much does a bus ticket cost?
- What's the population of your/this country?

Information gap activities

1) The world's first underground was the London Underground opened in _____.

1) McDonald's restaurants serve food and drink to an amazing 43 million customers on a daily basis.

1) Tarantulas can live up to ___ years.

1) There are about 6,800 languages in the world.

1) The Leaning Tower of Pisa is _____ metres above the ground.

Information Gap activity A and B

1) The world's first underground was the London Underground opened in 1863.

1) McDonald's restaurants serve food and drink to an amazing _____ million customers on a daily basis.

1) Tarantulas can live up to 30 years.

1) There are about _____ languages in the world.

1) The Leaning Tower of Pisa is 58.36 metres above the ground.

Part 4: Listening skills for the exam

- focus on attitude and opinion
- read the six questions carefully
- listen out for key words/mention of topic
- remember that statements are always 'positive'
BUT phrasing on tape may be negative
- interpret tone and intonation
- confirm answers at second listening

Positive or negative?

amazed annoyed anxious ashamed
bored confident delighted depressed
disappointed
embarrassed excited glad happy
jealous keen pleased relaxed
sad surprised worried

- *Invent dialogues to express the feeling*

IMPORTANCE OF BUILDING CONFIDENCE

- Published materials for listening
- Practice tests v Listening practice activities for the classroom to develop subskills
- Listening for skills development often easier than the exam practice tests

Listening for pleasure

- What can learners listen to?

Suggestions for listening practice outside the classroom

- BBC Radio www.bbc.co.uk/radio4
- Learner websites eg Cambridge, British Council
- Films in English – choice of film is important
- British v American, clearly enunciated, less slang and swearing!
- Influence of internet on accents and pronunciation!

Websites for listening and reading practice

- www.cambridgeesol.org/teach/ielts/index.cfm
- www.ielts.org
- www.takeielts.org
- www.teachingenglish.org
- www.learnenglish.org.uk
- www.bbc.co.uk/worldservice/learningenglish