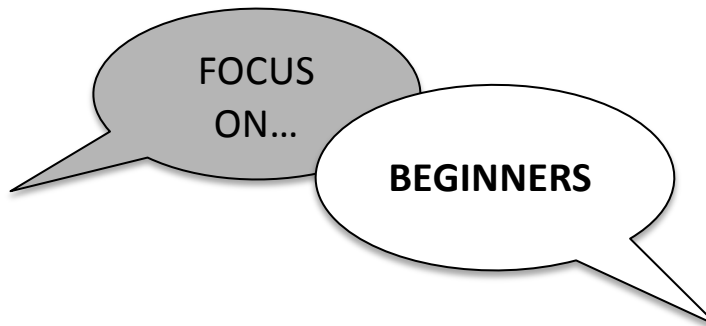


# ***Integrating Key Listening & Speaking Skills into every ESOL Lesson***



## **OUR GOALS:**

- Correlate listening and speaking tasks to learner-centered, level-appropriate lesson objectives and textbook materials;
- Select and adapt focused listening and speaking/listening practice templates for your own lessons.

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## THE ELEMENTS OF THE COMMUNICATIVE OBJECTIVE

• Context	• Communication task	• Language Skill Focus

### Which one is the communicative objective? Why?

- Learners will be able to name Palm Beach workplaces.
- Learners will be able to listen for statements using want to
- Learners will be able to state their employment goals to a job counselor.

### HOW ARE COMMUNICATIVE OBJECTIVES ASSESSED?

<b>Listening focus</b>	<i>Comprehension questions, Graphic organizer, Task or project based on the listening passage</i>
<b>Speaking focus</b>	<i>Observation, Rubric, Checklist</i>
<b>Listening/Speaking focus</b>	<i>Observation, Rubric, Checklist/Learning Log</i>
<b>Reading focus</b>	<i>Comprehension questions, Graphic Organizer, Task or Project based on reading</i>
<b>Writing</b>	<i>Teacher feedback, Peer feedback, Rubric, Editing,</i>

### SPEAKING AND LISTENING CHECKLIST

Learners in my class (or in my program)	Frequently	Sometimes	Rarely (if ever)
Speak at least as often as I do (teachers do) in class			
confirm their comprehension non-verbally as well as verbally			
work with their peers in pair and team tasks			
take on roles and responsibilities in their teams/groups			
listen to recorded listening passages or videos			
use note-taking tools or graphic organizers while listening			
collaborate on writing assignments			
develop simple role plays			
Interview and survey each other			
do targeted pronunciation practice following a speaking task			
practice discriminating between formal and informal register			
Practice soft skills language and behaviors			

## SPEAKING/LISTENING PRACTICE: ROUND ROBIN

### What is it?

An opportunity for learners in small groups to take turns speaking briefly about an image or prompt. (*Take turns saying things you see in the photo. How many workplaces can your group name?*)

### Why do it with beginning-level learners?

It provides a structured activity that allows all learners to speak-- at any one time 25% of the class is speaking—and allows the learners to demonstrate prior knowledge, learn from each other, and practice active listening skills.

### How does it work?

Groups of 3-6 learners look at the image or prompt on the screen/board (or pick a card from a deck of prompts) and take turns speaking briefly about the image or prompt. Learners listen closely to each other but do not comment on the responses. Depending on the time allotted for the activity, learners may have a single turn to speak for 15-30 seconds each or they may continue to take turns going around and around the group. Once time is called, the teacher identifies roles in the group (e.g. manager, recorder, editor, reporter) The group selects one idea that was said to report out to the whole class. The recorder writes the report, the editor checks it for accuracy, the manager ensures that the group stays on task and on time, and the reporter rehearses the report with the group and then, when time is called, reports out.

### Possible prompts

- *What are the best things about...*
- *What are the people doing in this picture?*
- *Where can you go to speak English?*

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## Peer Dictation

### What is it?

An opportunity for learners in pairs to say and listen for key words, phrases, statements or questions from the lesson. As learners dictate, they work on their comprehensibility. As learners listen, they need to practice focused clarification strategies. And of course, the resulting lists can be used for follow up activities such as asking and answering the dictated questions.

### Why do it with beginning-level learners?

It provides an opportunity for all learners to practice their pronunciation while also using their clarification strategies. Working in pairs increases the percent of learners speaking in the class from 1% to 50%.

### How does it work?

Pair learners and....

1. Relate the activity to learners' goals and the lesson topic. Model the activity by having learner A face the board and learner B face learner A. Write a sample word/sentence on the board and have A dictate it to B.
2. Encourage B to check his understanding by asking for specific words or spelling. Then have A and B switch places and have B dictate a new word/sentence to A.
3. Check learners' comprehension of the task and assign A/B roles.
4. Distribute the peer dictation worksheets and have learners fold their papers. Set a time limit and have A's dictate to their partners.
5. Call time. Set a new time limit and have B's dictate to A's.
6. Call time. Have A's and B's compare their papers.
7. Ask learners to thank their partners.

### Possible dictation content

- target vocabulary for the lesson
- questions related to the lesson topic
- lines from a dialog
- addresses, phone numbers

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### What's next?

- Have mid-level pairs work together to create new sentences based on the models from their worksheets.
- Have low-level learners write two or more sentences using the words from their worksheets.
- Have higher-level learners write a new paragraph based on the models on their worksheets.
- If the peer dictation is a series of questions, have partners interview each other with the questions.

## COOPERATIVE SKILLS THAT WORK ACROSS LEVELS

### GROUP COHESION SKILLS

- Encouraging
- Using First Names
- Praising
- Using Humor Appropriately
- Showing Appreciation
- Offering Assistance

### GROUP MANAGEMENT SKILLS

- Turn-taking
- Working with Time Limits
- Role Responsibility
- Noise Control
- Facilitating Participation
- Consensus Building

### COMMUNICATION SKILLS

- Active Listening
- Requesting Help
- Clarifying
- Asking for Clarification
- Paraphrasing
- Summarizing
- Requesting Information

## Do/Say Charts

*A Key  
to Learners' Success*



DO /SAY CHART TEMPLATE

WHEN YOU WANT TO _____	
YOU CAN....	
DO THIS	SAY THIS

Looking for more resources?

<http://communicate1cooperate1cope.pbworks.com>