

A Framework for Teaching Non-Participatory Listening of the Middle East Languages



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**Languages of the
Middle East LEARN
Workshop
May 24th, 2018**



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Current Practice?



Assumption

Comprehension is a product of listening.



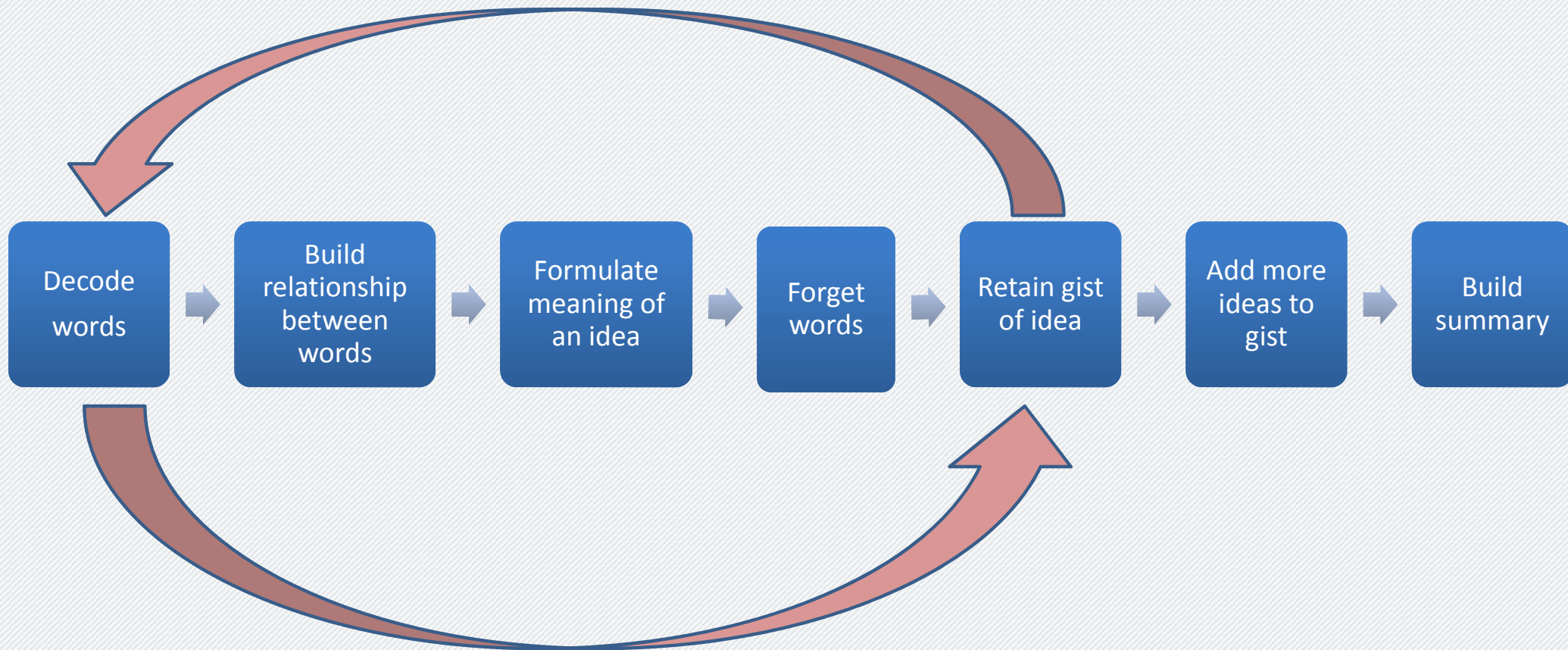
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New Assumption

Comprehension is a *process* for listening.



Comprehension Process





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Decoding Processes

Phoneme
Level

Syllable Level

Word Level

Syntax Level

Intonation
Group Level



Meaning-Building Processes

- Word meaning
- Syntactic meaning
- Intonation meaning
- Interpreting inferences (*emotional overtone, attitude, nuances*)
- Selecting information (*relevance/redundancy/incoherence*)
- Integrating information (consistency and building discourse)
- *Using prior contextual knowledge*
- *Using linguistic knowledge*



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Comprehension Process (cont'd)

Decoding Process

Meaning-Building Process



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Challenges

Linguistic

Paralinguistic

Extralinguistic



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A New Framework

Teaching Listening Strategically

- ❖ *Structured Preview Phase*
- ❖ *Selective Strategic Listening Phase*



Final Learning Objectives

“Final Learning Objectives list enabling objectives such as ***developing text processing strategies*** to cope with novel input, and recognizing voice inflection, measures, word order, argumentatives and diminutives, and colloquialisms ***as carriers of meaning.***” (Khaled, 2016, p. 24)



A New Framework

- **Structured Preview Phase**
 - Adjust to speaker's voice, intonation, enunciation, pitch, etc.
 - Use cues to predict contextual meaning
 - Predict emotional overtone using stress and intonation
 - Raise awareness of sociocultural context
 - Attend to functional grammar



Preview of Content & Voice

- Listen and read along the following short segment from a recorded news report. Guess what the report is about. Write your guess in the box below.
 - *The passing forty years has extinguished the fires started by a Jewish extremist, but has not calmed the plots that targeted Al-Aqsa.*



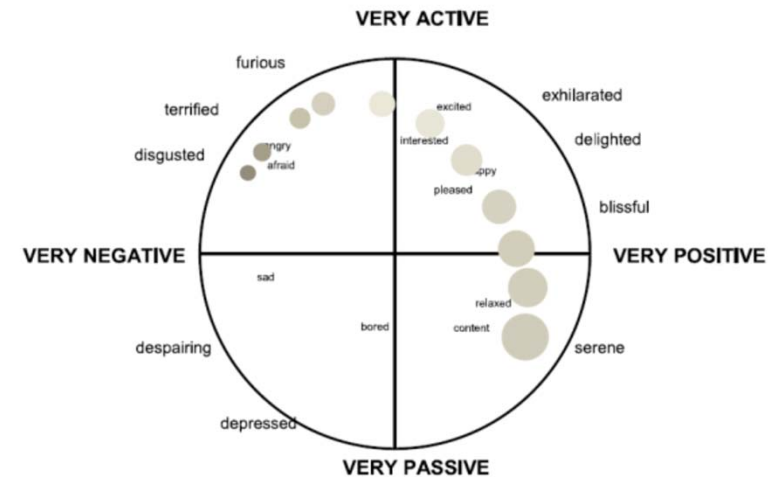
Predict Contextual Meaning

- Listen to five sentences taken from a news report. Suggest a possible context for each.
 - Write a five sentence prediction summary for the text you will hear.



Predict Emotional Overtone

- Listen to the following two short segments and extract the content words that are said with the most stress. Write these words as notes.
 - Guess the reason for the speaker to stress these words
 - How do you describe the speaker's emotional status? Mark your answer on the chart below.





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Raise Awareness of Cultural Elements

- Read the following list of references and guess where the events in the listening segment are taking place. Share your guess with the class.
- Look at the map and locate some of the places that you recognized.



Attend to Functional Grammar

- Listen to the following short sentences and find the common grammatical feature in all of them.
 - Listen again and write the sentences.
 - Indicate the intention of the speaker for using this structure in the report.



Selective Strategic Listening Phase

- Build a storyline and stage information
- Paraphrase to understand inferencing
- Identify redundancy
- Select relevant information
- Selective decoding
- Compare tones
- Identify nuances in syntactic formula
- Build relationship among paragraphs
- Identify referents
- Identify stance of speaker
- Differentiate between facts and opinions and justify selection
- Segment main idea and details



Build Storyline

- Listen to the passage and use the boxes below to identify:
 - What happened in the past
 - What is happening now
 - What may happen in the future
 - The stance of the speakers

Listening Task
Content (Storyline – Staging information)
تسلسل الأحداث والمعلومات

ماذا حدث منذ زمن؟

ماذا يحدث الآن؟

إلى متى يدعو الشيخ من نهاية التقرير؟

ما موقف العرب؟



Paraphrase to Understand Inferencing

- Read the following sentences carefully. Pay special attention to the meaning.
- Now, you will hear five sentences taken from the news report. Some will mean the same as those you have read; others will have a different meaning. Put ✓ if the meaning is the same and X if it is not.



Identify Referents

- You will hear extracts from the news report. After each one, identify what the underlined pronouns/words refer to, and write them down. Compare your answer with others before you go on to the next extract.
- Listen to these two extracts with pauses between them. Explain the connection between them using your first language.



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Identify Nuances in Syntactic Formula

- Listen to an excerpt from the news report. Read the sentences below and choose the closest meaning to what you have listened to.



Selective Decoding

- Below is a partial transcript of the listening excerpt you are about to hear. Some words and expressions in this transcript are inaccurate. During your first listening, locate errors in the script and in the second listening, correct them.



Identify Redundancy

- You will hear an extract. Write it down.
- Listen to the whole passage and find another sentence which says the same thing is said in a different way. Write it down.



Build Relationship among Paragraphs

- Listen to the passage. Whenever you think that the speaker is starting a new 'paragraph', write down the first three or four words of it.
- Listen again (and again) and check your paragraphs with those of a classmate.
- Try to say how each paragraph is linked to the one before.
- Then, listen again and make brief notes of what the speaker/s say in each paragraph.



Select Relevant Information

- Listen to the passage. As you listen, look at the summary below.
 - Underline the points which you think are important.
 - Put brackets around the points which you think are not important.
 - Cross out the points that are not mentioned at all in the passage.



Compare Tones

- You will hear two extracts spoken by two different speakers. Identify the intended meaning of each and the tone used to deliver the message. Compare your answer with others.



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Distinguish between Facts & Opinions

- In the table below, list the facts and the respective opinions/beliefs that were mentioned in this segment.
- Explain how you distinguished between facts and opinions.



Segment Main Idea and Details

- Listen to the following news report presented in segments. Take notes to indicate the main idea presented in each segment.
- Listen one more time to the report as a whole and add more notes to provide additional information.
- Create a summary of what you heard.



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*Is comprehension a **process** or a **product**?*





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What do we, teachers, need to do?





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THANK YOU!

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