

INTEGRATING LISTENING  
INTO ALL ASPECTS  
OF THE LANGUAGE CURRICULUM

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LEARN Workshop

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# FLAGSHIP GOALS

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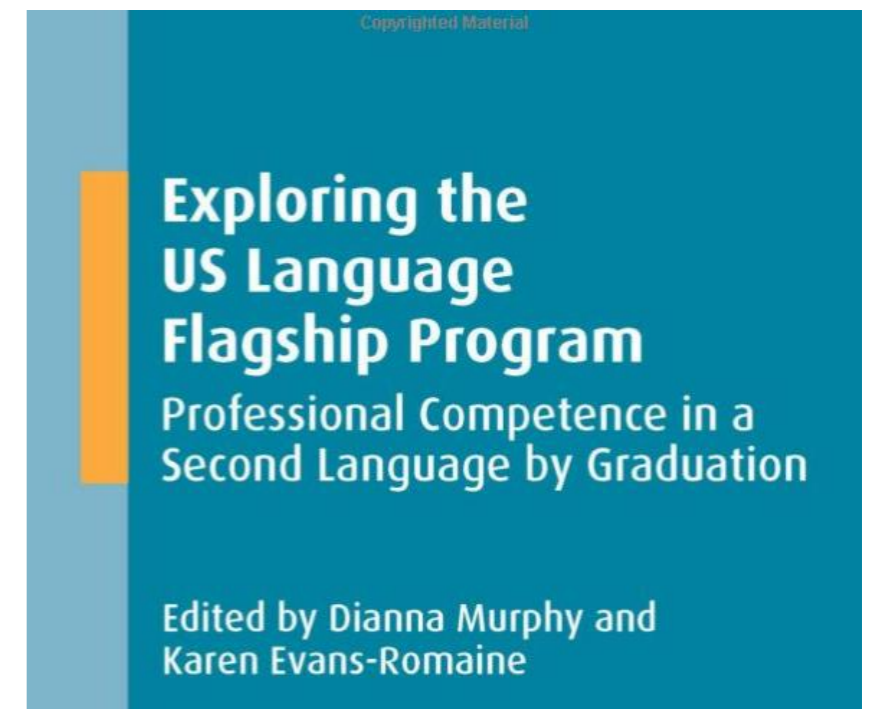
- **Professional competence in a critical language**

- **The Language Flagship** seeks to educate students who will be the next generation of global professionals, commanding a superior level of proficiency in one of many languages critical to U.S. competitiveness, security, and diplomacy. The Language Flagship's goal is to develop global professionals by raising the language proficiency of students to the ACTFL "Superior" level (ILR 3, 3+) and ACTFL "Distinguished" level (ILR 4, 4+).

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Creating Expectations and Opportunities for Professional-Level Language Learning in Undergraduate Education

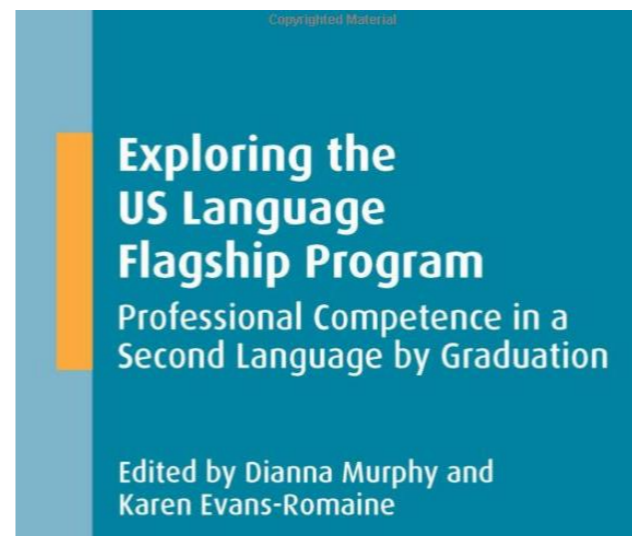
Michael Nugent and Robert Slater



# FLAGSHIP GOALS

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- Students achieve professional-level competence within their undergraduate years, linguistic and cross-cultural
- Highly accelerated, time constraints, efficiency:  
Everything we do should serve more than one purpose
- Multiple levels at once, hybrid (T. Garza)  
Both Flagship and non-Flagship in same class  
Wide range of abilities, time investment, commitment  
outside scaffolding



Raise the Flag(ship)!  
Creating Hybrid Language  
Programs on the Flagship  
Model

Thomas J. Garza

# FLAGSHIP GOALS

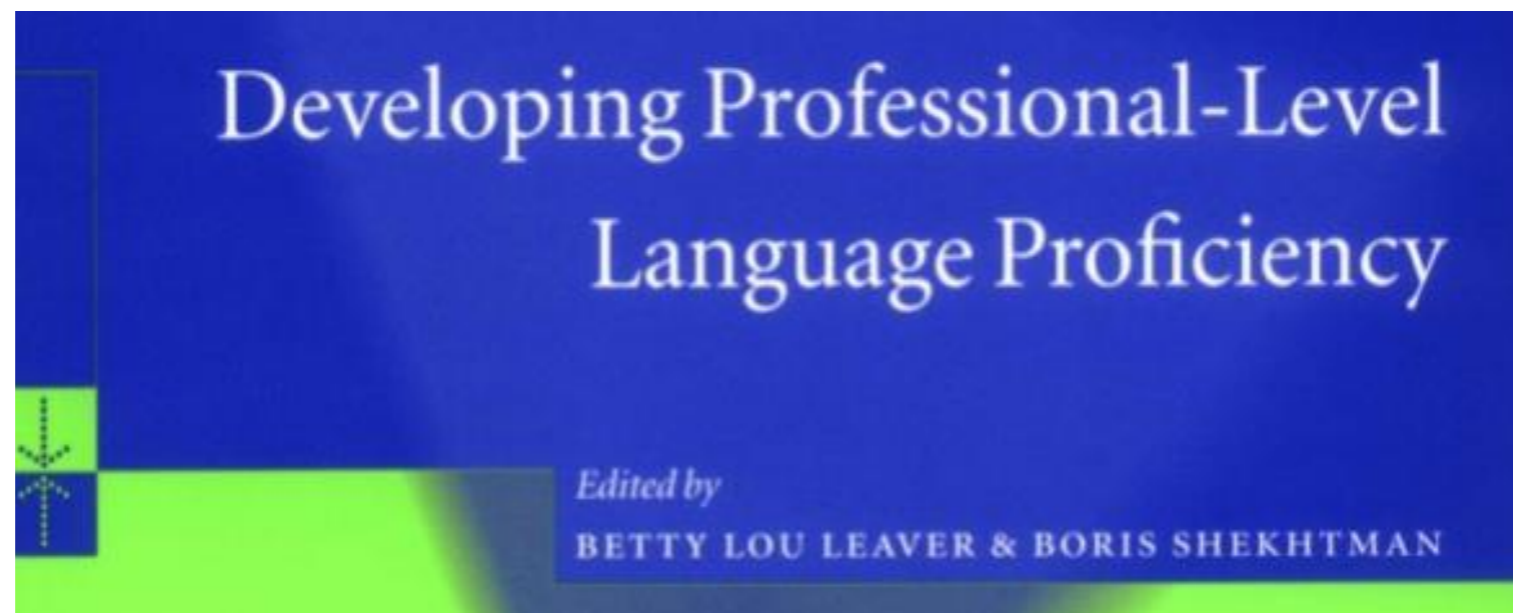
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- UCLA Russian Flagship program: framework of “Islands of communicative competence”

Boris Shekhtman

All students learn to communicate on the same topics

Flagship “islands” are broader, deeper, more sophisticated;  
more retention; spiralling



# LISTENING COMPREHENSION AND STUDENT GOALS

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- Most students study foreign languages with a goal of face-to-face communication
- Heavy focus on speaking in all of our courses, 1<sup>st</sup>-4<sup>th</sup> year
- However, when students travel overseas or speak with local native speakers, they often have difficulty understanding: their listening skills are often at a lower level than their speaking ability

# DATA ON LISTENING VS. SPEAKING SKILLS

- Pre- and post-summer study results (2016); students tested at end of 3<sup>rd</sup> year course and then at end of summer overseas study program

0+ NH or IL

1 IL or IM

1+ IM or IH

2 IH or AL

- Pre-speaking mostly 2-IH      Listening mostly 1-IL or IM
- Post-speaking mostly 2/IH or AL      Listening mostly Intermediate, wide range

Speaking·¶ Pre-Programα	Speaking·¶ Post-Program·α	Listening¶ Pre-Programα	Listening¶ Post-Programα
2·(IH)α	2·(IH)α	1α	IMα
2·(AL)α	2·(AL)α	1α	IHα
2·(IH)α	2·(IH)α	1α	ILα
2+·(AM)α	3·(AH)α	1α	ALα
2·(IH)α	2·(IH)α	0+α	NHα
2·(IH)α	2·(IH)α	1α	IMα
2·(IH)α	2·(AL)α	1α	IMα

# LISTENING VS. SPEAKING SKILLS

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- Typical results: Speaking is significantly stronger than listening
- Students can function well in day-to-day tasks involving speaking
- However, since their competence is much lower in listening, they need more solid grounding in listening in order to have meaningful exchanges with local/native speakers and make significant gains in overseas study

Speaking·¶ Pre-Program¶	Speaking·¶ Post-Program¶	Listening¶ Pre-Program¶	Listening¶ Post-Program¶
2·(IH)¶	2·(IH)¶	1¶	IM¶
2·(AL)¶	2·(AL)¶	1¶	IH¶
2·(IH)¶	2·(IH)¶	1¶	IL¶
2+·(AM)¶	3·(AH)¶	1¶	AL¶
2·(IH)¶	2·(IH)¶	0+¶	NH¶
2·(IH)¶	2·(IH)¶	1¶	IM¶
2·(IH)¶	2·(AL)¶	1¶	IM¶

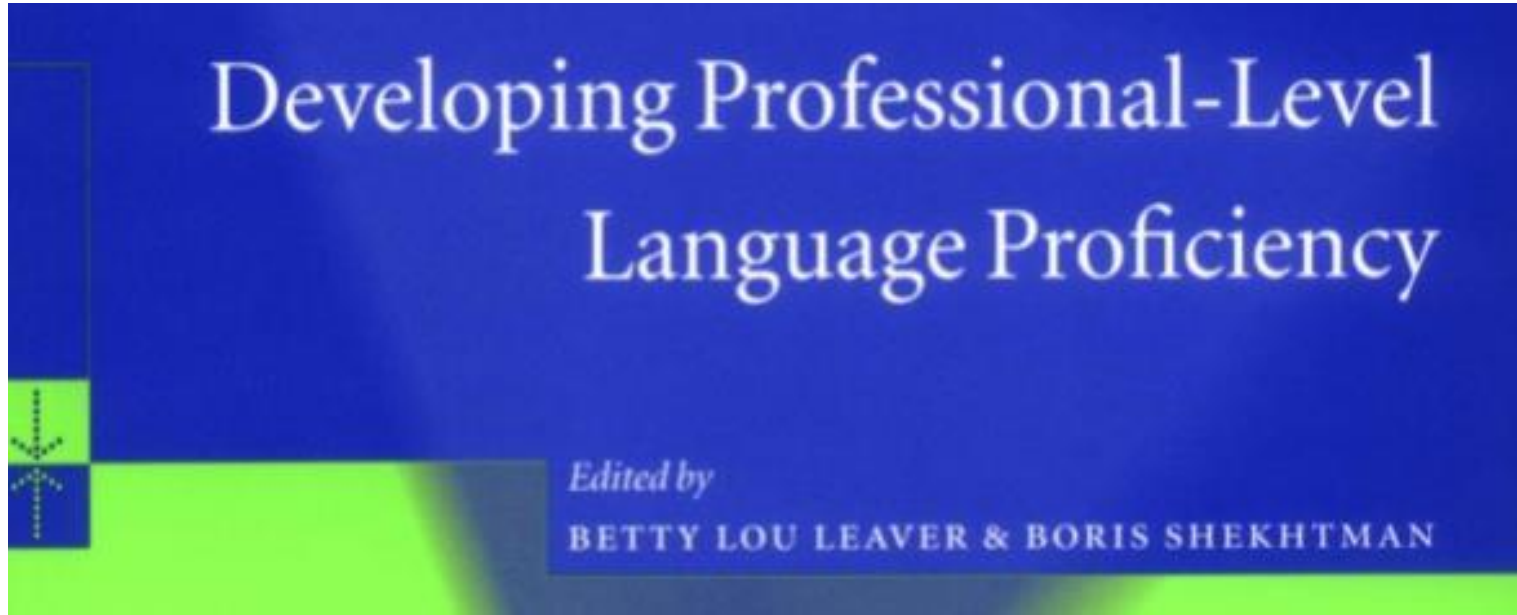
# LIMITED RESEARCH ON LISTENING

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- No articles on listening in either of these seminal volumes
- UCLA Language Alliance Grant 2016-2017

Task: Apply reading templates to listening tasks

Impossible! Listening much more difficult, new methods needed



## Developing Professional-Level Language Proficiency

*Edited by*  
BETTY LOU LEAVER & BORIS SHEKHTMAN



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## Exploring the US Language Flagship Program

Professional Competence in a  
Second Language by Graduation

Edited by Dianna Murphy and  
Karen Evans-Romaine



# LISTENING VS. READING

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- Why is listening comprehension so difficult?
- Similar text heard vs. read: which do you expect to be easier?

How much easier?

Example: What can you understand from a spoken text in a language you probably don't know?



# LISTENING VS. READING

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- What can you read from this text?
- Read this text and find 3 facts.

Who, where, when

## **Biografie** [ [editovat](#) | [editovat zdroj](#) ]

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### **Dětství a rodina (1898–1916)** [ [editovat](#) | [editovat zdroj](#) ]

George Gershwin se narodil v rodině hospodského muzikanta v newyorském Brooklynu 26. září 1898.

- Compare to the spoken text:

George Gershwin se narodil v newyorském Brooklynu v roce 1898.

**Simpler spoken text is much more difficult to understand**

# LISTENING VS. READING

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- Compare reaction to listening task vs. reading

Listening:

“George Gershwin se narodil v newyorském Brooklynu v roce 1898.”

Reading:

**Biografie** [ [editovat](#) | [editovat zdroj](#) ]

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**Dětství a rodina (1898–1916)** [ [editovat](#) | [editovat zdroj](#) ]

George Gershwin se narodil v rodině hospodského muzikanta v newyorském Brooklynu 26. září 1898.

➤ Listening



Reading



# READING VS LISTENING

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A written text can be partially deciphered even in an unknown language

➤ **Reading strategies:** orient yourself in familiar names, dates, cognates, which are visually salient.

Infer based on context and/or genre; visual clues if available

Reading strategies are taught intensively, tested in K-12

Students come to us with prior training and mindset

➤ **Processing is not necessarily linear:** can first look for segments that are easy to decipher and build from them

**Processing can be recursive:** can go back to difficult parts, spend some time trying to figure them out

# LISTENING VS. READING

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➤ Similar text in oral vs. written form

Written: it can be a game of decoding

Spoken: even known material can be unrecognizable when presented

in spoken form (“George Gershwin”, “Brooklyn”); high level of frustration

Students are likely to tune out by the end of a long listening passage:

even if they hear familiar names, for example, they may not recognize them

“Known” can seem like “unknown” in the context of a listening exercise

# NATURAL SPOKEN SPEECH: DIFFICULTIES FOR LISTENING

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- Ellipsis and other features of informal language

Ты куда? Ты сегодня? Идём?

- Sound modifications in rapid speech

Ты сёдня? Щас! Двац

- Simplification of grammar

Сфотографировать тебя? Принести тебе лекарство?

Тебе ещё супа?

- Restarts, hesitations, implications, assumptions of shared knowledge, contextual dependencies (Ableeva 2008, Rost 2016)

# LISTENING: FREQUENTLY ENCOUNTERED DIFFICULTIES

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- Tempo of naturally spoken speech
- Unfamiliar vocabulary
- Inability to isolate and distinguish familiar words in a sea of unfamiliar words, especially when
  - they have distracting morphological endings (v Brooklynu)
- Native speakers do not learn to speak from our textbooks!
  - Alternative ways to express the same meaning, unpredictability
- As opposed to reading, listening is a unidirectional “moving target”
  - in real life, you cannot skim first, using visual cues like dates and proper nouns to find core information, as you can in reading
  - in real life, limited access to missed material (need to teach this)
- Lack of experience in listening strategies
  - High school language classes rarely emphasize listening skills

Listening comprehension is highly valued by our students - communicating with native speakers is a primary goal - but they find it extremely difficult!

# TAKEAWAYS

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- Listening is a multi-dimensional and extremely complex process that must be scaffolded, developed step by step and over many iterations
- Students need to develop both processing skills and comprehension skills (process individual elements + put them all together)

Recognition of individual elements

- + process how they're used in the linguistic environment
- + integrate prior cultural knowledge and expand on it



# LISTENING: CONSEQUENCES FOR INSTRUCTION

Need for more focused practice in listening .....

- Extend reading strategies to the domain of listening

Targeted listening // looking for specific information in a written text

Prediction, inferencing, honing in on familiar words, etc.

- Develop specific listening strategies

Learn to recognize familiar words, roots, phrases

Learn to recognize intonational patterns associated with phrases  
and with various discourse types

Learn to identify word boundaries

Learn how to use visual cues/reinforcement

Learn how to listen repeatedly: develop habits of re-listening to catch what was missed,  
learn how to gradually understand more with repeated listening

- Develop coping strategies

Students need to learn to cope w/ not understanding potentially large segments of text

Students need to learn how to tune back in after a period of not understanding

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# “BOTTOM-UP” APPROACH

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- Listening for specific linguistic features; “discrete point” instruction

Listening exercises can reinforce specific points of acquisition

- Songs

Genitive-case song: «Если у вас нету тёти...»

Dative case: «Я не верю»

Intonation: «Что такое осень»

Past passive participles: рождён/рождённый

Look for recurring refrains and rhyming patterns in the lyrics

to highlight the specific points to be acquired + cultural background

Iudin-Nelson, L.J. (1997). *Songs in the L2 syllabus: integrating the study of Russian language and culture*. Dissertation, University of Wisconsin – Madison.

# “BOTTOM-UP” APPROACH: SPECIFIC LINGUISTIC FEATURES.....

- Targeted searches on Youtube
  - Each student finds own version of a phrase, brings it to class
- Verbs of motion: «Если ты уйдёшь» songs
- «Путин подарил щенка» on Youtube
  - Bottom-up work on case + cultural grounding
  - Dative case, accusative animate + political image-making
  - Building blocks then put together to create connected discourse

Путин подарил щенка девочке, которая / которую / которой...

- + Related essay on a favorite gift for practice in writing
- + readings on other gifts by Putin as information gap ex.; interview

# TYPES OF INSTRUCTIONAL STRATEGIES: “BOTTOM-UP” APPROACH

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- Perceiving, recognizing words, syntactic parsing (Rost 2016)  
Students learn to recognize core building blocks of language
- Isolate, distinguish individual elements as a first step to being able to understand them in combinations

Rost, M. (2016). *Teaching and Researching Listening*. Longman: Pearson Education, 3<sup>rd</sup> ed.

**Teaching and Researching**

**Listening**

Michael Rost

Third Edition

Applied Linguistics in Action



# TYPES OF INSTRUCTIONAL STRATEGIES

## “TOP-DOWN”

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- Holistic approach, starting from the whole text
  - Inferencing, predicting, cross-referencing, contextualizing
- Cultural grounding, development of bicultural understanding
- Processing takes place on multiple levels: linguistic paradigmatic, linguistic syntagmatic, genre-based, topic-based, culturally grounded, biases and aims of the producer of the text, etc.

All of this is more abstract in listening, when students don't have the text in front of them

- .....
- Predictable frameworks or schemata based on knowledge shared between the producer of the text and the target

- Core cultural knowledge

- Topic-specific knowledge

- Genre-specific knowledge

- By priming students with specific types of knowledge, we can enable them to be able to predict and decipher more

- This simultaneously serves our goal of bilingualism + biculturalism

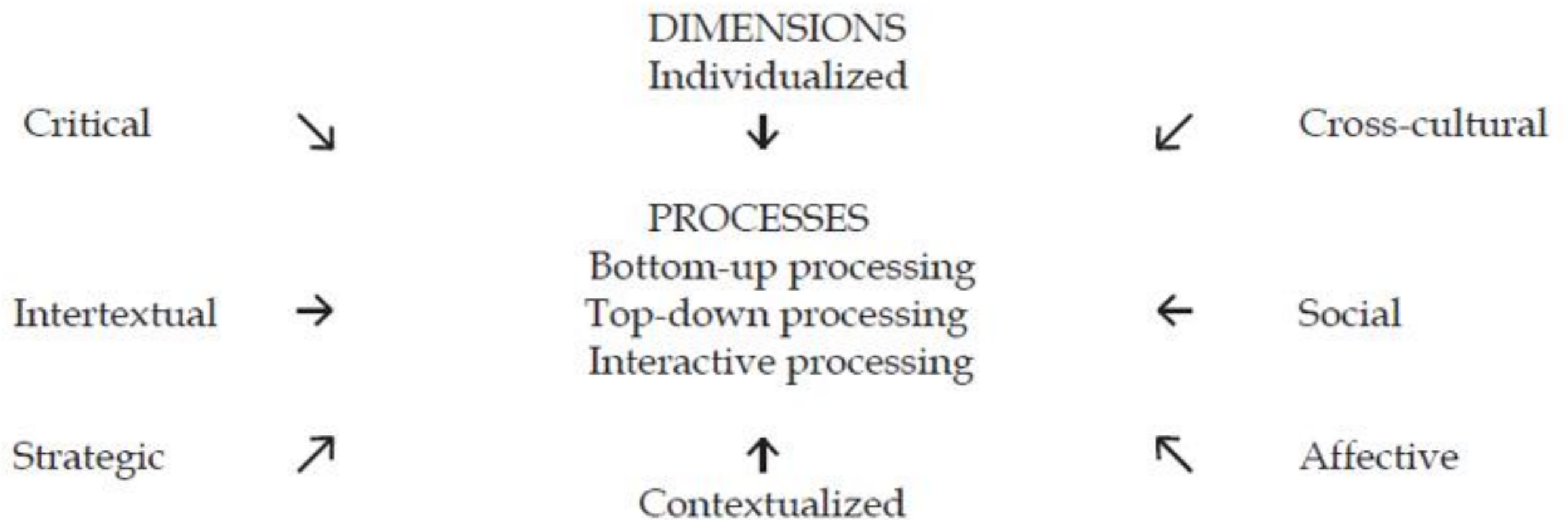
Croft, W. (2004). *Cognitive Linguistics*.

Langacker, R. (1987). *Foundations of Cognitive Grammar*.

- 
- Comprehension as a multifaceted process, not only “in the moment”
  - “Comprehension is the process of relating language to concepts in one’s memory and to references in the real world. Comprehension is the sense of understanding what the language used refers to in one’s experience or in the outside world.” (Rost 2002, Ableeva 2008)

# MODEL OF LISTENING COMPREHENSION

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- Flowerdew, J. and Miller, L. (2005) *Second Language Listening: Theory and Practice*. Cambridge University Press.



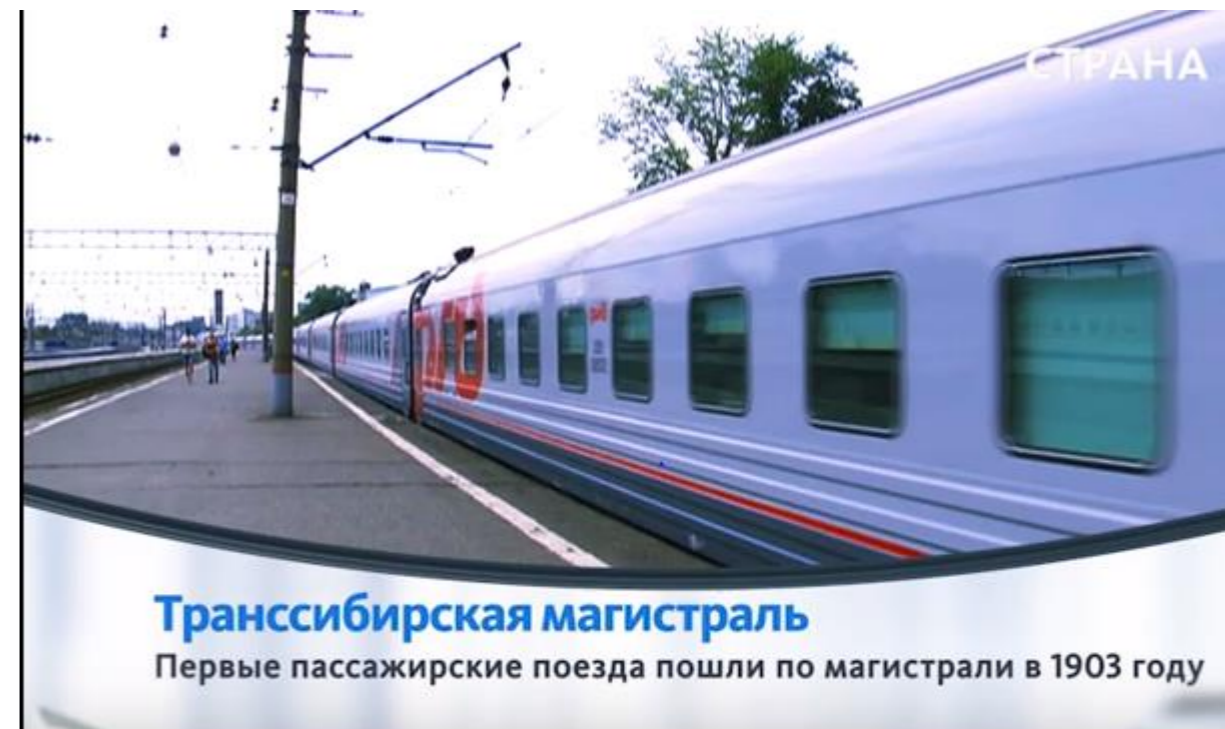
# LISTENING TASKS AS INHERENTLY LESS TANGIBLE, MORE DIFFICULT TO PROCESS.....

- Combine them with other types of tasks to provide framing
- Prime listening tasks with reading, writing, speaking on same or similar topics, with similar vocabulary
- Follow up on listening tasks with use of natural language in other modalities
- “Island approach” for specific topics, examining them from multiple angles through multiple modalities
- Spiralling approach, with scaffolding
  - Scaffolding through other modalities and within listening tasks
  - Not all tasks on a topic have to be at the same level

# SCAFFOLDING STUDENTS' RECOGNITION OF FAMILIAR VOCABULARY

- Problem: Student don't always recognize familiar words when they are spoken quickly and surrounded by unfamiliar words
- Segmentation of word boundaries

→ Video clips with captions;  
Combination of reading and listening,  
with visual reinforcement  
Captions underscore the main ideas



# CAPTIONING (full or partial)

- “Rockin’ Russian” (T. Garza 1994, 2009; R. Robin 2007 + webinar, both at this workshop)

coerll.utexas.edu/rr/gr/vid\_01.html

ROCKIN' RUSSIAN

00:02:35

Вне зоны доступа  
Город 312

МУЗТВ

Можешь мне описать, как ты выглядишь?

RUSSIAN COLLOQUIAL ENG LITERAL ENG OFF

VIDEOS EXERCISES

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# CAPTIONING + REPETITION OF CORE MATERIAL

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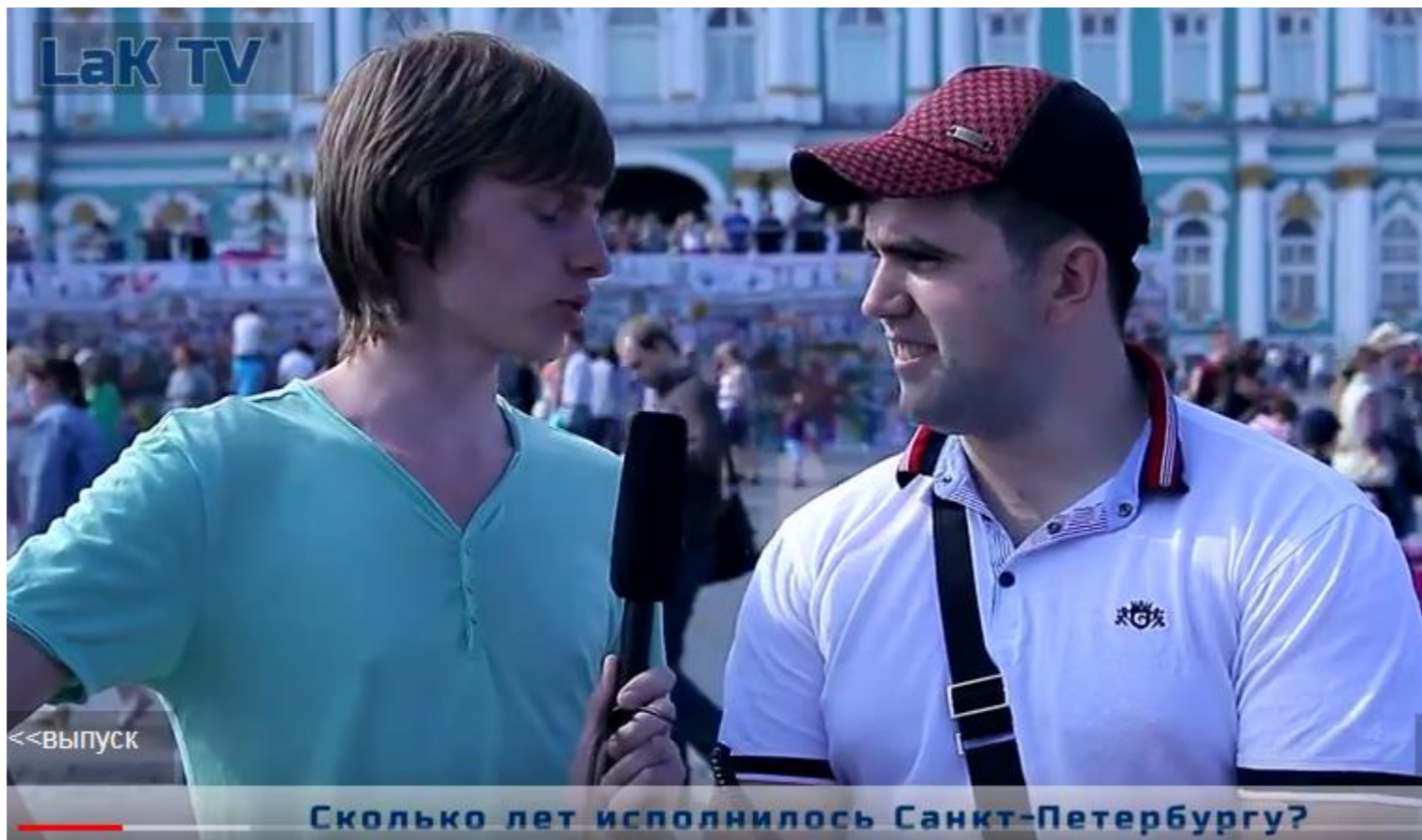
- Video polls: Students hear the same question repeatedly with multiple answers
- Students learn multiple ways to respond (not just 1 textbook answer)



# CAPTIONING + REPETITION OF CORE MATERIAL

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- «Все знают» - questions about Petersburg
  - а. Сколько лет исполнилось Санкт-Петербургу?
  - б. В честь кого город получил своё название?
  - в. Какие у Петра I фамилия и отчество?
- Combines with readings about Petersburg, movie, presentations



# TARGETED LISTENING

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- The task provides core words for students to listen for and focus on
- Students listen for these words in a sea of unfamiliar words,  
learn to ignore the “noise” of unfamiliar words
- Student first read the words out loud to get them in their minds/ears
- Downside: artificial, not true to real life  
but this is not **using skills in real life** or **testing** them,  
it's **developing** them

# INDIVIDUAL WORDS: В КНИЖНОМ МАГАЗИНЕ

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A. Brainstorm: What kind of products would you find in a bookstore?

B. Read the words out loud.

C. Then watch the clip. In what order are these products shown (1-8)?

\_\_\_ детективы

\_\_\_ книги по истории

\_\_\_ зарубежная проза

\_\_\_ настольные игры

\_\_\_ другие подарки

\_\_\_ российская проза

\_1\_ сказки

\_\_\_ фантастика

# TARGETED INFORMATION: В КНИЖНОМ МАГАЗИНЕ

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Use the same video for a task of listening for specific information

- Где находится этот книжный магазин?
- В каком городе?
- На какой улице?
- В каком торговом центре?
- На каком этаже?



Keep in mind that for many students, the information to be “caught” must be easier to access than in reading, given the inherent difficulties in listening.

Match the task to the medium. Encourage students to listen multiple times.



# INDIVIDUAL WORDS: 1) GIVEN, 2) NEW (but in a limited field)

## 12 подарков на новый год: Что подарить?

A. Read the words out loud.

B. Then watch the clip. In what order are these gifts mentioned 1-12)?

\_\_\_ тапочки

\_\_\_ духи

\_\_\_ ёлочная игрушка

\_\_\_ кружка

12 новогодняя кофта

\_\_\_ новогоднее полотенце

\_\_\_ новогодние светильники

\_\_\_ плед (одеяло)

\_\_\_ пряничный домик

\_\_\_ свечи

\_\_\_ термокружка

\_\_\_ чехол для телефона

C. Listen again and write down some words that she uses to describe the gifts.

<https://www.youtube.com/watch?v=3x7X8MtNXSo>

# INDIVIDUAL WORDS: 1) GIVEN, 2) NEW.....

## 12 подарков на новый год: Что подарить?

- C. Listen again and write down some words and phrases

that the speaker uses to describe the gifts.

Я считаю, что это крутой подарок (cool)

Я уверена, что понравится

- Listening for types of words, rather than specific words

More difficult task but related

- Conversational language in a recurrent schema
- Motivated “dictation,” recursive listening is encouraged
- Students have different answers, can compare in class discussion
- Combines with reading about popular gifts and writing task:

What would you give? What would you like/not like to receive?

## LISTENING FOR PHRASES:

### Владимир Познер: «Книги, которые всегда со мной»

- А. Pre-listening task (1): familiarizing students with the titles of books that will be mentioned

Use the pictures to identify the authors of each of these novels:

Кто автор этих романов?

- а. Братья Карамазовы –
- б. Мастер и Маргарита –
- в. Над пропастью во ржи –
- г. Приключения Тома Сойера –
- д. Три мушкетёра –



# Владимир Познер: «Книги, которые всегда со мной»

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➤ В. Pre-listening task (2): Priming core phrases

**Read the following lines from the videoclip and try to guess which book the speaker might have in mind for each: Какой это роман?**

а. Это моя мама мне читала, мне, наверное, было лет пять, на ночь мне читала...

б. Я бы очень, очень хотел встретить Волланда. У меня к нему целый ряд вопросов.

в. Это просто про меня. Когда Салинджер написал эту книжку, мне примерно было столько лет, сколько Холдену Коффилду. И всё, что там есть, это про меня.

г. Может быть, это первая книга, которая дала мне понять, что такое честь, отвага, дружба, любовь. (честь - honor; отвага – bravery)

# Владимир Познер: «Книги, которые всегда со мной»

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- C. Watch the clip and match the phrases to the novels.
- D. Watch again and put the following phrases in order (1-6)

\_\_\_ Книга, которая сыграла в моей жизни очень важную роль -

\_\_\_ Обожаю эту книгу! Я её сейчас могу читать.

\_\_\_ У каждого человека есть книги, которые всегда с ним.

\_\_\_ Эта книга всегда со мной.

\_\_\_ Это просто про меня (обо мне).

\_\_\_ Я могу перечислить много книг, которые всегда со мной.

Repeated listening, with a little more to catch each time

# Владимир Познер: «Книги, которые всегда со мной»

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## ➤ E. Post-listening task

**Make a recording about 3-5 books that made an especially big impression on you at various times in your life.**

Use the phrases from the video

+ Когда мне было X лет, я читал/а роман, который называется...

## ➤ F. In-class discussion

Recording first to give students time to collect their thoughts  
and collect and apply phrases from the video

Language in listening task is more difficult than students' own level  
but they can take elements of it for their own "islands"

# Pre- and post- activities in other modalities

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## ➤ Pre-listening task

Priming through reading some core phrases, including titles  
(which are much easier to catch when reading)

## ➤ Targeted listening with a simple task

Task is not necessarily fulfilled while listening:

Information is received while listening, but recording can be done after

Avoid multi-tasking with listening

## ➤ Post-listening task in an “active“ modality builds on learning from listening

So much work goes into understanding

– build on it to develop active abilities

show how it can be internalized, applied in students' own language use

# LISTENING FOR TARGETED INFORMATION

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- Parallel to speed reading exercises
- Questions can scaffold individual vocabulary and/or prime awareness of general ideas to keep in mind (schemata)
- Not necessarily an authentic task
  - but necessary preparation for high stakes screening tests
  - + enables a higher level of content-based learning (motivation)
    - Can be more than N+1 if we provide adequate scaffolding



# LISTENING FOR TARGETED INFORMATION

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- Какая у Тимоти проблема? Что у него болит?
- Какое лекарство он принимает, чтобы избавиться от боли?



<https://www.youtube.com/watch?v=5Wd4mcKHlWM>

Many unfamiliar words, students may recognize only a few but will get the gist  
(as in life sometimes)

# LISTENING FOR TARGETED INFORMATION

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➤ Advertisements work well for this at lower levels:

What is being advertised? Why should we buy it?

Реклама Домик в деревне - Свежее молоко

<https://www.youtube.com/watch?v=Z-XhpNIPqs>

Реклама Домик в деревне - "Дед Василий"

<https://www.youtube.com/watch?v=ufoEEwiUcF8>

Реклама Педигри (Такса) - Это то, о чём я думаю?

[https://www.youtube.com/watch?v=\\_QTc3J7LFRU](https://www.youtube.com/watch?v=_QTc3J7LFRU)

Реклама Миг - Выкинь боль из головы

<https://www.youtube.com/watch?v=APgdHy5t3NM>

Шоколад Российский («Сделано с душой»)

<https://www.youtube.com/watch?v=epq1RRb8xeA>

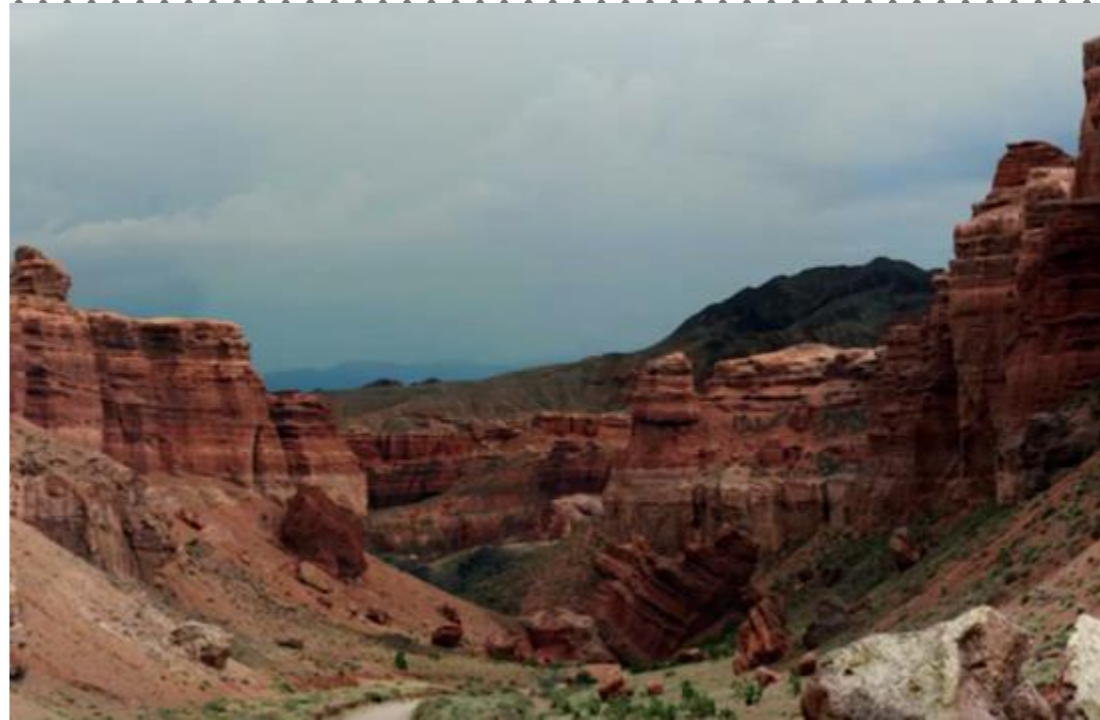


# LISTENING FOR TARGETED INFORMATION: Numbers

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1. Charyn Canyon is

- a. About 150 kilometers long
- b. About 200 kilometers long
- c. About 300 kilometers long



2. The canyon is located

- a. 200 kilometers east of Almaty, near the border with China
- b. 200 kilometers west of Almaty, near the border with Kyrgyzstan
- c. 900 kilometers west of Almaty, near the border with Uzbekistan
- d. 900 kilometers northeast of Almaty, near the Chinese-Mongolian border

3. (Mark all that apply.) The canyon was formed...

- a. by a river
- b. by an earthquake
- c. from a mountain range
- d. more than 12 million years ago
- e. more than 19 million years ago

# MULTIPLE PURPOSES.....

Listening task provides

- Practice in recognizing numbers
- Information on Kazakhstan
- Marketing for studies in Kazakhstan
- Experience hearing “Kazakh” Russian

Linguistic and cultural goals addressed in a single task



# Охота с беркутом: Hunting with eagles.....

Read the questions first to know what to listen for!

1. Eagles can fly

- a. Up to 300 km/hour
- b. More than 300 km/hour



2. (Mark all that apply.) According to the telecast, in past times having a fast horse and a well trained eagle for hunting...

- a. Was extremely expensive
- b. Enhanced the social status and authority of the owner
- c. Was part of a first born son's inheritance

3. How long has the first hunter shown been competing with his current eagle?

- a. 5 years
- b. 10 years
- c. His whole life

# Охота с беркутом: Hunting with eagles.....

**Read the questions first to know what to listen for!**

2. Mark all that apply. According to the telecast, in past times having a fast horse and a well trained eagle for hunting...

- a. Was extremely expensive
- b. Enhanced the social status and authority of the owner
- c. Was part of a first born son's inheritance

**Artificial, but can increase interest level**

**Move to a higher level of text than students could manage otherwise**



# MULTIPLE LISTENING EXERCISES ON A SINGLE TOPIC

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- Prime and reuse vocabulary
- Where do you keep your money: in a bank or under the mattress?

 Где хранить деньги 1

Not available unless: You belong to a group in Private Course Material (hidden otherwise)

 Где хранить деньги 2

Not available unless: You belong to a group in Private Course Material (hidden otherwise)

 Где хранить деньги 3

Not available unless: You belong to a group in Private Course Material (hidden otherwise)



# MULTIPLE LISTENING EXERCISES ON A SINGLE TOPIC

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- Where do you keep your money: in a bank or under the mattress?
- Develop core vocabulary that is reused across multiple iterations + different viewpoints

 Где хранить деньги 1

Not available unless: You belong to a group in **Private Course Material** (hidden otherwise)

 Где хранить деньги 2

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 Где хранить деньги 3

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 .. - -





Where does the speaker recommend keeping one's savings?

Select one:

- a. under a mattress
- b. in a bank



Which of the following does the speaker cite as a reason for her preference?

Select one:

- a. devaluation of money due to inflation
- b. mistrust of banks
- c. fear of burglary
- d. risk of fire or forgetting about the money



What does the speaker mean when she says «деньги обесцениваются»?

Select one:

- a. Money is not valued in Russian society
- b. Money loses its value when there is inflation
- c. Money has no value in an economy with high inflation



The speaker is most likely...

Select one:

- a. young and making a good salary
- b. young and struggling to make ends meet
- c. retired and on a pension



Where does the speaker recommend keeping one's savings?

Select one:

- a. under a mattress
- b. in a bank



Which of the following does the speaker cite as a reason for her preference?

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Question 1 same for each clip: main idea, start with familiar, “top-down”

Question 2: answers show students what to focus on (targeted listening)

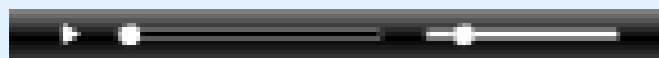


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Question 3: listen for specific linguistic forms and try to understand the context in which they are used

Question 4 is interpretive: students begin to think about the influence of perspectives and possible biases (higher level but interesting, shows pathway)

- Learn to isolate familiar linguistic material by prediction; repetition
  - Figure out possible schemata in advance, possible vocabulary
    - Say it out loud! (homework vs. In-class)
  - Learn to deal with the “noise” of unfamiliar material
- “You may not understand everything, but you can catch something”
- Range of questions and question types
  - Topics of general interest that are culturally relevant
  - Topics that can lead to discussions at various levels
    - including discussions overseas

# MULTIPLE LISTENING EXERCISES ON A SINGLE TOPIC + CREATING OWN

➤ Presidential New Year's addresses

Multiple authentic texts: variants of same address each year

Cultural grounding: political image-making

+ Russian anthem and variant, politically motivated songs

Combines with speech-writing and motivated work on intonation

**Interconnectedness of listening, reading, writing, speaking,  
with each modality building on the others**

# INTEGRATING LISTENING PRACTICE WITH READING AND SPEAKING.....

- Build on parallel skills in speaking and reading (which are often stronger)
  - Integrate listening with other modalities to reinforce acquisition of core vocabulary acquisition and core types of structures
- Engage multiple modalities to enhance learning,  
building on those that are easier
- Develop “islands of competence” (Boris Shtekhman)

# INTEGRATING READING AND LISTENING

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1<sup>st</sup> assignment, targeted and guided listening (introducing aspects of the content via the task); factual information (isolated facts)

A) Videoclip from “Top 5, Give Me 5: 5 Best Russian movies”

Watch the clip and find the following information.

1. Name of the hockey player:
2. Jersey number:
3. Year when the production of the movie began:
4. Actor who played the main role:
5. Family members of the hockey player who acted in the movie:
6. Country played against in the game highlighted in the movie:
7. Number of “Golden Eagle” awards received for this movie:
8. Year when it received the State Prize of the Russian Federation:

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Some questions are easy, some reinforced by video, some hard for all students

No expectation that all students will answer all the questions: gradual deciphering



# INTEGRATING READING AND LISTENING

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B) Reading. Use this text to correct ##1, 2, 6, 7, 8.

- **«Легенда № 17»** — российский художественный фильм 2013 года режиссёра Николая Лебедева производства студии «ТриТэ».
- Фильм основан на реальных событиях и рассказывает о восхождении к славе советского хоккеиста Валерия Харламова и о первом матче Суперсерии СССР - Канада 1972 года.
- Премьера состоялась 10 апреля 2013 года в Москве в кинотеатре «Октябрь». Удостоен шести премий «Золотой орёл», в том числе как лучший российский фильм года.
- В 2014 году был удостоен Государственной премии Российской Федерации.

C) Listen again to correct ##3, 4, 5.

# INTEGRATING READING AND LISTENING

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- Use reading and listening to scaffold one another
- Repeat core vocabulary and structures (later used also in speaking)
- Encourage multiple listening
- Encourage self-correction as pathway to independent viewing
- Supplementary activities for those who want more:
  - Watch the trailer, browse the movie website, watch the full movie
  - Watch the Top 2-5 movies
  - Read biography of hockey player or actor playing main role

...

# INTERMEDIATE LEVEL INTEGRATION OF READING AND LISTENING.....

➤ Core reading in *V puti* textbook → related videoclip, in three steps

1. Speed reading exercise as homework
2. Same text used in class for linguistic models
3. Listening exercise on same topic, reinforced by prior knowledge  
+ visual cues from video

Ballerina Anna Pavlova, Ballets Russes, travel plans, Central Asia

➤ Reading from news article → related newscast clip

Unveiling of monuments (Fall 2016: Vladimir of Kievan Rus', Ivan the Terrible, Maya Plisetskaya), accidents, natural disasters

“First reading, then listening” seems to work best,

as listening tends to be more difficult than reading (“moving target”)

Variants of similar material in different packaging to create “islands” of competence

# INTEGRATING LISTENING, WRITING AND SPEAKING

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- Student presentations prepared with extensive oral feedback
- Presentations made with Prezi/Powerpoints in Question-and-Answer format
  - Students know what type of information to expect from the questions at the beginning of each slide
  - Students can “rejoin” easily if they lose comprehension
- Student presentations can include videoclips (both as resources and incorporated into presentations)
- Scaffolded practice in notetaking during student presentations
- Information from presentations on final to motivate active listening

**Listening integrated into all parts of the curriculum**

# LISTENING INTEGRATED INTO ALL ASPECTS OF THE CURRICULUM.....

- Integrated approach, material learned in one modality reinforces learning in others; depth and memorability; sense of connectedness and purpose
- Interweave listening into all aspects of the course

Cross-fertilization with development of reading, speaking, writing skills

Develop presentational skills in ways that are meaningful for all students

Develop skills at notetaking, summarizing, synthesizing material, reporting

Develop self-monitor (oral answer keys and individualized oral feedback)

Encourage independent exploration and extracurricular use of language

- **Communicative competence in a broader sense (following student goals):  
produce, receive and interact**