**Listening To Learn**

**I. Listening**

 - the first language mode children acquire

 - the most used of the language arts

 - used as much as reading writing, and talking combined

**II. The listening process**

 - multi-step process which involves participation and involvement from all parties

 **A. Steps in the listening process**

 1. Receiving (of aural stimuli)

 2. Attending (focus)

 3. Assigning Meaning

 **B. Purposes for Listening**

 1. Discriminative learning

 - to distinguish sounds and develop sensitivity to nonverbal communication

 - all ages can learn to "listen" to nonverbal messages (i.e. body language, facial

expressions, emphasis of words and phrases)

 2. Aesthetic Listening

 - listening for enjoyment

 - reading aloud

 - visualize characters and episodes; notice figurative language

 - students engage with the text

 3. Efferent listening

 - to understand a message

 - required in many instructional activities

 - determine purpose, identify main ideas, and organize information for understanding

 - opposite end of continuum from aesthetic listening, but usually used in unison

with each other

 4. Therapeutic listening

 - to allow a speaker to work through a problem

 - sympathetic listening for family and friends

 5. These types of listening are rarely used in isolation of each other.

**III. Teaching Listening Strategies**

 A. Aesthetic Listening

 1. Predicting

 - what will happen next

 - ask students to make predictions about the story as it is read aloud; before and

during the progression of the story

 2. Visualizing

 - creating an image in the minds while listening

 - have students close their eyes and draw mental pictures, to be reproduced after

the reading

 3. Making Connections

 - personal connections between the story and what is occurring in one's own life,

or other stories, themes, characters, and episodes

 - ask the students to talk about connections, and/or make entries in a reading log

(intertextuality)

 4. Revising Meaning

 - formulate meanings at onset, expand and deepen comprehension as story progresses

 - continues as listening continues

 5. Playing with language

 - remain sensitive to author's choice of language, phrasing, and comparisons. (Children will

incorporate these into their own language)

 - teachers comment on examples of powerful language , and children can collect these in

reading logs, charts, and other activities

 6. Organizing ideas

 - apply knowledge of plot, characters, setting, theme, and point of view in order to anticipate

 - also apply knowledge of different genres for understanding

**IV. Reading Aloud**

 A. Used to develop an appreciation of literature, model fluent reading reading, encourage interest

in reading, and create a community of learners in the classroom.

 - can be employed effectively at all grade levels

 - can take as little as 10-15 minutes/day

 1. Benefits:

 - stimulate interest in books/reading

 - broaden interests and develop taste for quality literature

 - introduction to sounds of written language and expand vocabulary

 - sharing

 - allowing children to listen to books that are too difficult for them

 - expand background of experiences

 - Introduction to concepts about written literature, genre, poetry, and elements of

story structure

 - provide a pleasurable, shared experience

 - modeling to children that adults enjoy reading to increase the likelihood that

children will become lifelong readers

 2. Guidelines:

 - choose simple literature

 - choose what you think will appeal to students

 - books should be fast-paced, well developed characters, easy to read dialogue,

and keep descriptive passages to a minimum

 3. Students benefit from a variety of books, but synthesis occurs at a higher level, and

quality of responses rises when books are reread.

**V. Other Oral Presentation Modes**

 - storytelling - puppet shows - readers’ theater

 - plays - videos - audiotapes

 - CD-Rom - films - audio applications on phone/computer

**VI. Steps in Reading Aloud to Students**

 1. Prepare to share the story

 2. Read aloud to the students

 3. Capture their initial response

 4. Explore the story

 5. Extend the response

**VII. Steps for teaching mini lessons about aesthetic listening**

 1. Introduce the strategy

 2. Demonstrate the strategy

 3. Practice the strategy

 4. Review the strategy

 5. Apply the strategy

**VIII. Assessing Students' Aesthetic Listening**

 - listen to student comments and check reading logs to see if they are:

 a. making predictions

 b. visualizing

 c. connecting to personal experience and literature

 d. revising meaning

 e. playing with language from the story

 f. applying knowledge of story structure

B. Efferent Listening

 - most common form of listening students use in the classroom

 - to better understand a message

 - students relate information to what they already know

 - students organize and chunk information in order to help them remember, commonly by taking

notes, then appying the information to previous knowledge

 1. Strategies for teaching Efferent Listening

 a. Organizing ideas

 - use signal words (first, next, in comparison)

 - charts and diagrams, clusters

 b. Generalizing

 - students need to learn to focus on main ideas

 - students can then chunk info into a hierarchal organization

 c. Note-taking

 - information recorded depends on the purpose for listening

 - different forms of note-taking can be useful in different situations, thus students need to be aware of variuos methods

 d. Monitoring

 - students use self-questions to be aware of their understanding

 e. Applying Fix-up Strategies

 - students must to action in order to clear up misunderstandings.

 f. Getting clues from the speaker

 - visual and verbal clues are employed by the speaker, which the student must

become aware of in order to pick up on main ideas and important information

 2. Minilessons about Efferent Listening

 - generate a set of questions to be used before, during, and after listening to determine

purpose and organization

 a. Build student's background knowledge

 b. Present the information

 c. Provide application opportunities

 3. Assessing Students' Efferent Learning

 - teachers often use objective tests, but should also assess more directly through listening

activities. Ask the students to reflect on strategies they can apply.

C. Critical Listening

 - students need to develop critical listening skills in order to become intelligent consumers, and to

be able to distinguish reliable sources of information

 1. Persuasion

 - there are 3 general methods of persuading people:

 a. Reason - people seek logical conclusions from fact or likely possibilities. Students

must learn to distinguish between reasonable arguments and unreasonable appeals.

 b. Appeal to Character - people can be persuaded by what another recommends if we trust

that person, either by personal knowledge of the person, or by their reputation (i.e. celebrities)

 c. Appeal to emotions - strong feelings about a subject can influence opinions and beliefs.

 - persuasion can involve such devices as suggestive language, double speak, and propaganda devices. Children can speak out against such devices, allowing them to feel a sense of justice, by writing to watchdog agencies.

 2. Strategies for teaching Critical Listening

- the most important element is evaluation of the message. Students question and judge the author's message, and use efferent listening to organize and monitor their understanding of what is being said in a variety of media.

 3. Teaching Critical Listening

 a. Introduce commercials

 - use questions to probe students thinking

 b. Explain deceptive language

 c. Analyze deceptive language

 d. Review concepts

 - may be helpful to make charts

 e. Provide practice

 f. Create commercials

 - application of new knowledge

 -- these new listening skills can be taught using advertisements, mini-lessons about critical

listening, and trade books to encourage critical thinking.

 4. Assessing Students' Critical Listening

 - observe critiques of a variety of media or have the students develop their own

commercials.

These are review notes from Tompkins, et al. Language Arts text from PSI, just as a reminder of some of the theory of teaching listening to learn.

“We have two ears and one mouth.”

<http://www.nclrc.org/essentials/listening/stratlisten.htm>

<http://www.ericdigests.org/pre-928/listening.htm>

<http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Language_Arts/Listening_Comprehension/LST0001.html>

<http://www.sites4teachers.com/links/redirect.php?url=http://www.cln.org/themes/listening.html>

<http://erivas.disted.camosun.bc.ca/ELD074/listeningactivities.html>

<http://sbinfocanada.about.com/cs/businessinfo/p/listening.htm>

<http://www.listen.org/quotations/morequotes.html>

"Listening, not imitation, may be the sincerest form of flattery." – Dr. Joyce Brothers

"The less you talk, the more you're listened to." – Abigail Van Buren

"A good listener is not only popular everywhere, but after a while he knows something." – Wilson Mizner