

Active Listening



**A PRINCIPLED APPROACH TOWARDS
AUTONOMY AND METACOGNITION**

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LISTENING Paradigm shift

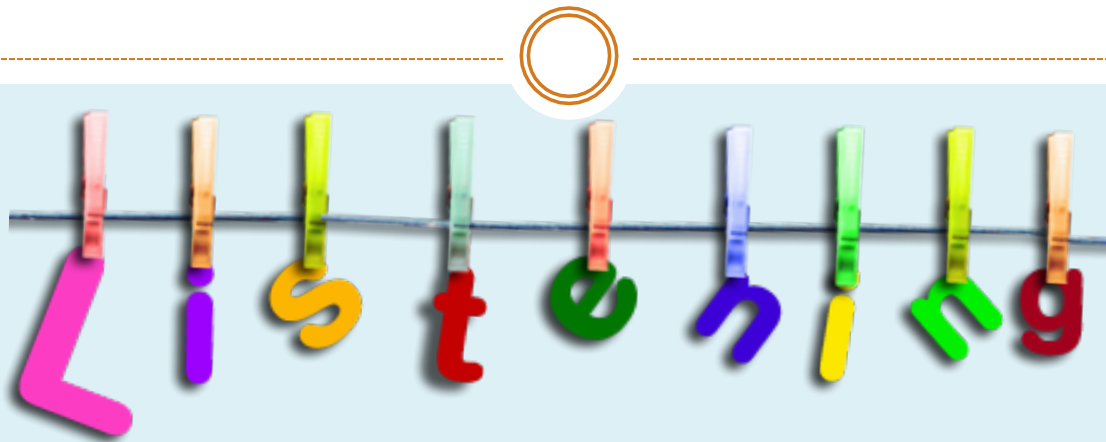


- Passive activity
- Tool to reinforce language input
- Test comprehension as a product



- Active skill
- Procedural learning
- Integration of skills for lifelike result

Searching for a (new) principled approach



- Subskill training -----> Field, 1998
- Metacognitive instruction -----> Goh and Taib, 2006
- Model for listening instruction -----> Vandergrift, 2004

Subskill training - Field, 1998



- Borrow approach from reading strategies
- Analysis leading to synthesis
- From intensive to extensive listening

Metacognitive instruction – Goh and Taib, 2006



- 3-Stage Framework:

- 1. Listen and answer
- 2. Individual reflexion
- 3. Self-report and group reflexion



Question	Purpose
What were you listening to?	Confirm comprehension
What helped you to understand the text?	Elicit task knowledge (factors that influenced listening)
What prevented you from getting the correct answer?	(Same as above)
What did you do to understand as much of the text as possible?	Elicit strategy knowledge (strategies for facilitating listening)

A model for current listening instruction - Vandergrift, 2004



Stage of Listening Instruction	Related Metacognitive Strategies
<i>Planning/predicting stage</i>	
1. Once students know topic and text type, they predict types of information and possible words they may hear.	1. Planning and directed attention
<i>First verification stage</i>	
2. Students verify initial hypotheses, correct as required, and note additional information understood.	2. Monitoring
3. Students compare what they have written with peers, modify as required, establish what needs resolution and decide on details that still need special attention.	3. Monitoring, planning, and selective attention

<i>Second verification stage</i>	
4. Students verify points of disagreement, make corrections, and write down additional details understood.	4. Monitoring and problem solving
5. Class discussion in which all contribute to reconstruction of the text's main points and most pertinent details, interspersed with reflections on how students arrived at the meaning of certain words or parts of the text.	5. Monitoring and evaluation
<i>Final verification stage</i>	
6. Students listen for information that they could not decipher earlier in the class discussion.	6. Selective attention and monitoring
<i>Reflection stage</i>	
7. Based on discussion of strategies used to compensate for what was not understood, students write goals for next listening activity.	7. Evaluation

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