

Moving from receptive to productive

Listening to speaking



Esther Woodburn
Specialist Teacher

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Agenda

- **Ensure salient exposure**
- **Allow for processing the input**
- **Prepare students for structured production**
- **Redefine fluency**

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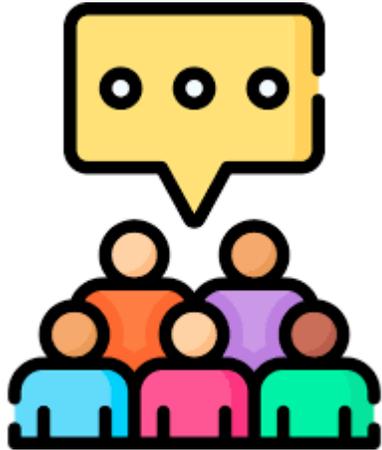
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Discuss and consider



What are the objectives for receptive skills?

Consider how much thought you put into language content that the activity contains.

Consider how much thought you put into the type of receptive activity you choose.

Is this equal?

What is the goal of receptive skills?

To promote phonological awareness

To encourage decoding/encoding skills

To test comprehension

To train inference skills

To expose students to fundamental chunks of language – priming for production

To model desired productive output

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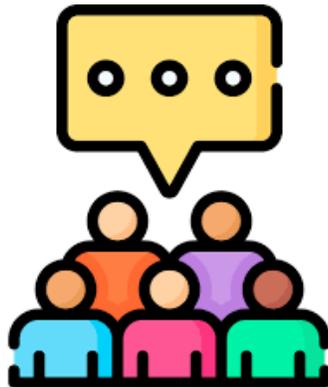
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Ensure salient exposure



Flood input with the most salient words
(model aurally, recycle, re-expose)



Listening input must be **highly comprehensible** for it to be **useful for acquisition or independent production**.

This has **implications** if you are thinking of using **authentic sources**.

(p.23-24 Conti and Smith 2019)

Discussion point: what is the impact of authentic sources on comprehensible input?



Ensure salient exposure

Questions to consider when deciding on the content for receptive tasks

Do sentence builders and knowledge organisers directly reflect the language that you intend students to independently produce?

End goal: work backwards

Do sentence builders and knowledge organisers contain fundamental verbs and high-frequency, difficult vocabulary?

Deliberately flood students with difficult vocabulary

Do sentence builders and knowledge organisers retrieve cross-topic, high frequency verbs/words?

Salient knowledge: high frequency, retrievable terms

Ensure salient exposure

Input flooding

Artificial, frequent exposure

Explicit instruction

Promote acquisition

- In **input flooding**, the **input** a learner receives is **saturated** with **numerous examples** of the target L2 form with the **expectation** that this **artificial increase** will assist the learner in **noticing** and then **acquiring** the form.

(Wong 2005)

- **Explicit instruction** combined with **input flooding** was more **successful** than **input flooding alone** in **improving students'** use of **discourse markers**.

(Hernandez 2008)

Ensure salient exposure

Use of **sentence builders** to ensure exposure:
model the end goal/desired productive output

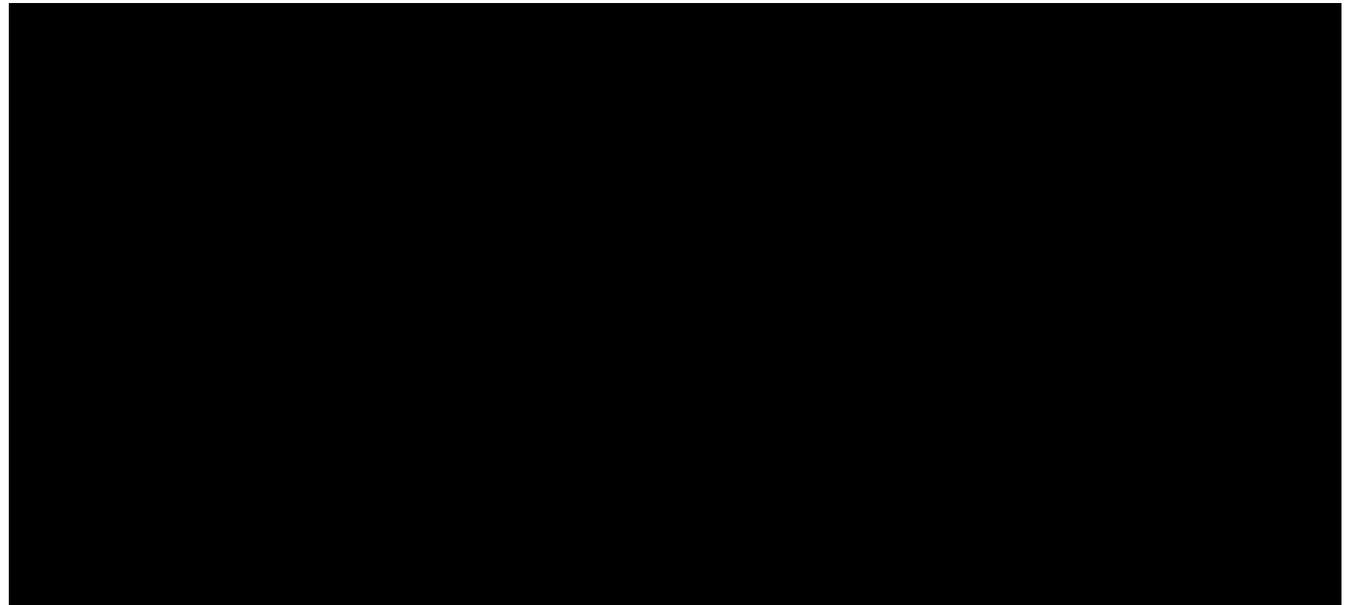
List 3 - Describe las relaciones con tus amigos y familiares

Me llevo bien con mi madre I get on well with my mum	siempre me comprende she always understands me	mi madre es la más comprensiva My mum is the most understanding
Me llevo bien con mi padre I get on well with my dad	siempre me apoya he always supports me	mi padre es el más comprensivo my dad is the most understanding
Me llevo bien con mi madrastra I get on well with my stepmum	siempre me cuida she always cares for me	mi madrastra es la más cariñosa my step mum is the most caring
Me llevo bien con mi padrastro I get on well with my stepdad	nunca me grita he never shouts at me	mi padrastro es el más sensible my stepdad is the most sensitive
Me llevo bien con mi pareja I get on well with my partner	siempre confía(n) en mí he/she(they) always trust me	mi pareja es la más fiel my partner is the most loyal
Me llevo bien con mis padres I get on well with my parents/dads	nunca discuten conmigo they never argue with me	mis padres son los más fieles My parents/dads are the most loyal
Mis madres son las mejores My mums are the best	siempre me protegen they always protect me	mis madres son las más fuertes my mums are the most strong/strongest
Mis abuelos son los mejores My grandparents are the best	siempre me abrazan they always hug me	Mis abuelos son los más simpáticos y optimistas my grandparents are the most kind and optimistic

Ensure salient exposure



Use AI to create receptive activities that exclusively include core vocabulary to flood input and maximise exposure to targeted items



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- Redefining fluency

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Allow for processing the input

'Research has shown that, while listening, we cannot focus on both meaning and form of the language at the same time.'

(Conti and Smith 2019.)

Top-down processing

Benefits:

Trains inference skills

Trains ability to anticipate

Useful for retrieval-based receptive tasks

Bottom-up processing

Benefits:

Useful in the 'input flooding' stage

Promotes phonological awareness

Useful for 'noticing' stage

Useful for assessing student ability to decipher meaning

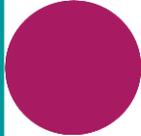


Practical illustration

Bottom-up processing

Promotes phonological awareness

Primes for focus on form



Escucha: segmentation
Listen and separate each word as you track the sounds

1. Todos los días hago tareas domésticas.
2. De vez en cuando voy al gimnasio.
3. Es importante tener un trabajo a tiempo parcial.
4. Se puede ganar un buen sueldo.
5. Cuando sea mayor quiero ser abogado.
6. Los fines de semana hago de canguro.

1. Todos/los/días/hago/tareas/domésticas.
2. De/vez/en/cuando/voy/al/gimnasio.
3. Es/importante/tener/un/trabajo/a/tiempo/parcial.
4. Se/puede/ganar/un/buen/sueldo.
5. Cuando/sea/mayor/quiero/ser/abogado.
6. Los/fines/de/semana/hago/de/canguro.

Practical illustration

Top-down processing

Primes for focus on thematic content

Inference skills trained - anticipation



Escucha: retrieval practice Listen, notice, infer

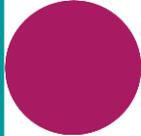
1. Listen and identify the topic of the audio:
Town Environment School
2. They mention the following adjectives: **agradable, limpio and tranquilo**. What can you assume about their opinion?
3. What would you anticipate to come after this sentence:
me encanta leer revistas pero no me gusta
.....
4. What would you anticipate to come after this sentence:
siempre hago equitación sin embargo



Practical illustration

Comprehension testing

Meaning processing to lead to
speaking production



Dictogloss: listen and write down key words and core verbs that you hear in English

Family

There are

People

Mum

Kind

Step-dad

Unfair

Important to have

Supportive siblings



En mi familia hay muchas personas en mi familia. Mi madre es amable aunque mi padrastro es injusto. Pienso que es importante tener hermanos que te apoyan.

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Breakout rooms

5 mins

- Discuss and reflect on how you expose students receptively to the language you want them to produce.
- What does 'input flooding' and 'ensuring exposure' mean to you?
- What types of bottom-up or top-down activities do you do in lessons to allow for processing the input before comprehension?

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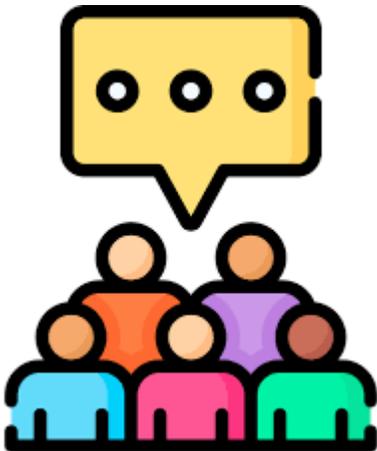
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Prepare students for structured production



Chunk language



Sentence builders and knowledge organisers can **prime** students for **production** when used as a **listening-as-modelling** resource.



Setting the **parameters** for **successful speaking production**: often student-mastery is of a **set topic** and **set structures** that they can regurgitate in **set circumstances**.

We can use **formative assessment strategies** to **determine** whether **secure knowledge** of language chunks is evident.

Practical illustration

Formative assessment

Determine extent of secure knowledge through assessing speed and accuracy of recall of chunked language



Habla: Future aspirations

Quando sea mayor	5
quiero ser azafata	4
quiero ser abogado	3
me gustaría ser médico	3
me gustaría ser ingeniera	2
	1

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Redefine fluency

Confident production of language, seemingly unrehearsed, chunks at pace in a meaningful way, without hesitation

Relevant and appropriate use in a range of contexts

Fluency refers to the **smoothness** with which **sentences** are **uttered**.
(Ellis, 2003, p.113)

Mark	Spontaneity and fluency
5	Generally good exchange in which the speaker shows some spontaneity, but also relies on pre-learnt responses. Sometimes hesitates and may not be able to respond to some questions.
4	Reasonable exchange in which the speaker shows a little spontaneity, but much of what is said involves pre-learnt responses. The flow is often broken by hesitation and delivery can be quite slow at times.
3	Basic exchange in which the speaker shows little or no spontaneity and relies heavily on pre-learnt responses. The flow is broken by hesitations, some of them long, and delivery is quite slow.

Discussion points

1. What can be advantages and disadvantages of choosing authentic sources (content) for listening tasks?
2. What is the link between input flooding and production?
3. How do you know when student can independently recall chunks of language?
4. How can you strengthen recall of language chunks?
5. How can you assess fluency of production?

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Summary

Listening to speaking

Input flooding

Processing type

Chunking language

Comprehensible input

Preparing for production

Fluency

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CPD offers

The 3 Pillars (In-person) - 25.11.24
- 9:30-15:30

Feedback form

Grand Union Language Hub
Feedback Form - Autumn Term

