



Session 3: Cross-curriculum à ICT à Making Listenings

Making Listening material

Case Study: an active approach to listening using ICT – Warley High College of Sport, Sandwell

Scripting and recording dialogue using multimedia players has transformed the way pupils think about listening activities. Staff devised a creative way to get pupils to enjoy listening activities. Inspired by the curriculum opportunities of working in groups and using ICT to communicate, they asked pupils to record their own listening activities using multimedia players borrowed from the local city learning centre.

Aim: To improve pupils' listening skills.

The activity was based around the topic of illness, covering vocabulary and structures already practised in class. Pupils worked in groups of five, with one pupil playing the school secretary and the others acting as parents phoning in to report their child's absence from school. They were given a list of points to include in their script, such as 'Krank seit wann' and 'Was der Arzt sagte?', which formed the basis of the answer grid that would be completed by the rest of the class when they listened to the recording.

Action: Giving pupils the opportunity to record their own listening activities.

An element of competition was introduced: house points would be awarded for the best piece of work, judged in terms of use of language, pronunciation and creativity. Pupils responded enthusiastically to this challenge and were seen scouring exercise books, textbooks and dictionaries for unpredictable elements that would surprise the rest of the class and win them the points.

Following rehearsals, the dialogues were recorded on the multimedia players. All pupils, even those normally reticent about speaking, were keen to perfect their pronunciation and intonation, rerecording dialogue until the whole group was satisfied. The multimedia players were then connected to speakers and the class completed the listening grid.

Impact: Greater enthusiasm, enjoyment and more creative responses.

Pupils' scripts showed originality. In a bid to catch out their fellow pupils, they manipulated set phrases by changing word order and sentence structure and some experimented with language. 'Parents' changed their minds at the last minute and one 'parent' was a pupil pretending to be his own parent.

As one teacher commented: 'This brought a new dimension to listening tasks.

Previously such tasks have been slotted in where necessary and not always well received by pupils. Here they enjoyed the chance to create their own work.' Pupils' enjoyment of the approach was clear: when asked for their opinions of MFL lessons this activity was voted the most popular.