


“Turn down for what?” – Music for a New Generation of Learners

Aims

- Provide background information on active listening.
 - Introduce the 5 frames according to Michael Rost and JJ Wilson.
- Highlight practical examples of active listening for the classroom.
- Speculate if active listening promotes language acquisition.
- **Encourage, Engage, Empower** your teaching practice!

Listening... *the final frontier?*



ˈlɪs·tən  **verb** \ˈli-sən\

: to pay attention to someone or something in order to hear what is being said, sung, played, etc.

—used to tell a person to listen to what you are saying

: to hear what someone has said and understand that it is serious, important, or true

An overview of Active Listening





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Activity 1

Wrong words

Topic: beauty and peer pressure

1. You're going to listen to a song called "Pretty Hurts". Before listening, make a short list of things that you consider "pretty" and things you consider that "hurt".

 <p>PRETTY</p>	1. _____	 <p>HURT</p>	1. _____
	2. _____		2. _____
	3. _____		3. _____
	4. _____		4. _____
	5. _____		5. _____

a. Do your lists have anything in common?

2. Listen to the song and underline the sound-alike mistakes. Try to correct them

Mama said, you're a pretty girl
What's in your head it doesn't matter
Brush your hair, fix your teeth
What you were is all that matters

Just another stage
Pageant the-plain way
This time I'm gonna take the crown
Without falling down, down...

Pretty hurts
Shine the light on whatever's worse

Perfection is the decease of a nation
Pretty hurts
Shine the light on whatever's worse
Tryna fix something
But you can't fix what you can't see
It's the soul that needs the surgery

Blonder hair, fat chest
TV says bigger is better
South Beach, sugar free
Vogue says
Thicker is better

3. Do you think teenagers are pressured to act and look in a certain way? Where does the pressure come from? From the media or from their peers?
4. Use some of the sound-alikes you heard in the lyrics to write a slogan to stop peer pressure.

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Activity 2
Tutorials

YouTube is full of tutorials we can use for educational purposes. Beyoncé’s move your body or Anna Kendrick’s cups are simply an example.

LEARN HOW TO PLAY CUPS



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**Activity 3
 Bingo**

1.	2.	3.
4.	5.	6.
7.	8.	9.

**Activity 4
 Reviews**

Song Review Form

<i>Name of song</i>	
<i>Short summary of the song</i>	
<i>What rating did it receive on:</i>	
<i>MTV</i>	
<i>Billboard</i>	
<i>Why is it interesting</i>	
<i>Is it good for learning English?</i>	
<i>How would you rate this song (1 to 5) Stars</i>	

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Challenge your teaching practice!

- **Affective frame**
 - Use a playful approach:
 - Find a built-in stimulus that motivates students;
 - Use personalisation as a way to involve students in the content;
 - Give students tangible actions to perform;
 - Relieve the stress inherent in real-time listening through a sense of play
- **Top Down Frame**
 - Use an ideas-building approach:
 - Provide a pre-listening stimulus;
 - Use the students' prior knowledge
 - Focus on student questioning and way to generate questions
 - Promote tolerance of delayed confirmation of answers
 - Get students to provide their own reason to listen
- **Bottom Up Frame**
 - Use a language noticing approach:
 - Focus the students on limited listening goals involving small details;
 - Direct attention to the building blocks of language, not just the building;
 - Include a detailed post-listening session involving small units of language;
 - Diagnose what was hard to understand and why.
- **Interaction Frame**
 - Use a collaborative approach:
 - Set up a two-way conversation, even if one party is dominant;
 - Create a gap in understanding between the two (or more) parties in the conversation;
 - Teach discourse phrases for regaining control of a conversation.
- **Autonomous Frame**
 - Use an independence-building approach:
 - Find and use authentic sources;
 - Encourage student independence: students making choices out of personal interest;
 - Help students develop strategies for coping with above-level material without teacher support.

(Rost & Wilson, 2013)

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