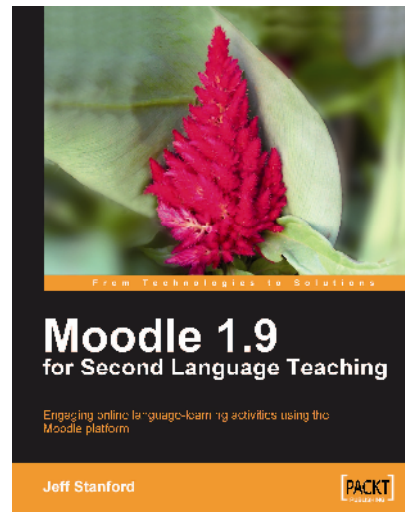




# Moodle 1.9 for Second Language Teaching

Jeff Stanford



## Chapter No. 8 "Listening Activities"

## In this package, you will find:

A Biography of the author of the book

A preview chapter from the book, Chapter NO.8 "Listening Activities"

A synopsis of the book's content

Information on where to buy this book

## About the Author

**Jeff Stanford** is a free-lance educational technologist. He discovered Moodle five years ago, and has remained an ardent fan ever since. He now does regular consultancy work, helping teachers make the most of online learning possibilities. To get away from the computer, he also does training consultancy work for organizations like Anglia Assessment, Fintra, Pearson, and the British Council now and then. He is an Associate tutor in Applied Linguistics for the University of Leicester and a teacher trainer on Cambridge ESOL courses. He also runs a web hosting service and advises on setting up and running Drupal and Moodle websites. You can reach him via <http://moodleflair.com> and <http://moodleforlanguages.co.uk>.

**For More Information:**

[www.packtpub.com/moodle-1-9-for-second-language-teaching/book](http://www.packtpub.com/moodle-1-9-for-second-language-teaching/book)

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I would like to thank my reviewers, Helena Gomm, Malcolm Griffiths, Constanze Eichelbaum, and Maria Stanford, who provided a great deal of constructive feedback on the book. I owe Helena a particular debt of gratitude: if she hadn't coaxed me into writing an article for ETP on Moodle, Packt Publishing's David Barnes wouldn't have come across me and the book would never have been written. I would also like to thank Anthony Gaughan, Tim Francis, and Sue Morris for their helpful comments on some of the chapters.

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# Moodle 1.9 for Second Language Teaching

That word "Moodle" keeps cropping up all over the place—it's in the newspapers, on other teachers' tongues, in more and more articles. Do you want to find out more about it yourself and learn how to create all sorts of fun and useful online language activities with it? Your search ends right here.

This book demystifies Moodle and provides you with answers to your queries. It helps you create engaging online language-learning activities using the Moodle platform. It has suggestions and fully working examples for adapting classroom activities to the Virtual Learning Environment.

The book starts with examples based on what you need for your language teaching and shows which bits of Moodle you need to make them. As such, it isn't a comprehensive guide to Moodle, but it aims to provide relevant information for language teachers. There is no one way to organize a language course. It depends on the level and age of students, the language learning goals, and learning style preferences, amongst other things. But most language courses include a focus on the skills of speaking, listening, reading, and writing, and also offer support for vocabulary, pronunciation, and grammar. This book has taken those areas as its starting point.

Most of this book is a recipe book, a how-to book. In it you'll see activities that you'd find in a typical language-teaching syllabus and learn how you can produce these on Moodle. You'll be provided with step-by-step instructions to copy examples and then adapt them according to your own teaching situation. Most of the activities are ordered so that each chapter starts with easier activities. The ease of setup for each activity is indicated by a star system. Now and then you'll be referred to other chapters where an example already exists.

The non-recipe chapters are guides for setting up Moodle (Chapter 2), using Moodle for Assessment (Chapter 9), making your Moodle site look good (Chapter 11), and helping prepare students to use Moodle (Chapter 12).

**For More Information:**

[www.packtpub.com/moodle-1-9-for-second-language-teaching/book](http://www.packtpub.com/moodle-1-9-for-second-language-teaching/book)

## What This Book Covers

Chapter 1, *What Does Moodle Offer Language Teachers?* outlines the key features of Moodle that make it such an excellent tool for language teaching. It relates Moodle to **communicative language teaching** syllabuses and provides an outline of the whole book.

Chapter 2, *Getting Started with Moodle* provides an overview of the administration features you'll need to have in place before you begin. We'll consider the importance of roles, groups, and outcomes, as well as the add-ons that are worth including to make the most of Moodle for language teaching.

Chapter 3, *Vocabulary Activities* looks at a variety of activities that help students to learn words. It considers how Moodle can help students review and recycle vocabulary, and looks at the different ways of keeping vocabulary records.

Chapter 4, *Speaking Activities* makes much use of the add-on NanoGong recorder to illustrate activities that look at pronunciation, intonation, fluency, stress, and participation in discussions.

Chapter 5, *Grammar Activities* is very much at home in Moodle. It's possible to create a wide range of activities for presenting grammar, providing noticing activities, controlled practice using grammar, and keeping grammar records.

Chapter 6, *Reading Activities* focuses on how you can use Moodle to motivate students to read and interact with texts. There's also an activity on extended reading.

Chapter 7, *Writing Activities* shows how helpful Moodle can be for collaborative work on drafts, for adding graphics and organizing writing in effective ways.

Chapter 8, *Listening Activities* looks at the different ways you can present recordings and gives examples of different task types.

Chapter 9, *Assessment* considers the gradebook and its many uses. The wide range of possibilities is potentially overwhelming. The chapter provides some clear paths through it, and shows how you can use Moodle statistics to improve your assessment activities.

Chapter 10, *Extended Activities* considers activities that are longer than those already covered, longer in terms of the activity duration and longer to set up, but definitely worthwhile for language teaching.

**For More Information:**

[www.packtpub.com/moodle-1-9-for-second-language-teaching/book](http://www.packtpub.com/moodle-1-9-for-second-language-teaching/book)

Chapter 11, *Formatting and Enhancing Your Moodle Materials* provides some guidelines for making your language learners' experience more effective by checking the quality of text, images, and audio. It also considers the importance of clear navigation paths.

Chapter 12, *Preparing Your Students to Use Moodle* provides some guidelines for making Moodle part of your students' learning timetable.

Chapter 11 and Chapter 12 are not part of the actual book, but you can download them from Packt's website.

Chapter 11 is available at <http://www.packtpub.com/files/6248-Chapter-11.pdf>, and Chapter 12 is available at <http://www.packtpub.com/files/6248-Chapter12.pdf>.

**For More Information:**

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# 8

## Listening Activities

Listening is often a challenging activity for language learners. This could be because they have to deal with a range of accents and speeds or because the content may be difficult to follow. Sometimes background noise on the recording makes it more difficult to understand. In natural speech it is normal to interrupt, use ellipsis, or leave sentences unfinished. So recordings based on natural speech are also likely to be difficult.

Using Moodle, students can listen repeatedly to recordings until they feel more comfortable with them. We can also help students understand by using a recording program like Audacity to manipulate recordings, providing slower and faster versions of the same text. Certain Moodle modules, like Quiz and Lesson, can be used effectively to help students notice important features of texts, after which they are likely to understand the whole recording better.

The communicative language teaching classroom often focuses on activities that take place *before*, *during*, and *after* listening. This chapter follows the same pattern.

*Before* activities aim at motivating students to listen and getting them to anticipate texts and focus on key vocabulary in advance. Forum and Mindmap are two modules which enable us to do this.

*During* activities focus on the detail of the text and include listening and matching, gap-fill, ordering tasks, identifying attitude, and summarizing tasks. Quiz and Lesson modules are well suited to this.

*After* activities get students to review and evaluate texts they have listened to. Forum and Questionnaire are good for this purpose.

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The chapter is organized as follows:

Activity and ease of setup	Focus	Module	Description
1 *	Before listening	Forum and Mediacenter	Students discuss recordings they would like to hear.
2 *		Mindmap	Students brainstorm ideas or vocabulary.
3 ***	During listening	Quiz	Students answer gist and detailed questions about recordings.
4 ***		Lesson	Students predict text in recordings.
5 *	After listening	Choice	Students vote on recordings.
6 ***		Questionnaire	Students review and evaluate the content of recordings
7 *		Forum	Students discuss recordings.

You'll notice that there are fewer activities in this chapter than in most others. However, listening is included in at least twelve activities elsewhere in this book, as shown in the following table:

Reference	Module	Details
Chapter 3, <i>Vocabulary Activities, Activity 11</i>	Quiz	Students complete a gap-fill while listening to the lyrics of a song.
Chapter 4, <i>Speaking Activities, Activity 1</i>	Forum	Students listen to model pronunciation of language they are learning.
Chapter 4, <i>Speaking Activities, Activity 4</i>	Mediacenter	Students listen and repeat at normal or slower speeds.
Chapter 4, <i>Speaking Activities, Activity 5</i>	OUwiki	In this Dialog minus one activity, students listen to one speaker in a conversation and play the part of the other speaker.
Chapter 5, <i>Grammar Activities, Activity 2</i>	Lesson	Students listen to a recording and notice grammar.
Chapter 5, <i>Grammar Activities, Activity 4</i>	Lesson or Wiki	In this dictation activity, students listen and transcribe what they hear.
Chapter 6, <i>Reading Activities, Activity 2</i>	Web page or Book	Students listen and read at the same time.
Chapter 6, <i>Reading Activities, Activity 6</i>	Hot Potatoes JQuiz	Students investigate the meaning of song lyrics, then listen to the song.



Reference	Module	Details
Chapter 7, <i>Writing Activities, Activity 11</i>	RSS and Forum	Students read texts and summarize them. Substitute listening texts for reading texts and this becomes a useful listening activity.
Chapter 7, <i>Writing Activities, Activity 12, Variation 2</i>	Wiki	Students watch a silent video, predict the text, and then listen carefully to compare their versions with the original. More emphasis can be put on listening to make this a useful listening activity.
Chapter 10, <i>Extended Activities, Activity 1</i>	Webquest	Parts of students' Webquest research can include listening to texts on the Internet.
Chapter 5, <i>Grammar Activities, Activity 4</i>	Reader	We can adapt the reader activity in Chapter 10, <i>Extended Activities</i> by using recordings instead of books. This would help students follow an extended listening program.

Since there are various ways we can use Moodle to help students, the introduction to this chapter looks in detail at the types of players we can use. There is also some guidance on the range of sources of listening material available on the Internet. The final section in the introduction demonstrates how we can show and hide text on Moodle pages while students listen.

## Players

This book offers four main ways of presenting listening material. The introduction to Chapter 4, *Speaking Activities* offers additional information on the pros and cons of these ways. Chapter 2, *Getting Started with Moodle* provides more information about all the players and programs mentioned below.

- **Built-in Flash player:** Recordings have to be made on an external recording program, such as Audacity. You need to do some simple editing of the HTML code on your pages, but it doesn't require any add-on modules and the player fits neatly into the page:

Quiz: Identifying intonation

1 Listen to the soundclips. Decide whether each underlined word is a rising or a falling sound.

Marks: ~/1

🔊 Hello, how are you today?

🔊 Never do that again!

🔊 Could I have some sausages, please.

Hello, how are you today? (click on recording above) Choose... ▾

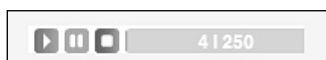
Never do that again. Choose... ▾

Could I have some sausages, please? Choose... ▾

Submit

The player usefully includes a pause facility.

- **Mediacenter:** This podcast player requires the add-on Inwicast module. It allows you to include high-quality recordings whose length is limited only by the maximum upload settings as set in the administration panel. The player is again simple and attractive:



There is a full example of it in Chapter 4, *Speaking Activities, Activity 5*. Mediacenter helps you organize recordings in one place. Recordings can be used in a variety of formats, such as Flash-FLV, MP4 and MOV, WMV and MP3. If your recording equipment records in another format, such as WAV, for example, you can use tools like Audacity to convert the audio format if necessary. You might find it useful to convert from WAV to MP3 format, which works in Mediacenter. Mediacenter also allows you to link to remote files on other websites.

- **NanoGong player:** This requires the add-on NanoGong module. It's well worth including in your Moodle setup, as it allows simple recording and playback on most HTML pages within Moodle.



The major constraints as far as Moodle is concerned are the time limit of 2 minutes per recording and the lower recording quality. However, for ease of use and convenience, it's suitable for many of the activities.

- **Embedded flash video players:** You can embed Flash video players in Moodle HTML pages by pasting embed code from the source site on your page. Embed, here, means insert it into the page.  
You must check that there are no copyright issues when you embed video. Some sites allow it, some don't. Some request that you seek permission first. Since the video is sourced from another website, you are using its bandwidth as well as its content. So it is doubly right that you seek permission.

## Sources of listening material

It's worth considering the range of sources of listening materials available. The following are the typical sources:

- You
- Your students
- Your colleagues
- Local interviewees, such as friends and professionals. You could approach representatives of local services, such as the police or tourist services, and ask if you can make short interviews.
- Recordings of local announcements from railway stations or airports
- Internet recordings
- Websites, such as Woices (<http://woices.com>) and voicethread (<http://voicethread.com/>), which combine audio with maps and images

*Activity 1* has an extended list of listening sources.

### Recording speed

One of the many useful features of Audacity is that it allows us to reproduce recordings at different speeds without the pitch changing. It's well worth including slower recordings if you think your students will benefit from it. Presentations could include two recordings: the first one at a slower speed; the second at a faster, more natural speed. Alternatively, you could start with a recording at a natural speed and make slower speed versions available for students who need remedial help.

You can use Audacity to record from the Internet (also known as grabbing). See Chapter 2, *Getting Started with Moodle* for more information on Audacity.

## Showing the text before listening

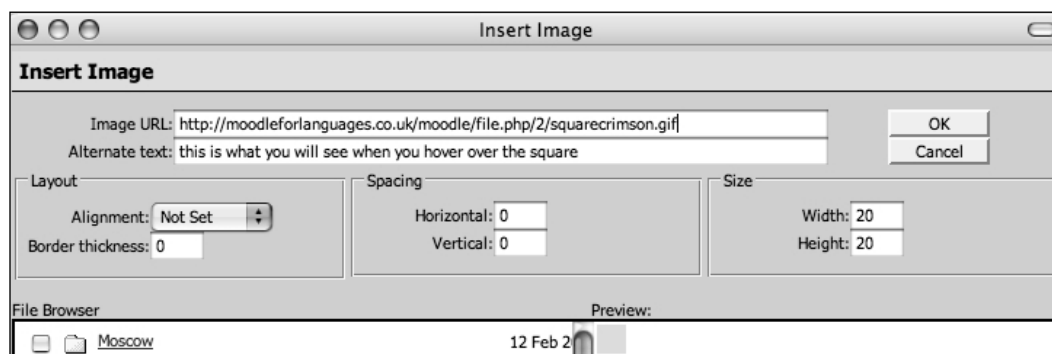
In many of the activities below and in other chapters, you might want to create a facility for allowing students to see text before and/or after they hear it. Here is a simple way of doing that using ALT tags (Computer-speak for Alternative text).

First, prepare a small GIF image that students will hover their mouse cursor over to see the text.

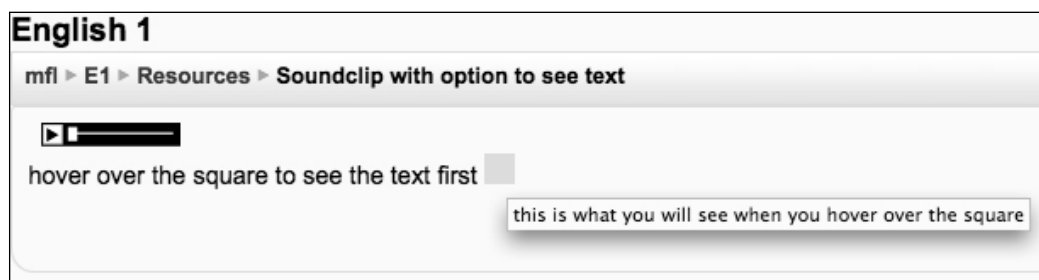


In case you don't know, GIF is one of the formats you can save an image in. Other formats you may have heard of are JPG and PNG.

You can do that using a simple graphic program like Paint. Alternatively, you can copy this pink square image from <http://moodleforlanguages.co.uk/images/pinksquare.gif>. To do that, right-click (or *Ctrl*+click on a Mac) on the image and select **Save Image As....** Then, in the HTML area on your Moodle activity, upload the image, and write the text you want to show in the ALT area.



The HTML page will now look like this. The text you write in the **Alternate text** box will appear in a separate box on the screen when you hover the mouse cursor over the pink square.



#### Web conferencing

If you have the add-on module Dimdim, mentioned in the introduction to Chapter 4, *Speaking Activities*, you could also create live listening sessions.

## Activity 1: Using Forum to motivate students

**Aim:** Help motivate students by discussing what recordings to listen to

**Moodle modules:** Forum

**Extra programs:** Mediacenter (optional)

**Ease of setup:** \*

As with many language-learning activities, it's important to try to motivate students at the outset. In this activity, students discuss what recordings to listen to. The choice of recordings will depend on the age, interests, and language level of the students. There are thousands of sources on the Internet, many of which you can find through good search engines. Here are some examples:

Source	Ideas
News sites	You could also consider getting students to listen to and compare news from different countries. The open directory project is a good place to look: <a href="http://www.dmoz.org/News/">http://www.dmoz.org/News/</a> .
Media repositories	Sites like YouTube and Google Video are good sources of songs, presentations, TV clips, stories, and many other recordings. Sound archives are also good places to look. Some useful sources are: <ul style="list-style-type: none"> <li><a href="http://sounds.bl.uk/">http://sounds.bl.uk/</a></li> <li><a href="http://www.bbc.co.uk/archive/collections.shtml">http://www.bbc.co.uk/archive/collections.shtml</a></li> </ul>
Poetry sites	Many of these include recordings: <ul style="list-style-type: none"> <li><a href="http://poems.com/">http://poems.com/</a></li> <li><a href="http://www.dmoz.org/Arts/Literature/Poetry/Performance_and_Presentation/">http://www.dmoz.org/Arts/Literature/Poetry/Performance_and_Presentation/</a></li> </ul>
Story sites	More and more audio books are now available on the Internet often free, as with project Gutenberg: <a href="http://www.gutenberg.org/wiki/Gutenberg:The_Audio_Books_Project">http://www.gutenberg.org/wiki/Gutenberg:The_Audio_Books_Project</a>
Discussions	Public broadcast stations like DW, BBC, CBC and CNN are good sources: <ul style="list-style-type: none"> <li><a href="http://www.dw-world.de/">http://www.dw-world.de/</a></li> <li><a href="http://bbc.co.uk">http://bbc.co.uk</a></li> <li><a href="http://www.cbc.ca/">http://www.cbc.ca/</a></li> <li><a href="http://www.cnn.com/services/podcasting/">http://www.cnn.com/services/podcasting/</a></li> </ul>
Film trailers	Several websites are devoted to film trailers. For example: <a href="http://www.imdb.com/Sections/Trailers/">http://www.imdb.com/Sections/Trailers/</a>
Soap operas	A search for "podcast soap opera" should provide a good catch.

Source	Ideas
Documentaries	Again, public broadcast stations offer an increasingly wide range of documentaries, which you can link to via your Moodle Mediacenter: <a href="http://tinyurl.com/publicbroadcast">http://tinyurl.com/publicbroadcast</a> .
Lectures	These can be made by you, your students, or sourced from websites such as <a href="http://www.ted.com/">http://www.ted.com/</a> .  A search for "online lectures" will yield many more sites.
Advertisements	Try <a href="http://www.google.com/Top/Arts/Television/Commercials/">http://www.google.com/Top/Arts/Television/Commercials/</a> for a directory of advertisements.

There is also a database of sites with recordings at <http://teachereducation.org.uk/moodle/mod/glossary/view.php>. Search for "listening".

Do remember to check copyright if you plan on copying audio content. Direct links to audio material require no special permission, though YouTube users have the ability to block access to videos that they uploaded. So before you set students work on a YouTube activity, check that the video link is still working.

Also, schools may censor some of the above sites. If necessary, you can download recordings. There is help with this in Chapter 2, *Getting Started with Moodle*.

You could also set up an RSS feed to regular broadcasts. See Chapter 7, *Writing Activities* for an example of how you can do this on Moodle.


In our example, we'll set up links to the TED website: <http://www.ted.com/>. All the recordings we want students to consider and research are on the same website. There's a wide range of topics for students to browse. We will ask them to choose a recording they want their classmates to listen to. They will then start forum discussions saying why they think their choice is a good one. N.B. We can also use the Mediacenter as a central directory of recordings. See Chapter 4, *Speaking Activities*, Activity 5 if you need help with setting up the Mediacenter.

After a given period, students go on to Activity 2 of this chapter and vote for the recording they want the class to listen to and discuss. They come back to the forum to discuss the recording.

## Here's how to do it

Set up a forum activity. See Chapter 4, *Speaking Activities, Activity 1*, Steps 3 and 4, for an example. We will cover the next steps here.

3. Complete the introductory page. Pay attention to the following in particular:

Settings	Details
Forum name	Let's call it <b>Your suggestions for listening this month</b> .
Forum type	Decide what type of forum you want. Let's choose <b>Standard forum for general use</b> . That's useful if we want students to be able to start new discussion threads on the forum.
Forum introduction	<p>Here we explain what the purpose of the forum is. To create a link to the TED website, highlight the word you want to link, click on the hyperlink icon in the editor menu , and add the URL (that's the web address) of the target site.</p> <p>We could write something like the following:</p> <p><b>Listening choice</b></p> <p>This month we're going to explore the TED website: <a href="http://ted.com">http://ted.com</a>. Here's what you need to do:</p> <ol style="list-style-type: none"> <li>1 Browse the website looking for recordings you think would be interesting for the class to listen to and discuss.</li> <li>2 Choose your top choice and write a Forum posting saying what it is and why you chose it.</li> <li>3 Read each other's posts, ask questions and give opinions.</li> <li>4 On Friday I will set up a poll and you will vote on which recording you want to listen to. N.B. You can't vote for the one you recommended.</li> <li>5 Once we have the result, I'll post the winner on this Forum.</li> <li>6 Listen to the recording and answer the following questions which I'll post in the forum: What new words did you learn? Do you think they're useful? What do you agree/disagree with? Why? Name at least one point.</li> </ol> <p>Write your answers in the Forum.</p> <p>* If you have problems understanding the recording, post a message on the Forum so that everyone can benefit from the answer.</p>

4. Save the settings by clicking on **Save and display**.

The forum is now ready to be used. This is what the instruction page will look like:

### Listening choice

This month we're going to explore the TED website: <http://ted.com>.  
Here's what you need to do:

- 1 Browse the website looking for recordings you think would be interesting for the class to listen to and discuss.
- 2 Choose your top choice and write a Forum posting saying what it is and why you chose it.
- 3 Read each other's posts, ask questions and give opinions.
- 4 On Friday I will set up a poll and you will vote on which recording you want to listen to. N.B. You can't vote for the one you recommended.
- 5 Once we have the result, I'll post the winner on this Forum.
- 6 Listen to the recording and answer the following questions which I'll post in the forum: What new words did you learn? Do you think they're useful? What do you agree/disagree with? Why? Name at least one point.

Write your answers in the Forum.

**\* If you have problems understanding the recording, post a message on the Forum so that everyone can benefit from the answer.**



It's also possible to embed the TED website in the forum introduction so that students can access the forum and the website from the same screen. See Chapter 2, *Getting Started with Moodle* for instructions on how to do this.

If you have a class of more than ten students, consider creating two or more groups so that it is easier for students to participate. There is information on creating groups in Chapter 2, *Getting Started with Moodle*.



## Activity 2: Using Mindmap to anticipate content of a recording

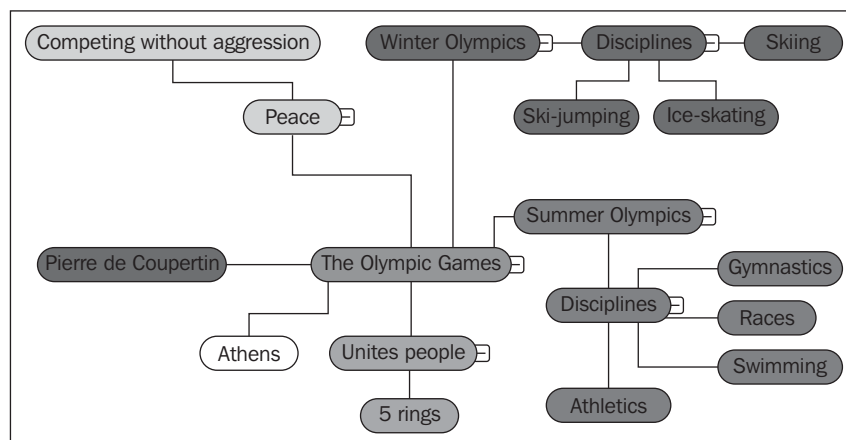
**Aim:** Help students think of likely content of a recording they are about to hear

**Moodle modules:** None

**Extra programs:** Mindmap

**Ease of setup:** \*

It's helpful to focus students on the content of a listening text and get them to anticipate ideas and vocabulary. Mindmap is a good way of doing this. As in the Mindmap activity in Chapter 7, *Writing Activities*, students can do this individually (groups of one), in small groups, or as a whole class. The following screenshot shows the sort of Mindmap that students might produce if you tell them they're going to listen to a recording about The Olympic Games and ask them to predict what themes and vocabulary might be mentioned.



## Here's how to do it

Follow the instructions in Chapter 7, *Writing Activities, Activity 3*.

### Activity 3: Investigating texts using Quiz

**Aim:** Using quiz to investigate texts

**Moodle modules:** Quiz

**Extra programs:** None

**Ease of setup:** \*\*\*

As noted elsewhere, Quiz can be a useful module for practicing different language skills. This is primarily because we can build in helpful feedback and because we can allow students to spend as much time as they want practicing.

There are various ways that Quiz can help students listen. Here are some examples:

- Listening and matching: students listen for gist information and match answers to general questions about the text.
- Ordering task for arranging events in a sequence.
- Multiple-choice for information transfer, identifying speakers' attitudes, and identifying numbers.
- Gap-fill tasks:

Students listen to a song, poem, or other text, and fill in the missing words. It's worth thinking carefully about what sorts of words you want to blank out. Do you want to focus on grammar words (prepositions, pronouns, and conjunctions, etc.), words that are difficult to spell, or keywords (words that convey the main meaning of the text)?

To exemplify each of these examples, we'll make one quiz with four different question types. You could choose to have quizzes with any number of different question types. We'll take as our listening text a story which we recorded ourselves. We could record it in a recording program like Audacity. The story is about a rather special trip to the zoo.

Here is a possible transcript abridged from <http://www.onlyfunnystories.com/ZooJob.asp>:

One day an out of work mime artist is visiting the zoo and attempts to earn some money as a street performer monkey. As soon as he starts to draw a crowd, a zoo keeper grabs him and drags him into his office. The zoo keeper explains to the mime artist that the zoo's most popular attraction, a gorilla, has died suddenly and the keeper fears that attendance at the zoo will fall off.

He offers the mime artist a job to dress up as the gorilla until they can get another one. The mime artist accepts.

So the next morning the mime artist puts on the gorilla suit and enters the cage before the crowd comes. He discovers that it's a great job. He can sleep all he wants, play and make fun of people and he draws bigger crowds than he ever did as a mime. However, eventually the crowds tire of him and he tires of just swinging on trees. He begins to notice that the people are paying more attention to the lion in the cage next to his. Not wanting to lose the attention of his audience, he climbs to the top of his cage, crawls across a partition, and dangles from the top to the lion's cage. Of course, this makes the lion furious, but the crowd loves it.

At the end of the day the zoo keeper comes and gives the mime artist a raise for being such a good attraction. Well, this goes on for some time, the mime keeps taunting the lion, the crowds grow larger, and his salary keeps going up. Then one terrible day when he is dangling over the furious lion he slips and falls. The mime artist is terrified.

The lion gathers itself and prepares to pounce. The mime artist is so scared that he begins to run round and round the cage with the lion close behind. Finally, the mime artist starts screaming and yelling, "Help me, help me!", but the lion is quick and pounces. The mime artist soon finds himself flat on his back looking up at the angry lion and the lion says, "Shut up you idiot! Do you want to get us both fired?"

The questions start with general gist questions (matching). Then comes an ordering question, which requires slightly more attention to detail. The last two are multiple-choice and gap-fill questions, which get students to focus on detailed aspects of the listening text.

## Here's how to do it

All the setups have been detailed elsewhere in the book. The following sections refer you to those activities and point out any major differences.

## Setting up the quiz

The setup for quiz is the same as for Chapter 3, *Vocabulary Activities, Activity 11*. We could call the quiz **Pleasing the crowd**.

## Listening and matching question

See Chapter 3, *Vocabulary Activities, Activity 12* for instructions on how to create matching tasks. Use NanoGong to create sound clips which replace pictures and texts in the Chapter 3, *Vocabulary Activities* examples.

Here are some examples of the matching questions you could set up. These are general questions which help students get the gist of the story.


Question	Answer
How many animals are there in the story?	Three
Where does this take place?	The zoo
Where does the zoo keeper find the mime artist?	On the street
How many animals are there in the cages?	Two


This is what your matching question might look like:

**Preview Gist questions**

Quiz: Pleasing the crowd

---

**1**  Listen to the story and see if you get the main points.

Marks: 

--/1

Match the questions in the left column with the right answer in the right column.

Where does the zoo keeper find the mime artist?	<input type="text" value="Choose..."/>
How many animals are there in the story?	<input type="text" value="Choose..."/>
How many animals are there in the cages?	<input type="text" value="Choose..."/>
Where does this take place?	<input type="text" value="Choose..."/>

Here are a few more matching questions you could consider:

- Match recordings to pictures. Students could hear a description of an image (painting, photo) and identify the description.  
The easiest way to do this would be to take some photos of similar scenes.
- Match individual words to sounds. Students hear the recording and decide which words they are hearing.



Recording	Choice
A. "I hear you're coming"	hear/here
B. "It's over here"	hear/here

## Ordering question

In this variation students listen to a story and then order events in sequence.

See Chapter 7, *Writing Activities, Activity 1* for instructions on how to create the ordering question.

We need to make sure that the sequence is not guessable without hearing the story. Here are the stages from our story that you could include in the question:


1. The zookeeper grabs the mime artist.
2. The zookeeper offers the mime artist a job.
3. The gorilla lies on top of the neighboring cage.
4. The lion tries to attack the gorilla.
5. The lion tells the gorilla off.


This is what the ordering question would look like:

**Preview Zoo story - order of events**

Quiz: Pleasing the crowd

---

**1**  Listen to the story again, then put the story in the right order.

Marks: 

--/1

The zookeeper grabs the mime artist.

The lion tries to attack the gorilla.

The zookeeper offers the mime artist a job.

The lion tells the gorilla off.

The gorilla lies on top of the neighboring cage.

☐ I don't know

## Multiple-choice question

Multiple-choice questions are a good way of getting students to investigate texts in more detail.

See Chapter 5, *Grammar Activities, Activity 5, Variation 1* for instructions on setting up a quiz multiple-choice question.

Here are some possible questions we could include in this activity.

<b>Question 1</b>	<b>According to the story, why does the mime artist accept a job as a gorilla?</b>
<b>Answer 1</b>	<b>His work on the street isn't going well.</b>
<b>Answer 2</b>	<b>The zookeeper has an urgent need for a gorilla.</b>
<b>Answer 3</b>	<b>He always wanted to work as a gorilla in a zoo.</b>
<b>Answer 4</b>	<b>The last gorilla quit the job.</b>

<b>Question 2</b>	<b>Why did the gorilla climb on top of his cage?</b>
<b>Answer 1</b>	<b>He was tired of staying at the bottom of the cage.</b>
<b>Answer 2</b>	<b>He wanted to lose the attention of his audience.</b>
<b>Answer 3</b>	<b>He wanted to watch the lion.</b>
<b>Answer 4</b>	<b>He wanted to entertain the audience.</b>

<b>Question 3</b>	<b>Why was the lion angry?</b>
<b>Answer 1</b>	<b>He thought the gorilla was going to stop pretending to be a gorilla.</b>
<b>Answer 2</b>	<b>He wanted to attack the gorilla.</b>
<b>Answer 3</b>	<b>He had run round and round the cage too much.</b>
<b>Answer 4</b>	<b>He didn't like having the gorilla in his cage.</b>

Here's a preview of the first question:

**Preview Zoo story - detailed questions**

Quiz: Pleasing the crowd

**1**

According to the story, why does the mime artist accept a job as a gorilla?

Marks: --/1

Choose one answer.

☐ a. The zookeeper has an urgent need for a gorilla.

☐ b. He always wanted to work as a gorilla in a zoo.

☐ c. The last gorilla quit the job.

☐ d. His work on the street isn't going well.

Submit

### Other ideas



- Students identify the attitude of the speaker by his/her intonation: sarcastic, happy, worried, etc.
- Students listen to different accents and decide which country the speaker comes from.
- Students evaluate the story or think of ideas related to it. For example, what other things could the lion and gorilla do to please the crowd?

## Gap-fill question

In this question we can gap particularly useful words and provide helpful hints for students who have problems getting them right. The following screenshot gaps verbs, for example.

See Chapter 3, *Vocabulary Activities, Activity 11* for instructions on gap-fill tasks. Insert the audio recording in the HTML instruction box using the Moodle Flash player or the NanoGong player.

Here's what the verb **gap-fill** would look like for the **Pleasing the crowd** story.

**Preview Zoo story - gap-fill**

Quiz: Pleasing the crowd

**1**

Marks: --/9

Listen to the story one more time and fill in the gaps:

One day an out of work mime artist is  the zoo and  to earn some money as a street performer monkey. As soon as he starts to  a crowd, a zoo keeper  him and  him into his office. The zoo keeper  to the mime artist that the zoo's most popular attraction, a gorilla, has  suddenly and the keeper  that attendance at the zoo will  off.

## Activity 4: Prediction activity using Lesson

**Aim:** Help students predict a recorded text

**Moodle modules:** Lesson

**Extra programs:** None

**Ease of setup:** \*\*\*

It's often challenging for students to follow conversations between native speakers. One way of helping them attune themselves to natural conversation is to get them to predict what people will say. The Lesson module allows us to set up such a prediction activity in much the same way as we did in *Chapter 6, Reading Activities, Activity 7*, where students anticipate text that they read.

For this activity, record a conversation. Write out a transcript. Use the Lesson module to provide multiple-choice questions on what comes next.

### Here's how to do it

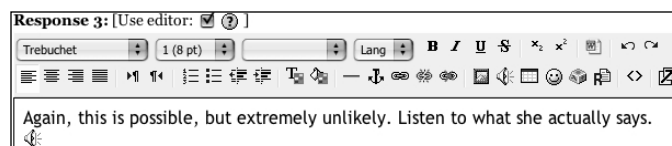
See Chapter 6, *Reading Activities, Activity 7* for instructions on setting up the Lesson module. In the **Page contents** box, replace text with recordings using the Moodle player or NanoGong. Moodle player is more appropriate if you are using pre-existing recordings. NanoGong might be more convenient if you are making the recordings yourself.

Settings	Details
Page contents	Record the following text here, using NanoGong or the Moodle Flash player. <b>Jane: Hey Roger. How are things going?</b> <b>Roger: Not so bad. I got it working.</b> <b>Jane: What did you get working? Oh, you mean the car. Great stuff. Can we go for a drive?</b> <b>Roger: I'm tied up, but how about tomorrow?</b> Then write the following: <b>Listen to the recording then try to guess what Jane says next. In each case one sentence is more probable than the others.</b>
Answer 1	Write <b>That would be brilliant.</b>
Response 1	Here we can right a commentary. For example, <b>Yes, she's already shown that she's enthusiastic.</b>



Settings	Details
<b>Jump 1</b>	Choose <b>Next page</b> . That means that if the student chooses Answer 1, he/she will be taken to the next page, because he/she got Answer 1 right.
<b>Score 1</b>	Write <b>1</b> . The student gets 1 point.
<b>Answer 2</b>	Write <b>Shall I untie you?</b>
<b>Response 2</b>	Write <b>She might say this as a joke, but it's unlikely. Try again.</b>
<b>Jump 2</b>	Choose <b>This page</b> .
<b>Score 2</b>	Write <b>0</b> . The student gets 0 points, because the answer is wrong.
<b>Answer 3</b>	Write <b>I'm leaving the country tomorrow.</b>
<b>Response 3</b>	Write <b>I'm leaving the country tomorrow.</b>
<b>Jump 3</b>	Choose <b>This page</b> . That means that the student will jump back to this page—in other words, do it again.
<b>Score 3</b>	Write <b>0</b> .

When you write the responses, don't forget to click on **Use Editor**, so that you can insert a recording into the answer.



You'll need to complete the dialog yourself and add several more pages for students.

This is what page 1 of the lesson could look like:

**Car dialog**

Preview
Edit
Reports
Grade Essays

Listen to the recording then try to guess what Jane says next. In each case one sentence is more probable than the others.

☐ I'm leaving the country tomorrow

☐ That would be brilliant.

☐ Shall I untie you?

Please check one answer

## Activity 5: Reviewing recordings using Choice

**Aim:** Using polls to vote on a recording

**Moodle modules:** Choice

**Extra programs:** None

**Ease of setup:** \*

Students may find it fun and motivating to vote on recordings that they have listened to. Voting is also a natural outcome of *Activity 1* in which students discuss which recording to listen to and then vote on their favorite one.

If possible, make the recording available on the same page as the poll. There are various ways of doing this:

- If it's a website, embed the website in the instructions
- Use the Moodle audio player
- Use the add-on audio recorder NanoGong
- Embed video from YouTube or other similar sites

There's help with all the above in Chapter 2, *Getting Started with Moodle*.

Here are some ideas for presenting recordings that students can vote on. There's a longer list of possible sources in the introduction to *Activity 1*.

- Students listen to a selection of adverts and decide which one they think is best
- Students listen to two versions of a song and vote on the best one
- Students hear several versions of a sentence and decide which one is the clearest

Let's set up a choice based on two adverts which students will listen to. They will vote on which one is the funniest. In each case, the adverts will be embedded in the introduction to make it easier for students to watch them. We could alternatively provide a link to the website or direct students to the Mediacenter.

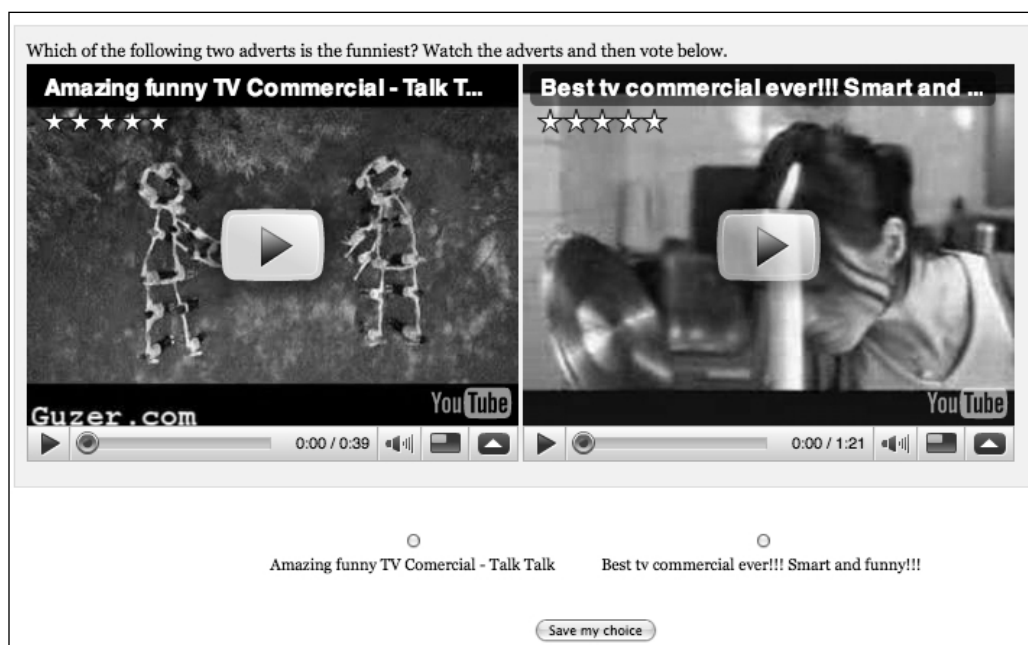
## Here's how to do it

Follow the instructions in Chapter 5, *Grammar Activities, Activity 3*.

Step 2 needs to be modified as in the following table. If a setting isn't mentioned below, then it's optional.

Settings	Details
<b>Choice name</b>	Write an appropriate title for the activity. Let's call this <b>Choose an ad</b> .
<b>Choice text</b>	Write a simple task for students to follow. I've written <b>Which of the following two adverts is the funniest? Watch the adverts and then vote below</b> . After the text, embed the two videos. The ones in the screenshot below are from YouTube.
<b>Choice 1</b>	Under <b>Choice 1</b> , write <b>Advert 1</b> .
<b>Choice 2</b>	Under <b>Choice 2</b> , write <b>Advert 2</b> .
	If you need to add more choices, click on <b>Add more choices</b> at the bottom of the page.
<b>Display mode</b>	If we have a lot of students, we can go for <b>horizontal</b> . If we have few, then <b>vertical</b> would be appropriate. Let's go for a <b>vertical</b> .
<b>Publish results</b>	Show results to students after they answer. They will probably want to see the results straightaway.

This is what the final choice activity could look like:



For More Information:

[www.packtpub.com/moodle-1-9-for-second-language-teaching/book](http://www.packtpub.com/moodle-1-9-for-second-language-teaching/book)

## Activity 6: Reviewing recordings using Questionnaire

**Aim:** Get students to think about recordings through an evaluation questionnaire

**Moodle modules:** Questionnaire add-on

**Extra programs:** None

**Ease of setup:** \*\*\*

Questionnaires can be used to get students to evaluate recordings in the same way as written texts. Consider the list of sources in *Activity 1* as a starting point. You could also use questionnaires to find out what sorts of recordings or movies your class would like to watch. Imagine we've selected the news from `bbc.co.uk` for a given date. We can place the URL for the news item in the question text.

### Here's how to do it

Follow the instructions in Chapter 6, *Reading Activities, Activity 5*.

Here's what the set-up page for the first question text could look like:

The screenshot shows the Moodle 'Editing Essay Box question' interface. At the top, there are tabs for 'View', 'Advanced settings', 'Questions', and 'Preview'. The main content area is titled 'Editing Essay Box question'. It contains several form fields: 'Question Name' with the value 'News item 1', 'Required' with radio buttons for 'Yes' and 'No' (selected), 'Textarea columns' with the value '0', and 'Textarea rows' with the value '0'. Below these is the 'Question Text\*' field, which is a rich text editor. The editor's toolbar shows various formatting options. The text inside the editor reads: 'Listen to this podcast from the BBC World Service: [http://downloads.bbc.co.uk/podcasts/worldservice/whys/whys\\_20090820-2000d.mp3](http://downloads.bbc.co.uk/podcasts/worldservice/whys/whys_20090820-2000d.mp3)'. Below the text editor is a 'Path' field with the value 'body'. At the bottom of the form are three buttons: 'Save changes', 'Save as New Question', and 'Cancel'.

As before, we can choose from a wide range of questions. Each time we can make a recording available either by inserting a Moodle audio player, a NanoGong recording, or a URL to a recording on a website.

Here's what the finished above question would look like:

**TED > CF101 > Questionnaires > Reviewing recordings > Previewing Questionnaire**

View

Advanced settings

Questions

Preview

**Reviewing recordings**

1

Listen to this podcast from the BBC World Service:

[http://downloads.bbc.co.uk/podcasts/worldservice/whys/whys\\_20090820-2000d.mp3](http://downloads.bbc.co.uk/podcasts/worldservice/whys/whys_20090820-2000d.mp3)



Afterwards, write down what you think of this news item.

## **Activity 7: Developing students' critical faculties through online discussion about recordings they've listened to**

**Aim:** Stimulate online discussion about recordings that students have listened to

**Moodle modules:** Forum

**Extra programs:** Mediacenter

**Ease of setup:** \*

The Forum is an excellent module for discussions about recordings that students have listened to. You might find the list of texts in the introduction to this chapter useful as a starting point for choosing texts. You could also consider including texts in the Mediacenter. One helpful feature of that module is that you can create direct links to the copyright recordings on other websites from the Mediacenter directory. Ideas you might like to consider:

- Students listen to the same text and compare ideas.
- Students listen to different texts on the same subjects and compare ideas on the content. This works well with news websites.
- Students listen to an online talk/lecture and discuss what the key ideas are.

### **Here's how to do it**

Follow the instructions in Chapter 6, *Reading Activities, Activity 4*.

## Where to buy this book

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