

## **Do you understand?** – Hörverstehensstrategien optimieren am Beispiel des Podcast „How I got into college“ (Klasse 10–13)

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### **M 1 “Do you understand? – How I got into college”**

#### **Awareness**

Have you had any problems dealing with listening exercises? How much do you know about listening? Let’s find out.

1. Tick the statements you agree with.
  - When I listen to a text in English, I try to understand every word.
  - When I don’t understand the listening text, my mind starts to wander.
  - When I disagree with a speaker’s message, I usually stop paying attention.
  - I am frustrated, or give up listening when the speech is too fast.
  - As I listen to someone speak, I take notes to help myself understand the message.
  - Listening is very important for language learning.
  - Listening to songs and watching movies in English are two of the best ways to learn the language.
2. Share your answers with others in your class. Discuss any differences.

#### **Advance Organiser**

1. Study the photo below and read the excerpt from the college application requirements on the right. Then compile as long a list as you can of words that you would expect in listening texts about the topic “Getting into college”. When you are ready, compare your list with that of someone else in the class.



#### **How to get in**

One distinguishing feature of a premier university like the University of Washington is the diversity of experience, culture, talent, and sheer brainpower represented in the student body. To the Office of Admissions, you aren’t just a GPA and a set of test scores. We’ll take a look at the numbers, but we want to know more: Who are you? What else have you done? Where are you headed? We are excited to learn what you will bring to the UW community. Begin your journey with a look at the factors we use in freshman review.

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#### **2. Generate-Sort-Connect-Elaborate: a Concept Map**

- a) *Generate* a list of ideas and initial thoughts that come to mind when you think about the topic of getting into college.
- b) *Sort* your ideas according to how central or tangential they are. Place central ideas near the centre and more tangential ones toward the outside of the page.
- c) *Connect* your ideas by drawing lines between those that have something in common. Explain and write on the line in a short sentence how the ideas are connected.
- d) *Elaborate* on any of the ideas or thoughts you have written so far by adding new ones that expand, extend, or add to your initial ideas.

V

### M 3 “The Old College Try”

*Sometimes it is difficult to get into college. It is even harder to get into a specific college. So people try whatever it takes to get in. – In this second part of the podcast, a college admissions officer talks about what some people do when they apply to colleges.*

#### A. Approaching the text

##### Extreme Opinions

- a) First go briefly over each statement in the box below for comprehension and vocabulary problems.
- b) With a partner, ask each other the following questions:
  - *What kind of person would say such a thing?*
  - *Is there any truth in the statements?*
  - *How would you modify them for yourself, or do you think they are acceptable as they are?*

Try to reach some sort of agreement between you two.

- c) Share with your class what you think about the statements.

1. It is acceptable to lie to get into a good college.
2. There is nothing wrong with a mother calling a college impersonating her high school son.
3. It is OK when mothers try to sound like their 17-year-old daughters when they call a college.
4. Students have the right to invent things to have a better chance of getting into college.
5. To write flattering albeit insincere application mails is fine as long as they get you into college.
6. Parents have the obligation to do everything they can to get their children into college.

#### B. Now listen to the recording

You are going to listen to an interview with Rick Clark, an admissions officer of Georgia Tech (short for Georgia Institute of Technology).

You will hear the recording twice. After each listening, you will have time to complete the tasks.

##### First listening

##### Task 1: Your first reaction – Listening squares

- a) Make a pile of ten to fifteen paper squares for note-taking. Now write down anything you wish from the recording, for example:
  - facts from the talk
  - your opinion on something said
  - any idea triggered by what you have heard, e.g. ‘sounds like my teacher’
  - thoughts about the talk, e.g. ‘funny voice’, ‘too fast for me’ etc.
  - vocabulary or expression you have heard
- b) Organise and display your paper squares on the table in a way which is meaningful for you and which you can later explain to others.
- c) Share your notes with a partner.



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**Tips:** You may organise the notes in the order you have heard them. Or organise them thematically. Also, you may arrange them in the form of a mind map.

**Second listening**

**Task 2: Recognition – True/False**



a) Individual work. Decide whether these statements are true or false or whether you have not got enough information to answer.

|  | <b>true</b> | <b>false</b> | <b>don't know</b> |
|--|-------------|--------------|-------------------|
| 1. Rick Clark is going to talk about the most misguided things people do to get into college.                            |             |              |                   |
| 2. Some parents call on behalf of their kids.  |             |              |                   |
| 3. Parents impersonate a high school student but use wrong words.  |             |              |                   |
| 4. Applying students often say things they hope admission officers want to hear.   |             |              |                   |
| 5. Students use the same application essay for different schools and carefully adapt the text to the different colleges. |             |              |                   |
| 6. Often students write essays that are pretty bad.  |             |              |                   |

b) Compare your answers with those of others in your class. Talk about any differences.

**Task 3: Recall – Note taking**

a) Complete the notes on the points listed on this worksheet. You do not need to write complete sentences.

1. Ways parents try to get their kids into college (name two aspects):  
 a. \_\_\_\_\_  
 b. \_\_\_\_\_

2. How parents motivate their kids to email admissions office (one aspect):  
 \_\_\_\_\_

3. One common mistake kids make when they're writing their essays:  
 \_\_\_\_\_

4. The age-old trend kids are writing about in their application essays:  
 \_\_\_\_\_  
 \_\_\_\_\_

5. In how far colleges are partly to blame for bad essays (name two aspects):  
 a. \_\_\_\_\_  
 b. \_\_\_\_\_

b) Use your notes and summarise in less than 50 words what you have learnt about "The Old College Try".

**C. Creative Development**

Where would you draw the line? Against the background of the podcast, are there forms of behaviour that are acceptable, while others are not? Discuss this with your classmates.

**Reflection:** Think back to your paper squares and how you organised them. With a partner, talk about the differences in how we listen, what we listen for and how we later organise information.

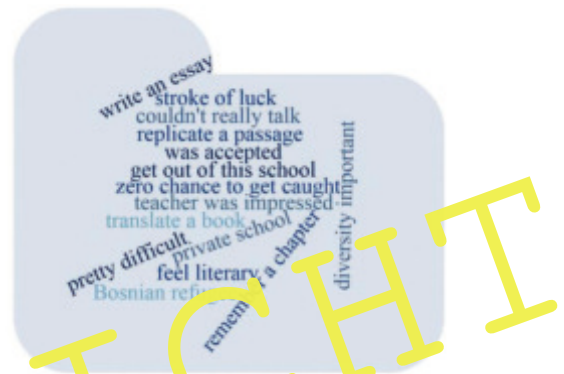
## M 4 Emir's Story

In the next section of the podcast, you will hear an interview with a young Bosnian refugee whom the UN flew out of Bosnia and dropped him and his family in Atlanta, which was as good as any other place since they didn't know a soul in the entire USA. How does he think he got into college?

### A. Approaching the text

#### A Word File

- Working with a partner, study the phrases on the right. Explain each phrase in two ways.
  - First, write down what you think the phrase means.
  - Second, look up those you are not sure of in a dictionary or an encyclopedia and write down the explanations.
- The episode you are going to listen to is called "Emir's Story". Write a short text in which all the phrases from the word file are used to point out in what way they might relate to the topic.



### B. Now listen to the recording

You are going to listen to Emir stressing just how lucky he was to get into a very prestigious university.

You will hear the recording twice. After each listening, you will have time to complete the tasks.

#### First listening

##### Task 1: Your first reaction

#### Headlines

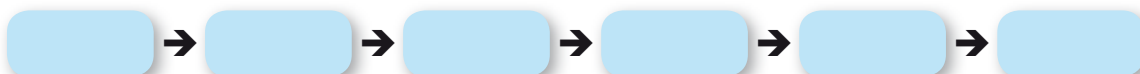
- Think of the big ideas and important themes in what you have just heard.
- Write a headline for each topic or key aspect that you feel is significant and important.
- Talk in small groups. Share your headlines with students in your group. It is important that you not only share but also explain your choice, unpacking the headline for others.

#### Second listening

##### Task 2: Recognition – Get Organised

After Emir graduated from high school, he was accepted at Harvard. What were the stages that brought him there? Put these sentences in the right order and write the letter in the appropriate box:

- |  |  |
|--|--|
| a) Emir's teacher was impressed by his essay.                                | d) Asked by his teacher to write an essay, Emir copies a beautiful passage from his book translation as his essay. |
| b) To improve his English, Emir translates a book from Bosnian into English. | e) Four years later, Emir gets into Harvard University on a scholarship.   |
| c) Emir gets into a private school and for him it is a heaven on earth.      | f) Emir's teacher introduces him to the admission officer of a private school.                                     |



### **Kompetenzen**

Die Schülerinnen und Schüler<sup>1</sup> können ...

- ihr Vorwissen zum Thema der Unterrichtseinheit und zu einzelnen Teilthemen nutzen, um Schemata zu aktivieren,
- über methodische Hörverstehensstrategien verfügen,
- inhaltlich und sprachlich anspruchsvolle Hörpassagen verstehen und ausgewählte Inhaltsaspekte erfassen.

### **Niveau**

Klasse 10–13

### **Dauer**

ca. 7–9 Unterrichtsstunden

### **Einbettung**

Die *Fachanforderungen Englisch – Allgemeinbildende Schulen* unter Sekundarstufe II fordern die Kompetenz, ein Global- und Detailverständnis an komplexem authentischem Sprachmaterial zu demonstrieren und sowohl manifeste als auch latente Aspekte aus einer komplexeren Argumentation bzw. Thematik herausarbeiten zu können. Dazu sind Hörverstehensstrategien unerlässlich.

Inhaltlich passt die Unterrichtseinheit in den Bereich „Themen und Probleme junger Erwachsener in den USA: Learning and the work experience: Schule, Abschlüsse, Erkundung von Studienmöglichkeiten [...]“

**Minimalplan:** Bei Zeitknappheit könnten jeweils die Aufgabenbereiche „Creative Development“ und „Reflexion“ sowie die Auftaktseite M 1 weggelassen werden.

### **Hinweise**

**Hörverstehen** ist die im täglichen Sprachgebrauch am häufigsten verwendete Sprachmodalität. Nunan (2002) nennt das Hörverstehen **„Cinderella skill“**; oft vernachlässigt, obwohl **mehr als 50 Prozent des Fremdsprachenunterrichts** aus **Hörverstehen** besteht! Doch warum ist das Verstehen englischer Hörtexte für unsere Schüler so schwierig? Wesentliche Gründe sind diese:

- Die Lernenden müssen den Sprachinput verstehen, wie er kommt. Dabei müssen sie mit der Wortwahl, den Strukturen, der Sprechgeschwindigkeit etc. der Sprechenden klarkommen.
- Gesprochene Sprache in Hörtexten ist schnell, variabel und jeder Kontrolle der Hörenden entzogen.
- Die Komplexität des Hörverstehens in der Fremdsprache ist erheblich, da die Lernenden auch im fortgeschrittenen Englischunterricht nur eine unvollständige Sprachkompetenz haben.

Daher ist es **essenziell** für Englischlehrende, ihren **Schülern zu helfen, effektive Hörer zu werden**. Wie kann das gelingen?

Es gilt, zwei Ansätze miteinander zu verbinden:

#### **„Strategy-building listening“:**

Den Lernenden werden explizit Hörverstehensstrategien (HV-Strategien) vermittelt (Vandergrift 2004). Dieser Ansatz hilft den Lernenden, in unterschiedlichen Situationen effektive Hörer zu werden, indem sie Strategien wie diese anwenden: Vorhersagen machen, planen, wie sie zuhören wollen, die Wirksamkeit ihrer HV-Strategien reflektieren und evaluieren. Bei diesem Ansatz steht **„learning to listen“** im Mittelpunkt.

<sup>1</sup> Im weiteren Verlauf wird aus Gründen der besseren Lesbarkeit nur „Schüler“ verwendet.