

KEEP IN MIND

Developing Listening, Memory and Oral Reproduction

by Halis Bereket

The Problem That Started It

Listening -> understanding -> retaining -> responding

Many learners could understand short input, but needed structured support to retain and reproduce longer utterances orally.

KEEP IN MIND

Why "KEEP IN MIND"?

Remember • Retain • Understand • Respond

From Short to Long

Short utterances -> progressively longer utterances

Visible levels by number of words

Three KEEP IN MIND Applications

KIM-1 - Pre-Intermediate

KIM-2 - University / TOEFL

KIM-3 - Grade 4 Challenge

KIM-1: Pre-Intermediate

English Language and Literature - Year 1

4 -> 36 words

Audio + scripts + course CD

Four Years of Records

2010/11

2011/12

2012/13

2013/14

What the Learner Received

Audio • Scripts • PPT • Course CD

Student Procedure

1. Prepare
2. Listen
3. Reproduce
4. Discover current level
5. Practise again
6. Return

Teacher Procedure

Available at breaks / lunch / after class

Listen • judge • record • encourage

One Click, One Listening

Click once = play once

Click again = listen again

KIM-2: University / TOEFL

Archival TOEFL preparation material (not redistributed)

4 -> 42 words

Voluntary self-challenge

KIM-3: Grade 4

Grade 3 material used as a Grade 4 challenge

1 -> 34 words

Voluntary and motivating

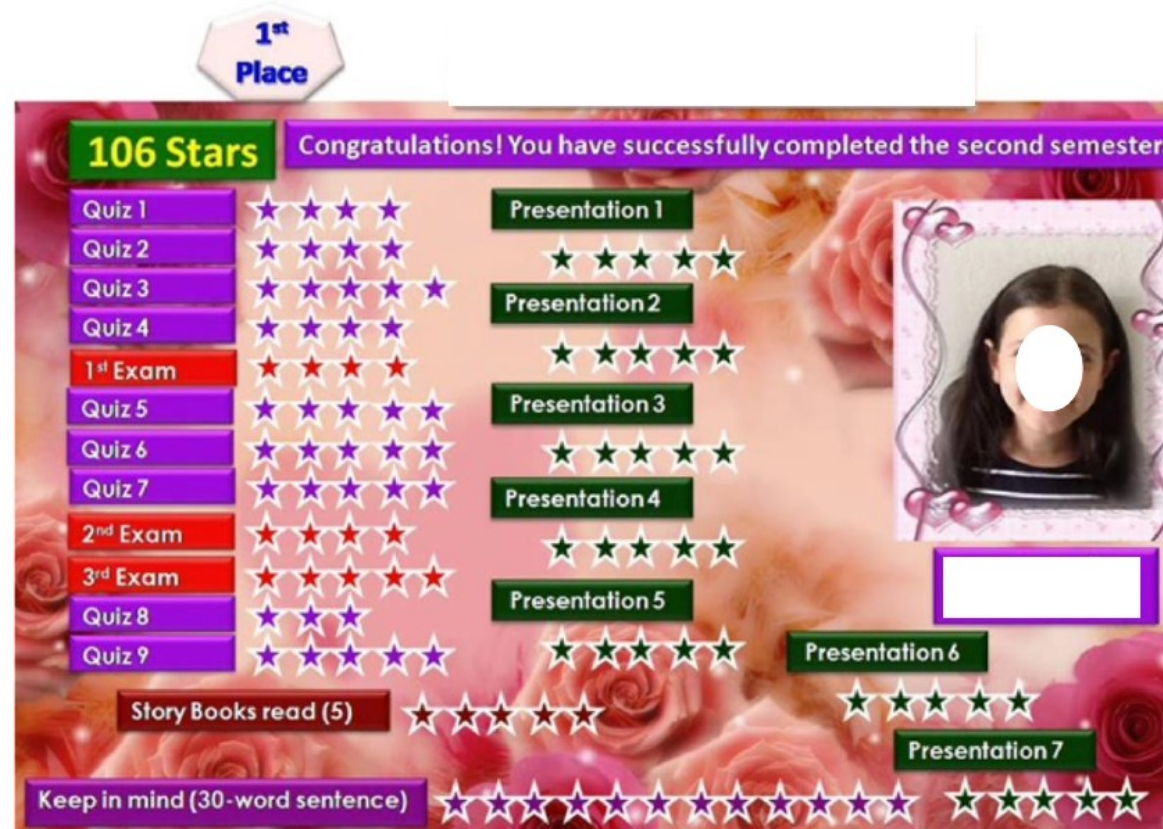
Motivation Without Pressure

Choice • Challenge • Stars • Gifts • Oral grades • Certificates

KEEP IN MIND on the Certificate

Quiz • Exams • Presentations • Story Books • KEEP IN MIND

Anonymised classroom record



What Was Observed?

Listening performance

Pronunciation

Fluency

Confidence

Willingness to speak

What the Evidence Can and Cannot Say

Documented records show attempts and achievement levels.

Teacher observations describe classroom change.

Research interpretation would require further data.

Looking at KEEP IN MIND Through Today's ELT Lens

Repeated listening

Transcript support

Graded task difficulty

Elicited-imitation-related features

Self-regulated learning

Formative assessment

Motivation / gamification

Listening-to-speaking transfer

What May Be Distinctive?

Preparation -> learner-chosen readiness -> listening

Oral reproduction -> visible ceiling -> recorded score

Renewed practice -> another attempt -> recognition

What Would We Keep Today?

Progression

Learner control

Repeat listening

Visible achievement

Second chances

Positive recognition

What Would We Change Today?

New distributable audio/texts

Modern PPTX

Clear scoring criteria

Better data collection

Teacher guide

Learner notebook

KEEP IN MIND 2.0

Seminar

Speaker's Handout

Participant's Notebook

Updated PPTX

Teacher Guide

Article draft (for journal submission)

KEEP IN MIND

Closing

Challenge learners. Support them. Let success become visible.

KEEP IN MIND