

KEEP IN MIND

Developing Listening, Memory and Oral Reproduction

Procedure

Slide 1 — KEEP IN MIND

Developing Listening, Memory and Oral Reproduction | Halis Bereket

Slide 2 — 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.

Slide 3 — Why “KEEP IN MIND”?

Remember • Retain • Understand • Respond

Slide 4 — From Short to Long

Short utterances → progressively longer utterances | Visible levels by number of words

Slide 5 — Three KEEP IN MIND Applications

KIM-1 — Pre-Intermediate | KIM-2 — University / TOEFL | KIM-3 — Grade 4 Challenge

Slide 6 — KIM-1: Pre-Intermediate

English Language and Literature — Year 1 | 4 → 36 words | Audio + scripts + course CD

Slide 7 — Four Years of Records

2010/11 • 2011/12 • 2012/13 • 2013/14

Slide 8 — What the Learner Received

Audio • Scripts • PPT • Course CD

Slide 9 — Student Procedure

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

Slide 10 — Teacher Procedure

Available at breaks / lunch / after class | Listen • judge • record • encourage

Slide 11 — One Click, One Listening

Click once = play once | Click again = listen again

Slide 12 — KIM-2: University / TOEFL

Archival TOEFL preparation material (not redistributed) | 4 → 42 words | Voluntary self-challenge

Slide 13 — KIM-3: Grade 4

Grade 3 material used as a Grade 4 challenge | 1 → 34 words | Voluntary and motivating

Slide 14 — Motivation Without Pressure

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

Slide 15 — KEEP IN MIND on the Certificate

Quiz • Exams • Presentations • Story Books • KEEP IN MIND | Anonymised classroom record

Slide 16 — What Was Observed?

Listening performance | Pronunciation | Fluency | Confidence | Willingness to speak

Slide 17 — 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.

Slide 18 — 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

Slide 19 — What May Be Distinctive?

Preparation → learner-chosen readiness → listening | Oral reproduction → visible ceiling → recorded score | Renewed practice → another attempt → recognition

Slide 20 — What Would We Keep Today?

Progression | Learner control | Repeat listening | Visible achievement | Second chances | Positive recognition

Slide 21 — What Would We Change Today?

New distributable audio/texts | Modern PPTX | Clear scoring criteria | Better data collection | Teacher guide | Learner notebook

Slide 22 — KEEP IN MIND 2.0

Seminar | Speaker's Handout | Participant's Notebook | Updated PPTX | Teacher Guide | Article draft (for journal submission)

Slide 23 — Closing

Challenge learners. Support them. Let success become visible. | KEEP IN MIND