

KEEP IN MIND

Developing Listening, Memory and Oral Reproduction

SPEAKER'S HANDOUT

Slide 1 — KEEP IN MIND

Developing Listening, Memory and Oral Reproduction | Halis Bereket

Speaker notes:

- Introduce the project as a teacher-developed response to a listening problem. Do not begin with academic terminology.
- Explain that the seminar reconstructs an authentic classroom practice first, and evaluates it academically second.

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.

Speaker notes:

- Explain the observed difficulty: learners could hear English but had difficulty processing longer stretches, retaining them and responding immediately.
- Mention the earlier use of TOEFL short/long listening texts and questions; this helped but did not fully solve the problem.

Slide 3 — Why “KEEP IN MIND”?

Remember • Retain • Understand • Respond

Speaker notes:

- Explain that the name referred to keeping spoken language in mind.
- Mention the contemporary interest in memory/cognitive-development publications only as historical context, not as a research claim.

Slide 4 — From Short to Long

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

Speaker notes:

- Explain that the learner did not begin with the hardest item. Difficulty was made visible through word-count levels.
- Introduce the seminar principle: “Difficulty increases; pressure does not.”

Slide 5 — Three KEEP IN MIND Applications

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

Speaker notes:

- Make clear that these were three distinct applications/material sets, not one experiment repeated unchanged.
- Tell participants that each arose from the same underlying listening/retention concern but differed in source material, level and implementation.

Slide 6 — KIM-1: Pre-Intermediate

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

Speaker notes:

- Explain that KIM-1 used NorthStar Pre-Intermediate source audio/texts.
- Students received the materials in advance on the course CD and as printed scripts.
- They could prepare and later come to the teacher when ready.

Slide 7 — Four Years of Records

2010/11 • 2011/12 • 2012/13 • 2013/14

Speaker notes:

- Show that four academic years of KIM-1 score records survive.
- Do not claim totals until the complete sheets have been extracted and counted.

- Point out that surviving records document students reaching the 36-word level and receiving marks.

Slide 8 — What the Learner Received

Audio • Scripts • PPT • Course CD

Speaker notes:

- Explain that preparation was supported rather than hidden: learners had access to audio and scripts.
- The CD also contained other Listening and Speaking course materials.

Slide 9 — Student Procedure

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

Speaker notes:

- Explain the process slowly. Learners started from shorter items, used scripts when needed during preparation, and came when ready.
- At a level, up to three listenings could be used when necessary.
- After reaching a stopping point, they could work again and return later; the documented procedure allowed up to three separate attempts.

Slide 10 — Teacher Procedure

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

Speaker notes:

- Explain the informal but systematic testing setting.
- The learner progressed while responses were accurate; the reached level was recorded.
- Do not invent an error rubric where the historical record is incomplete. Flag pronunciation/error scoring for verification.

Slide 11 — One Click, One Listening

Click once = play once | Click again = listen again

Speaker notes:

- Connect the old speaker-icon slides with the updated 2026 PowerPoint interface.
- Emphasize learner control and repeat listening without automatic looping.

Slide 12 — KIM-2: University / TOEFL

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

Speaker notes:

- Explain that this version was not run as a compulsory classroom activity.
- Students familiar with the TOEFL audio from lessons could come voluntarily, often without special preparation, to see their score.
- Clarify that the archival TOEFL preparation material is documented here but is not redistributed in the public archive.

Slide 13 — KIM-3: Grade 4

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

Speaker notes:

- Explain why a version was later created for younger learners after seeing success in earlier work.
- Clarify that the surviving Grade 4 script begins with individual words and progresses to longer utterances.

Slide 14 — Motivation Without Pressure

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

Speaker notes:

- Explain the importance of a relationship based on affection and mutual respect.
- Participation was encouraged through recognition and rewards, but the Grade 4 challenge was designed to feel inviting rather than compulsory.

Slide 15 — KEEP IN MIND on the Certificate

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

Speaker notes:

- Show how KEEP IN MIND sat inside a broader record of English achievement.
- Point out the documented 30-word sentence achievement and stars on the surviving 2014/2015 certificates.
- Explain that story-book reading was also recorded.
- Note that the classroom record shown publicly is anonymised.

Slide 16 — What Was Observed?

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

Speaker notes:

- Present these explicitly as retrospective teacher observations, not experimental causal findings.
- Explain the observation that some ordinarily weaker or mid-level learners experienced success at high sentence lengths and appeared to gain confidence.

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.

Speaker notes:

- This is an important credibility slide.
- Separate: (1) historical documents and scores, (2) retrospective teacher observations, and (3) present-day academic interpretation.
- State that the original implementation had no control group or standardized pre/post research design.

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

Speaker notes:

- Explain that these are present-day analytical lenses, not terminology claimed to have been used when the project was created.
- Only retain concepts that survive the formal literature review.

Slide 19 — What May Be Distinctive?

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

Speaker notes:

- Argue cautiously that the possible distinctiveness lies in the combination and sequencing of features rather than in claiming invention of any single technique.
- Return to the principle: "Difficulty increases; pressure does not."

Slide 20 — What Would We Keep Today?

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

Speaker notes:

- Explain which original features should remain in an updated version.
- Mention the new PowerPoint navigation and audio design as modernization, not a change in the core pedagogical idea.

Slide 21 — What Would We Change Today?

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

Speaker notes:

- Explain that KIM-1 and KIM-2 used commercial source materials and therefore need copyright review before public redistribution.
- A new version should use materials that can be distributed appropriately and should collect evidence more systematically.

Slide 22 — KEEP IN MIND 2.0

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

Speaker notes:

- Present the project not as nostalgia but as a documented practice being reconstructed and responsibly updated.
- Participant's Notebook can remain practical and script-centred; Speaker's Handout carries procedure, evidence and academic notes.
- Keep the article as a journal-submission draft rather than publishing it on the website while journal review remains an option.

Slide 23 — Closing

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

Speaker notes:

- Close with the human dimension: learners were invited to discover how far they could go and then try again.
- Invite discussion and future classroom testing of the updated model.