The Professional Development Project for

English Language Supervisors and Teachers

How to Improve Students
Listening Skills

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Module III

How to Improve Students' Listening Skill

First Training Session 135 Minutes

- Introduction
- Teaching Listening

Second Training Session 135 Minutes

- Teaching Listening
- Assessment and Feedback
How to Improve Students' Listening Skills

General Aim:

The aim of this module is to demonstrate the importance of teaching listening to students through equipping them with the proper strategies for developing this skill in order to become good listeners.

Specific Aims:

Upon the completion of training, trainees are expected to:

- Be more aware of the importance of listening in learning English.
- Differentiate between listening in real life and listening in the classroom.
- Get familiar with the skills involved in the process of listening.
- Practice the language needed for various types of listening activities, at the planning stages and in the classroom.
- Apply a range of listening strategies in their classes.
- Recognize how to assess students' listening abilities.

Time:

The allocated time for this module is 5 hours.
How to Teach Listening

Discussion Topics:

🎯 **Introducing Listening:**
   1. What is listening?
   2. Listening vs hearing.
   3. Why do we teach listening?
   4. What's special about listening?
   5. The traits of a good listener.

🎯 **Teaching Listening:**
   1. Three views on teaching listening.
   2. The principles behind teaching listening.
   3. What kinds of listening material should be used?
   4. Types of classroom listening performance.
   5. How to choose a listening text?
   6. What makes a listening text difficult?
   7. Helping students to understand a listening text.
   8. What listening strategies do students need to develop?
   9. Stages in a listening lesson.
  10. Where does video fit in?

🎯 **Assessing Listening:**
   1. Listening Activities
   2. How do we assess listening?
Mind Map

Teaching Listening Skills

Introduction
- Definition
- Listening X Hearing
- Why do we teach listening?
- What's special about listening?
- The traits of a good listener.

Teaching Listening
- 3 views on teaching listening
- Principals behind teaching listening
- Authentic x ESL material
- Types of classroom listening performance
- Choosing a listening task.
- What makes a listening task difficult?
- How to help students to understand a listening text?
- What listening strategies students need to develop?
- Stages in a listening lesson.
- Where does a video fit in?
- Problems & solutions.

Assessment
- Listening activities.
- How to assess listening.
- Giving feedback.
## Training Tasks:

<table>
<thead>
<tr>
<th>No.</th>
<th>Task Type</th>
<th>Title</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Session 1</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Bingo Cards</td>
<td>Focusing on terms</td>
<td>All the time</td>
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<tr>
<td>2</td>
<td>Agree / disagree.</td>
<td>Introduction</td>
<td>15 min.</td>
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<tr>
<td>3</td>
<td>Post note Writing</td>
<td>Defining listening</td>
<td>10 min.</td>
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<tr>
<td>4</td>
<td>Mind mapping</td>
<td>What is listening?</td>
<td>15 min.</td>
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<tr>
<td>5</td>
<td>Compare</td>
<td>Hearing X Listening</td>
<td>10 min.</td>
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<tr>
<td>6</td>
<td>Brainstorming</td>
<td>Why do we teach listening?</td>
<td>10 min.</td>
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<tr>
<td>7</td>
<td>Venn Diagram</td>
<td>What’s special about listening?</td>
<td>10 min.</td>
</tr>
<tr>
<td>8</td>
<td>Sentence formation</td>
<td>The traits of a good listener.</td>
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<tr>
<td>10</td>
<td>Fill in the blanks</td>
<td>Principles behind teaching listening</td>
<td>10 min.</td>
</tr>
<tr>
<td>11</td>
<td>Jigsaw reading</td>
<td>3 views on teaching listening</td>
<td>25 min.</td>
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<tr>
<td>12</td>
<td>Choose</td>
<td>3 views on teaching listening</td>
<td>10 min.</td>
</tr>
<tr>
<td>13</td>
<td>Folded value line</td>
<td>Listening material</td>
<td>10 min.</td>
</tr>
<tr>
<td>14</td>
<td>Table Completion</td>
<td>Types of classroom listening performance</td>
<td>10 min.</td>
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<tr>
<td>15</td>
<td>Gallery walk</td>
<td>Listening Texts</td>
<td>25 min.</td>
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<tr>
<td>16</td>
<td>Match</td>
<td>Listening strategies</td>
<td>20 min.</td>
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<tr>
<td>17</td>
<td>Categorize</td>
<td>Stages in a listening lesson</td>
<td>15 min.</td>
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<tr>
<td>18</td>
<td>Rearrange</td>
<td>Lesson plan</td>
<td>10 min.</td>
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<tr>
<td>19</td>
<td>Think-pair-share</td>
<td>Using videos</td>
<td>15 min.</td>
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<tr>
<td>20</td>
<td>K – W – L</td>
<td>Assessment &amp; feedback</td>
<td>20 min.</td>
</tr>
<tr>
<td>21</td>
<td>Listing</td>
<td>Listening activities</td>
<td>20 min.</td>
</tr>
<tr>
<td>22</td>
<td>Headache &amp; Aspirin</td>
<td>Problems and solutions</td>
<td>10 min.</td>
</tr>
</tbody>
</table>

|     |                        | **Session 2**                              |            |
| 11  | Gallery walk           | Listening Texts                            | 25 min.    |
| 12  | Match                  | Listening strategies                        | 20 min.    |
| 13  | Categorize             | Stages in a listening lesson               | 15 min.    |
| 14  | Rearrange              | Lesson plan                                | 10 min.    |
| 15  | Think-pair-share       | Using videos                               | 15 min.    |
| 16  | K – W – L              | Assessment & feedback                      | 20 min.    |
| 17  | Listing                | Listening activities                        | 20 min.    |
| 18  | Headache & Aspirin     | Problems and solutions                     | 10 min.    |
Agree / Disagree

Do you agree or disagree with these statements?

- When we listen to audio cassettes or CDs we can’t see the speaker’s body language or the context he/she is speaking in. And we can’t ask the speaker to repeat or explain. These factors make listening to recordings easier than listening to live speakers.

- Some listening texts in course books are authentic, i.e. they contain all the features of real spoken language. Other texts are written especially for language learners. Many experts think that learners should only listen to authentic texts to develop their listening skills.

- Understanding and showing you have understood are not the same thing. For example, maybe you can understand all of a story, but you can’t tell the story. So, comprehension activities should be in easier language than the language in the listening text.

- Children learn well from listening to stories that interest them.

- We can develop learners’ listening skills by focusing regularly on particular aspects of listening, e.g. problem sounds, features of connected speech, sub skills, and, if necessary, on any new language.

TKT Listening - British Council

- Listening is not a ‘passive’ skill but a receptive skill that requires as much attention and mental activity as speaking.

- Teachers need to concentrate on certain types of listening activities to ensure the development of their students’ listening skill.
Points to Ponder

Agree / Disagree

Do you agree or disagree with these statements?

- When we listen to audio cassettes or CDs we can’t see the speaker’s body language or the context he/she is speaking in. And we can’t ask the speaker to repeat or explain. These factors make listening to recordings easier than listening to live speakers. **Disagree**

- Some listening texts in course books are authentic, i.e. they contain all the features of real spoken language. Other texts are written especially for language learners. Many experts think that learners should only listen to authentic texts to develop their listening skills. **Disagree**

- Understanding and showing you have understood are not the same thing. For example, maybe you can understand all of a story, but you can’t tell the story. So, comprehension activities should be in easier language than the language in the listening text. **Agree**

- Children learn well from listening to stories that interest them. **Agree**

- We can develop learners’ listening skills by focusing regularly on particular aspects of listening, e.g. problem sounds, features of connected speech, sub skills, and, if necessary, on any new language. **Agree**

TKT Listening - British Council

- Listening is not a ‘passive’ skill but a receptive skill that requires as much attention and mental activity as speaking. **Agree**

- Teachers need to concentrate on certain types of listening activities to ensure the development of their students’ listening skill. **Disagree**
Post Note Writing

Trainees are asked to write the definition of the listening skill on a post note. Then each group places the post notes on their table. The trainees have to walk around the room and read all the definitions in order to choose the most comprehensible one.
Definition

The listening process can be defined as “an active process in which listeners select and interpret information that comes from auditory and visual clues in order to define what is going on and what the speakers are trying to say.” (Thompson & Rubia, 1996)

What does it mean to really listen?

Real listening is an active process that has three basic steps.

1. **Hearing.** Hearing just means listening enough to catch what the speaker is saying. For example, say you were listening to a report on zebras, and the speaker mentioned that no two are alike. If you can repeat the fact, then you have heard what has been said.

2. **Understanding.** The next part of listening happens when you take what you have heard and understand it in your own way. Let's go back to that report on zebras. When you hear that no two are alike, think about what that might mean. You might think, "Maybe this means that the pattern of stripes is different for each zebra."

3. **Judging.** After you are sure you understand what the speaker has said, think about if it makes sense. Do you believe what you have heard? You might think, "How could the stripes be different for every zebra? But then again, the fingerprints are different for every person. I think this seems believable."

(Raman, Swarana. Listening Skills ppt.)
Mind Map:
We listen to a variety of things:
Fill in the diagram with things we listen to inside / outside the classroom and why we listen to them.

(Tanner & Green, 1998)
(Tanner & Green, 1998)
Comparing

In groups, discuss if hearing and listening are the same.

Then justify your answers.
Hearing is not the same as listening.

**Hearing**
- *It is with the senses.*
- *It is a physical process, natural and passive.*
- *Ears pick up sound waves which are transported to the brain.*

**Listening**
- *It is with the mind.*
- *It is a physical & mental process, active, learned process; a skill.*
- *A conscious desire to determine the meaning of what’s heard*
Brainstorming

Brainstorm the reasons for teaching listening.

"The most basic of all human needs is the need to understand and be understood. The best way to understand people is to listen to them."

— Ralph Nichols
Listening is vital in the language classroom because it provides input for the student. Without understanding input at the right level, learning cannot begin. We cannot develop speaking skills unless we also develop listening skills; to have a successful conversation, students must understand what is said to them. Later, the ability to understand spoken English may become very important. To develop this ability, students need plenty of practice in listening to English spoken at normal speed.

Listening to spoken English is an important way of acquiring the language – of ‘picking up’ structures and vocabulary. In a situation where students are living in a country where English is the first language, they have plenty of exposure to the language – they hear it all the time, and can acquire it more easily than students who do not hear English spoken around them. So we need to give these students as much opportunity to listen to spoken English as possible.

The following reasons demonstrate the importance of listening. Listening:

1. Allows students to hear different varieties and accents.
2. Helps students acquire language subconsciously even if teachers do not draw attention to its special features.
3. Gives students the help they need to develop this skill and become better listeners.
4. Listening exercises provide teachers with the means for drawing students’ attention to new forms in the language.
Research Findings:

We spend a lot of our time listening

Adults spend an average of 70% of their time engaged in some sort of communication, of this an average of 45% is spent listening compared to 30% speaking, 16% reading and 9% writing. (Adler, R. et al. 2001).


http://www.skillsyouneed.com/ips/listening-skills.html
Task 2 / 1 / 5  

What’s Special About Listening?

Sentence Completion

Use the following sentence frame to make up as many sentences as possible about the differences between the two receptive skills: listening and reading.

- Listening is different from reading because __________________
- Listening is different from reading because __________________
- Listening is different from reading because __________________
- Listening is different from reading because __________________
- Listening is different from reading because __________________
- Listening is different from reading because __________________

( Harmer, p. 165 )

"Remember: when you talk you only repeat what you already know, but if you listen you may learn something."

~Amish School Saying
There are a number of ways in which listening differs from reading.

<table>
<thead>
<tr>
<th>Listening</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>A listening text can seem ‘unstructured’</td>
<td>A reading text is more organized.</td>
</tr>
<tr>
<td>Unfamiliar regional / national accents can cause problems</td>
<td>Some written scripts are difficult.</td>
</tr>
<tr>
<td>Meaning is conveyed by the stress on key words and the intonation of the voice.</td>
<td>The difference between the spelling and the sound of some English words cause problems.</td>
</tr>
<tr>
<td>Gestures and facial expressions aid understanding (when you can see the speaker).</td>
<td></td>
</tr>
<tr>
<td>Listeners are expected to reply immediately.</td>
<td>Students can take their time to check back details, puzzle out meaning,</td>
</tr>
<tr>
<td>Students have to listen in ‘real time’ (go at the speaker’s speed)</td>
<td></td>
</tr>
<tr>
<td>All students have listening skills in their own language.</td>
<td>Not all students are skilled in reading in their own language.</td>
</tr>
</tbody>
</table>

**One important common aspect to listening and reading:**
Both listeners and readers have to infer meaning using their knowledge of the world.

*(Gower, p. 94)*

Due to these special characteristics of listening, teachers need to ensure that their students are well prepared for listening. They can do so by taking into considerations the following principals:
The Traits of a Good Listener

**Sentence Formation**

Use the following words and phrases to come up with the traits of a good listener.

<table>
<thead>
<tr>
<th>Trait</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>80 – 20 rule</td>
<td>facial expression</td>
</tr>
<tr>
<td>Body language</td>
<td>verbal signals</td>
</tr>
<tr>
<td>Selective listening</td>
<td>eye contact</td>
</tr>
<tr>
<td>Subject</td>
<td>attention</td>
</tr>
<tr>
<td>Interrupt</td>
<td>questions</td>
</tr>
<tr>
<td>fidgeting</td>
<td>patience</td>
</tr>
</tbody>
</table>
A good listener:

1- Makes eye contact with the speaker.
2- Uses positive body language (keep arms open not crossed, nod your head, shrug your shoulders, … )
3- Uses positive facial expressions (e.g. smiling, showing concern and attention to the speaker, …)
4- Asks questions to promote further discussion and show attention.
5- Has patience.
6- Uses the 80-20 rule (you speak 20% of the time and listens for 80%)
7- Use positive verbal signals. 9 U-huh, Hmmm, … ) give positive feedback but avoid over using them
8- Doesn't interrupt the speaker and allows him / her time to finish their talk.
9- Avoids the trap of selective listening. Gives full attention to what's being said and not only pick certain words and phrases.
10- Doesn't fidget. Playing with one's fingers, constant movement of the feet, twitching and other hyperactive body movement are very distracting to both the speaker and the listener.
11- Doesn't change the subject of the conversation unless he / she is the one who started it.
12- Gives full attention to the speaker. Focuses on the person speaking not on the surrounding environment.
The Principles behind Teaching Listening

Fill in the blanks with the proper words:

Complete the following statements with the suitable words from the list.

- visual
- two
- three
- aim
- ignore
- task
- develop
- praise

1. When listening, it is better to ________ words you don’t understand.
2. It is important to know the ________ of any listening activity.
3. Video is better than a tape because it gives ________ support.
4. Grade the ________ not the listening text.
5. Use a listening activity to ________ other skills like speaking.
6. It is good to play the tape ________ times.
7. A model listening lesson has ________ stages.
8. Give students plenty of ________ when they listen.

www.go4English.com
What are the Principles behind the Teaching of Listening?

1. When listening, it is better to ignore words you don’t understand.
2. It is important to know the aim of any listening activity.
3. Video is better than a tape because it gives visual support.
4. Grade the task not the listening text.
5. Use a listening activity to develop other skills like speaking.
6. It is good to play the tape two times.
7. A model listening lesson has three stages.
8. Give students plenty of praise when they listen.

If a teacher is going to use a tape, tape recorder in the classroom for the first time,

How would the teacher prepare before the lesson?

a- Preparation is vital.
b- Make sure the playing devise is working properly.
c- Once will not be enough.
d- Read the tape script.
e- Students should be encouraged to respond to the content of a listening, not just to the language.
f- Different learning stages demand different listening tasks.
g- Good teachers exploit listening texts to the full.
Task 2 / 1 / 8  

Three Views on Teaching Listening

**Jigsaw Reading**

Trainees will have sentences related to three different views on listening.

1. Divide trainees into 4- or 5-person jigsaw groups.
2. Divide the reading material into 4 - 5 segments.
3. Assign each trainee to learn one segment.
4. Give trainees time to read over their segment at least twice and become familiar with it.
5. Form temporary "expert groups" by having one trainee from each jigsaw group join other students assigned to the same segment. Give them time to discuss the main points of their segment and to rehearse the presentations they will make to their jigsaw group.
6. Bring the trainees back into their jigsaw groups.
7. Ask each trainee to present her / his segment to the group.
8. Float from group to group, observing the process. Make an appropriate intervention when needed.

To listen closely and reply well is the highest perfection we are able to attain in the art of conversation."

~Francois de La Rochefoucauld
**Listening in another language involves:**

1- **Top-down**

The top-down process, suggests that the listener actively constructs the original meaning of the speaker using incoming sounds as clues. In this process, the listener uses prior knowledge of the context and situation within which the listening takes place to make sense of what he / she hears.

For example the listeners make use of what they already know to help them predict the structure and content of the text, and get a general overall impression of the message.

Top-down is listener-based and it includes the following strategies:

- Listening for the main idea.
- Predicting
- Drawing inferences
- Summarizing

2- **Bottom-up**

Listeners build up their understanding of a text by making use of the parts of language which include vocabulary, grammar and sounds. They work out what each individual sound was, then add these up into a word, understand the word, check the meaning of that word with the words around them, etc.

“The bottom-up processing model assumes that listening is a process of decoding the sounds that one hears in a linear fashion, from the smallest meaningful units to complete texts.” (Nunan,p.200)

Bottom-up is text based and it includes the following strategies:

- Listening for specific details.
- Recognizing cognates
- Recognizing word-order patterns
3- Schema Activation Theory

Nunan mentioned that schema theory is based on the notion that past experience leads to the creation of mental frameworks that help us make sense of new experiences. (1999:201).

“Bartlett argued that the knowledge we carry around in our heads is organized into interrelated patterns. They are like mental scripts of situations and events built from numerous experiences of similar events. During the course of our lives, we build up literally hundreds of mental schemas and they help us make sense of the many situations we find ourselves in during the day.”

In English listening, the content schema must be activated in order for the students to access their prior knowledge. Consequently, it is the teacher’s job to use some classroom activities to help them. First of all, the teacher must assess the students’ level of background knowledge on a particular topic before the students listen to the text. If the students lack specific content schema, the teacher should provide a remedial lesson on the topic to bring their level of content schema up to the level where they can better comprehend the text or revise the teaching materials so that they will not be too demanding for the students. Furthermore, the teacher can use the information gained at this time to make specific lesson plans for the remainder of the listening lesson on that particular topic.

Note

Usually when we listen we adopt a continually varying combination of top-down and bottom-up strategies.

The bottom–up process may seem appealing at the beginning but it is actually impossible to do because spoken English probably comes at the listener too fast to be able to adopt such an item-by-item approach on its own.

It is most useful to use interaction between the top-down and bottom-up processes for better understanding. Sometimes it is our overview that allows us to process the details. Without a good understanding of a reasonable proportion of the details gained through some bottom-up processing we will be unable to get any clear general picture of what the text is about.
**Follow-up Activity ( Optional )**

Do the following represent use of top-down or bottom-up strategies?

1. Before we start listening, we can already predict some possible words and phrases that might be used because of our knowledge of lexical sets associated with the topic.  
   **Top-down**

2. We listen carefully to a recording a number of times so that we can find a word that we can't catch up clearly.  
   **Bottom-up**

3. When we don't clearly catch some of what people say, we hypothesize what we have missed and reinstate what we think was there, based on our knowledge of similar conversations.  
   **Top-down**

4. We know the typical pattern some interactions follow (e.g. the typical sequence of exchanges when ordering a taxi on the phone) and this helps us understand these when they are spoken.  
   **Top-down**

   (Scrivener, p. 180)
The Geography of a Listening Text

Background knowledge about ......

The world

The specific topic

The genre

The whole text

Longer sections of text

Sentences

Clauses / chunks

Words

Sounds

(Scrivener, p.179)
A- In your opinion, what kind of listening will be more useful for students when learning a new foreign language?

B- Complete this chart about types of listening materials:

<table>
<thead>
<tr>
<th>Type</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authentic listening material</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specially written listening materials for language learners</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The debate about the use of authentic listening material is just as fierce in listening as it is in reading.

Marrow defines authenticity as “a stretch of real language, produced by a real speaker or writer for a real audience and designed to carry a real message of some sort.” (1977:13). Harmer (1983:146) says that authentic texts (either spoken or written) are those which are designed for native speakers. Nunan (1989:54) thinks that authenticity is any material which has not been specifically produced for the purpose of language teaching.

**Using authentic materials exposes students to:**

1. Real life language.
2. Different grammatical features.
3. Different stylistic features.
4. Different environmental features.

ESL materials like other teaching materials are modified from authentic language sources to encourage students’ learning.

**ESL listening materials lack:**

1. Realistic intonation which tends to be less exaggerated.
2. The rate of speech tends to be steady.
3. The pronunciation is unrealistic.
4. There are differences in syntax (speakers use simple sentence structures, clearly composed and complete sentences unlike authentic speech, speakers more often use incomplete sentences, lengthy and sometimes ungrammatical sentences).
5. Native speakers usually interrupt and speak over one another while in ESL material there is usually a turn taking between speakers.
6- ESL texts lack the use of slang and tend to have limited amount of vocabulary.

7- ESL texts don’t have the background noise and other aural stimuli that distract the listening.


ESL material is easy to use in class but it doesn't provide students with proper preparation for real life listening. Thus, students will find it hard to communicate in real life settings because they may fail to follow the rate of the speech, understand idioms and slangs used by native speakers and cope with the surrounding noise.

"Listening looks easy, but it's not simple. Every head is a world."

-- Cuban Proverb
**Task 2 / 1 / 10  Types of Classroom Listening Performance**

*Comparing*

Compare between the following types of listening performance.

Give examples for each type.

<table>
<thead>
<tr>
<th>No.</th>
<th>Type</th>
<th>Focus</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reactive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Intensive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Extensive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Selective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Responsive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Interactive</td>
<td></td>
<td></td>
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</tbody>
</table>
Teachers should expose their students to varied listening techniques to help them develop their listening skill and enhance its performance.

<table>
<thead>
<tr>
<th>No.</th>
<th>Type</th>
<th>Focus</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reactive</td>
<td>To improve pronunciation.</td>
<td>Individual and group drills.</td>
</tr>
<tr>
<td>2</td>
<td>Intensive</td>
<td>To focus on certain components such as phonemes, words, intonation, …</td>
<td>Individual / group drills. Repeat a word several times to imprint it in students' minds.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>using the bottom-up approach.</td>
<td>Listen to a sentence or longer discourse to notice specific element such as word stress, intonation, a grammatical structure.</td>
</tr>
<tr>
<td>3</td>
<td>Extensive</td>
<td>To develop a global understanding of what's spoken using the top-down process</td>
<td>Listen and take notes, discuss.</td>
</tr>
<tr>
<td>4</td>
<td>Selective</td>
<td>To scan for certain information</td>
<td>Look for people's names, locations, dates, main ideas,</td>
</tr>
<tr>
<td>5</td>
<td>Responsive</td>
<td>To elicit immediate and appropriate responses from students.</td>
<td>Asking questions, giving commands, seeking clarification, checking comprehension.</td>
</tr>
<tr>
<td>6</td>
<td>Interactive</td>
<td>Includes all previous types.</td>
<td>Discussion, debates, role plays, pair / group work.</td>
</tr>
</tbody>
</table>
Task 2 / 1 / 11  Listening Tasks

Gallery Walk

1. How do we choose a listening text?
2. What makes a listening text difficult?
3. How to help students understand a listening text?

A. How do we choose a listening text?

B. What makes a listening text difficult?

C. How to help students understand a listening text?
1- How can you choose a suitable listening text?

When selecting a text with the purpose of practicing students’ listening skills, the teacher should ask him/herself the following questions:

- What is my main aim? Is it for skills development or I want to use it as a source for language?
- Will the students find the topic and the text interesting?
- Is the text at the right level?
- Will it be useful?
- Is it generative? Will it lead on to further skills work?
- What kind of text will be used?
- What type of listening do I want them to do? What skills do I want them to practice?
- Am I going to use the recording or use my own or another speaker’s voice?
- How much of the text do the students have to understand in order to achieve the aim?
- How much support will I have to provide in order for the aim to be achieved?

( Gower, p.87)

2- What makes a listening text difficult?

Brown and Yule (1983) suggest that there are four principal sets of factors affecting the difficulty of listening:

**Speaker factors:**
- How many speakers are there?
- How quickly do they speak?
- What types of accents do they have?

**Listener factors:**
- What is the listener's role—eavesdropper or participant?
- What level of response is required?
- How interested is the listener in the subject?
The content:
- How complex is grammar, vocabulary, and information structure?
- What background knowledge is assumed?

Support:
- How much support is provided in terms of pictures, diagrams, or other visual aids?

8 Factors in listening comprehension:

1. **Clustering**: Chunking of information. Help students pick out manageable clusters of words.
2. **Redundancy**: Repetition, insertions, ... Train students to become aware of it and look for its signals.
3. **Reduced forms**: this could be phonological (didju?, wanna, gotta) morphological (I'll, I'd) syntactic or pragmatic (Mom ! phone !!)
4. **Performance variables**: hesitation, pauses, corrections, ... are common in spoken language. Also ungrammatical forms and dialect differences.
5. **Colloquial Language**: idioms, slangs, reduced forms are all parts of the spoken language.
6. **Rate of delivery**: students need to be able to comprehend language delivered at varying rates of speed and with few pauses.
7. **Stress, intonation**: stress and intonation patterns are important for interpreting questions, statements, emphasis, praise, irony, ...
8. **Interaction**: to learn to listen is to learn to respond and to keep the flow of the interaction going (listening and responding).
3- How to help students understand a listening text?

1- Choose a text which will interest the students and formulate aims that are suitable for their levels and needs.

2- Encourage the students to use what they already know to help them infer meaning.

3- Remind students of the listening strategies they employ in their own language.

4- Give plenty of support, especially with lower level students or those who are not confident about listening.

5- Motivate students by choosing texts that are interesting and that provide a real incentive for the students to understand and contribute their own ideas and opinions.

6- Choose tasks for the students to do before and while rather than afterwards.

7- At the end of the lesson, get feedback from the students about the text, the tasks, any problems, etc.

(Gower, pp.88-89)
**Match between the procedure and the reason.**

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss the general topic</td>
<td>Students consider / discuss possible organizational structure. This may help students to recognize the content more easily.</td>
</tr>
<tr>
<td>Predict the specific content</td>
<td>This focused work (e.g. on pronunciation) may raise student awareness (e.g. of weak forms) and thus help students to listen better in future.</td>
</tr>
<tr>
<td>Predict the structure</td>
<td>Students interpret intonation, paralinguistic features (sighs, ...).</td>
</tr>
<tr>
<td>Gist listening for overview</td>
<td>Students start to think about the topic, raising a number of issues that will be discussed later on the recording. This preparation may help them to hear these things being discussed later.</td>
</tr>
<tr>
<td>Gist listening for attitudes</td>
<td>By catching and interpreting smaller parts of the text, students fine-tune their understanding.</td>
</tr>
<tr>
<td>More careful listening for complex meanings</td>
<td>Students hypothesis specific issues that may be raised.</td>
</tr>
<tr>
<td>Listening to pick out specific small language details</td>
<td>Students get an overall impression of the content without worrying about small items or individual words.</td>
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</tbody>
</table>

*(Scrivener, p. 181) & (Nunan, 219)*
Students need to be taught some strategies to become not only better listeners, but also more effective language learners.

Key strategies that can be taught in the listening classroom include:

1. **Identifying the topic**
   The teacher says or does something to get students’ attention and make them interested in the topic. This means using a picture, an illustration or asking some questions. This will give the students an idea of what the listening is going to be about.

2. **Predicting**
   Prediction is a basic strategy in which students use their prior knowledge of the world, how much they know about the speaker and how much they know about the speaker’s intent to generate hypothesis about the text and to aid them in their comprehension.

3. **General Understanding / Gist**
   Students only focus on the main ideas. This listening involves getting the main idea of the text, an overview of what’s being said and disregarding any irrelevant information. It is important to set a task before a tape is played to students. If the students have a task before hand, there will be a purpose for their understanding and if the task is followed with teacher’s feedback, the students feel assured that they grasped the information successfully.

   [ Gist listening is like standing in a waterfall. It washes over you and you get the general feeling / understanding ]
4. **Listening for specific information**

The students scan the listening text for the needed data. They shouldn’t pay attention to every single word in the text. The teacher should help the students to do this by simply giving them a chance to read the task or questions before listening.

*Listening for specific information isn’t understanding everything and using what you need. It’s understanding what you need and catching that.*

5. **Listening for detailed information**

Before playing the tape for the second time to students, students should be asked to listen for more specific but relevant details e.g. who? What? When? type of questions.

6. **Interpreting the text**

Students should be trained to listen between the lines. Sometimes their global understanding of a topic makes it easier for them to focus on specific data and to infer meaning.

*Inference is neither magic nor pure imagination. It is hearing meaning that is there, even when the words aren’t*
<table>
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</table>
Task 2 / 2 / 13

Listening Stages

A- Categorize the statements under the right label.

<table>
<thead>
<tr>
<th>Stages</th>
<th>What happens?</th>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre – listening</td>
<td></td>
<td></td>
</tr>
<tr>
<td>While listening</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post – listening</td>
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</tbody>
</table>

Put the lesson plan in a proper order:

1. Play recording: students then compare answers in pairs; tell me their answers. If correct, continue; if not, play the recording again. ( used 3 times )
2. Show pictures of bus station. “Where do you think this is?” “What’s happening?” etc.
3. Lead into a communicative activity based around the topic of travel problems.
4. Set task: “How many people are speaking?” “Where are they?”
5. Introduce the topic: long-distance buses; discuss a little: “Anyone been on one?”
6. Set task: “Here is your bus ticket” ( different destinations for different students ). “Which bus number must you catch?”
7. Set task: “Why is the old lady worried?” “What suggestion would you make?” ( The task requires listening to and interpreting a longish section of the recording).

( Scrivener, p. 177)
### What are the Main Stages in a Listening Lesson?

<table>
<thead>
<tr>
<th>Stages</th>
<th>Pre – Listening</th>
<th>While listening</th>
<th>Post – listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm up the students and introduce the topic.</td>
<td>Tell students the aim of the lesson.</td>
<td>Set a simple task the first time they listen which focuses on overall meaning.</td>
<td>Ask the students what they found difficult about the listening.</td>
</tr>
<tr>
<td></td>
<td>Pre-teach unknown vocabulary.</td>
<td>Ask students to discuss their answers in pairs.</td>
<td>Focus on language areas from the text.</td>
</tr>
<tr>
<td></td>
<td>Brain storm words associated with the topic.</td>
<td>Set a more challenging task the second time they listen.</td>
<td>Use the listening to develop other skills; (e.g. speaking about the topic ).</td>
</tr>
<tr>
<td></td>
<td>Discuss the topic with the class.</td>
<td>Pause the tape/video so that students can think/write answers.</td>
<td>Perhaps play the tape a final time, but with no task, as a relaxing way to finish the lesson.</td>
</tr>
<tr>
<td></td>
<td>Set a prediction task.</td>
<td>Don't play the tape a third time – don't worry if the students can't fully complete the task.</td>
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<tr>
<td></td>
<td>Use pictures or realia to build interest.</td>
<td></td>
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<tr>
<td></td>
<td>Introduce the speakers and make sure students know the difference between them.</td>
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<tr>
<td>Students listen two times, doing a different task.</td>
<td></td>
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<tr>
<td>Develop a topic and work on language.</td>
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</tr>
</tbody>
</table>

### Why?
- Create expectations.
- Motivate learners to listen.
- Help learners to concentrate.
- Involve learners in the learning process.
- Teacher analyzes difficulties.
- Practice other skills.

www.go4English.com
Pre-Listening Stage:

Pre-listening activities should help students by arousing their interest, focusing their attention on the topic, activating any knowledge they have about the topic (activate their schemata), teaching key words and phrases and making it clear to the students what they have to do while they listen.

For example:

- Discussing the topic or type of conversation with the students.
- Helping the students to develop their vocabulary related to the topic.
- Giving students information about the context, for example, who is talking, where they are.
- Getting the students to predict what they will hear.
- Making sure students understand what they have to do while they are listening. For example do they have to do something, write something, draw something, and so on. If you are giving them some comprehension questions to answer, they need to read them and check they understand them before they hear the text.
- Make sure they understand why they are doing the activity, for example, to introduce new language, to practice listening to native speakers, etc.

During Listening Stage

The purpose of the during listening activities is to help students understand the text by involving them in an authentic purpose for listening and encouraging them to attend to the text more intensively.

There are various types of activities, for example:

- Answering questions: comprehension, multiple choice, true or false.
- Completing something: a form, a grid, a chart, picture, etc. using information that learners hear.
- Following directions on a map.
- Matching what is being said with a set of pictures
- Doing something in response to what learners hear.
- Completing a table, map or picture.
- Putting events or items in the right order.
- Labeling pictures.
- Spotting mistakes.

**First Listening**
- Set a task to help focus on overall understanding
- Give the listening text for the first time
- Feedback

**Second Listening**
- Set a task to focus on more detailed understanding
- Give the listening text for the second time
- Feedback
- Personal response

**Post-Listening Stage**

In this stage, students can compare their answers with each other first. Then they can check the answers with the whole class and the teacher. Checking answers can help the teacher analyze difficulties that the students have had with the listening activity.

Post-listening activities often move on from listening practice to practicing other skills.

**For example:**

**Speaking activities:** students can be asked to speak about the issues mentioned in the listening text.

**Writing activities:** students can be asked to write about the subject they have heard about.
**Examples of some post listening activities:**

- Giving opinions.
- Relating to similar experiences.
- Role playing a similar interaction
- Writing a brief report
- Writing a similar text
- Debating the topic
- Summarizing the text
- Open-ended questions
- Group discussion

Here is a lesson to exemplify the techniques described above. The recording is a conversation between two people in a bus station.

At one point, we hear the announcer list the buses about to depart.

**The lesson plan in order: (Optional )**

1. Show pictures of bus station. “Where do you think this is?” “What’s happening?”, etc.
2. Introduce topic: long-distance buses; discuss a little: “Anyone been on one?”
3. Set task: “How many people are speaking?” “Where are they?”
4. Play recording: students then compare answers in pairs and give their answer. If correct, continue; if not, play the recording again.
5. Set task: “Here is your bus ticket” (different destinations for different students). “Which bus number must you catch?”
6. Play recording: students then compare answers in pairs; tell me their answers. If correct, continue; if not, play the recording again.
7. Set task: “Why is the old lady worried?” “What suggestion would you make?” (The task requires listening to and interpreting a longish section of the recording).
8. Play recording: students then compare answers in pairs; tell me their answers. If correct, continue; if not, play the recording again.
9. Lead into a communicative activity based around the topic of travel problems.
Think – Pair – Share

- How useful are videos in practicing listening?
- List some techniques that can be applied when using videos to practice listening.

“When you've learned how to Listen, well that's when you've learned everything you need to know in your life!”

-- Glynn David Harris
Where does video fit in?

Whatever is said about listening can be applied to video too. The video material should be chosen according to the level and interest of the students. Video is richer than audio tape because the speakers can be seen. Their body movement give clues to the meaning, so do the clothes they wear, their location, etc. Teachers should apply certain techniques such as to use videos effectively such as:

- Playing the tape without sound.
- Playing the tape but covering the picture.
- Freezing the picture.
- Dividing the class in half: screen half and wall half.

Advantages of using videos:

1- They are authentic
2- They expand students’ horizons.
3- They always have new content.
4- They have visual clues that make input more comprehensible.
5- They can be accessed in and out of the classroom.
6- They are suitable for multiple intelligences and learning styles.
7- They add more fun to the class and make it more enjoyable.

Disadvantages of using videos:

1- The need for technological requirement.
2- It is hard to find appropriate content, language level and length.
3- It is not easy to find interesting and motivating material for students.
Fill in the organizer about assessing students’ listening skill and giving feedback.

<table>
<thead>
<tr>
<th>K</th>
<th>W</th>
<th>L</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What I know</strong></td>
<td><strong>What I want to know</strong></td>
<td><strong>What I learned</strong></td>
</tr>
<tr>
<td>________________________________________________</td>
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</table>
**Listing**

List some good listening activities.

Some good listening activities:

1. ___________________________________
2. ___________________________________
3. ___________________________________
4. ___________________________________
5. ___________________________________
6. ___________________________________
7. ___________________________________
8. ___________________________________
9. ___________________________________
10. ___________________________________
Listening is more difficult to assess than speaking because it is invisible and has to be assessed indirectly. Evidence of listening comprehension can be readily observed in conversations by responding properly either verbally or physically to the listening content.

Assessment can take two forms: formative assessment which is done during an activity and summative assessment which is done at the end of a unit or semester. It is used to measure how well the student was able to meet the learning goals. See Appendix 30 and Appendix 31 for listening rubrics.

**Teachers can:**

1. **Assess knowledge of sound system** such as understanding stress, intonation, and phonemes.

2. **Assess knowledge of meaning** in which they measure students’ understanding of the general idea (gist), and be able to interpret what they have listened to and make inferences. This is done by answering oral questions, responding to a command, doing cloze activities or answering MCQ.

3. **Assess application** by following directions, completing a form, filling in a chart, etc.
**Giving Feedback**

It is important to give feedback to students about their listening skill. The aim of the feedback is to identify students’ errors and weaknesses then provide them with precise suggestions for improvement. The feedback should be positive and supportive.

When you give feedback, make sure you:

1. Praise first, provide suggested improvements, praise last.
2. Think in terms of options & solutions when correcting.
3. Limit ‘change’ feedback to 1 or 2 specific points the speaker can focus on.
4. Are specific, descriptive and avoid generalities.
Here are some examples of some listening assessment activities:

- Listen and discriminate between sounds.
- Listen and select appropriate pictures.
- Listen to a description and draw or colour a picture.
- Listen to a description and label a picture.
- Listen and sequence pictures, words, or sentences.
- Listen to a description or story and tick items on a simple chart.
- Listen and take simple notes.
- Listen and complete gaps in words or sentences.
- Listen to a narrative and trace a route on a map or plan.
- Listen and select the correct response (multiple choice).
- Follow the route on a map
- Say a reply to each comment you hear
- Match between the pictures.
- Listen and point to things or follow instructions.
## Headache & Aspirin

Read the problems in the table then suggest suitable solutions.

<table>
<thead>
<tr>
<th>Problem</th>
<th>How to Help</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students can't follow the different speakers and get bored quickly</td>
<td></td>
</tr>
<tr>
<td>Students try to listen to every word and become de-motivated</td>
<td></td>
</tr>
<tr>
<td>There is too much unknown vocabulary in the text</td>
<td></td>
</tr>
<tr>
<td>Students panic because they think the speakers are very fast</td>
<td></td>
</tr>
<tr>
<td>Students worry more about listening than reading because they can't go back to check</td>
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</tr>
<tr>
<td>Students can understand their teacher but other people with different accents are really hard for them to understand.</td>
<td></td>
</tr>
<tr>
<td>They can listen OK for a short time but then they get tired and miss things.</td>
<td></td>
</tr>
<tr>
<td>They got very confused when they started learning English because they didn't know what “um” and “er” meant!!</td>
<td></td>
</tr>
</tbody>
</table>

## Problem

| Students can’t follow the different speakers and get bored quickly | o Introduce the speakers and make a clear distinction between them (e.g. man and woman)  
| | o Video is better than a tape because there is visual support  
| | o Make sure students know **why** they are listening  
| Students try to listen to every word and become de-motivated | o Tell them they will listen two times  
| | o Give them a very simple task the first time they listen to build their confidence  
| | o Focus then on the message of the text not the individual words  
| There is too much unknown vocabulary in the text | o Pre-teach unknown vocabulary (but only what students need – don’t pre-teach more than 10 unknown words/phrases)  
| | o Ask students to focus on the **key words** (meaning words)  
| | o Make the task simple  
| Students panic because they think the speakers are very fast | o The problem is not the speed of the speakers, but the students listening ability.  
| | o Break up the text into short segments  
| | o Re-assure and praise the students when they understand  
| Students worry more about listening than reading because they can’t go back to check | o Play the tape more than once  
| | o Reassure learners that they will hear the tape again before you first play it. This can reduce the stress of listening and lead to better performance.  
| | o Tell them they will listen two times  
| | o Play the tape more than once  
| | o Reassure learners that they will hear the tape again before you first play it. This can reduce the stress of listening and lead to better performance.  
| Students can understand their teacher but other people with different accents are really hard for them to understand. | o Expose them to variety of accents: Provide students with examples of different speakers so they listen to varieties of English other than their teacher.  
| | o They got very confused when they started learning English because they didn’t know what “um” and “er” meant!!  
| | o Texts of appropriate length should be used with learners otherwise they may not be able to follow.  
| They can listen OK for a short time but then they get tired and miss things. | o Help learners to filter out the unneeded parts of spoken English so that they can focus better on the really meaningful parts  
| | www.go4English.com, (Watkins, p.65)
Course Evaluation (Performance Task)

Aim:

To practice writing questions to go with an authentic listening text.

Procedure:

1. Record a text of between one and two minutes. A short item from the radio, for example the news, is ideal.

2. Write questions suitable for students at intermediate level to fit into the following stages, in a lesson whose aim is to develop listening skills.
   a. Set the scene and arouse interest in the topic of ...(write 3 questions).
   b. Focus on the overall or general comprehension of the text. (write 3 gist questions).
   c. Focus on the understanding of more detailed aspects of the text. (write 6 questions – 2 factual, 2 inferences, and 2 opinion).

( Gower, P. 92)
Tips for Teaching Listening

How did you Know?

When doing a task involving gist or inference listening, have a few students say the words that gave them the clues. This helps learners who missed the information know how their classmates caught it.

Do it in pairs.

If learners find a passage difficult, have them listen in pairs. They help each other find the answers. This usually means they focus on sharing what they did understand rather than panicking over what they missed.

Choose your own level:

While checking an activity, write the answers on the board or an OHP. Then play the passage again. Students choose their own level of support. Those who feel they understood the listening well close their eyes and imagine the conversation. Those who were less certain look at the task in their textbook and try to spot information as they hear it. Those who found the listening difficult watch you. As they hear the passage, point to the answers just before they are spoken.

Play it again, later

If students found listening to natural English difficult at the beginning of a course, go back to the same passage a month or two later. In most cases, what used to be difficult to understand is now easier. This helps them see their own progress and builds confidence.

Don't give out the script

In most cases, don't give out the scripts. It can reinforce the idea that they need to catch every word to 'really' understand.
**Listen to enjoy**

Stories are a wonderful source of listening material. They can excite and involve students. And learners can explain whether or not they like the story they've heard, it demonstrates understanding at a very high level.

([http://www.mgu.ac.jp/~ic/helgesen/marc.article2.htm](http://www.mgu.ac.jp/~ic/helgesen/marc.article2.htm))
Adapting Textbooks

If a textbook lacks pre-listening tasks and a range of listening types, here are some ways to add them.

**Preview Tasks**

- Students work in pairs or small groups. They look at the tasks and say or list everything they know about the topics. Add a time limit to keep them focused.
- If it’s a topic the students don’t know much about, learners list at least three things they would like to know or think the recording will include.
- If there’s a picture with the task, have students work in pairs. How many items in the picture can they name in English in two minutes?

**Adding Listening Types:**

1. **Gist**
   - Choose the main idea of the listening passage as well as two or three other items from the passage. Write all the items on the board in a scrambled order. Students listen and decide which is the main point.
   - If the passage tells a story, choose four or five events. Again, write them on the board in a scrambled order. Learners listen and put the events in order. Include one extra event not from the story so students have to listen all the way to the end of the passage.

2. **Listening for Specific information**
   - Choose a group of items that comes up several times in the listening passage. They might be content items like names of food, colors, people, etc. or specific grammar items such as _ING verbs, past tense verbs, modals or adjectives. Tell the students what they are listening for. Play the passage. Students raise their hands each time they hear the item. Raising their hands
is a way to show their answers and it also serves as a cue for others who might have missed it. Generally, listening for content items is a way to preview the main listening task. Listening for grammar points is usually best after they already know the general meaning.

- If the listening task involves answering comprehension questions or filling in blanks, students work in pairs before they listen. They try to guess the answers to the questions. Later, when they listen, they find out whether or not they were right.

3- **Inference**

   Inference depends on the specific passage so there are no generalizable 'tricks' like the other listening types. Look for opportunities to add inference.

   Two places to start:

   - Focus on the speaker's emotions. How do they feel? How do we know that?
   - Look for the 'background information'. Has one or more of the listeners been here / done that / tried this before?

(www.mgu.ac.jp/~ic/helgesen/marc.article2.htm)
Resources:

Books:


Web-Sites:

10. **Listening Skills**.
    http://www.skillsyouneed.com/ips/listening-skills.html
11. **Rubrics for Assessing Student Writing, Listening, and Speaking**, Middle School. Glenco,
12. **Listening Rubric**
    http://content.cellt.org/diglib/2-20/Listening_Rubric.pdf
    http://web.dsbn.edu.on.ca/~Julie.Aquilina@dsbn.org/FOV1000FC436/FOV1-000A9D5A/S0122A79A?Plugin=Metro
15. Dorohova, Anastasia. (6/10/2012). **Listening Skills: Become an Effective Listener.**
   http://freepdfdb.com/ppt/listening-skills-32197437.html

   http://freepdfdb.com/ppt/listening-skills-925132.html

17. **Learning to Listen.** Helgesen, Marc. Miyagi Gakuin Women's College, Sendai, Japan.

**For More Information:**

1- http://www.slideshare.net/didacticsiii/four-skills-10221123

2- http://www.slideshare.net/Ottamay/listening-and-listening-assessment

3- http://www.slideshare.net/ClarenceCastillo/listening-skills-9056302

4- http://www.slideshare.net/shivakumar/the-art-of-listening-7157807

5- http://www.slideshare.net/smileyriaz/listening-skills-11545165

6- http://www.slideshare.net/esayara/listening-12917682

7- http://www.slideshare.net/mahasahil/the-power-of-listening

8- http://www.slideshare.net/JimsIndia/listening-skills-7517932


10- **Using Video in the Classroom with Teen Learners**

11- **Spoken Communication Skills: Developing Listening and Speaking Skills.**
   http://www.authorstream.com/Presentation/imprintcenter-762391-teaching-listening-skills/
12- **Listening Skills.**
   http://www.powershow.com/view/2749a0-ZWM4N/LISTENING_SKILLS_powerpoint_ppt.presentation

13- **Problems in Teaching Listening in EFL Classrooms.**
   http://www.slideshare.net/gmccloud/problems-in-teaching-listening-in-efl-classrooms-ppt-listening-skills

14- **Teaching Listening: Gist & Detail - TEFLVideos.com**
   http://www.youtube.com/watch?feature=player_detailpage&v=Ks0oxK0-BsU

15- **Effective Listening for Better Communication**
   http://www.youtube.com/watch?feature=player_detailpage&v=93AnwnEpl7Q

16- **Active Listening Skills**
   http://www.youtube.com/watch?feature=player_detailpage&v=7PFX23Ynkfs

17- **Effective Listening Skills**
   http://www.youtube.com/watch?feature=player_detailpage&v=C8zNx_larUw

18- **Listening Skills**
   http://www.youtube.com/watch?feature=player_detailpage&v=xdYgBb-vXCM
Appendix 1

Traveller 2 (M M Publication) – 1st Secondary / 2nd Term

Unit 6 / Time Out

P. 85

C. Listen again and choose the correct answer a or b.
1. Niles thinks A Journey to the Centre of the Earth
   a. is disappointing.
   b. is an exciting adventure.
2. The members of the expedition in A Journey to the Centre of the Earth were
   a. three men and the Professor.
   b. three men including the Professor.
3. Captain Nemo appears
   a. in more than one book by Jules Verne.
   b. in A Journey to the Centre of the Earth.
4. The men in The Mysterious Island
   a. are helped by a stranger.
   b. are in danger because of a stranger.

When listening, don't assume that an answer is correct just because the speakers mention a word that is in the activity. Listen carefully before you answer.
Appendix 2

Super Goal 5 (McGraw Hill) – 3rd Intermediate / 1st Term

Unit 3 / When Are You Travelling?

P. 18
Appendix 3

Mega Goal 3 (Mc Graw Hill) – 2nd Secondary / 1st Term

Unit 1 / Connected by Technology

P. 7

Listening

Listen to a father talk to his son about using his cell phone. Write the numbers.

1. How many cell phone minutes does Michael think he has used this month?
2. How many minutes has he actually used?
3. How much does it cost for 900 minutes?
4. How much does each additional minute over the plan cost?
5. How much does Michael’s bill add up to this month?
6. How much of the bill does Michael’s father suggest he pay?
Listen and say the chant.

Look! Here's a ball.
Look! Here's a train.
Look! Here's a boat.
Let's play a game!

Look! Here's a robot.
Look! Here's a plane.
Look! Here's a skateboard.
Let's play a game!
Appendix 5

Traveller 2 (M M Publication) – 1st Secondary / 2nd Term

Unit 3 / Going Places

P. 43

3. LISTENING

A. Discuss.
   • What are the advantages and disadvantages of living in a city?
B. Listen to Bob talking to a friend about his new life. What is his opinion about life in the city?
C. Listen again and choose the correct picture a, b or c.

1. Where does Bob live?

2. Where does Bob go every weekend?

3. How does Bob get to work?

4. What can Bob see out of his window?
Appendix 6

*Traveller 2 (M M Publication) – 1st Secondary / 2nd Term*

*Unit 4 / Nowadays*

*P. 52*
Appendix 7

Traveller 2 (M M Publication) – 1st Secondary / 2nd Term

Unit 6 / Time Out

P. 80
Appendix 8

Aim High 3 (Oxford) – 2nd Secondary / 1st Term

Unit 1 / It’s a Challenge

P. 8

1. In Britain there is a challenge for young people called the Duke of Edinburgh Award. Listen to a radio programme about it and answer the questions.
   1. Who is the Duke of Edinburgh?
   2. Why did he start the award programme?
   3. What age group is it for?
   4. How many activities do you need to do for the award?
   5. How long does it usually take young people to finish the award?

2. Listen to the radio programme again and match the people with the activities and experiences.
   1. Jasmine
   2. Nathan
   3. Cathy
   4. Dominic
   a. is learning how to use a machine.
   b. is training for an expedition.
   c. is becoming fitter.
   d. is learning how to deal with new people.
   e. is learning a new sport.
   f. is learning a new skill.
   g. is doing voluntary work.
   h. sometimes goes camping.
Appendix 9

Full Blast 3 (M M Publication) – 2nd Intermediate / 1st Term

Unit 3 / Adventure

P. 43
Appendix 10

Full Blast 3 (M M Publication) – 2nd Intermediate / 1st Term

Unit 2 / Exploring

p. 30

A. Listen to Tim talking to his friend Adam on the phone about a trip to a cave and answer the questions.

1. Did Tim enjoy the journey there and back?
2. Did he enjoy the visit to the cave?

B. Listen again and choose the correct pictures a or b.

1. What time did Tim’s family leave for the trip?

2. How did Tim and his family explore the cave?

3. What happened in the cave?
Appendix 11

Traveller 2 ( M M Publication ) – 1st Secondary / 2nd Term

Unit 1 / Youth Culture

P. 10

4. INTONATION

A. Listen and repeat. What do you notice about the stressing of in and at in the two sentences?
I sometimes read books in the evenings.
Let’s visit Salman at the weekend.

B. Listen and repeat.
1. Saud worked from eight to seven last year.
2. There were no mobile phones in the 19th century.
3. I usually do housework on Mondays.
4. Jack called at noon.
Appendix 12

Super Goal 5 (McGraw Hill) – 3rd Intermediate / 1st Term

Unit 4 / What Do I Need to Buy?

P. 36

Listen. Notice the pronunciation of the three sounds. Then practice.

<table>
<thead>
<tr>
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<th>2</th>
<th>3</th>
</tr>
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<tbody>
<tr>
<td>1</td>
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<td>jam</td>
</tr>
<tr>
<td></td>
<td>fish</td>
<td>juice</td>
</tr>
<tr>
<td></td>
<td>sugar</td>
<td>orange</td>
</tr>
</tbody>
</table>
Appendix 13

Full Blast 3 (M M Publication) – 2nd Intermediate / 1st Term

Unit 2 / Exploring

P. 27

Listen

Listen to a reporter interviewing an old man, Mr Smithers, for a TV programme and complete the sentences.

1. Mr Smithers is ____________ years old.
2. Before he got a TV, Mr Smithers used to ____________ and listen to the radio.
3. Mr Smithers bought a TV in ____________.
4. Mr Smithers bought his first car in ____________.
5. Before he had a car, Mr Smithers used to ____________ to work.
Appendix 14

Traveller 2 (M M Publication) – 1st Secondary / 2nd Term

Unit 2 / What an Experience!

P. 24
Appendix 15

EF High School English (Education First) – 1st Secondary / 2nd Term

Unit 7 / Food for Thought

P. 64
Appendix 16

Aim High 3 (Oxford) – 2nd Secondary / 1st Term

Unit 2 / Town and Country

P. 16
2. LISTENING

A. Discuss.
- Have you ever forgotten to do something important?
- What were the consequences?

B. Look at the pictures a-d and try to guess what happened to Len yesterday. Then listen to Len telling a friend about his experience and put the pictures in order. Is Len’s story similar to what you expected?

C. Listen again and write T for True or F for False.
1. Len did something stupid at the meeting.
2. John dislikes the window cleaner.
3. It was the first time the window cleaner used Len’s office window to go outside.
4. Len was at the dentist’s at eight o’clock.
5. The cleaners don’t clean the office on Tuesdays.
6. The window cleaner was locked in Len’s office all night.
Appendix 18

Smart Class 2 (M M Publications) – Grade 4 / 2nd Term

Unit 2 / Toys and Games

P. 21
Appendix 19

Smart Class 2 (M M Publications) – Grade 4 / 2nd Term

Unit 3 / My Body

P. 33

Listen and match. Then say and do.

Buzz says

Buzz says,
Touch your mouth, your mouth
Touch your mouth.

Buzz says,
Don’t touch your nose, your nose
Don’t touch your nose.

Buzz says,
Touch your ears, your ears
Touch your ears.

Buzz says,
Don’t touch your eyes, your eyes
Don’t touch your eyes.

Touch your mouth.

Don’t touch your eyes.
Appendix 20

Full Blast 3 (M M Publication) – 2nd Intermediate / 1st Term

Unit 4 / Places

P. 53

Listen & Speak

A. Listen to two people talking and draw the route on the map.

Street. The police station is on your right, behind / between the library and the post office.

Go down... Turn right/left at the...
Walk towards... Turn right/left into... Street/Road.
Go past... It's on your right/left.
Go straight on.

Talk in pairs.

STUDENT A: Look at the map above and imagine you live in one of the blue houses. Student B wants to come to your house but doesn’t know the way. Give him/her directions from the station to your house. Use the phrases in the box.

STUDENT B: You want to go to Student A’s house at don’t know the way. Follow Student A’s directions to find his/her house.

So, how do I get from the station to your house?
Go straight on and then...
Appendix 21

**Traveller 2 (M M Publication) – 1st Secondary / 2nd Term**

**Unit 4 / Nowadays**

**P. 52**

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**4. INTONATION**

A. Listen and repeat. Which words are stressed?

- This coffee isn’t sweet enough.
- That light is too bright.

B. Read and underline the main stress in the sentences. Then listen and check your answers.

1. Ted isn’t old enough to drive.
2. There aren’t enough books for everyone.
3. We’re too tired to go out.
4. I’m not tall enough for the basketball team.
5. This food is too salty.
Appendix 22

Smart Class 2 (M M Publications) – Grade 4 / 2nd Term

Unit 2 / Toys and Games

P. 18
Appendix 23

Mega Goal 3 (Mc Graw Hill) – 2nd Secondary / 1st Term

Unit 4 / TV Around the World

P. 49

Listening

Listen to the conversation between the quiz show host and the contestant. Then complete the chart.

Things that have a positive impact on Imad’s performance

Things that have a negative impact on Imad’s performance
EF High School English (Education First) – 1st Secondary / 2nd Term

Unit 2 / Around the World

P. 14
Appendix 25

Traveller 2 (M M Publication) – 1st Secondary / 2nd Term

Unit 7 / Good Job

P. 98

2. LISTENING

A. Discuss.
- What sort of training courses do you know of?
- Would you like to sign up for one? Why / Why not?

B. Somebody is calling to ask about training courses and is listening to a recorded message. Listen to the message and complete the advertisement below.

Topclass
Training Courses
FOR AGES: (1) __________
COURSES AVAILABLE:
- Building/construction
- (2) _________ training
- (3) __________
And many more!
WE OFFER:
- Seminars
- (4) __________
- Distance learning

All students receive a certificate at the end of the course
What are you waiting for?

Top Class Training

- course: (1) __________
- qualifications needed? (2) __________
- course lasts (3) __________ weeks
- (4) __________ lessons per week
  (Mondays and (5) __________)
- Mewbury College
- fees: (6) __________
Appendix 26

Step Up 1 (Oxford) – Grade 4 / 1st Term

Unit 4 / Colours (Revision)

P. 74
Appendix 27

Super Goal 5 (McGraw Hill) – 3rd Intermediate / 1st Term

Unit 2 / Life Stories

P. 14

Listen to the biography of Prince Sultan bin Salman. Put the events in chronological order. Number them from 1 to 8.

1. He began helping organizations for the disabled.
2. He completed university and flight training in the U.S.
3. He was on the Saudi Media Committee during the 1984 Olympics.
4. He was born in 1956 in Riyadh.
5. He started working for the Ministry of Information.
6. He became Secretary General of the Saudi Commission for Tourism and Antiquities.
7. He flew aboard the space shuttle Discovery.
8. He became involved in preserving Saudi architectural heritage.
Appendix 28

EF High School English (Education First) – 1st Secondary / 2nd Term

Unit 3 / Clothing and Appearance

P. 24

---

**LEARN**

Listen to Track 3. Mr and Mrs Smith are packing their suitcases to go on holiday. Listen to their conversation and fill in the blanks.

Mrs Smith: Do you think you packed (1) ______ socks?

Mr Smith: Yes – I packed two pairs.

Mrs Smith: Two pairs? That won’t be (2) _______ We’re going away for 12 days! I (3) ______ pack 12 pairs for you.

Mr Smith: Really – 12 pairs of socks? That’s (4) ________ Pack six pairs. I’ll wash them while we’re there.

Mrs Smith: You’re probably right. Six pairs (5) _______ be enough. Now, what else (6) _______ we need?

Mr Smith: Well, I’m pretty sure we (7) _______ need jackets or coats, but we (8) _______ need sun hats. It (9) _______ be quite hot there.

Mrs Smith: Yeah, good point! We (10) _______ be outdoors a lot.

Mr Smith: What about a raincoat? Do you think it (11) _______ rain while we’re there?

Mrs Smith: It’s not likely. It hasn’t rained there in months.

Mr Smith: Don’t forget to pack jeans and boots in case we go horse riding.

Mrs Smith: Yes. I’ve already packed a pair of each. And I’ve packed plenty of shirts, as well. Can you think of anything else we (12) _______ need?

Mr Smith: Are you kidding? We’ve packed too much already!
Appendix 29

Step Up 1 (Oxford) – Grade 4 / 1st Term

Unit 1 / Hello

P. 4
## Appendix 30

### 21st Century Skills Communication Processes

#### Listening Rubric

**LESSON 20**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
</tr>
</thead>
</table>

**Teacher:**

**LESSON GOAL:** Explore and implement strategies to become an active, empathetic, and effective listener.

**ESSENTIAL QUESTION:** How can I promote active listening?

**STUDENT EXPECTATIONS**

1. Fill out a *Sentence Completion Exercise* and read it to the class.
2. Listen to a speaker with silence and nonverbal techniques.
3. Respond to a speaker by parroting and paraphrasing.
4. Empathize with speaker and validate their feelings.
5. On your own, watch for one interaction at site and apply listening techniques.
6. Write a reflection about listening, including thoughts and observations on your recent interaction.

#### Rubric

<table>
<thead>
<tr>
<th>Weighted Score</th>
<th>Category</th>
<th>Exceeding 16% of Points</th>
<th>Meeting 6-8% Points</th>
<th>Approaching 6-3% Points</th>
<th>Did not participate in discussion or demonstrate understanding of listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Discussion</td>
<td>Contributed to discussion to develop an understanding of how listening is more than just hearing.</td>
<td>Contributed to discussion of listening.</td>
<td>Made minimal contribution to discussion but understands listening.</td>
<td>Did not participate in discussion or demonstrate understanding of listening.</td>
</tr>
</tbody>
</table>

| Sentence Completion | Participants in activity by completing sentences and listening silently to others. | Fully completed sentences, read them to the group, and listened silently to others. | Completed sentences, read them to group, and listened to others silently. | Made no effort to complete sentences, read them to group, and listen to others silently. | Made no efforts to complete sentences, read them to group, and listen to others silently. |

| Parroting and Paraphrasing | Participates in activity by parroting and paraphrasing the speaker’s words. | Attentively parroted and paraphrased the speaker’s words. | Paraphrased and paraphe the speaker’s words. | Made a minimal effort to parrot and paraphrase the speaker’s words. | Made no efforts to parrot and paraphrase the speaker’s words. |

| Assignment 1 | Listening Tips | Use discussion and learning to create a personalized guide on how to listen actively and empathetically to others. | Thoughtfully and thoroughly made notes on how to listen empathetically and actively to others. | Made a minimal effort to complete a set of notes on how to listen empathetically and actively to others. | Did not complete a set of notes on how to listen empathetically and actively to others. |

| Empathize | Participants in activity by empathizing with and inquiring about the feelings behind the speaker’s words. | Kindly empathized with and inquired about the speaker’s feelings. | Empathized with and inquired about the speaker’s feelings. | Made a minimal effort to empathize with and inquire about the speaker’s feelings. | Did not make an effort to empathize with and inquire about the speaker’s feelings. |

| Reflection | Demonstrates understanding of listening in an internship site. | Considerately reflected on the importance of listening and showed deep understanding. | Completed the reflection and demonstrated understanding of listening. | Made an attempt to complete the reflection that demonstrates understanding of listening. | Did not complete the reflection or demonstrate understanding of listening. |

---

[http://content.cellt.org/diglib/2-20/Listening_Rubric.pdf](http://content.cellt.org/diglib/2-20/Listening_Rubric.pdf)
## Appendix 31

### Listening Checklist

<table>
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<th>Before</th>
<th>Comments</th>
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<tbody>
<tr>
<td>The student</td>
<td></td>
</tr>
<tr>
<td>- cleared mind of other thoughts and distractions.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>During</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student</td>
<td></td>
</tr>
<tr>
<td>- looked at the speaker.</td>
<td></td>
</tr>
<tr>
<td>- focused on speaker's words.</td>
<td></td>
</tr>
<tr>
<td>- connected what he/she heard to own knowledge and experience.</td>
<td></td>
</tr>
<tr>
<td>- identified the main ideas.</td>
<td></td>
</tr>
<tr>
<td>- took notes if he/she needed to use the information later.</td>
<td></td>
</tr>
<tr>
<td>- did not interrupt.</td>
<td></td>
</tr>
<tr>
<td>- waited until after the speaker finished to ask questions and make comments.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>After</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student</td>
<td></td>
</tr>
<tr>
<td>- participated in the discussion.</td>
<td></td>
</tr>
<tr>
<td>- raised his/her hand to ask questions or make comments.</td>
<td></td>
</tr>
<tr>
<td>- was kind and respectful with comments.</td>
<td></td>
</tr>
<tr>
<td>- compared notes with a classmate to see if he/she understood the message.</td>
<td></td>
</tr>
<tr>
<td>- told the speaker what he/she heard using phrases such as, So what I think you're saying is..., What I heard you say was..., Do you mean to say that...?</td>
<td></td>
</tr>
<tr>
<td>- stayed on topic during the discussion.</td>
<td></td>
</tr>
</tbody>
</table>

Middle School  
Rubrics for Assessing Student Writing, Listening, & Speaking 27
HURIER Model for Listening

The HURIER model details 6 sequential steps for effective listening and can be used to improve your overall listening and communication skills.

- Hearing
- Understanding
- Remembering
- Interpreting
- Evaluating
  - Responding

**HURIER Model for Listening**

**Hearing:**

- Where listening begins with the physical process of perceiving sound.
- Remember, active listening involves taking hearing to the next step.
HURIER Model for Listening

Understanding:

- Understanding what is being said.
- Asking questions to clarify anything you have trouble understanding.

HURIER Model for Listening

Remembering:

Remembering and storing information for future retrieval.
HURIER Model for Listening

Interpreting:

- Interpreting the message: including body language, tone of voice, facial expression and emotions.

HURIER Model for Listening

Evaluating

- Evaluating and separating facts from fiction. How much of what was said is accurate?
HURIER Model for Listening

Responding

- Responding or providing feedback to the speaker.

http://freepdfdb.com/ppt/listening-skills-925132.html
LISTENING

- Predicting what people are going to talk about
- Guessing at unknown words or phrases without panicking
- Using one's own knowledge of the subject to help one understand
- Identifying relevant points, rejecting irrelevant information
- Retaining relevant points (note taking, summarizing)
- Recognizing discourse markers e.g. well, oh, another thing is, and Now, finally
- Recognizing cohesive devices (e.g. such as, which) including link words, pronouns, references, etc.
- Understanding different intonation patterns, and uses of stress, etc. which give clues to meaning and social setting.
- Understanding inferred information, e.g. speaker’s attitude or intentions.

LISTEN !! TO WHAT?

- Discussion
- Descriptions
- Talks
- Dialogues
- Stories
- Advertisement
• Interviews
• Lectures
• Songs
• Directions
• News
• Broadcasts
• Instructions
• Telephone conversations

**LISTEN !! HOW?**

• Extensive (general idea).
• Intensive (for details).

**LISTEN !! FOR WHAT?**

• general information – main points
• specific information – particular items
• cultural interest – general
• people’s attitudes and opinions
• organization of ideas
• sequence of events
• lexical items – words expressing noise, movement
• structural items – their use and meaning
• functional items – their form and use
**Listener's Role in the Interaction**

<table>
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<tr>
<th>Reciprocal</th>
<th>Non-reciprocal</th>
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<tr>
<td>Involves dialogues in which the role of an individual alternates between listener and speaker.</td>
<td>There is no opportunity to answer back, clarify understanding, check if he/she has comprehended correctly such as listening to live monologues.</td>
</tr>
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**Types of Listening**

<table>
<thead>
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<th>Monologues</th>
<th>Dialogues</th>
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<tr>
<td>Planned</td>
<td>Unplanned</td>
</tr>
<tr>
<td>Such as: media, broadcasts, speeches, lectures, etc.</td>
<td>Such as: anecdotes, narratives, etc.</td>
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</tbody>
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