

Activity 1 – Why We Listen

Activity 1.1 – Work with a partner to list all the things you have listened to in the last 24 hours (eg. watching the news on TV last night; receiving a phone call from my aunty this morning etc.).

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Activity 1.2 – Identifying Types of Listening Tasks

Read the article below and highlight the definition and/or examples of **interactive**, **non-interactive**, **transactional**, and **listening for pleasure** listening.

Why We Listen

Because we listen for many different purposes in and out of the classroom, this has an effect on the way we listen. Listening can range from being very interactive (involve you speaking as well as listening) to wholly one way or non-interactive. Listening can be face-to-face, or 'disembodied', as when listening to the radio or on the phone. It can also be reinforced with images, as when watching a movie or TV. The purposes of listening can vary, from the purely transactional (as when information is being conveyed), to 'listening for pleasure', as when listening to songs, or when watching a movie. Listening can be intensive, where every word counts, or it can involve simply listening for gist.

Recognising the different purposes that listeners have and how these differences affect the way we go about listening has important implications for the language classroom. These implications deal directly with the way we design listening tasks, ask our learners to respond to listening material and how we prepare them to listen. For example, advanced classes preparing for high level exams are required to deal with tasks largely transactional in nature (listening for information). We therefore need to make them aware of appropriate techniques in order to increase their chances for success with these types of exercises such as listening for keywords or using their background knowledge to aid their understanding.

Source: Shelton, http://www.developingteachers.com/articles_tchtraining/list1_scott.htm and Thornbury & Watkins, *The CELTA COURSE*, Cambridge University Press, 2010

Activity 1.3 – Big City Small World

Part A: Listen again to the audio tape of *Big City, Small World*, then answer the following questions:

1. Who thinks Harry will get the job?
2. Why is Sarah unhappy?
3. Do you think Sarah is being mature?
4. What advice would you give Sarah?

Check your answers with a partner or your group.

Part B: Discuss the following with your group:

1. Which of the questions above are transactional (involve listening for information)?
2. Which are interactive (require the listener to interact and/or interpret)?

Part C: Discuss with your partner:

1. Do your language learning textbooks/classroom activities teach mostly interactive, non-interactive, transactional or listening for pleasure listening skills or a combination of all.
2. Is there a balance in real life?

Activity 2 – Making Listening Tasks Easier

Activity 2.1 - Difficulties:

Work with a partner and order the following listening tasks from easiest to most difficult (from the view point of a second language learner). Discuss why one task may be more difficult than another:

- watching the news on TV
- listening to the news on the radio
- listening to a song on the radio
- talking about the news with a friend face-to-face
- talking about the news with a friend on the phone
- listening to a recording of the news in the classroom

Activity 2.2 – How to Make Chocolate Ice-cream

Watch the video and summarize the instructions for making chocolate ice-cream. Check your summary with your group.

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Now work with your group and make a note of:

- i. factors that make the How to Make Chocolate Ice-cream video hard to understand:

- ii. factors that made the video easier to understand:

- iii. factors that could make the video easier to understand:

Activity 2.3 – Making Listening Easier for Learners:

Now work with a partner to discuss, then list at least two things that a teacher can do to make a classroom listening activities easier for learners:

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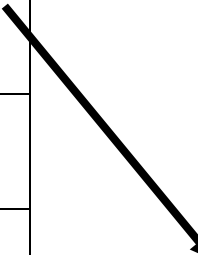
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Activity 3 – Listening Sub-skills

Activity 3.1 – Listening Sub-skills: Definitions

Match these sub-skills to their definitions.

Listening Sub-skills		Definition
1. Listening for specific information		a) When we listen to a long text, or a series of texts, over a long period of time.
2. Listening for gist		b) When we listen to try and extract the maximum meaning of every word in the text.
3. Listening for detail		c) This is when we listen to a text only to find a particular piece or pieces of information.
4. Extensive listening		d) This is when we listen to try and get a general idea of what the text is about.

Activity 3.2 – Classroom Activities

Complete the following table by matching the activities to the sub-skills in Activity 3.1:

Classroom Activities	Listening sub-skills being practiced
1. A teacher sets up an after-school film club.	<i>E.g. Extensive listening</i>
2. Learners listen to a short story in class then write a summary of the story afterwards.	
3. The teacher plays a recording of a person arguing about the bill in a cafe and asks the students to write down all the prices they hear.	
4. The teacher plays a recording of a short story and asks learners to think of a suitable name for it.	
5. The teacher asks learners to listen to a short dialogue and, on the printout of the tape-script, underline the words that are stressed by the speakers.	
6. The teacher plays a recording of four housemates discussing money and asks learners to identify the names of the people in the house.	
7. A teacher reads a short poem aloud and asks learners to discuss what each line means.	
8. The teacher plays learners a dialogue from a supermarket and asks them to complete a gap-fill with past simple forms.	

Activity 4 – Designing Suitable Listening Tasks

Activity 4.1 – Listening Texts and Tasks

Match each listening text type (1-8) with appropriate tasks (a-k). More than one task may suit a particular text type.

Listening Text Types	Listening Tasks
1. a news broadcast 2. the directions to a person's home 3. the description of a missing person 4. an embarrassing personal anecdote/story 5. a shopping dialogue (sales assistant and customer) 6. a pop song 7. recorded entertainment information (eg. movie or theatre schedules) 8. a weather forecast	a. answering <i>wh</i> -questions (where?, who?, what?, why etc.) b. putting a series of pictures in order c. ticking off items on a list of names of people and places d. drawing on a map e. filling in a grid or table f. choosing one of several pictures g. taking notes h. choosing one of several adjectives i. writing the exact words j. drawing a picture k. filling in gaps in a transcript

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|----|----|
| 1. | 2. |
| 3. | 4. |
| 5. | 6. |
| 7. | 8. |

Activity 4.2 – Choose a Suitable Task

Work with your partner to design a task that you could set learners if you were to use an audio-visual recording of a TV weather forecast. Make sure your task is suitable for the text type.

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Activity 5 – A Listening Lesson

Activity 5.1 – Stages of a Listening Lesson

Work with a partner to put the stages of a listening lesson below into logical order. Check with other class members to see if they agree with your order.

- a. The teacher focuses on features of grammar or vocabulary that occur in the recording, eg. by asking students to fill in the gaps in a transcript;
- b. The teacher sets a task that requires listening for specific details. He/she plays the complete recording, checks the answers, and replays sections if necessary;
- c. Learners read the transcript of the recording and listen at the same time;
- d. The teacher generates interest in the topic by, for example, asking the class about their experience or, feelings on, or knowledge about the topic;
- e. The teacher presents some key vocabulary contained in the listening text – for example, by giving, or eliciting, a definition or example;
- f. The teacher sets a gist listening task – for example, *Who is talking to whom, about what, and why?* He/she then plays a short section of the recorded extract, and checks answers.

Now put the stages above in the correct column below:

Before-listening Tasks	During-listening Tasks	After-listening Tasks

Activity 5.2 – Example Listening Lesson

- A. Murder Mystery of Whale Lover**
- B. SPEAR-FISHERMAN FINDS SUNKEN TREASURE**
- C. Police and Fans Clash at Friendly Games**
- D. LEMON TEA CAN STOP CANCER**

Listening:

1a. Read newspaper headlines *A – D*. Check new words with your group or in a dictionary. Which do you think is the most interesting story?

1b. Listen to the news. Put the headlines in order.

2. Listen again and work in pairs to match the information below to each of the headlines.

- | | |
|---|-----------------------------------|
| i. they tried to stop cars arriving | ii. swim-with-whales tours |
| iii. they have to test all new products | iv. keeping the location a secret |
| v. over two million dollars | vi. found dead in her car |
| vii. over 40 arrests | viii. more funding required |

3. Listen again and check your answers while reading the transcript.

Help With Listening: Sentence Stress

You can often understand the general idea of a story by listening to the stressed words.

4. Listen to the four stories again and underline the stressed words in your transcript.

Look at the activities/questions in the example listening lesson on the previous page. Now work with a partner to identify:

- i. if the activity/question is a before-, during- or after-listening task;

Before-listening Tasks	During-listening Tasks	After-listening Tasks

- ii. the purpose of the activities marked in **bold**.

Eg. **1a.** - activating interest and pre-teaching vocabulary

1b.

2.

3.

4.

How many times was the listening text played to learners during the lesson? Why was the text played more than once?

Activity 5.3 – Designing a Sequence of Listening Tasks

Your trainer will give you some flip-chart paper and a marker pen. Work in groups to design a sequence of tasks suitable for the audio-visual recording of *An Interview With a Beekeeper*. Include at least one before-listening task, one during-listening task; and one after-listening task. Do your tasks suit the text type?

Activity 6 – Reflection

6.1 – Do or Don't

Complete the following statements with Do or Don't:

Do/don't	Statements
1.	listen to the text before class, anticipate problems and plan how you will respond to these.
2.	stay at the front of the room during the listening lesson.
3.	take note of the questions that are commonly wrong or missed out.
4.	ask yourself why the learners have made this mistake and explain it to them.
5.	discuss errors/misunderstandings your learners have.
6.	tell learners to go faster. Allow flexibility in your plan to respond to their needs.
7.	look at the tape-script and identify language features that are typical for this type of dialogue.
8.	ask learners for answers unless they have had a chance to share ideas in pairs or small groups.
9.	give learners a copy of the listening text transcript
10.	use a variety of listening texts including songs
11.	record your own listening texts using authentic materials such as radio and TV interviews, news broadcasts, soap operas etc.

6.2 – Listening Difficulties and Solutions

Match the difficulties that learners might have with the solutions below:

Difficulties Learners Have	Solutions
1. Learners are confused because they have misunderstood key word(s).	
2. Learners are confused because they didn't hear the contracted negative (<i>n't</i>) in <i>haven't</i> .	
3. Learners have trouble recognising the object that is being referred to. (E.g. In the text: <i>On Sunday I am having lunch with my boyfriend. It's his birthday so his whole family will be there. Where does there refer to?</i>).	
4. Learners find the speaker talks too fast.	
5. Learners confuse two similar sounding words.	

- a. After a listening exercise demonstrate how pronouns sometimes refer to items before and after they are used. Give a tape-script with the pronouns underlined or in bold and get learners to draw arrows to link them to the items they refer to. Alternatively ask them: 'What does **it** in line 22 refer to?'
- b. Teachers should choose recordings that are suited to the language level of learners. Teachers can also pause the tape and check understanding. Another way to help learners understand challenging listening texts is to choose audio-visual recordings (eg. DVDs, TV news broadcasts etc.) instead of just audio tapes (eg. radio broadcasts) where learner understanding is not aided by visual cues.
- c. Play or say sentences which are either positive or negative and get learners to either put their thumbs up (when they hear a positive sentence) or down (for a negative sentence with '*n't*') or to draw a happy or sad face in their notebook.
- d. After-listening activities could include pronunciation activities where similar sounding words are practiced and differentiated. Learners could also be given a text transcript to follow while listening to the text. This would occur towards the end of the listening task sequence and would be used to resolve remaining problems with understanding.
- e. Pre-teach any unfamiliar vocabulary and/or difficult words to assist understanding of the text. Alternatively, during an after-listening task, get learners to underline the stressed words in the transcript to identify the keywords.

Assignment (optional – for existing teachers and/or student teachers on practicum)

Your assignment is to try out a new idea/activity from this module with one of your classes. You should then reflect on your lesson. Use the following guidelines for your assignment.

1. Where appropriate, make up materials for the new idea/activity you will be trying out, focusing on the particular language points and learning outcomes you are aiming for.
2. Write your whole lesson plan, including your new idea/activity on the lesson plan document, then teach the lesson. After the lesson, write a reflection including: i. What went well? Why?; ii. What didn't go well? Why?; and iii. What changes will I make next time?
3. Attach your lesson plan (including list of materials used) and your reflection.
4. Submit your assignment by handing/emailing it to your trainer. The deadline for completion of this assignment is

Glossary

Concept	Definition
interactional listening	When the main purpose is to establish a relationship with the speaker(s)
transactional listening	When the main purpose is to transfer knowledge from the speaker(s)
genre	Types of listening which have specific social purposes, particular overall structures and specific linguistic features shared by particular cultures (e.g. news, conversations, telephone messages, complaints etc.)
intensive listening skills	When we listen in order to examine a piece of language, for example to study the grammar or pronunciation of it (similar to <i>listening for detail</i>)
extensive listening skills	When we listen to a long text over an extended period of time

Recommended Reading

- **Simple Listening Activities**, Jill & Charles Hadfield, Oxford, 1999
- **The Practice of English Language Teaching**, Jeremy Harmer, Longman, 2001
- **Just Joking: Stories for Listening & Discussion**, Sandra Heyer, Pearson Longman, 2005
- **JUST: Listening & Speaking – Elementary & Upper-Intermediate**, Lethaby, Harmer & Acevedo, Marshall Cavendish Education, 2005 – 2007
- **Teaching Listening & Speaking**, I. S. P. Nation & Jonathon Newton, Routledge, 2009
- **Contemporary Topics 1: Academic Listening & Note Taking Skills (Student and Teacher books)**, Pearson Longman, 2009
- **Teaching Listening Comprehension**, Penny Ur, Cambridge, 1984
- **Listening**, Goodith White, Oxford, 1998

www.teachingenglish.org.uk/think/articles/listening-top-down-bottom – Listening: top down and bottom up. A TeachingEnglish article on the different listening skills

www.teachingenglish.org.uk/try/activities/active-listening-activities – Active listening activities. TeachingEnglish activities to encourage learners to listen to each other

Additional Material

Activity 3.2 – Classroom Activities – Answer Sheet

Complete the following table by matching the activities to the sub-skills above:

Classroom Activities	Listening sub-skills being practiced
1. A teacher sets up an after-school film club.	Extensive listening
2. Learners listen to a short story in class then write a summary of the story afterwards.	Listening for gist
3. The teacher plays a recording of a person arguing about the bill in a cafe and asks the learners to write down all the prices they hear.	Listening for specific purposes
4. The teacher plays a recording of a short story and asks learners to think of a suitable name for it.	Listening for gist
5. The teacher asks learners to listen to a short dialogue and, on the printout of the tape-script, underline the words that are stressed by the speakers.	Listening for detail
6. The teacher plays a recording of four housemates discussing money and asks learners to identify the names of the people in the house.	Listening for specific purposes
7. A teacher reads a short poem aloud and asks learners to discuss what each line means.	Listening for detail
8. The teacher plays learners a dialogue from a supermarket and asks them to complete a gap-fill with past simple forms.	Listening for detail

Activity 5.3 – An Interview With a Beekeeper

Interviewer: Good evening. Tonight we're taking a look at beekeeping, and here to tell us all about it, we have in the studio a man who's been keeping bees for over 40 years, Mr Reginald Prawnbaum. Good evening Mr Prawnbaum.

Reginald Prawnbaum: Good evening.

Interviewer: Tell me, what first interested you in the bee world, Mr Prawnbaum?

Reginald Prawnbaum: Well, um, even as a child I used to

Interviewer: shh .

Reginald Prawnbaum: I'm sorry, shouldn't I have said that?

Interviewer: No, of course you should have. Pay no attention please. When I say 'shh', it's just a nervous mannerism I picked up. If ah, if I want you to keep quiet, I will say 'shoosh'. You were saying?

Reginald Prawnbaum: Ah well, even as a child I used to wander around

Interviewer: shh

Reginald Prawnbaum: Oh, I'm sorry. . . In the, in the fields near my home watching the bees flying from flower to flower . .

Interviewer: shh

Reginald Prawnbaum: . . . and taking note of the flowers that they visited.

Interviewer: Shoosh

Reginald Prawnbaum: Was that wrong?

Interviewer: I'm so sorry. Did I say 'shoos'? I meant 'sh'. Do go on. It's most interesting.

Reginald Prawnbaum: And so I have grown to love the little

Interviewer: shh

Reginald Prawnbaum: . . . creatures. I mean nature really has produced a little masterpiece in the life . . .

Interviewer: Quack! . . . I'm so sorry. I'm afraid that's a reflex action too. I squawk whenever someone mentions the word 'life'. Quack! You see, even when I mention it myself. I should have told you. Please go on.

Reginald Prawnbaum: Oh, very well. Well, the bees, as you know, are divided into different categories . . .

Interviewer: sshhhhh

Reginald Prawnbaum: . . . ah, the queen bee and the worker bee, who's life span . . .

Interviewer: Quack!

Reginald Prawnbaum: . . . who's, ah, living expectancy is only one year.

Interviewer: shh

Reginald Prawnbaum: The worker bees, on the other hand, have a much longer . . .

Interviewer: shh

Reginald Prawnbaum: . . . Do you want me to stop?

Interviewer: Yes. You were just about to say 'life'. Quack!

Reginald Prawnbaum: I wasn't.

Interviewer: Oh, I'm so sorry. Please continue.

Reginald Prawnbaum: Well, as I was saying, the worker bees do have a much longer life . . .

Interviewer: Quack!

Reginald Prawnbaum: I'm sorry. I'm sorry. It's just that you've got me rather rattled now. . . . Well this is how the bee community works. The queen bee . . .

Interviewer: shh

Reginald Prawnbaum: . . . stays in the hive . . .

Module 9: Listening

Course Book

Interviewer: phrrt . . . phrrt

Reginald Prawnbaum: Is that because I said 'hive'?

Interviewer: Pardon. Shh.

Reginald Prawnbaum: Did you make that noise because I said the word 'hive'?

Interviewer: Oh no, no, no, no.

Reginald Prawnbaum: Why did you make it then?

Interviewer: I was just practicing.

Reginald Prawnbaum: Practicing?

Interviewer: Practicing for a word you're bound to say very soon. Do go on.

Reginald Prawnbaum: . . . while the worker bees fly from flower to flower . . .

Interviewer: shh

Reginald Prawnbaum: . . . collecting . . .

Interviewer: shh

Reginald Prawnbaum: . . . the . . .

Interviewer: shh

Reginald Prawnbaum: . . . pollen.

Interviewer: phrrt

Reginald Prawnbaum: I see . . . Pollen.

Interviewer: phrrt

Reginald Prawnbaum: Pollen, pollen, pollen

Interviewer: phrrt, phrrt, phrrt

Reginald Prawnbaum: I mean, it's the stupidest thing I've ever hear in my life.

Interviewer: Quack!

Reginald Prawnbaum: I mean, every time I say 'pollen' . . .

Interviewer: phrrt

Reginald Prawnbaum: . . . or 'hive' . . .

Interviewer: shh

Reginald Prawnbaum: . . . or 'life' . . .

Interviewer: Quack!

Reginald Prawnbaum: I mean, how did you ever get the job of being an interviewer? . . .
What's going on now? . . . Is it because I said 'interviewer'? . . .
Interviewer, interviewer, interviewer . . . interviewer, interviewer,
interviewer, interviewer . . . interviewer, interviewer, interviewer,
interviewer . . .

Interviewer: Ughh. . . . quack! quack! . . . ughh . . . phrrt . . .

Reginald Prawnbaum: . . . Do please go on. I'm so sorry.

Source: John Cleese & Rowan Atkinson , *Beekeeping*, 1981 (<http://www.youtube.com/watch?v=OGFz9gt0-Fc>)