



HELLENIC REPUBLIC
**National and Kapodistrian
University of Athens**

ELT Methods and Practices

Unit 6: Dealing with Listening Skills

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Task 1

Below are some statements relating to reception skills, and listening comprehension skills in particular. Working with a partner, think about whether the statements are true or false and why. Revise your answers if necessary after discussion in class and/or relevant reading.

Fact or fiction?	T	F
Reading and listening comprehension require us to be passive, whereas speaking and writing require us to be active.		
Reading and listening comprehension are “easy” or, in any case, much easier than speaking and writing.		
Listening comprehension is more difficult than reading comprehension. It involves very complex skills.		
Reception skills do not need to be explicitly developed in the foreign language classroom, since learners can transfer the comprehension skills they have developed by using their mother tongue.		
In our mother tongue, first we develop our reception skills and then we develop our production skills, whereas in second language acquisition it is the other way around.		
Oral interaction involves both listening and speaking as meaning making practices.		
The time spent by people speaking the official language of their country in daily communication activities is: 45% listening, 30% speaking, 16% reading, 9% writing.		

Task 2

What listening comprehension skills we employ, depends largely on why we are reading or listening to something, what type of text we are reading or listening, and in what type of social situation. Work with a partner and think about why you usually do the activities below and which comprehension skills you are usually obliged to use in order to respond to your communicative purpose.

Activity	Purpose	Skills
Listen to a lecture in class at the university.		
Listen to the evening news on TV.		
Read a recipe.		
Listen to an announcement at the airport.		
Read instructions accompanying your new cell phone.		
Listen to football match on the radio.		

Task 3

The features that cause problems to L1 listeners apply to L2 learners as well. However, the problems of L2 listeners are compounded by their limited proficiency in the foreign language. Based on your own experience as language learners, list some of the additional problems that foreign language listeners face when listening:

.....
.....
.....
.....

Task 4

Numbers 1 to 5 show a typical order for different steps in a listening lesson. Imagine your students are listening to a conversation between a tourist and someone who lives in your town – the local. The tourist is asking the local for directions. Letters a to e are the different activities for this lesson. Match the activities to the steps.

Steps in a listening lesson Activities

1. Pre-listening activity to activate students' knowledge on the topic of the text.
2. Listening for a general understanding (listening for gist).
3. Listening for a more detailed understanding of information in the text.
4. Very detailed listening for language (vocabulary, grammar, phonology) in the text.
5. Follow-on speaking activity.

Activities

- a. Students listen and mark the route the local suggests on the map.
- b. Students listen to find out where the tourist wants to go and why they want to go there.
- c. Students evaluate whether the route suggested by the local is the best one.
- d. Students look at a map of the city and find different landmarks.
- e. The teacher dictates two sentences from the local's directions.

Task 5

Go through the list of task types below and decide in which phase of the listening comprehension activity the task is most likely to be used. Tick the appropriate column in the table to indicate what you think is the most likely phase

Task Types	Pre	While	Post
Predicting the content of the text from its title			
Asking students to follow a route on a map			
Asking students to mark items on pictures			
Do language work on specific phonological, grammatical or lexical features in the text.			

Task Types	Pre	While	Post
Answering students' queries/dealing with students' problems with the listening text			
Asking students to comment on a picture related to the listening text.			
Asking students to read a short text on a similar topic			
Asking students to role play a dialogue based on a listening text.			
Giving students the listening transcript to confirm their answers			
Brainstorming for relevant vocabulary terms			
Asking students to answer multiples-choice or true-false questions based on the text.			
Asking students to read comprehension questions in advance			
Asking students to complete a form, a diagram, a table based on the listening text.			

Task 6

Study the listening task below and then:

- Decide what the teaching/learning objective is.
- If this type of task is more appropriate for training or for testing listening comprehension.
- Think about what receptive skills completion of this task involves.

Learner (while-listening) task

You have a few seconds to read the following statements, which you will have to tick as *True* or *False*, after you listen to someone talking on tape.

Here's what learners listen to (but they don't see written).

...I don't know if I have told you that I've started on my plans to take French lessons. Janet and I decided we'd take this on together, but because in fact I have no evening when I can actually go to classes, because of my political commitment taking-up five nights a week, we decided we would get a French tape and try to spend... put aside two or three hours a week, to work on my French. So I went to the local library and got us a tape called... er... complete mastering French two. I don't know... if I really read it very carefully... because it's well in advance ... we are weaker. So I think I'll go back and ask for the complete mastering of French one, which is... well... is placed more on our own side. I don't know if you can hear the thunder..... No, no it's not that – it isn't thunder! It's fireworks. Jean-Michelle Jarre does a good job. He's got a... he's doing two concerts just across the river and I'm on... very... very close to the river. He's doing two concerts. He did one last night and one tonight. And it's a massive thing of laser beams and fire... you know... sort of quarter of a million pounds of fireworks were involved in this concert. So I think it's obviously begun. So when I drop to my bedroom at night, I'll sit for a while and watch it. I suppose it'll be quite spectacular...

Follow up task

Now, listen again and check your answers.

Statements	True	False
The speaker is a very busy person.		
Jane went to the library.		
The speaker and Jane are planning to go to a French school.		
The speaker can speak French very well.		
Jane and the speaker went to a concert.		

Notes

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