




Teaching Listening






Some considerations in teaching listening

- Listening as a receptive skill
 - Listening as an active process
 - The difference between listening and reading (spoken and written language)
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Principles

- Use both top-down & bottom-up knowledge to help effective listening
 - Combination of BU & TD = interactive processing
 - Activating previous knowledge => pre-listening activity
 - Provide a context for interpretation and activate background knowledge which help interpretation
 - Provide different types of listening
 - Listening for specific information
 - Listening for global information / gist listening
 - Listening between the lines => inferences
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Principles

- Provide different types of tasks
 - The students need experience with production task but don't be too much
 - Consider the nature of the text
 - Text difficulties
 - Text authenticity
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Principles

- Teach listening strategies

- Predicting
 - Inferring
 - Monitoring
 - Clarifying
 - Responding
 - Evaluating
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Classroom Technique and Tasks

- Dictation
 - Cloze procedure
 - Listening for gist
 - Inferential listening
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In the classroom

1. A warm-up activities
2. A main listening task
3. A speaking task related to the previous task



Types of listening activities

1. **No overt response:** The learners do not have to do anything
 - Stories
 - Songs
 - Entertainment: films, theatre, video
 2. **Short Response**
 - Obeying instruction
 - Ticking off items
 - True/false
 - Detecting mistakes
 - Cloze
 - Guessing definitions
 - Skimming and scanning
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Types of listening activities

3. Longer responses

- Answering questions
- Note-taking
- Paraphrasing and translating
- Summarizing
- Long gap-filling

4. Extended responses (“combined skills” activities)

- Problem-solving
 - Interpretation
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Thank You

