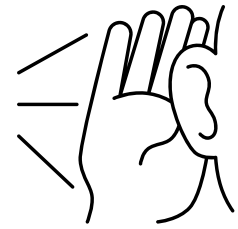


# TEACHING LISTENING



- 1 Avoid giving listening tasks where students are required to memorize and recall information.
- 2 Provide images and prompt background knowledge to help student understanding.
- 3 Where possible, use authentic media as listening input.
- 4 Allow students to “have a go” and listen to a whole passage first, without specific tasks.
- 5 With lower level students provide same language subtitles to support listening.
- 6 Employ both top down and bottom-up processing in a listening lesson.
- 7 Promote active listening. Students should be provided specific tasks to complete when listening.
- 8 Use video as audio by turning off the image. For additional listenings, turn on the screen to provide context.
- 9 Don’t give students correct answers right away. Let them listen again.
- 10 Listening material should be level appropriate even if authentic media.
- 11 Listening material should be of interest to students and age appropriate.
- 12 If students are having specific problems with listening, take time to identify them and refer students for remedial attention.
- 13 Peers and classmates can provide strong listening material and input. Teach students to listen to each other.
- 14 Challenge students to listen well and do informal testing frequently. They’ll appreciate the feedback.
- 15 Check comprehension with questions that don’t require students to memorize or recall information.
- 16 Use open ended questions to check student understanding.
- What tip do you have for teachers, when teaching listening and focusing on listening skills?

# TEACHING LISTENING

Here are some classic recipes for activating your students' listening skills and getting them listening for meaning. Online or F2F.

## CLOZE

He \_\_\_\_\_s me!

Listen and fill in the blanks with what you hear.

## The 5 Ws



Listen for general meaning and record the 5W details.

## GIST

Main Idea 

Listen and note the general meaning and overall info.

## DIFFERENCES



Listen to two passages and compare, note the differences.

## NOTE TAKING



Listen and take notes of important details.

## STORIES



Audio stories. Listen and then students retell.

## TPR



Listen and do it!  
Total Physical Response.

## DRAWING



Listen and draw what you hear and imagine the situation.

## DIRECTIONS



Listen to instructions and perform the steps.

## MUSIC



Listen for enjoyment. Also, listen then repeat the chorus.

## SHADOWING



Listen and repeat what the model has said.

## DICTIONATION



Listen. Write the sentences.  
Try "running dictation".

## EXTENSIVE LISTENING



Listen to what interests you.  
Use same language subtitles.

## GAMES



Memory / Telephone game.  
Last on standing.

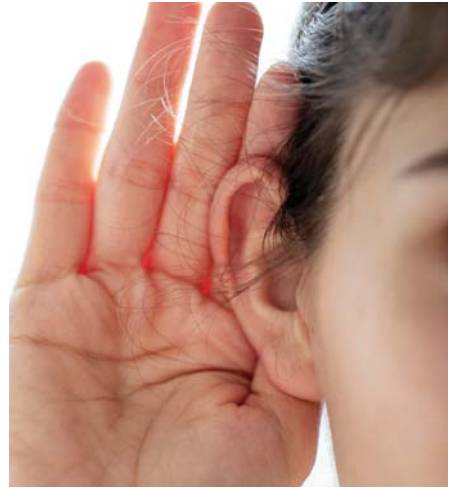
## OTHER



What other ways are there?

# Teaching Listening

## SOME TIPS



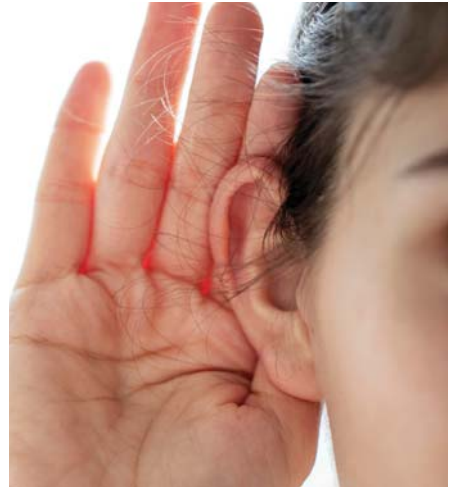
1. Avoid giving listening tasks where students are required to memorize and recall information.
2. Provide images and prompt background knowledge to help student understanding.
3. Where possible, use authentic media as listening input.
4. Allow students to “have a go” and listen to a whole passage first, without specific tasks.
5. With lower level students provide same language subtitles to support listening.
6. Employ both top down and bottom up processing in a listening lesson.
7. Promote active listening. Students should be provided specific tasks to complete when listening.
8. Use video as audio by turning off the image. For additional listening, turn on the screen to provide context.

### My Tip

---

# Teaching Listening

## SOME TIPS



9. Don't give students correct answers right away. Let them listen again.
10. Listening material should be level appropriate even if authentic media.
11. Listening material should be of interest to students and age appropriate.
12. If students are having specific problems with listening, take time to identify them and refer students for remedial attention.
13. Peers and classmates can provide strong listening material and input. Teach students to listen to each other.
14. Challenge students to listen well and do informal testing frequently. They'll appreciate the feedback.
15. Check comprehension with questions that don't require students to memorize or recall information.
16. Use open ended questions to check student understanding.

### My Tip

---

# LISTENING STRATEGIES

There are many strategies that students can apply to help them understand before, during and after listening. Here are our top 10.



**Predict**

Before listening think about what you know about the topic. What does the title suggest to you? What's the context for the listening?



**Vocabulary**

What words do you know related to the topic? List them and listen for them.



**Focus**

While listening don't try to understand every word. Focus on the general meaning of the speaker. The gist.



**Notes**

If possible, jot down notes while listening. It will help you remember and retain information.



**Relax**

Nervousness will inhibit your listening ability. Relax, let the words and meaning flow into you and through you.



**Reflect**

After listening, think about the topic and what was said. Did you get the main meaning and important points?



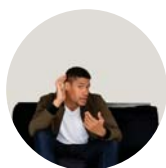
**Compare**

Before listening you made some predictions. Remember those and compare - were any correct?



**Review**

Take a look over your notes or jot down all you understood. Did you catch everything, the main points spoken?



**Repeat**

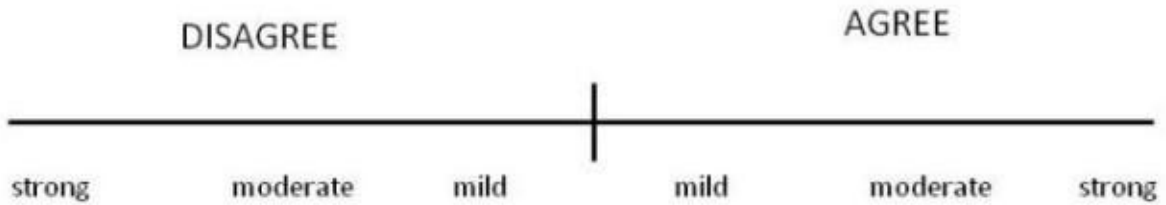
If you really didn't understand the main points, listen again. Focus on what you may have missed. Or ask the speaker to repeat what they said.



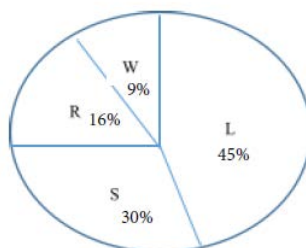
**Assess**

Still having problems catching the meaning of the speaker? Note your main problems and look for and work on a solution to improve.

## Listening: Agree or Disagree ?



<p><b>Listening is a passive skill.</b></p>
<p><b>Listening is like reading but with audio and no text.</b></p>
<p><b>Smarter people are better listeners.</b></p>
<p><b>Listening is the same as hearing.</b></p>
<p><b>Listening is the most taught language skill.</b></p>
<p><b>Speaking is the result of listening not the cause of it.</b></p>
<p><b>When we listen, we listen in 2 very different ways.</b></p>
<p><b>Listening skills don't need to be taught. They will naturally develop</b></p>
<p><b>There are 3 stages to a listening lesson.</b></p>



# Components of a Listening Lesson

Remember, a full listening lesson will have 3 components.

## 1. Pre-listening

This provides the students a chance to prepare for the act of listening and activate background knowledge and schema.

### Suggested activity types:

- Review pictures and images related to the topic
  - Review a summary of the listening passage
  - Predict what the topic might be about (complete a KWL graphic organizer)
  - Discussion and Q & A session about the topic
  - Read material related to the topic
  - Note key vocabulary and expressions
- .....

## 2. While Listening

Students listen and demonstrate comprehension during the listening passage.

### Suggested activity types:

- **Checklists and Bingo.** Students listen and check off items mentioned.
- **Response.** Students listen and act out or draw based on the listening content.
- **Fill in the blanks.** Listening cloze. Students listen and “catch” words and phrases spoken
- **Sequencing.** Students listen and put the information into the correct order.
- **Note taking.** Students listen and summarize by taking notes.
- **Differences.** Students listen and note differences to an original audio or text.

### 3. Post Listening

Students demonstrate understanding after the listening passage and solidify knowledge acquired.

#### Suggested activity types:

- **Questions.** Students answer questions to show understanding.
- **Summarizing.** Students retell or summarize the listening content.
- **Responding.** Students respond in writing or speech to the listening content.
- **Reconstruction.** Students reconstruct the listening material (ex. Jigsaw activity).
- **Extension.** Role play and ad lib the listening, debate, discuss, interview ....

### Key Questions To Ask About A Listening Activity

Rost (2002) proposes the following criteria and questions teachers should ask when planning a listening activity.

1. Input Selection	Will the input increase learner's motivation? Is it interesting? Is it relevant? Is it packaged in a way that makes it accessible?
2. Task Design	Does the task promote learning? Is the task worth doing? Does the task focus on meaning? Does the task have pre-listening, while listening and post-listening phases? Are the procedures clear? Are there clear outcomes? Can the task be repeated?
3. Strategy Use	Are the learners encouraged to use active listening strategies? Are there opportunities for predicting, guessing, selecting, clarifying, monitoring, responding, interacting, reflecting?
4. Language Awareness	Does the task propose language awareness? Are there opportunities for the student to notice new vocabulary and structures?





**How do you decide if the listening material is right for your students?**



**Have you ever used a running dictation in class?**



**What's a good listening lesson for numbers?**



**What's a good listening lesson for the news?**



**When should you use subtitles when students are listening?**



**How do you check for student comprehension after listening?**



**What do you do if students can't understand the listening?**



**Is it okay to let students listen for enjoyment?**



**What's a good song to use for a listening lesson?**



**Have you ever done dictation with students. How do you do it?**



**Do you think students enjoy listening activities?**



**What is a good pre - listening activity?**



**What is "active listening"?**



**What are the problems with using authentic media as listening material.**



**How do you determine if a student has a hearing problem and not a listening problem?**



**A good listening activity is one where .....**

# Please visit us!

The largest and most complete lesson library on the web.

ELT

buzz 

Everything in English language teaching



FIND US ON

Teachers Pay Teachers