

Pedagogy and Curriculum Innovations

Third Year 2020-2021

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First Semester

Lecture 17:

Teaching Listening:

- **Preparing a listening task**
 - **Pre-listening tasks**
- **Types of listening tasks**
 - **Application**



Preparing a Listening Task



To prepare a listening task, answer the following questions:

- What is the purpose of the task?
- What listening skills will be practiced?
- Is the task suitable for the learners' level?
- What language do student need in order to do the task (key vocabulary)?
- How can I create interest in the listening text?

When creating listening tasks, it is important that listening skills are being practiced, not other language skills or aspects like cultural knowledge. However, what students have learned from a listening task can form the basis for the practice of another skill, such as role playing.

Remember that the main functions of a listening task should be to help learners gain confidence in their listening ability and to build strategies that help learners make sense of what they hear. The success of a listening task also depends on your attitude. Be positive towards the learners' attempts to carry out the task. Make sure your tasks are clear, focused, and not too difficult.



Task 1: Staging a Listening Skill Lesson



Think about the following ten stages and number them in an appropriate order for a listening lesson:

- a. play the tape for the first time.
- b. warm up (set the scene)
- c. play the tape for the second time.
- d. teach key vocabulary.
- e. pair students and ask them to compare their answers.
- f. Give follow up activities (such as written work)
- g. have students report back to the whole class. Check and confirm their answers
- h. monitor students activities
- i. Set questions/tasks for general or gist comprehension
- j. Set questions/tasks for detailed comprehension



Task 2: Understanding the purposes of the stages



Now read the following list of purposes and match them to the stages given in the previous slide (except for (a)). Put the letters of the appropriate stage in the blank next to each purpose:

- 1. To give students a reason for listening.
- 2. To use the information.
- 3. To equip the students with essential vocabulary for managing the task
- 4. To motivate the students to listen and create interest in the topic or theme
- 5. To make students feel secure and confident towards doing the task
- 6. To confirm students' answers as acceptable or not
- 7. To monitor students' progress
- 8. To focus students on specific aspects of the listening text



Pre-Listening Tasks



- 1. Predicting through vocabulary:** To motivate students to listen and to create interest in the topic or theme of the recorded text, give students a list of key vocabulary items and ask them to predict or guess what the listening text is about. This task actually pre-teaches vocabulary used in the listening material.
- 2. Student generated questions:** In pairs, have students write questions they would like to ask (Richard) about his visit to Iraq. Then have the students listen to the recording and check how many of their questions he answers. This kind of mental preparation works well as a first listening task. Since students are responsible for generating questions (their task), they have increased personal investment in listening carefully.



Types of Listening Tasks



- 1. Listening for specific information:** Give the students a list of items. Students must listen to the recording and check off the items that are mentioned.
- 2. Putting events/items in the right order:** Give the students a list of items or events mentioned in the recording. Ask them to read the list, listen to the recording and number the events in the order that they hear them.
- 3. True/false statements:** True/false statements are a relatively straightforward task for teachers to produce. Ask students to listen and circle True or False after each statement.
- 4. Open-ended questions:** Select details from the recording. Form questions about details, then tell students to use short answers such as 'yes, he did' and 'few days'.
- 5. Multiple-choice questions:** A multiple choice question restrict the options and therefore make the task of finding an answer easier, this task type is suitable for the beginning levels.
- 6. Note-taking:** Focus students' listening by introducing several topics. Give the following directions to the students. As you listen, take notes on what Richard says about the following topics:



Application: 1st Intermediate, Unit 1/ Lesson 2



Step 1: Pre-listening: Read the following words and predict or guess the topic of the recording you are going to listen to next. (Citadel, Ur, Marshes, Baghdad, Erbil)

Step 2: have students write questions they would like to ask (Richard) about his visit to Iraq.

Step 3: have the students listen to the recording and check how many of their questions he answers.





Application: 1st Intermediate, Unit 1/ Lesson 2



Activity 2: Putting Events in the right order.

Read the list and listen to the recording and number the events in the order that you hear them.

- attended a football match
- went to Ur
- arrived at Baghdad
- boat trip in the marshes
- toured the city
- travelled to Erbil



Application: 1st Intermediate, Unit 1/ Lesson 2



Activity 3: True/ false statements

Listen and write True or False after each statement:

1. Richard didn't enjoy the football match.
2. Richard's mother liked the football match.
3. They took the plane to get to Ur.
4. They stayed for few days in Baghdad.



Application: 1st Intermediate, Unit 1/ Lesson 2



Activity 4: Open-ended questions

Listen to the recording carefully, then give short answers to the questions below:

1. How long did they stay in Baghdad?
2. Did they all enjoy the football match?
3. Ur was the birthplace of which prophet?
4. How did they travel to Ur?
5. What is the most interesting place they visited in Erbil?



Application: 1st Intermediate, Unit 1/ Lesson 2



Activity 5: Multiple- Choice questions

- Richard's family stayed for In Baghdad.
a. a year b. a month c. few weeks d. few days
- Did Richard's family enjoy the football match?
a. Yes b. No c. yes, they did except the mother
- Richard's family travelled to Ur by
a. boat b. coach c. plane d. taxi



Application: 1st Intermediate, Unit 1/ Lesson 2



Activity 6: Note-taking

As you listen, take notes on what Richard says about the following topics:

- Sports mentioned
- Means of transportation
- Names of cities
- Historical sites