

1. Topic-Listening

2. Sub Topics-Pre Listening, Listening and Post Listening

3. Outcomes: By the end of this module

- Understanding of the needs of students as they try to decipher sounds in listening exercises;
- Ability to be explicit about what strategies students can employ to support them in listening comprehensions;
- Practice in devising a range of listening tasks.

4. Introduction:

Listening can be difficult. But in this Module you will look at how to make listening more accessible to students. You will focus on the normal classroom situation of the students needing to learn how to listen to a disembodied text from a cassette recorder, sound file or CD. (This is, in many ways, more difficult than listening to someone you are speaking with as the support of eye contact and body language is missing.)

There are also other features of the listening process that may act as a block to your students:

- Spoken language is transitory and so word recognition needs to be quick.
- Spoken words can run into each other or be ‘swallowed up’, which can make it difficult for students to perceive word boundaries.
- In natural speech, the speaker may hesitate or stop mid-sentence or not complete the sentence.
- Unfamiliar regional accents may confuse learners.

5. Terminology:

- Hearing: A casual process
- Listening: A process requiring effort

6. Thoughts to Ponder Over:

Where to start: Am I feeling anxious? Why? What do I usually do to overcome anxiety such as this? Am I concentrating? What can I do to shut out any distractions? I know I have to try to keep up with the voice in the recording. Am I ready to do this? The task itself: What is the recording going to be about? What can I predict that the topic will include? What am I being asked to listen for? ·

Students need to be ready to listen – and they need to see that listening is not the same as reading. First, you will need to work out for yourself what the differences between these two important skills are.

7. Activities:

Activity 1:

Make two columns. In two columns, make a list of the differences between reading and listening and don't worry about noting even the most obvious things. For example: Reading /Listening. You look at a page and recognize letters. You hear a string of sound, which seems to be continuous. Now, choose a class you teach between Grades 7 and 12. Tell them about the thought process you have been through above. Choose a listening comprehension exercise from the unit you are studying in the textbook. Give your students the transcript of the recording and ask them, first, to predict the possible difficulties they may encounter during the listening comprehension.

Pre, during and post-listening activities:

Listening in a foreign language to recorded sound, as described above, is difficult because the support systems are missing – you are not actually in the setting and there is no facial expression or body language to help you decipher meaning. As the teacher, you need to compensate for this missing support. One way of doing this is to define the activities you set your students in support of a listening text as: • pre-listening activity; • during listening activity; • post-listening activity.

Pre-listening – preparing students for the task ahead. This involves telling your students what a text is about, giving a title and a summary, reminding them of the key language they will encounter, being clear about the number of voices and the form of the text – for example a dialogue, monologue or announcement. Visuals could be helpful here – words or photographs giving relevant cultural information if appropriate. Pre-listening also involves modelling or demonstrating the task for the learners before they begin so that they are clear about what they have to do while they are listening. It's also important that they know how many times they will be able to hear the text and whether or not you are going to pause it to allow ample time for writing or thinking.

During listening – It is like supporting students during the listening comprehension. Activities that support students while they are listening serve the purpose of focusing the learner on important aspects of the text. But the activity needs to be simple to read and simple to complete, for example ticking boxes in a grid, ticking items on a list, either/or choices, finding the item not mentioned, ticking images, filling gaps with one word, filling a table with symbols, correcting factual details such as prices, matching exercises. The main idea is not to divert the listener's attention away from the spoken word. Here is one example from a textbook, the theme of which

is 'Recent discoveries'. Listen to the following highlights of missions from 'Voyages to the red planet' and fill in the chart. The first is done for you.

Activity 2:

Listen and Draw

If you have kinesthetic students who struggle to express themselves in English, Listen and Draw isolates listening from speaking. Simply have your students take out a blank piece of paper and give them instructions on what to draw.

For example, you might say the following:

Draw a square in the center of your paper.

Draw a triangle on top of the square.

Draw a small rectangle inside the square, at the bottom.

Draw two small squares inside the square near the top.

If your students listen correctly, they will have drawn a house (or something like it), and you will be able to tell with one glance whether they understood your directions.

Of course, you can make Listen and Draw as complicated as you like depending on the skill level of your students. This activity is particularly useful for reviewing vocabulary of colors, shapes and prepositions of location.

Activity 3:

Map It

In Map It, students listen to your directions and find their way along a map to a secret location. Start by making copies of a map for each of your students. It can be a real place, like this campus or a simple diagram you put together yourself. Just make sure the streets are labeled and that you have several buildings marked on the map.

Give your students directions from a starting point, but don't tell them where you are directing them. They should run their fingers along the map according to your directions. Once you are finished, ask students where they ended up. Hopefully they are at the destination you were leading them to.

Post-listening – This is like setting an activity to follow-up the listening. Let's consider post-listening in the context of the example above. A post-listening activity for the listening text about a mission in space could focus on the students' completed grid and involve a discussion of words the class might have found difficult. It should also involve a discussion about what the text was

about, looking at the guesses the class made for certain words, a comprehension check, comparing notes and seeking clarification from you or the other students, and writing down useful phrases and constructions. It might also involve developing the text by getting students to produce a similar text for them, but in writing.

8. Assessment: The assessment is of 20 marks. Attempt both questions and submit in 500 words.

1. Share atleast two listening activities which you have been doing in the classroom with your students or you plan to do.
2. What do you think is the most difficult skill to acquire?

9. Feedback

Do you think that activities I have shared with you will improve the listening skills of students?

10: Web Resources: Watch following videos for better understanding of Listening skill.

https://www.youtube.com/watch?v=sv3_1JJaIiw

<https://www.youtube.com/watch?v=S5pNpp4fkLA>