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### **Teaching Listening: Task 3**

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**BEFECTETÉS A JÖVŐBE**



### Task 3

Look at the listening scenarios (including the ones that you came up with) in *Thinking task 1* and tick the ones that you think we can rehearse in the classroom. Then brainstorm yourself and think of possibilities for the learners to expose themselves to the kinds of listening situations that do not lend themselves to classroom practice.



### Key

Here are some comments that might help you:

1. the listening component of various language exams
  - very easy to rehearse in class, and the learner can find plenty of additional material on the internet to practice
2. the speaking component of various language exams, where they have to understand the examiner
  - if you are working towards an exam with your students, get familiar with the task types and the roles of the examiner, including what language he or she is likely to use – and rehearse it with your learners
3. the teacher and fellow students in the various language courses they might take
  - this happens as a matter of course in the lesson
4. lectures and talks connected to their studies
  - when teaching a general course, we probably don't know where our learners are going to end up and what kind of lectures they might need to listen to. With advanced learners, listening to a selection of recorded talks like for example the one on the ted.com website might offer some preparation. If we have a homogenous ESL group, we can browse on the internet for talks about the relevant field to practice on, of course.
5. job interviews
  - in Business English courses they are a must. If you teach BE, you should get prepared to offer rehearsal in job interviews.
6. presentations at work
  - it is much more difficult to give presentations than to follow, but if your learners express that they need practice in it, try to find 'talking' presentations on the internet in their field of work.

7. meetings at work

- this is, to some extent, rehearsed in the lesson in the form of interaction among the students. Life will supply additional practice for your learners at their workplaces.

8. telephone conversations, tele- or video-conferences

- they require a bit of effort to rehearse in the lesson, especially in group lessons. As we saw above, the main difficulties here are the distortions resulting from machine voice, with an additional loss of visual clues in telephone conversations.

As regards the difficulty of not seeing each other: getting your learners into pairs, making them sit with their backs to each other and carry out a conversation task that simulates some kind of telephone conversation provides some preparation for such a scenario.

As to machine speech: if you encourage your learners to watch films, series, news broadcasts, documentaries and vlogs, they will get accustomed to the somewhat poorer machine audio input. In today's online world, you can expect most of your students to get plenty of practice in their work and private lives.

9&10. news, sports programs, films or documentaries

- you can include some in your courses, and encourage them to do more of it in their own time

11. announcements at railway stations or airports when travelling abroad

- these do not lend themselves easily to practising in class, of course. But on the internet you will find samples that you can bring into class provided the technical requirements are met where you teach. Simply search for 'railway announcements', 'airport announcements' or listening to announcements'.

12. receiving some kind of instructions as to how to go about doing something

- you can select topics in which your learners can expect to have to follow instructions in the future, write your own script and tell them a series of instructions in class. Or find how-to videos on the internet

13. arranging some kind of official matter with some authority abroad

- this is again not very easy to rehearse in the lesson. The key here is to teach the relevant words and phrases for the scenarios that they might find themselves in (immigration at the airport, registering somewhere etc.)

14. engaging in private conversations with individuals of other nationalities

- this is again difficult to practise in class (other than with their own group mates). Watching series, vlogs and films provides some practice, and you can encourage your learners not to shy away from opportunities to practise in their private lives.

15. listening to songs

- although your students probably listen to a lot of music, they might not pay attention to the words. If you listen to some songs together in the lessons, you might encourage them to listen out for the words by showing them the benefits of it: songs can be an entertaining opportunity to practise understanding English, even if this special version of English, which the lyrics of songs sung with accompanying music are...