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**Teaching Listening: Task 4**

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#### Task 4

Click on the following links and look at the Listening sections of the following sample units taken from three current popular coursebooks. Page numbers are given for easier reference.

Study the activities designed around the actual listening experience and answer the question: What seems to be the standard procedure when dealing with a listening text in class?

New English File Pre-Intermediate

[https://elt.oup.com/catalogue/items/global/adult\\_courses/new\\_english\\_file/pre-intermediate/?cc=global&selLanguage=en](https://elt.oup.com/catalogue/items/global/adult_courses/new_english_file/pre-intermediate/?cc=global&selLanguage=en)

The listening comprehension section is on page 77, Exercise 3 a and b in the strict sense – but study the whole of Unit 7A to see how the lessons build up towards it.

You can observe the same structure in 7B, with exercise 5 (page 79) as the listening task and all the other tasks build towards it.

English File Third Edition Intermediate Plus

[https://elt.oup.com/catalogue/items/global/adult\\_courses/english\\_file\\_third\\_edition/intermediate-plus/?cc=de&selLanguage=de](https://elt.oup.com/catalogue/items/global/adult_courses/english_file_third_edition/intermediate-plus/?cc=de&selLanguage=de)

Study pages 54-55 and 60-61.

New Headway 4th Edition Pre-Intermediate

[https://elt.oup.com/catalogue/items/global/adult\\_courses/new\\_headway/pre-intermediate\\_fourth\\_edition/?cc=global&selLanguage=en&mode=hub](https://elt.oup.com/catalogue/items/global/adult_courses/new_headway/pre-intermediate_fourth_edition/?cc=global&selLanguage=en&mode=hub)

Study all the activities on page 25.



#### Key

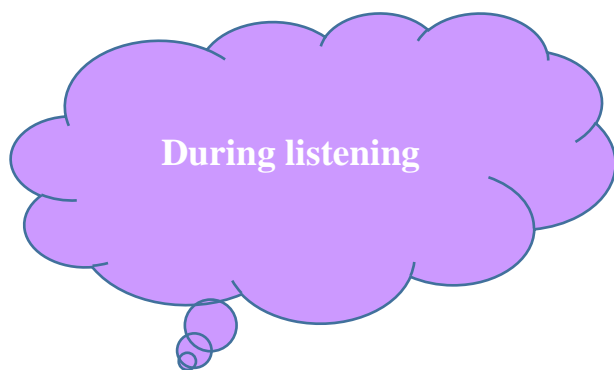
The previous parts of the lesson, as well as one or two activities in the listening section, prepare the learners for the listening experience. Some of these (mostly teacher-led) activities aim at making them familiar with the topic of the listening text by activating or supplying background knowledge. A fair amount of topic



Before listening

knowledge makes it much easier for the listeners to quickly decode information and fill those gaps in understanding that we talked about in Section 3 above.

Other pre-listening activities make sure that the learners will understand key vocabulary in the text.



The activities to complete while or right after listening to the text seem, on the surface, to fulfil the aim of checking comprehension. However, their roles reach far beyond this. On one hand they provide a purpose for the listening activity (the importance of which we emphasized at the end of Section 3). On the other hand, they also serve as a useful aid to comprehension by segmenting the

listening text (one question for each important segment), providing paraphrases for key sentences of the text (the question doesn't repeat the relevant part word by word but reformulates it – and thereby can help comprehension: if the learner didn't understand it the way it was in the text, he might understand it this way).

The students usually complete the while-listening activities individually, on their own. An important part of the listening lesson is a detailed feedback session to see how they coped with the text and the tasks. If there is enough time, they can be asked to compare their answers in pairs or groups, which makes them think through some of their answer again and try to convince their groupmates if it comes to that. Although all this does not entail much listening (other than listening to each other speaking), it is a useful comprehension activity, which can at the same time serve as a brilliant speaking activity if the students speak to each other in English.



The main part of the feedback session is teacher-led again, just like most of the pre-listening activities. Teachers often begrudge the time for a detailed, discussion-style feedback session, and simply give the right answers or refer the student to a solution key. The crucial role of feedback in the learning process, however, cannot be emphasized enough.

Not only does it serve as valuable information to the teacher (and the learners) about where they are in the learning process, but it also consolidates the material. In the case of listening, the benefits of discussing their answers include:

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- it confirms comprehension
- it clarifies uncertain or foggy parts
- the teacher can suggest useful strategies to deal with this or that difficulty next time.



### Follow-up activities

They can be of many kinds. In the sample units you can find the following, most common types:

- pronunciation work (New English File pre-intermediate page 77, exercise 4)
- a speaking activity based on the text (New English File pre-intermediate page 77 exercise 5 and page 79, exercise 5d, New English File Intermediate Plus page 55, exercise 3f and page 61, exercise 7e)
- a writing activity based on the text (New English File Intermediate Plus page 61, exercise 8)
- dictation of part of the text – which raises the learners' awareness to details and their gaps in grammar (e.g. is it boy's or boys?) and spelling (e.g. is it sea or see?) (New Headway Pre-Intermediate page 25, exercise 6)
- project work on the topic (New Headway Pre-Intermediate page 25, exercise 7)