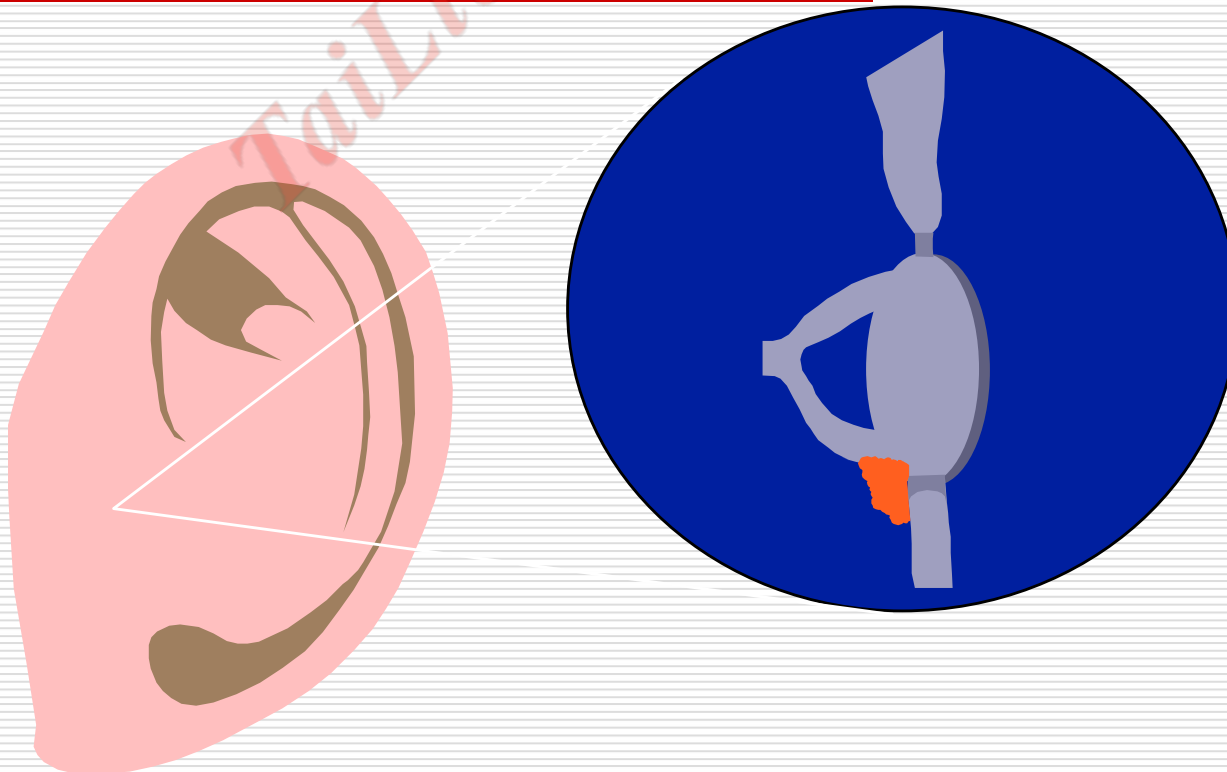


# Chapter 10:

## How to teach listening

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# I. Reasons for teaching listening

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- ❑ Letting Ss hear different varieties & accents  
e.g. American English, British English  
dialects, accents, pronunciation & grammar
  - ❑ Helping Ss to acquire language subconsciously
  - ❑ Listening: a language skill
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## II. Kinds of listening

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- ❑ authentic ~ non-authentic material
  - ❑ Different kinds of tapes/ CDs  
*e.g. announcements, conversations,  
telephone exchanges, lectures, plays,  
news broadcasts, interviews, radio programs*
  - Learners' needs, levels & interests  
determine kinds of listening materials & tasks
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### III. Special characteristics of listening

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- ❑ Speed of speaker → the same for everybody
- ❑ Informal spoken language has unique features such as incomplete utterances (Dinner?), hesitations (well, ummm, er...)
- ❑ Other spoken factors: tone of voice, intonations, rhythm & background noise

*→ because of these special characteristics, Ss must be well-prepared for listening*

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## **IV. Principles**

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- ☐ Tape recorder as important as tape
  - ☐ Preparation: vital (teacher & Ss)
  - ☐ Once → not enough
  - ☐ Ss: responding to content & language
  - ☐ Different stages → different tasks
  - ☐ Good teachers → exploiting listening texts to the full
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## V. Listening sequences

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- ☐ Example 1 (beginners)
- ☐ Example 2 (elementary learners)
- ☐ Example 3 (intermediate)
- ☐ Example 4 (upper intermediate)

(Read these examples in the textbook –  
page 99-108)

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## VI. Using video

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- ❑ Kinds of video → learners' levels & interests
  - ❑ Advantages: richer; speakers can be seen; their clothes, their body movements, location & background information
  - ❑ Problems: Ss' less attention to what they are hearing, uncritically & lazily
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## ❖ **Techniques for videos**

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- ❑ Playing the tape/VCD/DVD w/o sound
  - ❑ Playing but covering the picture
  - ❑ Freezing the picture
  - ❑ Dividing the class half (half the class face the screen; the other half sit with the backs to it; the 'screen' half describe the visual images to the 'wall' half)
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