

Teaching Listening



BERMUTU

Better Education through Reformed Management
and Universal Teacher Upgrading

Ministry of National Education
Directorate General of Quality Improvement of Teachers and Education Personnel
CENTER FOR DEVELOPMENT AND EMPOWERMENT OF
LANGUAGE TEACHERS AND EDUCATION PERSONNEL
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PREFACE

Center for Development and Empowerment of Teachers and Education Personnel (CDELTEP) or Pusat Pengembangan dan Pemberdayaan Pendidik dan Tenaga Kependidikan (PPPPTK) Bahasa is in charge of promoting the quality of language teachers and school principal, school supervisor, and so forth. Hence, the Center takes part in the project of Better Education Through Reformed Management and Universal Teacher Upgrading (BERMUTU) in order to multiply their competencies and professionalism.

As a government institution that is professionally managed, PPPPTK Bahasa provides quality education services aligned with education reform and globalisation demand projected by Education for All (EFA). Likewise the institution develops Teacher Competency Standards inclusive teaching materials as a means of achieving the required competencies.

In the framework of the Minister National of Education Decree Number 14 year 2005 on Teacher and Lecturer, the Center, in an effort to generate competent and professional teachers, organizes various training activities to fulfill specific competency standards and certification programs. Therefore, the development of these learning materials are expected to be a useful resource for teachers.

Finally, constructive criticisms for further materials improvement are welcome and can be sent to PPPPTK Bahasa, Jalan Gardu, Srengseng Sawah, Jagakarsa, Jakarta 12640; Telephone (021) 7271034, Facsimile (021) 7271032, and email: admin@pppptkbahasa.net

Jakarta, September 2009
Center Director,

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CHAPTER I

INTRODUCTION

A. Background

Listening is the basis for the development of all other skills and the main channel through which the student makes initial contact with the target language and its culture. Through active listening, students acquire vocabulary and syntax, as well as better pronunciation, accent and intonation. Though listening skill is very important, for some language learners it is considered to be the most difficult language skill.

Communication happens if there is an interaction between the speaker and the listener. Therefore, listening comprehension activities have a direct and important relationship to the amount and quality of speaking skill. Successful listening for language learners depends on many factors such as the knowledge of the language, background knowledge, etc.

To improve listening skill, students need to listen to various listening texts for different situations, such as short dialog on the phone, announcement in the airport, instruction on how to operate a new machine, speeches, poems, songs, etc.

The main objective of listening comprehension practice in junior high school level is that the students should learn to function successfully in real life situations. In detail, the purpose of listening activity is that the students are able to do the instruction or to gain information from different kinds of listening texts or genres. (for example; monolog: speech, reports, instruction, poems, songs, etc, and dialog: debate, discussion, movie etc). Moreover, they are able to complete the information and respond to questions. To reach the goals, the teacher should consider several things, such as students' motivation, interest and learning style.

B. Objective

The main goal of this learning material is to improve the participants competence in teaching listening.

C. Indicators

Through this material, the participants are expected to be able to:

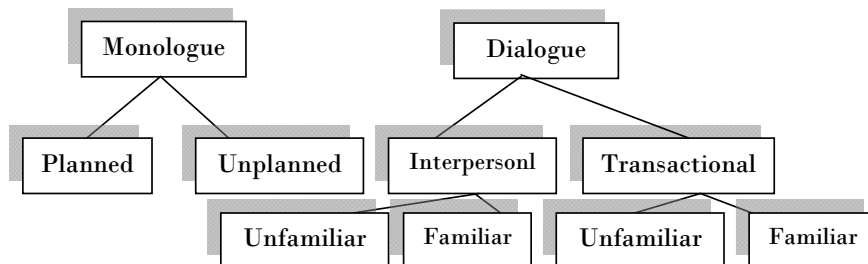
- a. recognize the types of listening in real life

- b. identify the importance of teaching listening
- c. identify the problems faced by the students dealing with listening tasks
- d. apply how to teach listening.
- e. organize listening lessons with *pre, while and post listening activities*.

CHAPTER II TEACHING LISTENING

A. Types of Spoken Language

Before planning the lessons for listening classroom instruction, it is important to discuss several types of spoken language. Nunan (1991) suggested a diagram to differentiate types of oral language as follows;



1. Monologue

In monologue the listener does not require to respond to message. It is also called an informational listening. This is where information is communicated to the listener. Monologue can be planned such as speech, news report, weather forecast or other prewritten material or unplanned such as description of something, emergency announcement etc. Monologues are example of one way communication. The speaker usually uses spoken language for any length of time, as in speeches, lectures, news etc. The stream of the speech will go on whether or not the listeners comprehend.

2. Dialogue

Dialogue involves two or more speakers and can be subdivided into those which exchange expressions that promote social relationship (interpersonal) and those which purpose is to convey propositional or factual information (transactional). Both types of dialogues can be between or among familiar people or unfamiliar.

Dialogue requires listeners to respond to what is being communicated. The goal of dialogue is to develop interaction between people. The listener communicates something back to the speaker. For example, greetings between friends, a discussion at a business meeting, and giving or receiving instructions at work.

B. Why Teach Listening

Everyone knows that there are four skills in learning a language, namely listening, speaking, reading and writing. They are always related in terms of usage, and speaking is viewed by learners as the most desirable skill in face-to-face communication in the globalization era. However, what is the answer to the following questions?

What do you have to do before you can speak?

What does a child learn before he talks?

What do we do before chatting?

Listen, of course!

Naturally, children begin listening to their parents when they are babies. They are often greeted, spoken to and admired without any response expected. Though nobody knows if the baby understands the spoken words, the process continues. Children automatically acquire such language over some time, and later on gradually produce it through actual experience. The production maybe incomplete at first, but successful at last. That leads to speaking skill which is quite applicable to daily conversation.

In learning English, listening can help improve speaking considerably. Although it is the first of all skills, it is neither the easiest nor the most meaningless. We need to hear various types of English repeatedly and continuously if we want to communicate properly, meaningfully and naturally.

1. Why is listening good?

- a. When listening, we are reviewing a lot of English usage such as vocabulary, grammatical structures, intonation, accent and our own interpretation.
- b. We can learn new words and expressions by hearing them frequently.
- c. Besides the English revision, general knowledge from news, features, or even advertising spots is certainly beneficial for regular listeners.
- d. We can imitate what we hear and apply it with great confidence.
- e. Listening can be a good 'hobby' while we do other things such as cooking, ironing, exercising, relaxing etc. In other words, we have no wasted time at all.
- f. Listening is also a great way to train our attention

2. How can we listen to English?

Nowadays, radio cassette recorders are household, but we often overlook the radio function. We can experience English language radio programmes almost anywhere in the world. They are usually picked up on FM bands and aired

particularly for foreigners. Short wave radio programmes are another option. Two of the most easily found English language broadcasters are the BBC and Voice of America.

C. Problems Faced by Learners Dealing with Listening Tasks

Here we are going to discuss some problems from the point of view of the learner. What aspects of listening to a foreign language are particularly difficult for learners to cope with, and what can we, as teachers, do about them?

1. Learner Problems

Stage 1: Defining some problems

Read through the list given in Box 1 of some difficulties that learners have with listening to a foreign language. Add more if you wish.

Stage 2: Interview

Interview some learners to find out which of these they consider particularly problematic, whether there are any others they can suggest, and what sort of practice they find helpful.

Stage 3: Summary

On your own or with colleagues, try to summarize the main problems and make some suggestions as to what the teacher can do to help solve them.

BOX 1.: LEARNER DIFFICULTIES IN LISTENING

1. I have trouble catching the actual sounds of the foreign language.
2. I have to understand every word; if I miss something, I feel I am failing and get worried and stressed.
3. I can understand people if they talk slowly and clearly; I can't understand fast, natural native-sounding speech.
4. I need to hear things more than once in order to understand.
5. I find it difficult to 'keep up' with all the information I am getting, and cannot think ahead or predict.
6. If the listening goes on a long time I get tired, and find it more and more difficult to concentrate.

Cambridge University Press 1996

2. Why do those problems happen?

a. Trouble with sounds

Since most listeners rely mostly on context for comprehension, they are often themselves unaware of inaccurate sound perception. In this case the teacher can facilitate them by various activities such as imitation, recording

of learner speech, choral repetition of drills, jazz chants, tongue twisters, etc.

b. Have to understand every word

This is very common problem, often unconsciously fostered by teachers and/or listening comprehension materials which encourage the learner to believe that everything that is said bears (equally) important information. The effort to understand everything often results in ineffective comprehension, as well as feelings of fatigue and failure. We may need to give learners practice in selective ignoring of heard information – something they do naturally in their mother tongue. We should explain this point to the learners, and set them occasional tasks that ask them to scan a relatively long text for one or two limited items of information.

c. Can't understand fast, natural native speech

Learners will often ask you to slow down and speak clearly – by which they mean pronounce each word the way it would sound in isolation; and the temptation is to do as they ask. But if you do, you are not helping them to learn to cope with everyday informal speech. They should be exposed to as much spontaneous informal talk as they can successfully understand as soon as possible; and it is worth taking the time to explain to them why. One of the advantages of teacher-produced talk is that you can provide them with this sort of discourse at the right level for them, getting faster and more fluent as their listening skills develop.

d. Need to hear things more than once

It may have very good pedagogical reasons for exposing learners to texts more than once. But the fact remains that in real life they are often going to have to cope with 'one-off' listening; and we can certainly make a useful contribution to their learning if we can improve their ability to do so. We can for example, try to use texts that include 'redundant' passages and within which the essential information is presented more than once and not too intensively; and give learners the opportunity to request clarification or repetition during the listening.

e. Find it difficult to keep up

Again, the learner feels overloaded with incoming information. The solution is not (so much) to slow down the discourse but rather to encourage them to relax, stop trying to understand everything, learn to pick out what is essential and allow themselves to ignore the rest.

f. Get tired

This is one reason for not making listening comprehension passages too long overall, and for breaking them up into short 'chunks' through pause, listener response or change of speaker.



Identify the problems faced by your students during the listening activities and what you have done to overcome the problems. Share your findings and tips to others.

D. Types of Listening Activities

1. No Overt Response

The learners do not have to do anything in response to the listening; however, facial expression and body language often show if they are following or not.

Stories. Tell a joke or real-life anecdote, retell a well-known story, read a story from a book; or play a recording of a story. If the story is well-chosen, learners are likely to be motivated to attend and understand in order to enjoy it.

Songs. Sing a song yourself, or play a recording one. Note, however, that if no response is required learners may simply enjoy the music without understanding the words.

Entertainment: films, theatre, video. As with stories, if the content is really entertaining (interesting, stimulating, humorous, dramatic) learners will be motivated to make the effort to understand without the need for any further task.

2. Short Responses

Obeying instructions. Learners perform actions, or draw shapes or pictures, in response to instructions.

Ticking off items. A list, text or picture is provided: listeners mark or tick off words/components as they hear them within a spoken description, story or simple list of items.

True/False. The listening passage consists of a number of statements, some of which are true and some false (possibly based on material the class has just learnt). Learners write ticks or crosses to indicate whether the statements are right or wrong; or make brief responses ('True!' or 'False!' for example); or they may stay silent if the statements are right, say 'No!' if they are wrong.

Detecting mistakes. The teacher tells a story or describes something the class knows, but with a number of deliberate mistakes or inconsistencies. Listeners raise their hands or call out when they hear something wrong.

Cloze. The listening text has occasional brief gaps, represented by silence or some kind of buzz. Learners write down what they think might be the missing word. Note that if the text is recorded, the gaps have to be much more widely spaced than in a reading one; otherwise there is not enough time to listen, understand, think of the answer, and write. If you are speaking the text yourself, then you can more easily adapt the pace of your speech to the speed of learner responses.

Guessing definitions. The teacher provides brief oral definitions of a person, place, thing, action or whatever; learners write down what they think it is.

Skimming and scanning. A not-too-long listening text is given, improvised or recorded. Learners are asked to identify some general topic or information (skimming), or certain limited information (scanning) and note the answer(s). Written questions inviting brief answers may be provided in advance; or a grid, with certain entries missing; or a picture or diagram to be altered or completed.

3. Longer Responses.

Answering questions. One or more questions demanding fairly full responses are given in advance, to which the listening text provides the answer(s). Because of the relative length of the answers demanded, they are most conveniently given in writing.

Note-taking. Learners take brief notes from a short lecture or talk.

Paraphrasing and translating. Learners rewrite the listening text in different words: either in the same language (paraphrase) or in another (translation).

Summarizing. Learners write a brief summary of the content of the listening passage.

Long gap-filling. A long gap is left, at the beginning, middle or end of a text; learners guess and write down, or say, what they think might be missing.

4. Extended Responses

Here, the listening is only a 'jump-off point' for extended reading, writing or speaking; in other words, these are 'combined skills' activities.

Problem-solving. A problem is described orally; learners discuss how to deal with it, and/or write down a suggested solution.

Interpretation. An extract from a piece of dialogue or monologue is provided with no previous information; the listeners try to guess from the words, kinds of voices, tone and any other evidence what is going on. At a more sophisticated level, a piece of literature that is suitable for reading aloud (some poetry, for example) can be discussed and analyzed.

E. How to Teach Listening

There are three main procedures in teaching listening. They are **pre-listening stage**, **while-listening stage** and **post-listening stage**.

1. The pre-listening stage

This is a stage where students do some activities before they listen to the text. Underwood (1990) states that 'it is unfair to plunge the students straight into the listening text, even when testing rather than teaching listening comprehension, as this makes it extremely difficult for them to use the natural listening skills (which we all use in our native language) of matching what they hear with what they expect to hear and using their previous knowledge to make sense of it.' (Underwood, 1990, p. 30)

Therefore, before listening, the students should be 'tuned in' so that they know what to expect, both in general and for particular tasks.

Ideas for pre-listening activities

There are number activities that can be used in the pre-listening activities stage.

a. Looking at pictures before listening

In this activity students are required to look at a picture or pictures before listening to the text. This can be done by question answer or by general or group discussion.

b. Looking at a list of items / thoughts etc

This type of activity is particularly helpful for practicing newly learned vocabulary with early learners. The list should have some purpose of its own in the total listening activity. It could, for example, be a list on which certain items / ideas will be ticked / circled / underlined at the while-listening stage. It should be an integral part of the listening activity as far as the students are concerned but can be exploited as pre-listening material by the teacher.

c. Making list of possibilities / ideas / suggestion etc

When a listening text contains list, even short list, of possibilities/ideas/suggestion or whatever, it is often a good idea to use list making as the pre-listening activity and than the students can use their own list as the basis for a while-listening activity.

d. Reading a text before listening

Students can be asked to read a text before listening and than to check certain facts while listening. This type of activity is popular with students who feel more secure when they have printed texts in front of them.

e. Reading through questions (to be answered while listening)

Many listening activities require students to answer questions based on information they hear. It is helpful for the students to see the questions before they begin to listen to the text.

f. Labeling pictures

This activity can be used to revise already known language. It is suitable for pair work and can generate a lot of discussion. In this activity the students are required to label a picture or diagram.

g. Completing part of a chart

This activity can get the students involved in a personal way if they are invited to fill in their own views, judgments or preferences. It is a challenge and an opportunity for students to compare their views and judgment with other people.

How far it assists students in matching the printed word with the heard word depends on the quantity and relevance of the writing used in the chart.

h. Predicting / speculating

Predicting or speculating in a more general way can be a pre-listening activity. Students can be told something about the speakers and the topic and then asked to suggest what they are likely to hear in the listening text.

i. Previewing the language which will be heard in the listening text

A listening text may sometimes provide a good example of the use of particular language forms in an 'authentic' situation and which the teacher wants to use because his / her class has recently studied these forms. In the pre-listening stage the teacher may want to focus on the language itself. This can be done either through discussion initiated by the teacher or by using prompts in the form of a written text.

j. Informal teacher talk and class discussion

This is a very common form of pre-listening activity, particularly when students are about to hear a recorder text. Teachers generally give their students some background information, begin to talk about the topic and indicate what the students should expect to hear.



Design the pre-listening activities for the following listening tasks.

Task 1.

Instruction to students:

Listen to the dialogue carefully. Put a tick or cross in the boxes and fill the missing information!

- 1 Near City Center Near shops Garden
2. Visit tomorrow at pm 3. Rent per month \$

Script:

Rod : *Hello, I wonder if you could tell me, how much it is per month, please.*

Mary : *It's \$112,0*

Rod : *I see. Is it fairly near the city center?*

Mary : *Yes, it's only 20 meters away*

Rod : *I see. Is it quite handy for the shop?*

Mary : *Yes, within a minute or two on foot*

Rod : *Good. What about the garden?*

Mary : *Mm. . . I'm sorry there isn't any*

Rod : *That's ok. Is it possible for me to visit you tomorrow at 5 pm?*

Mary : *Yes, certainly*

Rod : *Ok, good. See you tomorrow. Bye*

Mary : *Thank you. Good bye*

Task 2.

Listen and complete the description.

This is Rianti. She is a ¹_____. She works for a ²_____ company in Jakarta. There is a computer on her ³_____. She often types letters on the computer. She also answers the telephone and ⁴_____ messages. Sometimes, she goes to ⁵_____ and takes notes.



Source: www.lacc.com

Lidia is a nurse. She works in a ¹_____ in Surabaya. She helps the ²_____ and looks after the ³_____. She gives the patients the ⁴_____, and she often talks to them and listens to their problems. Sometimes, she talks to the patients' families. She always wears her nurse's ⁵_____.



Source: www.rs-gandaria.com

Taken from *English in Focus* Grade VII

2. The While-Listening Stage

The while-listening stage is a stage where the students are asked to do some activities during the time that the students are listening to the text. The purpose of the while listening activities is to help the learners develop the skills of eliciting messages from the spoken language. Good while-listening activities help learners find their way through the listening text and build upon the expectations raised by pre-listening activity. (Underwood, 1990, p. 45)

Ideas for while-listening activities

There are a number of activities that can be used in the while-listening stage.

a. Marking / checking items in pictures

This activity is meant to ask the students to respond to various stimuli (questions / statements) by marking things on the picture, after they carry out some pre-listening activity using a picture. Some activities, which can be used in this kind of while-listening stage, are among others identifying people and

things, marking items mentioned by the speakers, marking errors, checking details, marking choice etc.

b. Matching pictures with what is heard

In this activity the students hear a description or a conversation and have to decide, from the selection offered, which picture is the right one. They try to interpret what they hear and match it with the picture.

Sample of the task:

Listen to Elizabeth talk about her things. Number the pictures!

1. I use this thing to keep my pens and pencils.
2. I need these things when I want to play tennis.
3. When I want to call or send messages to my friends I use this thing.
4. I always use it when I want to play music.



c. Storyline picture sets

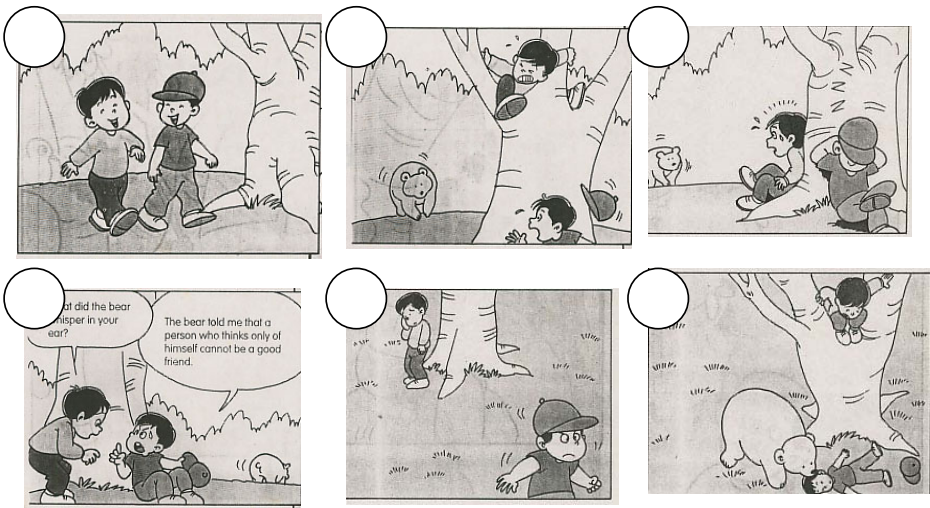
In this activity the students are given two or three of, usually three or four pictures. The students then listen to a story and try to decide which sets of pictures represent the story.

d. Putting pictures in order

In this type of while-listening activity the students are presented a number of pictures and then they try to arrange the pictures in the correct order according to the listening text.

Sample of the activity:

Listen to the story and arrange the pictures based on the story.



Script:

One day, Robert and Sam were talking a walk in a jungle. After sometime, they got tired and decided to take a rest. They sat under a big tree. Sam soon fell asleep. Suddenly, Robert saw a bear walking towards them. Robert hurriedly climbed up the tree to save himself. He left Sam under the tree. Sam woke up and was very surprised to see the bear. He then pretended to be dead. The bear came closer to Robert and sniffed on his face. Lucky him that the bear soon left him alone. After the bear had left, Sam climbed down and asked Robert, "What did the bear whisper to you?". Sam answered, "The bear told me that a person who thinks of himself could not be a good friend." Robert was very shy and sorry to hear Sam's answer. But it was too late. Sam was very angry and left him alone.

e. Completing pictures

In this activity the students are given a picture. They are asked to look at the basic outline of the picture and then they are requested to follow instructions and draw in (on color) various items.

f. Picture drawing

In this activity the teacher describes a picture and the students attempt to draw it. On some occasions, the teacher can invite the students to work in pairs, one describing a picture and the other trying to draw it.

g. Carrying out an action

The teacher instructs the class to do a series of actions. They can be more interesting by turning up into some sort of game.

h. Making models / arranging items in patterns

This is another 'following instruction activity'. Each student (or pair or group of students) is given items with which to build the model or make the pattern. The

teacher can then either give instructions him / herself or play a tape and the students must try to produce the model / pattern.

i. Following a route

In this kind of activity the teacher gives the students a map that covers a small area, uses road names, which are easily recognized, and has a small number of features marked on it. The students try to follow a route on the road plan on a map by listening to the direction, e.g. 'Turn right into the High Street and then go past the station and down the post office'

j. Completing grids

In this activity the teacher can provide or ask the students to draw a grid, i.e. a block of boxes with each column and row labeled. The students then enter their 'answer' in the correct boxes on the grid depending on what they discover from the listening text. This is usually used for information gap activities.

k. Form / chart completion

This is another kind of multiple-purpose grid and there is a great deal of it that can be used with information gap activities based on forms, charts etc. In this activity the students are required to take information from listening text and use it in various kinds of written (or drawn) completion exercises.

l. Labeling

In this activity the students label diagrams / pictures to enable them to learn and remember the various parts of a leaf or an engine or whatever. Listening to a short talk or lecture in English and labeling familiar diagrams using English words is a good way of mastering the lexis of a subject with which the students are already familiar in their own language.

m. Using lists

This activity consists of making a list, often a shopping list or a list of places to visit. This is a useful activity when there is not too much for the students to write and if the information is not given too rapidly.

n. True-false

In this activity the students are provided with some statements to decide whether they are true or false according to the listening text. True-false exercises should be designed in such a way that they can be completed at specific points while listening.

o. Multiple-choice questions

Multiple-choice questions are an exercise given to the students in which several options of answers are provided. The students are requested to choose one of the correct answers. Like true-false questions, multiple-choice questions should be designed in such a way that they do not create problems.

p. Text completion (gap filling)

This is another variety of information transfer exercise. It should be designed with few gaps. When there are too many gaps to fill, it is advisable to help the students to complete some before beginning to listen.

q. Spotting mistakes

This activity can be based on a picture, a printed text or simply facts established orally at the pre-listening stage. The teacher can use a clear picture in a book as the focus of the activity. The teacher then talks about the picture, making some deliberate mistakes and the students are required to indicate each time that they spot a mistake.

r. Predicting

In this activity the teacher presents the students an opportunity to speculate on what they might expect to hear in any given situation. One of the best ways of giving the students an opportunity to practice predicting what will be said next is for the teacher, when telling a story or reading a listening text, to pause from time to time for long enough for the students to try to fill the gaps.

s. Seeking specific items of information

This particular activity is concerned with listening to a fairly extensive listening text (a weather forecast, a news bulletin, a discussion etc) with some objective of finding some previously specified information. The important aspect of this type of activity is the need for the students to seek out specific items and let the other parts pass.



In the following boxes are descriptions of three listening tasks, with the listening texts that go with them. What might you do to improve or vary them to suit a class you teach or know of? Try doing them yourself before thinking about changes: one person reads or improvises the text(s), others do the tasks.

This will not, of course, reproduce exactly learner experience with such activities, but it will give you a 'feel' for possible problems.

Box 1. LISTENING ACTIVITY 1

Instructions

1. Listen to the recording of someone giving instructions. What are they talking about?
2. Look at the words below. Use a dictionary to check the meaning of any you are not sure about.

Nouns: *switch, slot, disk, handle, key, arrow, screen*

Verbs: *lock, type* adjectives: *bent, capital*

3. Listen to the cassette again, and use the words to complete these notes:
Turn it on, here is the _____ at the side. Then you'll see some words and numbers on the _____ and finally a _____ C.
Take your _____ and put it in the _____, and _____ it in;
You have to close this _____. Now _____ in 'A' and press the _____ with the sort of _____ _____ at the side.

The listening Text

First you turn it on, here's the switch at the side. Then you'll see some words and numbers on the screen, and finally a capital C and a sort of V sideways on. OK, now take your disk, this one, and put it in the slot – it's called a 'drive' – ad lock it in, you have to close this little handle here. Now type in 'A' and press the key with the sort of bent arrow at the side.

Cambridge University Press 1996

Box 2. LISTENING ACTIVITY 2

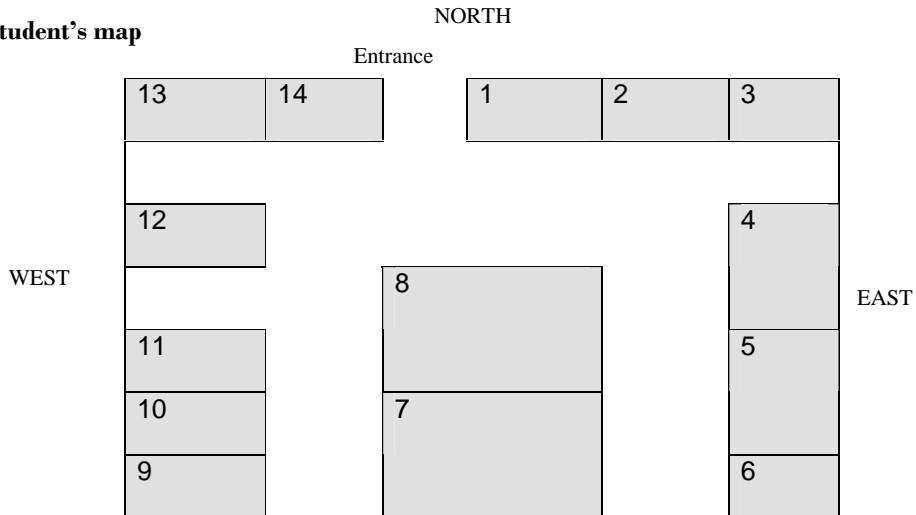
Instructions to student

Your worksheet shows a map of a zoo; write in the names of the animals in the appropriate cages as your teacher tells you.

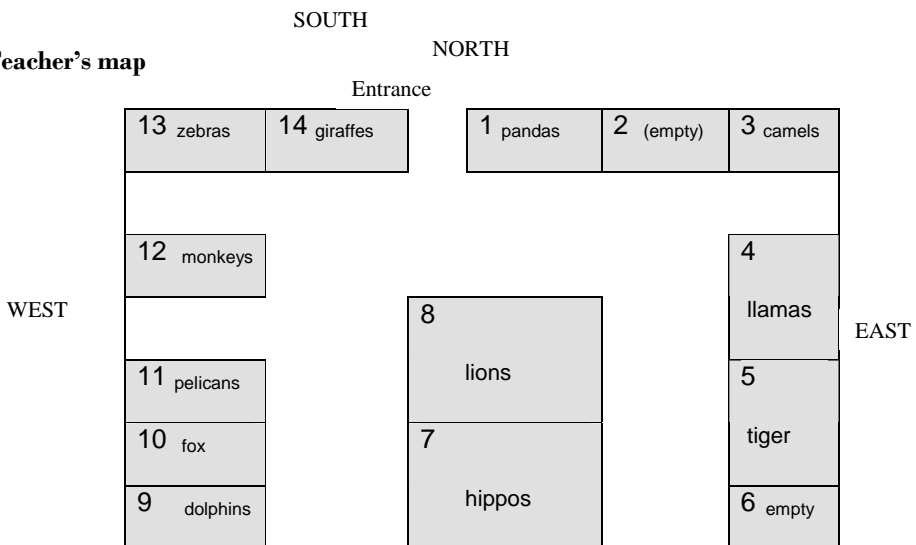
Instructions to teacher

Using your filled-in map of the zoo, describe to the class where each animal lives, they may ask you to repeat or explain anything they did not catch or understand.

Student's map



Teacher's map



Cambridge University Press 1996 SOUTH

Box 3. LISTENING ACTIVITY 3

Instructions

Listen to the following recorded talk, and then answer the multiple-choice questions below.

The listening Text

Crash! Was perhaps the most famous pop group of that time. It consisted of three female singers, with no band. They came originally from Manchester, and began singing in local clubs, but their fame soon spread throughout the British Isles and then all over the world. Their hairstyle and clothes were imitated by a whole generation of teenagers, and thousands came to hear them sing, bought recordings of their songs or went to see their films.

The questions

1. Crash! was ...
a. notorious b. well-known c. unpopular d. local
2. The group was composed of...
a. three boys b. two girls and a boy c. two boys and a girl d. three girls
3. The group was from...
a. Britain b. France c. Brazil d. Egypt
4. A lot of young people wanted to ...
a. sing like them b. look like them c. live in Manchester d. all of these

Cambridge University Press 1996

3. The post-listening stage

Post-listening activities are activities related to a particular listening text, which are done after the listening is completed. Some post-listening activities are extensions of the work done at the pre-listening and while-listening stages and some relate only loosely to the listening text itself. Post-listening activities can be much longer than while-listening activities because at this stage the students have time to think, to discuss, to write.

Ideas for post-listening stage

a. Form / chart completion

There are often occasions on which the completion of form / charts of some sections can only be done at a more leisurely pace after listening. Because the recording of factual information after listening depends largely upon memory rather than on listening skills, it is best if post-listening chart completion does not depend on large quantity of information from the listening text.

b. Extending lists

In this activity the students are asked to make a list or tick / check a list while listening and then to add to it after the listening is finished. It provides a way of collecting word sets and / or extending word sets already known to the students.

c. Sequencing / 'grading'

This activity requires the students to sort out the various items as they listen and then to complete the activity after they have heard the whole passage / story. The students maybe asked to put in order, for example, for the most liked to the least liked, six jobs that the speaker has to do. This all requires more detailed listening than sequencing events in a story (unless the speaker delivers the facts in a straight forward checklist).

d. Matching with a reading text

Having carried out while-listening work, the students are then required to refer them to a reading text on the same topic. The obvious source of material for this is the news from radio and from news, but the teacher can improvise by taking a printed news item and then recounting its content to the class before showing the students the printed version.

e. Extending notes into written response

Brief notes made at the while-listening stage can be extended into written texts. The written text which is required can be anything from one-sentence answers to specific questions to long pieces of prose. It is a good idea for students to listen again after the post-listening writing stage to check their answers.

f. Summarizing

Summarizing can be done by extending notes made at the while-listening stage or by simply depending on memory. If the students are to depend on memory, it is generally best to use a story as the listening text, as the sequence of a story adds one hope that the interests make remembering easier.

g. Using information from the listening text for problem solving and decision making activities

Students can be asked to collect information from a listening text and apply the information to the solution of a problem or as a basis for a decision.

h. Jigsaw listening

In this activity the students are divided into a small number of groups and each group listens to a different listening text, although all the text are on the same topic, and then the groups exchange information to build up the complete story.

i. Identifying relationships between speakers

It is sometimes useful, at the post-listening activity, to consider what features of the listening text made the relationships between the speakers clear. If the teacher wants to hold a post-listening discussion about relationship, he or she can give the students notice by giving a question or two before listening.

j. Establishing the mood / attitude / behavior of the speaker

In this activity the listener tries to interpret what is said, rather than just looking for the overt meaning. It is not just the words that are important but how they are spoken. A certain expression can be spoken with various stress and intonation to show different moods or attitudes, such as, sarcastic, anger, sorrow, excitement, or boredom etc.

k. Role play / simulation

Role play and simulation can be based on a listening text. The attraction of using listening as an input is that it can provide students with a selection of language appropriate to the roles and situations which are to be developed. They help students transfer some of the language learned from listening into their spoken repertoire.

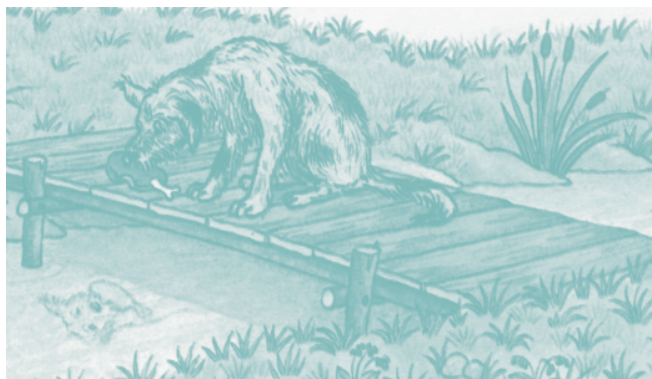
l. Dictation

Dictation is meant to get students to concentrate on the listening text, or parts of it, and the emphasis is on spelling and writing correct English sentences, but on the sorting out the meaning of the words spoken. What is wanted is that the students' version indicates comprehension of the utterances, and writing them down is one way of showing this comprehension.



Learn the following Listening Activity. Then, design a post activity based on the text.

Listen to the story and choose the correct answer.



1. The dog was very _____ after he stole a big piece of meat.
 - a. displeased
 - b. pleased
 - c. regret
2. What did the dog do in the bank of the river?
 - a. The dog looked down into the river water.
 - b. The dog ran off.
 - c. The dog saw another dog.
3. What was the other dog in the river?
 - a. Another dog with a piece of meat in its mouth.
 - b. A reflection of another dog with a piece of meat in its mouth.
 - c. Reflection of himself.
4. Did the dog realise it?
 - a. No, he didn't.
 - b. Yes, he did.
 - c. Yes, he did, but he ignored it.
5. What is meant by "when he was full"?
 - a. Full with hunger.
 - b. Full with meat in his stomach.
 - c. Full of greed.
6. What is meant by "so was left with nothing"?
 - a. The dog got nothing.
 - b. The dog stayed hungry.
 - c. The dog left the river.

The Script.

The Greedy Dog

One day, a dog stole a big piece of meat and he was very proud of it. Then, he ran off until he reached the bank of the river. He looked down into the river water carefully and he saw another dog with a piece of meat in its mouth.

Funnily enough, the dog did not realise that it was his own reflection in the water. When he was full, he threw himself on the other dog to steal his meat as well. Unfortunately, when he was in the water, he had to let go the remains of the meat to avoid drowning, and so was left with nothing.

Taken from *English in Focus* Grade IX

4. Some More Suggestions

Some more suggestions for the teacher to do before and during the lesson. There are a number of steps to take when planning the listening work for the students:

Before the lesson

1. Choose the listening text.
2. Check if the activities are suitable.
3. Adjust the level of difficulty of the activities.

4. Consider whether the listening work will fill the time available.
5. Think about visual aids. Decide whether any special equipment will be needed.
6. Make up your mind what procedure you will adopt for the listening session.
7. If you are planning to present your text 'live', practice reading it aloud.

During the lesson

1. Be available to give help whenever it is needed.
2. Encourage the students to help each other, so that the emphasis is on the successful completion of the task rather than on who got it 'right' or 'wrong'.
3. Do not treat the activities as tests to be marked and scored.
4. Encourage the students to alter their answers if they wish to, perhaps after listening for a second time.
5. Encourage the students to jot down the odd words, ideas and thoughts as they are doing their listening work.
6. Suggest that the students use dictionaries when it would prove helpful.
7. Include lots of pair-and group work.
8. Make listening work interesting.
9. Leave out parts of the work rather than rushing.
10. Give immediate feedback.

5. Some Notes for the Teacher

There are some important things to remember when you are planning to hold a listening class:

1. The teacher can use his or her own voice for a listening session by either recording it or reading the text aloud.
2. It is necessary to use a pause tape or to stop to allow students time to complete the tasks.
3. The questions should 'guide' the listener through the story.
4. The students are allowed to see the kinds of tasks or read the questions before they listen, as it would be extremely difficult to read and listen at the same time.
5. The listening activities should be made as realistic and authentic as possible.
6. The teacher should make sure that the students understand exactly what is required of them to do before he / she starts to play, read or speak the listening text.



1. Design a listening activity. Use a song as the material. Make sure you include the *pre*, *while*, and *post activities* in your design.
2. Design a listening activity based on the Basic Competence of junior high school students. Carefully choose the activities we have discussed as the *pre*, *while*, and *post activities*.

CHAPTER III

CLOSING REMARK

Listening as one of the four language skills has an important place in the teaching of English in our country. In order to develop the other skills as well, listening should be presented in a three-phased technique comprising pre-listening stage, while-listening stage and post-listening stage. The teacher should be creative in making a variety of activities according to the nature of the listening text that are suitable for each stage. The teacher should be able to make the listening session more interesting and give the students motivation to learn English successfully

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