

Pre-Listening

How do you feel about listening to other languages?

What do you do to prepare yourself?

In what situations do you need to listen to other languages? For what purposes?

How do you help your students succeed in listening tasks?

Listening Task

You are going to listen to a short monologue about listening in the EFL classroom.

*listening for detail (specific information)

What is schemata?

What happens in the pre-listening, listening and post-listening stage of the activity?

Listening Script

Think about when you listen, in real life. You may listen to other people speak for many, many reasons.... but there is always some purpose, or goal. Perhaps, for example, you listen to the radio to find out the football results. In that case, your ears will be especially alert for the name of the team you support. As you turn on the radio, you will be subconsciously preparing yourself to hear this particular information.

Although listening in the classroom is not authentic, we should try to replicate authentic situations. In that case, there should always be a purpose for classroom listening, and the students should know what it is. Please take a moment and think. What other purposes for listening are there? Write notes. (Pause)

OK. So how else can we prepare our students to succeed? Well, it is very important to activate schemata. Schemata is the information we store in our brain about a particular situation or theme. For example, think about a visit to the cinema. Write down all the words you can think of related to cinema.

Quickly!

(Pause)

Have you finished? I expect you have words like movie, seat, popcorn and ticket. Now, imagine your students are going to listen to a short dialogue about a visit to the cinema. Giving them time to prepare in this way will make the listening activity much more useful...and much more realistic.

Before you started listening to this, you discussed the best way to teach a listening activity. This 'activated your schemata' before the task. How many of the things which you talked about have been mentioned?

Let's go over the listening activity once more, step by step.

1. Pre-listening task. This is when the students prepare to listen. You may have to introduce some new vocabulary, or plan an activity about the context. By the time the students start listening, they should have an idea where the listening takes place, who is talking, and what they are talking about. They should also know what they have to listen for.
2. Listening. You may listen to the task more than once. Usually, the first task will be to listen for gist, or general meanings, and subsequent listenings will focus on specific information.
3. Post-listening. This is when the students have a chance to react to what they have heard. They may take part in a conversation of their own, based on what they have just heard. Perhaps they will work on vocabulary or grammar exercises based on language introduced in the listening. There are many ways in which to utilise the textbook fully.

So, you've listened all the way. Check your answers, and then it's time for the post-listening task.

Post Listening Task

Look at the script. Can you think of any alternative tasks for this audio? (pre-listening, listening or Post-listening)