



elt UPGRADE

skill up
Skills
For Life & Study

boost up
Confidence
to Communicate

tool up
Digital
Competency

What's the problem? Didn't you listen?

Georgia, February 2019



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Session overview

- Over to you
- Your beliefs
- Defining listening
- Possible challenges
- How to support learners?
- Q & A



Over to **you**....




How was listening taught in **your** English class when you were a student?




Recording buddies

- Get your phone out
- Find a recording tool
- Answer the Q (30 seconds)
- Swap phones with a buddy
- Listen & compare
- Listen again & give feedback



Buddy Feedback

- What was the most interesting?
- Was the speed appropriate?
- Was the pronunciation clear?
- Any words you didn't know? Which ones?
- Do you notice any room for improvement?



What do **you** think?




Table Dictation

Agree	So-so	Disagree



Testing listening **is not teaching**. If we only test learners' listening skills in class some learners **might swim**, others **will sink...**



Defining Listening




Listening is ...

"... considered to involve the **active selecting** and **interpreting of information** coming **from auditory clues** so that a listener can **identify what** is happening and what is being expressed."

Richards, J.C. 1983. "Listening Comprehension: Approach, design, procedure." TESOL Quarterly 17:2.



Stages of Listening

-  Receive
-  Interpret
-  Recall
-  Evaluate
-  Respond



Automaticity....

...being able to recognise and process information **without really thinking about it** on a conscious level - something human beings are not born with, but rather develop as they continue to learn.

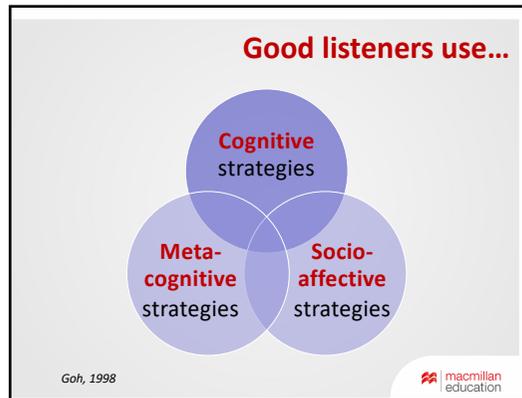
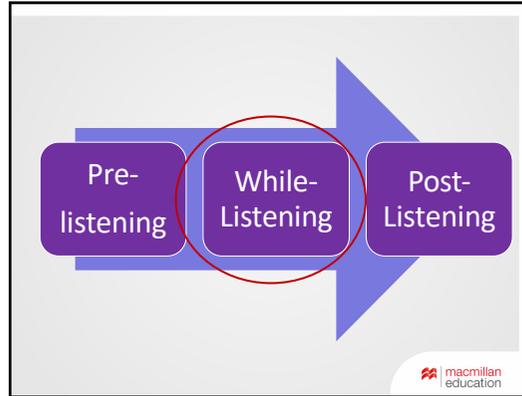



The main **misconception** that affects students' success in listening tasks is their belief that...



...if they do not understand every word, they will be unable to answer the listening questions set. But even when listening in our native language, we do not understand every word, we instinctively use **listening strategies**, such as anticipating and guessing strategies to understand the message...





Don't rubber stamp!

Avoid giving answers away immediately

- Check answers in pairs
- Elicit various answers to the board
- Listen again to check / change answers
- Read & listen & stop tape at correct answer
- **OR** read tape-script to find answers
- Confirm answers & ask for justification

"What makes you say that?"




3- Focus on what matters the most




Analyse Errors

- Was there a problem understanding words/phrases in the Q?
- Or understanding words/phrases in the text? If so;
 - 1) Did you not hear it?
 - 2) Was it too fast?
 - 3) Was it unclear?
 - 4) Did you not understand it?
 - 5) Or was it a careless mistake (spelling/grammar)?




4- Practice makes permanent




Top-down

+ = Interactive Approach



Bottom-up

Nuttall (2000)





5- We don't pay attention to boring things!



"Foregrounding what **matters to learners** enhances motivation and scaffolds the learning process..."

Adapted from Atkinson (2010)




Teachers do not create learning, **learners create learning**

Don't tell me, tell your buddy..



Which 2 things will you take away from this session?




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Thank you!
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References

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