



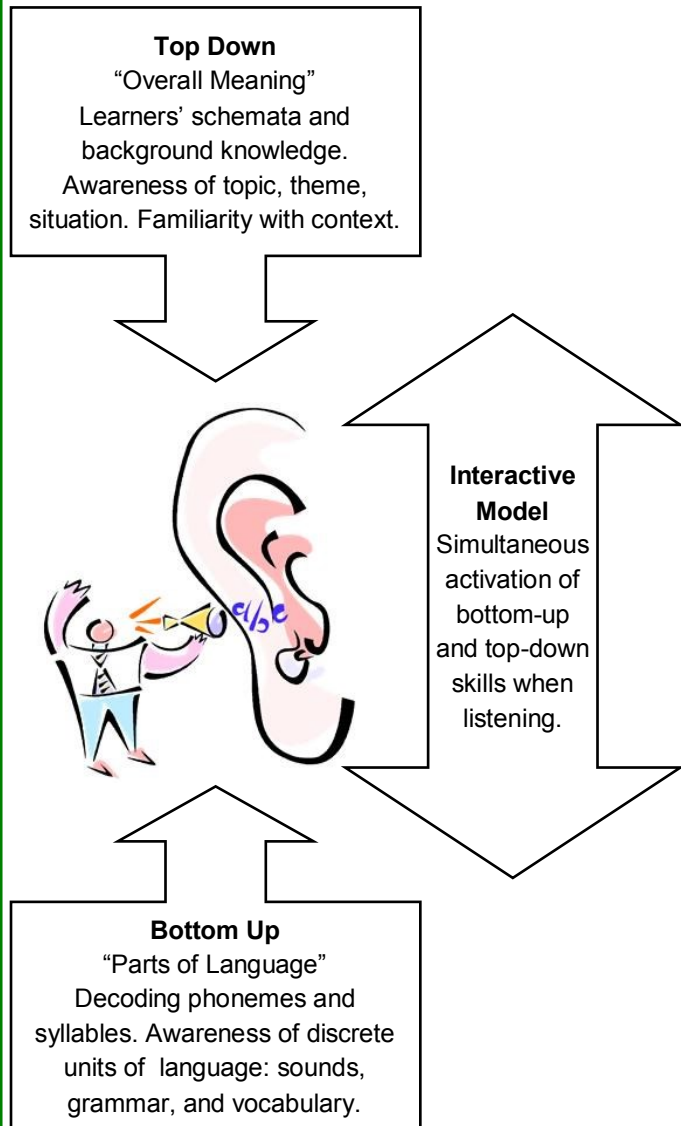
## Teaching Listening - Instructors' Bulletin

### Strategies, Tools, and Resources for Teaching Listening

Listening is a challenging skill to teach. As a receptive skill, we cannot actually observe learners' listening process. However, we can teach our students listening strategies. We can engage our students in a variety of listening tasks and activities that activate

different kinds of listening, and develop the various CLB competencies. Moving away from "listen and answer questions", we can plan activities where learners listen for gist, listen for specific information, listen in detail, and listen to infer.

#### Bottom Up and Top Down Teaching: Listening Needs Both



References  
Helgesen, M. (1998). Learning to listen. Retrieved from <http://www.mgu.ac.jp/~ic/helgesen/marc.article2.htm>  
Wilson, J.J. (2012). *How to teach listening*. Essex: Pearson.

#### Sequence of a Listening Task

<b>Pre-Listening</b>	1. Activate schemata: What do learners know? 2. Reason: Why are they listening? 3. Predication: What can they expect to hear?
<b>While-Listening</b>	1. Monitor: Are learners' expectations met? 2. Monitor: Are they succeeding in the task?
<b>Post-Listening</b>	1. Feedback: Did learners fulfill the task? 2. Response: How can learners respond?

Adapted from: Wilson, J.J. (2012). *How to teach listening*. Essex: Pearson.

#### Skill-Building Activities

##### Top Down

- ◆ Paraphrase recognition (Ss hear and then read sentence or dialogue paraphrase)
- ◆ Responsive listening (hear and choose or write appropriate response)
- ◆ Information transfer (listen and respond via images, pictures, or charts)
- ◆ Stimulus response (listen and respond to questions)
- ◆ Notetaking (listen and take notes to a classroom lecture)
- ◆ Editing (listen and read news stories; edit written story based on aural stimulus)
- ◆ Interpretive task (listen to a song, poem, etc. and infer a response)
- ◆ Retelling (listen to a story or news item and retell it)

##### Bottom Up

- ◆ Recognize phonological and morphological elements (e.g., L vs. R, -ed endings, can vs. can't).
- ◆ Cloze (delete selected words and phrases)
- ◆ Sentence repetition
- ◆ Dictation (three times: natural speed, slower with pauses, natural speed)

Adapted from: Brown, H.D., & Abeywickrama, P. (2010). *Language Assessment: Principles and classroom practices*. (2nd ed.). White Plains, NY: Pearson.

# Listening Activities and Resources

## Canadian and CLB-Based Resources

**Learning English with CBC** is an Edmonton-based ESL program that uploads weekly newscasts (CLB 4+) and monthly stories (CLB 6+). The audio files are MP3 and teaching documents are in PDF.

- ◆ [www.cbc.ca/edmonton/learning-english/](http://www.cbc.ca/edmonton/learning-english/)

**Learning English with CBC Manitoba** has ready-made lessons that include an audio file, and Word and PDF documents. This site has lessons for CLB 6+ learners and newscasts adapted for CLB 3-4 learners.

- ◆ [www.cbc.ca/manitoba/eal/](http://www.cbc.ca/manitoba/eal/)

**CLB Support Kit** has a CD/DVD with 27 listening exemplars that span CLB 1-12. You can use the exemplars in your class. The support kit outlines possible listening tasks or indicators, and LISTN is creating transcripts, worksheets, and learning activities to accompany the exemplars. Sign up [here](#) for the Resource Bulletins to ensure you receive these ready-made and adaptable lessons. Thirteen exemplars are also online.

- ◆ [bookshelf.language.ca/](http://bookshelf.language.ca/)  
Select the 'Exemplars' tab

## Useful Website Addresses for Listening

### News/current affairs-based

- ◆ [www.bbc.co.uk](http://www.bbc.co.uk)
- ◆ [www.bbc.co.uk/bbcfour/audiointerviews](http://www.bbc.co.uk/bbcfour/audiointerviews)
- ◆ [www.voanews.com/english/portal.cfm](http://www.voanews.com/english/portal.cfm)
- ◆ [www.cnn.com](http://www.cnn.com)
- ◆ [www.euronews.net](http://www.euronews.net)
- ◆ [www.britfm.com](http://www.britfm.com)

### ELT/ESL-based

- ◆ [www.esl-lab.com](http://www.esl-lab.com)

Free. Has easy, medium and difficult levels – very useful grading. Includes pre-, while- and post-listening exercises. Rather obviously scripted material, but a very good selection. American English.

- ◆ [www.EnglishListening.com](http://www.EnglishListening.com)

A pay site, but has a guest area with around thirty free recordings. Authentic and fast. Comes with questions, answers and a transcript. American English.

- ◆ [www.cdlponline.org](http://www.cdlponline.org)

Free and very extensive range of subjects suitable for working adults. It consists of people reading news stories, often at a very slow speed. Some videos. American English.

- ◆ [www.esl.about.com/homework/esl/cs/listeningresource/index.html](http://www.esl.about.com/homework/esl/cs/listeningresource/index.html)

Good selection, but mainly quizzes. Scripted. Variety of accents.

- ◆ [www.eviews.net/accentsinenglish.html](http://www.eviews.net/accentsinenglish.html)

A pay site. Comes with worksheets, comprehension questions and transcripts. Extended authentic listening for intermediate to advanced students. Many different accents.

- ◆ [www.bbc.co.uk/worldservice/learningenglish](http://www.bbc.co.uk/worldservice/learningenglish)

Check the 'Watch and Listen' section. Free, authentic (though quite UK-centric) and regularly updated. Includes scripts and definitions of key vocabulary.

### For teachers to make recordings

- ◆ <http://audacity.sourceforge.net>

Source: Wilson, J.J. (2012). *How to teach listening*. Essex: Pearson.

## Tips for Teaching Listening

*The following tips are summarized from an easy-to-read, web-based article, "Learning to listen". Click [here](#) to read the article in full.*

### How did you know?

When doing a task involving gist or inference listening, have a few students say the words that gave them the clues.

### Do it in pairs.

Learners help each other find the answers. This usually means they focus on sharing what they did understand rather than panicking over what they missed.

### Choose your own level.

While checking an activity, write the answers on the board. Then play the passage again. Students choose their own level of support (close eyes or read closely).

### Play it again, later.

Go back to the same passage a month or two later. In most cases, what used to be difficult to understand is now easier.

### Don't give out the script.

When the script is given out, it should be for a specific purpose such as listening and underlining the particular point of grammar.

### Listen to enjoy.

Stories are a wonderful source of listening material. They can excite and involve students.



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