

## 2.2. Developing Listening Skills

### Session Aims:

By the end of this session, you will have:

- ☐ a clear picture of what the IELTS listening exam entails
- ☐ discussed students' problems and how to deal with them
- ☐ identified the key sub skills tested for General and Academic listening
- ☐ practised and analysed activities to develop some of these skills

### Before we start

*Listen to your trainer or your partner dictating 14 statements about the IELTS listening exam and decide whether they are true or false. As you listen, write them in the table below.*

| True or False? |     |
|----------------|-----|
| 1.             | 2.  |
| 3.             | 4.  |
| 5.             | 6.  |
| 7.             | 8.  |
| 9.             | 10. |
| 11.            | 12. |
| 13.            | 14. |

## Students' problems

### Task 1

*In pairs, using the worksheet your trainer has given you, dictate the information on your sheet to your partner and listen to the information they have in order to complete your text.*

Activity type: Mutual dictation

- ☐ Is this activity useful for your students?
- ☐ How might you adapt it?
- ☐ What learning points can you take away with you?

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### Student A

Many language learners \_\_\_\_\_ when they listen to  
\_\_\_\_\_. They do not actually \_\_\_\_\_. They  
also fail to \_\_\_\_\_ that we integrate linguistic knowledge  
\_\_\_\_\_ and knowledge of such things  
\_\_\_\_\_, and do not need  
\_\_\_\_\_. This means that learners  
\_\_\_\_\_ and try to understand  
\_\_\_\_\_. A major task  
\_\_\_\_\_ to build confidence.

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### Student B

\_\_\_\_\_ fail to realize that  
\_\_\_\_\_ their first language  
\_\_\_\_\_ hear every word.  
\_\_\_\_\_ appreciate  
\_\_\_\_\_ with our existing experience  
\_\_\_\_\_ as topic and culture  
\_\_\_\_\_ to hear every word.  
\_\_\_\_\_ often have unrealistic expectations  
\_\_\_\_\_ each word of a listening text.  
\_\_\_\_\_ for the teacher will be \_\_\_\_\_.

## Listening Sub Skills

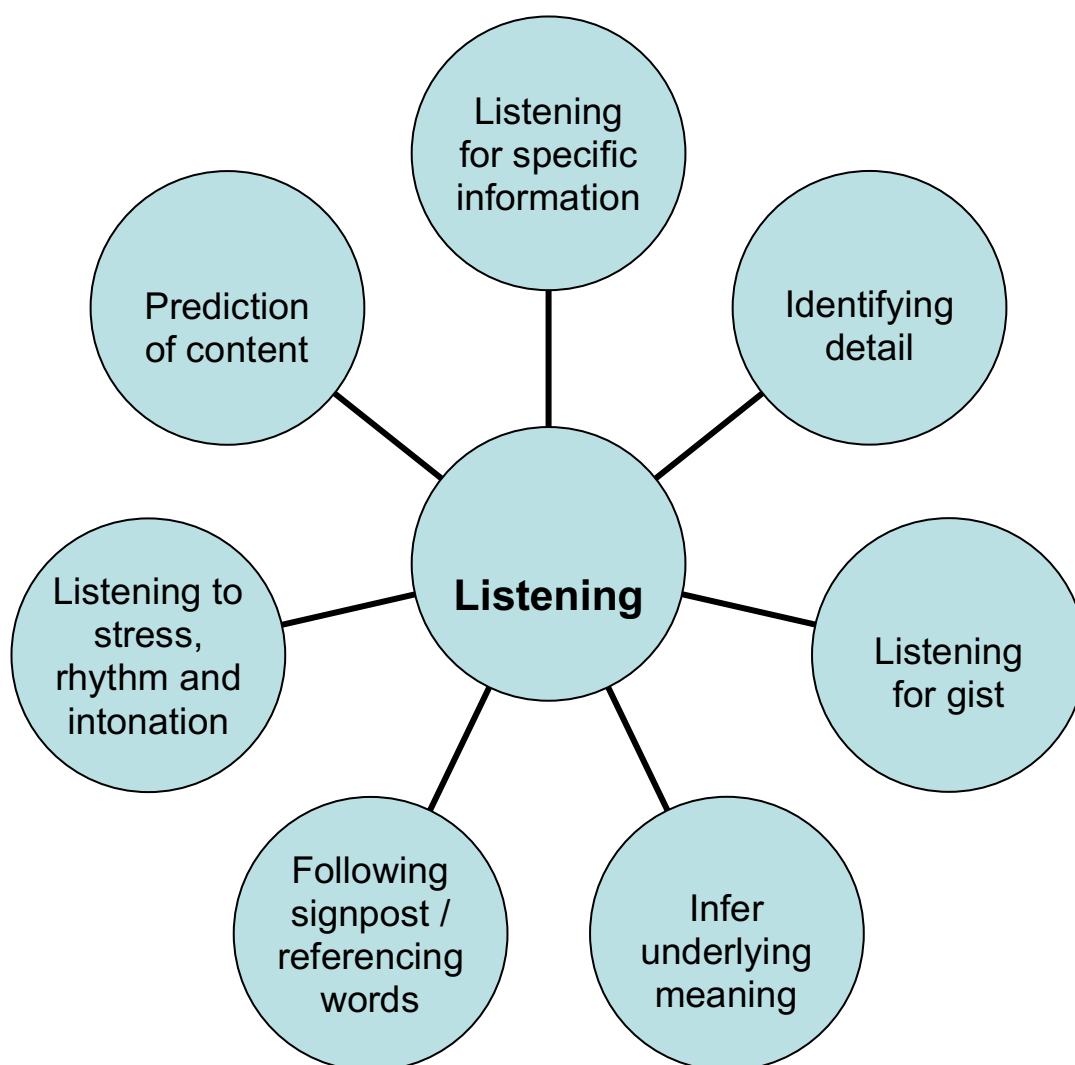
Look at the listening sub skills in the diagram below and with your partner do the following tasks:

### Task 1

Discuss the meaning of each sub skill then match the sub skill to the definitions around the room. Check your answers with the appendix.

### Task 2

Tell your partner which sub skills you think students need to develop most and how you usually teach the students those skills.



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**Model Listening Lesson**

*Your trainer is now going to take you through an IELTS practice listening lesson as if you were IELTS students. Use this worksheet to reflect and comment on the different stages she takes you through and which activity type she uses during each stage.*

| Stage          | What did we do? | Why? |
|----------------|-----------------|------|
| Pre-listening  |                 |      |
| Post-listening |                 |      |

*Now comment on the activities used at each stage and say:*

- ☐ *which of these you think are most useful in developing listening sub skills*
- ☐ *which you would feel most confident in using in your teaching context*
- ☐ *which activities you would adapt/leave out*

## Top Ten Take Away Tips for Developing Listening Skills

*Look at the following advice and decide whether you agree with it or not – make sure you understand the rationale for the advice and try to relate it to your own teaching situation.*

- ☐ When using pre-recorded listening material with students, only let them hear it once – in the exam the listening is recorded on a CD ROM and is played ONCE only.
- ☐ Always tell students *why* you want them to listen to something – when they are given a purpose for listening, they become ACTIVE listeners who listen *for* something, not to it. This enhances their comprehension and helps them to remember more.
- ☐ You should expose your students to a variety of listening texts on a range of topics that they will be interested in – they will be more likely to develop a skill for life if they can engage with the content matter and are motivated to listen.
- ☐ Always provide activities to remind students of what they already know about the topic and the related language *before* they listen – this serves to build their confidence and they will then approach the task with a more positive frame of mind.
- ☐ Pause the tape and replay when necessary in practice activities – this is not the exam and you are *teaching* them, not testing them.
- ☐ Don't let students have access to tape scripts – they will not have this luxury in the exam and it makes them more dependent on you as a trainer.
- ☐ Do lots of listening practice – whether pre-recorded or not. Listening is often cited as the most difficult skill for students to gain proficiency in.
- ☐ Expose your students to a range of different accents – it is important that they do not get too comfortable with listening to either Indian English or 'standard English'.

*Now add some top tips of your own.*

- ☐
- ☐
- ☐
- ☐

**DON'T FORGET:** Check out the activity bank of ideas in the appendix.

### Listening Session - Action Plan

I learned .....

When I get back to work I am going to .....

I would like to know more about .....

I am going to find out this by .....