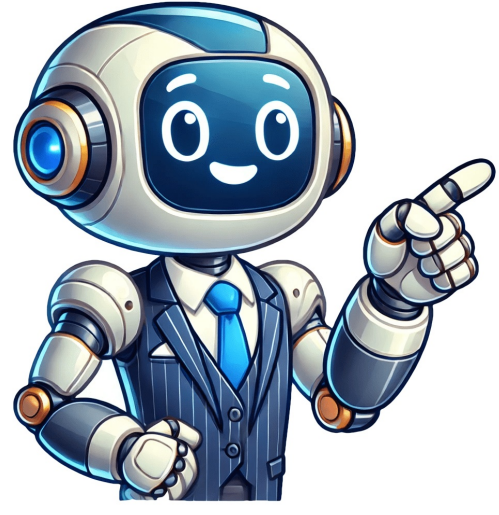


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The listening process inSaveSave Pre While and Post Listening Activities For Later43%43% found this document useful, undefinedListening is important in communication since it takes up 40-50 percent of overall communication time, while speaking takes up 25-30 percent, reading takes up 11-16 percent, and writing takes up around 9 percent (Mendelsohn, 1994). This study focuses on Pre, While, and Post Listening Activities which assist EFL students in developing their listening abilities at the graduate level. The current study was conducted using a pre-test and post-test equivalent group method. This study enlisted the participation of 60 female students. The researcher devised an assessment test to examine the level to which the participants' listening abilities had progressed. This test was given to the participants twice: a pre-test before the experiment and a post-test after the experiment. A pre-test was given to all the participants to make sure that the individuals in the experimental and control groups had an equal level of knowledge about the listening competency under evaluation. The post-test wa...1. Pre, while and post-listeningskills and activities 2. Different sources of listeninga) Teacher talk T in complete control. Interactive Planned input Spontaneous input: words ofencouragement, wittycomments, gossip,on-the-spot classroommanagement.b) Student talkTo experiment with new languagec) Guest speakerForeign cultured) textbook recordings+ Variety+ Listening sequences+ Transcrits 3. Different sources of listening+ Authentic+ Topical+ Real-world information+ Visual aspect+ People in their natural habitat- Creativity from TRadio+ pronunciation: stresspattern+ contain stories+ accents, voices,cultures and ideas in theclassroom+ Podcast 4. Pre-listening 1. Activate schemata: What do I know?2. Reason: Why listen?3. Prediction: What can I expect to hear?While-listening 1. Monitor (1): Are my expectationsmet?2. Monitor (2): Am I succeeding in thetask?Post-listening 1. Feedback. Did I fulfill the task?2. Response: How can I respond?The listening sequence 5. Pre-listening skills and activitiesBrainstormingSituationsVisualsRealiaTexts andwordsOpinions,ideas andfacts1. Activate schemataRoutine situations,represented in peoples minds,are sometimescalled scripts 6. Pre-listening skills and activities2. Give students apurpose for listeningSetting questions beforehand is the most common way ofestablishing a reason for the students to listen.E.g. from title to question, KWL charts, 3. Pre teachingvocabularyGives students confidence as well as potentially usefulinformation about the topic.# of words to pre-teach? 7. Pre-listening skills and activitiesThe idea of pre-listening is to introduce the topic rather than to giveall the answers.Dont do a listening before the listening.During the pre-listening phase, let the students do as much speakings possible.Keep in mind Christine Nuttalls axiom. Never say anything yourself ifa student could say it for you.Dont just talk about the general topic; if the idea is to introduce thelistening passage, the conversation should stick, more or less, to thecontent of the passage. The pre-listening activity must be entirelyrelevant to what the students will hear. 8. While listening skills and activitiesWhy use while-listening activities?a) well-designed activities can help students to understand the listeningpassage.b) we want our students to show evidence of understanding or non-understanding. 9. While listening skills and activitiesListening for gistListening for detailInferring (Making deductions)Situationsmustdemand aninference. 10. While listening skills and activitiesActive participationNote-taking (improving listening)Dictation (intensive listening) 12. Post-skills and activitiesCritical responsesInformation exchangeProblem- solvingE.g. Jigsawpose a problem and use a listening passage to help solve it.1. Listing2. Sorting3. Ranking4. Orderingaccording tocriteria5. Designingsomething6. Solving moraldilemas7. Solvingmysteries 13. Post-skills and activities (Other ideas)Deconstructing the listening textReconstructing the listening textIf we want to examine listening texts for their salient features - grammar, vocabulary,cohesive devices, discourse markers, pronunciation, etc - to a certain extent we need topull them apart.The teachers role is to provide fragments of the text or a damaged or abbreviated form of it. Byputting it back together, students have to deal with many aspects of language: grammar,vocabulary and discourse features of spoken English, for example.E.g. Gap-fill,disappearingdialogues. 14. In summaryPre-listeningWhile-listeningPost-listeningPrepares the students, primarily by getting them interested inthe topic, activating schemata and working with top-downideas. At this stage we also give the students a listening task.The students are now on-task, engaged in real-time processingof the input.Besides checking the answers, we go into detail, looking atboth top-down features such as the exact setting ofthe passage or information about the speakers, and bottom-upfeatures such as individual words or phrases. Teaching Listening What Do We Listen? In groups of four, discuss what we listen 1. in real life 2. in the classroom Why Listening? Again, in groups of four, discuss why we listen to learn something / to get information for enjoyment /entertainment as a part of our participation in social situations / to be sociable to exchange views / arguments In principle, the objective of listening comprehension practice in the classroom is that students should learn to function successfully in real-life listening situations. Penny Ur 1. What are some of the factors that affect the listening process? 2. What is known about the listening process? 3. Designing listening activities for the classroom. 1. What are some of the factors that affect listening process? a. The speaker b. The listener c. The content d. Visual support What are some of the factors that affect listening process? The Speaker It covers such factors as the number of speakers, the speed at which they speak, the degree of overlapping in their speech, the variation in accents, colloquial language and reduced forms they use, etc. Colloquial language and reduced forms make comprehension more difficult. The more exposure the listener has to them , the greater the ability to comprehend. Awareness of a speakers corrections and use of rehearsing (er I mean that is) can assist the listener. Listeners need practice in recognizing these speech habits as clues to deciphering meaning. What are some of the factors that affect listening process? The Listener Interest in the topic increases the listeners comprehension; the listener may tune out topics that are not of interest. A listener who is an active participant in a conversation generally has more background knowledge to facilitate understanding of the topic. What are some of the factors that affect listening process? The Content Content that is familiar is easier to comprehend than content with unfamiliar vocabulary for which the listener has insufficient background knowledge. What are some of the factors that affect listening process? Visual Support The support that is given to listeners as they listen. (video, pictures, diagrams, gestures, facial expressions and body language.) The more the support, the possibility for listeners to create comprehension 2. What is known about the listening process? a.Bottom-up processing b.Top-down processing What is known about the listening process? - Bottom-up processing It refers to deriving the meaning of the text based on the incoming language data, from sound, to word, to grammatical relationships, to meaning. In other words, it is a process of identifying sounds, imposing structure, inferring meaning and anticipating what comes next. Stress, rhythm and intonation also play a role in bottom-up processing. What is known about the listening process? - Top-down processing It refers to utilizing background knowledge and global understanding to derive meaning from and interpret the text. What is known about the listening process? - Summary These days, it is generally recognized that both bottom-up and top-down strategies are necessary. In developing courses materials and lessons, it is important, not only to teach bottom-up processing skills, but it is also important to help students use what they already know to understand listening texts. 3. Designing listening activities for the classroom a. Pre-listening activities b. While-listening activities c. post-listening activities 1. 2. 3. 4. 5. 6. 7. Play the cassette. Relate topic to students interests and set the scene. Do follow-up work. Pre-teach essential vocabulary. Check the students have performed the task satisfactorily. Get students to compare answers in pairs. Have group feedback and invite groups to agree or disagree. 8. Check that students are completing 9. Prepare students to listen. 10. Set the listening task carefully and check students know what they have to do. 11. The teacher confirms correct answers, if necessary. 12. From your monitoring, decide whether to play the cassette again. (2, 4, 10, 9, 1, 8, 12, 5, 6, 7, 11, 3) Pre-listening: 2, 4, 10, 9 While-listening: 1, 5, 6, 8, 12 Post-listening: 3, 7, 11 Designing listening activities for the classroom - Pre-listening activities (1) The pre-listening stage is to introduce enough about the topic, type of text or purpose for listening in order to activate the students schema and get them ready to predict what they will hear and make sense of it. Pre-listening activities serve not only to assist with comprehension but also to motivate students to want to listen. Designing listening activities for the classroom - Pre-listening activities (2) Ideas for pre-listening activities Looking at the pictures /titles /diagrams/chart etc. before listening Making lists of possibilities/ideas/suggestions/etc Reading a text before listening Reading through questions (to be answered while listening) Labeling a picture Predicting/speculating Informal teacher and class discussion Designing listening activities for the classroom - While-listening activities (1) The stage in which students actually carry out all the activities while the teacher observes and operates the machine. The activities is for students to employ a certain listening skill: listening for gist, listening for specific information, listening for detail, and inferring. Whatever activities you choose to use, its important to provide immediate feedback on whether, and to what extent, the students have succeeded in the task(s). Designing listening activities for the classroom - While-listening activities (2) Ideas for while-listening activities Making/checking items in pictures. Which picture? Storyline picture sets. Putting pictures in order. Completing pictures. Picture drawing. Carrying out actions. Following a route. Form/chart completion. Labeling. T/F Multiple choice questions. Text completion. Spotting mistakes. Seeking specific items of information. Designing listening activities for the classroom - Post-listening activities (1) The last stage of a listening class. It is to consolidate what has been learned by the students, whether they can use the new information and language gained from their listening in a different context and connect it with the language they already have. Designing listening activities for the classroom - Post-listening activities (2) Ideas for post-listening activities Matching with a reading text. Re-telling the listening text. Using information from the listening text for problem-solving and decision making activities. Establishing the mood/attitude/behavior of the speaker. Identifying relationships between speakers. Role-play Summary Assisting students in the development of listening comprehension is a challenge. It is a challenge that demands both the teachers and students attention because of the critical role that listening plays, not only in communication, but also in the acquisition of language. Knowledge of the listening process and factors that affect listening enable teachers to select or create listening texts and activities that meet the needs of our students. Teacher, then, must weave these listening activities into the lessons to create a balance that mirrors the real-world integration of listening with speaking, reading, and writing. In this article, I will present the three stages of a listening activity, and present some basic suggestions for each stage.Okay students, were going to do some listening (Turns on CD player. Plays listening track from coursebook)Listen again.(Plays CD track again)Now, do the comprehension questions. Well check the answers in a few minutes. In the preceding vignette, you might have felt something was missing. On the surface, nothing was terribly wrong. She played the listening track, she asked the students to answer the comprehension questions. Not much more to teaching listening than that, right?Although it could be argued that such an approach has a few merits (very little TTT, clear instructions), it lacks an understanding of the principles of teaching listening and does little to help students improve their listening ability.At this point, a few readers might say Wait a minute, I dont think what she did was all that bad. Why do we need to organize a lesson to teach listening?Its important to plan and organize a listening lesson in order to support our students and help them succeed at listening in English. By assigning tasks and focusing attention on different aspects of a listening text, we can help students develop their listening skills and identify where they need to improve.In this article, I will present the three stages of a good listening activity, and present some basic suggestions for each stage.The three stages are the pre-listening stage, the while-listening stage, and the post-listening stage. If you are teaching with a coursebook that contains listening activities, you should probably be able to identify these stages in your book. You may want to consider if you want to follow the plan in the teachers book or make some changes to it. Pre-ListeningIn the pre-listening stage, you are preparing the students to listen.Ideally, you should already be familiar with the listening task. Before class, take a listen to the listening track and ponder these questions.What is the situation?How many people are speaking?What different accents do you hear?What is the topic?Do you notice any language that students might find challenging (slang, colloquialisms, advanced level vocabulary)?Also, before class begins, make sure the equipment is working properly. Test the CD or audio track. Also test the volume.When you are in class, there are several things you need to do before you press play.Set up the listening activity. Give students a simple preview of the listening text. You want to give them a little information, but not too much. Ideally, you should get your students thinking about what they hear. Give them just a tiny bit of information, such as the title, the topic, or a short sentence, and allow them to predict what theyre going to hear.Ask them to preview the coursebook page or worksheet. If there is a worksheet or coursebook page that accompanies the listening track, give students time to look at the pictures, the tasks, the instructions, the questions. All this provides valuable information for the student. Remember: the students have (probably) not heard the listening track before, and theyre listening in a second language.Steven Brown recommends that you always set a pre-listening task. He mentions two types of pre-listening tasks: bottom-up and top-down.Bottom-up listening refers to focusing on grammar and vocabulary in order to understand the listening track, so a bottom-up pre-listening activity would be pre-teaching some vocabulary or grammar that is central to the listening text.Top-down listening refers to using background knowledge (of the world or of text structure) to understand a listening text, so a top-down pre-listening activity would involve asking students to recall what they know about the topic of the listening track. For example, if your listening track takes place in a coffee shop, you can ask students what people say and do in a coffee shop or what things you usually see in a coffee shop. You can also ask students what they know about the type of listening text theyre about to listen to. For example, if its a video of a cook explaining how to make a dish, you can ask students to suggest what words might come up as the cook explains each step of the recipe (first, then, after that).However, its important to keep the pre-listening stage fairly brief. McCaughy has noted that some teachers spend ten to fifteen minutes on a pre-listening task that is followed by a one-minute listening text. Choose one short task, and dont let it drag on too long.Finally, you should set up a while-listening task right before they listen. Explain the task briefly in English, and write it on the board, if necessary. Take a quick look around and make sure everyone is on the right page or the right side of the worksheet. Then, . . . tap the play button and relax. While-ListeningThe while-listening stage is where students listen and do a task. Many coursebooks feature tasks, such as listening for gist, listening for main ideas, making inferences, and summarizing. Assigning a task can help students focus and develop important strategies for language learning.Heres a little more information about some common listening tasks.Listening for gist This means listening to get the main idea, so students should be trying to get the topic or theme of the listening track.Listening for detail This means listening to get specific information, such as How much was the meal? or Where was the bus going?Making inferences Heres where students are listening to get information not explicitly stated on the track. Some examples: How do the two people feel about each other? or Where do you think the man will go next?Ideally, you should play the listening track 2 or 3 times, setting a different task each time. Many experts suggest grading the tasks, going from easier to more difficult, such as starting with one gist question, proceeding with 3 to 5 detail questions, then following up with an inference question.You should also give yourself a task: monitor the class. Are they paying attention? Does anyone look frustrated? What is the general vibe in the room? Post-ListeningThe post-listening task is the stage where you take them beyond the listening text, and use it as a springboard for further language practice.Mine the transcript. At this point, you can ask students to look over the transcript and see what they might have had trouble understanding. Some ELT experts protest against ever showing students the transcript, but I think its an excellent way for students to get another look at the language contained in the listening track. In addition, it can help students understand words and phrases that they didnt understand when they were listening. Also, it can help students notice some of the differences between spoken language and written language.Set a speaking task. Assign students to do a related speaking activity. For example, if students heard a conversation between two people at a party, ask them to reproduce the conversation in a different setting.Detect problems. Get students to discuss what problems came up during the listening. Which sections were the most difficult? What caused them confusion or misunderstanding?Personalize the listening text. Find ways that students can relate to the text. For example, if the listening is a monologue of a person expressing their opinion, you can ask students to tell you if they agree or disagree and give reasons for their position. Overall, these three stages are a reliable format for doing a listening activity in class.However, sometimes there are good reasons to break from this format. For example, students could read the transcript before the listening to pick up the context of the listening. Or the activity could begin with a short excerpt from the middle of listening text (no pre-listening task), to simulate the kind of listening we do in real life (turning on a TV show in the middle of a program, or walking into a room where a conversation has already started).In the following weeks, I will share some useful activities for each listening stage. If you would like more information about teaching listening, please consult the books and articles listed below.[box title=References]Brown, S. (2006) Teaching Listening. Cambridge University Press.Brown, S. (2011) Listening Myths. University of Michigan Press.Marks, J. Methodology: New Ways to Teach Listening. One Stop English. (McCaughy, K. (2015) Practical Tips for Increasing Listening Practice Time. English Teaching Forum. (pp. 2-13) (Richards, J.C. (2012) Tips for Teaching Listening. PearsonRost, M. and Wilson, J (2013) Active Listening. Pearson.Wilson, JJ (2008) How to Teach Listening. Pearson Longman.[/box]Check out some more articles by Hall

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