

**Partnership for learning  
University of Delaware  
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## **Final Conference Workshops**

**Presenter: Mohammed Hassim**

**Title: Teaching listening effectively from “Books in a Box”**

### **RATIONALE:**

Listening is an important part of the communication nature of language. It is a complex skill because the listener has to attend to different accents and listeners, and has to deal with both linguistic and non-linguistic elements. Listening is also part of most of ‘the enjoyable activities’ such as music, radio, TV., films, etc. Moreover, most language learning depends on listening. Therefore listening has to be given its due importance in the classroom through varied and well prepared activities. Knowing that teachers face great difficulty finding suitable materials and activities to use in the classroom, this workshop is a contribution towards an effective use of teaching materials to enhance the listening skills. The suggested techniques and activities are based on materials in “Books in a Box” though they can be adapted to any other materials.

### **OBJECTIVES:**

The workshop aims to

- make teachers reflect on and be aware of listening as an active, interactive and communicative skill
- train teachers on how to adapt teaching materials for teaching listening
- have teachers try different activities based on materials in “Books in a Box”.

### **AUDIENCE:**

Teachers at the middle school.

### **1. INTRODUCTION:**

**Reflection on some important notions in teaching listening: (Brain storming, open discussion)**

The aim of this activity is to raise teachers’ awareness to the complexity of listening instruction. Focus will be on the following points:

- Types of listening discourse/materials:  
Written discourse in listening comprehension  
Spoken discourse in listening comprehension
- Interactional (interpersonal) versus transactional speech.
- Authenticity:  
Unmodified authentic discourse  
Simulated authentic discourse
- Bottom-up versus top-down processing

*\*For further reading 3 articles taken from the internet will be distributed to teachers.*

**2. ACTIVITIES:**

**2.1. Basic framework of a listening lesson:**

Following is a basic framework for a listening lesson (This framework will used in later tasks):

<b>Theme:</b>
<b>Skills:</b>
<b>Level:</b>
<b>Grammar focus:</b>
<b>Vocabulary focus:</b>
<b>Activities:</b>
Before listening (Preparing students for listening):
While listening (Listening with a purpose):
Post listening (Exploiting listening materials):

**TASK 1:**

Teachers will be given the following table with different possible activities

Before listening (Preparing students for listening)	While listening (Listening with a purpose)	Post listening (Exploiting listening materials)
-.....	-.....	-.....
-.....	-.....	-.....
-.....	-.....	-.....
-.....	-.....	-.....
-.....	-.....	-.....
-.....	-.....	-.....
-.....	-.....	-.....
-.....	-.....	-.....
-.....	-.....	-.....

Teachers are asked to put the following activities in the right columns:

- Listening for details
- Discussing students experience
- Expanding topic
- Activating SS schema through questions about what they already know about the topic
- Follow-up discussion
- Presenting new language (vocabulary/ grammar/ structures)
- Acting out dialogues
- Listening for the main idea
- Comprehension check
- Cultural aspects

- Relating to students lives (Personalization)
- Exploiting titles, pictures; diagrams, etc.
- Reacting to the text
- Listening for specific information

## **2.2. Listening activities:**

Five types of activities will be suggested:

- exploiting pictures for listening
- exploiting text for listening
- Do as I say: i. listen and respond physically -ii. listen and respond mentally -iii. listen and respond physically and mentally.

### **TASK 2:**

- Look at the first **activity (2.2.1)** below and fill in the first part of the lesson framework: (Theme/ Skills/ Level/ Grammar focus/ Vocabulary focus)

### **TASK 3**

- Devise pre- and post-listening activities for **activity 2.2.2** using the table above

#### **Suggested activities:**

##### **2.2.1. Using pictures:**

- Photocopy pictures of sequenced events.
- Cut the pictures without the text.
- Give a letter to each picture in disordered sequence.
- Distribute the pictures to students.
- Ask students to reorder the pictures in the right sequence giving a number to every picture.
- Ask students about the main theme/ topic of the pictures.
- Students listen to the tape and check their answer.

#### **An example: First Thing in the Morning**

**Taken from: English for Everyday Activities, by Lawrence J. Zwier, (pages 6 & 7)**

##### **2.2.2. Using dialogues:**

- Photocopy a dialogue.
- Cut the dialogue into separate chunks.
- Distribute the chunks to students.
- Ask students about the main topic.
- Ask students to reorder the dialogue to make a meaningful text.
- Ask students to listen and check their answer.

#### **An example: Taking a message.**

**Taken from: The English you need for the Office, by Susan Dean & Lawrence J. Zwier (pages 64 & 65)**

##### **2.2.3. Do as I say: Mental, physical and mental/physical activities**

**Students listen to the instructions and follow them to the letter**

3.1. Using a board: Physical response (page 4)

3.2. Playing with numbers (page 3): Mental response

3.3. Using a dictionary (page 8): Physical and mental response

**Examples taken from: Do As I say, by G. Nelson, T. Winters, & R.C. Clark (pages 4, 3, & 8)**