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# UNIT 6 THE NEED FOR TEACHING LISTENING COMPREHENSION IN THE CLASSROOM

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## 6.0 OBJECTIVES

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In the previous unit, we briefly discussed the similarities between the two receptive skills – Listening and Speaking.

In this unit we will concentrate on the skill of listening. Our aim in this unit is to make you aware of the

- different types of listening situations one encounters in real life
- purpose and expectation of listening situations
- different types of listening skills to be handled in the classroom
- three phases of a listening lesson.

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## 6.1 INTRODUCTION

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Communication is by definition a two-sided process. A message cannot be communicated unless there is someone to receive it. A student is placed in various situations in his/her daily life where s/he has to respond to many spoken messages. This unit focuses on the development of the student's ability as a receiver of spoken messages. Obviously s/he will need to have some knowledge of the language forms s/he hears. As teachers of English, therefore, our interest is to train students to understand and respond to the realisation of these forms in communication.

It is, of course, somewhat misleading to suggest that when discussing spoken communication we can isolate listening from other language skills. However, there are times when the only language skill we use is listening, as when we eavesdrop on a conversation on the bus or listen to the radio or attend a public lecture. Largely it can be said that the aim of teaching listening comprehension is to help learners of English cope with listening in real life and there is a large variety of different types of listening in real life. Hence, the need for teaching listening comprehension becomes of vital importance.

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## 6.2 REAL LIFE LISTENING SITUATIONS

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Here are a few listening situations which a student might encounter in his/her day-to-day life.

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|-------|---|
| _____ | listening to the radio news/weather forecast, sports commentary, announcements, etc.          |
| _____ | listening to a talk or a lecture, discussing work/current problems with family or colleagues. |
| _____ | listening to recorded broadcasts / announcements at airports, stations, etc.                  |
| _____ | exchanging news with friends; making arrangements over telephone.                             |
| _____ | telephone conversation.   |
| _____ | receiving instructions on how to do something, get somewhere.                                 |
| _____ | taking part in a lesson.  |
| _____ | watching a film play or TV.   |
| _____ | participating in a meeting, seminar or discussion.  |
| _____ | eavesdropping on other people's conversation.   |

### Check Your Progress 1

- Teaching of listening skill is very important in class because it assists students in \_\_\_\_\_ and \_\_\_\_\_ to what is being said or done.

### 6.2.1 Analysing Different Listening Situations

In real life, we rarely come across situations where we are merely expected to listen. More

often than not, we are expected to respond after listening to someone. And our response may have to be spoken or written. For example, when discussing work/current problems with family or colleagues, we need to listen as well as to speak. We often need to plan what is to be said, and adapt our speech in such a way that we do not hurt other people. This is a very difficult and demanding process.

Similarly in a situation where we listen to a talk or a lecture, we are not only required to understand what is being said, but also to select the important, relevant information and reduce it to a form that can quickly be taken down in writing and reconstructed later on — another complex combination of skills.

All these complex skills need to be dealt with in a classroom situation to equip our students to deal with communication in real life.

### 6.2.2 Aids and Difficulties of a Listening Situation

Students who have English as their second or third language will face additional problems when listening, due to their limited experience of the language. Given below are some of the aids and difficulties affecting the learners of English in a particular situation.

Situation	Aids	Difficulties
Listening to the radio news/weather forecast/sports commentary	Possibility of some background knowledge, the news, etc.	<ol style="list-style-type: none"> <li>1. No possibility of asking speaker for clarification</li> <li>2. No visual clues while listening to the radio</li> </ol>
Listening to a talk or a lecture	<p>Possibility of some background knowledge or expectations</p> <p>Visual clues— board work, etc. provided by speaker</p>	Frequently the need to take down notes, involving selection of important information
Listening to recorded broadcasts/ announcements at airports, stations, etc.	<p>Visual back-up notice boards, etc.</p> <p>You can ask a member of staff for help</p>	<ol style="list-style-type: none"> <li>1. No possibility of asking speaker for clarification</li> <li>2. Distorted speech</li> </ol>
Taking part in a lesson	<p>The teacher normally tries to make her/himself comprehensible</p> <p>Visual clues— blackboard work, etc. provided by teacher</p>	<p>The possibility of being called on to answer unexpectedly</p> <p>Understanding the contributions of other students</p>
Evesdropping	Motivation (curiosity)	<p>You start by knowing nothing of what the conversation is about.</p> <p>You need to tune in</p>

Telephone conversation

Possibility of asking for clarification

No visual clues

Distorted speech sometimes

**Check Your Progress 2**

1. On the basis of what you have read, think of two more situations where listening takes place, the aids and the difficulties faced by the learner.

Situation	Aids	Difficulties

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## 6.3 COMPREHENSION OR INTERPRETATION IN LISTENING

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In the previous section we looked at the aids and difficulties in a situation where listening is taking place. As a teacher of English, you would like to know to what extent the interlocutors or the persons taking part in any interaction understand each other? To what extent do they comprehend each other? Is comprehension a mental phenomenon recoverable through probing the mind of the hearer or is it a social phenomenon recoverable through examination or subsequent behaviour by the listeners? These are some of the fundamental questions which are likely to come to your mind.

### 6.3.1 Information Processing and Inference Based Approaches in Listening Comprehension

To explore the issue of understanding in verbal interaction, it is necessary to outline the nature of content in language and the nature of the roles of the interlocutors. Practically speaking, before we look at how people understand language we need to know what it is that is understood, who is responsible for creating this content and who is responsible for understanding it.

We have some answers to these questions. For instance, we often speak of communication as the sending and receiving of information with our image of one person 'catching' this information which another person somehow 'sends'. Or we often refer to communication as a travelling thought process with one party 'picking up signals' we transmit. Although these terms account for both content and roles of interlocutors, the actual procedures they imply are of course impossible to carry out.

Thoughts and messages obviously do not possess the physical properties necessary to travel, nor do people literally follow, pick up or catch things in the communication process. Many of these phrases are rooted in the rationalist tradition in philosophy, the philosophy which gave rise to information processing theory. "The basic idea remained throughout that communication is seen as a potentially perfect coding - decoding process, in which speaker and hearer approach an isomorphic match of meanings" Michael Rost.

Once the process of listening is understood, some useful generalizations can be drawn from it, which have some immediate implications for classroom practice.

### 6.3.2 Purpose and Expectation in Listening

Generally, we have some idea — the preconceived idea of the content of the ‘discourse’ we are about to hear. Such ideas are based on what J.C. Richards calls script competence/ schemata, that is, the knowledge we possess in advance about the subject matter or context of the discourse. Our expectations may be linked to our purpose in listening: if we want to know the answer to a question, then we will ask, and expect to hear a relevant response. In many cases this leads to our “listening out” for certain key phrases or words. When we ask a question “Where are you going?” We, then, expect the answer in which the name of the place will be mentioned. If we listen to a lecture, we generally know what the subject is going to be. There is a close relationship between listener expectation and purpose on the one hand, and comprehension on the other. Heard discourse which corresponds closely to what the listener expects and needs to hear is more likely to be accurately perceived and understood than that which is unexpected, irrelevant or unhelpful.

### 6.3.3 Listening Purposes – Interpersonal and Transactional Functions of Language

As Michael Rost puts it, communication is a potentially coding and decoding process in which the hearer and the speaker approach an isomorphic match of meaning - this matching depends upon the purpose of the listener and the speaker.

There is clearly a difference in an interaction between a railway clerk and a passenger wanting to know the departure time of a certain train, and an interaction between two friends exchanging greetings and enquires about how life is treating them.

In the first instance, the main concern is with obtaining or passing on concrete information; in the second instance, it is maintaining friendly social contact. Similarly, the same distinction could be made, for example, between a boss giving his instructions for the day to a group of workers, and someone recounting the events of the day to his/her friends, in order to amuse or just to fill in the silence.

The first is an exchange of information or the use of language to “get things done”. This is called the **transactional function**; and the second, the use of language for establishing and maintaining social contact is called the **interactional function** of language.

Most teaching materials in listening comprehension concentrate on helping learners cope with transactional language, but it is equally important to give students the chance to recognise and use features of interactional language.

While teaching listening comprehension, you as a teacher, will have to provide passages and activities which can help students with such aspects as recognising the speakers emotional attitude or the relationship between the speakers. Not only what is said, but the way in which it is said, is important to get a correct understanding of the social situation.

Students should be helped to pay attention to such things as tone of voice, volume and speed as clues to what the speaker is thinking or feeling, as well as to the actual words used.

#### Check Your Progress 3

1. The use of language for getting things done is called .....  
..... of language.
2. The use of language for establishing and maintaining social contact is called .....  
..... of language.

## 6.4 DIFFERENT TYPES OF LISTENING SKILLS

Traditionally, in the language classroom, any training in listening occurred for two reasons:

(I)

To provide the student an understanding of the spoken word.

(II)

To provide the students with a model of the spoken language for the learners to imitate in oral production.

The speech of the teacher in the class, or the recorded dialogue which precedes the drill of a new structure in the class is the most familiar type of listening work for oral reproduction. But this kind of oral imitation does not train students in listening comprehension skills because of the reasons given below:

- The variety of language forms in teaching dialogues intended as a basis for oral practice is usually limited.
- The delivery of the speaker is usually kept fairly slow and careful – an easy and suitable model for learners to imitate.
- The information contained in such dialogues is usually not very important and the learners are not asked to pay much attention to it – as the focus is the language form.

All this is very different from what learners have to face when they start dealing with real situations in their lives.

However, teachers should be aware that in the passages for listening comprehension work, the speakers should talk fairly quickly and naturally and the passages should contain a lot of information. The main purpose of this type of listening is to help improve their understanding of the message. Therefore, a teacher should expose the student to various types of listening activities.

### 6.4.1 Extensive and Intensive Listening Comprehension

Sometimes a person listens to something in a relaxed way, not really concentrating on every word, but for the sheer pleasure of following the content of what is said. For example, an interesting and amusing programme over the radio which poses no particular problems of language or difficulty of concepts, and which one listens to for the sake of entertainment.

At other times the same person might find him/herself in a situation where s/he has to listen with great attention, because s/he is trying to pick up and remember a series of important instructions as in the case of a student listening to the his/her teacher's instructions about some class work.

Here we have given two different types of listening experiences: one in which the language level is well within the capacity of the students and which therefore allow them to listen with pleasure or interest without having to make a great effort to overcome linguistic difficulties; and the other in which they need to pay more attention to the content as well as the language. The first sort of experience can last quite a long time, several minutes, as in the case of easy stories read aloud by the teacher or heard on tape. In the first kind of experience the student may not be asked to do language work on what they hear but have the satisfaction of an almost complete direct understanding of something worth hearing. This type of listening can be called **extensive listening**. The second type of listening (i.e. instructions by the teacher) might be called **intensive listening**. Here, some of the activities the teacher may carry out are: the students may be asked to listen to a passage with the aim

of collecting and organising the information that it contains. The type of passage used is usually a little different from that used for extensive listening. It contains more concrete information which may be quite densely packed and often is not easy for the students to understand on first hearing. This is because the aim is to give the students a challenge to allow them to develop listening skills or knowledge of language through the efforts they make, guided by exercises or activities related to the passage. For these reasons, passages for intensive listening should be short, not more than a few minutes long, and they should be played several times, straight through or in sections. This should be done so that students have the chance to come to grips with the content. The passages need to be short so that they can be analysed within a lesson, and also because students will find it easier to handle shorter passages.

#### **6.4.2 Some Categories of Listening Activities**

Penny Ur suggests four broad categories of listening comprehension:

- 1 Listen and make no response
- 2 Listen and make short responses
- 3 Listen and make longer responses
- 4 Listen as a basis for study and discussion

##### **1. Listen and make no response**

There are many real life situations where students do not respond, they just listen to what is being said. In a classroom, for instance, a student is often not required to make any response. This helps the student to concentrate on the listening activity itself. Thus "no response exercises" can be conducted and are an excellent device for exposing students to relatively large amounts of spoken English. For a feedback of how much the students have understood, can be easily judged by a glance at their faces.

Here are examples of situations that may be carried out by the teacher:

**Following a written test :** Listening to a text and reading it at the same time is something that is usually done in the foreign/second language classrooms. The teacher reads out a story and the students follow her words in their text books. This is a good technique for presenting new material and aiding reading.

**Listening aided by visuals :** In this type of exercise, the students look at visual material while simultaneously following a spoken description of it.

A simple, large, clear drawing can be used, put up on the board, or a number of small pictures can be distributed among the students. In either case, all that the students have to do is follow the spoken description according to its graphic representation. Classroom experience says that in such activities, students usually concentrate very well.

**Informal teacher talk :** This kind of talk by the teacher is an excellent way of presenting listening material in the class. It can be interpolated at any stage in the lesson, serving as a relaxing break from more intensive work. It is easy to listen to, since it is 'live' and personal.

**Entertainment :** If students listen to something entertaining, then they are likely to attend better and get full benefit from the listening experience. Occasionally, it is a good idea to introduce English songs and stories as some of the listening activities of an English lesson. This improves student motivation and the general morale and shows the more interesting aspects of the new language. Television and films based on good stories or interesting topics are very effective in teaching of the L2. Television, films videos and audios should become an integral part of the language classroom.

## 2. Listen and make short responses

In this category, the listening material consists of long sequences of colloquial speech (monologue or dialogue) broken up into short 'bits', many of which require immediate brief responses by the learners. The examples of such situations could be when the teacher gives commands, the students show comprehension by complying with them. Similarly, a teacher could give verbal instruction to draw pictures. This is an activity that is more readily done by young learners. Similarly multiple choice exercise, true or false exercise, all come under listening where the learner has to make short responses. The activity below will show you how to carry out a listening lesson in the class where students are made to give short responses.

### The telephone message

In this example, students have to take down a telephone message based on a telephone conversation they hear. In writing down the message they have to role play as if they were one of the speakers in the conversation.

In the activity given below, students are told that they must imagine that they are Shantanu, Rahul Verma's secretary. They are then shown the following material on a black board.

A telephone message

Listen to a telephone conversation at the Bombay Dying Showroom, Lajpat Nagar. Shantanu, the secretary answers the phone and takes down the message. Listen and write down the message.

Telephone Message

To:

From:

Message:

This is what the students hear:

### Listening to a telephone conversation

(Internal phone rings)

- Shantanu : Good morning. Bombay Dyeing Showroom.
- Rahul Verma : Hello! This is Rahul Verma. Is Ms. Nainika Sahgal there?
- Shantanu : Um, I'm afraid not. She's away for a day or two. Will be back on ..... let's see ..... Monday morning.
- Rahul Verma : Oh! Well, perhaps I can leave a message for her.
- Shantanu : Yes, of course. Just a minute (rustle of paper). Now let's see ..... to Ms. Nainika Sahgal from Rahul Sharma.
- Rahul Verma : No. Verma.
- Shantanu : Sorry, yes got that. And what's the message?
- Rahul Verma : Well, its just this. Could she come to a meeting on Monday afternoon at 5 p.m.?
- Shantanu : That's this Monday - January 12th?
- Rahul Verma : Right, its to discuss the new showroom in Shaktinagar.



Shantanu : Fine, I've got that ..... I'll see that she gets it as soon as she comes in on Monday.  
Rahul Verma : Good. O.K. Thank You.

To:	Ms Nainika Sahgal
From:	Rahul Verma
Message:	Meeting Monday 5 p.m. - discuss new showroom in Shaktinagar.

After the teacher and students have checked that the message pads have been filled in appropriately (e.g. the grammar doesn't necessarily have to be right, but the meaning of message must be clear) the teacher can organise the students in pairs, and more such conversations can be played or enacted (by other students), and students can take down more complicated messages.

### **3. Listening and making longer responses**

Here the student has to use longer units of language (written, read or spoken) in his/her responses, and s/he has to be able not only to understand what s/he hears but also to reproduce, answer, expand or summarize as required. Thus, whereas the brief responses in the earlier instance allowed only one response in each case, those in this case are typically open-ended — and the student can exercise his/her ability to produce spoken or written language.

Here, as teachers, you would like to have the feedback – to find out if the students have understood the listening activity or not. The most obvious way is to ask your student: “Well, what did I say ?” In fact, in the class room three main kinds of reproduction exercises are used – repetition, paraphrase and translation – each of which may consist of either oral or written language.

Another technique which is used a great deal to check comprehension is the method of question - answer.

The skills of summarizing and note-making also help students in comprehension after they have undergone a listening activity.

### **4. Listening as a basis for study and discussion**

Here most exercises entail extensive discussion, and the tasks are on the whole more intellectually demanding. The listening activity may take a relatively short-time, but it serves as the basis and starting point for each exercise. Students are expected not only to understand the material that they hear, but also to be able to compare or collate its different parts or aspects, analyse, interpret, evaluate and reason from it. These kinds of activities are carried out typically through group discussions and may be summarized in essay form.

There could be an activity where students hear all the information relevant to a particular problem and then set themselves to solve it, either individually or through group discussion. They may need to hear the information two or three times at first in order to master the details. They may be allowed to hear it again in the course of the solving process – this process then is called **problem solving**.

Similarly in jigsaw - listening , different groups of students, listen to different but connected passages, each of which supplies some part of what they need to know. They, then, come together to exchange and pool their information, thereby reconstructing a complete picture

In the following example called "The meeting" students are told that there is to be a business meeting in Jaipur next week which four men are going to attend. Some of these men will be travelling by train.

The class is then divided into three groups. Each group will hear one telephone conversation in which two of the men discuss arrangements for the meeting. Using this information the group should answer the following two questions and fill in the following chart using information from the railway time table that is given to them.

1. What exactly is the meeting about?
2. Where exactly will the meeting be held?

Name	Time of Departure	Place	Time of Arrival	Place
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#### Time Table

Chetak	9.10		Janta Express	8.10
Malwa Express	9.25		Paschim Express	9.45
Shuttel	10.25		Pink City Mail	10.15
Rewari	10.45		Ajmer Line	10.40
			Pushkar Express	11.00

These are the three conversations that the groups hear:

#### Conversation 1

- Ram Shankar : 3976520. Ram Shankar speaking.
- Pankaj : Oh, hello! Ram. Its Pankaj, Pankaj Gupta.
- Ram Shankar : Oh, hello! Pankaj. How are things in Jaipur?
- Pankaj : Oh, not too bad. Listen ..... I'm just phoning about the meeting. Its next thursday.
- Ram Shankar : Aha ..... yes, yes. I've have got my diary here, let's take a look.  
Er ..... yes, next Thursday, the 14th.
- Pankaj Gupta : That's right. Now it will be here in Jaipur at 11.15 on Thursday in the Aamer Hotel.
- Ram Shankar : Good. Let's see, there is train leaving just after 9 o'clock. I'll take that. That'll give me thirty minutes to get from the station to the hotel. Where is the Aamer Hotel by the way? Is it the one opposite the park?
- Pankaj : Oh no ..... that's the Malwa restaurant. Don't go there. No, the Aamer Hotel is just around the corner from my office here. It's opposite the library.

Ram Shankar : Right, see you on Thursday. Bye Pankaj.

Pankaj : OK bye Ram.

### Conversation 2

Ashok : Hello. Ashok Mishra speaking.

Pankaj : Oh, hello, Ashok. Its Pankaj Gupta. How are you?

Ashok : Oh, hello Pankaj ..... fine ..... fine. What's the weather like in Jaipur?

Pankaj : Oh not too bad. Now look Ashok, it's about the meeting next Thursday here.

Ashok : Ah yes ..... yes ..... it's at 11.15 isn't it?

Pankaj : That's right. Now it's at the Aamer Hotel at a quarter past eleven. Now you know where it is, don't you?

Ashok : Oh yes ..... of course I know the Aamer. Right. Thursday the 14th at 11.15 at the Aamer. I'll catch the 10.15 from here and that gets in around 10.45.

Pankaj : Right ..... O.K. Now listen, look out for Ram Shankar ..... He's coming up on the same train from Rewari.

Ashok : Right. I'll see him on the train then.

Pankaj : Oh there's just one more thing. Can you telephone Vivek John for me and make sure he knows where and when to come?

Ashok : Of course. I'll do that now. Oh, by the way. I'm just going off on a business trip so you won't be able to contact me again before next Thursday.

Pankaj : All right. Well I think everything's all right.

Ashok : Fine, I'll ring Vivek John now. See you in Jaipur on Thursday. Bye.

Pankaj : Oh, yeah, thanks. Ashok.

Ashok : I'm catching the 10.15. It gets in at about 10.45.

### Conversation 3

Vivek : Vivek John speaking.

Ashok : Hello Vivek. It's Ashok here. How are things?

Vivek : Fine. How about you?

Ashok : Oh not so bad. Listen, I wanted to talk to you, Vivek, about next Thursday. I hope you haven't forgotten.

Vivek : No....no. I've got it in my diary .... just looking it up. Thursday the 14th....meeting in Jaipur. Don't know when or where though.

Ashok : Right, well Pankaj Gupta asked me to tell you. It's in Jaipur at a quarter past eleven in the Aamer.

Vivek : D'you mean the Aamer Hotel or the Aamer restaurant opposite the park?

Ashok : The one opposite the park. I've never heard of any other Aamer. Er....now you've got the time right? 11.15 O.K.

Vivek : Yeah .... fine 11.15. I may be a few minutes late. There's a train from here at 8.10. I'll take that one. Which train are you catching?

- Ashok : I'm catching the 10.15. It gets in at about 10.45.  
Vivek : O.K see you Thursday there. Cheers Ashok.  
Ashok : Bye Vivek.

In each group the students have now filled in their table as far as possible and they will have listened for the answers to the questions. The teacher will have stressed that they must find out when and where exactly the meeting is to be held.

The teacher then rearranges the class. She takes a student from each group and then has a new group of three. She makes another group of three, and so on, until the whole class is divided up into groups of three where each student comes from one of the original groups. In each new group of three each student will have listened to a different conversation. They are then given the following 'discussion stage' questions.

#### Discussion Stage

1. Find out from the other groups the names of the other people attending the meeting. Complete the table.
2. Check with the other groups that every one knows when the meeting is and exactly where it is.
3. Who told each person where the meeting is?
4. If there are any problems what do you think will happen?

Clearly there will be problems when the students come to questions 2 if they are alert. In the third conversation Ashok told Vivek that the meeting was to be in the Aamer whereas both Pankaj and Ram Shankar are going to meet at the Aamer Hotel. Students can then discuss what they think will happen. Will Ram Shankar meet Ashok on the train and correct Ashok's mistake? What will Vivek do if he arrives at the Aamer (opposite the park) and finds no one there?

Notice that along with "listening", this task also leads to "speaking" activity. This type of listening activity is something students could encounter in their daily lives.

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## 6.5 THE PHASES OF A LISTENING LESSON IN A CLASS

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Usually a listening lesson is divided into three phases.

#### Pre-listening activities

Things to do before the students hear the passage, to help them get the most out of what they are going to hear. For example, the activity under the heading "The telephone message", where the students are shown the material on a black board. This prepares students to hear what is required. This is called the pre-listening activity.

#### While-listening activities

Activities and exercises to be carried out as the students listen to the passage, to guide them as they try to grasp the main information in it.

In the activity on Jigsaw listening, the students listen to the three taped conversation in

railway time-table that is given to them. This is the while -listening activity.

### **Post-listening activities**

Things to do once the class has come to grips with the meaning and content of the passage, and is ready to look back, to reflect on some of the language points in it, or to do some extension work based on the content of the passage.

Therefore, the activity mentioned after the tape scripts has been heard (in Jigsaw listening) pertains to the third phase, where students undergo the 'discussion stage'. This third phase is called the Post-listening activity.

Therefore, these three phases can be summarised as follows:

**Pre-listening** - Preparing the students to achieve the most from the passage.

**While-listening** - Challenging and guiding them to handle the information and messages in the passage.

**Post-listening or Follow-up** - Reflection on the language of the passage and activities based on it.

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## **6.6 DIFFERENT TYPES OF LISTENING MATERIAL**

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### **Authentic and Specially Constructed Materials**

Most of you would like to give to your students something realistic to listen to, because you want to equip them to cope with listening in real life. This has led to great deal of interest in the so-called authentic materials.

Authentic listening materials consist of speech recorded in real situations, often without the speakers' knowledge at the time, so that the students encounter a totally natural "slice of life".

The advantages of using materials of this type are clear.

### **Published Material**

This is the obvious choice for most teachers, and fortunately published material has improved greatly in recent years both in terms of the naturalness of the speech heard on the tapes and of the usefulness of the exercises suggested. Ideas tried and tested in the classroom find their way quickly into print.

### **Making Your Own Material**

This means that you provide both listening passage and exercise material. Ready-made materials can be found for students to listen to in the classroom by recordings of radio and TV broadcasts, discussions, talks, songs, poems and plays, etc. - things that were not originally intended for language teaching but whose potential you have spotted.

These provide another type of authentic listening material, since they are real examples of the sort of thing that speakers listen to.

Stories and jokes told to students are of course part of every classroom. But the teacher can also create situations of 'intensive' listening. For example, 'describe and draw'. The teacher has a simple picture which no one else can see. On the basis of the teacher's description of the picture the class draws it. Similarly, she may read out a route, which the students are asked to follow on a map. The same activities could be read out by different students - thus giving them practise in speaking as well as listening.

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## 6.7 LET US SUM UP

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In this unit, we have concentrated on the receptive skill of listening comprehension. We have tried to make you aware of the different types of listening situations; the purpose and expectation in any listening event. For classroom purposes, we have emphasized the different types of listening skills involved, the three phases of a listening lesson and the variety of listening materials that can be used in a classroom.

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## 6.8 KEY WORDS

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<b>interlocutors</b>	people who are actively engaged in conversation.
<b>isomorphic</b>	having the same form and appearance
<b>interpersonal</b>	to establish and maintain social relations between people
<b>pre-listening</b>	preparing the students to meet the future classroom activity. For example, difficult words in a listening comprehension exercise may be taught before the students attempt the exercise.
<b>script competence</b>	A person's advance knowledge of a subject matter which helps him/her understand a piece of discourse.
<b>transactional</b>	use of language to get things done.

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## 6.9 SUGGESTED READINGS

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## 6.10 ANSWERS

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### Check Your Progress 1

1. Teaching of listening skill is very important in class because it assists students in comprehending and responding to what is being said or done.

### **Check Your Progress 2**

1. Anything can be filled in here.

### **Check Your Progress 3**

1. The use of language for getting things done is called the transactional function of language.
2. The use of language for establishing and maintaining social contact is called the interactional function of language.