



# Guided reading worksheet

## Chapter 19

### Issues

Give each of the following statements a score from 0 (I totally disagree) to 5 (I agree 100%). Think about why you have chosen your score and note down the main reasons.

- 1 The typical listening exercises which we see in most coursebooks are simple tests of comprehension and do little to improve the ability of the learners to really listen to other human beings.
- 2 We shouldn't read through transcripts of listening exercises because this builds in the learners the false belief that they need to understand every word when listening.
- 3 We shouldn't use song lyrics which contain examples of grammatically incorrect usage in class.
- 4 Extensive listening practice always leads to improvements in the students' ability to understand spoken English.
- 5 Teachers must be careful not to overuse their own voice as a source of listening for students; instead, they should ensure that their students are exposed to a wide variety of Englishes.

### Discuss

If you have someone to discuss these issues with, find out what scores they have chosen. If they are different from yours, talk about why this is and find out where you agree and disagree. Look at Chapter 19 again and see how far your opinions and arguments are supported.

### Check

1 Match the phrases in the box to the descriptions of different types of listening activity.

narrow listening      extensive listening      live listening      multiple listening  
 pictureless listening (language)      micro listening

- 1 Listening to small phrases and/or short aspects of language can help learners to overcome difficulties they might have in discriminating specific language. .....
- 2 Exposing the students to the same audio excerpt repeatedly. This can be useful to help them get deeper understanding during a listening activity. It can also be used, as with repeated listening to a song, to help the students learn, almost parrot-fashion, phrases from the lyrics. .....
- 3 Giving the students listening activities on the same theme, using a variety of inputs. Useful for listening per se, but also for building up an awareness of the vocabulary which might regularly appear in discussions on a particular topic. .....
- 4 Students listen in their own time to forms of input which they find motivating and useful for their language learning. .....
- 5 The use of a real speaker, visitor to the class or just the teacher, talking to the students as the basis of a listening exercise. .....
- 6 An activity whereby the students first listen to a video with the screen covered and try to form an understanding of the characters and their situation before watching the video and seeing them in action. .....

**2** Name three forms of 'live listening' and the advantages of each method for the students in terms of learning.

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**3** Name five important paralinguistic behaviours which students need to learn to decode in order to improve their listening skills.

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### Evaluate

**4** Complete the table below, listing at least three advantages and three disadvantages of using pre-recorded audio for listening practice.

	Advantages	Disadvantages
Using pre-recorded audio for listening practice	..... ..... .....	..... ..... .....

**5** How useful is teacher dictation as an activity to teach listening skills?

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**6** How important do you believe body language is during communication? Why? How far do you think it is possible for teachers to propose examples of body language for students to use or avoid? Discuss your answers with a colleague, and see how far you agree and disagree.

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## Action

### 7 Record yourself during a classroom session, making sure that you do all of the following:

- welcome the students and explain the objectives of the session
- check the students' understanding of what they have heard
- give feedback on the answers which the students give
- read a dictation or tell a story to the students as part of an activity
- answer the students' questions

For each of the above processes, rate your voice from 1–10 (10 is high, 1 is low) in terms of the following:

- speed of speech
- volume of speech
- pitch/change of pitch (not monotonous)
- dynamic (how far does it engage the students)
- friendliness
- confidence

Where you score lower than 8, plan what you can do to raise your score in the specific dimension(s). You can also discuss this with a colleague.

### 8 Design an activity which involves the students creating their own audio recordings of interviews with people on topics of interest to them. Remember, most smartphones now have a recording device, so no expensive recording equipment should be necessary for this activity.

You will need to support the students in deciding:

- who they want to interview
- how to approach the interviewee and request an interview (email)
- when and where to schedule the interview
- what questions to ask
- how to summarise the interview findings in an engaging way for the rest of the class (play the audio and ask questions, give a formal presentation, make a poster presentation, etc.)

### 9 Review the lyrics of two of the current top ten singles in the UK or American charts. See which of them contain interesting and relevant language for your learners, and design an exercise which involves listening to the song.

### 10 Search the internet for scripts of Hollywood films, and find some excerpts which are relatively famous and can be mined for their language. Divide the class into groups and follow this procedure.

- Give an excerpt to each group and ask the students to work together to create three gist questions (point out examples of gist questions which they have seen from previous exercises), three questions which check understanding of details from the excerpt, and a discussion question based on the content of the excerpt or film.
- Get each group in turn to distribute its questions on paper to the other groups, and then read (nominating its own reader or readers) its film excerpt aloud. The other groups answer the gist questions on the first reading and the more detailed questions during a second reading.
- The discussion question can support a shorter or longer debate, depending on your teaching objectives. You could also plan to explore useful language in each film excerpt if you wish.

5 Dictation can be a useful way to sensitise more advanced learners to the features of connected speech they need to recognise when listening, e.g. ellipsis, juncture and assimilation. Lower-level learners benefit from simpler dictation exercises which can allow them to discriminate specific problem sounds. Remember, teachers using dictation can customise the materials and integrate specific language expressions and vocabulary of real relevance to their learners.

Advantages	Disadvantages
<ul style="list-style-type: none"> <li>• Source of a variety of accents and speaking styles</li> <li>• Lots of useful and relevant material easily available</li> <li>• You can repeat the audio for students who need to hear a second or third time</li> <li>• A great deal of published material is specially designed for language learners, and easy to use for non-experienced teachers</li> <li>• Transcripts of recorded material are excellent for follow-up language work</li> </ul>	<ul style="list-style-type: none"> <li>• Large classrooms often have poor acoustics</li> <li>• The students can't interact with the speakers on the audio</li> <li>• It's not a very authentic situation, and the artificiality can cause motivational issues for the learners</li> </ul>

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- 3 Paralinguistic features include: intonation, facial expression, gesture, proximity between people, position of body (seated or standing), movement, etc.
- 2 Three forms of 'live listening': reading a text aloud, storytelling from personal experience, interviews and conversations with guests/teacher
- 1 1 micro listening 2 multiple listening 3 narrow listening 4 extensive listening 5 live listening 6 pictureless listening

