

How to *facilitate* listening? (Steps checklist)

Listening worksheet (Developed according to Teacher Guide)

<i>Stage</i>	<i>Main Purpose/s</i>	<i>Suggested Strategies/techniques</i>
<i>Pre-listening (conversation)</i>	<ol style="list-style-type: none"> 1. Activating background/world knowledge of SS 2. motivating the SS 3. Setting the context (i.e. where is the listening occurring? who is talking to whom and about what?) 	<ol style="list-style-type: none"> a. Tell students what are they going to listen and what is the objective of this task b. brainstorming through concept/mind maps c. reading a simple text about the theme of the lesson d. Drawing students' attention toward the picture or title of the lesson e. Pre-teaching some of the key forms (i.e., words, phrases etc.) f. Researching (i.e., looking up a word in a dictionary, surfing the net etc.) g. prediction: Getting the students to predict the events of the audio file)
<i>While-listening</i>	<p>Comprehension</p> <p>Exposing students to comprehensible input</p> <p>Contextualizing target forms and functions of the lesson</p>	<ol style="list-style-type: none"> a. Clarify the objectives of listening (first objective is getting the gist of the audio text; for example, we can ask our students to listen and tell "what was the audio text about?" (first display of the audio) b. Second objective can be looking for some details of the text. We can pose some questions about

		<p>specific segments of the audio text, not too many since we may overload them. (second display)</p> <p>Note: for a more focused attention it's better to write one or two main questions on the board before listening</p>
<p><i>Post-listening</i></p>	<p>Evaluation (i.e., the students learn about their strength and weaknesses during listening. Also, the teacher can identify students' listening problems)</p> <p>Strategies:</p> <p>Reflections</p> <p>Focus on form (to draw students' attention to some forms, especially those related to the theme of the lesson)</p> <p>Planning for next listening task (reflection for action)</p>	<p>Group/pair work: students share the ways or strategies they used to induce the gist of the lesson (e.g., paying attention to key words)</p> <p>Whole class: The teacher can collect the strategies the students share in group work and then complement them. (Refer to TG for a nice list of strategies)</p> <p>Recognizing problems: The teacher can ask students to talk/write about the problems they had during listening (problems with words, structure, accent, pronunciation, background knowledge, rate of speech) (This objective can be sought either through English or Persian.)</p> <p>For example, The teacher ask the students to find the words or phrases related to the topic/theme of the lesson.</p> <p>Post-listening stage can be mingled with some speaking/writing tasks (summarizing, opinion gap,...)</p> <p>The teacher tries to elicit what students are going to do about next listening tasks they encounter or face. (Developing students' metacognition)</p>