

Date: 10.06.2020

## Some strategies of teaching listening skills among students including Pre-listening, while-listening and Post-listening activities.

It's important to plan and organise 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. Here are some strategies and activities to teach listening skills among our students.

### 1. Pre-listening:

In the pre-listening stage, prepare the students to listen an audio track. Give students a simple preview of the listening text; give them a little information, but not too much. Ideally, get the 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 they are going to hear.

If there is a worksheet or course book page that accompanies the listening track, give students

time to look at the picture, the Tasks, the instruction, the questions. All this provides valuable information for the student. Remember, the students have (probably) not heard the listening track before, and they're listening in a second language. For example, if listening track is about a coffee shop, we can ask students what people say and do in a coffee shop or what things you usually see in a coffee shop. Finally, set up a while listening task right before they listen.

## 2. While - Listening:

The 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. Here is a little more information about some common listening tasks:

### (a) 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.

### (b) Listening for detail:

This means listening to get specific information, such as —

— How was the meal?

or

— Where was the bus going?

### (C) Making inferences:

Here is 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, play the listening track 2 or 3 times, setting a different task each time.

### 3. Post-listening:

The post-listening task is the stage where you take them beyond the listening text, and use it for further language practice. 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. Get students to discuss what problems came up during the listening, which sections were the most difficult? What cause them confusion or misunderstandings?

Overall, these activities and three stages are a reliable format for doing a listening activity in class.