

# LISTENING TECHNIQUES BY BROWN ADAPTED FROM PETERSON (1991)

Instructions: Match the technique with the correct box

|                    | Technique                                             | Description/example                                                                                                                                                             |
|--------------------|-------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>BEGINNING</b>   |                                                       |                                                                                                                                                                                 |
| <b>BOTTOM UP</b>   | Listen for Normal Sentence Word Order                 | Listen to a sequence of sentence patterns with either rising or falling intonation. Place a check in column 1 (rising) or column 2 (falling), depending on the pattern you hear |
|                    | Selective Listening for Morphological Endings         | Listen to pair of words. Some pairs differ in their final consonant, and some pairs are the same. Circle the word "same" or "different", depending on what you hear.            |
|                    | Select Details from the Text                          | Listen to a series of sentences. Circle "yes" if the verb has and -ed ending, and circle "no" if it does not.                                                                   |
|                    | Discriminate Between Intonation Contour in Sentences  | Match a word that you hear with its picture.<br>Listen to an advertisement, select the price of an item, and write the amount on a price tag.                                   |
|                    | Discriminate Between Phonemes                         | Listen to a short dialogue and fill in the missing words that have been deleted in a partial transcript.                                                                        |
| <b>TOP-DOWN</b>    | Get the gist of a sentence                            | Listen to a sequence of utterances. Place a check in the column that describes the emotional reaction that you hear: interest, happy, surprised, or unhappy                     |
|                    | Discriminate Between Emotional reactions s            | Listen to a sentence describing a picture and select the correct picture                                                                                                        |
|                    | Recognize the topic                                   | Listen to a dialogue and decide where the conversation occurred. Circle the correct location among three multiple-choice items.                                                 |
| <b>INTERACTIVE</b> | Build a Semantic Network of Word Associations         | Listen to a word and associate all the related words that come to mind.                                                                                                         |
|                    | Follow Direction                                      | Listen to words from a shopping list and match each word to the store that sells it.                                                                                            |
|                    | Recognize a Familiar Word and Relate it to a Category | Listen to a description of a route and trace it on a map.                                                                                                                       |

| INTERMEDIATE |                                                                       |  |                                                                                                                                                                                                             |
|--------------|-----------------------------------------------------------------------|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| BOTTOM-UP    | Recognize Words with Reduced Syllables                                |  | Listen to a series of sentences that contain unstressed function words. Circle your choice among three words on the answer sheet – for example: “up”, “a”, “of”                                             |
|              | Recognize pertinent details in speech stream                          |  | Listen to words of two (or three syllables. Mark them for word stress and predict the pronunciation of the unstressed syllable.                                                                             |
|              | Find the Stressed Syllable                                            |  | Read a list of polysyllabic words and predict which syllabic vowel will be dropped. Listen to the words read in fast speech and confirm your prediction.                                                    |
|              | Recognize Fast Speech Forms                                           |  | Listen to a series of short sentences with consonant/vowel linking between words. Mark linkages on your answer sheet.                                                                                       |
|              | Recognize Words as they are linked in the speech stream               |  | Listen to a short dialogue between a boss and a secretary regarding changes in the daily schedule. Use an appointment calendar. Cross out appointments that are being changed.                              |
| TOP-DOWN     | Find main ideas and supporting details                                |  | Listen to six radio commercials with attention to the use of music, repetition of key words, and number of speakers. Talk about the effect these techniques have on the listeners.                          |
|              | Make inferences                                                       |  | Listen to a series of radio commercials. On your answer sheet, choose among four types of sponsors or products and identify the picture that goes with the commercial.                                      |
|              | Analyze Discourse Structure to Suggest Effective Listening Strategies |  | Listen to a series of radio commercials. On your answer sheet are four possible motives that the companies use to appeal to their customers. Circle all the motives that you feel each commercial promotes. |
|              | Listen to Identify the speaker or the topic                           |  | Listen to a short conversation between two friends. Find and write the name of the program and the channel. Decide which speaker watched which program.                                                     |
|              | Listen to evaluate themes and motives                                 |  | Listen to a series of sentences. After each sentence, suggest a possible context for the sentence (place, situation, time, participants)                                                                    |

|                    |                                                                                                                                                    |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>INTERACTIVE</b> | <b>Use incomplete sensory data and cultural background information to construct a more complete understanding of a text</b>                        |
|                    | <b>Listen to confirm your expectations</b>                                                                                                         |
|                    | <b>Use context to build expectations. Use bottom-up processing to recognize missing words. Compare your predictions to what you actually heard</b> |
|                    | <b>Discriminate between registers of speech and tones of voice</b>                                                                                 |
|                    | <b>Use knowledge of reduced forms to clarify the meaning of an utterance</b>                                                                       |
|                    | <b>Recognize missing grammar markers in colloquial speech</b>                                                                                      |
|                    | <b>Use context to build listening expectations</b>                                                                                                 |

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| Listen to a series of sentences. On your answer sheet, mark whether the sentence is polite or impolite.                                                                                                      |
| Listen to a series of questions with reduced verb auxiliary and subject and identify the missing verb (does it, is it) by checking the form of the main verb.                                                |
| Listen to a short sentence containing a reduced form. Decide what the sentence means. On your answer sheet, choose one alternative.                                                                          |
| Read a short want-ad describing job qualifications from the employment section of a newspaper. Brainstorm additional qualifications.                                                                         |
| Listen to short radio advertisements for jobs that are available. Check the job qualifications against your expectations.                                                                                    |
| Read some telephone messages with missing words. Decide what kinds of information are missing. Listen and fill in the blanks. Finally, discuss with the class what strategies you used for your predictions. |
| Listen to one side of a telephone conversation. Decide what the topic of the conversation might be and create a title for it.                                                                                |

References:

Brown, D. (2007) Teaching by Principles. Pearson, Longman

### LISTENING STRATEGIES BY WILSON (2008)

|                           | STRATEGY                                                                           | DEFINITION                                                                                                                                                                                              |
|---------------------------|------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| BEFORE LISTENING          | Use world knowledge to predict what will be said                                   | Clarify what your students will need to do with the information they hear by asking concept questions                                                                                                   |
|                           | Ask for clarification                                                              | Discuss the subject and how the speaker might view it.<br>Give students headlines/titles to predict additional content before listening                                                                 |
|                           | Be ready and have a plan to achieve a given task                                   | When telling an anecdote slightly above the students' level. Give opportunities for students to use phrases such as Could you repeat what you said about....? I didn't catch XXXX. Why did you mean by? |
| DURING LISTENING          | Take notes, writing down relevant information in shorthand                         | Pause at regular intervals during the listening to check comprehensions. Ask questions such as Who said X? Why? What's the topic?                                                                       |
|                           | Reconstruct orally or in writing                                                   | Give tasks that require listening for detail which consist mainly of information that is extraneous for the individual listener (gap filling)                                                           |
|                           | Pick out only salient points listening selectively and ignoring irrelevant details | Ask students to identify key words in full sentences. Give students 'who/where/why/what charts where they take notes.                                                                                   |
|                           | Monitor performance while listening                                                | Do dictocloss activities: tell a story or anecdote at full speed several times. Students work together to reconstruct the story gradually adding details.                                               |
| BEFORE OR AFTER LISTENING | Listen for transition points                                                       | Make a guess based on a phonetic approximation. Write down what you think you heard.                                                                                                                    |
|                           | Use linguistic knowledge to predict what will be said                              | Teach linking expressions devices, pause a recording after the expression and ask students what comes next.                                                                                             |
|                           | Note an approximation of a difficult word/name. Check later                        | Use gap-fill exercises. Students complete the exercise before listening, they can see how accurate their predictions were.                                                                              |
| AFTER LISTENING           | Check with other listeners                                                         | Ask students to listen again and pick out words belonging to a lexical set. Songs lend themselves well to this.                                                                                         |
|                           | Listen for key words for topic identification                                      | Ask your students to compare answers. This is valuable as a way to highlight discrepancies in interpretation.                                                                                           |

#### References:

Wilson, J. (2008) How to teach listening. Pearson