

# Contents

	<b>Introduction</b>	<b>vi</b>
<b>PART 1</b>	<b>1 The importance of listening</b>	<b>1</b>
	1.1 Mother-tongue listening	1
	1.2 What listening entails	2
	1.3 Learning to listen	4
	1.4 Listening situations and purposes	4
	Conclusion	7
	Discussion/Exercises/References	7
	<b>2 The features of spoken English</b>	<b>9</b>
	2.1 The sounds	9
	2.2 The stress and intonation	10
	2.3 The organisation of speech	11
	2.4 The syntax and vocabulary of speech	12
	2.5 Pauses and 'fillers'	13
	2.6 Formal/informal language	14
	Conclusion	14
	Discussion/Exercises/References	15
	<b>3 Potential problems in learning to listen to English</b>	<b>16</b>
	3.1 Lack of control over the speed at which speakers speak	16
	3.2 Not being able to get things repeated	17
	3.3 The listener's limited vocabulary	17
	3.4 Failure to recognise the 'signals'	18
	3.5 Problems of interpretation	19
	3.6 Inability to concentrate	19
	3.7 Established learning habits	19
	Conclusion	20
	Discussion/Exercises/References	20
	<b>4 The teacher's role</b>	<b>21</b>
	4.1 The teacher's objectives	21
	4.2 The elements to include in a listening course	22



	4.3 General planning considerations	23
	4.4 Before the lesson	25
	4.5 During the lesson	26
	4.6 Conducting the lesson	28
	Conclusion	28
	Discussion/Exercises	29
<b>PART 2</b>	<b>5 The pre-listening stage</b>	<b>30</b>
	5.1 Listeners' expectations	30
	5.2 Types of pre-listening activity	31
	5.3 Authentic activities	31
	5.4 The need for clear instructions	32
	5.5 Teacher's books as a source of ideas	33
	5.6 Factors which affect the choice of pre-listening activities	33
	5.7 Limiting pre-listening work	34
	5.8 Ideas for pre-listening activities	34
	5.9 Pre-listening as an integral part of listening work	43
	5.10 How pre-listening features in integrated skills work	44
	Discussion/Exercises/References	44
	<b>6 The while-listening stage</b>	<b>45</b>
	6.1 The purpose of while-listening activities	45
	6.2 The nature of while-listening activities	46
	6.3 Factors which affect the choice of while-listening activities	49
	6.4 Ideas for while-listening activities	49
	6.5 The importance of immediate feedback	73
	6.6 Teacher talk	73
	Discussion/Exercises/References	73
	<b>7 The post-listening stage</b>	<b>74</b>
	7.1 Definition and purpose of post-listening activities	74
	7.2 The nature of post-listening work	78
	7.3 Factors which affect the choice of post-listening activities	80
	7.4 Ideas for post-listening activities	80
	7.5 Post-listening integrated skills work and motivation	92
	Discussion/Exercises/References	93
<b>PART 3</b>	<b>8 Recorded material or 'live' presentation?</b>	<b>94</b>
	8.1 Sources of material	94
	8.2 The advantages of using 'live' presentations	95
	8.3 The advantages of using recorded material	95
	8.4 The use of video in listening work	96
	Conclusion	97
	Discussion/Exercises	97
	<b>9 Authentic or non-authentic material?</b>	<b>98</b>
	9.1 Authentic speech – definitions	98
	9.2 Non-authentic material	99



9.3 Features of non-authentic speech	99
9.4 Problems with non-authentic materials	99
9.5 Features of authentic speech	100
9.6 Merits of authentic speech	100
9.7 The crucial factor	100
9.8 Reluctance to use authentic material	100
Conclusion	101
Discussion/Exercises/References	101
<b>10 Criteria for the selection of recorded material</b>	<b>102</b>
10.1 Why criteria are useful	102
10.2 The criteria	102
Conclusion	107
Discussion/Exercises/References	108
<b>How to succeed with listening work</b>	<b>111</b>
<b>Typology</b>	<b>112</b>
<b>Bibliography</b>	<b>115</b>
<b>Index</b>	<b>116</b>