

# Extending our listening: developing listening skills both in and outside the classroom

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# A discussion...

- What have you listened to in the last 24-hours?
- Would you recommend any of these things?  
Why/why not?
- Of these listening activities, which would you describe as involving Intensive Listening and which Extensive Listening?

# What is Extensive Listening?

EL is 'all types of listening activities that allow learners to receive a lot of comprehensible and enjoyable listening input. These activities can be teacher-directed ... or self-directed listening for pleasure that can be done outside the classroom. The key consideration here is that learners get to do a lot of meaningful listening practice (Renandya & Farrell, 2011: 56).

# What is the difference between Intensive Listening and Extensive Listening?

- listening for specific information
- listening for the exact words of a phrase or expression
- listening for details
- listening to mimic a text
- listening to massive amounts of text
- text which learners can understand easily
- high comprehension: listening at or below one's listening ability
- limited pre-set questions or tasks
- the learners choose the material

# Why Extensive Listening?

- Listening seen as primary role of language learning
- ‘...listening is the most widely used of the four skills and ... its use is frequently integrated’ (Watkins 2014: 68).
- ‘Listening is ...the starting point for learning any living language, and most people spend more time listening ... than they do speaking, reading or writing’ (Ur 2016: 66).

# What listening problems do students have?

- Many students find this the most difficult skill
  - Word recognition
  - Word and sentence stress
  - Conceptual representation
  - Culture and context
- Teachers find it challenging to teach too!

# What are the benefits of EL?

- Enhanced word recognition
- Increased fluency in processing spoken language
- Improved listening comprehension
- Possible acquisition of formulaic language  
(Renandya 2012)
- ‘Extensive ... listening is likely to lead to improvements in overall language development’  
(Watkins 2014: 68).

# With or without subtitles?

*You are going to watch two short video extracts with subtitles:*

- [Yorkshire Dialect](#)
- [Snatch "Caravan Talk"](#)

*As you watch consider this question:*

- Are you mainly focusing on reading or listening?

*Now discuss these questions:*

- How could you ensure that learners using tapescripts or subtitles actually develop their listening skills?
- What tasks could you suggest that don't involve using tapescripts or subtitles?



# How can you assess the difficulty of a text?

These websites can help you to determine the 'level' of a text:

- [English Profile: The CEFR for English](#)
- [Oxford Text Checker](#)

# Flood listening.

Watch these videos and consider what different information you learn about the topic:

- [UK carrier bag tax divides opinion](#)
  - [Plastic bag charges: chaos or common sense?](#)
  - [Russell Howard on 5p Plastic Bag Charge](#)
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- *Would this activity work with your current learners or would you need to adapt it?*
  - *When would you use this activity: in the classroom, or would it work better outside the classroom?*

# Some more EL activities

*Look at the EL activities you have been given and consider these questions:*

- *Decide on the relative merits and drawbacks of each activity.*
- *Would any of the activities work with your current learners or would you need to adapt them?*
- *When would you use each activity: in the classroom, or would it work better outside the classroom?*

*Now discuss your ideas with the other people in the room*

# Your ideas and activities

*In small groups discuss these questions:*

- What EL activities do/could you do with your learners both in and outside the CL?
- What are your students' needs and aims? Could EL help them?
- Can you see any disadvantages of following a programme of EL?

*Be prepared to share your ideas!*

# Summary and conclusion: 10 tips for effective EL

Choice of material

Address the learners' needs

Listen as much as possible

Purpose

Tasks

Both in and outside the CR

Listen more than once

Resources

Read and listen at the same time

Use video

# Questions?





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