

Some activities to try

Tell us about it!

Once a week, the learners share what they have listened to during the week making any recommendations.

Using subtitles/tapescripts

The learners are given subtitles/tapescripts to read as they listen.

Supplementing the classroom topic/flood listening

The students listen to/watch programmes or news connected with the topic of that week's lesson. For example, if they are studying the environment in any given week, they are given several news stories or recent podcasts on the same topic.

News from different perspectives/topics with a different genre – jigsaw listening

The students are divided into different group. Each group listens to a different report on the same news story. They regroup and discuss what they heard/saw. Another way to exploit this would be to get them to listen to the same topic/story but from different genres.

Opposing views debate

The students watch two news reports on the same topic but with different information. They then argue that what they watched/saw was correct.

The same perspective

The students watch/listen to the same thing. They individually make notes/write a summary and then compare.

Keeping a listening diary

On a daily basis, each learner writes down everything they have listened to and for how long. At the end of the week, the person who has listened for the longest/to the most varied subjects gets a prize.

Student-produced listening texts

Each class records themselves speaking (it could be any kind of genre including conversations or monologues) and then gets another class to watch it and comment on it.

Keeping a listening log (Kemp 2010)

The students keep a log of everything they heard in, say, the past week. They then assess the difficulty of everything they have heard, suggesting how to make texts easier to understand for another student.

A listening report (Harmer 2016)

Each student writes a report about what they have heard assessing its topic, difficulty and contents. They report this to the class.

Interactive comments (Wilson 2008)

Using YouTube, the students choose a video, watch it and then add their comments.

Films: analysing the plot or characters (Jannuzi 2015)

The learners watch films and decide what the basic plot is, or they choose a character and write a description of them. This could be made into a multiple choice task to make it easier for lower-level learners.

Listening circles

The learners in groups choose a listening source (e.g. a film or TV series). They all watch/listen to it and then discuss their reaction to it.

Who? Where? What? When? (Wilson 2008)

The learners listen to/watch the news and complete the table below:

	Who?	Where?	What?	When?
Story 1				
Story 2				
Story 3				

Scaffolding tasks

Before watching/listening to a text, CR time is used to predict background and contextual knowledge.

Top tips for learners

The students are simply given a list of tips for listening better. They attempt to follow these when they listen.

Documentaries - discussions on current issues

The students watch a documentary on a current issue (could be relevant to the class topic or self-chosen) and discuss its relevance and importance.

Basic video listening task (O'Grady 2018)

Learners watch a video at home and record their ideas for discussion in the following lesson:

Video title:
Summary of contents:
Important vocab:
My questions:

Resources

Assessing the difficulty of a text

English Profile: The CEFR for English: <http://www.englishprofile.org/wordlists/text-inspector>

The Oxford Text Checker: http://www.oxfordlearnersdictionaries.com/oxford_3000_profiler.html

Online resources for developing Extensive Listening

English Language Listening Library Online: <http://www.ello.org/>

Spotlight: <http://www.spotlightenglish.com/>

TED: <http://www.ted.com/>

BBC World Service: Learning English: <http://www.bbc.co.uk/worldservice/learningenglish/multimedia/>

TED-Ed Videos: https://www.youtube.com/user/TEDEducation/videos?disable_polymer=1

BBC Ideas: <https://www.bbc.com/ideas> / <https://www.bbc.com/ideas/playlists>

Learn English through stories: https://www.youtube.com/channel/UCXgo3fOqIN1JE6w_tD4KeLA/videos

Further information

What is extensive listening: <http://www.er-central.com/contributors/learn-about-extensive-reading-and-listening/what-is-extensive-listening/>

Starting Extensive Listening: http://www.robwaring.org/er/ER_info/starting_extensive_listening.htm

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