

Listening Resources (Independent Learning)

<http://www.ksot-sj.be/> log in / leerlingen / digiform

News

UK –BBC <http://www.bbc.co.uk> ITV <http://www.itv.co.uk/>
Sky TV <http://www.itv.co.uk/> Discovery channel <http://www.discovery.com/>
Ananova <http://www.ananova.co.m/> World CNN <http://www.cnn.com/>
BBC World <http://news.bbc.co.uk/hi/english/world/default.stm>

BBC audio and video resources: <http://www.bbc.co.uk/audiovideo>

Business English with podcasting <http://www.ondemand-english.com/> (pay site)

Bell English online: <http://www.bellenglish.com/>

English at home with radio from the USA, Australia, Canada and the UK as well as BBC World TV and Bloomberg TV. Plays through Windows Media Player
<http://www.englishlive.english-at-home.com/>

Listening activities for ESL students:

www.eslpartyland.com/default.htm
www.eslpartyland.com/quiz%20center/quiz.htm
www.better-english.com/exerciselist.html
www.better-english.com/vocabulary/jokes.htm
www.rong-chang.com/
http://www.teachingenglish.org.uk/download/pron_chart/pron_chart.shtml

Online news hour. Hourly news from PBS in the USA:

<http://www.pbs.org/newshour/realaudio.html>

Randall's cyber listening lab, works with a RealPlayer: <http://www.esl-lab.com/>

English listening lounge <http://www.englishlistening.com/>

Canadian site from Okanagan University College with pronunciation activities and games with Shockwave player: <http://www.faceweb.okanagan.bc.ca/pron/>

Realplayer's guide to all their audio and video resources: <http://realguide.real.com/>

The biggest film database: <http://www.imdb.com/>

www.globalenglish.com/templates/bin/template.asp?lang=EN&ClassId=204&ObjectId=207511&CurId=1

<http://www.bfi.org.uk/> <http://www.bbfc.co.uk/>

The Internet movie database@: <http://us.imdb.com/search>

Complete film scripts@: <http://www.script-o-rama.com/>

Music in Britain

<http://www.bmic.co.uk/>

<http://www.columbia.edu/~brennan/beatles/britpop.html>

Literature - Listening comprehension

CATEGORY	4	3	2	1
Comprehension	Student seems to understand entire story and accurately answers 3 questions related to the story.	Student seems to understand most of the story and accurately answers 2 questions related to the story.	Student understands some parts of the story and accurately answers 1 question related to the story.	Student has trouble understanding or remembering most parts of the story.
Listening	Student listens quietly, does not interrupt, and stays in assigned place without distracting fidgeting.	Student listens quietly and does not interrupt. Moves a couple of times, but does not distract others.	Student interrupts once or twice, but comments are relevant. Stays in assigned place without distracting movements.	Student interrupts often by whispering, making comments or noises that distract others OR moves around in ways that distract others.
Participates Willingly	Student routinely volunteers answers to questions and willingly tries to answer questions s/he is asked.	Student volunteers once or twice and willingly tries to all questions s/he is asked.	Student does not volunteer answers, but willing tries to answer questions s/he is asked.	Student does not willingly participate.
Thinks about Characters	Student describes how a character might have felt at some point in the story, and points out some pictures or words to support his/her interpretation without being asked.	Student describes how a character might have felt at some point in the story, and points out some pictures or words to support his/her interpretation when asked.	Student describes how a character might have felt at some point in the story, but does NOT provide good support for the interpretation, even when asked.	Student cannot describe how a character might have felt at a certain point in the story.
Follows Along	Student is on the correct page and is actively reading along (eyes move along the lines) or finger is following words being read aloud by others.	Student is on the correct page and usually appears to be actively reading, but looks at the reader or the pictures occasionally. Can find place easily when called upon to read.	Student is on the correct page and seems to read along occasionally. May have a little trouble finding place when called upon to read.	Student is on the wrong page OR is clearly reading ahead or behind the person who is reading

LISTENING EVALUATION

DIRECTIONS:

This form is designed to help you evaluate a student's skill in listening. Read the statements below. Then indicate the number from the following scale that reflects your assessment of the student's mastery of this skill.

1 = Weak 2 = Moderately Weak 3 = Average 4 = Moderately Strong 5 = Strong

Statement	1	2	3	4	5
1. The student determines exactly what he or she needs to know.					
2. The student pays careful attention to relevant verbal information.					
3. The student asks effective questions to clarify verbal information.					
4. The student encourages others to present information and opinions.					
5. The student is able to identify and summarize the speaker's main points.					
Additional Comments:					
Total Points/Grade: _____					

Listening: starting off – my listening level

This task helps you to think about your listening skills. Use this checklist to determine what your listening skills are like in English. Tick the box in the checklist that applies to you.

Can I...	++	+	+/-	-
1. quickly understand the main point ?				
2. keep on listening even though I have missed something?				
3. use visuals to help me listen?				
4. understand most of the specific information?				
5. predict what I think comes next as I listen?				
6. listen for key-words?				
7. take useful notes as I listen?				
8. guess the meaning of bits of the scripts that I don't understand?				
9. understand different accents?				
10. understand different opinions?				
11. understand one person speaking alone?				
12. understand dialogues?				
13. understand conversation between three or more people?				
14. understand different types of tapescript?				
15. understand native speakers speaking at normal speed?				
16. understand a complete TV documentary in English (e.g. on the BBC)?				

Conclusion: look at the columns +/- and - and choose items you want to work on this year. Write their numbers down in the first column and write how you're going to do it in the second column.

N°	How?
13	"I'm going to listen to more conversation, I'm going to watch more English TV."

Strategy for listening comprehension: where I am now?

Aims:

In this task, you evaluate your own listening skills after you have done a listening task. You then look at possible solutions to help you with the listening skills you would like to improve.

The task:

- Go to the listening strategies table on the next page. Circle in column two the number that corresponds to your own evaluation of how you listened during your task:

1 totally agree - 2 partly agree - 3 irrelevant for this task - 4 partly disagree - 5 totally disagree

- Look at your scores and then read the column 'Comments and advice on listening strategies' which tells you how useful your listening strategies are. What seem to be your listening problems? Write three here:

(a)
(b)
(c)

- Now write down three practical things you could do to improve your listening skills:

(a)
(b)
(c)

LISTENING STRATEGY TABLE		
Listening strategy	Score	Comments and advice on reading strategies
1. I listened for the general idea.	1 2 3 4 5	A good strategy. If you have problems here, ask someone who knows the text to give you one or two general questions about your text beforehand. The sooner you understand the general idea of a text, the better.
2. I listened for very specific details.	1 2 3 4 5	Not always effective, it depends on your task. Good if the task asks you to listen for specific detail. Not necessary if you don't need to listen for detail. Read the instructions carefully before doing the task!
3. I couldn't understand every single word.	1 2 3 4 5	Don't try to understand every single word! Native speakers don't understand everything either. Keep listening even if you don't understand everything; don't stop at difficult words.
4. I couldn't understand well, because of background noise.	1 2 3 4 5	In real life listening, there is generally background noise and so you need practice in listening in less than perfect, silent situations.

5. I tried to guess what someone meant when I couldn't quite understand.	1 2 3 4 5	Use the context to keep going and keep listening despite not understanding everything. Don't freeze when you miss something.
6. As I listened, I used signal words from the text to help me understand the text, such as <i>firstly, moreover, on one hand, for example, although</i> .	1 2 3 4 5	Listening out for signal words helps you to understand what type of sentence is following.
7. I could understand one	1 2 3 4 5	The more people you can understand, the more

speaker well when (s)he was speaking alone.		advanced you are.
8. I could understand a dialogue well.	1 2 3 4 5	
9. I could understand a conversation between several people well.	1 2 3 4 5	
10. I could understand the speakers even though they were talking fast.	1 2 3 4 5	If you are relaxed or confident, you are more likely to understand the text.
11. I felt relaxed (or tried to feel relaxed) while listening.	1 2 3 4 5	
12. I felt confident, as if I would succeed in the task.	1 2 3 4 5	
13. I knew why I was listening.	1 2 3 4 5	Listening with a goal in mind is important. If you have a clear reason for listening, you will listen better. Make sure you know the listening goals before you start, or make one for yourself.
14. Before I listened, I found out something about the topic first.	1 2 3 4 5	Before starting to listen think briefly about the subject. What do you know about it already? Is it familiar to you? Quickly get an idea of the text, then create questions for yourself before you listen, to give yourself a reason for listening.
15. Before I listened, I tried to predict what I thought would come.	1 2 3 4 5	If you don't know the topic, write down the headings WHO? WHAT? WHY? WHEN? HOW? and as you listen make notes under those headings. As you listen, sometimes stop and try to predict what the rest will be about.
16. I took short notes while I was listening.	1 2 3 4 5	It's good to take notes but over-detailed note-taking might prevent you from catching important ideas.
17. I could tell whether the tone of the text was positive or negative.	1 2 3 4 5	If you can understand opinions and nuances of opinion, your listening skills are at a high level.