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教学点津： 听力教学实用方法

H. Douglas Brown 主编

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Tips for Teaching Listening:
A Practical Approach

英语教师职业发展前沿论丛



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北京市版权局著作权合同登记号图字: 01-2013-8353

TIPS FOR TEACHING LISTENING, 1st ed, 9780132314831 by JACK C. RICHARDS and ANNE BURNS, published by Pearson Education, Inc., publishing as Pearson Education ESL, copyright © 2012.

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China edition published by PEARSON EDUCATION ASIA LTD., and TSINGHUA UNIVERSITY PRESS
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图书在版编目(CIP)数据

教学点津: 听力教学实用方法 = Tips for Teaching Listening: A Practical Approach: 英文/(美)布朗(Brown, H. D.)主编; (美)理查德(Richards, J. C.), (美)彭斯(Burns, A.)编著. —北京: 清华大学出版社, 2014

(英语教师职业发展前沿论丛)

ISBN 978-7-302-34610-4

I. ①教… II. ①布… ②理… ③彭… III. ①英语—听力教学—教学法—英文 IV. ①H319.3

中国版本图书馆CIP数据核字(2013)第299934号

责任编辑: 刘细珍

封面设计: 常雪影

责任校对: 王荣静

责任印制: 刘海龙

出版发行: 清华大学出版社

网 址: <http://www.tup.com.cn>, <http://www.wqbook.com>

地 址: 北京清华大学学研大厦A座

社 总 机: 010-62770175

投稿与读者服务: 010-62776969, c-service@tup.tsinghua.edu.cn

质量反馈: 010-62772015, zhiliang@tup.tsinghua.edu.cn

印 装 者: 北京嘉实印刷有限公司

经 销: 全国新华书店

开 本: 187mm × 235mm

印 张: 16.5

字 数: 340千字

(附光盘1张)

版 次: 2014年2月第1版

印 次: 2014年2月第1次印刷

印 数: 1~3200

定 价: 45.00元(含光盘)



产品编号: 056261-01

丛书总序

改革开放 30 多年来,随着我国与世界各国交流和来往的广度和深度的不断发展,国民英语水平得到了普遍与大幅的提升。在我国发展的各个不同历史时期,国家也会对各个层次的英语教学适时做出新的调整,提出新的要求。进入 21 世纪以来最近的一次大学英语教学改革,作为我国高等教育教学质量工程的一项重要内容,在教育部的领导下,整体规划,分步实施,措施得当,取得显著效果。经过近十年的改革,我国大学英语教学的状况发生了巨大改变,基于计算机和课堂的新型教学模式在全国各高校基本全面建立,“以学生为主体,以教师为主导”的教学理念基本被广泛认同,各高校都已基本建立与本校办学特色相适应的大学英语课程体系,且注重加强课程内涵建设,学生的英语综合运用能力和自主学习能力普遍得到提高。

改革走到今天,经历了阵痛,也看到了成效,但依然方兴未艾。广大的高校英语教师面临学生英语水平的提高,面临高校师资队伍建设的新形势,面临职称晋升不断抬高的门槛,在亲历了大学英语教学改革浪潮的洗礼之后,尤其感觉到了从事高校英语教师这份职业的不易、挑战与压力。从教育部到高校各级教学单位的管理层,也越来越意识到,高等学校大学英语教学质量是关系到提高我国高等教育质量、办人民满意的教育的大事,而要提高英语教学质量,除了要改革教学大纲、教材系统、考试体系、教学模式和教学手段,更重要、也是更内核的是要转变广大英语教师的教學理念,不断提升他们的专业水平和教学能力。

我国的大学英语教师,普遍来说都是从高校取得英语语言文学及相关专业学位之后,即直接开始从事教学工作,不少年轻教师并没有接受过有关教育学和教学法/system培训。而一个显而易见的道理是:一个好的英语教师仅仅具备扎实的英语语言技能是远远不够的,并不是自身英语水平高的教师就一定能教出英语好的学生。要搞好英语教学,咱们的英语教师还须不断学习现代教育理论、外语教学理论和外语学科理论,优化和完善自身的知识结构,掌握现代教育技术,提升文化素养,拓展国际视野,并具备将理论知识真正融会贯通到具体教学当中去的能力,如制定教学大纲、设计教学方案、驾驭课堂、充分利用教学资源、有效管理学生、科学测评学生能力等各方面的能力。更为重要的是,英语教师还应具备在本领域中可持续发展的能力。这就需要广大英语教师具备自主的终身学习意识和动力,具备自我发展的动力和能力,教师职业的专业化发展能力成为新时期对教师提出的新的和更高的发展目标。

20 世纪 80 年代以来至今,我国陆续出现了一些旨在帮助广大英语教师夯实理论基础、完善知识结构、更新教学理念、掌握新兴教学方法的著作。其中,既有从国外引进的,也有国内学者执笔的;既有偏综合性和理论性的,也有重实践和应用的。这些著作的出版,对于英语教师自我提升教学水平和科研能力,起到了非常重要的推动作用。此类著作目前在我国不是太多,而是太少。清华大学出版社外语分社历来就有重视教学研究的优良传统,此次经过精心策划和遴选,全新推出的“英语教师职业发展前沿论丛”是一套开放性丛书,今年先行推出第一批,今后还将根据我国广大英语教学工作者的需要不断进行补充和丰富。我有幸被邀请参与该套丛书的编委工作,看到这样一批优秀的国外前沿理论著作即将能在国内被引进出版,感到十分高兴。该套丛书特色鲜明,优势突出,其最大的特色与优势主要体现在以下几个方面:

一、出版社与作者并重,内容权威。该系列丛书中的每一本都是从美国 Pearson 出版集团和 McGraw Hill 出版集团等世界知名出版公司引进版权。作者均为当代国际著名语言教学专家,如 David Nunan 现任加州 Anaheim 大学副校长,并于 2008 年创建了 David Nunan 语言教育学院,曾荣膺 2002 年美国国会颁发的在英语教育领域中做出杰出贡献奖;H. Douglas Brown 是美国旧金山州立大学教授,曾任该校美国英语研究所所长和《语言学习》杂志主编。他们都曾任国际 TESOL 组织主席,在全球语言教学与研究领域的影响力广泛而深远,也为我国广大语言学习者和教学研究工作者所熟知。这套“英语教师职业发展前沿论丛”选择的第一原则就是:出自名出版社的名家代表性力作。

二、经典与前沿并行,更关注前沿。该套丛书中有一些属于教学法方面的经典著作,如子系列“实用英语语言教学法”所包含的 6 本,分综述篇、听力篇、口语篇、阅读篇、语法篇、少儿英语篇,另外还有两部语言测试与评估领域的经典之作,都是从事英语教学与研究的工作者奠定基本知识框架和掌握基本教学技能所需要的得力助手。同时,清华大学出版社此次在遴选入选书目时,更为关注的是国际上语言教学领域的发展动态与前沿方向。如《根据原理教学:交互式语言教学》与《语言测评:原理与课堂实践》,引进的都是近两年新改版的最新版次,在权威、经典、全面的基础上又增加了新热点问题的论述,包括后教学法条件、多元智力、自主性与交流意愿二原则、评价的再组织原则、教师发展与反思性教学、社会责任、批评教育学、标准化考试领域的最新研究成果等。另外,计算机辅助语言教学(CALL)、语音教学和跨文化交际教学等这些近年来的热门领域,在该系列中也都能找到国际上目前最前沿的论著。

三、理论与实践结合,更重实践。这套丛书最突出的一个特点就是理论与实践的统一,每一本书都是以一套完备的理论体系作为支撑,最终服务于实践指导,具有很

强的实用性和操作性。子系列“教学点津”(Tips for Teaching)的每一本都着眼于非常具体的教学技巧,理论研究与教师教学实践相辅相成、有效融合,同时还在书中提供了丰富而具体的课堂活动设计及可复制的课堂活动材料,展现活动设计范例和具体操作指导,让教师能快速学以致用。如《教学点津:计算机辅助语言教学(CALL)实用方法》一书就展示了100多个与教学内容配套的CALL相关软件和网页的彩色截图,随书附带的光盘还针对各章内容提供了“演示”和“模拟”功能,既形象生动,又易于上手进行实际体验和操练;《教学点津:语音教学实用方法》也是图文并茂,讲解清晰具体,配套的音频CD光盘还提供了所有可供选择的课堂活动的听力材料。其他的所有著作无一例外也都是一部部真正能为教师提升教学效果指点迷津的实用指南,其实用性价值在同类学术著作中无可比拟。

《国家中长期教育改革和发展规划纲要(2010-2020年)》中提到:教育大计,教师为本。教育部也从今年开始,在全国高校范围选派骨干英语教师定期举办“高等学校大学英语骨干教师高级研修班”,大学英语教师专业水平和教学能力的提升和培训进入常态化。“英语教师职业发展前沿论丛”的出版对于我国广大英语教师及英语教学法研究者来说,犹如一场及时雨,必将为他们的职业发展助一臂之力,为打造一支业务精湛、结构合理、具有较强英语运用能力、熟悉外语教学理论、掌握现代教育技术的高素质专业化英语教师队伍起到积极的推动作用。

王守仁

2012年11月于南京大学

《教学点津：听力教学实用方法》(*Tips for Teaching Listening: A Practical Approach*) 是培生集团出版的由学界权威 H. Douglas Brown 主编的“教学点津”系列丛书中的一本。该书的两位作者 Jack C. Richards 和 Anne Burns 也是国际语言教育界的知名学者。本书除去开篇的丛书介绍、序言、前言等部分以外，正文共有 10 章，另有附录、名词解释、参考书目、听力答案、人名索引和主题索引等部分，最后一页是本书附带 MP3 光盘的录音条目列表。

每一章遵循相同的行文格式。开篇用学生在课堂上的体验或教师的教学体会，引出该章的主题，之后列出几点贴士，然后详细讲解每一个贴士。讲解的内容包括三部分：贴士具体内容的说明、教师应该知道什么、教师可以怎么做。每一个贴士的说明都配有几个具体的听力练习举例。章末分栏列出若干具体问题供教师思考，帮助教师设计听力教学活动。每章的结尾都对本章主题作出小结，强调本章内容的重要性。本书还附带一张 MP3 光盘，收录每个听力练习的录音。下面按章节顺序简略介绍。

前 言

三页多的“前言”是读者需要仔细品味的。这部分简略指出，在听力的教与学方面，人们长期以来持有六点误读或误解：第一，听是个被动的过程；第二，听是单方向的；第三，听者只需大量的训练；第四，听和说是两个分开的技能；第五，听力练习应该建立在母语者的模式上；第六，学习者应该理解文本中的所有内容。这些错误的认识需要得到纠正。过去一说到听力，大家都强调如何在听的过程中掌握细节，比如弱读音节、关键词语等。现在，更多认知心理学、语篇语言学、话语分析等方面的概念以及研究成果应用到听力教学中，也更强调听者的作用。听者应积极参与到听的过程中，辅助以自己的策略，监视并评估自己听的过程。

“前言”最后一段介绍了本书的安排：第一章解释听力过程；第二章介绍听力技巧；第三章介绍听力策略；第四章介绍听力素材的文本类型；第五章阐明学术听力的本质；第六章至第八章分别解释听前、听中、听后三个阶段的听力教学方法；第九章介绍如何准备设计听力课程；第十章评估各类听力技巧。每一章中出现“Tips for ... (点津 / 贴士)”字样的地方，就是本章的基本要点，出现“What the Teachers Should Know”的段落介绍最新科研发现；出现“What the Teachers Can Do”的段落是操作性很强的教学建议。

第一章 二语听力过程

第一章讨论听的过程。影响听的因素有三类。第一类是听者因素，包括：听者的目的是什么？听者的英语水平如何？听者是否自信？听者是否熟悉话题、是否对话题感兴趣、运用了什么听音策略？第二类是语言因素，包括：说话人说的是什么方言，是美国英语、英国英语、印度英语还是尼日利亚英语？说话人用的是口语还是正式语体？说话人语速如何？说话人有几个？他们之间是什么关系？一段话持续多久才有停顿？是否还有手势语、面部表情和身体语言？听的素材是哪一类，是日常对话、讨论、访谈还是讲座？第三类是语境因素，包括：对话发生在什么地方？环境对素材内容是否有提示？环境对双方交流对话起什么作用？每个对话参与者的角色是什么？他们做什么？为什么这么做？他们做的事情对他们说什么起到什么样的作用？他们是否也谈论与当下语境无关的东西？

本章还讨论了各类听力材料的目的和每类听力素材中听者的角色。各类听力材料包括日常对话、电话对话、讲座、教室上课、电影戏剧歌曲、广播和说明书，等等。本章举了四个详细的听力教学案例，第一个授课对象是初级学生，第二个和第三个教学对象是中级学生，第四个是中高级至高级水平学生。在每个听力活动中，都详尽介绍了适用于人群、教学目的以及活动的概括介绍。

第二章 听力技巧

听力“技巧”与“策略”有所不同。“技巧”是人脑自动通过认知过程来理解语言，“策略”指有意识地控制听力过程来理解语言。Richards (1983) 曾介绍了 33 种技巧以及微技巧，多用于处理词汇、语法规则、语速等具体语言文字问题。本章分别详细解释说明了 5 种听力技巧：1、训练学生处理不同语速的技巧；2、训练学生处理真实语料的技巧；3、帮助学生听清口语中发音规律的技巧；4、如何识别口语中关键词的技巧；5、听出隐含意思的技巧。在说明每一个听力技巧的时候，本书都遵循固定的讲解模式，即解释本技巧、教师应该知道什么、教师可以怎么做以及听力练习举例。

第三章 听力策略

宏观听力策略就是学习者根据实际听力情形所做的一系列综合听力前准备步骤。本章主要帮助学生了解如何使用元认知策略和认知策略。本章介绍的具体策略是：1、帮助学生对比有效策略和无效策略；2、教授学生如何使用元认知策略；3、教授学生如何使用认知策略；4、模拟策略使用情形，给学生常规的实践训练。

第四章 听力文本类别

以往教师不太注重文本类型。本章针对不同文本类别提出不同的教授方法。本章点津之处是：1、找到你的学生需要理解的听力文本种类；2、教授学生如何听懂日常对话；3、训练学生如何听重述和描述文；4、教授学生如何听信息报告；5、帮助学生听解释性文本和描述步骤的文本；6、帮助学生听观点表达类文本。章末还针对如何选取合适的文本列出细化的问题。

第五章 学术听力训练

多数学生听英语都是为了将来留学，在大学的专业课程里能听懂教师的授课。他们需求跟普通听力课有所不同，讲座或者研讨会要涉及大量专业词汇和新信息新知识。所以，本章针对这类学生的需要给听力教师列出5点贴士：1、找到学生的需求；2、教授学生在学术听力课堂上要学会的技巧；3、教授记笔记的技巧；4、抓住讲座的文本结构；5、摘取真实讲座课堂里的例子。本章末尾在需求分析、文本选择、给学生做听力准备、设计听力练习、训练记笔记技巧以及分析技巧使用这几方面分别列出了具体问题，供教师在准备听力练习活动中参考。

第六章 听前阶段

我们如果听公共汽车上陌生人之间的谈话，很难全部听明白，因为这需要了解谈话者之间不言自明的一些背景情况。本章就设计了一些听力活动，让学生在听前准备阶段激活自己本来已知的各种相关知识和词汇，这样听的时候就不会那么费力。本章讲解的5个贴士是：1、识别听力文本的需求；2、建立合理的听力目标；3、激活原有的知识；4、准备所需的词汇；5、给出合适的听力策略。按同样的章节安排结构，本章末尾简明扼要地列出了听力教师针对这5个贴士在选材时可以参考的几个问题。

第七章 听中阶段

本章就学生在听的过程中可以采取的活动给出如下贴士：1、使用一些在听的过程中需要完成的练习；2、采用一系列从易渐难的阶梯式任务；3、帮助学生在听的过程中理解意思；4、讨论学生的误解和听力难点。本章建议教师可在学生的难点、文本选择、任务特征、监督学生听的过程中的表现等方面提出具体问题，甄选听力文本，设计听力练习。

第八章 听后阶段

很多教师在教学中根本不设计听后阶段的活动。其实,听后阶段是很重要的。这一阶段我们可以采用一些检查学生理解文本意思的练习,也可以采用一些学习词汇语法等语言点的练习。本章的贴士是:1、检查学生对听力文本的理解,如有必要,可以设计一些补救练习;2、把对文本意思的理解跟一些听后活动结合起来;3、用文本帮助学生语言点。同样,本章末尾针对练习设计,在文本选择、回应的真实性、听力难题、任务设计、学习潜能、后续练习等方面提出了可供教师参考的问题。

第九章 设计听力课程

本章针对不同的学生群体,在听力课程设计上给教师提出如下建议:1、做一个需求调查;2、写出课程目的和目标;3、选择并安排课程内容;4、选择合适的听力材料。事实上,这4步也可以理解为设计教材的过程。

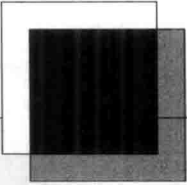
第十章 评估听力技巧

本章指点教师如何评价学生不同阶段使用的听力技巧,贴士是:1、在整个上课过程中的不同阶段评价学生的听力理解能力;2、评价不同的听力技巧;3、在有意义的上下文语境中评价学生的听力;4、利用学生的自我评价。章末列出在学生水平、任务、文本、真实性、学生参与程度、进展反馈等方面的参考问题。

本书最大的特点是,在吸收最新语言学和心理研究成果的基础上,在听力的不同方面、不同维度给出操作性强的教学建议。该书可以说是一本即翻即用、快速上手的听力教学手册。每一章的结构安排都遵循统一格式,非常方便读者阅读参考。需要指出的是,本书更多的是针对世界各地的学生及留学生,比如日本学生、阿拉伯学生、葡萄牙学生,没有过多地讨论母语为汉语的中国学生的情况。教师可以根据自己的教学实际进行适当调整,这也是第九章的建议。

程晓堂

2014年1月于北京师范大学



About the Series

English language teachers always appreciate and enjoy professional reference books with practical classroom approaches that are firmly grounded in current pedagogical research. *Tips for Teaching* is a response to this demand in the form of a series of books on a variety of topics of practical classroom-centered interest.

Designed for teachers of ESL in native English-speaking countries as well as teachers of EFL in non-native English-speaking countries, *Tips for Teaching* addresses audiences in secondary schools, colleges, and adult education courses with students at varying levels of proficiency. Each book in the series is a practical manual that provides teachers with clearly conceived methodological ideas, approaches, tasks, activities, and/or techniques to better accomplish their pedagogical goals. Users may be novice teachers seeking practical guidelines for instruction in a specified area, or experienced teachers in need of refreshing new ideas.

Each book in the series is committed to offering soundly conceived, realistic approaches to classroom instruction. There is some treatment of underlying pedagogical principles of language learning and teaching in clearly comprehensible terms. These treatments are brief and concise but not trivial. The methodology of *Tips for Teaching* is based on communicative and/or task-based language teaching foundations. Student-centered, interactive classroom activities receive primary focus, but not at the expense of appropriate teacher-centered approaches or tasks for individual in-class or homework activity.

* * * * *

In this most recent volume in the series, *Tips for Teaching Listening*, we're delighted to welcome the contribution of authors Jack Richards and Anne Burns, whose work in the language teaching profession over a number of decades has had a profound impact on our pedagogical practices. Firmly grounded in the best of our current understanding of the process of aural comprehension, this book offers teachers an opportunity not just to employ innovative practices in the classroom, but also to examine them in light of underlying principles of effective listening comprehension.

The importance of listening in language acquisition can hardly be overestimated. Such has not always been the case in language teaching practices, with a checkered history of teaching trends that have perhaps too often placed undue if not excessive emphasis on the spoken word. Fortunately,

the last few decades of research and the collective experience of teachers around the globe have shown us the paramount importance of input—of internalizing, processing, storing, and recalling the “bits and pieces” of a language.

In keeping with the prevailing tone of the *Tips for Teaching* series, Richards and Burns offer an abundance of information about the listening process, but always with concomitant practical, down-to-earth classroom applications and implications. The first few chapters of the book lay the groundwork for understanding the aural comprehension process: defining and exemplifying listening skills and strategies, discussing listening text types, and then examining academic listening as distinct from numerous other contexts for comprehension. These first five chapters comprise a “mini-course” in teaching listening skills, complete with an abundance of practical examples from the classroom.

The second half of the book rounds out the reader's grasp of listening pedagogy by carefully providing guidance through the three stages of listening (stages that have withstood the test of time in classrooms worldwide), that is, pre-, while-, and post-listening phases. A further bonus is provided in the last two chapters in which the authors offer a quick but comprehensive overview of course development and assessment, topics that Richards has addressed in several books of his own.

Not to be overlooked are some very useful appendices that offer classroom handouts, a sampling of additional activities, and a quick look at a listening class. With all of these aforementioned features, we're confident that teachers will find *Tips for Teaching Listening* to be an invaluable handbook of information that is easily accessed through chapter headings, a glossary, an index, and a useful bibliography.

Best wishes as you use the tips in this book to help your learners achieve their goals.

Dr. H. Douglas Brown
Professor Emeritus, San Francisco State University
Series Editor



Preface

Tips for Teaching Listening focuses on a language skill that is fundamental to language learning but not always dealt with systematically in the classroom. Listening is a primary and crucial skill in language acquisition, whether in first or second (or other) language learning. It is the inevitable means by which people gain access to the sounds of the language and its structures and forms. In fact, it can be argued that listening is the natural precursor to language learning and to all the other skills of language learning. Thus, being able to listen well and understanding the skills needed for good listening are essential requirements for any language learner. Surprisingly in the language classroom, these are skills that have often been taken for granted. Now, after a period of relative neglect in language teaching research and practice, the teaching of listening has assumed a much more prominent position.

In our experience, teachers are very keen to develop their students' listening skills but are not always sure how to go about teaching listening in the most effective way. In order to provide some guidance, we have offered our perspectives on both the processes and the products. The processes involve thinking about the nature of listening as well as the skills and strategies used in developing good listening abilities. The products involve the kinds of listening interactions and texts that students are frequently required to listen to, both inside and outside the classroom.

Because we have worked for a long time in the field of English language teaching, we are very aware that teachers are generally short of time. Therefore, in the various sections of each chapter, we have also tried to synthesize as concisely as possible the why, what, and how of teaching listening. The sections on theory suggest the *why* of the tips we suggest; the *what* focuses on practical approaches that teachers can use in the classroom; and the *how* is demonstrated in the various tasks, activities and suggestions that are offered for each tip. We hope that these different aspects of each chapter – which reflect the aim of this series – will allow teachers to use the practical activities with an understanding of the theoretical ideas behind them.

Several of the suggestions for teaching activities are drawn from already published materials and aim to illustrate how various aspects of listening can be taught. However, we know how beneficial it can be for teachers to share ideas about activities they have used successfully in the classroom. If as a

teacher you can use this book and its practical ideas to develop and try out your own materials—and even better, to consult with your colleagues and students on how useful they are—we will have achieved one of our major goals in writing this book.

ACKNOWLEDGMENTS

We are indebted to a number of people who helped us to bring this book to production. Our thanks go first to Douglas Brown, the series editor, who invited us to contribute a book to this series and who responded enthusiastically when we suggested a book on listening. Doug provided many thoughtful and useful comments on our early proposal.

Without the constant encouragement and diligent attention to detail of Lise Minovitz, our supervising editor, the chapters of the book would not have come to fruition in the way that they have. Throughout the whole project she was endlessly patient in providing insightful comments on the many drafts. We also thank Dorothy Zemach for her careful editing of the final manuscript. Stephanie Claire brought her vast experience as a teacher and teacher educator to the practical activities and helped us enormously to design and develop the examples. She also offered invaluable insights on practical classroom contexts and provided excellent examples based on her own teaching experience. Additional thanks to Mary Perrotta Rich, development editor, and Jaime Lieber, senior production editor, at Pearson Education.

Finally we would like to thank the following reviewers, whose comments encouraged us to reshape several parts of the volume: **Patricia Dunkel**, Georgia State University, Atlanta, Georgia; **Suzanne Medina**, California State University, Dominguez Hills, California; **David Mendelsohn**, York University, Ontario, Canada; **Joan Rubin**, Joan Rubin Associates, Wheaton, Maryland; and **Josephine Taylor**, Centro Colombo Americano, Bogota, Columbia. It was obvious to us that considerable experience in the area of teaching listening lay behind their very valuable suggestions.

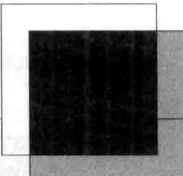
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Introduction: Teaching Listening

The role English has come to play as the world's international language has created a growing demand for learners to be able to use English in their workplace or educational context. This often means the need to be able to understand and respond to spoken English, either in face-to-face contexts or via various forms of digital communication. Those second language learners living in English-dominant environments need good listening skills to enable them to attend school, enter the workforce, and interact with both native and nonnative users of English in a wide variety of settings and for many different purposes. For those studying English in other parts of the world, university entrance exams, school exit tests, and other examinations now often include a listening component, acknowledging that listening skills are a core component of second language proficiency, and also reflecting the assumption that if listening isn't tested, teachers won't teach it. It is timely, therefore, to take stock of our current understanding of the teaching of listening and to review the findings of current research and practice in order to develop a principled approach to the teaching of second or foreign language listening skills.

MYTHS ABOUT LISTENING

Over the years, various myths surrounding listening and the learning of listening have sprung up and have influenced the way listening is taught. Here are some of the most common myths:

1. Listening is a passive skill. This view of listening is based on the idea that information passes from sender to receiver. However, listening is now more commonly seen as a process where the listener's role interacts with the context of the listening. In this view, listening involves both active response to the communicative situation and ongoing interpretation by the listener. The listener gains meaning actively by interpreting messages in relation to the surrounding context.

2. Listening is a one-way process. Again, this view relies on the idea of the "transmission" of information from speaker to listener. However, listening involves different kinds of roles, and listeners may be in a communicative

relationship with the speaker where the listener plays an important part in helping to construct the ongoing speech. Listening can be one-way (where the main purpose is simply to listen for meaning) or two- (or more) way (where the listener, or listeners, contribute to the flow of the talk).

3. Learners just need to listen a lot. It is certainly true that listening plays a major role in language learning, especially at beginning stages when learners are acquiring the sounds and meanings of the language. However, listening tasks in the classroom have often tended to put listeners in the role of an eavesdropper, where they simply listen to recorded voices and respond through other skills such as writing. Often it is the teacher and not the learners who are in control of the listening. More recent approaches encourage activities where learners become active participants and where they can decide when to repeat the listening or ask speakers to adjust, clarify, repeat, or amend what they say.

4. Listening and speaking are separate skills. In some programs, these skills are taught separately, that is, if listening is taught at all. They may be seen as separate components of the four “macroskills”: listening, speaking, reading, and writing—and are, therefore, dealt with separately. While it is certainly valuable to pay specific attention to the different features and requirements for learning these skills, current teaching approaches aim to link or integrate skills to better reflect what occurs in natural communication outside the classroom.

5. Listening practice should be based on native-speaker models. Many learners and teachers hold the view that they must aim for a “native-speaker” model of English. This view is understandable, but it is also both unrealistic and irrelevant in today’s world. It is unrealistic because it is unlikely that learners will need native speakerlike proficiency in order to understand and communicate in English; and it is irrelevant because English is now spoken by more nonnative than native speakers around the world. Exposing learners to listening activities where a variety of accents can be heard is now commonly accepted to be more helpful in language learning.

6. Learners should be able to understand everything in the text. This myth is perhaps based on the idea of getting high scores on a listening test. It is an unrealistic goal for listening activities in the classroom, however. Research shows that in natural listening context, native speakers only understand, or pay attention to, a small proportion of the talk and usually forget or misinterpret a large part of what they hear. Therefore, it is unrealistic to expect learners to reproduce or remember 100 percent of the listening text. Recent approaches aim to provide preparation for listening, to focus on certain skills or content, and to select activities that are motivating and interesting to learners.

THE APPROACH TAKEN IN THE BOOK

Tips for Teaching Listening seeks to provide teachers and teachers-in-training with a coherent overview of the nature of second language listening, to examine available research for its practical implications, and to present a variety of tried and tested teaching strategies and activities for teachers to consider for use in their own teaching contexts. The need for such a book is prompted by the growing demand for information and resources on the teaching of second language listening skills, as well as by an updated understanding of the nature of second language listening that has emerged from research in applied linguistics.

Traditional views of listening saw it as mainly involving the mastery of discrete skills or microskills—such as recognizing reduced forms of words and cohesive devices in texts, and identifying key words in a text—and considered that these skills should form the focus of teaching. More recent views of listening have drawn on the field of cognitive psychology, which introduced the notions of bottom-up and top-down processing and the role of prior knowledge and schema in comprehension. Listening is seen as an interpretive process. At the same time, the fields of discourse analysis and conversational analysis have revealed a great deal about the nature and organization of spoken discourse and have led to the realization that written texts read aloud cannot provide a suitable basis for developing the abilities needed to process real-time authentic discourse. Current views of listening, therefore, emphasize the role of the listener, who is seen as an active participant in listening, employing strategies to facilitate, monitor, and evaluate his or her listening.

Listening has also been considered from a further perspective in recent years in relation not only to comprehension but also to language learning. Since listening can provide much of the input and data learners receive in language learning, an important question is, How can paying attention to the language the listener hears facilitate second language learning? This raises the issue of the role of “noticing” and conscious awareness of language, and how noticing can be part of the process by which learners incorporate new word forms and structures into their developing communicative competence.

The Organization of the Book

The ten chapters in the book take the reader from an examination of listening processes (Chapter 1), listening skills (Chapter 2) and listening strategies (Chapter 3), to the range of text types students may encounter (Chapter 4) and the nature of academic listening (Chapter 5), to a consideration of the three phases of a listening lesson: the pre-listening phase (Chapter 6), the while-listening phase (Chapter 7), and the post-listening phase (Chapter 8). The final two chapters address procedures involved in planning a listening course (Chapter 9) and in assessing listening skills (Chapter 10). In each chapter, core principles are identified, based on current understanding of the nature of second