

## 6.1. Teaching Listening

If the aim of the teacher is to train his/her learners to locate a place in a town, then he/she has to introduce an authentic or a made-up listening text about people doing this target task. That is, for example, a visitor to London asking people in the street about a given place in the town. Interpreting the message of the listening task will be the target task and the final objective of teaching. However, before presenting this authentic task to students to solve, the teacher has to take his/her students through various stages and preparations, which are outlined below.

a) *Stating the objective of the course*: At this stage, the teacher publicly presents the learning intents saying, for example, to the students that you are going to learn to listen to instructions about the location of a place in a town. Then, he/she asks the students to review the content of the course, as presented in Table 1 below.

Knowledge	Skills	Attitudes
E.g., Names of buildings in towns/cities (e.g., post office, town hall, bank)	E.g., Listening for the gist	E.g., Listening intently

Table 1. Learning Objectives for Listening Skill (author's data)

b) *Activating the background knowledge*: The teacher has to activate the background knowledge relative to the target topic. This could be done through various activities such as elicitation questions (where do you live? /where is your house situated in town?), mind mapping (e.g., listing words of building in the town), matching words and synonyms/antonyms/ definitions/pictures, and ordering jumbled sentences.

c) *Presenting a model listening text*: After activating schemata, the teacher presents the context of the listening activity (e.g., who the speakers are, where they are, what the topic is).

d) *Explaining the instructions of a listening activity*.

e) *Listening for a gist* (e.g., what is the topic discussed? / does the respondent sound friendly?).

- f) *Listening for details*: (e.g., fill in the gaps, questions of comprehension, listening and showing the location of an entity in the town).
- g) *Interpreting*: (e.g., is the respondent happy to help the inquirer?)
- h) *Focusing on key vocabulary of the listening script*: (e.g., finding synonyms/antonyms of words/using new vocabulary in different activities such as filling the gaps and in new sentences).
- i) *Practicing grammar*: The most important grammatical structures portrayed in the listening texts are highlighted and practiced through activities such as “How did the first speaker ask about the location of a given place?”, “What other ways can you use to enquire about a given place?”, and “How did the respondent describe the location of a given place?” These consciousness-raising activities can be followed by practice activities like matching language forms and functions, using new functions in sentences, and multiple-choice-questions. Moreover, pronunciation tasks can be used to correctly pronounce the new language forms and vocabulary and identify the stress patterns and tone.
- j) *Assessment of the elements of the competency through a grid*: As Gerard and Roegiers (2009) argued, CBA adheres to alternative assessment methods. Consequently, at the end of the competency-based sequence, the learners are invited to self-assess their achievements and readiness to implement the target competency. A grid such as the following one could be used.

Content of the competency	Yes	No
E.g., I can use the expressions such as next to, opposite to, and on the right		

Table 2: Self-Assessment of Listening Competency (author’s data)

k) *Integration work*: After the mastery of knowledge, skills, and attitudes, the learner is directed to integration work (Roegiers, 2018). Consequently, once the learners have practised the knowledge, skills, and attitudes in regard to the competency of locating a particular place in a town, they are led to integrate all these elements of the competency in a situation of integration. The latter refers to the application of the newly-acquired knowledge and skills in a complex task (Roegiers, 2003) and

this task should be preferably an authentic listening text to reflect real life activities.

In the case of the illustrative example cited in here, the students are required to listen and use the acquired knowledge and skills to better interpret the location of a place in a town. A series of listening activities should be used to test listening for the gist, listening for details, and critical listening. The focus of the activities should be on conveniently understanding the message conveyed in the listening text and the grammar and lexis acquired earlier should be reinvested as tools to comprehend the text. Roegiers (2005) held that it is possible to integrate some language form activities to a competency test framework, but their percentage should not exceed 25 % of the content of the test.

## **References**

- Gerard, F. M. and Roegiers, X. 2009. *Des Manuels Scolaires pour Apprendre: Concevoir, Evaluer , Utiliser*. Brussels: De Boeck Supérieur.
- Roegiers, X. 2005. "L'évaluation selon la Pédagogie de L'intégration: Est-il possible d'évaluer les compétences des élèves?"
- Roegiers, X. 2018. *What is CBE? The Competency-Based Approach and Integration Pedagogy Explained*. Louvain-la-Neuve: BIEF.