

Electronic Supplementary Information

Teaching L2 Listening in EFL Large Classes of Mixed-Ability University Students

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I. Lecturing:

- Time: _____

- Topic: _____

- Listening type: Academic lectures

- Sources used: _____

(e.g. MIT Open Courseware, Academic Earth, iTunes University, ExamEnglish.com, or academic lecture files adapted from Part 4 of Cambridge IELTS Preparation series or Part 3 of TOELF iBT listening tests)

The three stages:

1. Before listening to lectures

- Introducing the topic:

“Good morning, everybody. This morning I’m going to talk about...”

“Good morning, friends. Today I’m going to deliver to you a lecture on...”

- Introducing the main points of the lecture:

“In this lecture, I’m going to first talk about (1) ..., then (2) ..., and finally (3) I...”

- Instructions for listener’s listening concentration and classroom discussions/questions:

“During my lecture, if you don’t understand any point, just raise your hand to stop me and ask questions. Don’t wait until I finish my talk because you may forget things you want to ask.”

“During my lecture, don’t hesitate to ask any questions you want me to clarify the points you don’t understand. Perhaps after my lecturing, I will give you five minutes for our Q and A section.”

2. During listening to lectures

- control speech speed

- use charts, drawing to illustrate difficult points

- emphasize important points by repetition

- use discourse marker to give listeners signals that the lecture points are going to be changed

- stop and check to make sure listeners are listening or understanding your lecture

“Well now let’s begin with the first point of my lecture...”

“Now we get on with the second point of...”

“Finally, let us look at the last point of...”

3. After listening to lectures

- Summarize main points of the lecture.
- Emphasize key points
- Review vocabulary and double-check listeners’ comprehension.
- Guide students to the Q-A section and discussion

Note: Large classes should be divided into small groups and lead by a group leaders who in charge of teachers monitor group activities.

“I have given you all the three main points of my lecture today. They are (1)..., (2)..., and (3) in which point I about... is the most important notion you should bear in mind and it needs your further investigation if you have time. Links to reading lists are attached below my handouts. Please have a look at it and select references you like to do your further research.”

“I have lectured on... I hope you still keep in mind the three main points I mentioned: (1)..., (2)..., and (3).... Notice that the last point of these three main points is the most important one because it will help you... Do you have any points you still don’t understand? If not, we move to the last part of our lesson today the Q & A section. Feel free to ask questions you want me and your friends to clarify them for you.”

“Let us have 10 minutes for your questions and answers. Discuss ideas with your friends. You can save few minutes to review vocabulary you have learned with your group members.”

II. Teacher talks

- Time length: 15-30 minutes
- Purpose: _____
- Activity: _____
- Source: _____

(e.g. authentic teacher talks recorded, academic lecture clippings, teachers’ self-designed materials)

Use this handout and fill in this listening lesson with your own ideas:

Pre-listening activity:

“I’m going to tell you about... After you listen to my talk, please tell me about: (1)..., (2)...(3)...”

While listening activity:

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Post-listening activity:

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III. Student talks

- Time length: 15-30 minutes
- Purpose: _____
- Activity: _____
- Source: _____

(e.g. conversation adopted from listening books, peer talks recorded, students' self-designed materials)

<p>Pre-listening activity:</p> <p>-</p> <p>-</p> <p>-</p> <p>While-listening activity:</p> <p>-</p> <p>-</p> <p>-</p> <p>Post-listening activity:</p> <p>-</p> <p>-</p> <p>-</p>

IV. Students' self-assessment

1. Goal: _____
2. Level: _____
3. Activity: Using English to order foods and drinks for lunch
4. Place: Central University Canteen
5. Description:

Make a checklist in advance of what foods and drinks you like to order at the school canteen. First, listen to other students ordering their foods. Then do your own order with ideas you have made from (6), and have your conversation automatically recorded while performing this task. Listen to it again to see if you understand what people actually talked in this real situation.

6. Listening plan:

<p>A. Pre-listening activity</p> <p>List vocabulary needed to use</p> <p>Think about ideas used to order a lunch meal</p> <p>Think about phrases or sentences politely used to achieve the listening goals</p>

B. While-listening activity

- Listen carefully to peers ordering their lunch
- Compare language peers used with yours
- Listen to canteen workers' talks and perform the task correctly

C. Post listening activity

- Revise vocabulary that you listened at the canteen
- Add new vocabulary to your vocabulary repertoire
- Learn about phrases or sentences that people used but you do not know
- Practice a similar conversation again with peers or on your own, using ideas and vocabulary you have learned.

V. Exercises on interactive processing -An approach moving between the bottom up and top-down processing

Dialogue matching

1. Find an example of conversation reading in a situation in which university students are familiar with (e.g. students ask librarian about ways to borrow and return books from a university library; students ask information to register for a dormitory room; students ask about school bus schedules; students ask faculty secretary about changing their study timetable and so on).
2. Teacher explains the situation and have students write a dialogue about it.
3. Have students listen to the original dialogue. Write some questions on the board for students to answer.
4. Give out the transcript and have students compare it with their version.
5. Have students role-play their dialogues.

Revisiting the text

1. Choose a text that can be used first to practice listening for main ideas.
2. Give students a list of main ideas, plus some that do not occur.
3. Have students listen and check for the main ideas.
4. Give students a transcript with some key words deleted.
5. Students try to guess the missing words.
6. Play or read the text again for them to compare.

(Ideas adapted from *Richards & Burns*, 2012, p. 190)