

# Section 1: Introduction

## Introduction

A Too Familiar Occurrence - This is a typical interchange we have all experienced:

You move up the line in a fast food restaurant at a chain we'll call "Sasha's". You are about to order a plain burger with a small diet cola. Here's the usual dialogue:

*I'd like just a plain burger with ...*

*Is that for here or to go?*

*For here, I'd like a burger with ...*

*Do you want that in a combo?*

*No, I just want a burger with a small ...*

*Do you want cheese and bacon on that burg?*

*Just hold on, please ...  
I am trying to tell you what my order is and you keep on interrupting me before I have a chance to give you the full order.*

*Would you just please listen before you start asking me more questions?  
Now. I would like a plain burger with tomatoes and pickles and a small diet cola. That's it!*

*Sorry about that, sir That's a plain burg with tomatoes and pickles and a small diet cola. Right?*

*Yes!  
That's it.  
Thanks.*

*No problem. Is that for here or to go?*

## How This Book is Organized

This *eBook* includes the following sections:

### Section 2: Reading Skills in a Larger Context

- The Four Dimensions of Communication
- Why Two of the Four Are Neglected
- Why They Should be Included in Any Course

### Section 3: Where and How Do We Start (With the Teacher)

- The Myth of Teaching Listening Skills
- Listening Generally - What Does an Effective Listener Look Like/Sound Like?
- Analyzing Your Own Listening Skills in a Classroom in that Context
- Working with a Partner to Gather Information on Yourself as a “Listening” Teacher
- Determining What Facet of Listening Is Most Important for Students
  - Empathy
  - Understanding
  - Information Gathering
  - Making Decisions
  - Getting Directions
  - Validation of Others
  - Seeking Clarification
  - Clarification and Questioning

### Section 4: Where and How Do We Start (With the Students)

- Literature from the ELL and ESL Sector
- The Importance of Listening for Information
- Let’s Look at the Other Receptive Skill - Reading
- The Question: To Focus or Not to Focus
- The Answer: Both
- Incidental Focus and Hunter’s Practice Schedule:
  - Guided
  - Independent
  - Distributed

### Section 5: Teaching Listening as a Stand Alone Unit

- Suggested Objectives
- Suggested Materials
- Five Fun Strategies
- Stand Alone Tests and Integrated Tests
- A Handy Scoring Rubric for Listening

Section 6: Teaching Listening as Incidental Practice

- Checking for Understanding (Hunter)
- The Forms of Practice (Hunter Again)
  - Guided Practice
  - Independent Practice
  - Distributed Practice

Section 7: Evaluation of Listening Skills

- Formal Test
- Inclusion of Oral Questions in All Tests
- A Suggested Rubric for Both

Section 8: Conclusion