



## Teacher's Notes – Independent learning tasks: Improve your listening skills

- Timing** Teacher preparation: up to 15 minutes to source a suitable video  
In-class preparation: 15 minutes  
Homework task for learners: at least 30 minutes
- Materials** An interactive whiteboard, or class computer plus projector; internet access in class and at home for learners; the link to a teacher-chosen audio clip on [www.ello.org](http://www.ello.org); handout: *Independent learning tasks – Improve your listening skills*
- Rationale** This activity helps learners to develop their listening skills at their own pace and encourages independent learning. The activity can be repeated regularly with different audio or video clips.

1. Choose a suitable recording for your learners from [www.ello.org](http://www.ello.org).
2. In class, use an interactive whiteboard or projector to show your learners the page with the audio clip they will listen to. Explain that learners are going to do this listening task outside class, independently.
3. Elicit what learners can do to help themselves before, while and after listening:
  - to understand the recording
  - to develop their listening skills
  - to use online listening tasks to improve their English.

Possible answers:

- Use any images or text to get an idea about the topic of the recording.
- Predict ideas and vocabulary in the recording.
- Listen more than once.
- Use the transcript and any other supporting materials like a glossary or comprehension questions.
- Use a dictionary or other online resources such as grammar references or translation tools.
- Ask a friend for help.
- Use any language or ideas from the listening as soon as possible after listening.



4. Write all good suggestions on the board and then give learners the handout:  
*Independent learning tasks – Improve your listening skills.* Go through the handout, making sure that learners know they can **choose** which tasks to do. Ask a few learners which tasks they will choose.
5. Focus attention on the audio clip that learners will listen to at home. Look at the image and any text on the page. Briefly elicit ideas about the content of the listening and any vocabulary.
6. Ask one learner to be the class 'guide'. Ask the guide to come to the front of the class and use the computer to help the class explore the transcript, vocabulary and quiz features in more detail. Ask the class questions and let the guide navigate according to their answers. For example:
  - *Where's the transcript? Class: At the bottom.* (Guide scrolls down the page to reveal.)
  - *How do I get to the quiz? Class: The button on the right.* (Guide clicks on the quiz.)
  - *How do you start the recording? etc.*
7. Make sure every learner has the URL and a copy of the handout.
8. Submission and marking: Learners can submit on paper or electronically as you prefer. When marking:
  - focus on learners' approach to the listening task and praise any independent learning skills demonstrated such as use of a dictionary, awareness of problem areas, and identification of ways they can improve
  - engage with learners' responses to the content of the recording
  - ask questions and give advice focused on helping learners improve their listening skills
  - if you can, leave error correction for another time.
9. Variations:
  - Learners to do the listening homework in pairs.
  - Learners choose their own audio clips and share what they found out in the next class.
  - Learners choose their own audio clips and write their own comprehension questions. Learners then listen and answer these questions for a later homework task.