

Full Length Research**Teaching Listening to Adult Learners****Effrosyni K. Giannarou**

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Accepted 9 March 2021

Listening is an essential language learning skill. In cases of foreign languages learners listen to authentic in origin utterances and language input helps their language acquisition. This paper is based on teaching the listening skill to a group of adult learners who are taught English as a foreign language in a Centre of Lifelong Learning in Greece. In fact, most of the learners are Greek natives with only one mother languages whereas one is Albanian and one is Bulgarian. These two, apart from speaking their native tongues, also use Greek as a second language. An authentic in nature listening input was created for the learners. The learners' interests were first taken into account and the listening input encouraged them to complete comprehension tasks as well as engage in writing for a simulated real life like communicative purpose at the end of the lesson. They listened for both gist and detail---soft focused and intensive listening. Finally, the learners engaged in functional writing tasks like the one of writing based on information retrieved from the listening excerpts. Though not accustomed to listening practice, most of the learners corresponded rather well to the tasks and practiced their listening skill in a foreign language. This practice may aid them in the future learning of foreign languages.

Keywords: listening, learner interests, functional writing, listening input, communicative purpose, comprehension task

Cite This Article As: Effrosyni K. Giannarou (2021). Teaching Listening to Adult Learners. Inter. J. Acad. Res. Educ. Rev. 9(2): 63-82

INTRODUCTION

This assignment aims at researching effective listening teaching practice. Teaching listening is not an easy task since it is a 'hidden skill' and this makes it difficult both to practice and to evaluate. Wishing to evaluate my current teaching situation as well as to try to introduce theory to practice, I have created an authentic-in-nature listening input which I have taught in my class of adult learners. Part I of this assignment describes the teaching situation as well as theoretical criteria of effective listening. In Part II these criteria have been put to practice in a listening lesson which is presented and evaluated.

The Teaching Situation**Learner Profile**

The teaching group consists of 19 students, averagely

aged from 18 to 50 years old. Seventeen are Greek, one is Albanian and one is Bulgarian. The sex ratio is 9 women and 10 men. Most of them are unemployed while 7 people work and one is a university student. The Greeks are monolingual while the Albanian and the Bulgarian students speak their mother tongues as well as Greek as a second language and have a limited English knowledge. The learners' language level is elementary but it is not uniform. There are people with a fairly good knowledge of the language while there are still others who have no knowledge of English whatsoever. Despite the previous fact, most of them believe that their English knowledge is sufficient enough. This seems to be within the general framework of Greek L2 learners who believe their level to be higher than it usually is (Sifakis 2012:325). Another important thing to mention is that this class has been functioning as a class only for a month. The learners have had no previous coexistence as a class and they cannot yet co-operate perfectly well as a

group. In addition, the class will be together only for 25 hours because this is the duration of the teaching programme which resembles more a seminar on language than an EFL class.

Concerning the various cognitive styles and learning strategies, like most adult learners, the learners like to feel that they have control of everything they are being taught. That means that they are quite analytic as to the use of language. They are Field Dependent (Madeline E Ehrman, Betty Lou Leaver, Rebecca L Oxford 2003: 316). They view the whole situation and want to understand everything.

The current situation: coursebook, curriculum

So far the class has been using the book: *Grivas, CN Practical English for Adults 1: English in everyday situations*. Athens: Grivas CN. The curriculum's main aim is to teach the functional and situational uses of the English language giving emphasis to grammar and vocabulary. Listening tasks (see Appendix I) include a variety of activities that focus mostly on teaching form. For example, in Unit 4 there is a listening task where learners listen to dialogues and fill in a restaurant order menu. Another task prompts learners to listen to a dialogue of two people talking about food and tick the picture of the meals they both like. The audioscripts (see Appendix I) are fully scripted and enacted by actors. They are fully controlled by the book writers. Learners are expected to listen for detail and use the language items listened to as a source for understanding the message. This engages learners in bottom up processing; this means retrieving meaning based solely on language (Richards, 1990: 50). In this way they are not really engaged in communication and it seems that listening is viewed as a subsidiary skill which is done for the sole purpose of language learning: 'listening-to-learn' (Sifakis, N, Georgountzou, A, Hill, M, 2004: 223).

Effective Listening Criteria

Provided that teachers want their listening practice to be effective, the listening inputs that they use need to follow a number of criteria. Input first needs to be relevant to the learners' needs and interests. In this way it attracts their attention and creates motivation (Sifakis, N, Georgountzou, A, Hill, Moira 2004:198). Another criterion is authenticity. This means that the closer the input is to real life communication, the more authentic it is. 'Authentic in origin' listening inputs are listening excerpts taken from real life communication while 'authentic in

nature' (or 'simulated authentic') listening inputs may be inputs resembling real life communication but created for pedagogical purposes. Input should also bear characteristics of genuineness such as hesitations, fillers, pauses; those are characteristics found in real life oral discourse and their presence in listening inputs makes what is heard more 'real like' to learners. The type of language employed by the input is also an important criterion. For example, many learners, especially young ones, are fascinated when listening to stories. For them, narratives are a preferred genre that catches their attention and increases motivation. Purpose of discourse is also important; this means what discourse aims at. Discourse could be either transactional or interactional (Richards 1990:57). Transactional talk aims at task completion while interactional discourse aims at encouraging communication among participants. It seems that both types of discourse are necessary to learners. Still, emphasis is mainly given to interaction since in 'learning to listen' learners can finally more easily 'listen to learn' (Vandergrift 2004:3).

Concerning listening tasks, literature mentions a number of criteria the most important of which being the role that listening has in the lesson (Sifakis, N, Georgountzou, A, Hill, Moira 2004:223). This means whether the lesson has listening as its main activity or as a subsidiary task. Used the first way, listening can promote the practice of a number of micro skills such as note taking, listening of key words, or listening for general meaning, inferring links and connections between events or making predictions (Sifakis, N, Georgountzou, A, Hill, M 2011:170). Practising micro skills helps learners become better listeners. For example, when engaging in selective listening (Rost 2011:183), focusing on main ideas in an input, learners practice in locating meaning in discourse. Likewise, in interactive listening they again attempt to clarify meaning and thus become more active listeners. In becoming more active listeners, students begin to realize their personal way of finding information; they thus build or extend their metacognition. When someone realizes how their minds work in finding information while listening, they begin to become 'strategic' users of the language in the sense that they understand in which ways they perceive language while listening and they can use the same mental strategies in similar future tasks.

Lesson Practising the Listening Skill

Having the above criteria in mind, I created an authentic-in-nature listening input which I presented to a class of adult learners.

Steps of the lesson

In this lesson the teacher hands out tasksheets (see Appendix V) with the activities to be carried out in class. She tells learners that she knows five people who are unemployed and are looking for work. First she shows them pictures of professionals, each one of them corresponding to the profession of each of the unemployed people. The teacher elicits work vocabulary that learners already know. Then she tells them to look at Task 1 which is an activity aiming at introducing learners to the group of people. She reads a monologue to learners; the oral text genre is descriptive. While listening, learners complete Task 1, which is an activity that requires learners to listen for gist (soft focussed listening) since there is a list with the unemployed people's names and learners have to fill in each of the people's profession. The professions are the ones that had previously been elicited by the photographs. Each person's name is written with a different colour so as to be distinguished from the others. After having listened to the audioscript once, the teacher informs learners that they have to listen to it again and complete Task 2 which is a grid (Burgess 1994:314).

Task 3 involves a tree diagram (Burgess 1994:317). Learners work in groups and fill in the missing information. When they finish completing the information gaps, one person from each group talks about each profession. In Task 4 learners are presented with a real life situation where they are told that a person working at OAED (the Greek unemployment agency), Manos, has found some job advertisements which are appropriate for the unemployed people. Learners have to read the advertisements and write the name of the person each advertisement would be appropriate for next to it. Task 5 introduces two language structures used to make suggestions "Why don't you....?" and "How about.....?". Learners read the mail and underline the expressions used to make suggestions. Having those expressions in mind, they make their own sentences for each one of the remaining people making job suggestions to them. Learners work in groups for this activity and in the end one spokesperson from each group presents what the group proposes to each person and why. This activity can be a final revision and consolidation activity for what the learners have experienced in the lesson so far.

Finally, the homework activity is writing an email to one of the unemployed people, like the one Manos wrote, proposing to them to make an application to a job advertisement suitable to them. The aim is for learners to practise the language structures learnt, use information from the tasksheet and practise writing for a simulated real life like communicative purpose.

Justification of listening input and task choices

In creating the listening input, the first thing that was taken under consideration was the learners' interests. Adults seem to be quite particular about what they like and what they do not and teachers easily lose their attention if they present them with a topic that they find uninteresting. 'Unemployment' as well as 'Job Hunting', which are the topics of the lesson, are motivating to these particular learners since the majority of them are without work. The content criterion was therefore much consolidated (Sifakis, N, Georgountzou, A, Hill, Moira 2004:198). Another parameter that was taken into account was the heterogeneous nature of the class as well as their low language level. The listening input had to be simplified and delivered in a slow speech rhythm so that learners would understand. The input also includes elements of speech genuineness incorporated like repetitions, lapses, pauses, fillers, hesitations.

The initial tasks aim at engaging learners in soft listening since they ask them to find some very general gist information about the people described. The learners engage in selective listening (Rost 2011:183), focussing on main ideas. The second task, in particular, is a grid whose missing information learners complete. This activity aims at creating a mind map about the people described as well as their individual characteristics (Burgess 1994: 312). Task 3 resembles Task 2; in fact, learners need to depend on information found for Task 2 and write some specific information about the people described. They do this Task in groups and then one person from each group presents one profession in class. They exercise the micro skills of note making and detecting key words (Sifakis N, Georgountzou A, Hill M 2004: 170-171). This activity seems traditional but the main objective behind it is for learners to exercise their long term memory. In doing a similar to the previous one exercise which entails hard focussed or intensive listening (Rost 2011:183), focussing on details, they more easily concentrate on facts that will aid them continue with the following activities. For example, Task 4 presents a number of job advertisements and learners need to match each proposed job to the suitable person. This is an easier task and is aimed at helping weaker learners participate as well. It is also a prelude to the following activity, Task 5, where learners read an email sent to one of the people. The addressor proposes that the person applies for two particular job positions found in the advertisements. Learners practice the reading skill here and they see in context expressions used for making suggestions too.

In the following task they make similar suggestions themselves and then they are again given a grid to

complete. This time the grid includes information about the people without work, the advertisements suitable to them as well as the reason why this is so. This task seems repetitive and redundant but its objective is to reinforce learners' mind maps concerning basic elements of the input: the people, their professions, their characteristics and to help them develop their metacognition concerning the way they can retrieve purposeful information from the listening input (Goh, C., Taib, Y 2006:222). They also practice making justifications. This information will help them once again in the following task that they need to do at home—write an email similar to the one read in class where they will propose one job advertisement to one unemployed person. Homework aims at exercising the writing skill as well as the use of grammatical structures learnt.

Lesson Evaluation

The listening lesson was taught to the class of adult learners at the LifeLong Learning Centre of AgioiAnargyroi-Kamatero. It went well. One of the reasons why this happened was probably because it is an easy lesson and its task demands are quite straight forward. The learners were engaged in interaction as well and they mostly used interactional rather than transactional language (Richards 1990:57). They seemed interested in the content of the input and participated in the activities as much as possible. There were cases where the learners did not understand the task instructions like in Task 6 where they first did not understand that they had to create their own sentences or in Task 7 where they did not understand that they had to include a justification of why they would propose each job advertisement to each person.

It should be taken under consideration that some of these learners have had no previous English instruction. The use of English throughout the lesson seemed very exotic, difficult and stressful to them. Still, they participated probably because the topic was an interesting one or even because schematic representation of the Tasks made them feel that they were not difficult. After the completion of the lesson the learners commented that they did not understand everything and that the lesson seemed a bit difficult to them.

CONCLUSION

Listening is a quite complex skill. Its teaching inevitably involves the practice of both receptive and productive skills such as writing or speaking. A number of criteria need be taken into consideration by the teacher-practitioner when designing and teaching a listening lesson. In the lesson presented I tried to take these criteria into consideration and created an authentic in nature listening input which was then applied in a listening lesson to a class of adult learners. The learners responded in class but still found this lesson difficult probably because they are new learners and they are not accustomed to learning in this way. Till the time when the lesson took place they had done very little listening practice by listening inputs found in a coursebook that aimed mostly at practicing functional language. It remains to be seen if they keep on responding to listening lessons of this type in a similar or better way.

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Appendix I Coursebook Listening Tasks

Speaking: Pair Work

Student A, you are ordering food for you and your three friends. Student B, you work at Bella's Italian Restaurant. Act out a dialogue similar to the one in Practical English.



Cheese & Tomato pizza	Chef's Salad
Ham & Bacon pizza	Green Salad
Mushroom & Green Pepper pizza	Chocolate Cake
Bella Special pizza	Fruit Salad
Hamburger	
Cheeseburger	

Listening

a John and his sister, Kelly, are at home and they are looking at a restaurant menu. Listen to the dialogue and complete the online order form.

Super Express FOOD RESTAURANT 801 11 59874

[Home](#) | [Food](#) | [Drinks](#) | [Cost](#) | [Contact us](#)

	How many		How many	
1 chips £2.50	<input type="checkbox"/>	7 pork chop £6.50	<input type="checkbox"/>	<div style="border: 2px solid black; border-radius: 50%; padding: 10px; display: inline-block;">OFFERS</div>
2 cheese dip £3.50	<input type="checkbox"/>	8 Mexican chicken £7.00	<input type="checkbox"/>	
3 chef's salad £4.50	<input type="checkbox"/>	9 hot dog £3.00	<input type="checkbox"/>	
4 green salad £4.00	<input type="checkbox"/>	10 cheese & tomato pizza* £5.50	<input type="checkbox"/>	
5 hamburger £3.50	<input type="checkbox"/>	* 50p for extra: ham <input type="checkbox"/> bacon <input type="checkbox"/> mushrooms <input type="checkbox"/> peppers <input type="checkbox"/> onions <input type="checkbox"/>		
6 cheeseburger £4.00	<input type="checkbox"/>			

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b How much is John and Kelly's order? £

PROJECT

Use the Internet to find a fast-food restaurant from an English speaking country where you can order online. Tell the class about the menu.

There are many things on the menu. You can order / have ...

Vocabulary Development

1 Label the pictures and then use the words to complete the sentences.

full • hungry • thirsty



- 1 Can I have something to drink, please? I'm very
- 2 What's for dinner? I'm
- 3 'Would you like another piece of cake?' 'No, thank you. I'm

2 The following words can all describe food. Put them into the correct boxes.

tasty • all right • disgusting • excellent • terrible • not bad • delicious • horrible

VERY GOOD	AVERAGE	BAD

Speaking: Group Work

Work in small groups to ask and answer questions about the following food.

- ☐ spaghetti bolognese
- ☐ bacon and eggs
- ☐ paella
- ☐ pizza
- ☐ chocolate cake
- ☐ salad

Do you like spaghetti bolognese?

No, I don't. I think it's horrible.

Yes, I do. I think it's very tasty.

Listening

Listen to Tim and Kate talking about Italian food. Tick (✓) the meals they both like.



Coursebook Audioscripts

Listening Scripts

Lesson B

Listen to the descriptions and then write the correct name under each picture.

Speaker 1: Hi. My name's Tom and I'm twenty-five years old. I'm not very tall. I've got long black hair but I haven't got a beard or moustache.

Speaker 2: Hello. I'm Luke and I'm twenty-four. I'm tall and I've got blond hair. I've also got a moustache and a small beard.

Speaker 3: My name is Mike, and I'm thirty years old. I'm short and I haven't got a beard or moustache. I've got short hair, but it isn't blond, it's black.

Speaker 4: I'm Alan. I am twenty-two years old. I'm not fat and I'm not very thin. I've got short blond hair, and I haven't got a beard or moustache.

UNIT 2

Lesson B

Listen to the directions and follow them on the map. Then write A, B, C or D according to the place where you are. There is one letter which you do not need to use.

- 1 Come out of the train station and turn left. Go straight ahead and then turn right into High Street. Go straight ahead and take the second turning on your left. The place is on your right.
- 2 Come out of the train station and turn right. Then, turn left into Green Street. Go straight ahead and take the third turning on your left. The place is on your right.
- 3 Come out of the train station and turn left. Go straight ahead and turn right at the traffic lights. Then, take the first turning on your left. The place is on your right.

Lesson D

Listen and underline the number you hear each time.

1 14th	2 13	3 70th	4 12th
5 90	6 12	7 33rd	8 50th

UNIT 3

Lesson A

a Listen and match the films that are on with the type of film.

Thank you for writing to me. I've just pressed 1 for the new film about children because they are frightening and very violent. It starts at 11 p.m.

Screen 1: *The Big Escape* is a great new comedy about a mother's love. This funny film for all ages stars Melanie Parker. It starts at 6 p.m.

Screen 2: *My Best Friend* is a great new comedy about a mother's love. This funny film for all ages stars Melanie Parker. It starts at 6 p.m.

children because they are frightening and very violent. It starts at 11 p.m.

Screen 4: *Goodbye My Dearest* is a love story, and it stars Timothy Freeman and Julie Myers. It's an interesting film, but some parts are very sad. It starts at 8.30 p.m.

For more information and tickets, please press 2.

Lesson C

Listen to the information about a club and complete the advertisement.

Do you love nightlife? Come to **Street Car**, a new club with a lot of style. Mondays to Thursdays you can enjoy disco, pop and 80s rock. Enjoy the fun on Fridays and Saturdays, when our DJ Fat Freddie plays all the popular hip hop songs. We've got two dance floors and four bars, and we're open weekends till 3.30 a.m.

UNIT 4

Lesson C

John and his sister, Kelly, are at home and they are looking at a restaurant menu. Listen to the dialogue and complete the online order form.

John: I'm really hungry and we haven't got any food in the house.

Kelly: Well, we can order online from Super Express.

John: Good idea! Now what do you want, Kelly?

Kelly: Let me see ...

John: You can order the Mexican chicken - you like that.

Kelly: Yes, I do, but I'm not very hungry.

John: Well, they've got some nice salads on the menu. We can order two green salads, one for me and one for you.

Kelly: What? Only a salad for you?

John: Er, no. I'd like a cheeseburger, too. Oh, and a pizza.

Kelly: Pizza? Mm, now I feel hungry. We can order a cheese and tomato pizza with extra ham and bacon and then I can have some with my salad. OK, let's order.

John: Oh, and don't forget the cheese dip.

Kelly: John!

Lesson D

Listen to Tim and Kate talking about Italian food. Tick (✓) the meals they both like.

Tim: Hey, Kate, what's for dinner? I'm really hungry.

Kate: Er, well, nothing at the moment. I can make you some fish and chips.

Tim: How about something Italian like lasagna? We've got some mince in the fridge.

Kate: Yes, we have, but you know I can't stand lasagna. I prefer spaghetti with tomato sauce.

Tim: I'm not a big fan of spaghetti with tomato sauce. For me, spaghetti is not spaghetti without mince on top.

Kate: Yes, I like it with mince too. But I don't feel like it today.
Tim: How about pizza? You love pizza!
Kate: Good idea! We can make a really big pizza with cheese, ham, bacon and mushrooms.

UNIT 5

Lesson B

Listen to four short dialogues. Decide where each dialogue takes place and write the letter in the box. There is one extra letter which you do not need to use.

- 1 **Man:** Let's get some sandwiches for the journey.
Woman: We haven't got time. The train's already at the platform. Anyway, we can get something to eat from the buffet car.
- 2 **Hannah:** Dad, I want to go to the toilet.
Dad: Well, I can't stop here on the motorway. Can you wait? We're not far from the airport.
Hannah: No, I can't.
- 3 **Man:** Am I late for the flight to Madrid? There was a lot of traffic and my coach was very slow ...
Woman: Don't worry! You have plenty of time. (pause) Here's your boarding card, sir.
- 4 **Man:** Do you need anything from the boot of the car?
Woman: No. I've got my handbag. I don't need anything else.
Man: OK. Do you want to go and sit on the deck?
Woman: Sure, but let's find our cabin first.

Lesson D

Listen to the information about a tour of Perth. Choose T (for True) or F (for False).

(Recorded Message) Our tour of Perth begins with a visit to Balfourie. We spend one and a half hours in Balfourie, and our visit includes a guided tour of the castle and the famous Black Watch Museum. Our coach then takes us to Scone Palace. After our tour of this beautiful old building, we have lunch in the Old Kitchen Restaurant and then take a walk in Scone Park. In the afternoon, we visit Comrie, a beautiful village just 10 minutes from Perth. On our way back to town we stop for coffee at a café near the river. Coaches depart from Perth Coach Station at quarter past eight in the morning and return at about six o'clock in the evening. There is a tour every day, except Monday. Tickets cost £15 for adults and £10 for children between four and fourteen. Children under four travel free. The price does not include food and drinks. To book tickets for the tour, please ...

UNIT 6

Lesson B

You will hear a doctor and his receptionist talking about four patients. Match the pictures of the patients with their names.

Doctor: Cathy, can you come in for a moment, please?
Cathy: Yes, certainly, Doctor Green. (Door opens and closes)
Doctor: Old Mrs Morton is ill again and I must go and visit her. It's urgent! Now, how many patients are waiting to see me?
Cathy: There are four people. Er, let's see, there's Mrs Woods, Emma James, Kimberley Cook and Sarah Jones.
Doctor: I'm afraid we must ask them to come in tomorrow. And because Kimberley is pregnant, I won't ask her to come in today. I'll put her appointment at eleven o'clock tomorrow morning.
Cathy: Right, eleven o'clock. OK, what about Emma James? She has a stomach ache.
Doctor: Ah, all right, I'll see her first, then. So make an appointment for nine o'clock.
Cathy: And there's Sarah Jones. She has a rash.
Doctor: Tell her she mustn't go to work tomorrow. Ask her to come in at nine thirty.
Cathy: Fine. Now, what about Lisa Woods. She's coughing and sneezing so she's probably got a bad cold or the flu. I can fit her in just after Kimberley Cook, at twenty past eleven.
Doctor: Great. Thank you, Cathy. I must leave now. See you later.

b Now listen again and write the time of each patient's appointment.

UNIT 7

Lesson D

Listen to four people talking about the sports they play. Match the people with the sports. There is one extra sport which you do not need to use.

- Speaker 1:** For my sport I only need big gloves, if you play tennis. I don't need any other equipment because I only use my hands. I do this sport in a large ring and I just wear shorts.
- Speaker 2:** I love this sport. I play it outside on a court. I'm very lucky because I don't need expensive equipment – just a racquet and a ball. Oh, and of course I need another person to play with.
- Speaker 3:** The sport I do is very easy. I don't run around on a court or jump about in a ring, but I walk a lot because the course is really big. For my sport I don't need a racquet or a stick. I just need special clubs and a very small white ball.
- Speaker 4:** It's a very exciting sport, and an excellent way to get some energy in. As I go along the track, I feel the wind on my face. I don't need any special equipment, just a ball and a net.

Appendix II Lesson Plan

Lesson Plan : Unemployment SOS: Any Jobs Available?

Students

Class of 19 ss,
Elementary level,
Age range 18-50

Main Aim

The practice of the listening skill as a goal in itself ('learning to listen')

Objectives

Present language used to make suggestions. Remember already known vocabulary and make justifications

Difficulties anticipated

The class is relatively new, the learners do not know each other very well and they have different language as well as general educative levels. This makes the class extremely heterogeneous and inhibits interaction.

Possible Solutions: make task instructions more palpable to learners, simplify tasks so as to make learners feel that they within their ability

Assumptions

Ss already know the professions vocabulary presented as well as ways to justify their choices

Timetable fit

Ss have so far only been exposed to class discussions on the topic of unemployment or various professions as well as to discussions on how one can find work

Teaching materials include the learners' tasksheets with the listening tasks as well as five photographs of professionals in work settings

The stages of the lesson

Pre-Listening

<u>Steps</u>	<u>Objectives</u>	<u>Time- Interaction</u>
1. T introduces topic. T shows Ls 5 photographs of professionals and hands Tasksheets to Ls	Arouse Ls' attention and introduce a topic of interest to them	1 min/ T -Ls -T
2. T reads a short text about each photograph	Soft focussed listening for general topic understanding	2 mins/ T - Ls
3. Ls write the profession of each person next to their names	Activating vocabulary knowledge	2 mins/Ls

While-Listening Steps	Objectives	Time/ Ls Interaction
Part A		
3. Ls listen to texts again and fill in a table/grid with missing information	Practice the micro skill of note making, Pose questions, Give answers, Practice the writing skill	5 mins/ Ls
Part B		
4. Ls work in 5 Groups of 4 people (one Group will have 3), ask and answer questions about professionals following the cues given	Practice Speaking Skill and Make a short presentation to an audience. Reinforce long term memory about characteristics of professions and unemployed people so that Ls continue with the rest of the tasks which demand using detailed information	5 mins/ Ls - Ls
5. Each group presents one profession in class		5 mins/ Ls - Ls

Post-Listening**Steps**

6. T tells Ls to go to page 3 of Tasksheets where there are 6 job advertisements taken from newspapers. T informs Ls that Manos, a person working at OAED, has found them

Ls read the advertisements and write next to each ad the name of the person they would propose it to

7. T tells Ls to read an email from Manos to Mary. Manos proposes two advertisements to her. Ls read the email and underline the language that is used to make suggestions

8. Ls work in Groups, they use notes from the advertisements and Task 4 on page 3 of the Tasksheet and make suggestions. Next to each person's name they write at least one sentence proposing an ad to him/her using the grammatical structures found in Manos' email

9. Each Group writes down the reasons why they chose each ad for each person and tells the class

Objectives

Practice Reading skill

Read authentic in nature material and make the situation resemble a real life situation

Introduce in context language used for making suggestions

Practise making Suggestions, Use grammatical structures "Why don't you + Infinitive" & "How about + Gerund...?"

Practise Speaking skill Review choice justification using 'because'

Time/ Ls Interaction

3 mins/ Ls

2 mins/ T – Ls-T

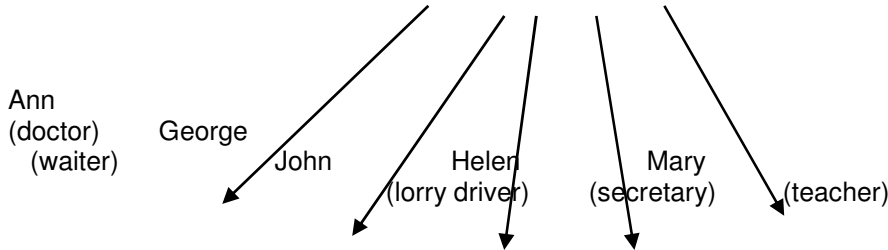
10 mins/ Ls - Ls

10 mins/ Ls - Ls

Homework

Ls write an email to one of the unemployed people of their choice proposing a job advertisement to them (50-60 words). They use Manos' mail as a model

Appendix III
Ideational Framework for the new input (tree diagram and grid)
Unemployed people



Ann	George	John	Helen	Mary
35	30	40	28	33
doctor (waiter)	waiter	lorry driver	secretary	teacher
studied medicine Athens	served restaurant customers	professional driver's license	speaks three languages	university studies
wants to cure people	wants to work in a restaurant	wants to travel	wants to work in an office	wants to work with children or adults

Input Transcription

[Part A]

1. em+today+unemployment is a serious problem-er-+that touches almost
2. everybody+you know it well+l-mm-have some friends who cannot+
3. findwork+lfound+some+advertisements in the newspaper+and-er-will try to help
4. them +first+let me present my friends

[Part B]

5. Ann+is+er+thirty+yearsold+thirtyfive+yearsold+she has studied+medicine in
6. Athens+shewants+to cure people who are sick++
7. George is thirty+He has worked+in+er-+restaurants+he has not studied+in+
8. university+but+er+he has spent +years+in serving restaurant clients++
9. John likes cars+and+and+all moving vehicles+he has a professional+driver's+
10. licence+and has travelled+er+across Europe++he's forty years old+and feels
11. verysad+because+he's unemployed++
12. Helen+is twenty eight+she loves working+er+in an office+she's very
13. organized+and+hardworking+she speaks three languages+er+English+
14. French+andGerman+and works well with computers too++
15. finally+ Mary loves children+she's thirty three+++that is why she studied
16. in a university+er+er+wants to teach+schoolchildren+she also likes +mm+
17. adults+andwould+also like working+in a class with them too

Appendix IV
Unemployment SOS: Any Jobs Available?
TASKSHEET

Task 1

Can you write each person's job next to his/her name?

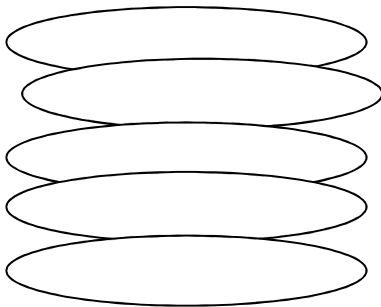
Helen

George

John

Ann

Mary



Task 2

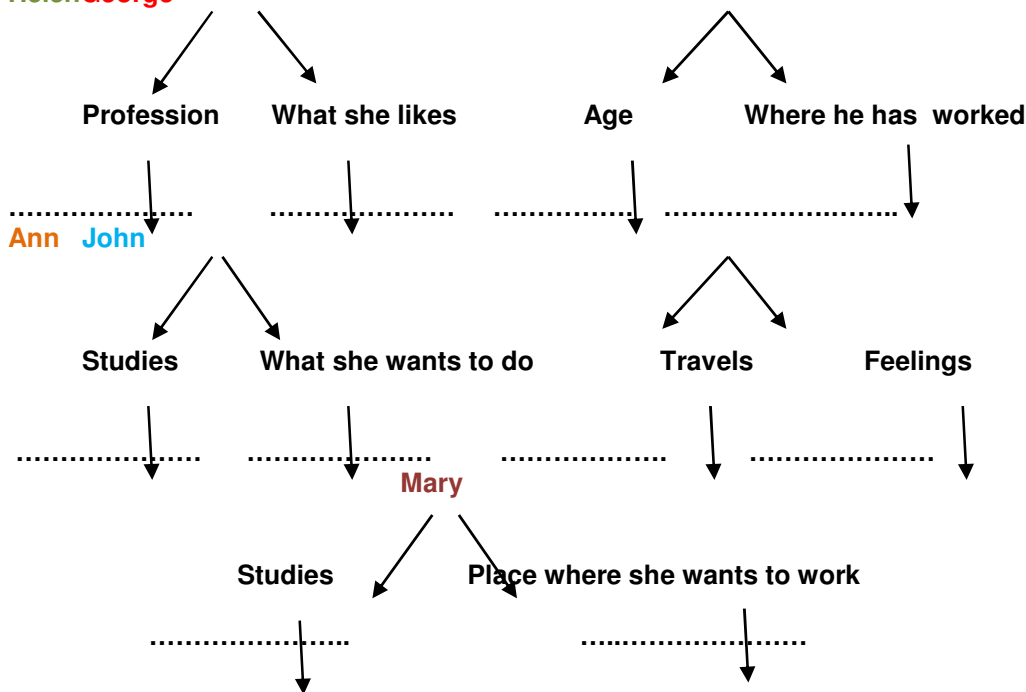
Listen to the texts again and fill in the table with each person's characteristics

Name	Age	Profession	Qualifications	Preferences
	35			
George				
		lorry driver		
			speaks three languages	
				work with children

Task 3

Work in Groups. Ask your partner questions about the people and complete the notes. Then each Group will present one of the professions to the rest of the class

Helen George



Task 4

Manos, a friend who works in OAED has found these job advertisements. Read them and write the name of the professional next to the advertisement that you think is suitable for him/her

Happy Puppy

Do you love children? Do you want to work with young children aged 7-10 years?

Apply for the position of School Teacher at 'Happy Puppy'

Send your CV to: info@happypuppy.gr

Astra Trans



Lorry driver needed for trans-European cargo.

Applicants must have professional driver's license Type 4 and at least two years experience

For details
call: +302105826735

LifeLong Learning Institute

Teachers willing to work with adults are needed for our Piraeus department.

Please send a full qualifications' file and a CV to the following address:
12, Gounari St, 14234
Piraeus

BusinessMen United Ltd

Assistant Secretary

Required Qualifications:

- Excellent computer knowledge
- Excellent organizational skills
- Knowledge of at least 2 European languages
- Experience will be an asset

Send CV to: info@businessmen.com
or Fax to: +302103726937



Paradise Beach Resort

We are looking for an experienced waiter for our restaurant in Mykonos.

The candidate will work the night shift during summer tourist period: May-October 2014. Good fees & Tips

Contact MrGalatis

Telephone number: 2343026938

Fax: 2343026939

BananaMoon Bar

Experienced Barman/ Waiter wanted

Work days: from Tuesday to Sunday

Telephone: 2103839400

Propose two job advertisements to her. Read Manos' email and underline the language he uses to propose the advertisement to Mary

Hello Mary,
 I am writing to inform you about two interesting job advertisements I found.
 The first is about a school called "Happy Puppy". They need a teacher. Why don't you apply for that position? You can send them your CV.
 The other advertisement is for teaching adults. How about applying for that position as well? You never know; they may choose you.
 See the details in the attachment.
 Kisses,
 Manos

Task 6

Work in Groups. Use your notes from Task 4 and the expressions underlined in Manos' email and make sentences to propose jobs to each of the people below. Choose one job advertisement for each person

Helen.....	Mary.....
John.....	George.....

Task 7

In the table write the Reasons why you proposed each advertisement to each person. One person from your Group will present the Reasons to class

<u>Name</u>	<u>Job Proposed</u>	<u>Why</u>
Helen		
Mary		
John		
George		

Homework

Write an email to one of the unemployed people you want and propose a job advertisement to them (50-60 words)

Appendix V

Extra Material Used / Photographs



www.google.gr/search?q=doctor+photographs&tbn



www.google.gr/search?q=lorry+driver+photos&tbm



www.google.gr/search?q=secretary+photos&tbn



www.google.gr/search?q=teacher+photos&tbn



www.google.gr/search?q=waiter+photos&tbn