

Listening Task



Task Listening

Lesley Blundell



Task Listening:

Task Listening Student's Book Lesley Blundell, Jackie Stokes, 1981-03-12 Task Listening aims to develop the listening skills of students who have had little exposure to authentic spoken English. It is suitable for lower intermediate and also more advanced students whose listening has been developed primarily as a means to a grammatical or structural end. Each of the twenty-six units consists of a short tape recording and related tasks. The recordings are of people speaking at normal speed in everyday situations. Each unit has as its theme a setting or situation in which listening plays a major part, for example, at an airport listening for flight announcements or at a travel agency being told about different means of transport. In each case, having completed the necessary language work, students listen to the tape and extract the information necessary to complete a simple task, such as labelling a picture or filling in a grid. Related reading and writing tasks are provided as a follow-up to each listening task. Task Listening aims to help students to sift out utterances of relevance and ignore redundant features, a skill vital to efficient listening at all levels of language learning. *Task Listening Teacher's Book* Lesley Blundell, Jackie Stokes, 1981-03-26 Extensive notes on how to use the Task Listening material and completed tasks for each unit.

Elementary Task Listening Student's Book Jacqueline St Clair Stokes, 1984-10-04 For elementary and lower intermediate students who need to understand English as it is spoken in the UK and more widely. Task Listening Lesley Blundell, Jackie Stokes, 1981-03-12 Listening activities for lower intermediate and intermediate students. Task Listening aims to help students to sift out relevant information and ignore redundant features in spoken language, a skill vital to efficient listening at all levels of language learning. Each unit in this book consists of a short audio recording and related reading and writing tasks. The recordings are of people speaking at a normal speed in everyday situations. Having completed the necessary language work, students listen to the audio, e.g. listening for flight announcements at an airport and extract the information necessary to complete a simple task, such as labelling a picture or filling in a grid. Elementary Task Listening Teacher's Book Jacqueline St Clair Stokes, 1984-10-11 For elementary and lower intermediate students who need to understand English as it is spoken in the UK and more widely. Task Listening Lesley Blundell, 1983

The Influence of a Task-Based Approach on Students' English Listening and Speaking Skills in Public Secondary Schools in Busia Sub-County, Kenya Dennis Wakasiaka, 2023-08-09 Master's Thesis from the year 2023 in the subject Didactics for the subject English Grammar Style Working Technique grade Second upper University of Nairobi College of Education course Master of Education Curriculum studies language English abstract The purpose of this study is to investigate the influence of task-based instruction on students' English listening and speaking skills among public secondary schools in Busia sub-county, Kenya. The fundamental objectives were to analyze the influence of group discussions on students' English listening and speaking skills in public secondary schools in Busia sub-county, establish the impact of role-play on students' English listening and speaking skills, establish the impact of brainstorming on students' English listening and speaking skills, and to lay out the impact

of problem solving on students English listening and speaking abilities in public secondary schools in Busia sub County The review was directed by hypothesis of Second Language Learning Language theory A clear review configuration was utilized to convey the research since it empowered the scientist to choose gatherings who are unique yet explore them at one moment A pilot study was led to approve the exploration instruments before the examination started The review utilized two example t test to lay out the unwavering quality of the exploration instruments which had an importance level of 0 05 The review populace was 2 315 respondents out of which an example size of 175 respondents were gotten basing on Yamane 1967 Information was gathered by the utilization of surveys and interview Information was dissected utilizing unmistakable insights like frequencies rates and means Quantitative information was summed up to evaluate the strength of the connection between the factors

Task-Based Listening Steven Brown,2023-05-04 Are you looking for activities to use in your listening classes beyond asking students to answer comprehension questions In Task Based Listening author Steven Brown defines task based listening TBL and describes how to build a task based listening program how to create a task based listening lesson ways to activate vocabulary acquisition and improve grammatical knowledge and the links between listening and pronunciation In addition he covers the ways that metacognitive strategies can assist students when listening the advantages of extensive listening and the benefits of interactive listening Readers will find specific tips and suggestions for using these concepts in the classroom

Listen for It Jack C. Richards,Deborah Gordon,Andrew Harper,1995 It is solidly grounded in topic based themes that have immediate value outside the classroom for example health shopping socializing and getting directions It teaches learners to listen more effectively by giving them practice in listening for different purposes e g listening for the main idea or key words and helping them to develop a variety of listening strategies such as making inferences and predicting It develops students comprehension of mechanical features ofthe language such as contractions stress intonation and weak forms Each of the 17 units has four sections Starting Out setting the situation Listening for It task listening activities Listening Tactics systematic intensive listening practice and Trying Out optional speakingactivities The new edition combines the effective task based activities of the first edition with new features such as attractive full color art updated content many new pre listening and speaking activities and an improved Teacher s Guide

Task Listening. Teacher's Book. Lesley Blundell,Jackie Stokes,1983

Listen for It Jack C. Richards,Deborah Gordon,Andrew Harper,1995 It is solidly grounded in topic based themes that have immediate value outside the classroom for example health shopping socializing and getting directions It teaches learners to listen more effectively by giving them practice in listening for different purposes e g listening for the main idea or key words and helping them to develop a variety of listening strategies such as making inferences and predicting It develops students comprehension of mechanical features ofthe language such as contractions stress intonation and weak forms Each of the 17 units has four sections Starting Out setting the situation Listening for It task listening activities Listening Tactics systematic intensive listening practice and Trying Out optional

speaking activities The new edition combines the effective task based activities of the first edition with new features such as attractive full color art updated content many new pre listening and speaking activities and an improved Teacher s Guide

Learning Second Language Grammar by Listening Cornelia Adriana Maria de Jong, Nel de Jong, 2005 *The Relationship between Male Dentistry Students' Metacognitive Awareness and Listening Performance* Ismail Baniadam, Javid Fereidoni, Ali Baniadam, 2018-11-15 Research Paper undergraduate from the year 2018 in the subject English Language and Literature Studies Comparative Literature grade A Urmia University Urmia University of Medical Sciences course TEFL language English abstract Metacognition defined as the knowledge and ability to monitor and control cognitive conditions in the learning process Flavell 1979 Listening is the most important skill of the four language skills in both learning and teaching and plays an important role in our daily life Although nowadays there is a deeper perception of listening it needs more attention and research Accordingly the present study investigates the relationship between the Metacognitive awareness and listening performance of male Dentistry students in EGP course in Urmia University of Medical Sciences UMSU To do so 50 Iranian male Dentistry students were participated in this study They completed Metacognitive Awareness Listing Questionnaire MALQ and listening section of the final exam First the listening section of final exam was applied to the participants at classrooms by the teacher Immediately after the administration of the examination the MALQ were conducted The analysis exposed a weak positive relationship between learners Metacognitive awareness scores and listening performance Although correlation was not high still there is more correlation in problem solving directed attention and planning evaluation than others *Task Listening* Lesley Blundell, Jackie Stokes, 1981 **Task listening** Lesley Blundell, 1983 **Listening** Judi Brownell, 2005 The new Third Edition of this text encourages students to view listening as a process involving six interrelated components Each component is developed along the parallel dimensions of theory and skill building Within the unifying theoretical framework of the HURIER model students not only develop an understanding of the listening process they also acquire specific observable listening skills This behavioral approach enables students to increase their listening effectiveness while developing an understanding of listening related research and theory The impact of culture technology and globalization is also explored Ethical questions are raised through sidebars and students are challenged to consider the responsibilities associated with listening behavior Extensive self assessment instruments individual and group activities and case studies further distinguish this engaging text Students readily recognize the important role listening plays in their daily lives and acquire strategies to improve their listening behavior New to the Third Edition The new edition has an increased emphasis on listening purpose and context as variables in determining which components of the HURIER model will be most important for listening effectiveness The increased emphasis will move students from skill development to how skills are applied to achieve desired results A new section on Emotional Intelligence now appears in Chapter 6 showing its relevance to interpreting messages and explaining how emotional intelligence can improve listening skills A new section on

appreciative listening appears in Chapter 3 to help students respond to today's stressful environment and the need for approaches to relaxation. Because the rapid increase in technology has changed the way we listen, more coverage on listening and technology has been added throughout the text. The new edition has been thoroughly updated with current research and new examples to provide the most recent information available. Praise for Listening: Attitudes, Principles, and Skills. This text includes fabulous activities and application exercises, case studies, and concise chapters. I have already adopted this book, and in the face of other listening texts reviewed, will remain with this text. Lisa Abramson, Western Oregon University. The HURIER model and organizing the book around it are major strengths of this book, which are especially important when teachers are increasingly required to measure course outcomes as part of program assessment. Thomas Marshall, Robert Morris University.

Strategies in Listening Michael Rost, 1989 ELEMENTARY TASK LISTENING/TEACHERS BOOK Jacqueline St. Clair Stokes, 1984 *Task Listening Student's book* Lesley Blundell, Jackie Stokes, 1981-03-12. Listening activities for lower intermediate and intermediate students. Task Listening aims to develop the listening skills of students who have had little exposure to authentic spoken English. Each of the twenty-six units consists of a short audio recording with people speaking in everyday situations, and related reading and writing follow-ups. Having completed language work, students listen to the audio and extract the information necessary to complete a simple task, such as labelling a picture or filling in a grid. This way students learn how to sift out relevant information and ignore redundant features in spoken English, a skill vital to efficient listening at all levels of language learning. Task listening Lesley Blundell, 1983

Enjoying the Song of Expression: An Mental Symphony within **Task Listening**

In some sort of used by screens and the ceaseless chatter of quick conversation, the melodic elegance and psychological symphony created by the written word frequently diminish into the backdrop, eclipsed by the constant sound and distractions that permeate our lives. Nevertheless, situated within the pages of **Task Listening** a marvelous literary treasure brimming with organic emotions, lies an immersive symphony waiting to be embraced. Crafted by an outstanding composer of language, that fascinating masterpiece conducts readers on a mental journey, skillfully unraveling the concealed melodies and profound influence resonating within each cautiously crafted phrase. Within the depths of this touching evaluation, we can discover the book is main harmonies, analyze their enthralling publishing model, and submit ourselves to the profound resonance that echoes in the depths of readers souls.

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