REVISION QUESTIONS: BBI 3222 APPROACHES TO LISTENING AND SPEAKING

Speaking

CHAPTER 4: Awareness-raising activities

1. What are the three processes involved in awareness-raising activities? (p.41)
2. Give some examples of language features that can be focused on in recordings and transcripts? (p.49 - p.56)
3. What kinds of activities can be done for noticing-the-gap activities?

CHAPTER 5: Appropriation activities

1. What do you understand by the term appropriation? (p.63)
2. Give 3 examples of writing tasks that can be incorporated into the classroom in order to enhance the students’ speaking skill. (p.68)
3. What is information gap activity? Give some examples to illustrate your understanding of that notion. (p.80)

CHAPTER 6: Towards autonomy

1. How do you define autonomy in speaking? (p.89)
2. What criteria/conditions for speaking tasks need to be in order to maximise speaking opportunities and increase the chances that learners will experience autonomous language use? (p.90)
3. Give some examples of storytelling-based activities that can be done by the learners in the classroom. (p.96)
4. What are some activities that learners can do to develop their speaking skills outside the classroom? (p.108)

CHAPTER 7: Planning and assessing speaking

1. How does weighting of skills relate to the learners’ needs? (p.112)
2. What do you understand by task-based approach? (p.119)
3. Provide some examples of spoken test types. (p.125)
4. How can teachers assess students’ speaking ability? (p.127)
Listening

CHAPTER 4: Pre-listening skills and activities

1. What are the three stages of listening? Describe each stage. (p.60)
2. What is brainstorming? Provide examples of ways that can be carried out in class to activate the students’ schemata. (p.64)
3. In what way do higher-order questions differ from lower-order questions? (p.76)

CHAPTER 5: While-listening skills and activities

1. What are the reasons for using while-listening activities? (p.81)
2. How is listening for gist different from listening for detail? (p.82)
3. Name and describe some activities in which students can participate actively. (p.86)
4. What do you understand by the term dictation? Give examples of activities associated with it. (p.90)

CHAPTER 6: Post-listening skills and activities

1. What are some alternative ways or techniques for summarising? (p.98)
2. How is discussion used in post-listening? (p.99)
3. Provide some problem-solving task types that can be used for post-listening activities. (p.106)

CHAPTER 7: Preparation and planning

1. Explain the roles of teachers as short-term and long-term planners? (p.111)
2. Why do teachers need to choose and adapt published materials? (p.113)
3. How do teachers plan listening lessons for young learners? (p.129)
4. Describe the features that characterise ESP classes or courses. (p.131)

CHAPTER 8: Listening in the wider context

1. State the difference between ‘listening in the lesson’ and ‘the listening lesson’. (p.135)
2. What different strategies can be used by students in listening tests? (p.136)
3. What do teachers need to do in order to become a better teacher of listening? (p.144)
4. Explain the difference between formative and summative assessment. (p.136)