I. Course Objective
1. Listener functions
2. Four objectives in listening curricula
   (1) Expose students to a range of listening experiences
   (2) Make listening purposeful for the students
   (3) Help students understand what listening requires and how to approach
   (4) Build up students’ confidence in their own listening ability
3. Taxonomy of listening skills

II. Potential Learning Problems
1. Lack of control over the speed at which speakers speak
2. Not being able to get things repeated
3. The listener’s limited vocabulary
4. Failure to recognize the “signals”
5. Problems of interpretation
6. Inability to concentrate
7. Established learning habits

III. The Teacher’s Role
1. General Planning Considerations
2. Before the Lesson
3. During the Lesson
4. Conducting the Lesson

IV. Instructional Activities
1. Four principles of designing listening instructional activities
   (1) The relevance principle
   (2) The transferability/applicability principle
   (3) The task-oriented principle
   (4) The outcomes principle
2. Main techniques of adjusting the level of a listening activity
   (1) Make the input language of the activity simpler or more comprehensible.
   (2) Design pre-listening activities that give a useful preview of the content and procedures in the activity.
   (3) Give visual support for the listening activity.
(4) Break down the steps of the activity in order to provide sub-goals.
(5) Decrease the amount of oral or written production that is required of the students during the listening activity.

3. Types of Listening Focus
   (1) Attentive listening
   (2) Intensive listening
   (3) Selective listening
   (4) Interactive listening

4. Types of Listening Activities
   (1) Pre-listening
   (2) While-listening
   (3) Post-listening

V. Classroom Assessment
1. Checklist of Specifications for testing listening
   (1) Test Content
   (2) Test Task
   (3) Other Skill

2. Guidelines essential for constructing a valid listening test
   (1) A listening test material should adopt authentic language.
   (2) A listening test should assess comprehension, instead of memory.
   (3) A listening test should provide contextual clues.
   (4) A listening test should focus on the message.

VI. Listening Strategies
1. Memory
   - Grouping
   - Associating/elaborating
   - Placing new words into a context
   - Using imagery
   - Semantic mapping
   - Using keywords
   - Representing sounds in memory
   - Structured reviewing
   - Using physical response or sensation
   - Using mechanical techniques
   - Analyzing expressions
   - Analyzing contrastively
   - Translating
   - Transferring

2. Cognitive
   - Repeating
   - Formally practicing with sounds and writing systems
   - Recognizing and using formulas and patterns
   - Practicing naturalistically
   - Getting the idea quickly
   - Using resources for receiving and sending messages
   - Reasoning deductively
   - Taking notes
   - Summarizing
   - Highlighting
4. Metacognitive
   Overviewing and linking with already known material
   Paying attention
   Delaying speech production to focus on listening
   Finding out about language learning
   Organizing
   Setting goals and objectives
   Identifying the purpose of a language task
   Planning for a language task
   Seeking practice opportunities
   Self-monitoring
   Self-evaluating

3. Compensation
   Using linguistic clues
   Using other clues

5. Affective
   Using progressive relaxation, deep breathing, or meditation
   Using music
   Using laughter
   Making positive statements
   Rewarding yourself
   Listening to your body
   Using a checklist
   Writing a language learning diary
   Discussing your feelings with someone else

6. Social
   Asking for clarification and verification
   Cooperating with peers
   Cooperating with proficient users of the new language
   Developing cultural understanding
   Becoming aware of others' thoughts and feelings

VII. Conclusion
How to succeed with listening work in classroom?
1. To make sure students understand what they are expected to do before listening
2. To make sure each time a listening text is heard, students have a specific purpose for listening
3. To encourage all attempts at carrying out the listening tasks
4. To encourage students not to worry if they don’t understand every word
5. Never to use a recorded listening text in class without having listened to it
6. Never to take a chance on whether you will be able to operate a particular equipment
7. To treat the listening class as an opportunity for students to enjoy doing things in English