## Contents

	The authors and series editors Introduction	v vii
	Section One: Explanation—Research into listening	
1	What is listening comprehension?	3
1.1	Introduction	3
1.2	What is successful listening?	5
1.3	One view of listening: the listener as tape recorder	9
1.4	An alternative view of listening: the listener as active model builder	11
1.5	The relationship between listening and speaking	15
1.6	The relationship between listening and reading	17
2	Listening skills in native speakers	21
2.1	Introduction	21
2.2	Speech perception	22
2.3	The acquisition of listening skills in childhood	25
2.4	Developing listening skills in young native speakers	28
2.5	The influence of task and context	30
3	Listening skills in foreign learners	33
3.1	Introduction	33
3.2	The role of comprehension in L2 learning	33
3.3	Background problems	35
3.4	Language problems	37
3.5	Listening problems	40
4	Graded development of listening skills	44
4.1	Introduction	44
4.2	What makes listening easy or difficult?	46
4.3	Relevant features of listening input	47
4.4	Relevant factors in listening tasks and contexts	56
4.5	Summary	60

	Section Two: Demonstration—Listening materials	
5	Listening in the L2 classroom	63
5.1	Introduction	63
5.2	What counts as 'listening'?	63
5.3	Teaching listening or testing listening?	66
5.4	Listening or remembering?	70
5.5	Orientation of questions	71
5.6	Types of response: learner involvement	74
5.7	Task materials	78
,	A - 12 Land 12 Land	0.0
6	Approaches to grading L2 listening	80
6.1	Introduction	80
6.2	Grading through text characteristics	81
	Grading through task factors	87
6.4	Grading complexity, or the complexity of grading	94
7	Samples from a graded listening programme	97
7.1	Introduction	97
7.2	Background to the materials	97
7.3	Diagrams	100
7.4	Maps	107
7.5	Narratives	116
7.6	Conclusion	121
	Section Three: Exploration	
8	Investigating listening in your classroom	125
0	investigating listening in your classroom	123
	Glossary	139
	Further reading	141
	Bibliography	143
	Appendices	149
	Index	151