

UNIT 2 LEARNING AND TEACHING MODERN FOREIGN LANGUAGE SKILLS

2.4.3 POST-LISTENING

Post-listening is the stage which includes all the activities which are done after the listening is completed. Post-listening activities give students the opportunity to connect what they have heard to their own ideas and experiences and encourage critical and reflective thinking. Moreover post-listening activities let teachers assess and check students' comprehension and clarify their understandings.

Post-listening activities should be interesting and motivating. Many of them are the prolongation of the while-listening tasks but post-listening activities are usually more complex and require more time to write, read or speak.

Sample post-listening activities:

- asking students to compare their notes and discuss what they understood in pairs or small groups.
- asking students to express their own view about the topic of the listening text.
- encouraging a debate by asking students if they agree with or if they believe what they have heard.
- telling students to work in pairs and write a summary. Then students can compare their summaries to check if they covered all the main points.
- asking students to summarize the text by elaborating the notes made during the while-listening activities or by depending on their memory.
- asking students to work in pairs or in groups and create role-plays, interviews, debates etc. based on the listening text.
- assigning reading and writing activities based on what students listened to.
- asking students to solve some problems using the information they have learnt from the text.

PRACTICAL EXAMPLES:

A) Let's consider again, as an example, the listening of the song, "Zombie" by The Cranberries which deals with the Irish Question. Art teachers could use the following post-listening activities:

Pair-work and then class discussion:

1. In your opinion, what does the phrase "It's the same old theme since 1916" mean?
2. What kind of event do you think happened in 1916?
3. What do you think about the song?
4. What is its message?
5. According to you what does the word "zombie" mean in the song?

Divide students into two groups:

1. One has to surf the net and find information about the Easter Rising of 1916. The other one has to find information about the period of conflicts known as "The Troubles".
2. Each group has to produce a written and /or oral report

Optional extra-activities

The teacher can show the students the film “Michael Collins” directed by Neil Jordan and / or “In the Name of the Father” directed by Jim Sheridan

B) In the CLIL lesson about Leonardo da Vinci art teachers could use the following activities.

Pair-work

Compare your notes and write a summary of what you understood from the listening text about Leonardo da Vinci.

Class debate

What was happening in art in Italy and/or Europe at Leonardo’s times?

Who were the famous Italian and/or European artists of the period?

Group-work project:

Use the Internet, books or articles to find information about Leonardo da Vinci. Include:

- essential biographic information
- famous works and paintings
- where you can see his major works today.

AND / OR (it depends on the students’ level):

What is your favourite painting by Leonardo? Write an appreciation of it following the suggestions:

- Subject matter
- Use of colour
- Use of light
- Use of texture
- Shapes
- Line of sight
- Balance/harmony
- Artist’s message
- Mood and emotions aroused in you by the image.