

Independent Listening Task 2: Learning a Foreign Language

At a glance

Level: ISE I

Focus: Independent listening task 2

Aims: To understand and talk about reasons for learning a foreign language, opinions about language learning and give reasons for opinions

Objectives: To identify an opinion about learning a foreign language and give at least four reasons to explain why

Topic: Learning a foreign language

Language functions: Asking and giving reasons, asking for and giving opinions with reasons

Grammar: Asking questions about the reasons for doing something, answering questions about the reasons for doing something

Lexis: Aspects of language e.g. grammar, spelling, pronunciation, script, vocabulary, idioms, phrasal verbs, numbers and percentages, quantities, expressing opinions and reasons.

Materials needed: Vocabulary list, recording of audio script, audio device, copy of audio script for teacher reference, worksheet for each student, copies of answer sheet to be used for each student.

Timing: Approximately 50 minutes

Procedure

Preparation

1. Prepare vocabulary lists about 'Learning a Foreign Language' by using the audio script to select the words students will need to understand and use.
2. Prepare a pie chart showing percentages *50% 35% 20% 15% 10%*
3. Print one worksheet per student.
4. If possible, record another teacher reading the audio script. If you are unable to do so, you will have to read the audio script to the class.

When you read the audio script, make sure you do not face the class.
Read slowly and clearly.

In class

1. Tell the class about the aims of today's lesson which are to understand why people learn a foreign language, the problems they have with learning a new language and their opinions.
2. Ask the students the following three questions (write up on the board if necessary):
 - i. *What languages can you speak?*
 - ii. *Why do you need to speak another language?*
 - iii. *What do you find difficult about learning English?*
3. Introduce the students to the key vocabulary that they will need for the activity (see 4 & 5 below).
4. **Aspects of language:** e.g. *grammar, spelling, pronunciation, script, vocabulary, idioms and phrasal verbs*. First ask students if they can define these words and give examples of them. Then, if necessary, explain the words to the class. Once the students are aware of the meanings, conduct choral, group and individual repetition to improve fluency and pronunciation. Put students into pairs so they ask each other to give a rank according to how difficult they find these aspects of language and to give reasons.
5. **Numbers and percentages:** Show students a pie chart with the basic percentages to the class to introduce, for example: 50% 35% 20% 15% 10%
Quantities - *all, many, a lot of, some others*. Conduct choral, group and individual repetition to improve fluency.
6. Carry out an activity with the students to practise these words and phrases. For example, you could do True or False activities, sequencing activity - organising percentages from low to high and quantities from low to high or jumble the words up to revise word-order.
7. Introduce the topic of **Expressing Opinions**. Write these phrases on the board and ask if students *agree or disagree* with the opinions. For example:
 - i. *I think it is really difficult to learn new words*
 - ii. *I feel it is really tough to pronounce words correctly in English*
 - iii. *I find it is really challenging to speak to native speakers*

Conduct choral, group and individual repetition to improve fluency and pronunciation.

8. Give each student one worksheet. Put students into pairs and ask them to practise Tasks A & B (dialogues asking and responding to questions about learning a foreign language).
9. Set up a mini survey using Task C about learning a foreign language. Put students into **groups of four**. Tell one student in each group to ask the questions to one student at a time and write the answer to practise reasons for learning a foreign language and what people find difficult about language learning. Feedback in open-class and write up common reasons and things people find difficult.
10. With the results of the mini survey on the board, you could ask the students to report on the class findings for example:
All of the students find grammar difficult
A lot of students find X difficult
Some students find listening difficult.
11. Now set up the listening activity. Tell the students they are going to listen to a recording about a survey in a language centre about learning a foreign language. Give each student an answer sheet and tell them they will need to identify the different reasons for learning a foreign language, for example, what participants thought was the most difficult and the reasons for their opinion.
12. Tell the students you will play the recording twice. They should answer the questions with as many details as they can. Tell students that they need a minimum of 6/10 to pass.
13. Go through the answer sheet with the students and show them how to complete it.
14. Read the teacher rubrics. Allow the students 15 seconds to look at the answer grid.
15. Play the audio recording once and then wait 15 seconds. Then play again.
16. Ensure the students have written their answers.
17. Put students in pairs and ask them to mark each other's answers. Go through the answers in open-class and write the answers up on the board.

Extension activity

Use the Extension Activity worksheet to conduct examination practice.

Notes for Extension Activity

Teacher marking procedure:

Conduct the activity as if it was an examination to familiarise students with the procedure.

- When the candidate is giving answers, **tick (✓)** or **cross (✗)** the box next to the details he or she has given.
- After completing the task, choose four questions about the audio script from the follow-up questions on the worksheet.

Further support activity

The following three tasks have been designed to provide further support for weaker students and can be found on the student worksheet:

Task A – Students should complete the questions and answers about the survey using words from the box.

Task B – Students need to read the questions and match them to the correct answer.

Task C – Students need to put the words in the sentences in the correct order

After class

Ask the students to research and write about reasons why people learn the language of their own or another country. They could include a table of information or statistics or design a poster.

Student Worksheet

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Speaking Practice

Practise asking and answering questions about learning a foreign language.

Task A

Student A asks the questions and Student B gives the answers.

Student A	Student B
Hello, can I ask you some questions about learning another language?	Yes, of course. How can I help?
What language are you learning?	I am learning English.
Why do you need to learn English?	I am learning English because I need it to find a job.
What do you find difficult about learning English?	I find it challenging to understand the grammar.
Why do you find the grammar challenging?	Because it's very different from my own language.
Thank you for answering my questions.	You're welcome.

Task B

Now write your own questions and answers in the spaces below.

Student A	Student B
Hello, can I ask you some questions about learning another language?	Yes, of course. How can I help?
What language are you learning?	I am learning English..
•	•
•	•
•	•
Thank you for answering my questions.	You're welcome.

Speaking and Listening Practice

Task C

GROUP SURVEY – 4-5 students

One student must ask the other students in the group about their feelings about learning English. Each person must use a different reason for learning English, an opinion about learning a foreign language and reason for that opinion.

Use the dialogue above to help conduct this survey on learning a foreign language.

Question	Language	Reason for learning a foreign language	Opinion about learning a foreign language	Reason for opinion
1. What foreign language (s) are you learning?				
2. Why are you learning English?				
3. What do you find difficult about learning English?				
4. Why do you find this challenging?				

Task D

ANSWER SHEET FOR LISTENING ACTIVITY
Survey on Learning English

Answer these questions on the audio script	Your answer – GIVE SHORT ANSWERS
1. Why do people learn English?	
2. Where does the survey take place?	
3. How many people learn English to find jobs?	
4. How many participants need English to go to college or university?	
5. How many participants need English qualification for a visa?	
6. How many students think learning English is difficult?	
7. Why do a lot of them think that grammar is challenging?	
8. How many students consider spelling and grammar to be problematic?	
9. Why do 25% think that vocabulary is hard?	
10. Why do some others believe that the English script is really tough?	

Extension Activity – Examination Practice

Name of candidate: -

Mark sheet

Task 2	Student reported	✓ or x	Follow-up question	✓ or x
1.	Learning English for different reasons		Why do people learn English?	
2.	Survey at language centre		Where is the survey taking place?	
3.	50% - help with jobs and living in an English speaking country		How many people learn English to help with jobs?	
4.	30% need to learn English for college or university		How many participants need English for college or university?	
5.	Many need English language qualifications for a visa		How many participants need English language qualifications for a visa?	
6.	All students think that learning English is difficult		How many students think learning English is difficult?	
7.	A lot of them think grammar is challenging as it is very different from their own language		Why do a lot of them think that grammar is challenging?	
8.	Many consider spelling and pronunciation to be problematic as there is no regular pattern		How many students consider spelling and grammar to be problematic?	
9.	25% think that vocabulary is hard as idioms and phrasal verbs are confusing		Why do 25% think that vocabulary is hard?	
10.	Some others believe that English script is really tough as it is not like their own script.		Why do some others believe that the English script is really tough?	

Marks out of /20

Further Support Activity

Task A:

Read the questions and answers in the survey. Complete them with the correct words from the box.

questions - find - can - language - from -
learning - challenging - need - difficult - because

Student A	Student B
Hello, can I ask you some (1)_____ about learning another language?	Yes, of course. How (2)_____ I help?
What (3) _____ are you learning?	I am (4) _____ English.
Why do you (5) _____ to learn English?	I am learning English (6) _____ I need it to (7)_____ a job.
What do you find (8) _____ about learning English?	I find it (9) _____ to understand the grammar.
Why do you find the grammar challenging?	Because it's very different (10) _____ my own language.
Thank you for answering my questions.	You're welcome.

Task B:

Match the questions to the correct answers

#	Student B	Answers	*	Student A
1.	Hello, can I ask you some questions about learning another language?		a)	I am learning English because I need a qualification to go to university.
2.	What language are you learning?	2f	b)	You're welcome.
3.	Why do you need to learn English?		c)	Because there is no regular pattern of spelling and pronunciation.
4.	What do you find difficult about learning English?		d)	Yes, of course. How can I help?
5.	Why do you find the spelling and pronunciation problematic?		e)	I consider the spelling and pronunciation to be the most problematic.
6.	Thank you for answering my questions.		f)	I am learning English.

Task C: Put these sentences in the correct word – order.

• Example: Yes, How of course. I help can?
• Example answer: Yes, of course. How can I help?
1. English. learning I am
2. I am to go to university. because I need a learning English qualification
3. to be the most problematic. the spelling and I consider pronunciation
4. of spelling and is no regular pattern pronunciation. Because there

Answer Key – Further Support Activity

Task A

1. questions
2. can
3. language
4. learning
5. need
6. because
7. find
8. difficult
9. challenging
10. from

Task B

1.	1d
2.	2f
3.	3a
4.	4e
5.	5c
6.	6b

Task C

- | |
|--|
| 1. I am learning English. |
| 2. I am learning English because I need a qualification to go to university. |
| 3. I consider the spelling and pronunciation to be the most problematic. |
| 4. Because there is no regular pattern of spelling and pronunciation. |

Teacher Handout

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ISE I – Listening Task D

Teacher Rubric:

TELL THE STUDENTS

“You’re going to hear a talk about language. As you listen, write down some key information. The talk is about 1 minute. You will hear the talk twice. Are you ready?”

(Students listen to the talk) – Play audio script

“Now listen to the talk again. Then I’ll ask you to tell me six pieces of information about the reasons why people learn a foreign language, their opinions and the reasons for their opinions. Are you ready?”

(Students listen to the talk) – Play audio script

“Now tell me six pieces of information about the reasons why people learn a foreign language, their opinions and the reasons for their opinions.”

Audio Script

This is a talk about the reasons for learning English, what people find difficult and the reasons for their opinions.

People learn **English** for **many different reasons**. A **survey** at a **language centre** shows that **50% of students** are learning **English** because they believe it will help them with their **jobs and lives in an English speaking country**. Around **30%** study **English** because they want to go to **college or university**. **Many** acquire **English** language skills as they need a **qualification** to get **a visa to go to an English speaking country**. **All the students** in the survey think that it is **difficult** to learn **English**. **A lot of them** think that understanding the **grammar** is the most **challenging** because it is very **different from their own language**. **Many** consider **pronunciation and spelling** to be the most **problematic** for them since pronunciation and spelling **do not have regular patterns**. Almost **25%** feel that **English vocabulary** is **hard** as there are many **idioms and phrasal verbs** which **are confusing**. **Some** of the **others** believe that **writing** is **really tough** as the **English script is completely unfamiliar to them**.

Answer Key - Task D

Answer these questions on the audio script	Your answer – GIVE SHORT ANSWERS	Marks
1. Why do people learn English?	For different reasons	1
2. Where does the survey take place?	In language centre	1
3. How many people learn English to find jobs?	50%	1
4. How many participants need English to go to college or university?	30%	1
5. How many participants need English qualification for a visa?	Many	1
6. How many students think learning English is difficult?	All	1
7. Why do a lot of them think that grammar is challenging?	Because it is different from their own language	1
8. How many students consider spelling and grammar to be problematic?	Many	1
9. Why do 25% think that vocabulary is hard?	Because idioms and phrasal verbs are confusing	1
10. Why do some others believe that English script is really tough?	Because it is unfamiliar to them	1