



1. Introduction

Task-Based Listening is a recently published title in a new series of ebooks for ELT practitioners, What Every ESL Teacher Needs To Know. This book is intended for teachers who want to broaden their understanding of task-based listening. It includes not only a solid overview of research about teaching listening, but also tips and activities for use in the classroom.

2. Format

Following a brief introduction, which articulates the purpose and scope, the book contains 7 chapters: Building a Task-Based Listening Program, Building a Task-Based Listening Lesson, Task-Based Listening and Vocabulary, Task-Based Listening and Pronunciation Instruction, Task-Based Listening: Strategies and Metacognition, Task-Based Listening: Reading and Writing, and Task-Based Listening and Speaking. At the back of the book, the author includes a brief conclusion, and several pages of references, a few of which contain hyperlinks to the complete article.

3. Contents

The first chapter, Building a Task-Based Listening Program, defines both listening and tasks, and then covers other related topics such as choosing tasks, recognizing difficulties learners have with listening, and supporting students who have anxiety about listening. In the second chapter, Building a Task-Based Listening Lesson, the author goes over the traditional three stage format of a listening lesson (pre-listening, while-listening, and post-listening), providing several useful activities for each stage. The third chapter, Task-Based Listening and Vocabulary, connects listening and vocabulary. It addresses some of the problems students have encountering new vocabulary when listening. It also brings up vocabulary size and learning vocabulary in relation to listening. This chapter also contains a brief section on grammar. Pronunciation is the focus of Chapter 4 (Task-Based Listening and Pronunciation Instruction), which is one of the briefest chapters in this ebook. Brown reviews some of the research done on listening and pronunciation, and provides several useful activities that can help students learn about stress,

intonation, thought groups, and reduced phrases. Chapter 5, Task-Based Listening: Strategies and Metacognition, describes many students that students can be trained to learn, including cognitive strategies, metacognitive strategies, and socio-affective strategies. In addition, Brown covers metacognition and academic listening, with a number of useful suggestions for implementation in the classroom. The final two chapters of the book connect listening with the other 3 skills. Chapter 6, Task-Based Listening, Reading and Writing, covers extensive listening, listening while reading, dictation and dictogloss. The final chapter, Task-Based Listening and Speaking, helps the reader understand the nature of interactive listening, and lists quite a few practical activities.

4. Conclusion

This book excels at summarizing relevant research about teaching listening. The author does a superb job of explaining useful terminology, such as schemata, lexical segmentation, and receptive fluency. In addition, the abundant tasks featured in the *In The Classroom* chapter sections are simply stated and easy to put into practice. I particularly enjoyed the section in Chapter 5 on metacognition, which is a new subject for me. Overall, this book conveys an impressive amount of information in a mere 80 pages (approximately 1 hour and 36 minutes of reading time, according to my Kindle). This title is highly recommended for all ELT practitioners, particularly those who want to expand their knowledge of teaching listening. I also recommend *Listening Myths* (2011), another book written by Steven Brown, which also covers research on second language listening and its application to teaching.

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