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## *Learn to Listen, Listen to Learn*

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LEARN TO LISTEN, LISTEN TO LEARN: AN ADVANCED ESL/EFL LECTURE COMPREHENSION AND NOTE-TAKING TEXTBOOK. S. R. Lebauer. Englewood Cliffs, NJ: Prentice-Hall, 1988. \$14.50. pp. 200.

How to match listening materials in the ESL class with authentic listening in real life situations is always a problem for teachers of English. Most current commercial listening materials are artificial in many ways, making it difficult for students to adapt what they learn to real world tasks. In addition, some materials tend only to test students rather than teach them in the listening skills.

In his book, *Learn to Listen; Listen to Learn; An Advanced ESL/EFL Lecture Comprehension and Note-taking Textbook*, Lebauer presents teaching materials that allow students to use the most of what they learn. The book consists of two parts: a teacher's manual and a student's textbook. It not only teaches students the many skills for authentic lectures but also shows them how to be good note-takers and provides the vocabulary needed for natural and effective production of the language.

The course allows teachers great flexibility in teaching and organizing their syllabus. A sample syllabus for a thirty-hour course is provided to show them how the book can be used. The author also suggests what to teach for different levels of proficiency. Instead of using the pre-

recorded tape, teachers can deliver the lecture themselves, based on lecture outlines and transcripts in the Teacher's manual. They can pause, repeat or digress to make lectures more "realistic." For the student's convenience in using the book, lectures are indexed by organization, by subject matter and by rewritten notes at the end of the student's textbook.

Sections one and two of the student's textbook provide pre-course work lectures, introducing the listener to the nature of lecture comprehension. A pre-course work evaluation is discussed in section one. The first part of this lecture gives the listener a clear idea of how academic lectures are different from everyday listening in language, purposes, and in listener-speaker interactions. In the second part, the author analyses the process involved in lecture comprehension. Ample illustrations are given to prove the importance of such factors as stress, intonation, rhythm and body language. Listeners are taught how to contribute to the lecture, using their subject matter knowledge. It points out that the nature of listening comprehension is not a word-for-word understanding but an understanding of related ideas to get the lecturer's intention. Listeners can also use their world knowledge and linguistic skills to predict while listening.

Section two shows the importance of cues in comprehending lectures, in understanding related ideas and taking notes. Note-taking instructions are discussed in sections three and four,

showing students how to use symbols and abbreviations as well as how to catch the main ideas and arrange them effectively in notes. Thus, through the first four sections, we can see the interactions occurring between comprehension, prediction, contribution and note-taking in the process of lecture listening.

How ideas in a lecture are organized and related is detailed in section five. The saying which the student may keep in mind in this section is "Don't lose sight of the forest for the trees," which in this case means that students should not listen to details before understanding the main ideas. Students are also taught to distinguish between the macrostructure of a lecture (i.e., the purpose and overall organization) and the microstructure (i.e., the organization within the macrostructure). Different kinds of organizations are explained in terms of purposes, such as definitions, descriptions, process and sequence, casual relationship, etc. As students look into these structures, they will acquire a better understanding of lectures.

Section six gives students what the author calls "holistic practice" in that it integrates many listening skills and activities, at the same time helps build up the vocabulary power needed for natural speech during the interpretation process. There is a pre-lecture discussion, exercises for main idea listening, word practice,

note-taking, reconfirmation of interpretation through notes, notes comparison and finally vocabulary retention, wherein students choose a certain number of words to learn. In section seven, students are given less help than in section six. As in authentic university situations, students take notes and keep them for the following week's quiz. It may be noted, however, that if a grammar and usage cross-referenced index could be added at the end of the book, students would have access to a more comprehensive knowledge of word choice in academic lectures.

By presenting the interactions happening within the lecture listening process, including main idea comprehension, prediction, individual interpretation and note-taking, the book provides insight into lecture listening skills. Moreover, it is especially creative in allowing teachers to add their own techniques and knowledge in making their syllabus, and in encouraging students to contribute to lecture interpretation, and developing more vocabulary during the interpretation process. Thus the book teaches listening comprehension, and other skills necessary for students to produce natural speech as well. As such, the book should be recommended for teaching what its title claims: Learn to listen; listen to learn.

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