

Content Interest factor Perhaps the most vital factor of all is interest. In conclusion, teachers need to make sure that the students have the content knowledge to make the text accessible, and this knowledge extends to cultural issues. A recording which describes gangs of ten-year-olds in witch costumes trick-or-treating their way through the pumpkin-laden streets would, therefore, make little sense in an African context. Here's a passage taken from UK television: He bowls a well-disguised googly and his top-spinner is delivered from a bit wider of the crease. In order to try to ensure that the listening texts they use in class are intrinsically interesting to their students, some teachers give lists of topics and subtopics to their classes to choose from. They then find listening materials to match their students' needs, a surefire though potentially time-consuming way of raising the interest factor. Funny, enjoyable or gripping texts contain their own built-in interest factor. Cultural accessibility The text needs to be accessible to the listener. Certain concepts simply don't exist in some cultures, so the situations and contexts of some recordings may be incomprehensible. If the aims of the lesson involved learning new cultural information, fine, but if the aim was listening practice, then the passage would be unsuitable.