

Call for Contributions: *New Ways in Teaching Active Listening*

Submission Deadline: 31 July 2025

TESOL Press is seeking contributions for a new addition to the popular [New Ways series](#): *New Ways in Teaching Active Listening*. The book will present a themed collection of innovative and fresh listening activities for the English language classroom.

New Ways in Teaching Active Listening will be a practical collection of learner-centered activities contributed by professionals who have developed their ideas in English as an additional language environments. We look forward to receiving activity ideas from English language teachers (ranging from elementary to tertiary levels), graduate students, academics, and language center directors who have creative and innovative approaches to active listening for skill development. We also encourage our contributors to submit appendixes and references to help illustrate the practical nature of the activity.

About Active Listening

Active listening tasks play an important role in curriculum design for English language teaching. While pre-/while-/post-listening lesson stages remain common, recent work promotes a shift toward engaging learners in active practices to develop listening skills and aid comprehension. In this volume, active listening tasks aim to help learners to engage with the input and with each other using innovative and practical approaches. Goh (2018) categorizes listening activities into five task types: perception, one-way, two-way, metacognitive, and communication tasks. In addition, recent technological developments with AI-generated tools could be added to this. Researchers and educators are currently combining these tasks in innovative ways to develop new listening practices for learners.

Strands

We are looking for activities and exercises in the following strands:

1. Perception tasks (parsing and segmentation of speech)
2. Transactional tasks (one-way tasks to understand meaning from input first)
3. Interactive tasks (two-way tasks to engage with the text or the speaker)
4. Metacognitive tasks (self-reflection focusing on learner approach and responsibilities)
5. Communication tasks (tasks that are similar to real-life listening contexts)
6. AI-generated tasks (using AI tools to enhance learning with listening)

Audience

The book is directed at teachers who work in classrooms with multilingual learners of English, including English language development teachers working with students of all ages in content classrooms, teachers who work in English language programs or institutes, and instructors of adult learners. In addition, consider adding a reference to instructional websites in the appendix of your submission.

Format

This series offers at-a-glance, simple activities. All contributions must use the [New Ways in Teaching Active Listening Template](#) (.docx; view a [sample contribution](#)). The submission of accompanying images is encouraged. Additionally:

- Submission should adhere to APA, 7th Edition.
- Submissions should be 400–800 words (inclusive of all references and appendices)

- Please use 12-point Times New Roman font with 1-inch margins, single spaced, with no additional auto-spacing after paragraphs.
- Save the submission with the primary strand and your name in the file name (e.g., communication_Joe_Bloggs). If submitting more than one activity to the same section, number the activity (e.g., communication_Joe_Bloggs_2).
- Send your email stating your name, proposed strand(s), and entry title in the email body. In the subject line, please use the same text used to save your document (e.g., communication_Joe_Bloggs)

Commitment to Diversity, Equity, Inclusion, and Access (DEIA)

TESOL values and seeks diverse and inclusive participation within the field of English language teaching and is committed to upholding antiracist and antidiscrimination policies and practices within the association.

AI Statement

New Ways is a publication by teachers for teachers. By submitting your activity, you confirm that it is your original work and your voice. You may use AI tools (e.g., for grammar suggestions, brainstorming, or refining phrasing), but the core ideas, structure, procedure, and content should be your own. If AI help is used, it should be a supportive role only, and you must include a statement explaining what tool was used and for what purpose.

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Submission and Acceptance

Contributors should follow the guidelines in this call as closely as possible. Submissions should be meticulously reviewed and checked for clarity and accuracy before submitting. All submissions will be carefully vetted by the coeditors and given a final review by TESOL Press. There will be no automatic acceptances.

In the event that two or more submissions are very similar in content and quality, preference will be given to the first submission received.

Submit your contribution to the coeditors, Naheen Madarbakus-Ring and Jonathon Ryan, at nwactivelistening@gmail.com.

All potential contributors should fill out the [TESOL Contributor Information Form](#) prior to submission.

Sample Contribution

Contributor's Name: Joe Bloggs

Email: Jbloggs@japan.uni.ac

Preferred Strands:

Interactive / Communication

Title: Describe and Draw

Contributor Name: Joe Bloggs

Levels: any

Aims: listen to the input, select the key words, draw interpretation, discuss the drawings

Class time: 30 minutes

Preparation time: 10–20 minutes

Resources: Whiteboard, pens and paper, worksheet (Appendix)

Introduction paragraph

In this activity, learners will focus on the main ideas in the input. Using images and visuals, they can draw their interpretations to engage more directly with the input. Teachers can choose the input and focus learners on key words as they listen. These approaches draw on Anderson and Lynch's (1988) study and Moser et al.'s (2011) work on improving teacher talk.

Preparation

1. Prepare worksheets into a storyboard form for learners to record their listening.
2. Listen and decide how many sections the text will be played in.

Procedure

1. Divide students into pairs or groups of two or three. Hand out the worksheets.
2. Play the recording and stop after the first event/action.
3. Ask students to draw what they have heard. Depending on the level, they can also write key words they have heard under the drawing.
4. Repeat with the rest of the listening text.
5. Ask students to check their drawing interpretations together.

Caveats and Options

1. This activity can be completed with audio or audio-visual listening materials.
2. Prepare your own images/photos for the sections using the storyboard format to give students an example.

References and Further Reading

Anderson, A., & Lynch, T. (1988). *Listening*. Oxford University Press.

Moser, J., Harris, J., & Carle, J. (2011). Improving teacher talk through a task-based approach. *ELT Journal*, 66(1), 81–88. <https://doi.org/10.1093/elt/ccr016>

Appendix 1: Storyboard Template

One-sentence biography

Joe Bloggs is a lecturer at Japan University, with research interests including listening tasks, learner-centered activities, and material development for textbooks.