Chapter Two

Literature Review

2:0- PRELIMINARIES

As mentioned earlier the researcher’s purpose is to investigate the needs of the First Year students in the College of Education Saber, University of Aden, for the best teaching methods and techniques of English listening skills and improve their abilities at this skill.

Therefore, Chapter One overviewed the relation between language skills relationship, English language teaching and status of English in Yemen. Also it described the processes, factors, objectives and principles of teaching English listening skills. Finally, it identified the objectives, hypothesis, limitations and the organization of the chapters.

Accordingly, Chapter Two, Literature Review, presents the closely related studies of the present work. It includes five main headings as follows: the teaching listening approaches, teaching listening goals and methods, teaching listening skills, strategies, activities, class-room techniques of listening and
listening comprehension assessments. So they are subdividing of subtitles.

### 2.1 APPROACHES TO TEACHING OF LISTENING:

#### 2.1.1 Oral Approach to Language Teaching:

Listening can be regarded as a problem of the aural recognition of the linguistic structures and the various exercises of identification and discrimination can help to develop listening ability, so the variation of the aural recognition exercises include recorded situational dialogues and reading aloud written texts, followed by comprehension questions on the content.

NUNAN: 1988, 1989, observes that both the audio–lingual and situational approaches emphasize learner identification of language products and the role of listening was reinforced recognition of those products in the syllabus. One of the most active proponents of the oral approach were PATTIMAN: and his colleagues. They were responsible for developing a set of teaching materials based on the situational approach, which were widely used in Australia. Finally our oral approach should not be confused with the obsolete Direct
method, which meant only that the learner was bewildered by allowance of upgraded speech suffering all the difficulties he would have encountered in picking up the language in its normal environment and losing most of the compensating benefits of better contextualization in those circumstances. (Paterson 1964; 4, quoted in Richord & Rodgers 1992 : 33-34).

2.1.2 Communicative Language Teaching Approach:

The communicative approach in language teaching starts from the language as communicative; the goal of language teaching is communicative competence, so a person who acquires communicative competence acquires both knowledge and ability for language use. There is a strong version and a weak version of the communicative approach. The weak version stresses the importance of providing learning with opportunities for using their English for communicative purposes and characteristically attempts to integrate such activities into a wider programme of language teaching. On the other hand, the strong version claims that language teaching is acquired through communication, so that it is not merely a question of activating and existing of knowledge of the
language, but of stimulating the development of the language system itself.

Howatt (1984:279) argued that the weak version of communicative approach can be described as “Learning to use English” but the strong one entails “Using English to learn it” WILKINS (1972) which proposed a functional or communicative definition of language that could serve as basis for developing communicative syllabuses for language teaching, so Wilkins contributions were our analysis of the communicative meanings that language learners need to understand and express rather than describe the core of language through traditional concepts of grammar and vocabulary. In addition he attempted to demonstrate the system of meaning that lay behind the communicative uses of language. Also he described two types of meaning; Notional Categories and categories of communicative function. Finally since the mid 1970s the scope of communicative language teaching has expanded, both American and British proponents now see it as an approach, not a method that aims to: (a) make communicative competence the goal of language teaching and (b) develop procedures for the teaching of the four language skills that
acknowledge the interdependence of language and communication.

Canale AND Swain: (1980:33) says about teaching methodology, It is crucial that classroom activities reflect, in the most optimally direct manner, those communicative activities that the learner is most likely to engage in”.

2.1.3 A Strategy- based Approach:

The strategy – based approach trains students how to listen, how to use linguistic, paralinguistic and extra linguistic signals to best predict, make inferences and hypothesize total meaning. Teachers should become strategy trainers, training their students to listen by using strategies to get at the meaning. Strategy based approach to listening is designed on principles of top down processing. These strategies can be used or guided by students and teacher and the main goal for this approach is to make the students more confident, and adept at tackling listening passages that at first might seem beyond their ability.

So using more strategies and learning about additional strategies will lead to greater learner autonomy. There is
relationship between a strategy-based approach and learning strategies. Learning strategies show the students how to apply strategies, and variety of different strategies for the language and content tasks of the curriculum and provide many examples of learning strategies through the curriculum. That means the students can generalize them to new learning activities in other classes and outside the classroom. Therefore, one question can arise; how, through our course, do we achieve the goal of the course? The answer for this question is, we can achieve that goal by training our students to use all available strategies to assist them in getting at the meaning of what they are listening to, that means by using a strategy based approach.

Mendelssohn (2000:37) has defined strategy – based approach as follows, “A strategy-based approach is a methodology that is rooted in strategy training. It is an approach that sees the objective of the ESL Course as being to train students how to listen, by making learners aware of the strategies that they use, and training them in the use of additional strategies that will assist them in tackling the listening task.”
2.2 TEACHING LISTENING GOALS AND METHODS:

2.2.1 Teaching Listening Goals:

Of course, the main goals of teaching listening are to develop the students’ ability and to make them listen effectively. Students should do what they are doing in listening in their first language. This includes guessing what is not comprehended, heard, predicting what is coming, working out the unfamiliar meaning and the unheard terms form the context, also making inferences to what is meant but left unsaid. Students should be trained how to understand the native speaker correctly and how to be skilful listeners.

Brown (1977) provides the best statement of the goal of teaching listening comprehension as follows:

“The main aim in teaching students how to understand English as it is normally spoken by the native English speakers must be to make the students aware of what signals they can depend on hearing in the stream of speech and to make them use those signals… and help him to predict when only the tip of the iceberg is apparent what the shape of the rest of the iceberg must be”. So the statement contains two major
components, the first concerns with developing strategies to recognize the different signals provided in spoken English, for example paralinguistic signals, extra linguistic signals and linguistic signals. Paralinguistic signals include gestures and variation in the speed of speech. Extra linguistic signals include background noise and visual clues and linguistic signals include recognizable lexical items or syntactic pattern. The second component concerns with training students to apply in hypothesis formation, prediction and inference. For example students need to be trained to link what they have understood to their world knowledge, to assist them to get the meaning. In other words, the teacher should hold in mind how to make his students familiar. “How to” means how to predict, how to listen correctly and how to get the meaning and so on. So the students are not required just to listen to a passage and answer questions on it, but they need to understand the process of listening and how they can deal with the task of listening.

Finally, the goals of teaching listening are that instructors try to produce students who, even if they do not have complete control of the grammar or an extensive lexicon, can fend for themselves in communication situations and in the case of
listening. This means producing students who can use listening strategies to maximize their comprehension of aural inputs and identifying relevant and non-relevant information.

### 2.2.2 Teaching Listening Methods or Processes:

One of the most important aspects in language teaching is the method or processes that teacher uses for presenting his course. If the method or process used is suitable for the syllabus and the students’ level, they can get benefits in their learning process. The teacher should remember that the suitability of methods with syllabuses is an important factor in teaching long way process. Mackey (1966) expresses the suitability at method to syllabus should be as follows:

“How does the method meet the objectives of the syllabus? Does it concentrate on the same skills as the syllabus prescribes? The degree of the suitability can be determined only to the extent that the syllabuses are specific”. On the other hand he has referred to the suitability of the learner and the method as follows”. The suitability of a method to learner depends on: (1) His age, (2) His aptitude, (3) His second language level, (4) His interests, (5) The time he can
devote to language learning, (6) The size of the group with whom he practises the language and (7) The culture group to which he belongs”.

So the teacher can choose the best method, which fits the syllabus, the students’ level and other factors that are there in his teaching process in order to achieve his goal of teaching. So it is worthwhile to mention listening methods or process which includes the practises of the skills, strategies and activities of the listening skills and it can be described as follows.

**PRE-LISTENING PROCESS:**

In this process the teacher should create a discussion about what the students are going to listen, up to this stage pictures should be used, so the teacher can hang the pictures and ask the students to talk about them.

**DURING-LISTENING PROCESS:**

In this process the students should take notes while listening to the tape. This means the teacher should ask the students to listen to the tape very carefully and he should give them
information list in order to fill the blanks with appropriate information through their listening to the tape.

**POST-LISTENING PROCESS:**

In post listening process students should be asked to answer some questions that were put on the board by the teacher in order to test their understanding of what they have listened to.

Also two types of cognitive processing are useful and they should be mentioned:

**TOP-DOWN PROCESS:**

Top down processing refers to utilizing schemata (Background and global understanding) to derive meaning from and interpret the message, in other words it refers to what the students already know about the topic.

**BOTTOM-UP PROCESSING:**

Bottom up processing refers to deriving the meaning of the message that is based on the incoming language data, such as from sounds to word to grammatical relationship to meaning. Rhythm intonation plays an important role in this process.
2.2.3 The Important Components in Teaching Listening:

There are many important components that face the teacher and students during the teaching process and these components have to be taken into consideration by the teacher and he should treat them suitably and solve any problem that will face him in his teaching process.

Brown AND Yule (1983) argued that Listening is a demanding process not only because of the complexity of the process itself, but also due to factors that characterize. Therefore, according to the above-mentioned speech, many factors are affecting the listening process and should be mentioned here.

A. The Listener: The listener's interest in a topic increases his comprehension, and vice versa, if he does not like the topics that are not of interest his comprehension is lost. In other words, his interest gives him ability to ask for clarification, repetition and definition of points that are not understood, enable him to make sense of incoming information.
B. **The Speaker’s Style:** Using colloquial language and contracted or short forms by the speaker will impact comprehension and make it difficult, so the learner needs practice to recognize the speech habits such as fast delivery or slow delivery, the hesitation and the rephrasing (er…i mean ….that is…..) of the speaker.

Brown- Bakhtar (1983) provide us extensive study about, speaker’s style in the classrooms and they note five categories of speaker’s style as follows:

**VISUAL SPEAKERS:** Full notes and diagrams on the black board

**EXEMPLARY SPEAKERS:** Repeat main points, stress main ideas and frequently summarize.

**ORAL LECTURES:** Provide highly structured packages of information, explicit definition of terms.

**AMORPHOUS SPEAKRES:** Provide unstructured streams of consciousness and frequently abandon their original purposes.
ECLECTIC SPEAKERS: Tend to extemporize and frequently digress, taking up ideas that are related to the aim of the lesson.

C. The use of Pre-recorded texts: It is very useful to use pre-recorded texts of the native speaker’s conversations and native speaker oriented programs in the classroom because they provide genuineness, in this case the instructor should use one of the main varieties of English, either standard British or American and should use consistently texts of that variety. Other varieties can be used for other purposes.

M. C. Gregor (1986) notes, “In order to bring the eavesdropper into the discourse framework – it is necessary to provide a frame of reference by which the listener can establish who the participants in the original exchange are and what they are perceived to be doing from their own point of view”.

D. The content: In brief any content that is familiar for the listeners will be easy to comprehend, but any content,
which is unfamiliar to the listener, will be difficult to comprehend.

E. **Visual Support:** It is important to mention the role of the visual support that can help the listener comprehension such as video, pictures, diagrams, gestures, facial expression etc. All of them help the listener to understand easily.

F. **Authenticity:** Authentic language gained acceptability for classroom work. In communicative language teaching it is a useful data, so in order to provide the best listening exercise, the teacher can use tasks that allow learners access to authentic language samples. Ur (1984) stresses that real life listening is contingent upon the reality of the learner as listener rather than on genuiness of discourse input. In addition he maintains that 1. real-life listening allows listener sufficient access to environmental cues-2. Listening segments come in short chunks, and 3. Listening requires some show of reciprocity and typically requires frequent listener response.
G. **Text Simplification:** The last factor that can be regarded here is the simplification of texts that means changing or planning text features and topics in order to make the listening process more accessible to learners. So the following conversational strategies for making language more accessible to listener should be taken into consideration.

H. **In Phonology:** Slow down speech in order to allow learner more time to process the language, in order to allow them to identify ideal phonemes more readily.

I. **In Morphology:** Use verbs in base form so that the learner has less syntactic processing to perform.

J. **In Syntax:** Omit unstressed words, use topic rein-statement rather than anaphoric reference in order to keep references clear and avoid complex construction.

K. **In Text Structure:** Use paratactic connections rather than hypotactic connections, topicalize familiar items in order to allow ideal to be given new patterns of processing at key propositions.
L. In Vocabulary: Avoid low frequency words in order to avoid the learner to search for new words. Provide paraphrase or simple definitions for new words.

M. In Communication Strategy: Avoid unfamiliar topics, recycle topics frequently or mark any major topic shifts, structure short turns to ensure listener response.

N. In Paralinguistic Features: Use more of intonation range to provide contrasts to the listener and provide gestured cues for redundancy, (Rost 1990: 163).

2.2.4 Listening Tasks:

2.2.4.1 Listening Tasks Designing:

There are five important elements for designing effective listening tasks, they are the function, the response, the text, the topic, and the method. These elements should be taken into consideration when we want to design a task of listening, so the task should have goals or objectives, which may relate to listening. Also the task should have goals or objectives, which may relate to either skill using or skill getting. In case of skill-using, the goals or objectives have to be ordinarily stated as listener functions, in connection with text types or topics, but in
the case of skill getting, the goals may be taken from Richards micro skills (Doing, Choosing, Transferring, Answering etc.) or other suitable listening strategies, but presented in functional context. Also a course syllabus should include work with all the functions, text types and topics appropriate for the targeted proficiency level (Lund 1990:113).

2.2.4.2 Types of Tasks:

There are three types of tasks such as on line task which can be subdivided into open and closed tasks, retrospective tasks, and prospective tasks.

On Line Tasks: It is an activity performed while listening, and as I mentioned it can be subdivided into:

OPEN TASKS: That means note taking in lectures, so the experienced listeners can take notes according to their expectations for subsequent tasks. Chaudron et. al., 1988, Rost 1987, Dunkel 1988 have provided some correspondences between listener notes and text content as follows:

- Topic Relation Notes: Including topicalizing, translating, copying, transcribing and schematizing.
- Concept Ordering Notes: Including sequence cuing, hierarchy cuing and relation ordering.

- Focusing Notes: Including highlighting and de-lighting.

- Revision Notes: Including inserting and erasing.

- **Closed Tasks:** In this type of task the listener selects strategies in real time and subject to the attention paradox that affects note taking. In other words the listener should focus on the act of getting the essence mere listening text

**Retrospective Tasks:** In this kind of tasks the student should respond after listening to the text. So there are many representations that can be classified by the types of text cues such as verbatim representation and argument representation.

**Prospective Tasks:** The activity in this kind of task involving predictions, with providing another indirect type of evidence of listener text representation strategies, so prediction involves using a context simplification strategy in which the listener projects schematic expectations onto the text, also the listener makes verbalized prediction that will reflect on writing and speaking strategies as well as text representation strategies.
2.2.4.3 **Input As Task Component:**

It means the materials and language data that the learners are to attend to or manipulate during the task, Rost (1990) comments that input selection requires consideration of abstractness of content, culture aspects of the content, number of information points media support provided, length of extract, and level of linguistic difficulty. Brown Yule (1983 b) “emphasizes “Listening difficulty can not be determined by textual criteria but they combine two scales, one is for type of input and the other is for the complexity of information in any single type of input text”.

2.2.5 **Listening in Language Curriculum:**

2.2.5.1 **Syllabus Type:**

The distinction in curriculum design can be discussed from two points of view, the first is language products in which language skills are treated as channels through which content can be processed and the skills should be developed in order to enable learners to acquire language products, words, grammatical rules, facts and concepts more efficiently. Products orientation can be identified to syllabus, linguistic
items such as vocabulary expressions, grammatical structures or discrete socio-functional behaviours as primary targets which can be used or recognized by the learner, so these language targets may be drawn systematically from an inventory of linguistic items or can be drawn from a taxonomy of sociolinguistic behaviours that are used by the native speaker of language.

Rost (1990) observes “Product oriented syllabuses have advantage of providing through prior descriptions of content in some domain, this is an advantage for teachers who want to know in advance what they are going to teach, and for learners who want to know what they are supposed to learn”. Therefore, within product syllabuses, language micro-skills are thought of as means, in which prescribed items are presented, practised and learned. The second view is, “Listening can be regarded as processing channel, through which language products are presented to the leaner. On the other hand in process – oriented syllabuses, language development is viewed as progressive gains in skills for handling information and strategies for handling interactions and procedures at the same time, the macro-level skills viewed as supportive of the
outcomes of learning tasks.” (Nunan 1988,1989). Finally what I think about this point. A syllabus may be quite specific in content but vague in degree of skill required, so in examining the content of a syllabus the main question is; what skills are reoriented and how much of each?

2.2.5.2 **Content as Input for Tasks:**

A content based approach of language learning is referred in written support texts or texts in different media. On the other hand content based syllabus is involved in well defined subject areas. That means a marked advantage of content is that classroom tasks can be sequentially and thematically connected. In other words, one class outcome can serve as input to the next class.

Ur (1984) stresses that; a practical drawback of content based approach is that language learners may not be grouped according to content area interest. That means learners may not understand why they are studying content in an ESL or EFL course.
Yalden (1987) suggests that beyond the beginning stages of language learning, one learner is beginning to use language skills effectively.

2.2.5.3 Grading:

Grading of listening tasks within larger learning projects can be achieved through manipulation of support in task variables. So grading can be discussed by their points of view, one is the control for language forms; the second is the control for contents, the third is the control procedures.

Anderson and Lynch (1988) provide a useful visualization of grading as a set of slide controls. Firstly the control of language forms that include variation of speaker style which might be unfamiliar or distraction to the listener, and the degree of clarity of a speaker. Secondly the control for content includes the density of information points, the consistency of information and the congestive challenge of the text information for learners. Thirdly the control procedures, which include how much production is required in a response and how many choices, the listener has in responding.
Therefore, in using the notion of controls for difficulty, the learners might be experienced in different aspects such as:

- Linguistic Aspect: Includes non-understanding of linguistic items that fit to phonotactic, syntactic or lexical decoding problems.

- Inferential aspect: Includes appropriate strategy selection, and appropriate activation of background or contextual knowledge.

- Produral aspect: Includes not knowing what to do and what kind of response is expected.

2.2.5.4 **Self Instruction OF LISTENING:**

In addition to classroom study, self-study can play an important and active role for all students, so it increases the student knowledge and experience of any aspect he is studying or involved in. Dickinson (1987:5) stated that self-instruction of skill requires the ongoing support of a trained instructor who can guide the learner in several respects such as:

- Selecting appropriate authentic materials and textbook materials.
• Adapting pre-recorded material self-instruction.

• Suggesting appropriate ways to approach conversation with target language speakers in community.

• Planning realistic goals.

• Promoting appropriate listening strategies to deal with particular learner needs.

• Keeping records of recorded material used.

• Providing feedback on the learners’ progress.

  So these are important items of self-instruction that can take place while listening skills.

2.3 TEACHING LISTENING SKILLS, STRATEGIES AND ACTIVITIES:

2.3.1 Teaching Listening Skills and Strategies:

  This is an introduction to the relation or the connection between skills and strategies, so Field (1998-2000) has argued that the strategic approach has been taken too far, and a better balance should be struck between skills and strategies. The points out that the evidence for the effectiveness of strategic
training in listening is very much mixed, so his argument is as follows:

- The skills of listening are competencies that native speakers have acquired and second language learners still need to acquire.

- Strategies are compensatory and as learner ability improves it can and should be discarded.

- Teachers should aim to help students increase or improve their bottom level linguistic processing skills and encourage strategic listening, but not regard strategies as a substitute for skills (Field 1980 – 2000 – Quoted in Kaplan 2000).

2.3.1.1 Teaching Listening Skills:

A foreign language listening can be considered as a complex process, students have to be able to understand the main idea of what is said as well as specific details, so they may need to check any predictions they have made, and understand the speaker’s meaning, emotions and opinions etc. Therefore, it is worthwhile here to mention some of the main skills that are covered in the listening activities, with brief description of what each skill involves:
• Listening for the main ideas: Students listen to identify the overall ideas expressed in the whole reading.

• Listening for details: Students listen for groups of words and phrases at sentence level.

• Listening for specific information: Students listen for particular information at word level.

• Inferring meaning: Students listen to identify the difference between what the speakers say and what they actually mean.

• Identified emotion: Students listen to identify the mood of certain speakers.

• Inferring Relationships: Students listen to identify who the people are in the recording and what the relationship is between them.

• Recognizing context: Students listen to aural and contextual clues to identify where the conversation takes place, who is speaking etc.

At the same time, another kind of teaching listening skills such as enabling skills and enacting skills:
Will (1981:134) lists a series of macro skills of listening. She calls them enabling skills, they are:

- Predicting what people are going to talk about.
- Guessing at unknown words or phrases without panic.
- Using one's own knowledge of the subject to help others to understand.
- Identifying relevant points, and rejecting, irrelevant information.
- Retaining relevant points (Note-Taking, Summarizing)
- Recognizing discourse markers e.g. Well, Oh, and there is, finally etc.
- Understanding inferred information e.g. Speaker attitude or intentions.

On the other hand, Rost (1990) comments on the enacting skills, which include:

Utilizing representation of discourse to make appropriate response, so this can be subdivided into: (a) Selecting salient points from information given for use in a task, (b) reducing and Transcoding information from spoken source to other forms,
after written form such as Note Taking, (c) Identifying needed clarification of topics and ideas, (d) Integrating information from text and other sources, finally (e) Provide appropriate feedback to the speaker.

To sum up, as it has been mentioned above, and in my opinion, sub skills of listening are ability to follow the general trend of what is said, ability to understand specific details, ability to guess meaning, ability to predict the information coming, ability to check specifics of pre-knowledge against what is said and ability to understand the speaker’s intentions, emotions, style and attitudes.

2.3.1.2 Teaching Listening Strategies:

Teaching listening strategies means plans of the teacher for presenting his listening lesson. So before teaching the teacher should make plans how to make his students practise and how to make them active in the classroom. The students have to recall the information or make rephrasing, revision or checking of the information. Other strategies are imagination of the students in the listening, inferring, connecting, analyzing evaluating and so on. All these strategies and others should be
practised and activated by the students in the classroom, Murphy analyzes: (1987) the listening strategies of English as second language college students. He comes up with twelve strategies in four broad strategy groupings. So it is worthwhile to mention them in detail as follows

Recalling:

This strategy involves paraphrasing textual information by the learners, that means putting what they have heard into their words, so this strategy can be sub-divided into (a) Paraphrasing – means rephrasing the information (b) Revising – means learners changing their mind and correcting themselves when the information is misunderstood (c) Checking – means checking what they have done before.

Speculating:

In this strategy the listeners use their imagination to help themselves in their listening and it can be subdivided into: (a)Inferring – means listening between lines or synthesizing, (b)Connecting – means drawing association between what they heard and what they already know, (c) Personalizing – means the listeners personalize their response with what is already
known with connecting with general knowledge, (d) Anticipating – means predicting information that might be introduced at future time.

**Probing:**

This strategy involves going beneath the surface of the information presented, and it can be sub-divided into (a) Analyzing topics – means trying to find suitable examples so that listeners will focus their interpretation of the listening text by asking question, (b) Analyzing the conventions of language – means focusing on specific features of the linguistic system such as definitions of words, pronunciation and cohesive ties, (c) Evaluating topics – means the listener makes comments which are judgments or critical assessment concerning the information from heard examples in the context of what they heard based on what they know to be the case for example, I know that many people get heart disease because in my home country......

**Introspections:**

Finally this strategy of involving listeners in focusing their attentions on words and reflecting on their own experiences as
listeners. It can be sub-divided into (a) self evaluating – means learners try to keep track of how well they are doing while engaged in listening, (b) Self describing – means students explain something about how they listen or what they are trying to do while listening. Example-I said to my self, well, I missed this the first time, but now I remember it. (Murphy 1987 Quoted in Mendelsohn 2000:27-29).

Spearrite (1962:5) comments on listening strategies. He expressed, “I believe that consideration of the strategies for listening comprehension should provide the backbone of any good listening comprehension course for second language learning learner”. (SPEARritt 1962: 5, Quoted in MENDELsoHN 2000:27).

WENDEN (1983:117) makes this point very forcefully. He stated, “There is a need for curricular strategies, techniques and material to provide training that would not only expand learners repertoires of efficient strategies, but also make them aware of various aspects at their language learning and critically reflective of what they are aware in effect, to refine the reflective phases of their language learning” (Weden 1983:117, quoter in Mendelsolm 2000:27).
Finally, learners need to be actively, consciously and deliberately involved in their learning; they should be made aware of how the learning takes place and what strategies will facilitate.

### 2.3.1.3. Teaching Listening Activities:

#### 2.3.1.3.1. Activities at word level:

Activities at word level refers to the role of the listener who simply has to identify the right phonemes, and hence the right word, it can be categorized into oral activities, reading and writing activities and meaning based activities.

**Oral Activities:**

These activities are concerned with the role of the listener orally or how the learner can practise the activities orally, and these can be sub-divided into: (a) Repetition – This activity should be based on short easily memorized words, the teacher plays on the tape recorder, a word or two, then asks the student to repeat them and corrects where necessary, so in this case it can help the teacher to make sure whether sounds have been heard correctly or not, (b) Which-category – The student can be asked to underline the vowel for example, man (one)
men (two) pen, cat, rap etc. (c) Same or Different – This activity refers to calling two words and the student can say if they are same or different. By using tick, if they are same and cross if they are different. (d) How often did you hear it – It can be done by giving short phrase or sentence, then asking the students how often they hear a particular sound. For example, the sound /l/ as in ship, magazine, a bit etc. So all their oral activities can be practised by the students and the teacher should give enough time for practising them in the classrooms and he should correct where necessary.

Reading and Writing Activities:

Other types of activities can be practised by the listener at the classrooms, and these also can be included as follows (a) Identifying the right word – Means giving duplicated sheets consisting of two or three words, these words contain are based on sound distinction. Then the teacher dictates one word from each set which the students have to identify by using circling or underlining – etc. Another way is the students can be given only one written word and ask them to identify it out of three spoken ones. Example – bat, bet, but. (b) Writing the
right word – involves a series of words which can be dictated and the students write them down or give a list of words with one or two letters missing in each, and ask them to fill the gaps to correspond with the spoken version.

Meaning based Activities:

The meaning based activities express that the meaningful words for perception practice have to be given in isolation, then the student may guess the meaning from the context without necessarily perceiving them rightly, so the best kind of meaning based perception exercises are those using minimal pair discrimination, where only one of the pair need to be a lexical item well known to the students. So the meaning of this one is given by graphic representation or by translation. After that the teacher should ask the students to say which spoken word it corresponds to, for example (A bird – a beard) the teacher has to give only the picture of (a bird) or he can give the students native language equivalent. (Penny Ur, 1997: 36 – 41).

Finally all these activities can come at word level activities, it needs an experienced teacher that can make the major role to the students for practising the activities step by
step and the teacher has to check the understanding of the students for each activity by giving many exercises for each one and before he transfers to another.

### 2.3.1.3.2. Activities at Sentence Level:

#### Oral Activities:

These activities show how the students can practise their role orally, also it can be categorized into: (a) Repetition – At this activity the students are asked to repeat short phrases or complete utterances and it can be divided into translation into ideal form and exact sound reproduction. For example, d’no – they say, I don’t know. Also repeating intonation and stress pattern is useful exercise. So the students can hear sentences and give their own imitation or pronunciation, (b) Identifying word division – The teacher can ask the student how many words there would be in the written form of a given utterance. For example, you say wotcha won? They recognize this means what do you want?

#### Reading and Writing Activities:

These are other types of activities which can be practised by the students in the classroom at the sentence level, also it
can be sub-divided into: (a) Identifying stressed and unstressed syllables – This activity can be done without hearing the spoken text by asking the students to mark on a written text where they think the stressed and unstressed words are. They can use underlining or accents for stressed and brackets for unstressed for example, “I’m te’rrii’bly ti’red” – “(Im) ter(ribly) tired.” (b) Identifying intonation – The teacher can give the students a written list of sentences or phrases, listen to them and mark the intonation they hear over the words, sentences better to let them practise more on stresses before intonations, for example, – “What do you say? Yes, I know,” (c) Dictation – It is the written equivalent of the type of oral repetition and defined as translation into ideal form, so dictation should not be based on passages of formal prose, but like other exercises on short utterances, also not necessarily cohering to form a dialogue or monologue.

**Meaning – based Activities:**

In this activity the teacher can use her own materials, textbooks and recording to draw ideas of listening comprehension passages. Also this is composed of a series of
brief dialogues whose individual utterances can be presented singly for interpretation and later recombined into the original more advanced work. So the teacher can use the recordings or reading aloud the transcriptions herself and she must be careful to pronounce the sounds naturally and correctly. (Alan Maley and Duff 1978).

Finally and in short, headlines of other types of listening activities can be mentioned in order to be practised in listening activities and in listening lessons as follows:

Drills and exercises, language games or guessing games, informal talks, narration, story telling, action songs, rhymes, instructions, role play, communication, speculative activities and dialogues for speech models (S. Venkantes Warve 1995 : 76-81).

2.4 CLASSROOM TECHNIQUES FOR LISTENING:

Classroom techniques refer to the skills, plans, methods, strategies, activities, materials such as tape recorder, recordings, video pictures, texts or passages and everything the teacher has to use in the classroom in order to present his listening lesson. So in classroom techniques one question
should be answered, that is – What should be considered when selecting techniques and activities? The answer for this question is that the teacher should consider in his mind, “what are the techniques and activities that he has to use in presenting his lesson, and how he can use them?” That means he should check if there is a relationship between the texts, the texts should be provided in a simple language and should be suitable to the students level, the language usage itself authentic or non authentic, what are the methods, strategies, processes, activities and their techniques he has to follow in his teaching and presenting the listening lesson.


**2.4.1 Listening should be relevant:**

Listening should be with purposes and for topics that interest the students to improve their ability for listening skills. So by using the classroom techniques the students identify the main ideas and supporting details, also to identify the cause
and effect of comprehension or lack of comprehension and to ask for clarification. In other words, if the texts are simple, relevant and fit to the students’ level, they can obtain their purpose of listening, otherwise they cannot.

2.4.2 Material should be Authentic:

Language should reflect real discourses or real life of listening, including hesitations, rephrasing and variety of accents. That means language does not need to be modified or simplified to make it easier for listener level, so level of difficulty can be controlled by the selection of the task. My contribution to this point is that the teacher has to use original materials, texts, aids in the classroom itself. He can give instructions for doing real orders at the classroom. For example, Can you open the window please? Can you clean the black board please? Can I use your pen please… etc. “Of course, these examples are for the first stage, but in the intermediate stage he can make the following instructions such as asking one of the students, “Go to the staff room, you will find the bell on the table. Take it and ring it. Then come back to your class.” So these real instructions of language will be easy for the students
to understand it easily and they can improve their listening skill gradually.

2.4.3 Opportunities to develop both TOP down and Bottom-Up Processing Skills should be Offered:

As I have mentioned before, top down processing refers to what the students already know about the topic, and on the other hand, bottom up processing refers to the activities that make the students confident in exact hearing and comprehension of the components of the language, such as sounds, words, intonations, grammatical structures. So the teacher must develop and offer these processes through his teaching in the classroom.

2.4.4 The Development of Listening Strategies should be encouraged:

Robin (1995) argued that predicting, asking for clarification and using non-verbal cues are examples of strategies that increase chances for successful listening. For example, video can help learner to develop cognitive strategies. I have to add my opinion for this point. The teacher must create a good discussion atmosphere in his classroom,
including asking the students the questions about hanging pictures in the classroom. The students should answer these questions by predicting about what is happening this week. He can make them answer questions about setting, action, and interaction by viewing the segment again with sound, allow them to confirm or modify their hypothesis.

2.4.5 Activities must Teach not Test:

Activities that focus on memory rather than on the process of listening or simply giving practise rather than helping learners to develop listening ability must be avoided. For example, the learner listens to passages followed by true/false question. So this activity might indicate how much the learners remember rather than helping them to develop the skill of determining the main idea and details. My suggestion on this guideline is, that the teacher has to use any activities or techniques that support more practising or training by the students and that will make the students to perform their role for most of the time of the class. For example, the teacher can write three words on the black board. Then ask one of the students to pronounce them, while others are listening. After
that he asks them to give the different sounds of the three words. Also the teacher can use other activities that are easy to be understood, practised by the students and to interest them.

2.5 WHAT ARE THE STEPS IN LISTENING LESSONS:

The answer for this question is like this. The teacher should design listening lessons, which include the techniques, strategies and activities that guide the students through the following stages:

2.5.1 Engage Learners in Pre-Listening Activity:

The goal of this activity is to encourage the students to think about and discuss what they already know about the content of the listening text. It provides them with a background of understanding the text, in order to attract their attention to what they are going to listen to. That means the teacher has to give the students an idea for what they are, going to listen. Then he can see hanging pictures in the classroom and ask the students to capture them by asking questions about these pictures. They are required to answer
these questions. In other words they should answer the questions about what they see in the pictures. For example,

T- What do you see in picture no. 1?
S-
T- Is there a girl or boy in picture no 3?
S-
T- What is he/she doing?
S-
T- Is he/she reading a story?

2.5.2 Do the Listening Task Itself:

This stage involves the point that the listener should get information and immediately do something with it. So the teacher can describe or do the task of guiding the students into note – taking that he has to give. The students make an information list and teachers ask them to fill the information-gap while the students are listening.

2.5.3 Engaging in Post – Listening Activity:

This stage is about helping the students to evaluate their success and to integrate listening with other language skills. So the teacher has to encourage the students to practise listening
outside the classroom. That means he can ask them about the level of listening. Was it easy or difficult? It is enough or they need more listening? Have they, compared their note – taking or information list with each other? etc., So this is one way of evaluating. The other way is, the teacher can ask the students questions about what they have listened to. For example, “who said it? Who is the cleverest one? What is John’s Job? How does Mary look like? …etc.

2.6 EXERCISES DESIGNING FOR LISTENING COMPREHENSION:

Generally, in listening exercises the teacher should bear in mind how to practise activities that focus on real situations, specific difficulty, how to improve the students’ motivation, concentration and participation, how to correct or give feedback, how to administer exercises effectively, and so on. At the same time, the teacher can use readings or live speech in his classroom exercises. So live speech is better, more useful and more practical than recordings, whereas recordings can be used for specific purposes such as to make discourse types, accents or situations that can not be offered by live speech.
According to Ur (1997) “As general rules, listening exercises are most effective if they are constructed round a task, that is to say, the students are required to do something in response to what they hear that will demonstrate their understanding. Examples of such tasks are: expressing agreement or disagreement, taking notes, making a picture or diagram according to instructions, answering questions.” (P.25)

Also Rivers (1968) supports this argument. He states that exercises should be developed and divided into four stages as follows- identification stage, identification and selection without retention stage, identification and guided selection with short term retention stage and identification and selection with long term retention stage. In addition, he summarizes the possible activities for the four stages, such as:

Elementary Level: At this level he states the following activities at the stage of identification as follows-

a. Identification: The students should be trained for the following exercises such as sound and short phrases discrimination, listening to dialogues already learned, identification of phrases and statements from reading
material studied, and games involving identification of words and phrases heard.

b. Identification and selection without retention: At this stage students have to practise the following; listening to variations of dialogues, already learned, and listening to the retelling with variations of reading material already studied.

c. Identification and guided selection with short term retention: The students at this activity should focus on some developed exercises such as true/false questions, multiple choice answers to questions given orally, and questions are supplied beforehand, means the student workout the answers as they listen.

Finally the stage of elementary level is:

d. Identification selection with long-term retention: At the last stage students should involve in similar activities as in (c) but students should answer questions which are provided for them on paper or orally after they have listened. Therefore, all these activities and exercises should be practised in the elementary level as I mentioned above. On the other hand, it is worthwhile to mention that he should
refer to the same four stages and their activities and exercises in which they can be used in the intermediate and advanced levels. So in brief, the important activities and exercises of the intermediate and advanced levels can be described here. For example, in intermediate level, students have to be trained on how to give dramatic reading of stories, how they can use facts, news, guessing, person or place, completing of sentences given orally….etc. Also in the advanced level, the following activities and exercises have to be practised by the students such as discrimination of sounds, telephone conversations, television games or competitions, sequences of dictation, ten minutes lectures on poets or famous people, listening to recordings of plays, poems or speeches and finally attending foreign language films.

Another type of exercises can be done such as:

2.7 LISTEN AND DO DRILLS:

In this exercise the teacher should tell the learner to do some things, and if he does what the teacher says, he has understood the meaning. For example,
T: Put your book on your head, Mary (Mary puts her book on her head)
T: Put your pencil on the floor Tom (Tom puts his pencil on his head)
T: That’s your head, Tom. I said on the floor, Mary? (Mary points to the floor)
T: That’s it.

2.7.1 Find the Object:

The teacher can divide the group into two teams, then put into a large box all the objects the names of which have been taught. So as you call out the name of an object, a member of one of the teams comes up and tries to find it in the box. After having found the object named, he holds it up, shows it to the class, and puts it back in the box. If he cannot find the object named or picks the wrong one, then a member of the opposing team has a try and if he succeeds, wins a point for his team. (Mackey 1966: 422, 441).

2.7.2 Following oral instructions:

In order to maximize students experience in listening, you can use terms for class management, so the students will be
familiar to reacting correctly for such instructions. For example, everybody sits down, listens carefully, answers again, repeats, takes out a piece of paper. Write on the black board, open/close your book, see who’s at the door…etc. Another exercise of the same type can be called, (carry out the requests of your instructor). For example, take out your geography book, open it to page 36, find the third paragraph, look a the second line, find the fifth word, last, raise your hand when you are ready to go to the black board and write the word you have found. (I Donald Bowen 1985:74-75).

2.8. CONCLUSION:

In this chapter, the following headings were discussed, which refer to the main idea of teaching listening skills. So first, brief ideas were given about approaches of language teaching such as oral approach, communicative approach and strategy-based approach. All of them argued how learner can gain foreign language skills orally, how the listener can acquire knowledge and improve ability for language use and how students can use linguistic, paralinguistic and extralinguistic signals. Secondly ideas were given in short about the goals
and methods of teaching listening, such as how the teacher can develop the ability of the students, in listening and how he can make them listen effectively by using different methods or processes such as pre-listening, during listening, post listening, top down and bottom up process. At the same time, what are the important components in teaching listening such as listener, speaker authentic, content, visual support….etc. Thirdly, it described an idea about the listening tasks, types of tasks and what is the role of these tasks about the listener. Further more, notions about skills, strategies and activities were mentioned and subdivided into different titles. Moreover, classroom techniques were taken up. They offered a lucid description of the guidelines that can be taken carefully by the teacher in focusing on his lesson. Also the steps that can be used in presenting the listening lesson as evaluating their understanding of the lesson are mentioned. Thus, these factors and elements are very important in teaching listening skills and should be treated carefully step by step. So they need an experienced teacher to make them easier and more interesting for the students. In addition, if there is enough practise and more exercises and activities, the listening lesson will be more
comprehensible, easier and beneficial. Therefore, the chapter that follows will provide us with a lucid presentation about the research methodology and the two experiments that were used in the empirical study of the present research.