Chapter Five

The Syllabus Outline

5.0. PRELIMINARIES:

This chapter outlines the model course syllabus, which is concerned with the needs of the candidates that were required in their answers to the questionnaire. According to the questionnaire analysis that was done in the previous chapter (Chapter Four) the needs of the respondents that were preferred related to the aim of the course, though there was no possibility to include all the items in the model course due to lack of time to cover these items and the lack of the possibilities and equipment that the researcher had to confront in the teaching period. Therefore, the syllabus outline was done as follows:

a. The most essential and the essential items selected by the respondents include:

1. Using recordings by native speaker.
2. Providing listening course, which meets students’ needs.
3. Making students familiar to the speaker’s style and purpose.
4. Enough time for practising listening skills.
5. Evaluating the listening lesson by asking questions, gap filling, letter missing, underlining the right sound, stressed and unstressed words exercises.
6. Methods suitable to students’ level and needs.
7. Using different techniques and activities such as sound distinction, choosing the right word, etc.
8. Listening to main the ideas of the text.
9. Participation of the students in the syllabus designing.
10. Teaching listening activities at word level.
11. Listening to television and radio.
12. Listening to details of a text.
14. Making short discussions and dialogues between the students.
15. Using authentic materials.
16. Inferring meaning from a text.
17. Teaching listening topic with a specific purpose.
18. Teaching listening topic with multiple purposes.
19. Teaching listening activities at sentence level.
21. Using visual support in the classroom.
22. Answering telephone calls.
23. Listening to English medium only.

Therefore, the above mentioned items were taken into consideration in designing the model course for the experimental group because what the students required was very important and necessary for the study of assessment and results. So the following items were regarded in the model course as the syllabus and units of the model course that was taught to the experimental group as follows:

5.1. The model course syllabus:

5.1.1. UNIT ONE:

Listening to Radio and Television Programmes

The first target is to train the students for listening to the radio and television programmes in order to make them familiar with the native speaker’s pronunciation and enable them to
comprehend radio and television programmes and competitions at home. The second reason is to make them focus on interesting listening units. In this unit the researcher warms up the students by introductory questions about the time of watching television and listening to radio, the programmes they preferred in the two media, the favorite channels as a pre-listening stage. The second stage, the researcher made the candidates focus on a listening to a competition. It was of three persons on television in the shape of many interview questions for each of them. Then they listened and ticked the correct answer out of three answers printed on a sheet of paper, as a while listening stage. In the third stage, the students were required to write comparative and superlative forms of some adjectives used in the interview questions, as a post-listening stage. After that the researcher asked the students to listen to some radio programmes and discuss them in the classroom in pairs. This unit belongs to need no 4 in table no. 3. This unit was taken from new interchange book no. 1.
5.1.2. Unit Two:

Answering Telephone calls:

The second unit of the model course is answering telephone calls, so phone speaking does not only differ from face to face speaking, but is also more difficult than it, because it needs some skills of listening and speaking at the same time. In this unit the researcher introduced a number of introductory questions as a pre-listening stage. The students read the questions in order to get their ideas, then listened to short phone conversations and after their listening to three conversations they had to answer the introductory questions. In the while listening stage, the candidates listened to a friend inviting his friends for a birthday party on phone. There were about five phone conversations. Another conversation was asking for some one on phone and leaving a message for him. After listening a number of times the students were required to write the excuses from the party for each one of the five persons during their listening. In the post stage listening, the researcher made the students focus on listening to four phone
conversations and fill the gaps while listening. This unit was matched to needs no. 20, table no. 3. This unit was taken from New Inter change course book no. 1 and headway course book.

5.1.3. Unit Three:

Listening for specific purposes:

Listening for specific purposes will train the students for listening keeping in mind one idea or one purpose. On the other hand listening for specific purpose may be for a purpose of listening or writing or pronunciation etc. In this unit the students in were exposed to a number of questions in the first listening that referred to the main idea of listening topic. Then they were removed into listening to the tape recorder for one or two times. The researcher stopped the tape and asked them to answer the introductory questions. In the second listening, the researcher arranged a number of events about a restaurant development on sheets of paper, distributed them among the students, then started the tape to listen to an interview with the restaurant owner, describing how the restaurant developed. Three times of listening and then the candidates were asked to
fill the information gap about what happened in each year, in other words the actions of the restaurant development in each year. In the third listening the researcher used filling gaps exercises about the total number of the restaurant branches world wide, the total number of the customers that come daily to this restaurant and the percentage of the restaurant meals and the percentage of the people that eat there.

This unit relates to needs no. 19, table no. 3. This unit was prepared by active listening students' book no. 3.

**5.1.4. Unit Four:**

**Listening to the main ideas of a text**

The aim of this unit is to familiarize the students to listening and concentrate on the essential ideas of the topic and understand them also. They will practise listening keeping a purpose in mind and picking up what they would like to listen to carefully. In this unit the researcher began with an introduction about what they are going to listen to and give the main idea of the task, then started the tape recorder giving an introduction about a business task, (the richest man in the world). After they listened many times, the researcher moved
into comprehension questions about the text and asked the students to answer the questions. In the second listening step, the researcher distributed sheets of paper including ten main rules of business and each one was subdivided into two sentences. He started the tape again to listen to these rules for long time, then asked the candidates to tick the one that was spoken in the cassette and leave the other one that was not mentioned in the cassette. After the students finished this exercise, the researcher transferred into the third listening exercises and started with a phone conversation about arranging a business meeting, so the students listened to the conversation and filled the gaps during their listening. Finally the researcher completed the last step of listening with a written exercise by focussing on a short written paragraph about an urgent meeting on the following situations, for example about foot ball matches, about party, about meeting at the department…etc. This unit referred to the need no. 6 table no. 3. This unit was taken from active listening students’ book 3, survival English, international communication for professional people, students’ book.
5.1.5. Unit Five:

Short conversations and dialogues in the classroom

The unit target is to enable the students to understand the native speaker’s style of speaking and comprehend the right pronunciation of words in order to correct their error if any. The candidates also can be trained on the symbols and short forms that may be used by the native speakers. In this unit the researcher described the main idea of the short conversations and dialogues and gave an introduction about what they were going to listen to at the pre-listening stage? The researcher, practised a short conversation between pairs of students in the shape of short questions such as- Where are you from? How long have you studied in this college? What are you studying? And so on. One student asks and the other one answers with the correction of the researcher if any mistake is made. In the while listening stage, the students performed listening to a short conversation, then followed answering comprehension questions and giving full forms of the contractions that were used. After that, they listened to another short conversation and
evaluated their comprehension by filling gaps according to their understanding of the conversation. In the post listening stage, they focussed on listening to a short conversation and rearranged the conversation roles in the correct order because they were put in the wrong one. Finally there was the last exercise at this stage. Listening also to the last conversation and filling the gaps with their expressions that fitted the conversation context. This unit was selected and tape recorded by survival English, international communications for professional people, students book and workbook. It was referred to need no.15, table no.3.

5.1.6. Unit Six:

**Word level activities and sentence level activities**

In this unit the students can concentrate on the word level pronunciation such as sound distinction from one to another, transcription and stress situations. On the other hand at the sentence level the students can learn to choose the suitable or the right word that is fit in the context of the sentence and learn how to make a right arrangement of the words in the sentence. The researcher started in the first listening with an introduction
to the topic, then made the students practise a word level activity by listening to a conversation and ticked one word only through their listening. In the while listening step, a short conversation about enquiring about an English course or car-hire etc. So the students listened to the conversation. Then answering the comprehension questions followed it in a sentence or a phrase only. After that the post listening step was practised with two written exercises after listening. The candidates chose the right word to fill the gaps. Finally the researcher finalized it by listening to the vowel and consonant sounds and practised a large number of different exercises such as choosing the right sound, choosing the right word , putting tick or cross marks in the square, the same or different exercises about sounds, contractions, stressed and unstressed words…etc. This unit refers to the needs no. 18 and 22, table no. 3, It was prepared with basic activities of listening, students’ book and survival English, course book and workbook.
5.1.7. Unit Seven:

Discussions and Debates

This is the last unit of the model course. It was performed orally. The researcher asked the students to practise discussions and debates in pairs about any situation they would like to discuss with the care of the researcher to correct mistakes, so the whole class practised for a long time in pair work. Lastly, the researcher asked the students to give their opinions frankly about the model course. Do they feel their listening abilities improved after this course? Are there any benefits obtained by this listening course? So they expressed their opinions about very good benefits and they felt very comfortable with this course and it succeeded and fulfilled the hypothesis and the aims of the study.

As a conclusion of this part, the researcher used a modern pattern of teaching listening lesson (This pattern was discussed in a local workshop and was practised as a lesson plan for each unit of the model course consisting of the following steps):
Pre-listening steps
- Step One – Warm Up: Talk about the topic, elicit vocabularies, explain everything essential for comprehension.
- Step Two – Set up of the Task: Asking questions about the task.

While Listening steps
- Step three – Students listen to the task and try to answer questions.

Post Listening Steps
- Step Four – Students talk together to compare their answers.
- Step Five – Students report back to teacher about their answers and discussions.
- Step Six – More questions and more exercises with enough time for practising that aim at the comprehension of the whole text.

Therefore, this modern pattern of listening lesson plan was practised in the model course that means all the units of the model course were designed and taught in the above mentioned steps as a teaching method of the model course units.
5.2. THE MODEL COURSE (SAMPLE UNITS)

5.2.1. Unit Two:

Answering Telephone

Suppose your phone is ringing and you have to answer it. The caller is asking about a member of your family, so what are you going to say?

a. Pre-listening exercises: Listen and answer the questions.

1. Who does the caller want to speak to?
2. Is he / she there?
3. What does the caller do?
4. What is the caller’s name?
5. Why is he calling?
6. What is his phone number?

b. While listening: Listen and PractiSe

Conversation No. 1

Secretary: Good morning! Parker Industries.

Mr. Kale: Hello! May I speak to Mrs. Graham, please?

Secretary: I am sorry, she is not in. Can I take a message?

Mr. Kale: Yes, this is Mr. Kale.
Secretary: Is that G-A-L-E?

Mr. Kale: No, it's Kale

Secretary: All right.

Mr. Kale: Please tell her our meeting is on Friday at 2.30.

Secretary: Friday at 2.30.

Mr. Kale: And would you ask her to call me this afternoon, my number is 3564031.

Secretary: 3564031, yes, Mr. Kale, I'll give Mrs. Graham the message.

Mr. Kale: Thank you.

Secretary: Good-bye.

**Conversation No. 2**

Albert: Hi Daniel. This is Albert.

Daniel: Oh, Hi, How are things?

Albert: Just fine, thanks. Oh, are you doing anything on Saturday night?

Daniel: Hmm, Saturday night? Let me think, oh yes, my cousin just called to say he was flying that night. I told him, i would pick him up.
Albert: Oh, that’s too bad! It’s my birthday. I’m having dinner with Amanda, and I thought I’d invite more people and make it a party.

Daniel: Gee, I’m really sorry, but I won’t be able to make it.

Albert: I’m sorry, too. But that’s O K.

**Exercise One**: Listen to Albert inviting friends to his party on Saturday. What excuses do people give for not coming: match the person to the excuse?

1 – Scott  
A – She said that she wasn’t feeling well.

2 – Fumiko  
B – He said he was taking his mother to a Dance Club.

3 – Manuel  
C – She said she had guests for the weekend.

4 – Regina  
D – He said that he would be out of town.

E – She said she might go out with a friend.

F – He said he was going away with his family.

**Exercise one- Listening script: Four short conversations**

**Conversation 1: Albert telephoning Scott inviting him to his party.**

Scott :    Hello.

Albert:    Hi Scott, this is Albert. How are things?

Scott:    Oh, Hi Albert.
Albert: You know it’s my birthday on Saturday and I thought you would like to come to my party.

Scott: Oh I really wish, I could, but I have to be around this weekend, I am leaving Friday night, I will be back on Sunday afternoon.

Albert: Oh!

Scott: I am sorry, Albert.

Albert: Oh!

Scott: Have a great party and happy birthday.

Albert: Oh, thanks, and have a great weekend Scott.

Scott: Oh, thanks.

Albert: Well, bye.

Scott: See you around.

Conversation 2: Albert telephoning Fumiko for inviting her to his party.

Fumiko: Hello!

Albert: Fumiko, hi, its Albert, how are you?

Fumiko: I’m fine- How are you?

Albert: Oh, I am fine too, you know, Saturday is my birthday and I thought you would like to come to my party.
Fumiko: Oh, what time?

Albert: See around 7:30.

Fumiko: Oh, I am sorry; I think I may already have some plans to go to movie with my friends.

Albert: Oh, okay Fumiko, and I hope you have a good time.

Fumiko: Thank you and I hope your party is fun.

Albert: Yeah, well, I hope so too. See you in the class on Monday.

Fumiko: Sure, bye – bye.

Albert: Bye.

**Conversation 3: Albert telephoning Manuel inviting him to his party.**

Manuel: Hello.

Albert: Hello Manuel.

Manuel: Hi Albert, how are you doing?

Albert: I am good.

Manuel: What’s up?

Albert: Well, my birthday is on Saturday and I have a party with some friends and I thought maybe you would like to come.

Manuel: Saturday.
Albert: Yeah.

Manuel: Oh, you know listen. I already promised my mother to take her to dance by weekend.

Albert: Oh, I don’t know your Mom liked to dance, Manuel.

Manuel: Oh, yeah, she loves it very well.

Albert: Its okay, Manuel don’t worry about it.

Manuel: I am really sorry. Well, see you soon, take care.

Albert: Okay, bye, Manuel.

Manuel: Bye.

**Conversation 4: Albert telephoning Regina inviting her to his party.**

Regina: Hello!

Albert: Hello, Regina, this is Albert.

Regina: Oh! Hi Albert, AHA, AHA (Regina Coughing)

Albert: What’s wrong?

Regina: I have got flue.

Albert: Oh, I am sorry; I guessed you want to come to my party on Saturday.

Regina: No I guess not, I am feeling very rundown.

Albert: Oh, I am sorry, well, take care of yourself, Regina; I hope to see you next week.
Regina: Yeah, me too, bye.

Albert: Bye.

Exercise Two: Listen. It’s the night of Albert’s birthday party. What happens?

Exercise two: Listening Script.

Albert came home from the movies with Amanda. When he opened the door, all of his friends shouted, surprise! Surprise! Happy Birthday! Albert was really surprised and said, “I can’t believe it”. He immediately asked Amanda if she set this up.

C. Post Listening Exercises:

Exercise Three: Complete the following conversations:

Conversation A :

a. Hello. 276694.

b. Hello, can I speak to Jo, please?

a. ____________________________

b. Oh, hi, Jo, this is Pat. I’m just ringing to check that Sunday is still ok for tennis.

a. Yes, that’s fine.

b. ____________________________

The listening script:

a. This is Jo speaking.
b. Great, see you on Sunday at ten. Bye.

**Conversation B.**

a. Hello, chess wood 4576

b. Hello, is that Liz?

a. ____________________________

c. Hello Liz here.

b. Hi, Liz it’s Tom, listen! ______________

c. Oh sorry, Tom, I can’t. I am going to my cousin’s wedding.

b. ____________________________

c. Bye.

**The listening script:**

a. No, it is not, I'll just get her.

b. I am having a party on Saturday, can you come.


**Exercise Four:**

Listen to the recordings, and then complete Linda’s sentences.

Jessica Adams: Hello

Linda Foster __________________________ Jessica Adams?

Jessica Adams: Speaking.

Linda Foster: __________________________ Linda Foster.
Jessica: What?
Linda Foster: I said “________________________”.
Jessica Adams: Who?
Linda Foster: Linda Foster ___________________ ?
Jessica Adams: Not very ___________________ It's a bad Line.
Linda Foster: Linda Foster. That's, F for Fox – trot, O for ____________, S______________, T ________________,
E _________________, R _________________.
Jessica Adams: Oh, Foster! Linda Foster from Devereux Computers.
Linda Foster: That's right, I'm flying into Chicago from Seattle tomorrow.
____________ at the standard club _____________________?
Linda Foster: ________________ Bye.
Jessica Adams: Bye.

The Listening Script:

Linda Foster: Is this Jessica Adams?
Linda Foster: Hi, this is Linda Foster
Linda Foster: I said “Linda Foster”.

Linda Foster: Linda Foster. Can't you hear me?

Jessica Adams: Not very well. It's a bad line.

Linda Foster: O for Oscar, S for Sierra, T for Tango, E for Echo, R for Romeo.

Linda Foster: Could you meet me at Standard Club at ten thirty?

Linda Foster: Ok. I'll see you tomorrow. Bye.

5.2.2. UNIT FIVE:

Using Short Conversations and dialogues in the classroom.

1. Pre-Listening Exercises.

   Exercise One: Answer the following questions.

   1-Where are you from?

   2-How long have you studied in this college?

   3-How long are you going to study in this college?

   4-What are you studying in this college?

2. While listening exercises.

   Exercises two: Listen to the conversation, and then answer the questions that follow:

   Conversation A: Worldwide entertainment.
Keiko: Do you know Paul Stein way from your New York office?

Natalie: I don’t know him personally, but I’ve spoken to him on the phone. I work in our Paris office.

Keiko: I met Paul last year.

Natalie: Oh, really! Where?

Keiko: At the film festival in Osaka. He was with a bearded man. I can’t remember his name.

Natalie: A tall guy with a beard and glasses.

Keiko: That’s right

Natalie: That was Ryan Thomas. He works here in L.A.

**The questions:**

1- Which office does Paul Steinway work in?

2- Where does Natalie work?

3- What does Ryan Thomas look like?

4- Where does Keiko meet Ryan and Paul?

**3. Post Listening Exercises:**

**Exercise three:** Listen to the conversation, and then answer the following questions:
Conversation B.

Ryan Thomas: Consuela! Come in. It's great to see you again.

Consuela: It's good to see you, too. How's Marguerite.

Ryan Thomas: She's fine.

Consuela: And how are the kids?

Ryan Thomas: They're fine. Laura's just started first grade.

Consuela: Really? How does she like it?

Ryan Thomas: She loves it...So far. How's Enrique?

Consuela: Working too hard...As usual! He sends his regards.

Ryan Thomas: Thank You. Marguerite says that while you are here, you must come over and visit us.

Consuela: I'd love to.

Ryan Thomas: Great. Is tomorrow evening ok?

Consuela: That's fine.

After listening to conversation: No B_

Put the right word in the suitable sentence:-

Sister, wife, daughter, father, husband, mother, son, brother.

Example:

1) Ryan is Marguerite’s husband.

2) Marguerite is Ryan’s ________________
3) Laura is Ryan’s __________________

4) Marguerite is Laura’s ______________

5) Ryan is Laura’s ____________________

Exercise Four: Put the following conversation in the correct order:

1-I’d love to. When?

2-Good to see you too, Bob. How are you?

3-She’s very well = she wants you to come and have dinner with us.

4-Fine, thanks, Nancy. How’s your family?

5-Hi, Nancy! It’s nice to see you again.

6-Is Tuesday evening ok?

7-They are just fine. How’s Sandra?

8-Yes, that’s great. Bye for now. See you Tuesday.

Exercise Five: Complete the conversation by using your expressions for saying goodbye.

You : Well, goodbye Wilbur. I e _________ m _________

You.

Wilbur: Yes, It’s been a P _______________ m ________ you too.
You: May I have your card so that we can K _____ in t ____ ?

Wilbur: Certainly. And if you’re ever in Seattle you S _____ C _____ and see us.

You: Thank you. T __________ C ___________ and I hope I’ll S ______________ Y ______________ A _____________ next year.

Wilbur: I hope so! But my boss seems to think this hotel is too expensive.

The script:

You : Well, Good Bye Wilbur. I enjoyed meeting you.

Wilbur: Yes, It’s been a pleasure meeting you too.

You: May I have your card so that we can keep in touch?

Wilbur: Certainly. And if you’re ever in Seattle you should come and see us.

You: Thank you. Take care and I hope I’ll see you again next year.

Wilbur: I hope so! But my boss seems to think this hotel is too expensive.
Contractions:


**5.2.3. UNIT SIX:**

Word Level Activities and Sentence Level activities:

1 – Pre Listening exercises.

Exercise one: Listen, and answer the questions by putting a tick in the correct box:

Asking about living abroad.

Ask Jackie about living in Mountreal – in December.

**Cost of living:**

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
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<tbody>
<tr>
<td>Is it expensive?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are the salaries high in Mountreal?</td>
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</tbody>
</table>

**Accommodation:**

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>Is it easy to find?</td>
<td></td>
<td></td>
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</table>

**People:**

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>Are they nice?</td>
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</table>

**Weather:**

<p>| | | |</p>
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<th></th>
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<tbody>
<tr>
<td>Is there anything I should take with me?</td>
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</table>
Exercise Two: Listen and practise:

**Enquiring about a course.**

Listen and write down the answers to Peter’s questions:

Peter:-Don’t forget to enquire about English language course – Today.

Remember to ask:

- How long? ___________________________
- Dates? ______________________________
- How many hours? _____________________
- How many students in class? __________
- How much? __________________________
- Deposit? ____________________________

* Accommodation:*

How much for?

- Bed and breakfast _________________________
- Bed and breakfast and dinner _______________
-
2.-While listening exercise:

Exercises three: - Car hire

Self drive: tel 773141

Leave Friday 7th July and return Monday 10th July.

Things to find out:

- Best kind for family of four and camping equipment?
  __________________

- Pick up after what time? ______________________________

- Return by when? ________________________________

Cost:

- Basic ____________ for how many miles? ____________

- Per extra mile? ________________________________

- Deposit ? ________________________________

- Extra for two drivers? ______________________________

Prices with / without VAT? ______________________________

- Insurance included? ______________________________
3 – **Post listening exercises:**

**Exercise four:**

**Choose the right word:**

Secretary:  Hello Grant, and Lee.

Ms. Curtis: May I speak to Ms. Grace Schmidt, Please? (May I / would you)

Secretary:  I’m _________ : She’s not in _________ a message? (busy / sorry) (can I leave / can I take)

Ms. Curtis:  Yes, please. This is Ms. Curtis _________ you (would / please) _________ I’m staying at the plaza hotel? (tell her that / ask her to) the number is 735 – 9001, room 605, _________ you _____? (please / could) (tell her to call me / tell her to call her)?

Secretary: Ok, Ms. Curtis. I’ll _________ the message (tell her / give her)

Curtis:  Thank you very much. Good-bye.
Exercise 5: Choose the right word:

1- In a restaurant the waiter or the waitress takes your ________
    (menu / order / service)

2- Baked potatoes are less ________ than French fries
    (greasy / healthy / spicy).

3- Many people like ____________ on their salad. (desert / dressing / soda)

4- Some people rarely cook with spices. They prefer ________
    food. (bland / hot / rich).

5- Vanilla is a popular ice-cream ______________ (drink / flavour / meal)

The listening script:

Exercise one:

- Cost of living : No
    Yes

- Accommodation : Yes

- People : Yes

- Weather : Overcoat, some pampers and whisky.
Exercise Two:

- Period : Three weeks.
- Dates : First course – from three July to twenty July, Second course from twenty four July to twentieth August.
- Hours : Twenty three hours per week.
- Students : Twelve to fourteen.
- Price : 1.50 + VAT 15%
- Deposit : P20 + P5 registration fee.
- Accommodation: P20 per week – bed + breakfast
  P27 per week – bed + breakfast + dinner

Exercise Three:

- Pick up time : After four o’clock on Friday.
- Return time : Four and ten minutes on Monday.

Cost :

- Basic miles : 29.25
- Free miles : 300 miles
- Extra miles     :  5 ½ pence per mile
- Extra for 2 drivers :  2.50
- With / without VAT :  15% to that price
- Insurance       :  Yes

The contractions:

P        :  Pound
VAT      :  Value added tax

ADDITIONAL EXERCISES ABOUT THE SOUNDS OF ENGLISH.

1. Choose the right sound exercises:

After listening to the English vowels, consonants and diphthongs the researcher makes the students practises the following exercises:

1- Listen, if the two words in each pair are the same, put a tick ☑ in the box, if the words are different, put a cross ✗

Example    Safe / save    ✗
Safe / safe    ☑

1  3  5  7  9
2  4  6  8  10
The listening script:

1. Pea / pea  
2. Fea / pea  
3. Pick / pig  
4. Vine / wine  
5. Thick / tick  
6. Sudden / Southern  
7. But / bat  
8. Coat / coat  
9. Down / done  
10. Led / red

2. Choosing the right word exercises:

- Listen to some pairs of sounds and after each pair of the words one of them is said again. Underline the word that is said again.

Example: Pie / buy

1. Put / foot  
2. Could / good  
3. Leave / live  
4. Cup / cap  
5. Bill / bell  
6. Walk / work  
7. Cheap / jeep  
8. Hat / heart  
9. Tin / thin  
10. Far / four
The listening script

1 – Foot, 2–Could, 3–Leave, 4–Cup, 5–Bell, 6–Work, 7–Cheap, 8–Hat, 9–Thin, 10–Four.

3. Some sounds at the ends of words

Example

a-books \( /S/ \) b-dogs \( /S/ \) c-glasses \( /Z/ \) d-looked \( /Z/ \)

Stops

e-stored \( /d/ \) f-started \( /Id/ \)

showed \( /d/ \) added \( /Id/ \)

- Listen and write the letters that are pronounced at the end of each word:

Franks / Bobs / Georges / Kissed / Opened / Wanted / Eats / Beds / Bridges / Pushed / Closed / Demanded

4 – Contractions: After giving a background about the English affirmative and negative contractions and listening to them on the tape recorder, the lesson is evaluated by the following exercise.

- Read the following sentences and choose the correct meaning for s and d – tick the correct box.
1. He’s sitting on the floor means He is  or He has 
2. She’s walked everyday, means she is  or she has 
3. I’d buy it for you means I should / would  or I had 

The Script:

1. He is  2. She has  3. I should / would

5. Choose the right sentence exercise: Listen and decide

If the two sentences in each pair are the same, tick the same, if they are different, tick different:

1. a) Same  Different
b)
2. a) Same  Different
b)
3. a) Same  Different
b)
4. a) Same  Different
b)
5. a) Same  Different
b)
The listening script:

1. a) They robbed a bank  
   b) They’ve robbed a bank
4. a) They listen to the radio everyday.
   b) they listen to the radio everyday.
2. a) She said she did it.
   b) She said she didn’t
5. a) He’s planning a good one.
   b) His planning is good one.
3. a) They look at TV nearly everyday.
   b) They looked at TV nearly everyday.

6. **Stressed and unstressed syllables**: Listen and write the following words in the correct group according to the number of syllables they have:

Lecturer, principal, college, English, sentence, paragraph, essay, travel holiday, ticket.

The listening script:

-- *
College Lecturer
English Principal
Sentence Paragraph
Essay Holiday
Travel Ticket
Of course after enough time of practising the stronge and the weak syllables the lesson is evaluated by the mentioned exercise of stressed and unstressed syllables.

The model units of this course were taken from different listening text books; the first one of them was a New Interchange students books and workbooks level one, two and three. These books for international students are written by JC Richards, the second one was Headway written by Liz and John Soars, the third one was Active listening written by RR, Jordan, the fourth one was survival English written by Peter Viney and John. Therefore, all these sources were fitted and adapted to the students’ needs in order to achieve and serve the purpose of the study.

5.3. TEST ANALYSIS

It was mentioned earlier that the researcher selected the subjects of the study randomly from the students in the English Department, College of Education Saber, Aden University. All the variables were controlled except note taking within a lecture. The modern and developed materials for teaching the
model course were only tape recorder and recordings. The subjects were chosen according to the following characteristics:

1. The experimental group and the control group consisting of 60 students (30 for the experimental group and 30 for the control group).

2. All the two groups were students of the first year.

3. All of them were of the same age (20 years – 25 years).

4. The experimental group was taught for one semester.

5. The pre-test and the post-test were given to both groups.

6. The groups were mixtures of males and females.

7. All students were graduates of Yemeni governmental schools and graduates of private schools.

8. The two groups were studied at the same college.

9. The researcher taught the experimental group only.

The rule of the college is that the student can be admitted only after passing a proficiency test in order to decide the acceptance level of the students in the department. The pre-test was given for determining the level of the students before the model course started, then the post-test was given after
finishing the teaching period of the model course in order to find out the differences in the students’ levels before the model course and after it, also between the experimental group and the control group, in addition, to ascertain the improvements that were expected to occur to the experimental group. Therefore, the results of the two tests were analyzed in SPSS program with the supervision of an expert in the field (statisticians).

5.3.1. Test Validity:

It has been mentioned that before administering the test the researcher has shown it to experts in the field in order to check the context of the questions, the organization and the level of the test. On the other hand, the researcher wanted to determine if it is suitable to the students’ level. In other words colleagues and experts in the English Department validated the test. So the ideas and the comments contributed by them were regarded in the second draft and the test was restructured again. All the experts, colleagues and people who participated and helped the researcher in this study were listed in the acknowledgement section and other sections of this research.
In addition, a sample of the pre-test and the post-test questions will be shown in details in the appendices of the thesis.

5.3.2. Test Reliability:

The reliability of a test refers to the acceptance of the test by the students, whether its level is suitable for them, its context is comprehensible and not difficult for them, and its desirability by the students. So before administering the pre-test to the experimental and control groups, the researcher has checked the test reliability by administering it to a sample of students other than the students of the two groups and it was successful in the acceptance and comprehension of the candidates to the test, only a very few and unimportant points appeared, because the researcher has shown it to a number of experts many times before administering the sample. On the other hand, the researcher carefully designed the test according to the model course units, that means each part of the test included one or two units of the model course, in addition to general and proficiency questions. Finally, after the test validity and reliability, it was administered as a pre-test for
the students of the two groups and the final draft of the test consisted of 70 items, which were distributed to five sections.

5.3.3. The Test Final Draft:

After the SPSS program analysis, the researcher made the necessary changes to the test results, which appeared as follows:

Table (5): Shows the statistical analysis and comparison of the pre-test for the two groups (i.e. the control group and the experimental group)

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>F</th>
<th>Sig</th>
<th>t</th>
<th>Df</th>
<th>Sig (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control group</td>
<td>30</td>
<td>51,37</td>
<td>15,147</td>
<td>0,518</td>
<td>0,474</td>
<td>0,440</td>
<td>58</td>
<td>0,662</td>
</tr>
<tr>
<td>Experimental group</td>
<td>30</td>
<td>53,00</td>
<td>13,532</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

The above table displays that there is no difference between the students' levels of the two groups. That means, there are no essential differences between the mean of the control group and the mean of the experimental group in the pre-test. Therefore, this proves that the levels of the two groups
are identical and the experiment will achieve the hypothesis and the objectives of this study.

Table (6) : Statistical analysis of the Post-test result

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>F</th>
<th>Sig</th>
<th>T</th>
<th>Df</th>
<th>Sig (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control group</td>
<td>30</td>
<td>71,17</td>
<td>18,189</td>
<td>11,720</td>
<td>0,001</td>
<td>-</td>
<td>58</td>
<td>0,000</td>
</tr>
<tr>
<td>Experimental group</td>
<td>30</td>
<td>86,33</td>
<td>10,230</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

At the end of the teaching period of the model course for the experimental group which was designed according to the students’ needs, interests and choices, the post-test was administered for the control group and the experimental group and table no. 6 shows the statistical analysis and comparison of the performance of the two groups in the post-test. Therefore, the indicated results of the above table proved that there are large essential differences between the mean of the control group which was (71,17) and the mean of the experimental group, which was (86,33). That means, the experimental group, which was taught with new methods and recent techniques, performed better than the control group, which was taught in traditional methods. So the experimental
group achieved higher marks in the post-test than the control group, at the same time the hypothesis that saying “1. Filling the gap between the previous teaching of listening and the recent technology and techniques of the modern teaching listening; and 2. Students have to participate in choosing the course, the materials and the syllabus designing according to their needs” are valid and proved. Finally the results mentioned in the above two tables were done using the statistical program called SPSS and with the help of a professional statistician.

5.4. Conclusion:

This chapter outlined the model course units which were taught to the experimental group only, during a teaching period of one semester, four hours a week. At the same time, it covered the statistical analysis of the pre-test and post-test results of the experimental group and control group, also it showed the higher scores of the experimental students that were expected to occur after the teaching period of the model course. Further more, the next chapter will include the pedagogical implications
and some problems were observed by the researcher, which interrupted the Yemeni learners in listening skills learning. At the same time, it will introduce the conclusion of the study, the recommendations and the suggestions for further studies.