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Teaching Listening

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Dedication

To My Family

Teachers

Colleagues ...

With Respect

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Introduction:

Esl/Efl teachers have several responsibilities with respect to the listening skill. According to the first, they must understand the pivotal role of that listening plays in the language learning process to utilize listening in ways that facilitate rather than hinder this process.

Secondly, they must understand the complex interactive nature of the listening process and the different kinds of listening that learners must do to provide their students with appropriate variety and range of listening experiences.

Finally, teachers must understand how listening skills typically develop in second language learners and be to assess the stage of listening at which their students are, so that each student can engage in the most beneficial types of listening activities based on his/her level of proficiency.

However, in order to provide students with training in listening comprehension that will prepare students for effective functioning outside that classroom, activities should give learners practice coping with at least some of the features of real-life situations

Section One

1.1 Listening in Language Learning

Listening is the Cinderella skill in second language learning. All too often it has been overlooked by its elder sister - speaking. For most people being able to claim knowledge of a second language means being able to speak and write in that language.

Listening and reading are therefore secondary skills means to other ends rather than ends in themselves. Every, so often, however listening comes into fashion .In the 1960s the emphasis on oral skills gave it a boost. It became fashionable again in 1980 . A short time later, it was reinforced by James, a methodology drawing sustenance from Krashan's work, and based on the belief that a second language is learnt most effectively in the early stages if the pressure for production is taken off learners.

(Richards Jack C. and Renanday Willy A ; 2002:238).

1.2 Interacting as a Listener :

The goal of interactive listening activities is to focus students attention on how they can maintain social interactive relations. Both bottom - up and top-down processes can be a part of these activities depending on the design. One such activity is called chat. Students view short videotaped segments of interaction in different settings, for example, at the dinner table.

To accomplish this, as the students view the videotape .They can:

- Check off those topics that were discussed from a list of possible topics.
- Follow along with a written script highlighting the things that learners do to keep the conversation going (e.g. using head nodes and encouraging remarks.)
- Complete a set of multiple choice and true or false questions about the interaction (e.g. True or False? Josk likes to chuckle to show he is listening) (Cebhard ; 2006 ; 153-154).

1.3 Teaching Listening

Three people were on a train in England .As they approached what appeared to be Wemberly station , one of the travellers said, "Is this Wemberly?" " No" replied a second passenger "Its Thursday" .Whereas on the third person remarked " Oh , I am too ,let's have a drink".

The importance of listening in language learning can be hardly be overestimated through reception .We internalize linguistic information without which we could not produce language. In classroom, students always do more listening than speaking.

Listening competence is universally "larger" than speaking competence. Is it any wonder then that in recent yours the language.

Teaching profession has placed a concerted emphasis on listening comprehension? Listening comprehension has not always drawn the attention of the educators to the extent that it now has perhaps human beings have a natural tendency to look at

speaking as a major index of language proficiency. Consider, for example, our commonly used query "Do you speak Japanese?"

We do not mean exclude comprehension when we say that but when we think of speaking. In the decades of 1950's and 1960's language. Teaching methodology was preoccupied with spoken language and classrooms full students could be heard performing their oral drills . It was not uncommon for students to practice phrases orally they do not even understand !

(Brown ; 2001; 247).

1.4 Audio and Video

We have to choose video materials according to the level and interests of our students. If you make it too difficult or too easy, the students will not be motivated. If the content is irrelevant to the student's interests, it may fail to engage them.

Video is richer than audio .Speakers can see their body movements give clues as to meaning; to do the clothes they wear, their location. Some teachers, however, think that video is less useful for teaching listening than audio precisely because with the visual senses engaged as well as the audio senses, students pay less attention to what they are actually hearing.

Four particular techniques are especially appropriate for language learners and often used with video footage:-

-Play the video without sounds :

Students and teachers discuss what they see and what clues it gives them and then they guess what the characters are particularly saying. Once they have predicted the conversation,

the teacher rewinds the video and plays it with sound. Were they right? A variation on this technique is to fast forward the excerpt. The students say what they think was happening the teacher can then play the extract with sound or play it again without sound but this time at normal speed

- Play the audio without the picture:

This reverses the previous procedure. While the students listen they try judge where the speakers all what they look like what is going on etc.

-Freeze Frame:

The teacher presses suppose button and asks the students what is going to happen next.

-Dividing the class in half:

Half the class face the screen the other half sit their backs to it. (Harmar;2007;144)

1.5 Listening

While major focus is on increasing the listening ability you will notice that many of the activities require speaking, reading and writing miming actions or associating sound groups or utterances with pictures. (Finnocchiaro and Brumfit;1938;138)

1.6 Listening Abilities

Let's review subsidiary or enabling skills students will need in order to listen with comprehension to connected discourse which may range from the face-to-face understanding of several utterances spoken by one or more other person to listening to a speech on the radio when noise in the room or radio static may cause interference. In listening the learners should be helped to hear and respond to (because they signal meaning

- 1- The phonemic sounds of language and at , upper levels , the personal or dialectical variations of the phonemes the spoken by some native speakers;
- 2- The sequences of the of sounds and ways of group, the length of pauses , patterns of stress and intonation elisions or contractions;
- 3- The structure words and their required sound changes depending on their position before other words (e.g. English :a man , an animal the /ðə /man the /ði / animals etc.)
- 4- The sound changes and functional shifts (involving positional shift) through about by derivation(e.g. justice, (to) be just , unjust, justly) .

- 5- The structural patterns (of the verbs groups of prepositional phrases ,etc)
- 6- The word- order clues to grammatical function and meaning e.g. the bus station.
- 7- The meaning of words depending on the context.
- 8- Numbers, days, names and dates.
- 9- Other notions used to complete the function and of course
- 10- The communicative expressions are formulas which express the speaker's purpose (Finocchiaro and Brumfit ;1983 ;136-137).

1.7 General Listening Activities

Among the many experiences and tasks which will promote our students listening ability are the following: (some are more appropriate at the beginning levels others at higher levels)

1. Listening to you as you.
 - Give instructions related to classroom routines (taking attendance, giving homework etc -Present model sentences based on some communicative grammatical or lexical feature of language;
 - Tell a story ;
 - Read a passage , a poem or a play let orally ;
 - Describe simple situational pictures ;
 - Give instructions for test ;

- Engage in directed practice activities ;
 - Give instructions for simple listening games such as "Simon Says";
 - Dramatize a dialogue using pictures or real objects;
 - Tell about an incident that happened to you or someone else;
 - Clarify the situation of dialogue a model , a film , a radio broadcast or any other large chunk of listening;
 - Give dictation (gradually increasing the number of syllables) the students are to retain before the write.
 - Give a listening comprehension exercise ;
 - Give a dicto-comp;
 - Greet visitors and engage them in conversation .
2. Listening to outside speakers .
 3. Listening to the same recording of language lesson segments ,songs plays ,speeches, etc.
 4. Taking part in telephone conversation.
 5. Interviewing people in the community where feasible.
 6. Attending and contributing to let others language club, meeting discussion groups and panel discussions.
 7. Going to movies or to the theater
 8. Playing language games.
 9. Participating in a spontaneous role-playing exercise.

10. Watching films several times - those especially prepared for language learners, short clips of feature films and listening to selected radio and TV programs.

(Finocchiaro and Brumfit;1983 ;138-139).

1.8 Listening in Practice

A challenge for the teacher in the listening classroom is to give the learners some degree of control over the content of the lesson and personalize content so the learners are able to bring something of themselves to the task there are numerous ways in which listening can be personalized for example it is possible to increase involvement by providing extension tasks which take the listening material as a point of departure but which lead learners into providing part of the content themselves for example students might listen to someone describing his or her work and then create a set of questions for interviewing the person.

A learner - centered dimension can be lent to the listening to class in one of two ways:

First: - tasks can be devised in which the classroom action is centered on the learner not the teacher and tasks exploiting this idea students are actively involved in structuring and restructuring their understanding of the language.

Second: - teaching materials like any other types of materials can be given a learner-centered dimension by getting learners involved in the processes underlying their learning and in making his contributions to the learning.

This can be achieved in the following ways:

- Making instructional goals explicit to the learner.
- Giving learners a degree of choice.
- Giving learners opportunities to bring their own background knowledge and experience into the classroom.

- Encouraging learners to develop a reflective attitude to learning and to develop skills in self-monitoring and self - assessment (Richards and Renanday ; 2002:240)

1.9 Extensive and Intensive Listening

students can improve their listening skills and again valuable language input- through a combination of extensive and intensive listening to material and listening of both kinds is especially important since it provides the perfect opportunity to hear voices other than the teachers, enable students to acquire good speaking habits as a result of the spoken English they absorb, and helps to improve their own pronunciation.

(Harmer; 2001:288)

1.10 Advanced Level Students in listening

Advanced learners can listen to longer texts such as radio and television programs and academic lectures. Their vocabulary includes topics in current events, history and culture. They can deal with a certain degree of obstruction. However, their understanding of the language remains on a fairly plane lands according to Peterson as cited by Celce-Marcia teachers can provide advanced level students with the following activities:

-Identifying specific points of information: Read skeleton outline of an interview about youth gangs and neighborhood. Listen to the interview and take notes on the information that belongs to the blanks

- Use the introduction to lecture to predict its focus and direction listen to the introductory section of a lecture -Then read a number of topics on your answer sheet.

-Recognize point of view: listen and take notes on a debate about whether or not it is ethical to keep dolphins in captivity.

Afterwards, organize your notes under two headings: the arguments for keeping the dolphins and arguments against keeping them. -Make inferences about the text : listen to a conversation about restaurants and good food read a number of statements about people's food preferences and decide whether they are possible inferences based on the text or not . (Rahimi Ali and Shojaee Firouzeh;2008:81-82)

Section Two

2.1 Listening Process

During the years when the artist is defined learning and language in terms of observable behavior that the hypothesized language model was radically different from the one now commonly accepted.

It was thought that since listening processes could not be observed listening was a passive skill. Speaking, however, was a different matter. Because the results of students, cognitive language processes could be experienced, speaking wasn't viewed as an active the skill.

In more recent theoretical models in which the mind viewed as an information processing system, listening is considered an active process.

Listeners are thought to be involved actively in the communication process because they use their background knowledge of the world and of language to recreate the speaker's message.

Certainly, practical experience indicates that listening is not a passive skill. Due to the high levels of listening comprehension skills native speakers have achieved they may not be fully aware of the efforts they of the airport they are expending and their communications. (Chastain;1988:193)

2.2 The Changing Face of Listening

There was a time when listening in the language classes was perceived chiefly as a means of representing the new drama .Dialogues on tape provided examples of structures to be learned , and this was the only type of listening to practice most learners received . Ironically, much effort was spent on training to the learners to express them orally.

Sight was lost of the fact that one is (to say the least) rather handicapped in conversation unless one can follow what is being said as well as speak from the late practitioners recognized the importance of listening and begun to set aside time for practicing the skill.

A relatively standard format the listening lesson developed at this time.

Pre-listening

Pre-teaching of all important new vocabulary in the passage.

Listening

Extensive listening (followed by general question).

Intensive listening (followed by detailed comprehension questions)

Post - Listening

Analysis of the language in the text. Listen and repeat .

(Richards Jack C. and Renanday Willy A ; 2002:243).

2.3 Strategic Listening

The type of foreign language listening that occurs in a real life encounter or in the response to authentic material is very different from the type that occurred with a scripted passage whose language has been graded to fit the learner's level.

In real life, listening to a foreign language is strategic activity. Non-native learners recognize only part of what they hear (this research suggests a smaller percentage than we imagine) and have to make guesses which link these fragmented pieces of text.

This is a process in which our learners need practice and guidance. Cautious students need to be encouraged to take risks and to make inferences based on the words they have managed to identify. Natural risk takers needed to be encouraged to check the guesses against new evidence as it comes in from the speaker. And all learners need to be shown that making guesses is not at sign of failure.

(Richards Jack C. and Renanday Willy A; 2002:244).

2.4 Post - Listening

We no longer spend time examining the grammar of the listening text; that reflected typically list view of listening as a means of reinforcing recently learned material. However, it remains worthwhile to pick out any functional language and draw learners' attention to it.

Listening texts often provide excellent examples of functions such as apologizing, inviting, refusing suggesting and so on the listen and repeat phase has been dropped as well on the argument that is to amount parroting, this is not entirely fair; in

fact it tested the ability of the learners to achieve lexical segmentation to identify individual words within the stream of sound. But one can understand that it does accord that it does a cold cord does accord well with current communicative thinking.

As a part of post listening, one can ask learners to infer the meaning of new words from the context in which they appear, just as they do in the reading.

The procedure is to write the target words on the board to play the sentences containing them on and off the learners to work out their meanings.

Some teachers are deterred from employing this vocabulary inferring exercise by the difficulty of finding the right places on the cassette.

A simple solution is to copy the sentences to be used onto a second cassette. To summarize the format of a good listening lesson, today differs considerably from that of four decades ago:-

- Pre-listening:

Set context- create motivation

-Listening

Extensive listening (followed by a question on context task/ preset questions.

Intensive listening checking answers

-Post-listening

Examining functional language .Inferring vocabulary meaning.

(Richards Jack C. and Renanday Willy A ; 2002:245).

2.5 Types of Classroom Listening Performance

1- Reactive

Sometimes you want a learner simply to listen to the surface of an utterance for the sole purpose of repeating it back to you. While this kind of listening performance requires a little meaningful processing, it nevertheless maybe a legitimate even though a minor, aspect of an interactive communicative classroom

2 - Intensive

Techniques whose only purpose is to focus on components of discourse may be considered to be intensive: Examples of intensive listening performance include these:

- Students listen for cues in a certain choral drills.
- The teacher repeats a word or sentence several times to imprint it in the students mind.
- The teacher asks the students to listen to a sentence.

3- Responsive

A significant proportion of the classroom listening activity consists of short stretches of teacher language designed to elicit immediate responses.

Examples include:

- Asking question
- Giving commands.
- Checking comprehension.

4-Selective

The purpose of such performance is not to look for global or general meanings, necessarily, but to be able to find important information in a field of potentially distracting information. Such activity requires field independence on the part of the learners.

Examples

- Speeches.
- Stories and anecdotes.
- Conversation.

Techniques promoting selective listening the skills could ask students to listen for:

- People's names .
- Dates .
- Main ideas and conclusions

5- Extensive

This sort of performance, unlike the intensive processing described above , aims at developing at top down global understanding of spoken language. Extensive listening to my your require the student to invoke other interactive skills (e.g. note taking and or discussion) for full comprehension.

6 - Interactive

Finally there is listening performance that can include all five of the above types as learners actively participate in discussions, conversation, role-plays and other pair and group works (Brown;2001:355-258)

2.6 Listening Tasks

Expectations, learners should have in advance some idea about the kind of the text they are going to hear. This is the mere instruction ' Listen to the passage ...' is less useful than something like 'you are going to hear a husband and a wife discussing their plans for the summer ...' the latter instruction activates the learner's relevant schemata.

Their own the previous knowledge and concepts of (facts, scenes, events, etc) and enable them to use this previous knowledge to build anticipatory scaffolding that will help them understand.

Purpose, similarly, a listening purpose should be provided by the definition of a preset task, which should involve some kind of clear visible or audible response.

Ongoing listener's response finally the task should usually involve intermittent responses during the listening. Learners should be encouraged to respond to the information they are looking for as they hear it, not to wait to the end. (Ur; 1996:108)

2.7 Types of Listening Activities

1- No overt response

The learners do not have to do anything in the response to the listening ,however, facial expression and body language often show if they are following or not .

- Stories: tell a joke or a real life and anecdotes , retell a well-known story read a story from a book or play a recording of the story.
- Songs : sing a song yourself or play a recording of one .
- Entertainment :films, theater ,video. As with the stories if the content is really entertaining learners will be motivated to make that effort to understand without the need for any further task .

2- Short responses :

- Ticking of times : A list, text or picture is the provided. Listeners mark or tick off words or components of they hear them within a spoken description story or simple list of items.
- True / False : listening passage consists of a number of the statements some of which are true others are false.
- Detecting mistakes: the teacher tells a story or describes something that class knows about but with a number of deliberate mistakes or in consciousness or inconsistencies.

- Guessing definitions: the teacher provides a brief definition of a person, place, thing, action or whatever; learners write down what they think it is.
- Skimming and scanning : a not -too - long listening text is given improvised or recorded, learners are asked to identify some general topic or information (skimming) and note the answer (scanning)

3 Longer responses

- Answering questions: one or more questions demanding fairly full of responses are given in advance to which the listening text provides the other side.
- Note-taking : learners take brief notes from short lectures
- Paraphrasing and translating: Learners rewrite the listening text in different words.
- Summarizing: listeners write a brief summary of the content of the listening passage.
- Long gap filling : a gap is left at the beginning, middle or end of a text

4 Extended responses

- Problem solving: a problem solving a problem is described orally, learners discuss how to deal with it and write down a suggested solution.
- Interpretation: an extract from a piece of dialogue is provided with no previous information

(Penny; 1996:113-114)

2.8 Extensive Listening

Just as we can claim that extensive reading helps students to acquire vocabulary and grammar and that furthermore, it makes students better readers. So extensive listening (Where a teacher encourages students to choose for them what they listen to and to do so for pleasure and general language improvement) can also have a dramatic effect on students' language learning.

Extensive listening will usually take place outside the classroom in the student's home car or on personal stereos as they travel from one place to another. The motivational power of such an activity increases dramatically when students make their own choices about what they are going to listen to.

Materials for extensive listening can be found from a number of sources, many students will enjoy reading and listening at the same time using both the reader and tape, students can also have their own copies of course book tapes or tapes which accompany other books written especially at their level.

In order, for extensive listening, to work effectively with a group of students or with the groups of students we will need to make a collection of appropriate tapes clearly marked for level topic and genre (Harmer;2001:228)

2.9 Intensive Listening "Live Listening"

A popular way of ensuring genuine communication is live listening where the teacher and or the visitor to the class talk to the students .Live listening can take the following forms:

- Reading aloud: enjoyable activity when done with conviction and style is the teacher reading aloud to a class. This allows them to hear a clear spoken version of a written text. The teacher can read / act out dialogues either by playing two parts or by inviting colleague into the classroom.
- Story telling: teachers are ideally placed to tell stories which, in turn provide excellent listening materials. At the any stage of the story, students can be asked to predict what is coming next or asked to describe people in the story or pass comment on it in some other way.
- Interviews: one of the most motivating listening activities is the live interview, especially when students themselves dream up the question.
- Conversation: if we can persuade a colleague to come to our class we can hold a conversation with them about English or any other subject. Students then have chance to watch the interaction as well as listen to it.

(Harmer;2001;230-231).

2.10 The Teaching of Listening Comprehension

The basic objective of the material designated as "listening comprehension" is to give pupils practice and enable them to as much of what they hear as possible. Such practice is helpful in developing the skill of listening and comprehending what is said over the radio or TV or in public and academic lectures.

The passage used can vary according to the specialization of the learners' background. However it is advisable to keep vocabulary problems in listening comprehension passages at a minimum level.

The exercises can be used for purpose of listening as well as testing oral comprehension. Each passage is followed by a number of short questions which can be answered by pupils both orally or in writing.

(Al-Hamash; 1985:137-138)

Conclusion

In this research we have discussed the reasons for using listening in the classroom. These include the effect on the students acquisition of good pronunciation and other speaking habits. We also need to expose students to different varieties and different kinds of listening

- 1- The difference between intensive listening and extensive listening, saying that in the case of extensive listening students should listen to thing they can more or less understand mostly for pleasure.
- 2- Students need to hear people speaking in different genres, and that while we want them all to hear authentic English. The language they hear should be as much the real thing as much as possible.
- 3- Offering a range of other listening genres and activities.
- 4- Discussing the fact that the students need it to be able to display different schools for listening in august to understand general meaning older I'm getting activity to get specific details
- 5- Applying where video (or digitally delivered images) fits mentioning some video techniques and stressing that using video is not an excuse for TV watching.