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Laboratory Experiences in Listening Comprehension for English as a Second Language Program

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LABORATORY EXPERIENCES IN LISTENING
COMPREHENSION FOR ENGLISH AS A
SECOND LANGUAGE PROGRAM

BY
SIMA MOKHTARI

Submitted in partial fulfillment of the requirements
for the Master of Art in Education degree
The Lindenwood Colleges
December 3, 1980



This paper emphasizes the use of the lab as a place in which listening comprehension can be taught and reinforced.

ABSTRACT

A curriculum is also developed for the language lab.

This study is undertaken in an attempt to help teachers to consider listening comprehension as a skill which is different from pronunciation, reading, and writing. Comprehending the second language is one of the most difficult tasks for the language learner and it is the most neglected skill in second language teaching. This neglect stems from our ignorance about the nature of the process of listening comprehension, and from the lack of our knowledge about techniques on what and how to teach students to comprehend the spoken language.

The listening comprehension skills are separate from pronunciation and grammar. This paper presents different methods of preparing exercises which teach the ESL student how to listen and improve listening.

The best way to implement these techniques is through exercises in the laboratory. Students have to concentrate in the lab and improve their memory span. The language lab must be self-directed by the students, but they need a teacher (supervisor) to help them to make the correct sounds.

Language lab exercises and the lab equipment must be used correctly and according to the needs of the students in order to be effective and helpful.

This paper emphasizes the use of the lab as a place in which listening comprehension can be taught and reinforced.

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through repetition and practice, and teachers need skills to be able to help students. It is not true that anyone who can speak English can teach it. Language teaching is a science and an art.¹

In teaching English there are four general aims: to understand the spoken and written language, and to speak and write in it. Therefore, four abilities should be trained: hearing, reading, speaking, writing. The main purpose of this paper will be developing techniques and curriculum for listening comprehension.²

Each language has a different phonetic pattern. Each pattern in a language limits the possible sequences of sounds for that language. As a child learns his native language he begins to internalize this pattern of sound and not others. Therefore, he does not know the sound sequences of a foreign language until he has had enough experience with those sounds. Long practice is needed to become familiar with the sounds. The phonetic patterns of a language include sound sequences as well as degrees of loudness, levels of pitch and lengths of pause.

CHAPTER I

INTRODUCTION

Second language habits are acquired slowly, through repetition and patience, and teachers need skills to be able to help students. It is not true that anyone who can speak English can teach it. Language teaching is a science and an art.¹

In teaching English there are four general aims: to understand the spoken and written language, and to speak and write it. Therefore, four abilities should be trained: hearing, reading, speaking, writing. The main purpose of this paper will be developing techniques and curriculum for Listening Comprehension.²

Each language has a different phonetic pattern. Each pattern in a language limits the possible sequence of sounds for that language. As a child learns his native language he begins to internalize this pattern of sound and not others. Therefore, he does not know the sound sequences of a foreign language until he has had enough experience with those sounds. Long practice is needed to become familiar with the sounds. The phonetic patterns of a language include sound sequences as well as degrees of loudness, levels of pitch and lengths of pause.³

There are other elements in a language which aid comprehension besides the sound system and how sounds are put together. These elements are classed as kinesics and paralanguage which vary from one language community to another and they include: body movements, facial expressions, slight changes in breathing, length of pauses and degree of emphasis.⁴

In learning a foreign language the student passes through several stages for comprehension of spoken speech. At the beginning, the foreign language sentences are undifferentiated noises. As he listens, he perceives a regularity in the rise and fall of the voice. As he learns vocabulary, verb groups, and simple expressions, he begins to distinguish the acoustic and syntactic patterning. The student then passes through a stage when he recognizes familiar elements in a speech, but he is not able to recognize the relationship within the whole sound, therefore he can not comprehend the message. He needs more practice to pass beyond this stage. As the student hears more speech, he increases his ability to recognize the elements which determine the message. At the more advanced stage, he may recognize the essentials of the message, but not be able to remember what he has heard. It is because he is not able to concentrate his attention on the crucial elements of the message long enough to rehearse them.⁵

Phoneticians discovered that the ear must be trained to hear new sounds accurately. Most learners think they have heard the new sounds, but actually they have heard only the sounds of their mother tongue that are near to the new language sounds. Teachers must remember that most of the students are hearing only those sounds that their ears are used to hearing, and that their minds are used to receiving and responding to, and they will not hear most of the sounds that are different from their mother tongue. Therefore they use the sounds that they are used to and that is why their pronunciation is wrong at the beginning. When the teacher speaks the language, many of the students do not hear the correct sounds. The ears of the learners have to be taught to listen. They have to be taught to concentrate on hearing the new sounds. Then they will know the sounds that they have to imitate. If they can not imitate, they have to be taught how to use their speech organs, especially tongue and lips, so that they can produce the correct sounds perfectly. The teacher must have enough knowledge of the phonetics of the language to give adequate instruction in sound production.

The teacher has to make sure that students are trying to make the correct sounds. The teacher has to have the skill in analyzing weaknesses; then by the expert advice the students can improve their speaking.⁶

Research has shown that the auditory memory span for foreign language material is less than for native language material, on a ratio of nine words to fifteen. After each eight to ten words (less in the early stages) the mind has time to think about the material during the pause, relate it to what was said before and what will follow. These pauses occur in natural speech.⁷

It is only at an advanced level, when many features of the language are familiar, that the teacher may let the student work with uncontrolled material so that he can get the meaning from context in a rapid process. For this, the teacher can use amusing things that happened during the day, or provide some background to a subject before they listen. Then they can study individually in the lab without the direct help from the teacher. Training also should be done in listening to group conversations and discussions. Conversations and discussions of this type may be taped and used over and over again.

Teachers and students must know that listening comprehension is not a skill that can be obtained once and then be ignored while other skills are developed. Listening comprehension increases with growing familiarity with the vocabulary and structures of the language.⁸

Research has shown that many studies have been done on developing programs for reading, writing, and speaking, but not on listening comprehension. This is the part that is usually being ignored in the development of curriculums for English and Second Language (ESL) programs.⁹ This paper is an attempt to show the needs, objectives, methods, and activities that are necessary in the development of a curriculum for improving listening comprehension.

In developing a curriculum, it is also important to keep in mind several assumptions regarding language comprehension.

Most teachers have found that real-life experiences help the students in learning the foreign language. Using class meetings and arranging real-life language and cultural experiences helps students become interested. Real-life experiences can be entertaining visitors in class or at home, having services such as interpreting, tutoring, and field trips. It is important to communicate in an interesting and informative manner with native speakers of the foreign language.

For a better result it is important to give students an opportunity to share in developing the curriculum. To involve students in creating a curriculum and then relating it to your objectives helps students and teachers to work together, to find

out the areas of interest and then develop the units based on those interests. Involving students helps the program to be developed according to the student's needs.¹⁰

In teaching an ESL program, students have special needs and the training should be programmed according to those needs.

The first need is to relate the use of the language to its total cultural context. This should be focused on materials at all levels. Teachers must be aware of the cultural differences which have been published in the educational literature.

In teaching as a second language instruction at the adult level, emphasis is usually on job-related language. It is recognized that the content should be relevant to the goals and life-choices of the students. Therefore teachers of English to adults must learn about the content areas.

The needs in teaching English to foreign students at the university level are not the same as above. They need skills in reading processes, more formal style for textbooks and lectures rather than conversation.

For special English as a Second Language instruction, students must be grouped according to their needs. Then the teacher will know how to motivate each group. The reason for putting the

students in groups is that they have different needs for learning English and they have different abilities for learning it. Some people learn it better through hearing and some through seeing. By putting them in groups, the teacher will know how to base the instruction.¹¹

The purpose of this paper is to indicate that listening comprehension is one of the most difficult tasks in learning a second language and it is directly related to communication which is the main goal in learning a second language. Unfortunately listening comprehension is being neglected as a skill or is not being well developed in ESL programs. This neglect comes most of all from our ignorance about the nature of the process of listening comprehension. There is a lack of knowledge of what and how to teach the students to comprehend the spoken language.

In Chapter II, I will present background on listening comprehension including the objectives, techniques, steps, and activities and exercises for developing a good program for listening development.

In Chapter III, the language laboratory will be discussed as the place in which to develop and implement the listening skills.

In Chapter IV, I will present a model of a listening curriculum.

Footnotes

¹Audrey L. Wright, "Initial Techniques in Teaching English as a Second Language," in Readings on English as a Second Language, ed. Kenneth Croft (Massachusetts: Winthrop Publishers, Inc., 1972), p. 7.

²P. Gurrey, Teaching English as a Foreign Language (London: Longmans, 1955), p. 7.

³Wilga M. Rivers, "Listening Comprehension," in Readings on English as a Second Language, ed. Kenneth Croft (Massachusetts: Winthrop Publishers, Inc., 1972), pp. 88-91.

⁴Ibid., pp. 88-90.

⁵Ibid., pp. 88-91.

⁶Gurrey, Teaching English as a Foreign Language, pp. 16, 99.

⁷Rivers, "Listening Comprehension," p. 96.

⁸Ibid.

⁹Beverly S. Wattenmaker and Virginia Wilson, A Guidebook for Teaching English as a Second Language (Boston: Allyn and Bacon, Inc., 1980), pp. 17, 119.

¹⁰Ibid.

¹¹"TESOL Today: The Need for New Directions," TESOL Newsletter VIII #5 and 6 (September-November, 1974), pp. 1-3.

negatives (with or without the auxiliary do), and sentence coordination and subordination.

CHAPTER II

LISTENING COMPREHENSION

Introduction

The skill of listening with comprehension plays an important part in Second Language learning. The goal in this skill is to help the learner understand the second language in the way that native speakers do. To achieve this goal students need listening practice. This is different from memorizing exercises in the classrooms or in language laboratories. The student must listen with full attention to something that interests him and understand the meaning of what he hears and then respond in a way that indicates he has understood. In order to be able to understand what he hears, the learner must be familiar with the sounds, grammar, and vocabulary of English. One difficult part for non-English speakers is the sound system because it is the "noise" that strikes listeners' ears. Students must be able to identify the intonation, the emphasis or contrast, and the significant contrasts in sounds. They should be aware of parts such as "ed" endings or irregular past verb forms, modificational relationships (chocolate milk, milk chocolate), questions and

negatives (with or without the auxiliary do), and sentence coordination and subordination.

The listener must understand that words might have different meanings in different sentences.

"Pitcher" can be a container for liquids or a specific player in a baseball game.¹ Listening is very important especially in situations where English is not the language of the country and students do not have opportunities for hearing English outside the classroom. These students often learn to read and write and even to speak, but they usually have difficulty in comprehending English.²

Two important things should be considered in listening. First, lessons must be enjoyable for the students. Each student should be encouraged to see how carefully he can listen and how much he can understand aurally.

Second, listening must be disciplined: no talking, no interruptions during dictation, and no repetition until the end. These rules help students to establish self-disciplined listening which is very useful for effective listening and comprehending in English as a Foreign Language.³

Phonetic Features

One way of teaching listening comprehension is to train the students to understand complete sentences

or at least groups of words, and then use drills on vowels and consonants in sentences in order to train their ears to receive important cues. Presentation will be less effective if students only imitate sentences without knowing about the structural forms (grammar), vocabulary, or sound components. Children learn the language this way, but adults must use abilities that children lack.⁴

The phonetic features of a language provide important listening cues from the beginning of learning a language. For example, it is the intonation that attracts the attention. Without knowing the words, students can become familiar with the intonation, the rise and fall of the voice, the effect of syllable sequences, types of pauses, rhythms of long and short vowels, and types of emphatic forms. All of these are important and should be listened to. Children learn to mimic intonational patterns even before they can babble all of the sounds. Students do not know the meaning of all these intonational distinctions, but they can discover a number of the more important intonational patterns.

After intonation students should listen for consonants and they should hear individual consonant sounds. After distinguishing eight consonants they should begin the vowels. Additional vowel sounds should be taught successively only after students have

mastered the preceding vowel sound. Students improve speaking if they learn to hear correctly. One way of speaking correctly is correct hearing.

After they have learned to distinguish individual sounds, they should begin to listen for types of sounds: aspirated consonants, voiced stops, nasalized vowels, voicelessness, long vowels and short ones. One should learn to listen systematically to the sound system. For example /p/ is easily heard, but /t/ or /k/ is much less readily recognizable. By noting the puffs of air with the /p/, and trying to detect a similar feature with /t/ and /k/, the students are able to improve their listening capacities. The listening should include (1) the isolating of similar features, and (2) the awareness of contrast. In some cases, it is better to begin by listening for the contrasts, and in others they may learn to detect sounds more readily by noting similarities. If the situation in which students learn the language does not provide many opportunities for listening to the language, using the radio or recordings in the language can be helpful. For the person who is learning a language in the unnatural situation of the classroom or through a tutor, at least fifteen to twenty hours concentrating on hearing the sounds of a language is necessary.⁵

Selective listening to the sounds of a language should not end when one begins to understand some of

the vocabulary and grammar. Even after having learned to understand some percentage of the language, it is still very important to concentrate on phonetic details.⁶

It is very important to know that Spanish students usually have difficulties distinguishing between some English sounds, so they will not understand or will misunderstand what they are being told and will pronounce the sounds incorrectly. Therefore the teaching of listening is very important for them. In using drills for sounds, the teacher should ensure that they can distinguish the new sound aurally-orally, both at recognition and production, before the teacher presents the written form of the sound.⁷

The fundamental problems of learning English are different for each different language background. The basic problems of the native speaker of Japanese are very different from Spanish, or Turkish, or Arabic, or Chinese.

Students from each language background must have English materials especially suited to linguistic needs, if you want him to learn English well. This is very important for the first stage of learning English because it will determine whether the teaching will be effective and the learning easy or the students will be confused and the teaching will be difficult.⁸

4. Teachers of oral English need the training that linguistics gives in the study of phonetics and phonemics in order to have a good ear to be more effective to help students. Many of the problems in the class can be solved if the teacher understands the basic essentials of sound production and the phonemic system of English.⁹

Listening to a foreign language involves two levels of activities. Recognition level includes the identification of sounds, words, and phrases. Selection level requires the student to concentrate his attention on special sound groupings. Students need training at the recognition level and selected specific details from the sound if they want to be able to listen to a foreign language.¹⁰

Methods of Teaching Listening

According to Morley's guidelines a general set of principles for teaching listening comprehension have been provided.

1. Listening comprehension lessons must have definite goals. These goals should fit into the curriculum, and both teachers and students should know what these goals are.
2. Listening comprehension should be planned step by step from simple to more complex as the student progresses in language proficiency. The student should know "what to listen for, where to listen, when to listen and how to listen."
3. Students must be active in the lesson plans. Immediate feedback helps them to be interested and motivates them.

4. These lessons should help students to remember, in order to develop concentration. For this purpose writing assignments before they listen to the material are necessary.
5. One goal in listening comprehension lessons is to strengthen the immediate recall so that they develop their memory. Listening is receiving, receiving requires thinking, and thinking requires memory. Listening, thinking and remembering cannot be separated.
6. Listening Comprehension lessons should teach students not test them. The student should find out how they did and how they are progressing.¹¹

Other steps in planning listening comprehension exercises are:

1. Selection of the teaching point
2. Focusing of students' attention
3. Listening and completion of exercise
4. Feedback on performance.

In the first step the important point is that structures and vocabulary should be controlled in order to be suitable for that level.

In the second step the students must know the purpose of the exercises before they listen to the passage. There should always be an example at the beginning of exercises to help those who may not have understood the verbal directions.

In step three if teachers read the material, they must read it with normal speed and intonation. Slowing down gives the students no practice in understanding normal speech, which is the purpose of

the exercise. It is better if they read the exercise again.

In step four, the best way for students to receive feedback is to give them an answer key and let them correct their own answers. Teachers check and see their progress and help those who have difficulty.¹²

Paulston and Bruder in Teaching English as a Second Language, have classified techniques for listening comprehension according to the different teaching levels:

1. The phonological code
2. The grammatical code
3. The message at the sentence level
4. Variations of language style or on the total meaning of a passage or communication situation.

The complexity of each level corresponds to the students' progress in their learning.¹³

The objectives in all of the methods being used for improving listening comprehension are:

1. To help students learn the linguistic system of the language so that they can understand and use it correctly, quickly, and fluently.
2. To help students recognize and use the language in communication.

The activities required for these objectives are: listening comprehension, reading comprehension, and dictation.¹⁴

The Phonological Code

The phonological code is related to the pronunciation such as distinguishing "eyes - ice." English language lessons must be planned step by step. The first step in teaching the listening skill is to help the students become familiar with the "NOISE" of the language, such as teaching the discrimination of sounds in both words and sentences.

Washing She's washing the car

Watching She's watching the car

or the discrimination of structure words

It is in the box. Give him the book.

It is on the box. Give her the book.

The things that cause problems in comprehension for the foreign students are:

1. neutralization of vowels in unstressed syllables: geographic (/i/ is neutralized)
2. contractions: isn't can't
3. loss of consonant sounds in words as in:
"give'er the book."

Exercises which help students to listen to these "reduced forms" in speech are necessary because these forms are different from the way they are in writing and the way they are pronounced in isolation.¹⁵

Training at the recognition level must start from the first lesson. The student must be able to recognize sound patterns (sound discriminations affecting meaning, intonation patterns, levels of pitch, word groupings), grammatical sequences and tenses, modifiers and function words, etc. As these elements of speech become familiar to the student, he expects to hear them when he listens. Since the human organism is able to get only a certain amount of information at one time, this familiarity with the skill elements, increases the number of items that student can put together in one sentence.¹⁶

The Grammatical Code

Exercises on the grammatical code such as distinguishing between "he's eaten" and "he's eating" is related to grammar. For achieving English proficiency as Allen stated in Teaching English as a Second Language, the student needs different kinds of oral exercises. The four types of oral grammar drills are techniques that have been useful in helping students to achieve correct spoken English.

The simplest type of drill is pattern practice which is based on a sentence that illustrates the grammar point to be drilled. The sentence should be repeated over and over with some variation in vocabulary content. Example:

Teacher: I walk to school every day.

Student:

I	run	to school every day.
	skip	to school every day.
	go	to school every day.

The teacher has to have the class repeat the same sentence after the teacher several times until they can say it fluently. Then the teacher gives the same sentence substituting a word and the class repeats it. After a number of such substitutions, the teacher says only the word and calls an individual to give the whole sentence using that word. As soon as the students know what is required of them, the teacher may go round the class, and give a different word to each student and each student repeats the complete sentence with the given word. Simple pattern practice concentrates attention on changing the vocabulary while grammar remains the same. The idea is to help to build the habit of saying a particular grammatical pattern by repetition.

Another type of practice is progressive pattern practice. After a few substitutions, the entire content of the model sentence is changed, but the grammatical structure remains exactly the same.

Teacher:	He	learned	to speak English.
		wants	
		loves	

Student: needs He needs to speak English.

tried He tried to speak English.

read the He tried to read the

lesson lesson.

Then the teacher calls on an individual student to repeat the last part of the sentence. The teacher only gives the word and the student repeats the sentence substituting that word. This sort of experience requires a little more help from the teacher before the class understands what is expected of them. This method provides a greater variety of grammatical material. The students should be aware of the changes in the model sentence. Students are not using their books and notes and nothing is written on the black board.

Substitution-concord drill needs active use of a grammatical pattern. The first step is to have the students repeat a few examples of a given sentence pattern such as:

The letter was there, but nobody noticed it.

I was there, but nobody noticed me.

The children were there, but nobody noticed them.

When the students can say the examples fluently after the teacher, the teacher gives them only the first few words and asks them to say the whole sentence. The difference between this and straight pattern practice is that each student should make some kind of grammatical change in the second part of the sentence according to the first part. This is why the word "concord" has been used here. This kind of practice is very good and useful for practicing the irregular verbs. A lot of time should not be spent on memorizing and reciting the parts of verbs, because the student needs a practical way of learning the forms and putting them in conversation.

One natural situation in the concord drill is to put it in the form of questions and answers such as:

1. Why doesn't Mr. White play something for us?
- He forgot to bring his music with him.

After repeating two or three questions and answers after the teacher, the students are ready to try just to give the answer when the teacher reads the question.¹⁷

The Message at the Sentence Level

Sentences for listening comprehension should be read at normal speed from the beginning. Normal speed does not mean to read fast, but a speed which has normal word groupings, natural rhythm and intonation.

For listening to a foreign language two levels of activities are involved. The first one is the recognition level which includes identifying words and phrases in their structural relationships, time sequences, logical and modifying terms. The second is the level of selection where the listener gets the elements which contain the message. This helps him to concentrate on certain sound groupings.

In the early stages, the teacher must not concentrate on total recall because the student may be able to respond to only one item in the dialogue. He will not be ready for the total recall until the material has been overlearned.¹⁸

Telephone communication depends on aural comprehension. One way to develop students' confidence in using the telephone is to ask them to call numbers that have recorded messages. Students do not have to respond, so they feel less insecure. Then give them an exercise in which they telephone for some specific information (bus schedule, prices of symphony tickets, public library hours) and ask them to report that information to the class.¹⁹

Variations of Language Style

Listening comprehension exercises include passages of oral language of different types: narration, description, directions, etc. The tasks that

students do are answering questions, solving problems, taking dictation, and sometimes drawing pictures.

Listening materials for students should include samples of natural language from different sources so that the students experience language with many different topics, situations, and speakers. The students can be asked to watch a TV program which will then be discussed in class. It is better if they have some special questions in mind before they watch.²⁰

All the material used for listening comprehension should include sentences with a high probability of being used in the real life. This kind of real life sentences usually include customs, behavior and attitudes typical of the foreign culture.

The physical aspects of the classroom and laboratory presentation, such as speed of sentences, length of them, and length of pauses should be planned by the teacher because of the important effects they have on students.²¹

One important part of listening comprehension is teaching the student the relationship between the spoken and written forms of the language. Dictation is considered to be the best way to show this relationship. Dictation exercises are very useful especially for older students who have been introduced to the language by writing rather than speech. These students have great difficulty recognizing the spoken forms. More

attention should be paid to dictation as a technique for teaching listening comprehension. Dictation helps students to know what it is they do not hear accurately. If the dictation exercise is corrected as soon as the exercise is completed, it will have a better result.²²

Using taped materials (recordings of dialogues or of radio and television programs) or films can be excellent opportunities for students to increase their listening comprehension of "real-life" language. Radio commercials can be taped and played several times while students are trying to guess at words they can not understand, according to their knowledge of the language. This practice develops their total communicative ability.

In this technique, listening activities should train students to identify types or varieties of English from the most formal to the most informal. Students need to learn to identify idioms, phrases, and sayings that are characteristic of the different levels of speech.²³

Academic Activities

Understanding lectures and taking efficient notes is one of the academic activities that university students must develop and it is considered as a skill in academic activities. The listener needs to be able to discriminate noise, word and sentence stress,

intonation patterns and grammatical sequences, and organize the information because the time for writing down important items is limited, to recall the information, to be able to revise from notes much later on.

Very few foreign students are able to take efficient notes from a lecture. Therefore the teacher must suggest materials to help the students to learn the skill and strategies to make it easier for them to listen to lectures. The teacher can do that by selecting good exercises, exercises that include psychological or linguistic principles, and sequencing those exercises. These exercises types can be:

1. Cloze procedure or blank-filling on subject-area words, random, stressed items, unstressed items, and points of grammar.
2. Completion exercises
3. Comprehension questions: true/false, multiple choice
4. Identification of function
5. Use of transcription: underlining key information, identifying repetition.

The transcription of a lecture can be used to help students organize information. As long as the principles for categorization and organization remain the same, the language that the student is required to process can be gradually increased. Different degrees

of help can be given to the student to help him follow the structure of a lecture. Some of the last group of exercises listed above might be useful here.²⁴

One of the best ways to use these activities is in the laboratory which will be discussed in Chapter III.

Reading foreign language literature enriches the student's experience and skill and it is an activity to encourage students to listen. But if it is introduced too early, it can be a frustrating and negative experience. Students should have a good understanding of basic language structure and some vocabulary. Students also should be interested in the material and have a desire to understand it. Teachers have found that if they relate what they are reading to the students' own lives, it provides motivation and increases understanding.

Reading good literature is a good way for students to learn skills of decision making, problem solving, and conflict resolution. Being able to understand the situations of characters in a play or novel helps them to understand their own situations. Therefore the objective in studying literature is to enjoy it, to learn skills of analysis and conflict resolution.²⁵

Listening Programs

Selective Listening

Allen in Teaching English as a Second Language stated that the technique of selective listening is one which tries not to hear everything; in fact we try to hear only a restricted number of things. The general principles of selective listening are:

1. Selective Listening should begin from the moment that one first hears a language.
2. One should listen for only one feature [or set of features] at a time.
3. One should listen successively to all the features of a language.
4. The order of listening to different features should be systematic.
5. One should concentrate particularly on those features which cause the learner difficulty in understanding or speaking.²⁶

Reading Comprehension

Finocchiaro and Lavenda in Growing in English Language Skills, have developed some activities for listening and reading comprehension. In these techniques they:

1. Have the students listen to the passage to insure correct pronunciation, including intonation, stress, and pause.
2. Assign the passage to be read. Tell the students the number of minutes you will give them to complete the reading. Decrease the time gradually during the year.
3. Ask questions to insure the comprehension of the story. Do the correct answers orally and have the students write the answer. Correct the responses in class.
4. Do the related oral and written activities following the passage.²⁷

Listening Links

In this method, Marion Geddes and Gill Sturtridge provide practice in listening and oral skills for students in a book called Listening Links. There are 15 units used in this book. In this technique, the students are divided into three groups and each group listens to one of the three taped extracts for that unit. Each of these extracts gives incomplete information. In the discussion stage of the unit the students exchange information about what they have heard. Because the information in each of the listening extracts is incomplete, the students have real reasons for communicating with each other. The listening extracts make a complete picture when they are all fitted together. In the listening stage, the students learn to select what is important and to reflect on what is not important. In the discussion stage, the students practice not just talking, but also thinking in English.²⁸

Reflective Listening

Wattenmaker and Wilson in A Guidebook for Teaching English as a Second Language, stated that one way to improve communication is through the use of reflective listening, that is, to show others that you understand what they are saying and feeling. In this kind of listening the students are very active and they

try to understand the message. Then they put their understanding in their own words. The receiver does not send a message of his own such as an evaluation, opinion, advice, logic, analysis, or question. He feeds back only what the message meant. The speaker corrects the listener if the feedback is not right.

Reflective listening helps to create an environment in which teachers and students can express feelings and be open to others. In such an environment, people become more productive and creative, learn to solve problems, and make constructive changes.

In reflective listening a person feels that he is accepted by another, as he is, and he is able to move and begin to think about how he wants to change.²⁹

BATESL Program

In a TESL report for aural comprehension, mini-lesson exercises in listening competency have been developed by students in the Brigham Young University-Hawaii Campus BATESL Program.

One lesson is a short exercise based on the idea of using recipes. The recipe must not have many ingredients (six will be enough) and it will be more difficult for students who are not familiar with cooking, because they cannot remember the content. Another problem is that students in some countries may not be familiar with many of the ingredients used in America.

The instructor reads the recipe, followed by several questions. These questions include: true/false, multiple choice, or fill in the blanks (cloze procedure).

In another mini-lesson the teacher explains to the students that he is going to read something that they may hear on TV, and they must be prepared to answer questions. He reads it only once and asks them the same types of questions as mentioned above.³⁰

¹ Betty Wallace Robinson, *Teaching English to Speakers of Other Languages* (New York: McGraw-Hill Book Company, 1978), pp. 177, 178.

² Ibid., pp. 215, 216.

³ Joan Walsh Ingram, *Improving Second Language Acquisition* (New York: McGraw-Hill Book Company, 1978), pp. 4, 5.

⁴ Ibid., pp. 4, 5.

⁵ Harold G. Allen, *Teaching English as a Second Language* (Oklahoma: University of Oklahoma Press, 1973), pp. 119, 120.

⁶ Ibid., pp. 119, 120.

⁷ Ibid., pp. 119, 120.

⁸ Ibid., pp. 119, 120.

⁹ Ibid., pp. 119, 120.

¹⁰ Ibid., pp. 119, 120.

¹¹ Ibid., pp. 119, 120.

¹² Ibid., pp. 119, 120.

¹³ Ibid., pp. 119, 120.

¹⁴ Ibid., pp. 119, 120.

¹⁵ Ibid., pp. 119, 120.

¹⁶ Ibid., pp. 119, 120.

¹⁷ Ibid., pp. 119, 120.

¹⁸ Ibid., pp. 119, 120.

¹⁹ Ibid., pp. 119, 120.

²⁰ Ibid., pp. 119, 120.

²¹ Ibid., pp. 119, 120.

²² Ibid., pp. 119, 120.

²³ Ibid., pp. 119, 120.

²⁴ Ibid., pp. 119, 120.

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¹ Betty Wallace Robinson, Teaching English to Speakers of Other Languages (International Book Company, 1978), pp. 177, 178.

² *Ibid.*, pp. 211, 212.

³ *Ibid.*, pp. 136.

⁴ *Ibid.*, p. 86.

⁵ Carol J. Brudler, On Teaching English to Speakers of Other Languages (Illinois: National Council of Teachers of English, 1966), pp. 75, 96.

⁶ Wilcox W. Rivers, "Listening Comprehension," in Readings on English as a Second Language, ed. Kenneth Croft (Massachusetts: Winthrop Publishers, Inc., 1972), pp. 115, 116, 175.

⁷ Charles F. and Pauline and Mary Newton Bruder, Teaching English as a Second Language: Techniques and Activities (Massachusetts: Winthrop Publishers, Inc., 1971), pp. 127-130.

⁸ *Ibid.*, pp. 127-130.

⁹ *Ibid.*, pp. 127, 133.

¹⁰ Mary Margaret and Violet Ruth Lovenda, Selections for Developing English Language Skills (New York: Regents Publishing Company, Inc., 1971), pp. iv, 9.

Footnotes

¹Betty Wallace Robinett, Teaching English to Speakers of Other Languages (New York: McGraw-Hill International Book Company, 1978), pp. 177, 178.

²Ibid., pp. 212, 213.

³Joan Morely, Improving Aural Comprehension (Ann Arbor: The University of Michigan Press, 1972), p. 4.

⁴Steven G. Darian, English as a Foreign Language (Oklahoma: University of Oklahoma Press, 1972), pp. 119, 120.

⁵Harold B. Allen, Teaching English as a Second Language (New York: McGraw-Hill Book Company, 1965), pp. 109-113.

⁶Ibid.

⁷Ibid., p. 136.

⁸Ibid., p. 86.

⁹Carol J. Kreidler, On Teaching English to Speakers of Other Languages (Illinois: National Council of Teachers of English, 1966), pp. 95, 96.

¹⁰Wilga M. Rivers, "Listening Comprehension," in Readings on English as a Second Language, ed. Kenneth Croft (Massachusetts: Winthrop Publishers, Inc., 1972), pp. 115, 116, 120.

¹¹Christina Bratt Paulston and Mary Newton Bruder, Teaching English as a Second Language: Techniques and Procedures (Massachusetts: Winthrop Publishers, Inc., 1976), pp. 128-130.

¹²Ibid., p. 131.

¹³Ibid., pp. 132, 133.

¹⁴Mary Finocchiaro and Violet Hoch Lavenda, Selections for Developing English Language Skills (USA: Regents Publishing Company, Inc., 1973), pp. iv, 8.

- ¹⁵Robinett, Teaching English to Speakers of Other Languages, pp. 212-218.
- ¹⁶Rivers, "Listening Comprehension," pp. 92, 96.
- ¹⁷Allen, Teaching English as a Second Language, pp. 190-194.
- ¹⁸Rivers, "Listening Comprehension," pp. 92, 96.
- ¹⁹Robinett, Teaching English to Speakers of Other Languages, pp. 215, 216.
- ²⁰Paulston and Bruder, Teaching English as a Second Language, pp. 130, 131, 138, 140, 153, 155.
- ²¹Rivers, "Listening Comprehension," pp. 92, 96.
- ²²Robinett, Teaching English to Speakers of Other Languages, pp. 214-216.
- ²³Ibid., pp. 212-218.
- ²⁴J. E. McDonough, "English for Academic Purposes: Some Factors in Listening Comprehension. Language for Special Purposes, No. 4," in Language for Special Purposes, Universidad Autonoma Metropolitana, Xochimilco, ed. Michael H. Long, 1977, pp. 30, 33-35, 37-38.
- ²⁵Beverly S. Wattenmaker and Virginia Wilson, A Guidebook for Teaching English as a Second Language (Boston: Allyn and Bacon, Inc., 1980), p. 119.
- ²⁶Allen, Teaching English as a Second Language, p. 108.
- ²⁷Mary Finocchiaro and Violet Hoch Lavenda, Growing In English Language Skills (New York: Regents Publishing Company, Inc., 1977), p. ix.
- ²⁸Marion Geddes and Gill Sturtridge, Listening Links (London: Heinemann Educational Books Ltd., 1979), p. before the first page.
- ²⁹Wattenmaker and Wilson, A Guidebook for Teaching English as a Second Language, p. 16.
- ³⁰Mark James, "Eggs Up," TESL Report Vol. II, No. 2 (Winter 1979), p. 10.

the process by selecting a tape, starting, stopping, and repeating things that are asked. In a class lab

CHAPTER III
LABORATORY

Definition and Purpose

Most teachers' experience with labs have been gained within the last fifteen years or so--since World War II. With the coming of high fidelity sound reproduction, the language laboratory began to take shape. During the last ten years there has been a lot of improvement in the manufacture of lab equipment--tape recorders, headsets, microphones, recording tape, and soundproofing.

The language laboratory has been defined as a special room for students to practice with sound equipment. Stach described two modes in the laboratory--the broadcast mode and the library mode.

The broadcast mode selects activities in which all the students of a class are doing the same thing at the same time.

The library mode selects activities in which a student works alone at his own speed.¹

As it has been said before language labs are two types or combinations of the two: a library lab and a class lab. In the library lab, students control

the program by selecting a tape, starting, stopping, and repeating things that are asked. In a class lab someone plays a tape for one or more students, in an open classroom or in a traditional lab with individual earphones, and the students have no individual control over pauses or repetition of the tape.

The library labs help students to control their own study, to repeat and review things they have trouble with and skip things with which they have no problem. It saves time for students to pay attention on the parts the student is personally interested in. The student self-recording equipment is not very useful because the students cannot really learn from comparing their voices with a recorded model. In the lab the teacher cannot monitor all the responses of the students to find out anything they do not know, therefore selective monitoring lab equipment is not really useful. All that is necessary for a useful library lab is cassette programs and one inexpensive cassette player for each student.²

There are five elements which make the language lab most effective: (1) the teacher, (2) the teaching materials, (3) the testing and grading program, (4) the student practice sessions, and (5) the equipment.³

The teacher must be interested in using the equipment and materials. He must have some skill in

using these aids and helping students develop skills of listening and speaking with comprehension.

The teaching material must develop the listening and speaking skills and also integrate class and laboratory work.

Testing and grading must be done according to achievement in listening and speaking.

The practice sessions must be long enough to help students to develop the skills of listening and speaking.

The equipment must be good and flexible to give everybody a chance to improve the skills.⁴

A language laboratory is a language classroom for listening comprehension improvement in which the students are separated from each other by soundproof walls. This leaves the student free to practice speaking without disturbing others. The result is that the whole class can practice at the same time instead of one after another. The language laboratory helps save time. A language lab is a special classroom where students practice oral-aural language skills without disturbing each other.⁵

Setting Up the Laboratory

Allen states in Teaching English as a Second Language that in setting up a laboratory, it is better to start with simple equipment. As the teacher becomes

more confident in handling it and if he is convinced of its useful results, then he can extend the equipment.

There are three stages in the development of a lab from the simplest to the most complex. In the first stage there are some soundproof booths, each of which has a set of headphones connected to a microphone in front of the teacher and tape. The student with this set-up can listen to the teacher and his instructions and answer questions.

In the next stage, the teacher has ear phones and is connected with a microphone in each student's booth. The teacher and the student can speak to each other and the teacher can now listen to any student and advise him how to improve. The student can speak to the teacher and ask for an explanation.

The third stage of the development is the introduction into each student's booth of a tape recorder. A student can record his practice. He can play back the results and make comparisons.⁶

Research

According to Kreidler in research studies concerning the language lab with French students, results have been achieved with more practices in the lab. It has also been shown that the instructor's reinforcement of the student's self-correction and practice is very important.⁷

According to the research, in 1971-73 listening comprehension work in the language lab which was based on read extracts from a popular scientific journal, with comprehension and development exercises of different types was unsatisfactory for two reasons:

1. They were too specialized for students outside the subject-area, and too general for the students within the subject-area. They were particularly those from "New Scientist" in the register of journalism.
2. They represented conversation and spoken prose rather than spontaneous utterances.

In 1973 they tried to use only spoken texts. They used unidirectional texts such as recordings of lectures and talks, and interactive texts such as discussion of the things that students have to handle in seminars.⁸

Techniques and Drills

The language lab can be useful if it is used effectively, but it will be wasted if the techniques of using it and the linguistic material are not appropriate. The drills in the language lab must be directly related to work done in the classroom. As the student increases his understanding of the purposes of the different work, the lab becomes more useful. The lab is especially useful for practicing

pronunciation and grammar. Any materials and methods used for practicing the oral skills in these fields can be used in the language lab. Listening to, identifying, distinguishing between and copying sounds, stress, tones, and tone patterns in pronunciation and ear training are useful in the lab.⁹

The language lab is used for learning pronunciation, for example, to discriminate between minimal pairs. Joan Morley's class and lab materials teach students to monitor the positions and motions of their speech to be able to discriminate sounds. In the lab somebody should help students to pronounce the right sounds of the words, point out each error, and tell them what to do in order to produce the right sounds. The students should be able to classify and categorize the parts in the language so that they discriminate between correct and incorrect sounds. Therefore using only the lab by itself does not help students much.¹⁰

The lessons are developed to reinforce basic English grammar after classroom presentation and practice. The purpose of these lessons is to develop basic skills in discriminative listening. Through the practice the students improve their ability to understand the meaning from spoken English sentences.

According to Joan Morley in Listening Dictation, there are two parts in each lesson which help to

develop the skill of improving aural comprehension.

In part 1 the students:

listen to the sentence,
repeat it aloud,
listen to the sentence again [and try to remember
it],

write the sentence,
listen to the sentence a third time,
check the sentence as they listen.

Part 1 focuses on listening to the parts of
the sentence.

Part 2 focuses on listening to the whole sentence
and extracting the grammatical relationships in
order to understand the message. In part 2 the
students:

listen to the sentence [and try to remember it],
rapidly read the three possible answers,
circle the one answer they believe to be correct.

In each lesson the student is required to be
active. The lessons guide the students to self-
disciplined listening. Concentration and remembering
are demanded by the structure of the lessons. The
lessons stress memory, lengthening memory span, and
immediate recall. Students are encouraged to repeat
to themselves.

It is very important that students check their
answers against the answer key immediately after
completing a lesson. It is also important that they
circle their mistakes, analyze their errors, and
discuss them with their teacher. The purpose of this
is to have students listen carefully to "catch" as
much as they can, and then to check the answers to see
what they did not hear. Attention should be given to:

1. suffix errors or omissions (-ed, -es, -s then whether -'s, -ing, -ly, -er, -est),
2. function word errors or omissions (articles, prepositions, conjunctions, pronouns, auxiliaries),
3. spelling, punctuation, capitalization errors.

When students complete a lesson in the language lab and they find out the errors they have made, it is a good idea to have oral practice of the sentences. Special attention should be given to:

1. contractions,
2. reductions,
3. assimilation,
4. blending,
5. phrasing,
6. rhythm,
7. stress,
8. intonation.

Some teachers write the sentences on the blackboard (or they use an overhead projector) and use graphics (lines and symbols) to help students visualize these important points in spoken English.¹¹

The majority of students in the language labs concentrate on words and repeat their same incorrect pronunciations. Some of the few students try to correct some recognized pronunciation problem. These

students become frustrated when their ears cannot tell them whether or not they are saying what the tape is saying. Therefore the language lab must be supervised by a teacher.

The language lab is a source of responding even if it is impossible to hear the number of errors produced by students. The lab tapes and workbooks should provide for student self-correction. The teacher monitors student production of language, corrects errors, and guides the student to future self-correction of the errors.

In the lab the language learners have needs:

1. The student needs to recognize the pronunciation of written materials.
2. The student needs to learn how to gain information in ways other than just through written materials such as listening to a recording.
3. The student needs to be forced to speed up the pace of responses to the stimuli.
4. The student needs to respond to the parts of spoken language which is not in written language such as all the things done by the voice to keep communication.
5. The student needs to be familiar to voices, accents, and listening situations outside the classroom.

6. The student needs to understand a number of the varieties of spoken English.

Recorded materials (tapes) can be used to reinforce the learning of the materials that have already been presented in books by the teacher in class. Tape questions about the story already read for homework can be more motivating than questions in the book at the end of the story.¹²

"Structural" drills which are the same as "pattern practice" are developed to help the student to learn to manipulate structures or patterns on all three levels: phonological, morphological, and syntactical.

Most of the drills are set up according to Stack's model (see Table 1).¹³

TABLE 1
STACK'S DRILL MODEL

	1	2	3	4
Cue:	Stimulus		Corrected Response	
Response:		Attempted Response		Repetition

- NOTE:
1. Cue is prerecorded.
 2. Pause. The student responds.
 3. The correct response is also prerecorded.
 4. PAUSE. The student repeats the correct response.

result This is an example of substitution of a pronoun for a noun object (see Table 2).¹⁴

TABLE 2
SUBSTITUTION OF A PRONOUN FOR A NOUN

	1	2	3	4
Cue:	I see the house.		I see it.	
Response:		I see it.		I see it.

Laboratory practice is supplementary to class work. Four types of drills are necessary: those involving imitations substitution, expansion, and transformation.

Imitation drills are the easiest and the most basic. The instructions are: "Repeat after me" or "Repeat after us." This drill includes (uses and misuses):

1. Minimal pairs: lead-read, light-right,
2. The dialogue for memorization. The sentences are broken into small phrases and after segments there is a pause to help students to repeat.

Long sentences for repetition cause student's attention on too many different details. Teachers can slow down while recording, but a lot of slowing will

result in distortion which must be avoided.

Exaggerating the sound also should be avoided.

Substitution drills help students practice grammar, intonation, and vocabulary, for example:

Why did he bring the watch?

key?

pen?

brush?

The objective here is the idea of the word order for question word, auxiliary, subject, verb, etc. After the frame has been set, the drill continues with the words that students substitute.

Expansion drills include sentences or parts of sentences spoken to the cues given. Most of the time it uses tag questions, for example:

John worked hard.

You expect the students to say

John worked hard, didn't he?

Then the subject of the sentence can be changed. The objective in substitution drills are very similar to expansion drills.

Transformation drills like substitution drills are useful for structural patterns. Exercises in this

drill usually ask the student to change the statements to questions or change the sentences to the passive, for example:

The students are here.

Are the students here?

The change on intonation goes with the change of word order. Transformation drills may include replacing one item with another, bringing in new items, or dropping parts of a sentence.

Combination drills seem to be more common than the other types because most drills serve more than one purpose.¹⁵

Footnotes

¹Carol J. Kreidler, On Teaching English to Speakers of Other Languages (Illinois: National Council of Teachers of English, 1966), pp. 147-153.

²Mary M. Taylor, "A Viable ESL/ETL Language Lab," TESOL Quarterly, 13, No. 2 (June 1976), pp. 229-239.

³Kreidler, On Teaching English to Speakers of Other Languages, pp. 147-153.

⁴Ibid.

⁵Harold B. Allen, Teaching English as a Second Language (New York: McGraw-Hill Book Company, 1965), p. 342.

⁶Ibid., pp. 342-353.

⁷Kreidler, On Teaching English to Speakers of Other Languages, pp. 147-153.

⁸T. F. Johns, "The Communicative Approach to Language Teaching in the Framework of a Program of English for Academic Purposes," in CILA Bulletin (March 1976), pp. 106-109.

⁹Allen, Teaching English as a Second Language, pp. 342-345.

¹⁰Taylor, "A Viable ESL/ETL Language Lab," pp. 229-239.

¹¹Joan Morely, Listening Dictation (Ann Arbor: The University of Michigan, 1976), p. in introduction.

¹²Taylor, "A Viable ESL/ETL Language Lab," pp. 229-239.

¹³Kreidler, On Teaching English to Speakers of Other Languages, pp. 147-153.

¹⁴Ibid.

¹⁵Ibid.

students of a foreign language have linguistic variables which influence their learning. For example, the written form of Spanish represents the sounds of the spoken tongue so it is a phonetically written language

CHAPTER IV

DEVELOPMENT OF A CURRICULUM FOR LANGUAGE LAB

letter and every letter always represents one sound only. The Spanish students expect to do the same thing

Rationale

One factor in communication and understanding another language is listening comprehension. The students must be helped to use the language in order to meet their needs. Students must develop the skill of understanding people outside the classroom, as well as in academic lectures, and taking efficient notes for their academic activities.

Teachers still do not know that listening comprehension is a skill which is different from pronunciation, reading, and writing. Comprehending the second language is one of the most difficult parts for the language learner and it is the most neglected skill in second language teaching. This neglect is due to our ignorance about the nature of the process of listening comprehension. This ignorance centers on techniques concerning what and how to teach students to comprehend the spoken language.

Teachers do not know enough about factors which influence the learning of a foreign language and

students of a foreign language have linguistic variables which influence their learning. For example, the written form of Spanish represents the sounds of the spoken tongue so it is a phonetically written language and every sound is nearly represented by a certain letter and every letter always represents one sound only. The Spanish students expect to do the same thing in English and pronounce every letter. So it is important that they know this is not true in English. Therefore, these students have a different need from the students who do not have this in their language.

One important problem in listening comprehension is fear of forgetting especially when the length of the material increases. For this problem, the memory and memory span, concentration on listening, focus of attention on remembering, and immediate feedback for remembering must be emphasized. All of these things must be implemented and reinforced in the language laboratory. Therefore, the language lab is the best way for improving listening comprehension.

This paper is written to inform teachers of the various techniques of listening comprehension. The rationale for the curriculum is that teachers must know how to implement their activities to meet their objectives in the language laboratory.

Long-Range Objectives

After completing the Listening instruction in English Language classes, the student will:

- I. Hear the sounds of the English language accurately.
- II. Be able to comprehend spoken English language outside the classroom.
- III. Understand the directions for completing exercises.
- IV. Be able to develop self-confidence (in hearing the correct sounds and comprehending the English language) so that they themselves do their own personal responsibilities (activities), such as making appointments and asking information on the phone.
- V. Be able to communicate with people, understand them in the "real" world, respond to them and evaluate the conversation.
- VI. Understand the values, attitudes, and beliefs of others through media communication such as radio and TV.
- VII. Be able to strengthen the immediate recall, recognize and remember words and phrases so that they develop their memory in order to be able to understand the meaning of sentences.

- VIII. Learn how to listen to lectures and take notes to understand speakers in different speech situations.

Short-Range Objectives

While attending Listening English language courses, the students will:

- A. Be able to hear the different sounds and improve their aural discrimination in both words and sentences.
L R O I, II.
- B. Understand and demonstrate simple directions in English.
L R O I, II, III, IV, V, VII.
- C. Be able to understand native speech at normal speed in unstructured situations (conversation, chats).
L R O I, II, IV, V, VII, VIII.
- D. Be able to listen and write whatever they hear and see the relationship between the spoken and written forms of the language.
L R O I, II, VIII.
- E. Apply the survival skills (such as telephone communication and making appointments) and understanding people on the phone.
L R O II, IV, V, VII.

- F. Be able to use the skills of responding to the people outside the classroom correctly in which for that they need to hear them correctly first.
L R O I, II, V, VII.
- G. Meet the people with different jobs in the society, interview them, ask questions, write notes, evaluate the interview and demonstrate the result in the classroom showing how much their Listening Skills have been improved from the beginning.
L R O I, II, V, VII, VIII.
- H. Be aware of parts such as "ed" endings or irregular past forms of verbs, modificational relationships, questions and negatives.
L R O I.
- I. Expand and increase their information about the cultures, beliefs, values, and attitudes of the English-speaking society by listening to the radio, and watching TV and comprehending what they hear in normal speed.
L R O V, VI.
- J. Concentrate on hearing the new sounds by motivating them to listen to the information on different cultures and using visual aids such as pictures and movies.
L R O I, V.

K. Try to imitate the sounds to make sure that the speech organs especially tongue and lips' movement is producing the correct sounds perfectly.

L R O I, III.

L. Comprehend the contractions: isn't can't and loss of consonant sounds in words: give'er the book.

L R O I, II, IV, V.

M. Be active and be guided to the self-disciplined listening by concentrating and remembering.

L R O VII.

N. Be able to recognize elements of speech.

[(Sound patterns, grammatical sequences and tenses, modifiers and function words), so that he expects to hear them when he listens.]

L R O II, IV.

Performing Objectives and Activities

1. Hear the sounds of English accurately.

I R O, A, H, K, L, N.

A. Given a list of 20 pairs, the student will be able to discriminate at least 16 of them.

wash watch
sing sang
boy toy

Classroom Activities:

1A. Present minimal pair in the following sequences:

- a. beginning consonants (boy - toy)
- b. ending consonants (wash - watch)
- c. middle consonants (ladder - latter)
- d. Single vowels (sing - sang)

B. Students repeat sounds, pointing to the written differences.

C. Hearing only the word, students can pick out the written word or match with pictures of the object.

D. 50% or more accurate hearing and imitation of the sounds with irregular endings out of 20 words.
1A. 16 or more accuracy out of 20.

B. 100% accuracy in repetition of the sounds.

Performance Objectives

Enabling Activities

Evaluation

<p>B. Given recorded examples of English sounds, the student will be able to repeat those sounds with 100% accuracy.</p>	<p>D. Choose minimal pairs representing sounds students hear from a particular language background and have difficulty hearing, for example, Spanish students need practice with /d/ and /t/. Oriental students with /v/ and /w/.</p> <p>1B.</p> <p>A. The teacher models the sounds in the column 1 on the board and that remains on the board as the teacher models the items and the students identify the sounds. Teaching point is the /I/-/E/ contrast:</p> <table data-bbox="776 1149 1185 1341"> <tr> <td>1</td> <td>2</td> </tr> <tr> <td>bit</td> <td>bet</td> </tr> <tr> <td>T: lit</td> <td>S: 1</td> </tr> <tr> <td>yet</td> <td>2</td> </tr> <tr> <td>met</td> <td>2</td> </tr> </table>	1	2	bit	bet	T: lit	S: 1	yet	2	met	2	<p>D. 50% or more accurate hearing and imitation of the sounds with irregular endings out of 20 words.</p> <p>1B. 90% accuracy on testing drills including:</p> <p>a. Identification-opposite. Example:</p> <p>Board:</p> <table data-bbox="1471 1020 1778 1088"> <tr> <td>1</td> <td>2</td> </tr> <tr> <td>bit</td> <td>beat</td> </tr> </table> <p>T: beat S: 2-bit hit 1-heat</p>	1	2	bit	beat
1	2															
bit	bet															
T: lit	S: 1															
yet	2															
met	2															
1	2															
bit	beat															

Performance Objectives

Enabling Activities

Evaluation

B. The exercise can be made difficult by using the same technique in different drills.

T: lit/yet/met S: 1/2/2
 bit/hit/bet 1/1/2

C. Students produce the new sound. They contrast the new sound with a previously learned sound:

1 (previously learned)	2 (new sound)
pot	putt
lock	luck
rob	rub

D. Sight words have a pronunciation which is different from other words with a similar spelling. Listen to "doubleo."

T: look, took, book, good.
 S: Repeats after each word.
 T: too, food, mood.

b. Frame drills:

For vowel contrasts:
 Using a sentence frame and asking the students to complete it using charts or pictures

Did she _____ it?

eat
 fill
 see
 kiss

Performance Objectives

Enabling Activities

Evaluation

2. S: Repeats after each word.
T: Listen carefully as the 2 lists of words are pronounced.

A	B
nut	note
hum	home
cup	cope

Where would you put some, come, and one? These are sight words because they are pronounced differently. They belong to column A for pronunciation.

Say: some come one
none love done
above dove glove

- E.
1. Circle the letter that signals the /n/ sound.
 1. column
 2. nut
 3. design

Performance Objectives

Enabling Activities

Evaluation

2. Write the words from column B that have the same final sound as the word in column A.

A		B
sun	_____	sum
	_____	fun
		bomb
		sign

C. Students will be able to recognize voiced and voiceless consonants.

- 1C. A. Students put the fingers around the throat in the area of the larynx and keep saying ssss-zzz-sss. The vibration with zzz is the vibration of the vocal cords.
- B. Students say pin, tin, kin, and notice that the air is stopped first at the lips/p/, then behind the teeth /t/ and lastly in the back of the mouth /k/. After teacher demonstrates, they practice in Lab, using these words

1C. Being able to identify at least 9 out of 10 voiced-voiceless consonants.

Performance Objectives

Enabling Activities

Evaluation

while putting their fingers around the throat:

begin-
ning end middle

Steps

p	pin	rip	ripping
b	bin	rib	ribbing
t	tin	right	attack
m	me	rum	swimming
f	fan	leaf	laughing
p	pin	rip	ripping

D. Hear endings such as "ed," "ing" irregular past form etc.

Lab Activities:

- 1D. Given two sentences with past continuous but different verbs, the past continuous form is repeated. Repeat: I was watching TV last night. Substitute: we
S: We were watching TV last night
- b. Simple past
T: He is a teacher.
S: He was a teacher
T. John is a teacher.
S:
T: John and Mary are teaching
S:

1D. 50% or more accurate hearing and imitation of the sounds with irregular endings out of 20 words.

Performance Objectives

Enabling Activities

Evaluation

- c. For ed endings use substitution drills:

T: He visited them

S:

	visited	
He	worked with	them
	played with	
	invited	
	accepted	

Classroom Activities:

E. Be able to recognize the changes in the meaning of sentences when the intonation, stress, and pauses are changed.

- 1E. a. Given two sentences with identical words, but different stress patterns, students can tell the meaning of each.

I did not say he stole the money.

I did not say he stole the money.

- b. When they learn a grammatical pattern which requires an intonation different from previously learned patterns, the

- 1E. Discrimination of 12 correct stressed words out of 15.

Performance Objectives

Enabling Activities

Evaluation

exercises for discrimination are necessary:

T: He's in class.

S: Statement

T: He's in class?

S: Question

- c. Stressing the teaching points and tag question intonation:

T: You didn't eat that watermelon, did you?

S: No, (I gave it away).

T: You didn't eat that watermelon, did you?

S: No, (I ate the other one).

T: You didn't eat that watermelon, did you?

S: No, (I ate the banana).

Lab Activities:

- F. Given sentences with reduced forms. Students will recognize the complete word.

- 1F. a. Develop exercises on contractions.

T: The car is small

S: It's small

- 1F. Recognition of contractions 8 rights out of 10.

Performance Objectives

Enabling Activities

Evaluation

	<p>T: The man is tall S: He's tall</p> <p>T: The house is big S: It's big</p> <p>b. Practice contractions without seeing the expression on the face such as hiding your face from them, read the sentence and ask them to write it down.</p> <p>I'd like to travel.</p>	<p>b. Accuracy of the answers to the questions.</p> <p>80% accuracy in being able to present and comprehend at least 4 situations out of 3 in conversation, telephone communication, and radio and TV presentation.</p>
<p>2. Be able to hear the normal conversation and understand it. I R O, C, D, F, G, H.</p>	<p>Third Voice: Where is John working now?</p>	
<p>A. Be able to understand face to face conversation outside the classroom and in normal life situations including social relations such as greetings and introduction.</p>	<p>2a. Students pretend conversation with: Student's Answer Sheet: - a doctor, - someone that you meet for the first time, - discussion of the problems in the foreign country.</p>	<p>2a. Being able at least to present the situation and the level of their participation in conversation.</p>

Performance Objectives

Enabling Activities

Evaluation

B. Be able to understand telephone communication and messages.

Lab Activities:

- b. Play records of short conversation, then ask questions:

Woman: I wonder if John is still working in the shoe factory.

Man: I thought I'd told you she's a cashier in that new coffee shop, the one across from the bus station.

Third

Voice: Where is John working now?
Circle the right answer.

Student's Answer Sheet:

- A: In a bus station
- B: In a coffee shop
- C: In a factory.

- b. Accuracy of the answers to the questions.
- c. 80% accuracy in being able to present and comprehend at least 4 situations out of 5 in conversation, telephone communication, and radio and TV presentation.

C. Practice radio and TV presentation.

Performance Objectives	Enabling Activities	Evaluation
B. Be able to understand telephone communication and messages.	2B. Using simple and short telephone conversation on tape in the lab.	
	Example:	
	A: Miss Jeane?	
	B: Yes?	
	A: Please excuse me for losing my temper in class yesterday.	
	B: That's quite all right. Was something wrong?	
	A: Yes. I had a letter from a friend of mine and I guess I was more upset than I thought.	
	Question: Why was A upset and lost his temper in the class?	
C. Practice radio and TV presentation.	2C. Play some radio presentation such as the news. Have them answer some questions on that presentation. These questions must be comprehension questions.	

Performance Objectives

Enabling Activities

Evaluation

3. Students will improve understanding simple directions in English.
I R O, B, C, D, F, K, M.

A. Students will be able to understand directions in English to complete exercises.

3A. T: "I am going to read a passage to you. I'll read it twice. But before I do, let's study some words you may not know."

Question:

How many times am I going to read the passage?

B. T: Draw a circle, draw a square on the upper left corner of the circle, then draw a five pointed star in the square.

C. What do I mean by putting a check mark next to any statement?

1. I am quiet.

3A. 80% accuracy out of 15 questions.

The accuracy of their homework. Quality of their competency of face to face communication. Quality of their demonstration.

Level of their participation in the activities.

The interviews and the amount of information they have gathered.

Performance Objectives

Enabling Activities

Evaluation

4. Students will be able to develop self-confidence in using the English language while living in the foreign country.
I R O C, E, F, G.

A. Students will be able to use survival skills which include, making appointments and asking information on the phone.

5. The students will be able to communicate with people and understand them in the "real" world.
I R O C, D.

A. The students will be able to develop skills in communicating with

Classroom Activities:

4A. Ask them to call a number that provides recorded messages so that they do not have to respond.

B. Require them to telephone for some specific information (bus schedule, prices of tickets). Ask them to present that in the classroom.

5A. Let them have interviews to find out about others. Example:

E. The improvement of their activities in comparison with the past.

4A. The accuracy of their homework. Quality of their competency of no face to face communication. Quality of their demonstration.

B. Level of their participation in the activities.

5A. The interviews and the amount of information they have gathered.

Performance Objectives	Enabling Activities	Evaluation
people and meeting new friends.	<p>C. "find someone who. . ."</p> <p>B. Walk around and ask people questions in order to find someone who. . . or What do you do questions.</p>	<p>5C. Demonstration of the relationship in a family. Ability to describe the</p> <p>B. The improvement of their activities in comparison with the past.</p>
<p>6. Understand the values, attitudes, and beliefs of others by media communication.</p> <p>I R O I, J.</p>	<p>6A. Teacher reads some part of the literature, novel, poem or a classic work. Ask some people to play or act a short part in the classroom so that they both can hear and see at the same time.</p> <p>B. Comprehension and multiple choice questions will be asked based on the information given.</p>	<p>6A. The accuracy of the answers.</p> <p>B. The quality of the comparison and the contrast.</p>

- | | | |
|--|---|--|
| 7. Learn how to listen to lectures and take notes to understand speakers in a different speech situation. | <p>C. Show a picture of family tree and then read the relationship in the family and have them compare the picture with what they hear.</p> <p>- Draw their own family trees and describe it.</p> | 6C. Demonstration of the relationship in a family. Ability to describe the relationship. |
| I R O A, B, D, H, L, N. Classroom and Lab Activities: | | |
| A. Students will become familiar with the words and identify them and increase the vocabulary through repetition. They will hear 10 new words each day, and understand them in sentences through hearing them. | 7A. New words are written on the blackboard. Teacher pronounce the word and students repeat after each word. Teacher explains the words they do not know or show the picture of the object. Students listen to data including those words and keep listening till they identify them. | 7A. The ability of completing the questions. 7 correct out of 10. |

Performance Objectives

Enabling Activities

Evaluation

Students will be asked to answer questions based on the information read to them to make sure they understand the vocabulary.

Lab Activities:

B. The students will develop their memory for remembering words.

- 7B. A. Drills and exercises can be played on tapes and in the library laboratory. In this one students have control over the pauses or repetition.
- B. In the class lab someone plays a tape for one or more students in a normal classroom or in a traditional lab by individual ear-phones, the students have neither individual control over pauses nor repetitions of the tape.
- C. In the lab, they listen to the tape,

The ability to recognize words and put them together. 70% accuracy and more out of 20 questions. Observation of the teacher through the earphone and how well they can recognize and remember the structure of a sentence.

Performance Objectives

Enabling Activities

Evaluation

take notes, and answer questions. Listen to the tape once. Then listen again, stopping and starting the tape as often as you like. Then at the end students will be grouped and they will exchange information about what they heard and discuss the answers to the questions.

- D. While they are practicing recognition exercises, listen to them with the earphone and see how well they can recognize the structure of a sentence.

- 7B. The ability to recognize words and put them together. 70% accuracy and more out of 20 questions.
Observation of the teacher through the earphone and how well they can recognize and remember the structure of a sentence.

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