



Hacettepe University
Graduate School of Social Sciences
Department of Foreign Language Teaching
English Language Teaching

**DEVELOPING LISTENING SKILLS OF 9TH YEAR STUDENTS
AT CUBUK IMAM HATIP HIGH SCHOOL**

Pınar GÜRSES

Master's Thesis

Ankara, 2009

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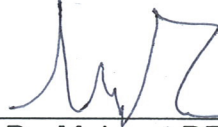
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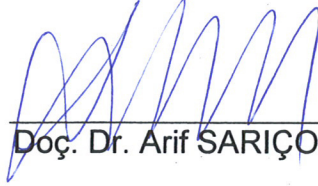
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KABUL VE ONAY

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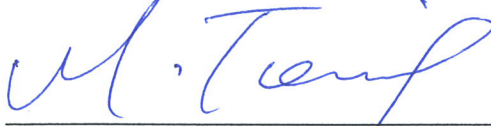
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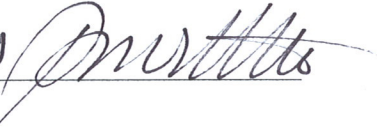
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Pınar GÜRSES



To My Father...

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ÖZET

GÜRSES, Pınar. *Developing Listening Skills of 9th Year Students at Çubuk Imam Hatip High School*, Yüksek Lisans Tezi, Ankara, 2009.

Bu çalışmanın amacı Çubuk İmam Hatip Lisesi 9. sınıf öğrencilerinin İngilizce öğreniminde gerekli olan dinleme becerilerini çeşitli aktivitelerden oluşan dinleme çalışmaları ve stratejileri ile geliştirmektir. Bu çalışma, İngilizce öğretiminde dinleme becerilerinin geliştirilebilir bir beceri olduğunu, çeşitli aktiviteler kullanılarak öğrencilerin dinleme becerilerinin geliştirilebileceğini göstermek amacı ile yürütülmüştür. Araştırma Çubuk İmam Hatip Lisesi 9. sınıf öğrencileri üzerinde yapılmıştır. Öğrenciler rastlantısal olarak deney ve kontrol grubu olarak belirlenmiştir. Deney grubunda 29, kontrol grubunda ise 30 öğrenci bulunmaktadır. Bu gruplar dinleme becerilerinin hangi seviyede olduğunu belirlemek amacı ile hedeflenen seviyede bir dinleme sınavına tabi tutulmuşlardır. Elde edilen veriler iki grup arasında anlamlı düzeyde bir başarı farkı olmadığını göstermiştir. Milli Eğitim Bakanlığı tarafından hazırlanan öğretim programı ve ilgi ve ihtiyaçlarını belirlemek için öğrencilere uygulanan anket sonuçları ışığında, İngilizce derslerinde işlenmek üzere tavsiye edilen tamamlayıcı dinleme aktiviteleri hazırlanmıştır. Deney grubu ile birinci dönem boyunca İngilizce derslerinde bu aktiviteler yapılmıştır. Kontrol grubundaki öğrenciler ise daha önceden İngilizce derslerini işledikleri metotlarla öğrenimlerine devam etmişlerdir. Eğitim sonunda yapılan son test değerlerinden elde edilen veriler, iki grubun da başarı düzeylerinde bir artış olduğunu; fakat bu artışın deney grubunda fark edilebilir bir derecede daha fazla olduğunu göstermiştir. Kontrol grubu ile deney grubu başarı seviyeleri arasındaki belirgin orandaki bu farklılık da, İngilizce derslerinde yapılan dinleme çalışmalarının öğrencilerin dinleme becerilerini geliştirmede büyük katkısı olduğunu ortaya koymuştur.

Anahtar Sözcükler: dinleme becerisi, dinlediğini anlama, dinleme becerilerini geliştirme, ek dinleme aktiviteleri.

ABSTRACT

GÜRSES, Pınar. *Developing Listening Skills of 9th Year Students at Cubuk Imam Hatip High School*, Yüksek Lisans Tezi, Ankara, 2009.

The purpose of this study was to develop the listening skills of 9th year students at Cubuk Imam Hatip High School, which is necessary in learning English, with various listening activities and strategies on how to listen. It was carried out to show that listening skills in the teaching of English can be taught and improved and listening skills of the students can be developed by using various activities. The research was carried out with the 9th year students at Cubuk Imam Hatip High School. They were randomly assigned as the experimental and control groups. There were 29 students in the experimental group while there were 30 students in the control group. In order to assess their proficiency level in listening skills, both of the groups took the pre-test which was prepared to the aimed degree of success. The results showed that there was no statistically significant difference between the pre-test results of the experimental and control groups. Suggested supplementary materials were prepared in line with the curriculum decided by the Ministry of National Education and the results of questionnaire administered on the students in order to determine their needs and interests. Listening exercises were practiced by the experimental group in English classes during the first term. The control group continued their education in the same way as they studied previously. The data obtained from the post-test, taken at the end of the training, showed that there was an increase in the success of both of the groups; nevertheless, the increase in the experimental group was appreciably more than the increase in the control group. This appreciable difference in the success levels of the experimental and control groups showed that the treatment used in the study significantly contributed to the improvement in listening skills of the experimental group.

Keywords: listening skill, listening comprehension, developing listening skills, supplementary listening activities.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	i
ÖZET	ii
ABSTRACT	iii
TABLE OF CONTENTS	iv
LIST OF ABBREVIATIONS	viii
LIST OF TABLES	ix
LIST OF FIGURES	xi
 CHAPTER 1 INTRODUCTION	 1
1.0 Introduction	1
1.1 Background to the Study	3
1.2 Statement of the Problem	4
1.3 Purpose of the Study	5
1.4 Assumptions	6
1.5 Research Questions	6
1.6 Significance of the Study	6
1.7 The Setting: Çubuk Imam Hatip High School	7
1.8 Definitions of Terms and Phrases	13
 CHAPTER 2 REVIEW OF LITERATURE	 15
2.0 Introduction	15
2.1 The Nature of Listening Comprehension	16

2.1.1	Neurological processes	17
2.1.2	Linguistic processing	19
2.1.3	Pragmatic processing	21
2.1.4	Psycholinguistic processing	23
2.1.5	Listening development and language acquisition ...	26
2.1.5.1	Listening in L1	27
2.1.5.2	Listening in L2	27
2.2	Teaching EFL Listening	29
2.2.1	The birth and development of teaching EFL listening	30
2.2.2	Basic principles of teaching FL Listening	33
2.2.2.1	Top-down and bottom-up views	34
2.2.2.2	Integration of the skills	37
2.2.2.3	Listening strategies and strategy training	39
2.2.3	Sub-skills of Listening	41
2.2.4	The selection of materials and activities for listening	42
2.2.4.1	Materials	43
2.2.4.2	Activities	46
2.2.5	The evaluation of listening	49
2.2.6	The problems of the learners in EFL listening and suggestions	53
2.3	Related Studies	55
2.4	Conclusion	60

CHAPTER 3 METHODOLOGY	61
3.0 Introduction	61
3.1 Design of the Study	61
3.2 Subjects and the Setting of the Study	62
3.3 Data Collection Instruments	63
3.3.1 The Pre-test and Post-test	63
3.3.2 The Questionnaire	64
3.4 Data Collection Procedure	66
3.5 Data Analysis	67
CHAPTER 4 DATA ANALYSIS AND RESULTS	68
4.0 Introduction	68
4.1 Data Analysis of the Questionnaire	68
4.2 Data Analysis of the Pre-test and Post-test Data	76
4.2.1 The Analysis of the Pre-test Scores of the Control and Experimental Groups	77
4.2.2 The Analysis of the Pre-test and Post-test Scores of the Control Group	79
4.2.3 The Analysis of the Pre-test and Post-test Scores of the Experimental Group	81
4.2.4 The Analysis of the Post-test Scores of the Control and Experimental Groups	82
4.3 Results	84

LIST OF ABBREVIATIONS

CEF	Common European Framework of Reference for Languages
CIHHS	Çubuk Imam Hatip High School
ELT	English Language Teaching
EFL	English as a Foreign Language
FL	Foreign Language
GDRE	General Directorate of Religious Education
IHHS	Imam Hatip High School
L1	First/Native Language
L2	Foreign/Second Language
MNE	Ministry of National Education
SPSS	Statistical Package for the Social Sciences
TEFL	Teaching English as a Foreign Language
VHS	Vocational High School

LIST OF TABLES

Table 2.1.2.1 Main components of non-verbal communication	20
Table 2.2.1 Communication Skills and Formal Instruction	29
Table 2.2.2.1.1 Differences between top-down and bottom-up approaches to teaching listening	35
Table 2.2.2.3.1 Listening strategies of successful L2 listeners	39
Table 2.2.2.3.2 Murphy's (1987) and Willing's (1987) listening strategies	40
Table 4.1.1 Reliability statistics of the questionnaire	69
Table 4.1.3 Percentage of the students practicing listening activities in English lessons	71
Table 4.1.4 Feelings of the learners during listening activities	71
Table 4.1.5 Preferences of the students about listening materials	72
Table 4.1.6 Preferences of the learners about types of the listening materials	72
Table 4.1.7 Percentages of the students' preferences about the subjects of the listening materials	73
Table 4.1.8 Goals of learners in practicing listening activities	74
Table 4.1.9 Preferences of the learners about the types of the listening Activities	75
Table 4.2.1.2 Group Statistics (independent samples t test)	78
Table 4.2.2.2 Paired Samples Statistics	80
Table 4.2.2.3 Paired Samples Correlations	80
Table 4.2.2.4 Paired Samples Test	80

Table 4.2.3.2 Paired Samples Statistics	82
Table 4.2.3.3 Paired Samples Correlations	82
Table 4.2.3.4 Paired Samples Test	82
Table 4.2.4.2 Group Statistics (independent samples t test).....	84

LIST OF FIGURES

Figure 1.7.1 Main Structure of Secondary Education in Turkey	8
Figure 1.7.2 Types of Vocational High Schools in Turkey	9
Figure 2.1.3.1 Hymes' Speaking Heuristic	22
Figure 2.1.4.1 The Classification of Memory Types	25
Figure 2.1.5.1 Differences between L1 and L2 Listening	50
Figure 2.2.5.1 Types of Listening Tests	48
Figure 4.1.2 Mean scores of the students' answers to the questionnaire	69
Figure 4.2.1.1 Mean scores of pre-test scores of the experimental and control groups	78
Figure 4.2.2.1 Means of pre-test and post-test scores of the control group	80
Figure 4.2.3.1 Means of the pre-test and post-test results of the experimental group	81
Figure 4.2.4.1 Means of post-test scores of the control group and experimental groups	83

CHAPTER I

INTRODUCTION

1.0 INTRODUCTION

Many sayings on the importance of possessing the ability of listening are present in different languages and cultures. A first-century Greek philosopher Epictetus (55 AD – 135 AD, as cited in Singh 2006, p.193) stated the importance of listening by his famous saying “We have two ears and one mouth, so we may listen more and talk the less”. In 1871, American writer and physician Oliver Wendell Holmes (1809 – 1894) (as cited in Andrews, 1987, p.283) pointed out that “it is the province of knowledge to speak and it is the privilege of wisdom to listen”. They praise the virtue of listening which is the truth of the matter. When the virtue of listening is developed to the fullest, not only the capacity to learn but also the ability to maintain good communication is increased.

Studies show that people spend 45% of their communicating time in listening, 30% in speaking, 16% in reading, and only 9% in writing (Hedge, 2008). The percentage of listening in communication shows not only its importance in everyday life but also its role in teaching and learning. The most surprising truth is that although the significance of listening has been accepted and known very well, it does not overlap what takes place in Teaching English as a Foreign Language (hereafter TEFL) classrooms. It has not received a great deal of attention until more recent times. Therefore, Nunan (1999, p.199 and 2004, p.238), Flowerdew and Miller (2005, p.xi) name “listening” as “Cinderella” of the four skills, which is very striking.

Even though the importance of listening is understood, the situation mentioned above seems to be the same nowadays. In English as a Foreign Language (hereafter EFL) studies, listening is tried to be taught without deeply understanding its basic nature and knowing “how to teach” it. It is thought that the exposure to the listening activities is sufficient for the learners to develop their listening skills and the students are not taught how to listen (Richards & Renandya, 2002). The exposure may help to some extent. That might be partially true; there is a common belief that practice makes perfect, which is the offspring of behaviorism. However, as it is suggested by Nunan (2004) “in designing the listening tasks, it is important to teach learners” how to “adopt a flexible range of listening strategies” (p.239). An ideal EFL listening class should provide both practice and instruction on how to listen.

If the nature of EFL listening is completely understood, the methods, activities, and techniques for use in EFL classes are known, and the EFL learners are taught how to use strategies during listening activities, the English classes may be more fruitful in teaching EFL listening to the learners and the learners may be more effective in communicating in the target language. In order to make the EFL teachers achieve this ideal output, this study provides a synthesis about the outline of the research and detailed information on Çubuk Imam Hatip High School (hereafter CIHHS) where the study is carried out in this chapter; and the nature of listening comprehension, its birth and gradual development, the basic principles of teaching EFL listening, different types of materials and activities, the ways of evaluating listening skills, and also the related studies on the area of research are presented in the second chapter. The third chapter presents the research question, data collection methods and procedures, data analysis of the study, and information on the nature of the suggested supplementary materials for use in EFL classrooms. In the fourth chapter, the findings of the research are analyzed and the fifth chapter, he suggested supplementary listening activities are provided. The last chapter focuses on the discussions about the results of the research.

1.1 BACKGROUND TO THE STUDY

Secondary education in Turkey is run by two different types of high schools as general high schools and vocational – technical high schools providing 4 years of education for the 14 – 17 age groups. Imam Hatip High School (hereafter IHHS) is a vocational high school providing religious subjects in addition to the general knowledge courses to train the imams (prayer leaders), preachers and Koran instructors. It also prepares the learners for higher education.

In Turkey, most of the students are to take English courses during their educational lives but only some of the Anatolian High Schools focus more on English. In these schools the learners receive more lessons on the language they choose but the learners, most of the time, choose English. In these English courses listening activities are practiced; however, as to the application of the procedures, it is seen that the students attending those classes do not receive adequate information on how to listen or the way to learn how to listen. They just listen to the dialogues which are written in their textbooks, and then the comprehension questions are asked, which is called practicing listening not teaching listening as it is emphasized by Field (1998).

Studies up to now mostly cover that teaching EFL listening skills in foreign language classrooms should be a part of language teaching curriculum; however, it is neglected in public high schools. Without doubt, this is not something which is peculiar to public high schools but it is very common in most of the high schools in Turkey including Anatolian High Schools. The reasons may certainly vary from one school to the other. Some of the primary reasons might be the lack of experienced teachers, the lack of listening materials or the technical equipment necessary for the use of listening materials, the absence of a technology classroom, or the density of the curriculum.

No matter what the reason is, if learners do not receive enough training on the development of listening and speaking skills, which is very common in public

schools because of the general tendency to teach grammar, the result is that the learners graduate with a knowledge of English language grammar but with insufficient communication abilities.

As it is defined in the curriculum which is revised and designed according to the guidelines of Common European Framework of Reference for Languages (hereafter CEF), the students are to reach A2 level in EFL listening at the end of the 9th class (Milli Eğitim Bakanlığı [MEB], 2007, pp.3,16). Nevertheless, regarding the neglect of teaching listening to the learners, many students cannot reach these levels in general or vocational high schools. The purpose of this study is to develop the listening skills of 9th grade students at CIHHS; therefore reach the aforementioned levels, which is necessary in learning English, with various listening activities and strategies on how to listen which is necessary in maintaining good communication.

1.2 STATEMENT OF THE PROBLEM

While the background of the study is described, it is stated that in most of the Turkish High Schools except the Anatolian High Schools, the learners do not receive training in listening skills. One of the examples of this situation is the CIHHS. There are not any listening activities in the coursebook that is provided by the Turkish Ministry of Education for the 9th and 10th year students. Therefore, the students do not have any chance to hear the examples of native speech. As a result, the students cannot practice listening activities and develop their listening skills. They simply study English grammar presented in reading passages and dialogues, and try to do grammar exercises or write in the language they rarely hear. Furthermore, the inadequacy of the book is accepted even by the Ministry of National Education (hereafter MNE) as it is stated in Keskil (1993). However, in 2008, EFL education is done by the same book as it was in 1972 (Demirel, 2005).

There is also another problem which is peculiar to IHHS. The students in these schools start to learn Arabic which is 5 hours a week at 9th grade. They start to attach more importance on Arabic as a result of some vocational purposes. Comparing with their desire to learn Arabic, the students seem to be involuntary in learning English. They always ask the questions when and where they are going to use it. Their motivation level is very low that necessitates the use of interesting and motivating activities in teaching English. Otherwise, they continue setting up barriers and having prejudice against learning English. However, their prejudice may be abolished by providing them with creative speaking and listening activities, songs, dramas, games, role-plays or simulations. They may watch films or podcasts in English rather than only dealing with grammar and reading passages.

As it is well known and widely accepted, the students not receiving listening practice in EFL classes seem to be unsuccessful listeners and communicators. They even do not want their teachers to speak in the target language as they think that they cannot understand anything. The 9th grade students at CIHHS are very good examples for the situation and they need to develop their listening skills. It is believed that the more the learners receive information on how to listen, the more successful they become in listening, in understanding and accordingly in communication.

1.3 PURPOSE OF THE STUDY

The purpose of the study is to develop the listening skills of 9th grade students at CIHHS by using various listening activities and materials and applying all the principles related to teaching listening. The study is carried out to show that teaching listening skills in EFL classrooms is very significant in that the knowledge in listening is necessary for maintaining good communication in the target language. It is intended to show that EFL listening skills can be taught, developed, and improved by using various activities.

1.4 ASSUMPTIONS

In the present study, it is hypothesized that the students need formal training in listening skills to be effective communicators in the target language. Throughout the study, it is assumed that the listening skills are teachable and the students can learn how to listen if they are provided with carefully designed listening activities suitable for their levels. It is also assumed that the students will be able to develop their listening skills by receiving formal training on how to listen and practicing the listening materials taken or adapted from various sources by the EFL teacher of the 9th grade students at CIHHS.

1.5 RESEARCH QUESTIONS

To serve the purpose of this study the following questions were formed by the researcher. These are;

1. Is there a statistically significant difference between the means of the pre-test results of the control and experimental groups?
2. Is there a statistically significant difference between the means of the pre-test and post-test results of the control group?
3. Is there a statistically significant difference between the means of the pre-test and post-test results of the experimental group?
4. Is there a statistically significant difference between the means of the post-test results of the control and experimental groups?

1.6 SIGNIFICANCE OF THE STUDY

The findings of the study are important in that if the listening activities are properly designed and applied in EFL classes, it is highly probable for the students to be successful in developing their listening skills and reach a very

important level in communication. The results of the study are expected to motivate the teachers and accordingly the learners in developing the listening skills of the students.

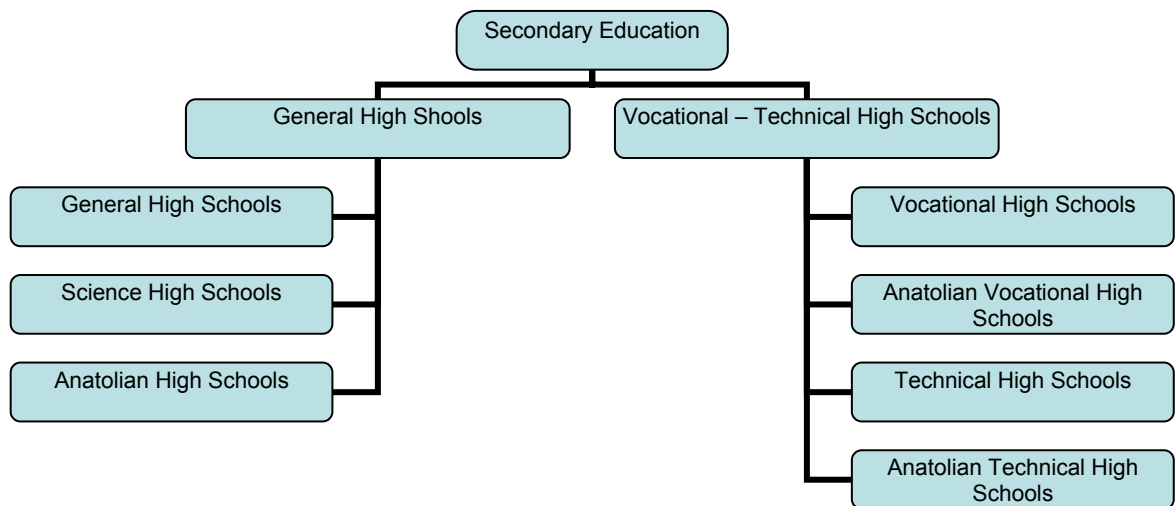
Furthermore, the ever asked question “why can the learners not communicate with a native speaker or understand them even though they learn English for a long time?” will be responded to a great extent. It is hoped that the study will provide a basis for the subsequent researches for the improvements in TEFL in Turkey and the results will be used for improving the ways of teaching English in EFL classrooms.

1.7 THE SETTING: ÇUBUK IMAM HATIP HIGH SCHOOL

The Ministry of National Education is responsible for all types of education in Turkey including formal, non-formal, pre-primary, primary, secondary, higher, distance, public, private, special education, and so forth. There are different General Directorates responsible for the administration or the organization of the educational programmes of different types of schools. For instance, the General Directorate of Primary Education is responsible for all the services related to the administration and educational tasks, the preparation of educational programmes and materials in primary schools while the General Directorate of Secondary Education is responsible for those of high schools (<http://ogm.meb.gov.tr>).

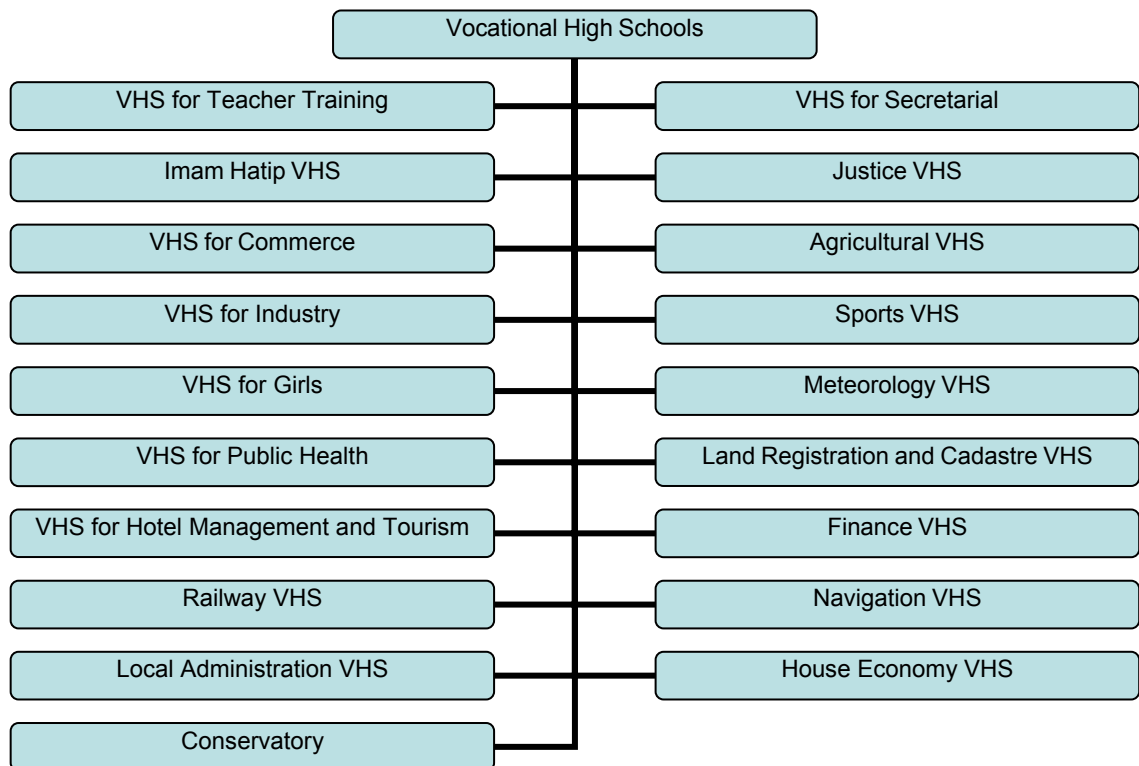
Secondary education in Turkey is run by two different types of high schools as general high schools and vocational – technical high schools providing 4 years of education for the 14 – 17 age groups. There are approximately 30 types of high schools in Turkey. The following figure will be helpful to see the rough division of different types of high schools in Turkey;

Figure 1.7.1 Main Structure of Secondary Education in Turkey



As shown in figure 1.7.1, General High Schools are mainly divided into three categories as General High Schools, Science High Schools, and Anatolian High Schools. Vocational – Technical High Schools are mainly divided into four categories as Vocational High Schools, Anatolian Vocational High Schools, Technical High Schools, and Anatolian Technical High Schools. There are also private high schools which are not many in number. Furthermore, Vocational High Schools (hereafter VHS) in Turkey can be divided as shown in figure 1.7.2;

Figure 1.7.2 Types of Vocational High Schools in Turkey (Adapted from <http://www.mevzuat.adalet.gov.tr/html/820.html> and [ftp://dokuman.osym.gov.tr/2007/O SYS_KILAVUZ/10.pdf](ftp://dokuman.osym.gov.tr/2007/O%20SYS_KILAVUZ/10.pdf))



As shown in figure 1.7.2, IHHS is a vocational school and it is directly attached to the General Directorate of Religious Education (hereafter GDRE) which is also directly attached to the MNE. GDRE is responsible for all the tasks related to the education and administration of IHHS and Anatolian IHHS, and also the preparation and the submission of the coursebooks and educational programme of religion culture and moral knowledge teaching to Board of Education (http://dogm.meb.gov.tr/din_öğretimi.htm).

According to the results of the National Education Statistics Formal Education 2007-2008 that is published on February 2008, there are 456 IHHS in Turkey.

The total number of students attending these schools is 129.274 with 60.356 male and 68.918 female students (MEB, 2008).

The goal of IHHS is to prepare male students to become imams (prayer leaders), and both male and female students to become preachers and Koran instructors. It provides four years of education on religious and regular subjects for 14 – 17 age groups. The curriculum of IHHS resembles the curriculum of the general high schools rather than the vocational schools except for the emphasis on religious subjects.

As for the 9th grade students, they have 38 hours of lesson a week just like the other grades. They have three hours of English and five hours of Arabic a week (see Appendix 9). The students at IHHS start to learn Arabic at 9th grade and the teaching of Arabic seems to gain more importance than the teaching of English because of some vocational purposes. The students are also more eager to learn Arabic since some of them will be dealing with Arabic after they graduate from the school. The other courses like exegesis (tefsir), prophetic tradition (hadis), theology (kelam), jurisprudence (fıkıh), the life of the Prophet Muhammad (siyer) are the vocational courses varying from 31 percent at 9th and 10th grades to 42 percent at 11th grade and 44 percent at 12th grade (Yavuz, 2003, p.125). In almost all of these lessons the students hear or listen to something in Arabic; therefore, the students feel the need to learn it.

As to the teaching of English, the latest curriculum was prepared in 2007 by the Board of Education. As it is defined in the curriculum (MEB, 2007) which is revised and designed according to the guidelines of CEF, the students are to reach A2 level for all four skills and language areas at the end of the 9th grade. As the aim of the present study is to develop the listening skills, the corresponding listening abilities to A1 and A2 are presented in the following;

In overall listening comprehension;

- A1 corresponds to “Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.”
- A2 corresponds to “Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic family and personal information, shopping, local geography, employment) provided speech is clearly and slowly articulated” and also “Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.”

In understanding conversation between native speakers;

- A1 does not correspond to any description.
- A2 corresponds to “Can generally identify the topic of discussion around him/her, when it is conducted slowly and clearly.”

In listening to announcements and instructions;

- A1 corresponds to “Can understand instructions addressed carefully and slowly to him/her and follow short simple directions.”
- A2 corresponds to “Can catch the main point in short, clear, simple messages and announcements. Can understand simple directions relating to how to get from X to Y, by foot or public transport.

In listening to audio media and recordings;

- A1 does not correspond to any description.
- A2 corresponds to “Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters which are delivered slowly and clearly.”

In the self assessment grid of Common European Framework of Reference for Languages;

- A1 corresponds to “I can recognize familiar words and very basic phrases concerning myself, my family, and immediate concrete surroundings when people speak slowly and clearly.”
- A2 corresponds to “I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short clear simple messages and announcements.”

(http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf)

As it is emphasized in the curriculum, the students are to have those abilities defined above when they finish the 9th grade. However, the free of charge coursebook given by MNE is focused mostly on reading and writing which is for the practice of grammar structures. There are no activities for listening and speaking. Furthermore, there is no other choice apart from choosing that coursebook for English classes as it is defined in *Tebliğler Dergisi* (MEB, 2006, p.1182) which is the official publication periodical of Board of Education (Genç, 2002). (See Appendix 8)

The aforementioned situation is not something positive for English classes. The desired goal pointed out in the curriculum cannot be reached in the absence of materials of good quality in three hours a week without the extraordinary effort of the EFL teacher in these schools.

The 9th year students at CIHHS study English, without doubt, are under the same circumstances mentioned above. However, they have some opportunities seeming like a dream for the students at some other schools. There is a technology room which is not usually used by the teachers even though it is always available for them. Therefore, it is possible for the EFL teacher to use the room whenever it is needed. There is a computer, a projector, four

loudspeakers hanged on each corner of the room, a white board, a TV, a VCD player, and an overhead projector. The physical equipment of the room is satisfactory. In addition to the physical equipment, the administrators of the school are eager to do their best for better learning conditions.

1.7 DEFINITIONS OF TERMS AND PHRASES

In this study, various terms are used to discuss the issue of developing listening skills of the students. In order to provide a smooth understanding of the issue, the definitions of some terms used frequently throughout the study are presented in the following.

Imam Hatip High School: It is a vocational high school with lessons about religion.

Listening comprehension: It refers the process of understanding speech in a second or foreign language (Richards, Platt, and Platt, 1992, p.216).

English as a Foreign Language: It refers to the role of English in countries where it is taught as a subject in schools but not used as a medium of instruction in education nor as a language of communication (Richards et al., 1992, pp.123-124).

Common European Framework of Reference for Languages: It refers to a guideline used to describe achievements of learners of foreign languages across Europe. Its main aim is to provide a method of assessing and teaching which applies to all languages in Europe.

Curriculum: It is a description of the contents of a course of instruction and the order in which they are to be taught.

Syllabus: It refers to the subcomponent of a curriculum concerned with the selection, sequencing, and justification of linguistic and experiential content. It contrasts with the methodology, which is concerned with the selection, sequencing, and justification of tasks and activities (Nunan, 1999, p.315).

Schema Theory: It refers to the organization of background knowledge in long-term memory and its use in comprehension. According to schema theory, comprehension involves an interaction between (textual) input and the comprehender's existing knowledge, and successful understanding depends on the availability and activation of relevant schemata (Byram, 2000, p.525).

Dichotic Listening: It refers to a technique which has been used to study how the brain controls hearing and language. Subjects wear headphones and receive different sounds in the right and left ear. They are then asked to repeat what they hear. Subjects find it easier to repeat what they hear in one ear than in the other and this is thought to indicate which brain hemisphere controls language for them (Richards et al., 1992, p.107).

Podcasts: They are media files uploaded by an individual, or an organization and usually in ".mp3, .mp4, or .wma" format. They are mostly free and can be downloaded to one's computer.

Redundancy: It refers to using a good deal of words or rephrasing, to explain a subject rather than a short explanation.

CHAPTER II

REVIEW OF LITERATURE

2.0 INTRODUCTION

There is a tendency towards describing listening as “*the neglected, overlooked, or taken for granted skill*” (Hedge, 2008, p.227). It is not surprising when language teaching methods and approaches are analyzed in terms of the importance they attach to the development of listening skills to learn a foreign language. Analyzing all the definitions of listening, it can simply be defined as *the ability to understand the oral input*. The definition seems quite simple when it is compared to gain this ability. Only a small minority of people are good listeners even in their first language or in their social lives. What is more, listening in a foreign language is a much more complex process.

During listening, students have to be able to understand the main idea of what is said as well as the specific details. They have to understand the aim of the speaker, their opinions and feelings. They have to identify the context in which the speakers are operating and find out the relationship between the speakers, or the number of the speakers participating in a speech. So, they have to use several of these skills in the course of a single listening activity. As a result, understanding the nature of listening comprehension is significant in that it determines the way it should be taught in language classrooms.

This chapter synthesizes the nature of language comprehension and the processes involved in it; the birth and development of teaching EFL listening and basic principles of teaching it; materials, activities, and techniques to be used in listening; the assessment of listening; the problems of learners in EFL listening classes; and existing studies related to the research topic.

2.1 THE NATURE OF LISTENING COMPREHENSION

Throughout the years, listening has been defined in terms of the findings of different researches on listening. Each research added something new to these definitions and now its definition seems to be the quite comprehensive one, as all the findings are taken into consideration. Rost (2002), who comprehensively researched listening, finds some common points in the definitions of listening which focuses on four aspects: “receptive, constructive, collaborative, or transformative” (p.2). In the light of these findings, listening can be defined as;

- receiving what the speaker actually says,
- constructing and representing meaning,
- negotiating meaning with the speaker and responding,
- creating meaning through involvement, imagination and empathy.

(Rost, 2002, pp.2-3)

Wolvin and Coakley (1988) define listening as “the process of receiving, attending to, and assigning meaning to aural stimuli” (p.91). With this definition, it is emphasized that people actively engage in making meaning by speech perception, differentiating the phonemes, sounds, recognizing stress and intonation and also assigning meaning to what is heard based on the previous knowledge. On the other hand, Rost (1990) defines listening as “an inferential process based on a perception of cues rather than a straight forward matching of sound to meaning” by emphasizing the interpretative side of listening (p.33). These definitions convey that the process of listening comprehension is active, interpretative, and also interactive.

Listening is an active process in which the listeners actively process and interpret information coming from the speaker. The listeners do not just try to hear and differentiate the sounds; as it is well known hearing and understanding are different concepts. While the former is related to the sounds and vibrations through the air the latter is related to assigning meaning to oral input.

Listening is an interpretive process since the listeners filter the utterances through their own thoughts, expectations or prior knowledge which is also related to schema theory that is going to be mentioned in further sections in the chapter. The interpretive feature of listening is described best by a medieval philosopher Mevlana, with his famous saying “No matter how much you say what you have said is as much as the person listening understands”. Actually, the saying really indicates the interpretive aspect of listening skills.

As another feature of listening, it is most of the time interactive. When listening to the radio or watching TV, it naturally becomes one-sided; however, people mostly interact with one another while they are communicating in real life. They give responses to keep the conversation going and also the speaker directs his or her speech according to the reactions and responses of the listeners.

The aim of the study is not to find the best definition of listening; it is to find the ways of developing listening skills of the students. Therefore, different definitions are not confusing but they are useful to understand the basic nature of listening and accordingly develop various activities and materials in teaching listening. In order to understand the nature of the listening comprehension, it is better to analyze the processes included in a listening situation.

2.1.1 Neurological Processes

The neurological processes for a message to be understood and for a listening situation to take place are “hearing, consciousness, and attention, as they are explicitly specified in Rost (2002, pp.7-16). A healthy hearing is the initial factor in listening comprehension. It is different from *listening* as it is related to the unintentional perception of sounds. It can simply be defined as “the physical act of receiving sound through the ears”. It is “an involuntary process which goes on even when we are asleep” (Lobb, 1999, p.2). In contrast, listening is an intentional activity.

Consciousness is related to directing attention to the selected items and readiness of gathering information. There are some different views on this subject whether an individual acquire foreign language (hereafter FL) consciously or unconsciously. It can be summarized that it is a result of the confusion about the meaning of consciousness accepted by different researchers. For instance, connectionists advocate that acquisition takes place unconsciously as it is related to the connection and interaction of the neurons while the Noticing Hypothesis defends the significance of consciousness in FL learning (Rost, 2005; Truscott, 1998). In terms of the needs of FL teaching, which is not a situation of acquisition but formal training, consciousness, which is directed attention, is a key point in learning.

Attention can be seen the differentiator between *hearing* and *listening* as an individual intentionally focuses his/her attention on something. It is defined as “the ability a person has to concentrate on something, or part of something, while ignoring other things” (Richards, Platt, Platt, 1992, p.24). The summary drawn from the ideas of Schmidt (1995) on attention is that it is a “limited capacity system” and it requires three elements as “alertness, orientation, and detection” (pp.19-20).

- Alertness represents a general readiness to deal with incoming stimuli.
- Orientation refers to a specific aligning of attention (e.g., to language form or to meaning)
- Detection is the cognitive registration of sensory stimuli.
- Detected information is available for other cognitive processing.

As a consequence of these findings, the limited capacity of attention and also the short-term memory shows the importance of selective listening which is supported by dichotic listening studies (Styles, 1997). When people are exposed various stimuli, they choose some of them to focus on. It is impossible to focus on everything happening around. Therefore, the teachers should plan

their teaching in a way to teach one task at a time, to use consciousness raising activities and they should succeed to take the attention of the learners to the materials.

2.1.2 Linguistic Processing

Linguistic processing necessary for a message to be understood is composed of the perception of speech, recognition of words, employment of phonotactic rules, application of grammatical rules, management of spoken language, detection of prosodic features and non-verbal cues (Rost, 2002).

Perception of speech is categorizing the incoming stimuli to translate it into the meaningful data. It is related to the phonological procedures in listening. Recognition of words is the identification of the words which is “the most problematic process in listening” and activating knowledge of meanings as stated by Rost (2002, p.20). If the listener cannot identify the word or cannot assign a meaning to the word, the understanding breaks down or the listener starts to use compensatory strategies at this point.

Employment of phonotactic rules determines the phonemes starting and ending words or syllables in a language, which phonemes can or cannot come sequentially in certain positions. It specifies “the permissible sound clusters in a language and is a very illuminating device in exploring the restricted occurrences of certain sounds and sound clusters in languages” (Demirezen, 1986, p.144).

Application of grammar rules is necessary for the listeners to map the “incoming speech onto a grammatical model of language”. A complete mapping is not necessary for a message to be understood because it is usual that the listeners get the communicative function at first and then the formal function. “...word

order, subject-verb agreement, pro-form agreement, and case inflections” are used as the main grammatical cues (Rost, 2002, p.26).

Management of spoken language can be described as the separation of the speech into its constituents. As a matter of course, spoken language is quick and sometimes difficult for a listener especially for a foreign language listener to catch up. In the separation of the speech, the burden is on the short-term memory as the listener has to parse the spoken language in its real time. If the listener cannot do it in its real time, s/he makes use of some strategies in order to understand the spoken language and avoid the breakdown in communication.

The last two features included in the linguistic processing, detection of prosodic features and non-verbal cues are related to the paralinguistic features in communication. Demirezen (1986) describes prosodic features as the suprasegmentals that are “unreduceable to written symbols” whereas the segmentals – phonemes – can be written in symbols (p.107). The most important suprasegmentals are pitch, loudness, tempo, voice quality and also stress and intonation as stated by Roach (2001, p.31). Finally, non-verbal, paralinguistic features are gestures, facial expressions, eye movements, posture, and so forth. The main components of non-verbal communication are presented in the table below (Eryilmaz & Darn, 2005):

Table 2.1.2.1 Main components of non-verbal communication

Kinesics (body language)	Body motions such as shrugs, foot tapping, drumming fingers, eye movements such as winking, facial expressions, and gestures
Proxemics (proximity)	Use of space to signal privacy or attraction
Haptics	Touch
Oculesics	Eye contact
Chronemics	Use of time, waiting, pausing
Olfactics	Smell

Vocalics	Tone of voice, timbre, volume, speed
Sound symbols	Grunting, mmm, er, ah, uh-huh, mumbling
Silence	Pausing, waiting, secrecy
Posture	Position of the body, stance
Adornment	Clothing, jewellery, hairstyle
Locomotion	Walking, running, staggering, limping

Prosodic and Paralinguistic features are really meaningful and sometimes “tend to be highly ironic” (Lyons, 1995, p.14). These may completely change the meaning of the utterances. An individual may want to mean *yes* by uttering just the opposite *no* and the situation can be really complicated for the listener who misses the non-verbal cues.

2.1.3 Pragmatic Processing

Pragmatic processing is different from linguistic processing since the listener understands the contextual information beside linguistic information. Pragmatics, shortly the study of language usage, deals with context, deixis, the intention of the speaker, speech acts, conversational meaning, the influence of speech by the listener response or reaction (Mey, 2001). Especially the contexts and situations (Richards et al., 1992) are very important in pragmatic information.

The most important thing in pragmatic processing is what is meant, intended or implied. The factors influencing the understanding of spoken language can be explained by giving simple examples. For instance, the word *bank* has more than one meaning. The listener can only understand the real meaning from the context it is uttered. This shows the importance of context and as to deictic information; some utterances cannot be interpreted unless the physical context of the speaker is known. The sentence “*meet me here a week from now with a stick about this big*” (Levinson, 1991, p.55) sounds rather unintelligible out of a context. Therefore, three types of deixis; person, place, and time deixis need to

be processed in listening. These contextual parameters are explained with SPEAKING heuristic by Dell Hymes in 1972 which is adapted from Grimshaw (2003, p.33):

Figure 2.1.3.1 Hymes' Speaking Heuristic

S = Setting, scene
P = Participants (speaker, hearer, audience, overhearers)
E = Ends (speakers goals and actual outcomes)
A = Act characteristics (form and content)
K = Key (mode or manner in which something is said or written)
I = Instrumentalities (channel, code)
N = Norms of interaction and of interpretation
G = Genres (conversation, lecture, curse, prayer)

In addition to the features mentioned above, pragmatic processing includes the processing of the speaker intention that may be categorized into three: locutions, illocutions, and perlocutions, as follows (Robinson, 2006, p.76):

- the locutionary (what is said)
- the illocutionary (what is being done *in* the saying of it)
- the perlocutionary (the effect the speaker has on the listener *by* or *through* the saying of it)

In addition to the speaker intention, the message is also affected by the listener. The listener may respond to the speaker verbally or nonverbally and therefore directs the communication. It is seen crucial by Rost (2002) since "... it is one concrete aspect of listening from which other participants can determine whether they have been understood" and " ... the speaker must incorporate these 'listener messages' in order to monitor goal achievement and to select further strategies in the interaction" (p.56).

2.1.4 Psycholinguistic Processing

Psycholinguistic processing refers to comprehending information by integration of new information, activating the present information to relate the new information, relation of the information to different types of memory.

Comprehension is usually seen as the goal of listening and it can be defined as “the process of relating language to concepts in one’s memory and to references in the real world”. Integration of the new information into the present information is the basic feature of comprehension. When the listener starts to hear the message, the related information in his/her mind, in other words *schema*, starts to be activated. They play an important part in comprehension. When they are activated, they are called to the short-term memory where they get new additions, therefore updated. If the schema of the speaker and the listener do not match, *misunderstanding* occurs; further, if the listener cannot activate any schema, *non-understanding* occurs (Rost, 2002, pp.59-74).

Background knowledge can be said to be very important in listening comprehension. In order to activate the schema, pre-listening activities should include information about the topic, the setting, and the speaker(s). The use of video and visuals help to a great extent. At this point, the misunderstandings can be avoided. When the learner do not have any schema related to a situation, the inference of the information becomes really hard. That usually happens when the material is about something that does not exist in learners’ cultures. At that time, the teachers should give information about the culture of the target language society.

Psycholinguistic processing also includes how memory works. There are three types of memory: *Sensory*, *Short-term*, and *Long-term memory*. They are defined in Eggen and Kauchak (2001, pp.260-273) in detail and there are further divisions within each of these categories as seen in figure 2.1.4.1.

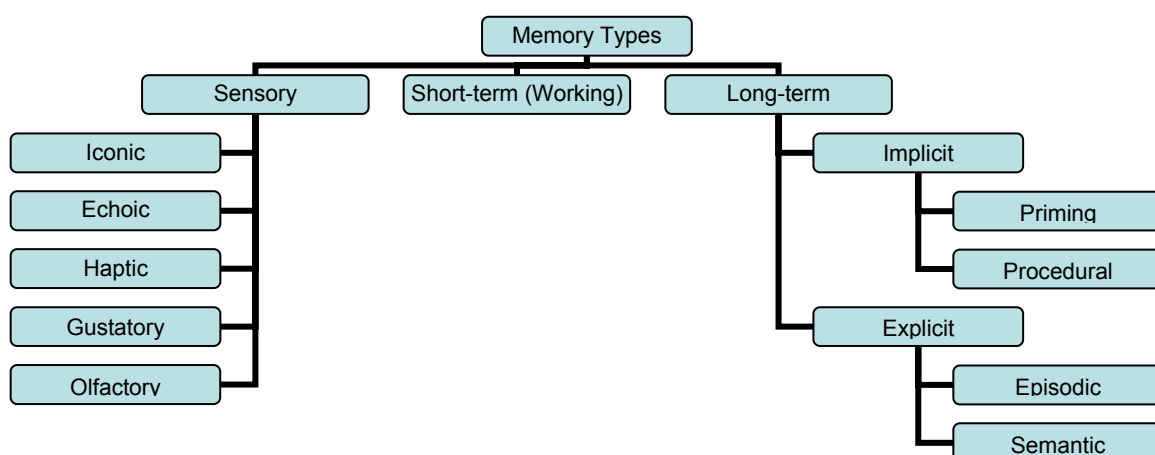
Sensory Memory is related to the instant recording of information in people's sensory systems. Iconic memory is one of this type. It is related to the visual system, that is to say, after the stimuli ceased, they shortly survive in the visual system. The same phenomenon exists in other four senses and they are called echoic (hearing), haptic (touch), gustatory (taste), and olfactory (smell). Information is stored in sensory memory for only a very short time. As a result of the systematic studies of Sperling who documented the existence of iconic memory in 1960, it can be said that iconic memory disappears within a second (Nairne, 2006). Echoic memory may last a little longer than iconic memory but it is really difficult to measure. If the attention is not captured the information in sensory memory disappears without entering the working memory.

The term *Working Memory* is now commonly used instead of short-term memory as it is resembled to a "mental workplace" (Nairne, 2006, p.261). The information is stored and can be used when it is necessary. Since short-term memory holds a small amount of information, forgetting is inevitable. It may be as a result of the new information, or decay, or both. The American psychologist George Miller found, as a result of many experiments on memory span, that seven items can be hold at one time in short-term memory. His words were "*the magical number seven and seven plus or minus two*". It is also advocated that by chunking the capacity of short-term memory can be increased (as cited in Harris, Grayson, Ball, Riegel, and Taubenblat, 2005, p.61). The capacity of short term memory changes from person to person. There are different factors affecting its capacity. Age is one of them. It increases with age, however, declines again in old age. Some types of brain diseases such as Alzheimer's disease, dementia, or brain tumors; temporal situations such as depression can also affect it.

Long-term memory, having an infinite capacity, may last a few days or for a lifetime. It is mainly divided into two major types as *implicit* and *explicit* memory. Implicit memory is also divided into two subcategories as priming and procedural memory, while explicit memory is divided into episodic and semantic

memory as (Strauss, Sherman, and Spreen, 2006). Even though long term memory can last a lifetime, it is also subject to forgetting. The reasons may vary but the most important ones are interference and retrieval failure. Cardwell and Flanagan (2003) briefly describe *interference* as “the tendency for one memory to ‘interfere with’ the accurate retrieval of another (similar) memory” and *retrieval failure* as inability to recall information from memory and say “This may not be lost completely but cannot be retrieved at that particular time” (p.22).

Figure 2.1.4.1 The Classification of the Memory Types

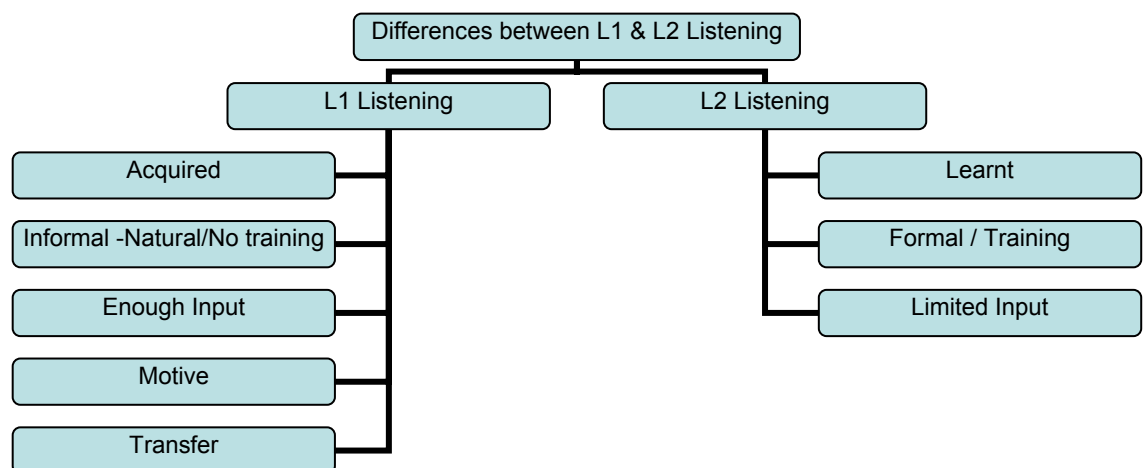


As to the use of the information in EFL listening classes, it can be concluded that attention is the key point. First of all, the learner should pay attention to the incoming stimuli. The stimuli should activate the background knowledge, that is to say schema; therefore, pre-listening activities are important. The student should be able to relate the new information to the existing knowledge, make inferences, predictions, or intelligent guesses, and use the new information in other contexts. If all these are successfully done, the students can be said to be successful in listening comprehension.

2.1.5 Listening development and Language acquisition

The works of various researchers demonstrate that listening in both native language and foreign language are similar processes. Some researchers like Fishman (1980) conclude that the native language listeners and nonnative language listeners generally do similar mistakes in listening situations or in listening tests (Buck, 2001). There may be some shared aspects of first language (hereafter L1) and second/foreign language (hereafter L2) listening, however, there are also some differences which make the listening process more difficult for L2 learners. These differences are shown in a figure adapted from Sarıçoban (2001, p.105):

Figure 2.1.5.1 Differences between L1 and L2 Listening



Apart from these differences causing the language learners to have some problems in L2 listening, there may be other difficulties as a result of being unfamiliar with the culture of the foreign language, unusual use of an utterance that is already known with a different meaning, the lack of common background or schematic knowledge (Anderson & Lynch, 1988). The differences mentioned above are going to be explained in the following sections.

2.1.5.1 Listening in L1

The most important difference mentioned above is the problem of sufficient input. Native speakers have sufficient time during which they receive input but do not have to respond. People's acquaintance with their mother tongue goes back to the time when they were born. According to concerning studies, babies can hear their mothers even when they are in their mothers' utero.

Being so familiar with the language and the situations, L1 listeners are able to foresee what is likely to come next during a conversation under normal circumstances because of some contextual clues. The listeners mostly see the speakers; therefore, it is easy for them to understand the topic, or the purpose, and so forth. They can easily make some guesses about the conversation. Therefore, if people are listening something in their mother tongue, understanding seems effortless. Anderson and Lynch (1988) state the features of the listening in native language as in the following:

When listening to our native language, we usually do so at speed and without effort. Our attention is focused on the meaning the speaker is trying to convey, rather than on the language (and other) sounds he is producing. Perceiving the speech sounds does not seem problematical, except in unusual circumstances, such as when there is a lot of background noise, or when the speaker has a strong and unfamiliar accent. (p.22)

In the same way, Buck (2001) points out that the knowledge of the mother tongue is not explicit. In other words, the individuals acquire the skills without being aware of the process. He says that "the cognitive processes that are involved in the first-language comprehension are almost entirely automatic – it is as if the language were transparent: we just do not notice it is there" (49).

2.1.5.2 Listening in L2

Learning to listen in a second language is considerably difficult when it is compared to first language listening. It requires a long time and formal training

to develop. Rost (1994, pp.133-136) points out that there are some biological, developmental, and psychological difficulties in L2 listening. These difficulties mostly originate from already knowing a native language to communicate. He mentions about four reasons for these difficulties as *motive*, *transfer*, *input*, and *neurological development*.

Since an individual already knows a language to express his/her thoughts and needs, the motive to learn a language for “self-expression” is naturally lost. This might be the main problem in learning a new language. Secondly, as a person already knows a language, L2 has to pass through the filter of the first language. It is a psychological process, but there is also social transfer that makes it difficult for the learner to listen in L2. The differences between the culture of the native language and of the target language are the main reason for it (Rost, 1994, pp.133-134). In order to relate the new information with the existing ones, there should be schema related to the new information. However, when some concepts do not exist in learners’ own culture, it becomes impossible since the learners know nothing and have no schema about the new concept. At this point, the pre-listening activities, or schema building activities are needed.

Further, the fact that there is limited input in second language listening makes the listening process more difficult. Primarily, the learners do not have much chance to hear the language outside the class which is one of the basic problems of learning L2. In addition to this, there is another difficulty related to the existence of a critical period proposed by Lenneberg in 1967 and is lost around puberty. It can be explained by the words of Rost (1994) “After the age of twelve or so, certain processes are completed in the brain’s development and this often prevents learners from processing new linguistic sounds fully” (p.136).

The differences between L1 and L2 listening can be concluded with a different style of comparison by Buck (2001) as in the following:

If we think of language as a window through which we look at what the speaker is saying, in the case of first-language listening, the glass is very clean and we see through it without even noticing it is there; but in the case of second-language listening, the glass is dirty: we can see clearly through some parts, other parts are smudged, and yet other parts are so dirty we cannot see through them at all. We are very aware of the glass because it gets in the way. (p.50)

Knowing these differences between the first language and second language listening enables the teachers focus on these differences, helps them in designing task and guess the potential failures of the students, and enables the teachers to be tolerant of students' mistakes.

2.2 TEACHING EFL LISTENING

Brownell (2006) states that “until recently no one knew very much about listening” and shows communication skills and formal instruction in the following (p.6);

Table 2.2.1 Communication Skills and Formal Instruction

Communication Skill	When Learned	Extent Used	Extent Taught
Listening	1st	1st	4th
Speaking	2nd	2nd	3rd
Reading	3rd	3rd	2nd
Writing	4th	4th	1st

As can be clearly seen from the table above listening is the skill that is learned initially and the most widely used, on the other hand, it is the least taught skill when it is compared to other communication skills. Finally, its importance has gradually been understood and nowadays there are important studies to describe its nature and the ways of teaching it in EFL classrooms.

Byrne (1986) gives a list of goals of listening comprehension programme:

- a) to give the learners experience of listening to a wide variety of samples of spoken language. The purpose here, then, is exposure (as in the mother tongue) to:
 - different varieties of language (standard/regional, formal/informal, etc.)
 - different text types (conversational, narrative, informative etc.)
- b) to train the learners to listen flexibly e.g. for flexible information, for the main idea or ideas, or to react to instructions (i.e. by doing something).
- c) to provide through listening, a stimulus for other activities e.g. discussion, reading and writing.
- d) to give the learners opportunities to interact while listening. (p.15)

The goal of teaching listening comprehension is certainly to make the students be able to understand the native language at normal speech in various situations. Mendelsohn (1994) summarizes the aim of listening comprehension as “students should be doing what they do when listening in their first language” and he adds that it includes “guessing anything that is not comprehended/heard, predicting what is to come, working out with the meaning of unfamiliar/unheard terms from the context, making inferences as to what is meant but left unsaid” (p.34).

2.2.1 The Birth and Development of Teaching EFL Listening

The teaching of foreign languages has been formally carried out for over 500 years (Rost, 1994). However, the idea of teaching listening is not 500 years old. In the course of time it gradually gained importance. Looking at the changes in over the past 70 years or so, it can be observed that it started to lunge. It will be useful in order to understand the importance the listening gained in time and to see its place in today's EFL classes.

In *the Grammar-Translation Method*, the focus was on the form and the classroom language was the mother tongue of the learners. There were no learning goals related to listening (Flowerdew & Miller, 2005). With **Series**

Method, circa 1800s, listening started to be used in order to develop “oral communication”. The learners do not read the sentences but hear them. The language started to be presented in context (Rost, 1994, p.139). The need for presenting the new items in context, using gestures, or doing actions to convey the meaning of these new items are included in the principles of some approaches or methods like Situational Language Teaching and Total Physical Response. (Richards & Rodgers, 2001). *Series Method* gave rise to the development of the **Direct Method** in which listening skills gained importance. Classroom language was the target language. The main focus was on the understanding of the language and communication but not on the grammar and all four skills were practiced from the beginning (Rost, 1994).

The aim to have a more scientific basis rather than the Direct Method had led to the development of **Oral Approach**. Only target language was used in the classroom. Dialogues and vocabulary were introduced orally and situationally. There was a focus on listening and speaking. As Richards and Rodgers (2001, p.39) states “Reading and writing are introduced once a sufficient lexical and grammatical basis is established”. After the World War II, **Audiolingual Method** emanated from America. The language skills were taught in the order of listening, speaking, reading, and writing. With this method listening skills emphasized and drills were extensively used. Tape recorders were used and language laboratories were fashionable. The learners were required to listen, imitate, and memorize (Flowerdew & Miller, 2005).

During 1970s, the popularity of these oral approaches gradually declined and second language teaching principles were revised all over the world. As a result, **Communicative Language Teaching** came on the stage. The communicative function of language started to gain importance in language teaching environments. Authentic language and materials were used. There was an overemphasis on spoken language, which led to a misconception that the only skill taught was speaking. It was given priority; however, the other skills

were not ignored and taught from the beginning in an integrated way (Thompson, 1996).

At the same time the study of language acquisition started to gain importance in the area of second language teaching (Rost, 1994). As a result of this movement, the researches of some notable people like Krashen led significant developments in the area of foreign language teaching. For instance, ***The Natural Approach*** is based on the idea that foreign languages are learned in the same way the first language is learned. Therefore, the listening and reading skills are given importance and the learners are exposed to the target language in the classroom. The emphasis is on developing basic communication skills. ***The Task-Based Approach***, as it is named in Flowerdew & Miller (2005, p.14), has the aim of letting the learners be “active listeners” in terms of developing listening skills. The learners are required to listen and do actions that are mainly found in authentic situations.

Flowerdew and Miller (2005, pp.16-19) mentions about two more approaches related to listening. They are ***the Learner-Strategy Approach*** and ***the Integrated Approach***. In the former, which is proposed by Mendelsohn, the learners are expected “to develop an awareness of the skills related to listening” and “to use a variety of listening skills effectively in achieving an objective”. The learners become autonomous as they receive practice with variety of activities. They learn to use strategies and select the most effective one for themselves. The importance of schemata is not underestimated and by providing pre-listening activities it is activated. In the latter, the learners are expected “to develop listening as part of interactive communication” and “to develop critical listening, critical thinking, and effective speaking”. The listening skill is used integratively with reading, writing, and speaking and various activities are provided to practice different listening sub-skills at different times.

The developing importance of listening skills in TEFL can be clearly seen from the brief explanations on methods and approaches above. The previous

methods and approaches do not focus on the importance of listening much; however, its significance is started to be understood gradually. Field (1998) states that these changes resulted from mainly three developments. First of all, he states that the development resulted from “a shift in perspectives, so that listening as a skill takes priority over details of language content”. He sees the desire to “relate the nature of listening practiced in the classroom to the kind of listening that takes place in real life” as the second reason. For the third reason, he notes that the significance of “providing motivation and a focus for listening” started to be understood (pp.110-111).

2.2.2 Basic Principles of Teaching EFL Listening

Throughout the years new approaches and methodologies have given importance to the teaching of listening skills at different degrees as it is presented in the previous section of the chapter. Some of them totally neglect the teaching of listening while some use different methods for practicing listening. The important thing is that an EFL teacher should understand that it is not possible for him/her to follow one of these methods or approaches to apply in the language classroom as they sometimes contradict or sometimes complement each other (Larsen-Freeman, 2000, pp.178-187).

In her article *Current Perspectives on Teaching the Four Skills*, Hinkel (2006) emphasizes that there is a decline of methods which is also justified by Kumaravadivelu (2006, pp.59-81) in his article *TESOL Methods: Changing Tracks, Challenging Trends*. He states that there is a shift from “method-based pedagogy to postmethod pedagogy” and offers “to generate varied and situation-specific ideas” for the unpredictable and “numerous” happenings during learning and teaching. Therefore, the EFL teacher should adopt a way to teach EFL listening by keeping the needs of the learners into mind without neglecting the necessities of the curriculum and also the international standards. The teaching process should include the following basic principles

which are emphasized in Mendelsohn (1994), Rost (1994, 2002), Nunan (1999, 2004):

- a) Both top-down and bottom-up views should be made use of in teaching EFL listening.
- b) The listening activities should be integrated with other language skills.
- c) Students should receive strategy training.
- d) The language classes should include a large amount of listening activities, materials, types, and multimedia.
- e) Materials should be in parallel to the learners' interests.
- f) Students should know what they are listening.
- g) Listening activities should not test but provide practice.
- h) Feedback should immediately be given.

Some of the most debatable and important principles listed above, which are top-down and bottom-up views, integration of the skills, listening strategies and strategy training, the selection and use of materials and activities, the evaluation of listening, and the problems of the learners are going to be explained in detail in the following sections in the chapter.

2.2.2.1 Top-down and Bottom-up views

Two different views to teaching listening have been on stage since 1980s. These are “bottom-up” or “top-down” views. The researchers have different ideas on the use and applicability of these two views. For instance, Mendelsohn (1994) and Buck (1995) both suggest listening be approached primarily top-down. Buck (1995) emphasizes that “Comprehension is not some sort of formal process where listeners pay attention to rules in a fixed order” (p.118). Furthermore, in his book *Assessing Listening*, Buck (2001) states that “we should not underestimate the importance of the acoustic input, nor the importance of the linguistic information” (p.3). Mendelsohn (1994) explicitly

states it should be approached top-down; however, he adds that it is not available for beginner listeners. In this point there is a need for the other approach. He mentions about the necessity of using bottom-up processing “of what they hear at the acoustic level to facilitate subsequent top-down processing” (p.15).

The explanations of researchers on how to teach listening regarding these two views may differ in detail; however, there is a common belief among these researchers that top-down and bottom-up processing should be used together as they are believed to be complementary. They differ in many ways which can be shown in a table that is adapted from the works of Lynch (2006), Mendelsohn (1994), Nunan (1999, 2004), Richards & Renandya (2002), Anderson & Lynch (1988), Flowerdew & Miller (2005), Edwards & McDonald (1993), Eskey (2005):

Table 2.2.2.1.1 Differences between top-down and bottom-up approaches to teaching listening.

<i>Top-down processing</i>	<i>Bottom-up processing</i>
1. It is developed in 1970s and 1980s. 2. Listening comprehension does not have a fixed serial order: listeners use semantic knowledge to understand the phonetic input, the vocabulary, the syntax 3. Listener is described as active model builder as s/he is actively involved in meaning construction. 4. Listener uses background knowledge (schema theory) on the context in comprehension. 5. Listener prefers fluency. 6. It is holistic. 7. It goes from whole to parts. 8. It is mostly preferred by native speakers	1. It is developed during 1940s and 1950s. 2. Listening comprehension has a fixed serial order: Phonemic units linked to words, words to phrases, phrases to utterances, and utterances to meaningful texts. 3. Listener is described as tape recorder as s/he gathers all the parts and makes a meaningful whole. 4. Listener uses sounds to decode the spoken text in comprehension. 5. Listener prefers accuracy. 6. It is linear. 7. It goes from parts to whole. 8. It is mostly preferred by nonnative speakers.

9. It is suitable for more advanced listeners.	9. It is suitable for beginner listeners.
10. Important activities are pre-listening, hypothesizing, predicting, inferencing, etc.	10. Important activities are discriminating between the sounds, identifying stress, rhythm, intonation patterns, etc.

The differences between top-down and bottom-up processing show the importance of the background knowledge, in other words schema in listening comprehension (Richards, 2005, p.ix). As it is stated in Anderson & Lynch (1988), and Edwards & McDonald (1993), Nunan (1999), the term *schema* was firstly coined by Bartlett in 1932 (Field, 2003) as the offspring of the researches on artificial intelligence. It is related to “the organization of information in memory and how existing knowledge influences the encoding of new information and its retrieval from memory” (Edwards & McDonald, 1993, pp.74-75). It is the underpinning theory of top-down approach. Furthermore, it emphasizes the use of pre-listening activities to activate the prior knowledge and lead to a better comprehension.

There is a kind of strategy to use both approaches when necessary and Mendelsohn (1994) names it as “strategy based approach” (p.15). It means using *top-down* processing as much as possible and using *bottom-up* strategies when they are useful. He explains the reason is that learners have different leaning styles. For instance, those who prefer fluency rather than accuracy mostly feel comfortable with the top-down strategies and those who prefer accuracy mostly feel comfortable with the bottom-up strategies. Celce-Murcia and Olshtain (2005) believe that “a strategic integration of top-down and bottom-up processing will improve any skill” (p.733).

Likewise, Anderson and Lynch (1988) states that tape-recorder analogy is not suitable to “capture all the relevant features of *comprehension*” (p.10). So, the advantages of top-down processing should be made use of. As another important fact, O'Malley and Chamot (1990) mention about a significant finding that “whereas the effective listeners used both top-down and bottom-up

approaches, the ineffective listeners used only a bottom-up approach to comprehension”; therefore support the use of both processes together (p.132).

2.2.2.2 Integration of the skills

Integration of the skills means using two or more language skills in a coherent way. Wagner (1985) expands the definition as “Integrating the language arts means providing natural learning situations in which reading, writing, speaking, and listening can be developed together for real purposes and real audiences” and emphasizes that “each language mode is an integrated whole, not a set of isolated, minute components” (On-line). The most important advantage of integrating language skills can be understood from these definitions that it provides “natural learning situations” for “real purposes”.

Integrating skills in the language classroom helps the learners get the true picture of real-life communication and also teaches them where and how to use the information they get. Furthermore, the more the learners are able to communicate by using four skills, the more they believe that English is not just an academic lesson that has to be studied to take high grades but it is a means of communication and interaction. In his article, Sarıçoban (1999) gives the reasons of “using integration activities” (On-line);

1. To practice and extend the learners’ use of a certain language structure or function
2. To develop the learners’ ability in the use of two or more of the skills within real contexts and communicative framework.

Not teaching listening skills integratedly does not lead to improvement since separation of the skills from the whole make them more difficult to learn as the transfer of the skills will be impossible in isolation. Therefore, integration of

listening with other language activities proves to be more useful. It is inextricably related to the other skills particularly speaking (Kingen, 2000).

Speaking and listening go hand in hand; when the teacher speaks, the students listen; when one of the students speaks, the other students listen, and so forth. Therefore, the speaking activity of someone becomes the listening activity for the other. There are various ways to practice listening in an integrated way with other skills. For instance, the learners might listen to lectures and take notes, read articles and make comments on them and also listen to the comments of their friends, listen to their friends in a criticism and state their own thoughts, write short stories and listen to the comments of their teachers. There are lots of opportunities to use those skills in an integrated way.

The assessment of the comprehension level of the learners is also important to understand the listening needs of the learners to prepare the subsequent listening activities. However, it is not much possible to assess the comprehension level of the learners by only listening or doing actions or drawing pictures which do not necessitate the integration of other skills. Therefore, the integration of other skills is important to understand the comprehension level of the learners.

Due to the reasons explained above, it can be concluded that in EFL classes, four skills should be practiced in an integrated way from the beginning to the end. There are certainly some situations that necessitate the focus on some skills according to the specific purposes. However, as much as possible, students should be involved in the activities linking different skills since it is the nature of communication in real life situations.

2.2.2.3 Listening strategies and strategy training

Hişmanoğlu (2000) defines language learning strategies as “specific actions, behaviors, tactics, or techniques” that are used in the process of learning to make foreign language learning easier by foreign language learners (On-line). In addition to this brief and clear definition, there are specific factors that affect the use of strategies in learning process such as motivation, gender, cultural background, attitudes and beliefs, age and FL stage, and so forth. (Oxford, 1990). The EFL learners should certainly not be expected to use all of these strategies successfully; nevertheless, they should be given opportunities to practice and learn them.

It is possible to find various groupings of learning strategies in O'Malley et al. (1985), Wenden & Rubin (1987), Oxford (1990), Stern (1992), Ellis (1994), ; nonetheless, the most widely accepted groupings are social, cognitive, and metacognitive strategies. In these strategies, there are “success strategies” that have been found as a result of the researches on successful listeners. It is suggested that only those “success strategies” which are explained in O'Malley et al. (1989), Rost & Ross (1991), Vandergrift (1999), and Mendelsohn (1998) should be taught to the learners. These strategies are given in the following table (Rost, 2002, pp.154-155);

Table 2.2.2.3.1 Listening strategies of successful L2 listeners.

1. Predicting: Predicting information or ideas prior to listening.
2. Inferencing: Drawing inferences about complete information based on incomplete or inadequate information.
3. Monitoring: Monitoring one's own performance while listening, including assessing areas of uncertainty.
4. Clarifying: Formulating clarification questions about what information is needed to make a fuller interpretation.
5. Responding: Providing a personal, relevant response to the information or ideas presented.
6. Evaluating: Checking how well one has understood, and whether an initial problem posed has been solved.

Uzakgören (2003) prefers mentioning about the listening strategies introduced by Murphy (1987) and Willing (1987) in her MA thesis on training EFL student on listening strategies at Middle East Technical University. While Murphy (1987) mentions about twelve listening strategies by grouping them into four, Willing (1987) mentions six types of listening strategies that can be shown in the table below;

Table 2.2.2.3.2 Murphy's (1987) and Willing's (1987) listening strategies.

Murphy's listening strategies	Willing's listening strategies
1. Recalling (paraphrasing, revising, checking) 2. Speculating (inferring, connecting, personalizing, anticipating) 3. Probing (analyzing the topics, analyzing the conventions of language, evaluating the topics) 4. Introspecting (self-evaluation, self-describing).	1. Selectively attending 2. Associating 3. Recognizing patterns 4. Analyzing 5. Categorizing 6. Inferencing

One of the most important tasks of the EFL teachers is to provide opportunities for the learners to practice these strategies. Strategy training is important for the learners to take more responsibility for their learning. Being aware of one's own actions, being conscious about the underlying processes of learning, they become more successful listeners and listening classes become more effective (Nunan, 1999). It is also important that providing the learners with a variety of strategies helps them to discover what the most useful strategies are for them (Flowerdew & Miller, 2005).

As to how to teach these strategies there are certainly various ideas. Some researchers defend teaching of strategies in isolation while some researchers defend that they should be incorporated in tasks (Williams & Burden, 1997). Nevertheless, general tendency is that these strategies should not be separately taught but should be integrated into the listening activities as it is

suggested by Oxford (2001, 2002), Nunan (1999), and Richards and Renandya (2002).

2.2.3 Sub-skills of Listening

Moving beyond the traditional way of teaching listening whose methods are similar to those of teaching reading, the researchers are aware of the importance of developing basic sub-skills of listening since these sub-skills constitute the essence of listening. The importance of giving information on *how to listen* rather than practicing it is stressed by nearly all of the researchers nowadays. Providing “micro-listening exercises” which is the practice of sub-skills of listening is seen as one of the ways of succeeding it (Field, 1998, p.112). These sub-skills are mainly divided as follows;

- a) *Listening for the main idea* is the general understanding of the text. It can also be named as listening for the gist.
- b) *Listening for the specific information* is the recognition of isolated items such as dates, numbers, adjectives, etc.
- c) *Listening to make inferences* is going beyond the actual information presented in the text. The learners analyze, evaluate, and interpret the meaning of the text.
- d) *Listening between the lines* is gathering the meaning conveyed rather than the words themselves.
- e) *Listening for prediction* is making intelligent guesses about the topic, ideas, what comes next, or the conclusion.
- f) *Critical listening* is listening to evaluate a speaker’s arguments, ideas, the appropriateness of the evidence, or the value of the thoughts.
- g) *Task listening* is carrying out real tasks using the information received.
- h) *Discriminative listening* can also be named as listening between the lines. However, it is mostly the identification of the feelings or mood of a speaker.

The importance of providing practice on the sub-skills of listening has widely accepted nowadays and some coursebook writers have listening textbooks specifically focusing on the development of these sub-skills. One of the most important writers is Richards (1997) with his book *Tactics for listening*.

In his article, Field (1998) presents the way of teaching listening by focusing on the individual sub-skills of listening. At the same time, it is stressed that the learners should receive strategy training. The teaching of these sub-skills and strategies changes in parallel to the text types. It is not possible to practice all the sub-skills of listening in only one listening activity. Therefore, the learners should be provided with lots of listening materials focusing on different sub-skills.

2.2.4 The Selection of Materials and Activities for Listening

Nowadays, there is a good many materials for use in listening. Teachers have a wide range of activities, materials and sources. Nevertheless, there are some points to keep in mind as every activity or material cannot be useful for everyone. The age and proficiency level of the students or their culture may affect the usefulness of the materials. By the way, one of the most important factors that affect the usefulness of the materials is the needs of the learners.

Mendelsohn (2006) emphasizes the importance of a needs analysis before using materials for listening and suggests that the listening materials should be in parallel with the needs of the learners. The selection of the activities and tasks should also be done in the same way. In order to see the needs of the learners, a questionnaire may be given to them in the previous lessons and in the light of their preferences, the listening materials, tasks, and activities can be selected.

2.2.4.1 Materials

There are various materials that can be used in EFL listening classes such as audio and video tapes, radio and TV programmes, songs, movies, talk shows, or podcasts, and so forth. These materials may be pre-recorded or live; the speaker may be the teacher or another visiting speaker, which is rather rare in EFL situation; or the students themselves. Needless to say, the general tendency is towards using audio tapes as a result of some financial problems or teachers' routines since it is easy to use those materials. However, the existence of radios and TV channels broadcasting in English and certainly the internet provide learners with different kinds of listening situations.

There is also a tendency towards the use of video in EFL listening classes nowadays since it is widely accepted as beneficial. It is possible, by video, to see not only the linguistic features but also the paralinguistic features that usually exist in real life listening. According to Hedge (2008, p.246) and Rubin (1995, p.153), one of the advantages of video is that it provides the necessary "context". When the students cannot understand anything from the audiotapes they are worried and mentally blocked. Nonetheless, video makes the students continue watching and stay on task. Whatever the material is, there are various factors affecting the selection of the materials such as the needs or the proficiency level of the students, authenticity, or accent.

Harmer (2001) points out that the learners may be unwilling to participate in the activities just because they are not familiar with the type of the material or the topic is out of their interest. In order to prevent those problems and meet the needs of the learners, the materials should carefully be chosen and the activities and techniques should carefully be designed in accordance with the materials. It is found to be essential to find out the needs of the learners. There are various forms of conducting a needs analysis such as questionnaires, self-ratings, interviews, meetings, observation, collecting learner language samples,

task analysis, case studies, and so forth (Richards, 2001, pp.60-63). Among these methods, classroom discussions and questionnaires are emphasized to be the most effective by Mendelsohn (1994). Further classes can be organized by using the findings obtained by those procedures.

As to the difficulty level of the materials, for elementary levels, sounds and minimal pairs are usually found to be helpful. These students are thought not to be competent enough to understand the input having a lot of redundancy (Chaudron, 1983). For those students, the teachers should select short, simple listening texts. Intermediate learners may listen to slightly longer texts than the beginner or elementary students. They may listen for specific information, opinions, details or the main idea; they may listen for inferring relationships, meaning, or identifying emotion. Complicated authentic materials with more redundancy can be used for the advanced learners. In contrast to the elementary listeners advanced listeners may take advantage of the expansions, or paraphrases. They can listen to long lectures or longer texts without losing their attention.

Authenticity is one of the most controversial subjects in material selection. There are various views on the use of authentic materials which has become the focus of attention with the importance of being able to communicate in the target language and communicative approach (Omaggio, 1986; Celce-Murcia and Olshtain, 2005). Miller (2003) emphasizes the importance of using authentic texts and describes them as they are “any spoken texts which have not been specially prepared for language learners” (On-line). Providing authentic materials is seen “essential” by Nunan (1999, p.212).

In an online article Martinez (2002) states that most of the researchers supporting the use of authentic materials think that they provide “exposure” but sometimes see them as being too difficult for the “lower-ability” students. They suggest making some adaptations for the level of the learners (Celce-Murcia & Olshtain, 2005) or the solution might be related to its application. Buck (2001)

offers two solutions on this dilemma that either to give the learners authentic texts and then asking them some tasks “requiring superficial processing” of those texts, or to give the learners simple texts and then asking them some tasks for comprehensive processing of the text as realistic as possible (p.169). While the “situational authenticity” is maintained in the former, the “interactional authenticity” is lost as in real life such kinds of authentic materials does not require those kinds of activities. On the other hand, while the “situational authenticity” is lost in the latter, the “interactional authenticity” is maintained which is most of the time preferred by Buck. The idea is supported by Field (2004) who suggests simplifying the task not the text and Hall (2001) who states that “It is not, primarily, the materials themselves which have to be authentic. It is rather, the response to the materials – what is done with them – that should be authentic” (p.231).

As to what accent should be used, which is another important point for the selection of the listening materials, researchers usually suggests providing the learners with a variety of accents. Ur (2003) suggests giving the learners “a reasonable familiarity with the two most useful English accents – that is to say, the British and American standard varieties – and then perhaps let them have a taste of some others simply to open their eyes to the possibilities” (p.20). Other varieties can be Australian and New Zealand English to Asian, African and European speakers of the language. However, in all cases the accents should be easily intelligible and accessible for the students.

It’s important to give students a lot of variety in what they listen to. Teachers have to use as many different sources of listening material as they can: advertisements, news programs, poetry, songs, extracts from plays, speeches, lectures, telephone conversations, informal dialogues and so on. The more varied the listening practice the teachers offer the students, the more fun they are going to have.

2.2.4.2 Activities

The most important point in the organization of listening activities is that all of them should be interesting and appropriate for the levels of the students. Rost (1994) states that “if the input of materials is not interesting or relevant to the students, the activity is sure to fall flat and have little learning value” (p.145). It is possible to divide listening activities into categories in terms of different point of views. The division can be made in terms of listening skills, the difficulty level, or teaching phase. For instance, it is divided into three categories in terms of the difficulty level in Sarıçoban (2001) as *no response*, *short responses*, and *longer responses*:

1. Listening and making no response (following a written text, informal teacher talk)
2. Listening and making short responses (obeying instructions – physical movement, building models, picture dictation, etc.), true-false exercises, noting specific information, etc.
3. Listening and making longer response (repetition and dictation, paraphrasing, answering questions, answering comprehension questions on texts, predictions, filling gaps, summarizing, etc). (106-107)

Rost (2002, pp.138-145) discusses three types of listening tasks as *intensive listening*, *selective listening*, and *interactive listening*. *Intensive listening* mostly focus on listening for “sounds, words, phrases, grammatical units, and pragmatic units” and dictation is regarded as the most suitable activity type for those kinds of listening tasks. *Selective listening* refers to paying attention to specific points rather than trying to understand everything. Note-taking is a very popular form of selective listening. *Interactive listening* means being involved in the collaborative listening situations that the learners interact with each other or the speaker(s). Therefore, the listening tasks are to be communicative.

Byrne (1986, pp.16-20) divides listening activities into four categories as *exposure listening*, *task listening*, *listening as a stimulus to other activities*, and *interactive listening* and gives very detailed examples for each of them. In *exposure listening* no overt response is expected from the learners and the

activities can be stories, anecdotes, jokes, talks, commentaries (i.e. with one speaker only); conversations, discussions, plays (i.e. with more than one speaker); songs; videos and films. In *task listening* the learners are expected to do some activities before or after listening. Ear-training, game-like activities, instructions, completion-type activities, identifying mistakes and contradictions, finding differences, problem-solving, extracting information are the examples of this type of listening. *Listening as a stimulus to other activities* refers to integrated listening activities. In other words, the learners use other language skills to complete the tasks. The activities are jigsaw listening, ambiguous conversations, decision-making, pre-reading activity, pre-writing activity. In *interactive listening* the students mostly interact with each other or with the speaker(s). Discussion-type activities, predictive listening, communication games, and interviews are the best examples for this type of listening.

Hedge (2008) and Underwood (1989) prefer grouping listening activities in terms of teaching phase as *pre-listening*, *while-listening*, and *post-listening*. This is the most common categorization and discussed a good deal among the researchers. While some researchers prefer an extended pre-listening process, the others may prefer an extended post-listening process. Their opinions are certainly not groundless as they are going to be focused on.

In real life people rarely listen something without being aware of the topic or the setting. They usually know what they are going to listen, have an idea about the speakers, background information about the topic or the speakers. In classroom listening situations, the teachers should try to do their best to make the listening resemble the real life listening situations. The most important thing about the pre-listening activities is that they help activating the schematic knowledge and preparing the substructure for contextualization. Different types of activities can be used to achieve it as mentioned by Hedge (2008) “talking about a picture which relates to the text; discussing the topics; answering a set of questions about the topic; and agreeing or disagreeing with opinions about the topic” (p.248).

During listening, the expectations of learners need to be met. The learners should listen with a purpose in their minds but not try to store all the information which is impossible and therefore distractive. At first step they try to take the gist of the text and then try to complete other tasks. "... following the information, responding to attitudes expressed, reflecting on what is said, taking general notes, or writing down specific points ... ticking multiple choice items, filling in a chart, matching pictures with the text, or drawing a picture ..." can be the activities to be used in while-listening (Hedge, 2008, p.248).

Lastly, about post-listening activities Field (2004) suggests that "instead of the kind of long pre-listening period which some teachers employ, it is much more fruitful to allow time for an extended post-listening period in which learners' problems can be identified and tackled" (p.246). As suggested by Davies and Pearse (2000), post-listening activities can be giving opinions, relating similar experiences, role-playing a similar interaction, writing a brief report or a similar text, or debating the topic.

All in all, the most important thing in selecting and using the activities is that listening activities should be varied and appropriate for the level of the learners. They should be interesting enough to make the learners eager to participate. Learners should listen to the materials with a purpose in their minds. Listening for the general understanding should precede listening for specific information. Pre-listening activities should activate the schematic knowledge and strategy training should go hand in hand with listening activities. Feedback should immediately be given and the learners should always be motivated and encouraged to make intelligible guesses.

2.2.5 The Evaluation of Listening

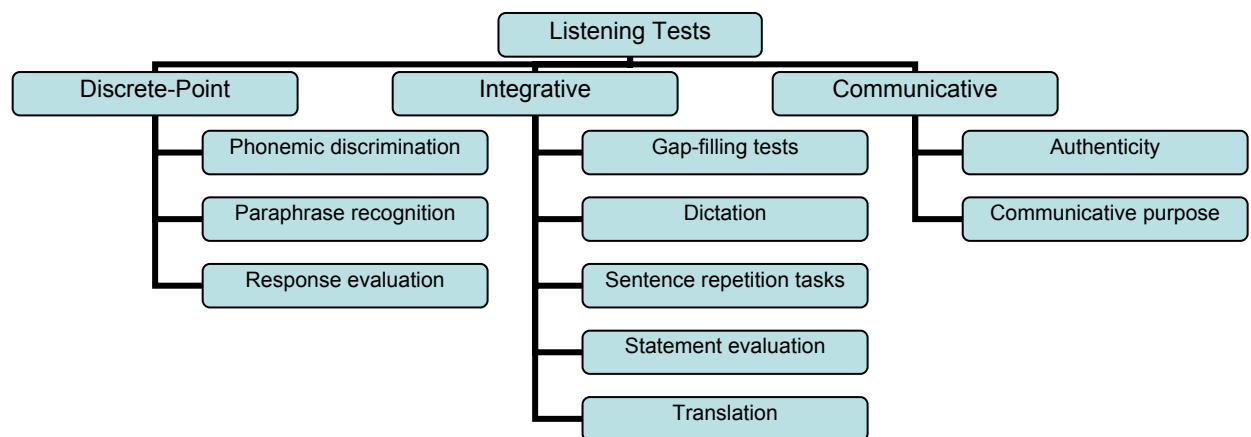
It is mentioned about the increasing emphasis on teaching listening skills, on the other hand, the evaluation of listening skills still remains a neglected area (Chaudron, 1993). There are not many assessment tasks for listening and the reasons may be the difficulty of assessing the listening skill directly, or trying to employ the same procedures with other skills.

There has been a tendency towards applying the same assessment procedures with reading; however, listening and reading differ in a number of important ways. First of all, the test takers do not have the chance of moving “backwards and forwards” in order to answer the questions as they do in answering reading comprehension questions (Hughes, 2003, p.160). Secondly, the nature of delivery is different. Reading passages are mostly well organized and it is not usual to see redundancy in them. However, redundancy is very common and might be called as the natural feature of spoken language (Hughes, 2003; Ur, 1996). Looking at these differences, the organization of listening and reading tests are said to be not much similar to each other.

One of the most difficult reasons to assess listening comprehension is that it cannot always be assessed directly. The evaluation is done by means of other skills. As it cannot be observed directly, the aim should be find a way to “equating” listening “with behaviors that can be observed directly and measured in a quantitative way, such as number of questions answered, prepositions recalled, or pictures identified correctly” according to Thompson (1995, pp.33-34). Here, the most important point is that, if the assessment, to a great extent, relies on the other skills, the reliability of the test cannot be maintained. The students may be good at comprehension, nevertheless, may not be very successful in showing it by means of other skills. Therefore, the assessment instrument should not be too much based on the other skills.

As it is stated in Buck (2001) there are mainly three approaches to the evaluation of listening. They are the discrete-point approach, the integrative approach, and the communicative approach. The development of these approaches is in parallel with the developments in the language learning theories as it is emphasized in Flowerdew and Miller (2005). The following table presents a brief outline of the test types of these three approaches as it can be found in Flowerdew and Miller (2005, pp.199-201) and extensively explained in Buck (2001, pp.61-93);

Figure 2.2.5.1 Types of Listening Tests



The centre of attention in discrete-point tests is testing and recognizing the individual units, components, parts of the language independently. There are mainly two theoretical notions behind the discrete-point tests;

The first notion is that it is important to be able to isolate one element of the language from a continuous stream of speech. The second notion is that spoken language is basically the same as written language, only presented orally, and so listening is just a process of recognizing the elements of the language in this alternative form. (Buck, 2001,p.66)

The integrative tests aim to assess the ability of the learner in the several aspects of the language at the same time. The most important difference

between the former approach and the integrative approach is that discrete-point approach mostly focuses on the “product”, while the focus of integrative approach is the “process” (Flowerdew & Miller, 2005, p.201). McNamara (2000) states that the problems with the integrative tests are that they are “time consuming and difficult to score” (p.15). Likewise, Buck (2001) sees the problem of integrative tests as being inclined to assess “too narrow a range of language skills” (p.82). Therefore, the assessment is, most of the time, limited to the sentence level.

Affected by the Hymes’s theory of *communicative competence*, communicative tests focus on the *use* of language rather than the *usage*. It is mostly regarded as a positive development but certainly it has some problems. As there is wide range of communicative activities, it is not always possible to assess all of them. Furthermore, there is not only one way to respond an event, so the assessment is going to be really difficult (Flowerdew & Miller, 2005).

On the selection of the approaches for the purpose of testing, Buck (2001) suggests that “test-developers need to consider the requirements of the situation and determine which construct and which operationalisation of that construct will be the most suitable for their purpose” (p.93). Nearly for all of these approaches and their assessment types, various examples are provided in Heaton (1975, pp.58-82). In addition to these types, Rost (2002) gives a brief outline for the various types of listening tests and mentions about three categories that can be added to the table above:

a. Interview tests

- Face-to-face performances with the teacher or another student (scoring based on a checklist of items, such as appropriate response to questions, appropriate use of clarification questions).
- Extended oral interviews (scoring keyed to a scale of ‘native-like’ behaviours, such as the Foreign Service Institute Scale).

b. Self-assessment

- Learner rates self on given criteria, via questionnaire
- Learner provides holistic assessment of own abilities via oral or written journal entries.

c. ‘Portfolio’ assessment

- Learner is observed and evaluated periodically throughout course on behavior in tasks and other class activities; observations may be audio or video tapes.
- Portfolio may include any or all of the above types of objective and subjective measures. (pp.172-173)

There are some crucial aspects related to the construction of a test. Bachman and Palmer (1996) think that “usefulness” is the key factor in this process and six elements are essential for the evaluation of usefulness: reliability, construct validity, authenticity, interactiveness, impact, and practicality. The following definitions of these features are taken from the table presented in Chapelle (2001):

Quality	Definition
Reliability	The consistency of the performance reflected in scores
Construct validity	The appropriateness of the inferences made on the basis of test scores
Authenticity	The correspondence of the characteristics of the testing activity to characteristics of relevant non-text contexts where language is used
Interactiveness	The expected extent of involvement of the test takers' knowledge and interest and of their communicative language strategies in accomplishing a test task
Positive impact	The positive consequences that a test can have on society and educational systems and on the individuals within the systems (i.e., learners and teachers)
Practicality	The adequacy of the available resources for the design, development, use and evaluation of the test. (p.101)

These features are necessary for all types of tests in EFL classrooms but not peculiar to the assessment of listening. As to the evaluation of listening, last of all, it is “an integral part of instruction in that it suggests appropriate starting points for instructional design and allows for feedback on learner performance” (Rost, 2002, p.169). In order to use testing for instruction, there are important points that should be kept in mind. First of all, testing should be done periodically or continuously but not solely at the beginning and the end of the education programme, as it is essential to design the further activities for patching the necessary information.

2.2.6 The problems of the learners in EFL listening and suggestions

The learners may experience some problems in EFL listening classes. These are not usually unexpected and unknown. In order to have a control over these problems, they should be identified and necessary precautions should be taken in advance. The problems can be grouped into four categories as environmental problems, learner related problems, message related problems (Yagang, 1993), and task related problems.

The problems related to the environment are most of the time the lightning and the heat of the classroom, the noise and the poor quality of the multimedia and listening material. It is not difficult to identify those problems, but sometimes it might be difficult to find solutions. If the classroom is close to a very busy street or there is no equipment to normalize the heat of the classroom, all the learners are affected and for every learning situation it becomes very difficult for the learners to concentrate. Additionally, because of the poor quality listening materials and listening equipment not running well, the speech becomes difficult to hear and understand for the learners.

The problems related to the learners are much more than the physical problems as there are many different students in the class and accordingly many problems. The problems may be physical or psychological. The learner may be ill or has a hearing impairment, which necessitates the help of a specialist rather than the teacher. Furthermore, the problems may be related to the lack of attention and concentration. Daydreaming, and false attention are very good examples of the situation. The attitudes of the learner towards listening also affect the listening comprehension. Harmer (2001) categorizes it as negative expectations. Intellectual despair, in which the learner feels that s/he is not going to understand anything as a result of the prejudice or bad experiences, is an example of negative attitudes of the learners. The beliefs of the learners also

affect the quality of comprehension. If they think that they have to understand every word, they usually miss all the necessary information and feel tired.

The message is mostly related to the content. It may not be well organized or include too many unknown words, phrases or cultural elements. There may be too many colloquial expressions that the learners are not used to (Yagang, 1993). It may contradict with the thoughts of the learners or it may just be out of their interest. The learners may find the flow of speech too fast (Ur, 1996). The material may be too long; therefore, boring and de-motivating. The students may not be acquainted with the genre (Harmer, 2001).

Task related problems are mainly in parallel with the levels of the learners, the preparation of the teacher. If the tasks are not organized in parallel to the levels of the learners, they usually become unsuccessful and discouraged. If the teacher does not carefully prepare the activities or give an explicit instruction about the tasks and the roles like transactional, interactional or critical (Rost, 1994), the learners may be misled, or cannot activate their schematic knowledge (Harmer, 2001), and lose interest. Further, if feedback is not immediately given after the tasks are completed, it creates problems. The feedback should immediately be given to erase the question marks in students' minds. The tasks should also be varied so as not to cause boredom among the learners.

In order to solve the problems of the learners, Rost (1994) suggests two approaches as helping the learners to get prepared for every activity and making the learners aware of their roles in listening activities. The former can be succeeded by awareness raising activities by applying the procedures in pre-, while-, and post-listening. The latter can be succeeded by informing the learners about their roles; therefore, letting them to choose appropriate strategies.

Harmer (2001) divides the problems into four as “language, topic, the tasks students are asked to perform, and the expectations they have” and suggest different solutions for each group (p.203). He offers pre-teaching vocabulary, listening extensively, choosing authentic materials for the problems of language. As to the problems related to topic and genre, he suggests choosing the topics the students are probably interested in, creating interest, activating background knowledge, using various topics and genres. For comprehension tasks, training rather than testing, and appropriate selection of texts and tasks to challenge the learners are suggested by him. Last of all, he offers making the learners aware of the purpose, and letting them have the feeling of success.

2.3 RELATED STUDIES

The very first studies on listening started during 1920s. From the 1920s to the 1962, 107 master’s theses and 128 doctoral dissertations on listening were published (Duker, 1964). On the other hand, there were 2700 studies on reading from 1881 to 1945 (Anderson, 1960, p.96). When the number of the studies on reading is compared to the number of the studies on listening, it can be easily understood that listening deserves to be named as a *Cinderella* skill as mentioned in the introduction part.

Before 1960s, the oral activities in the classroom are limited to the questions asked by the teachers or some exercises for reading aloud. During 1960s, the works of some educators and psychologists focus on listening and speaking in the classroom. In the late 1960s, some classroom activities such as group work, discussions, debates, and problem solving activities started to be organized for the practice of oral skills (Hodges, 1998). After 1960s the researchers started to be interested in listening with an increasing curiosity and endeavor.

One of the researchers interested in teaching listening skills is Sam Duker who wrote *A bibliography on listening* for the Office of Testing and Research at

Brooklyn College in 1961, *Listening bibliography* in 1964, *Listening* in 1966, *Teaching listening at elementary in the elementary school* in 1971, *Time-compressed Speech* in 1974. In his bibliographies for listening he gives the list of master's theses and doctoral dissertations on listening in detail.

Michael Rost is a very prolific author who wrote many books such as *Listening in language learning* (1990), *Listening in action* (1991), *Introducing listening* (1994) and *Teaching and researching listening* (2002). In *Listening in language learning*, he introduces the listening process from an applied linguist's point of view but offers practical classroom ideas which can be said to be very useful for the new EFL teachers. The book includes investigation on social and educational listening situations. In his last book listed above, he analyzes the listening process in detail and explains the approaches and methods to teaching listening. He also includes the assessment section and presents how to research listening part. At the end of the book, he gives resources and references which is a very practical guide for those who want to explore English.

David J. Mendelsohn is another prolific author on listening and wrote *Learning to listen: A strategy-based approach for the second-language learner* (1994), and also *A guide for the teaching of second language listening* (1995) together with Joan Rubins. In the former book, he develops a strategy based approach to the teaching listening comprehension and gives the theoretical background for it. In the latter book, the writers collect the articles of the most famous authors in the area.

Penny Ur (2003) is another author who has a book on the teaching of listening skills. She divided the book *Teaching listening comprehension* into two sections: Understanding spoken English and Suggestions for classroom activities. She gives useful and practical information for the EFL teachers and offers activities, elementary to advanced, with practical techniques appropriate both children and adults.

Like Ur, in their books *Listening*, Anderson and Lynch (1988) gives explanation on native and foreign language listening, listening materials to use in EFL classes, and samples from a graded listening programme.

Flowerdew and Miller (2005) wrote the book *Second language listening: Theory and practice*. In the book, the historical background information on teaching listening, a pedagogical model and its application, key issues such as the use of technology or how to test are explained in detail.

Gary Buck (2001), with *Assessing listening*, which is a very comprehensible guide, gives an overview of listening comprehension and detailed information on designing and developing listening tests.

These are certainly comprehensive books relying on a good deal of research and describe general situations most of the time. They serve as the source or reference books for the researchers on the teaching of listening comprehension. Looking at the specific studies abroad, the focus seems to be on the use of listening strategies and different types of activities.

According to the results of strategy training, Engraffia et al. (1999) find that when the learners are aware of the listening purpose, they become more successful and attentive. When they learn the attributes of a good listener, they try to have those attributes themselves. Clark et al. (1999) and also Burrows et al. (1999) study on the implementation of the listening strategies to develop the listening skills of the elementary learners. Setting a purpose is found to be the most effective strategy and the teachers are suggested to model the desired behavior in Clark et al. Burrows et al. find that the more the students learn how to use strategies, the more increased understanding and comprehension they have.

Joiner (1984) studies on the usefulness of authentic texts and suggests using authentic materials as early as possible together with controlled and contrived materials. Kim (2003) studies the use of pictures and visual cues in developing listening skills. As a result, video cues proved to be more useful than pictures since the use of pictures sometimes confuse the learners because of the various potential situations.

Mohammed (2005) worked on developing the teaching of listening comprehension in English at middle schools in Algeria. The subject is limited to the importance and the role of listening as a pre-reading activity. He carried out his research with forty 9th grade students between the ages of 14-16. He found that listening activities increased both listening and reading comprehension when they were combined.

As to the studies on listening in Turkey, there are 33 master's theses and 5 doctoral dissertations on listening from 1970 to 2008 on the library of YOK on the database. 12 theses are on listening in the mother tongue while 26 of the total number are on foreign language listening. Most of foreign language listening studies are on EFL listening. 10 of them are related to strategy training or the use of listening strategies while the others are related to the use of different materials like video, techniques like dramatization, or the listening activities of coursebooks like Blue-print.

According to the results of the studies on strategy training, it has been found that they can be taught to the learners and the learners start using listening strategies after they receive training (Uzakgören, 2003). Furthermore, it has been found that the learners use more strategies if they receive explicit strategy training (Odacı, 2006). Therefore, it is possible to conclude that the teaching of strategies improves the listening skills of the learners. Yavuz (2004) has identified the strategies used by the learners and interestingly found that some strategies like repetition, translation, and inference are used before strategy training. In addition to these, the teachers practices and perceptions regarding

listening strategies has been studied by Yükselci (2003) and it is found that while some of the strategies are widely taught, the social and cognitive listening strategies are not much focused on.

Çetin (2001) has indicated the effect of the pre-listening activities especially, pre-listening questions, pictures, and pre-teaching vocabulary on listening comprehension at secondary school level and also tries to find out which of these three activities are more useful in developing the listening skills. As a result of his study, it is found that the use of pre-listening activities is necessary for developing the listening skills of the learners as they increase the comprehension level of the learners, but the type of the pre-listening activities largely depends on the needs of the learners and the type of the listening materials.

The use of video in EFL classrooms is found to be useful and the learners develop positive attitudes towards the lessons if they are carefully chosen and the instruction is carefully organized (Taşçı, 1994; Tolon, 1991; Dursun, 1990; Duygan, 1990; Kayaoğlu, 1990; Serdaroğlu, 1988). Furthermore, when it is used with listening activities, the language becomes more real and the subject becomes easier to understand. The students learn many words and get rid of the thought of being able to understand but not being able to speak.

As can be seen from the above, there is not a comprehensive thesis assessing the development of EFL listening skills, but various theses studying the impact of different materials or techniques in teaching EFL listening. Therefore, it is time for this study to show the findings of developing listening skills in EFL students by applying most of the beneficial findings of the researches and the studies mentioned above.

2.4 CONCLUSION

This chapter, divided into four main sections, explores the literature on listening comprehension processes. In the first section, the nature of the listening comprehension is explained by focusing on the processes – neurological, linguistic, pragmatic, and psycholinguistic – included in listening comprehension. Afterwards the development of listening and language acquisition in both L1 and L2 are explained.

In the second section, the teaching of EFL listening is explored with a brief description about the birth and development of teaching EFL listening and afterwards basic principles of teaching EFL listening are listed and explained. Next, the importance of the selection of the materials and activities for use in EFL classes are focused on. Thereafter the evaluation techniques of listening and lastly the problems of learners likely to arise are explained.

In the last part, before moving on the next chapter, related studies of the most important figures in the area of teaching listening comprehension in the world and specific studies mostly in Turkey are dealt with and the necessity of the present study is stated.

CHAPTER III

METHODOLOGY

3.0 INTRODUCTION

In accordance with the purpose of the study, which is developing the listening skills of the 9th grade learners, literature review on teaching listening skills in EFL classes and related studies about the topic are presented in the previous chapter. In this chapter, the methodology of the study is explained. In the first part, the design of the study and in the second part the participants of the study are described in detail. In the following parts data collection instruments and procedures are included.

3.1 DESIGN OF THE STUDY

In the present study, two types of research are carried out to assess the listening needs of the learners and determine a set of activities to develop the listening skills of the learners in the light of their preferences. In order to achieve these goals and test the hypotheses about the development of the listening skills of 9th grade students at CIHHS and also achieve a high degree of internal validity, initially the Pre-test – Post-test Control Group design was chosen. Subsequently, a questionnaire assessing the listening needs and preferences of the students who were supposed to develop their listening skills was designed and administered with careful explanations. The results of these researches are given in detail in the following chapter.

3.2 SUBJECTS AND THE SETTING OF THE STUDY

The participants of the study are 9th grade students at CIHHS. Çubuk is 40 km far from Ankara which is the capital of Turkey. There are 7 high schools and 33 primary schools in Çubuk and its villages. High schools are at the centre of the town and CIHHS is one of them. It is a high school which is mostly preferred by the students who come from villages. The economy in the district is mostly based on agriculture and stockbreeding (<http://www.varbak.com/tags/cubuk/>). As the students mostly come from the same environment they have rather similar experiences and cultures. Some of the students coming from different cities stay at the dormitory while some of them live together with their families. However, most of them share the same culture and lifestyle which can be understood from their habits of eating, spending money, their speaking style, accent, or intonation.

CIHHS is situated at the centre of the district and there are presently 299 students enrolled in this school. There were two 9th grade classes including 59 students. The students, between the ages of 14 and 16, were all graduates of public primary schools. Looking at their experience with English, all of them attended English classes and had the same English coursebooks for five years when they were in primary school; nevertheless, nearly none of them practiced listening activities which can be understood from students' own answers for the question presented in table 4.1.3.

There are 12 students who repeat the 9th class. If they fail one more time, they are not going to be given any chance to attend any public school apart from open education during their lives. Some of them are aware of the fact and try to do their best; however, the others are really involuntary and show very little or no progression.

At 9th grade, the students have 3 hours of English a week. They have to follow *An English Course for Turks*, the coursebook provided by MNE and it is supposed to be covered in two terms. The teachers also have to cover the grammar subjects that are stated in the syllabus. 3 hours of English is not enough for the students to practice all the subjects sufficiently. Furthermore, there are not any listening activities in the coursebook. Therefore, they are not given any chance to practice listening materials in their lessons.

3.3 DATA COLLECTION INSTRUMENTS

As is briefly stated in research design section of this chapter, two types of materials were used for the collection of the data related to the study. Primarily, the study yielded itself to the Pre-test – Post-test Control Group design as the most reliable result was going to be found out with it. Accordingly, the learners were given the pre-test before the listening practice so as to assess their current abilities in listening skills. At the end of the listening practice, which lasted approximately for three months, they were given the post-test to determine if there was any improvement in their listening skills.

At the second step, the learners who were to practice listening materials were given questionnaires in order to find out their needs, preferences, goals and potential problems in practicing listening skills. In the following sections, the preparation, application and evaluation of these instruments are going to be explained in detail.

3.3.1 The Pre-test and Post-test

Being the most frequently preferred research design providing greater internal validity for these types of studies in social sciences, the Pre-test – Post-test Control Group design was chosen and the organization of the study was done

accordingly. In order to meet the requirements, two parallel tests were prepared to be used as the pre-test and post-test. Two tests were prepared at the same time so as to prevent the inconsistencies between them since they were supposed to be assessing the same abilities.

For the preparation of the pre-test and post-test, the 9th year syllabus of public high schools for English classes and the students' coursebooks were used. Both of the tests included the points the learners were likely to have finished at the end of the first term, in other words at the end of the listening practice. The tests were prepared after all of the material about testing listening was researched and revised. The questions and materials were graded from simple to difficult. The activities were various and full of pictures to give the learners background information about the topics. The learners were required to answer multiple choice questions, put ticks, and write simple words or letters in order to assess merely the listening skills (See Appendix 1 and 2).

The results of these tests were analyzed by SPSS 15.0 for Windows. The first analysis was done for the pre-test scores of the learners. Secondly, at the end of the listening practice the learners' post-test scores were analyzed to see if there was any improvement in learners' listening skills. More detailed information is going to be given in the following chapter which is for data analysis.

3.3.2 The Questionnaire

After all the related information about teaching listening skills was obtained and review of literature finished, the questionnaire was started to be planned and prepared. The Likert-scale items and open-ended questions were used to determine the preferences of the learners about their listening needs since there were generally no specific answers for the questions.

The first part of the questionnaire gathered data about the background information of the learners by open-ended questions but it did not include personal information since the learners might feel themselves uncomfortable in answering some of the questions and it might lead to inaccurate results. The second part included Likert-scale items aiming to find out listening preferences of the learners. The learners were asked to choose one of the three options, which were *always*, *sometimes*, and *never*, so as not to confuse the students and to have a very sound guideline for the preparation of listening activities according to the results of the questionnaire (see Appendix 4 and 5).

After the questionnaire was carefully prepared, it was piloted on the control group students at the same school as they have potentially the same knowledge, understanding, and ability and it was thought that the feedback was going to be invaluable. During the pilot study the students were also required to write or state their comments, and find mistakes or points that were obscure or need improving. The internal consistency was checked by Cronbach's Alpha Coefficient in SPSS 15.0 and it was found to be 0,796 indicating a very high reliability. Furthermore, when analyzing the pilot questionnaires, the items having comments or notes next to them, and the questions having no answer or more than one answer were identified and necessary changes or improvements were done for the revised questionnaire.

Following the improvements on the pilot questionnaire, the new questionnaire was prepared and it was revised by some experts in questionnaire design to ensure the internal validity. Each learner who was going to practice listening materials was given a questionnaire and the teacher who prepared the questionnaire was present in the classroom to answer the questions of the learners. The results were analyzed by SPSS to assess the reliability of the results. The internal consistency was checked by Cronbach's Alpha Coefficient in SPSS 15.0 for Windows and the overall reliability value of the questionnaire was found to be 0,806 (80,6%) Cronbach's Alpha indicating a very high

reliability. The results of the questionnaire are going to be analyzed in detail in the following chapter.

3.4 DATA COLLECTION PROCEDURE

Analyzing the conditions, the study was organized to be a Pre-test – Post-test Control Group design as it was thought as the best design for these types of studies in social sciences. In CIHHS, there were two classes at 9th grade. In order to decide the experimental and control groups, the learners took a pre-test. The results of the pre-test were analyzed by SPSS 15.0 and it was found that there was no significant difference between the two classes' success. Therefore, the groups were randomly decided. After the decision, the pilot questionnaires were given the control group to assess the reliability of the questionnaires and in order to improve them. The pilot questionnaires were revised and improved by the help of the answers of the control group students. Next, the new and revised questionnaires were given the experimental group to state their listening preferences. The activities were planned to be used and organized in line with the results of those questionnaires.

It is said that there are two classes at 9th grade. They have 3 hours of English a week. They follow the same coursebook and the same syllabus decided by MNE. So as not to leave the experimental group behind, the listening practice was decided to be done once or twice a week in their English hours without taking the whole class hour. In line with the results of the questionnaires, listening materials from various sources were prepared to be used during English classes sometimes for the teaching of a new subject and sometimes for the practice of the previously taught subject but most of the time in an integrative way.

Following the training, which lasted approximately for three months, both of the groups, the experimental and control groups, took post-tests to assess their

success in listening skills. The difference between the scores of the experimental group and control group, the difference between the pre-test and post-test scores of the experimental and again the difference between the pre-test and post-test scores of the control group were compared by SPSS 15.0 and it was obviously seen whether there was any improvement in listening skills of the 9th year students at CIHHS or not.

3.5 DATA ANALYSIS

As mentioned above, for the data analysis of the present study, SPSS 15.0 for Windows was used. In the analysis of the questionnaire, reliability value was found by Cronbach's Alpha. As for the analysis of the pre-test and post-test scores, two different types of t-test were used. Since there were different numbers of students in the experimental and control groups, mean difference analysis between the pre-test and likewise the post-test scores of these groups were done by independent samples t-test. In order to find out the significance level of the pre-test and post-test scores of the control group and also the experimental group, the difference test between means was done by paired samples t-test since the data for the pre-test and post-test scores belong to the same sample groups. The analyses of these tests are going to be explained in the next chapter which is for data analysis.

CHAPTER IV

DATA ANALYSIS AND RESULTS

4.0 INTRODUCTION

The previous chapter focuses on the methodology of the study, explaining the research design, subjects and the setting of the study, data collection instruments and procedure. This chapter analyses the data explored by the students' questionnaires and pre-test – post-test scores of the students. In this study, the data were analyzed by SPSS 15.0 and the findings were explained in percentages and frequencies in tables in the following sections.

In the first part of the data analysis of the study including 59 students, general information about the listening preferences and needs of the experimental group was obtained via the questionnaires. In the second part of the data analysis, t-tests were used to see whether the listening activities create any statistical significance between the listening performances of the experimental group and control group.

4.1 DATA ANALYSIS OF THE QUESTIONNAIRE

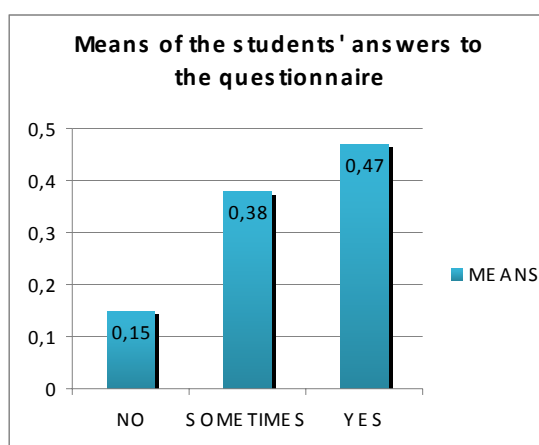
In order to increase the reliability of the questionnaire, it was piloted on the control group students and the result was 0,796 Cronbach's Alpha. It was revised and improved by the help of the invaluable contributions of the control group students. The new and revised questionnaire was taken by the experimental group which was formed by 29 students. The new questionnaire included 34 items and the internal reliability was found 0,806 Cronbach's Alpha, in other words, it was 80% reliable. (See Appendix 6 and 7)

Table 4.1.1 Reliability statistics of the questionnaire

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,806	,796	34

Being the indicator of reliability, both Cronbach's Alpha and standardized value show *questionable reliability* if the value is below 50%; *low reliability* if the value is between 50% and 70%; *good* if the value is between 70% and 80%; *very good* if the value is between 80% and 90% and *excellent reliability* if the value is above 90% (http://www.washington.edu/oea/pdfs/resources/item_analysis.pdf). In the light of these explanations, looking at the reliability value of the questionnaire, it can be said that it is highly reliable with a value by 80%.

Looking at the following figure that shows the mean scores of the students' answers to the questionnaire, it is seen that 47 per cent of the students' answers were interested; 38 per cent were partially interested; and 15 percent were not interested. In other words, it can be said that half or more than half of the learners were interested or fully interested.

Figure 4.1.2 Mean scores of the students' answers to the questionnaire

The questionnaire was designed to determine the preferences, goals, and needs of the learners in practicing listening in English classes and it was divided

into two main sections. The first part gathered data about the background information of the students while the second part gathered data about the listening preferences and needs of the learners.

As for the first part, the first question was related to the main goals of the learners in listening English, and the learners were required to write whatever their goals were without setting any limits for them. The results were various and most notable ones were;

- finding a job,
- going abroad,
- improving English,
- meeting tourists,
- getting high grades,
- reading English materials,
- going abroad for education,
- travelling abroad
- improving speaking,
- watching TV,
- singing English songs

They were also asked to state the situations they hear or listen to English in their daily lives (intentionally or unintentionally) and they stated that they hear or listen to English from;

- English lessons
- TV
- Internet
- their friends
- games
- radio

Looking at the answers of the learners, it is seen that the learners mostly hear English unintentionally. They do not listen to English songs or watch films in English. Actually, they do not have much chance of doing it.

Table 4.1.3 Percentage of the students practicing listening activities in English lessons

	<i>yes</i>	<i>sometimes</i>	<i>no</i>	<i>Total</i>
4-5 grades	1	2	26	29
	3,4%	6,8%	89,0%	100%
6-7-8 grades	1	6	22	29
	3,4%	20,6%	75,8%	100%
Total	2	8	48	58
	3,4%	13,7%	82,7%	100%

The results are very striking that only 3,4 % students totally practiced listening activities in English classes. Nearly all of them did not practice any listening activities by 82,7 %. It means that most of them were going to practice listening for the first time in their English classes.

Table 4.1.4 Feelings of the learners during listening activities

	<i>I can understand</i>	<i>I sometimes can understand</i>	<i>I cannot understand</i>	<i>Total</i>
	10	19	0	29
	34,4%	65,5%	0,0%	100%

The results show that all of the learners claimed that they can understand more or less in listening English materials. It also shows that they did not have much prejudice against the listening exercises even though most of them did not practice listening activities.

Table 4.1.5 Preferences of the students about listening materials.

<i>sometimes audio</i>			
<i>audio</i>	<i>sometimes</i>	<i>audio-visual</i>	<i>Total</i>
0	22	7	29
0,0%	75,8%	24,1%	100%

Looking at the table above, the results are not surprising since none of the learners preferred only audio materials. They know that change would do good and sometimes want to use audio or visual materials.

Table 4.1.6 Preferences of the learners about types of the listening materials.

	<i>always</i>	<i>sometimes</i>	<i>never</i>	<i>Total</i>
Songs	15	13	1	29
	51,7%	44,8%	3,4%	100%
Poems	3	23	3	29
	10,3%	79,3%	10,3%	100%
Short stories	13	11	5	29
	44,8%	37,9%	17,2%	100%
News	7	18	4	29
	24,1%	62,0%	13,7%	100%
Dialogues	17	12	0	29
	58,6%	41,3%	0,0%	100%
Monologues	4	15	10	29
	13,7%	51,7%	34,4%	100%
Interviews	13	14	2	29
	44,8%	48,2%	6,8%	100%
Discussions	10	19	0	29
	34,4%	65,5%	0,0%	100%

Looking at the table above, it is seen that all the students wanted to listen to dialogues and discussions while nearly all of them wanted to listen to songs and discussions. It seems that these types of activities were going to be the favourites of the learners.

Table 4.1.7 Percentages of the students' preferences about the subjects of the listening materials.

	<i>selected</i>	<i>not selected</i>	<i>Total</i>
Global issues	16	13	29
	55,1%	44,8%	100%
Education	21	8	29
	72,4%	27,5%	100%
Arts	24	5	29
	82,7%	17,2%	100%
History	18	11	29
	62,0%	37,9%	100%
Sports	21	8	29
	72,4%	27,5%	100%
Travel	23	6	29
	79,3%	20,6%	100%
Life styles	20	9	29
	68,9%	31,0%	100%
Famous people	18	11	29
	62,0%	37,9%	100%
Technology	26	3	29
	89,6%	10,3%	100%
Nature	23	6	29
	79,3%	20,6%	100%
Faith	21	8	29
	72,4%	27,5%	100%
Health	21	8	29
	72,4%	27,5%	100%
Politics	7	22	29
	24,1%	75,8%	100%
Relations	24	5	29
	82,7%	17,2%	100%
Hobbies	25	4	29
	86,2%	13,7%	100%
Mysteries	18	11	29
	62,0%	37,9%	100%
Important days	21	8	29
	72,4%	27,5%	100%

Looking at the table above, it can be concluded that the learners' most favourite subject was technology by 89,6 %. It was followed by hobbies, relations, arts, nature, and travel. The least favourite subject was politics with a really low percentage that is 24,1 % but yet, it was selected by 7 students.

Table 4.1.8 Goals of learners in practicing listening activities

	<i>always</i>	<i>sometimes</i>	<i>never</i>	<i>Total</i>
Listening for the gist	18	10	1	29
	62,0%	34,4%	3,4%	100%
Listening for specific information	20	9	0	29
	68,9%	31,0%	0,0%	100%
Listening to make inferences	18	11	0	29
	62,0%	37,9%	0,0%	100%
Listening between the lines	14	12	3	29
	48,2%	41,3%	10,3%	100%
Listening for prediction	20	8	1	29
	68,9%	27,5%	3,4%	100%
Critical listening	19	6	4	29
	65,5%	20,6%	13,7%	100%
Task listening	18	8	3	29
	62,0%	27,5%	10,3%	100%
Discriminative listening	17	10	2	29
	58,6%	34,4%	6,8%	100%

It can be concluded from the table above that the learners would mostly like to find specific information and also make inferences about the materials. However, it seems that most of the learners were eager to do all types of listening.

Table 4.1.9 Preferences of the learners about the types of the listening activities.

	<i>always</i>	<i>sometimes</i>	<i>never</i>	<i>Total</i>
Fill in the blanks	15	12	2	29
	51,7%	41,3%	6,8%	100%
Note-taking	13	10	6	29
	44,8%	34,4%	20,6%	100%
Finding mistakes	14	14	1	29
	48,2%	48,2%	3,4%	100%
Matching	17	11	1	29
	58,6%	37,9%	3,4%	100%
Ordering	16	9	4	29
	55,1%	31,0%	13,7%	100%
Summarizing	4	14	11	29
	13,7%	48,2%	37,9%	100%
Paraphrasing	16	8	5	29
	55,1%	27,5%	17,2%	100%
Answering the questions	21	8	0	29
	72,4%	27,5%	0,0%	100%
Class or group discussions	12	11	6	29
	41,3%	37,9%	20,6%	100%
Working with graphics or charts	11	13	5	29
	37,9%	44,8%	17,2%	100%
Working with pictures	19	6	4	29
	65,5%	20,6%	13,7%	100%
Working with models or realia	14	10	5	29
	48,2%	34,4%	17,2%	100%
Obeying instructions	13	9	7	29
	44,8%	31,0%	24,1%	100%
Dictation	17	6	6	29
	58,6%	20,6%	20,6%	100%

It is seen that most of the learners did not choose summarizing, while all of them *always* or *sometimes* wanted to answer the questions related to the listening material. It may be the result of their previous experiences since it is

the most frequently used listening practice type in schools. They also wanted to work with pictures, do matching and dictation exercises with a high percentage.

Last of all, the students were asked to state their ideas freely for an effective and enjoyable listening course and they state that:

- the teachers should be interested in them,
- the speakers should speak slowly,
- they should learn and sing songs,
- videos and pictures should be used

4.2 THE ANALYSIS OF THE PRE-TEST AND POST-TEST DATA

The pre-tests and post-tests taken by the learners and whether there was a statistical significance between the listening skills of the learners after the listening practice were analyzed by “t-tests” that is the significance test of the mean differences.

In the following sections, primarily “the significance level of the difference between the pre-test scores of the control and experimental groups”, “the significance level of the pre-test and post-test scores of the control group”, “the significance level of the pre-test and post-test scores of the experimental group”, and lastly “the significance level of the difference between the post-test scores of the control and experimental groups” are statistically analyzed one by one and results and discussions are presented in the following sections.

4.2.1 The Analysis of Pre-test Scores of the Control and Experimental Groups

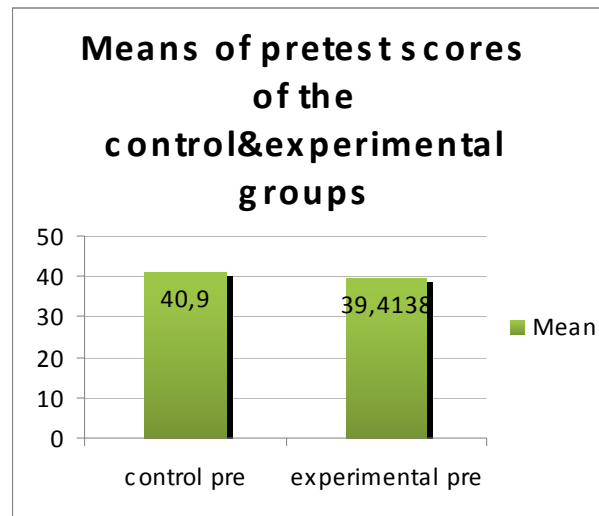
Since there are different numbers of students in the experimental and control groups, the comparison of the differences between the pre-test scores is done by independent samples t-test. Therefore, a t-test for independent samples was done to see if there was a statistically significant difference between the pre-test scores of the experimental (29 students) and control groups (30 students). Since there were different number of students in both of the groups, the analysis was done by finding the means of the pre-test scores of both groups.

In the first table below, the descriptive statistics, mean, standard deviation, and standard error of the mean of the pre-test scores of the experimental and control groups are presented. The results of the standard error of difference between the means are presented in the second table.

As is seen in figure 4.2.1.1 calculated t value of -0,442 with 57 degrees of freedom is less than the critical t value of 1,645 with the same degrees of freedom ($t_{\text{calculated}} = 0,442 < t_{\text{table}} = 1,645$), it can be said that there is not a statistically significant difference between the pre-test scores of the control and experimental groups.

Another comparison carrying the study through the same conclusion is that significance level of 0,660 (two-tailed) presented in the table is greater than the standard error of 0,05 with which the analysis was done. All in all, by means of the analysis done it can be said that there is no statistically significant difference between the pre-test results of the experimental and control groups. These findings indicate that control and experimental groups' listening proficiency levels are nearly the same before the experimental group begin receiving treatment.

Figure 4.2.1.1 Mean scores of pre-test scores of the experimental and control groups



T test

Table 4.2.1.2 Group Statistics (independent samples t test)

		N	Mean	Std. Deviation	Std. Error Mean
Test score	Control pre	30	40,9000	13,75989	2,51220
	Experimental pre	29	39,4138	11,95383	2,21977

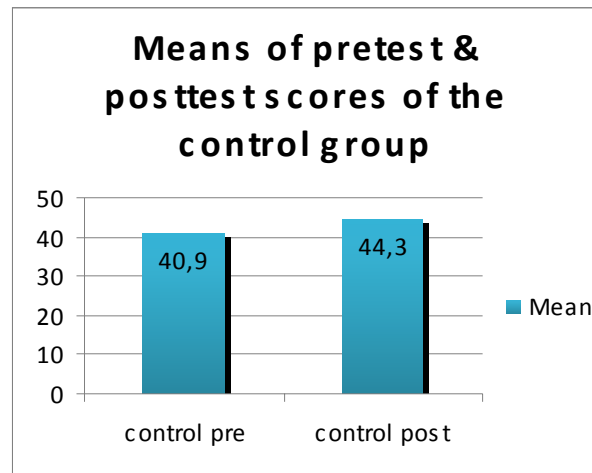
		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Test score	Equal variances assumed	1,449	,234	,442	57	,660	1,48621	3,36048
	Equal variances not assumed			,443	56,371	,659	1,48621	3,35239

4.2.2 The Analysis of the Pre-test and Post-test Scores of the Control Group

Since the data for the pre-test and post-test scores belong to the same sample group, the difference between the means of two variables is found by paired samples t-test. In the first table below, the determinative statistics (main statistics), mean, standard deviation, standard error of differences between the means of the pre-test and post-test scores of the control group are shown. Second table shows the correlation coefficient between the pre-test and post-test. It can be seen from the table that there is a correlation by 93,9 % between the two variables which means that they have a strong positive correlation. The third table shows the results of the comparison of the differences between the mean scores.

As is seen in figure 4.2.2.1, calculated t value of -3,487 (with 29 degrees of freedom) is greater than the critical value of 1,699 (with the same degrees of freedom), it can be said that there is a significant difference between the pre-test and post-test results of the control group.

Another correlation carrying the study through the same conclusion is that significance level of 0,02 in the table is smaller than the standard error of 0,05 with which the test is done. All in all, there is a significant difference between the pre-test and the post-test results of the control group students. The results may suggest that during their education without receiving the treatment used for the experimental group, the control group have a slight improvement in their listening skills, which may be the natural outcome of their development in other skills. Nevertheless, their improvement is not as much as the experimental group's improvement in listening skills (see Figure 4.2.3.1).

Figure 4.2.2.1 Means of pre-test and post-test scores of the control group**T-Test****Table 4.2.2.2** Paired Samples Statistics

		Mean	Std. Deviation	Std. Error Mean
Pair 1	Pre-test Scores	40,9000	13,75989	2,51220
	Post-test Scores	44,3000	15,41864	2,81505

Table 4.2.2.3 Paired Samples Correlations

		Correlation	Sig.
Pair 1	Pre-test Scores & Post-test scores	,939	,000

Table 4.2.2.4 Paired Samples Test

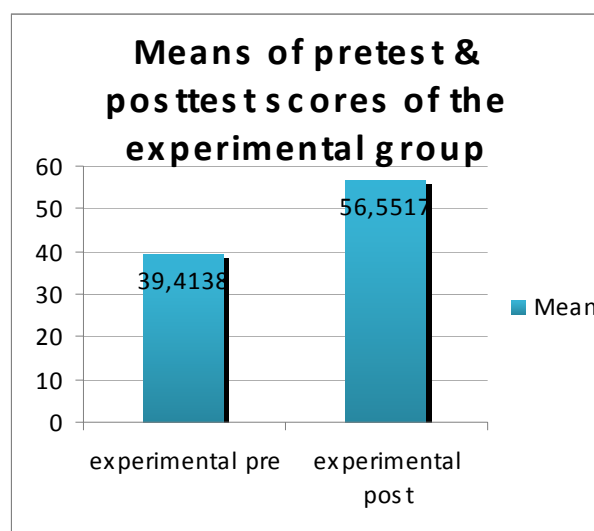
		Paired Differences			t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean			
Pair 1	Pre-Scores- Post-Scores	-3,400	5,34080	,97509	-3,487	29	,002

4.2.3 The Analysis of the Pre-test and Post-test Scores of the Experimental Group

Since the pre-test and post-test data belong to the same group, the comparison of the mean scores of two variables was done by paired samples t-test. In the first table below, determinative statistics (main statistics) of the control group, mean, standard deviation, standard error of differences between the means are presented. The second table shows the correlation coefficient between the pre-test and post-test. It can be seen from the table that there is 0,889 percent correlation between the two variables and it means that they have a strong positive correlation.

The results of the comparison of the mean scores are presented in the third table. Since absolute value of the computed t of -7,937 (with 28 degrees of freedom) is greater than the critical t value of 1,701 (with the same degrees of freedom, $t_{\text{table}} = 1,701 < t_{\text{calculated}} = 7,937$), it can be said that there is a statistically significant difference between the pre-test and post-test results of the experimental group. This finding indicates that the treatment used in the study has significantly contributed to the experimental group's improvement in listening skills.

Figure 4.2.3.1 Means of the pre-test and post-test results of the experimental group.



T-Test

Table 4.2.3.2 Paired Samples Statistics

		Mean	Std. Deviation	Std. Error Mean
Pair 1	Pre-test Scores	39,4138	11,95383	2,21977
	Post-test Scores	56,5517	20,89700	3,88048

Table 4.2.3.3 Paired Samples Correlations

		Correlation	Sig.
Pair 1	Pre-test Scores & Post-test Scores	,889	,000

Table 4.2.3.4 Paired Samples Test

		Paired Differences			t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean			
Pair 1	Pre-Scores- Post-Scores	-17,13793	11,62732	2,15914	-7,937	28	,000

4.2.4 The Analysis of the Post-test Scores of the Control and Experimental Groups

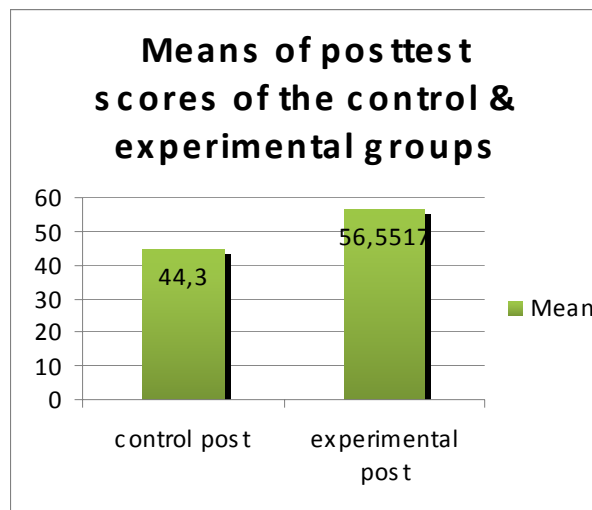
Since there are different numbers of students in the experimental and control groups, the comparison of the mean scores of the post-test scores of these groups is done by independent samples t test. Since there were different number of students in both of the groups, the analysis was done by finding the means of the post-test scores of both groups.

In the first table below, the determinative statistics (main statistics), mean, standard deviation, and standard error of the mean scores of the post-test

results of the experimental and control groups are presented. The results of the difference test between the means are presented in the second table.

As is seen in table 4.2.4.1 calculated t value of -2,569 (with 57 degrees of freedom) is greater than the critical t value of 1,645 (with the same degrees of freedom, $t_{\text{table}} = 1,645 < t_{\text{calculated}} = 2,569$), it can be said that there is a statistically significant difference between the post-test scores of the control and experimental groups. Another comparison carrying the study through the same conclusion is that significance value of 0,013 (2-tailed) in the table is smaller than standard error of 0,05 with which the analysis was done. All in all, by means of t-test done, it can be said that the difference between the post-test results of the control group and the ones of the experimental group is significant. These results may suggest that the treatment used in the study has proved to be useful and the experimental group has taken advantage of the treatment while the control group's lack of treatment is obviously seen from their post-test scores.

Figure 4.2.4.1 Means of post-test scores of the control group and experimental groups.



T test

Table 4.2.4.2 Group Statistics (independent samples t test)

		N	Mean	Std. Deviation	Std. Error Mean
Test score	control post	30	44,3000	15,41864	2,81505
	experimental post	29	56,5517	20,89700	3,88048

	Levene's Test for Equality of Variances		t-test for Equality of Means				
	F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference
Test score Equal variances assumed	2,199	,144	-2,569	57	,013	-12,25172	4,76968
Test score Equal variances not assumed			-2,556	51,464	,014	-12,25172	4,79401

4.3 RESULTS

To make an overall evaluation of the study, it can be said that all of the statistical data related to the differences of the t-test results are statistically significant apart from the result of the t-test between the pre-tests of the control and experimental groups which is not statistically significant.

In other words, it is found that the difference between the pre-test and the post-test results of the control group and the difference between the pre-test and the post-test results of the experimental group are significant; likewise, and as a much more important point, the difference between the post-test results of the

control and experimental groups are statistically significant, with a 95 percent confidence level.

Especially, the statistical significance of the difference between the results of the post-tests of the control and experimental groups indicates that the listening exercises and methods applied during the study are and can be useful and can create a significant difference on listening skills of the learners.

When it is taken into consideration that the study is limited to a small sample, it is clear that larger studies should also be carried out to reach more satisfying results; nevertheless, it can be said that the present study is informative and illuminating to be benefited from similar and wider studies.

CHAPTER V

SUGGESTED SUPPLEMENTARY MATERIALS USED IN THE TREATMENT

According to the aims of the curriculum prepared in 2007 by the Board of Education, the students are expected to reach A2 level in all four skills and language areas at the end of the 9th class. The syllabus of 9th year students is prepared according to this curriculum. Therefore, during the preparation of the suggested supplementary materials, the yearly plan of 9th classes was taken as the basis.

For both control and experimental groups, *An English Course for Turks* was used as the coursebook in English classes. In addition to this, experimental group practiced listening materials specifically prepared to meet their needs to develop listening skills. Activities were organized carefully so as not to prevent the students from keeping up with the control group students.

The supplementary listening materials were started to be prepared after all the necessary information related to teaching listening was gathered and revised. At the beginning of the training, the learners were given questionnaire to analyze their needs and interests. The activities including songs, drama activities, dialogues, games, and etc. were prepared by keeping the answers of the learners into consideration as much as possible. They included both extensive and intensive listening practice and they were sometimes used for the practice of an already-known subject or the introduction of a new subject.

Listening process was divided into three stages as pre-listening, while listening and post listening. At pre-listening stages, the cultural differences or necessary points were explained or described to the learners. They were given tasks activating their schematic knowledge. At while listening stages, the students were required to write simple words, put ticks, do some actions, find answers to the simple questions. Finally, at post-listening stages, the learners were immediately given feedback and asked to relate the new information to other language skills.

The comments and requests of the learners were taken into consideration and the learners listened to the materials sometimes more than two or three times to make them feel secure. The learners listened to the materials during English hours; however, they watched the film and practiced role-plays for the short story out of their class hours.

5.1 🎵 🎵 SONG – UNCHAINED MELODY 🎵 🎵	
Skills	Listening, Reading, Speaking, and Writing
Duration	15 minutes
Objective(s)	Students will be able to practice the usage of “personal” and “possessive pronouns” in a real-life listening activity. They will have an enjoyable lesson and develop positive feelings towards listening activities.
Materials	A computer or a CD player, the audio file of the song, and worksheets
Process	Prepare each student a copy of the worksheet and make sure that you check the technical equipment in advance.
Source	Oxenden, C., Latham-Koenig, C., & Seligson, P. (2004). <i>New English File Elementary</i> . Oxford: Oxford University Press. p.47

A. Listen and complete the song with *I, me, my, mine, or your*.

UNCHAINED MELODY

Oh _____ love, _____ darling,
 _____ hunger for _____ touch,
 A long, lonely time.
 And time goes by so slowly,
 And time can do so much,
 Are you still _____ ?
 _____ need _____ love.
 _____ need _____ love.
 God speed your love to _____ .
 Lonely rivers flow to the sea, to the sea,
 To the open arms of the sea.
 Lonely rivers sigh, wait for _____ , wait for _____ ,
 _____ 'll be coming home, wait for _____ .

B. Listen again and read the song. What does it mean? Circle *a* or *b*.

- a. I'm happy because you love me.
- b. I'm sad because you're not with me.

5.2 📷 WHO ARE THEY?	
Skills	Listening and Speaking
Duration	20 minutes
Objective(s)	Students will be able to learn the meaning and the usage of possessive “s” by the help of the materials.
Materials	A computer, a projector, the audio file of the material, power point presentations, and colourful markers
Process	Do a little research about the famous people shown in the photos. Check the projector whether it properly works or not. Show the photo of Sylvester Stallone with his mother to the students and let them guess the meaning of ‘s. Next, show the photos of famous people and their relatives. Let them find “who is whose relative” when they are listening to the audio files.
Source	Oxenden, C., Latham-Koenig, C., & Seligson, P. (2004). <i>New English File Elementary</i> . Oxford: Oxford University Press. p.22

A. Look at the photo. What does ‘s mean?



B. Match the people in photos 1-6 with their famous relatives a-f. In pairs, ask and answer. Use the words *mother, father, brother, sister, (ex-) wife, (ex-) husband*.

Ex: (picture 1)

Ann: Who is he?

Betty: I think he is Hugh Grant's brother.



C. Listen and check your answers.

D. Listen and repeat the sentences.

5.3 📺 A FANTASTIC TIME	
Skills	Listening, Reading, and Speaking
Duration	20 minutes
Objective(s)	Students will be able to practice the usage of “present continuous tense” and also they will learn how to pay attention to some incoming sound stimuli.
Materials	Audio file of the material, a computer or a CD player, and worksheets
Process	Make a copy of the written text for each student. Give the students enough time to read through the dialogue since they are going to find five differences between the spoken material and the written version of it and then underline the sentences in present continuous tense. Then, elicit the usage and structure of present continuous tense and help the learners make new sentences to tell their ideal holidays.
Source	Harris, M., Mower, D., & Sikorzynska, A. (2001). <i>Opportunities elementary</i> . London: Longman. p.68

A. Read and listen to the phone conversation. Find five differences.

A Fantastic Time

A: Oh, hi! Where are you phoning from?

B: I'm at the library, but I'm not studying at the moment. I'm having lunch in the café. Are you enjoying your holiday?

A: Yes, we are. It's fantastic!! Right now I'm sitting in the sun, relaxing in the pool in the hotel. The hotel's brilliant.

B: Lucky you! What's the weather like?

A: Great. It's very sunny and hot. What's it like at home?

B: Oh, it's raining – as usual! So, what's Tony doing? He hates the sun!

A: I'm not sure. He isn't sunbathing! I think he's writing postcards in our hotel room.

B: And Stephanie?

A: She's got a new boyfriend!

B: Really?

A: Yes. He's called Gérard and he's French! I think they're playing volleyball on the beach.

B: So you're having a good time!

A: Yes, really great. How are your brothers' exams?

B: Well, they aren't studying a lot. They're watching the Olympics on TV.

A: Oh, Tony is calling me. See you next week! Bye!

B. Listen and check your answers. Underline the sentences in present continuous tense.

C. Check your answers and elicit the use and structure of present continuous tense with your teacher.

D. Imagine that you are on holiday now. What are you doing at the moment? Describe your ideal holiday.

5.4 ☺ GUESS WHO?	
Skills	Listening and Speaking
Duration	10 - 12 minutes
Objective(s)	Students will develop their aural comprehension, and practice asking yes/no questions. They will listen for reacting or responding as it is a task listening activity.
Materials	Pictures of about 10 people of the same gender cut from magazines
Process	Seat the students in a circle; also sit in the circle, too. Spread out several pictures on the floor in the middle of the circle. Give numbers or names to the pictures. Briefly describe one of the pictures. Be general so that the students ask questions. Only answer with “yes” or “no”.
Source	Petricic, G. (1997). <i>Play 'n talk: Communicative games for elementary and middle school ESL/EFL</i> . Brattleboro, Vt.: Pro Lingua Associates. pp. 28-31.

■ II-5 Guess Who



■ II-5 Guess Who



■ II-5 Guess Who



5.5 📺 SIMON	
Skills	Listening, Speaking, and Reading
Duration	20 minutes
Objective(s)	Students will be able to understand the usage of “simple present tense” in meaningful contexts. They will also be able to use the “imperative forms” since they will give advice to Simon and their friends. They will listen for specific information and also listen between the lines.
Materials	A computer, audio file of the material, and worksheets
Process	Make a copy of the written material for each student or write the sentences on the board. The students are going to tick the boxes according to the sentences they hear.
Source	Oxenden, C., Latham-Koenig, C., & Seligson, P. (2004). <i>New English File: Elementary</i> . Oxford: Oxford University Press. p.31

A. Name the possible causes of stress.

B. You are going to listen to Simon talking to Professor Parker. Are these sentences true or false? Listen and tick the boxes.

		True	False
1.	Simon has three children.		
2.	He gets up at 7 o'clock.		
3.	He has breakfast at 7.30.		
4.	He starts work at 9.00.		
5.	He drinks 2 cups of coffee.		
6.	He has a sandwich for lunch.		
7.	He finishes work at 5.30.		
8.	He doesn't have dinner with his family.		
9.	He gets home at 7.15.		
10.	He plays with his children after dinner.		

C. Listen again and check your answers. Give advice to the man.

D. Listen to Professor Parker's advice and try to repeat it.

5.6  VIDEO– I HAVE A SORE THROAT	
Skills	Listening, Reading, and Speaking
Duration	20 minutes
Objective(s)	Students will be able to understand the usage of “simple present tense” in real-life situations. They will listen for specific information and make inferences.
Materials	A computer, a projector, video file of the material, and worksheets
Process	Make a copy of the written material for each student. Let the students read the sentences at first. Teach vocabulary the students do not know. Let them watch the video twice.
Source	Kiggell, T. (2004). Viva English: A video course for survival English. Istanbul: Taş Kitapçılık & Yayıncılık. pp.127-9.

A. Watch the video and answer the questions.

- Susie tells the pharmacist that she finds it difficult to _____.
 - breathe
 - sleep
 - swallow
- The pharmacist wants to know if Susie _____.
 - has any allergies
 - often has the same problem
 - stomach medicine
- The pharmacist recommends that Susie buy some _____.
 - cough syrup
 - throat lozenges
 - stomach medicine
- Why does the pharmacist recommend the medicine?
- Susie has a prescription from the doctor.
 _____ True _____ False
- Where are the lozenges located?
- Susie is not taking any other medication.

_____ True _____ False

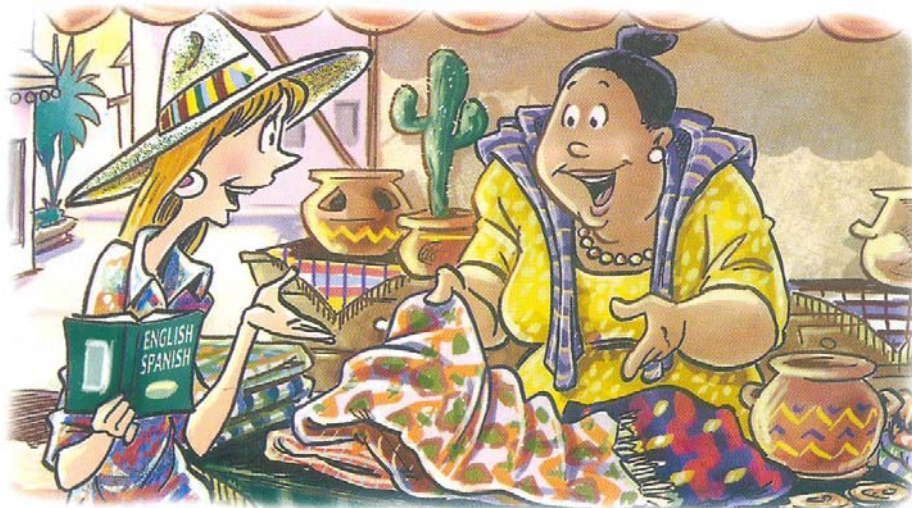
8. What does the pharmacist say to Susie as she leaves?

B. What do you usually do if you are ill? Do you take medicine immediately?

5.7 GOOD EXPERIENCES

Skills	Listening, Reading, and Speaking
Duration	20 minutes
Objective(s)	Students will be able to understand the usage of “simple past tense” and learn how to express their experiences in the past. It will be a selective listening activity.
Materials	A computer, a projector, audio file of the material, and board or worksheets
Process	Write the sentences on the board or make a copy of the material for each student. Use the projector for the picture. Let the students listen to the material twice or three times. Check their answers for the questions.
Source	Richards, J. C. (2005). <i>Expanding tactics for listening</i> . (2nd ed.). Oxford: Oxford University Press. p.44

A. People are talking about good experiences they had in different cities. What happened to each person? Listen and circle the correct answer.



- a. She didn't have to speak any Spanish.
 - ☒ b. She spoke Spanish every day.
- a. The taxi driver gave her a free ride.
 - b. The taxi driver returned her wallet.
- a. He met a Greek family on the boat.
 - b. He stayed in a great hotel.
- a. She went snorkeling.
 - b. She ate some fantastic fish.
- a. He saw a famous actor in a restaurant.
 - b. He went to the theater often.
- a. She went to Tokyo Disneyland.
 - b. The weather was great.

B. Listen again and check your answers.

C. Are these statements true or false? Check (✓) the correct answer.

	True	False
1. Someone stole her lunch.	☐	☐
2. She got food poisoning from seafood.	☐	☐
3. He had to sleep at the bus station.	☐	☐
4. She got a great suntan.	☐	☐
5. He ran out of money.	☐	☐
6. She brought too much warm clothing.	☐	☐

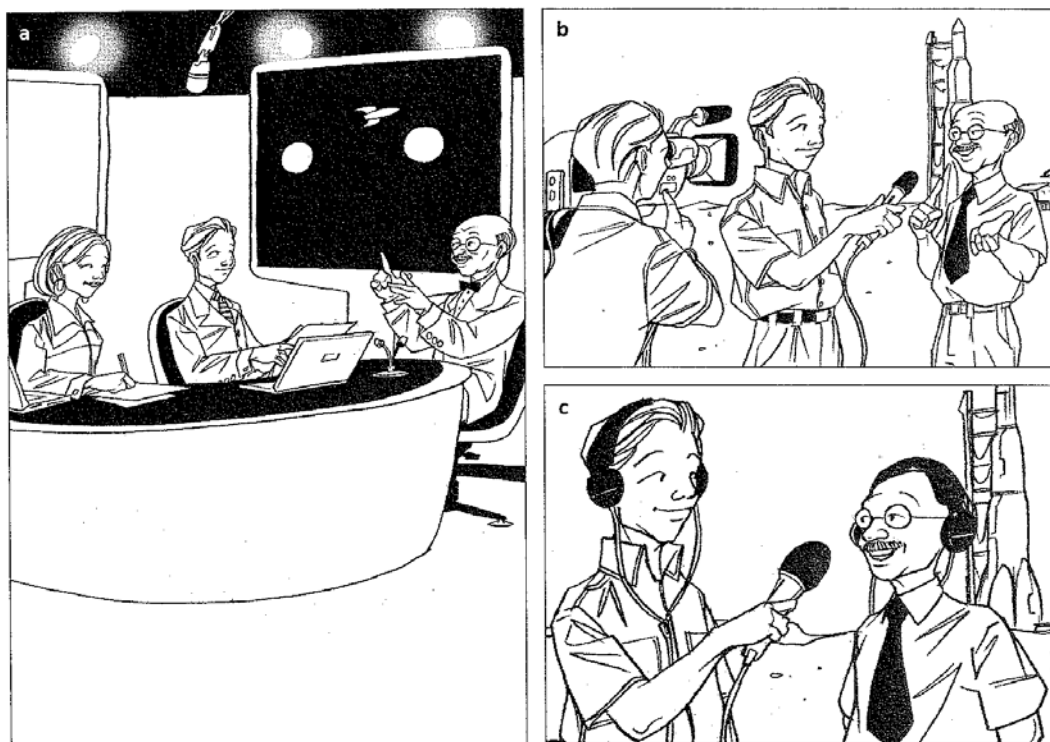
D. Listen again and check your answers.

E. Talk about your experience(s) that is/are very important to you.

5.8 📺 THAT'S FAST!

Skills	Listening, Reading, Writing, and Speaking
Duration	15 – 20 minutes
Objective(s)	Students will be able to understand the usage of “past simple tense” and also the modals of possibility when they are listening to an interview about a new type of rocket machine. They will listen for details and specific information.
Materials	Materials for vocabulary teaching, handouts and audio file of the material
Process	Prepare a copy for each student. Pre-teach the vocabulary by the techniques works best for the students. Let them listen to the recording and find the correct picture. During the second listening, students give answers to each question and during the last listening, they check their partner's answers. Guide the learners while they are checking their friend's answers. Start a discussion at the end of the listening, write <i>We could ...</i> on the board and give example sentences and a few ideas. Ask them what it would be like if such a fast travelling was possible.
Source	Craven, M. (2004). <i>Listening extra: A resource book of multi-level skills activities</i> . Cambridge: Cambridge University Press. p.106-7

A. Describe each picture with your partner. Then listen to the recording and identify the correct picture from what you hear.



B. Give answers to the questions in your sheet and swap it with your partner's. Listen again and check your friend's answers.

Student A

1 What's the name of the radio station?

.....

3 What's the reporter's name?

.....

5 Where is the reporter?

.....

7 What speed did the rocket travel?

.....

9 Who is Dr Green?

.....

Student B

2 What's the name of the programme?

.....

4 What's the topic of today's programme?

.....

6 How high did the rocket go into the air?

.....

8 How long would it take to go from London to Sydney in a plane with this engine?

.....

10 What fuel does this type of engine use?

.....

5.9 📺 PAST ACTIVITIES

Skills	Listening, Reading, Writing, and Speaking
Duration	10 minutes
Objective(s)	Students will be able to understand the usage of “past continuous tense” when they are listening to the experience of Teresa. They will listen for specific and also implicit information. They will listen to make inferences.
Materials	Board, markers, and audio file of the material
Process	Draw the chart on the board. Let the students listen to the dialogue twice.
Source	Bayram, A., Albayrak, A. P., Pinar, A., Akbulut, D., Alpaslan, F., Yıldırım, F., et al. (2006). <i>New bridge to success elementary</i> . İstanbul: Milsan Basın San AŞ. p.127

A. What were they doing? Listen to the dialogue between Susan and Teresa and tick (✓) the boxes.

ACTION	Teresa	Father	Mother
watch a football match on TV			
read a magazine			
go to the cinema			

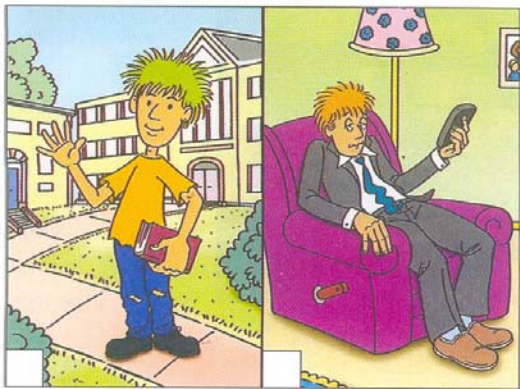
B. Listen to the dialogue again and answer the questions.

- 1. What were Teresa’s parents doing when she got home?**
- 2. Why was Teresa’s father angry with her?**
- 3. What does Susan think about the reaction of Teresa’s parents? Why?**

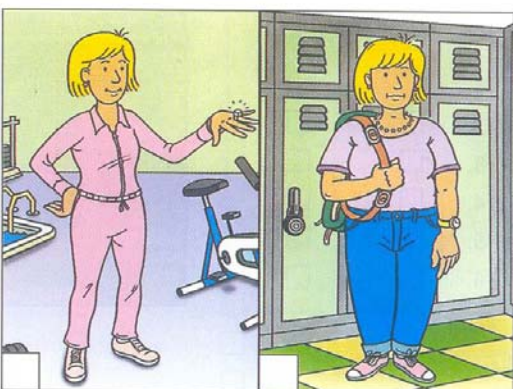
5.10 CHARACTER TRAITS

Skills	Listening and Speaking
Duration	10 minutes
Objective(s)	Students will find a chance to hear the differences between the past and present tenses. They will practice “used to” and remember how to describe someone. They will draw conclusions when they are listening.
Materials	Audio file of the material, a computer and a projector or worksheets
Process	Check the technical equipments before the class. Use the projector for the pictures. Show the pictures to the learners when they are listening to the materials and let them select the correct picture according to the description.
Source	Richards, J. C. (2005). <i>Expanding tactics for listening</i> . (2nd ed.). Oxford: Oxford University Press. p.20

A. People are talking about how their friends have changed. What is each person like now? Listen and check (✓) the correct picture.

1. 

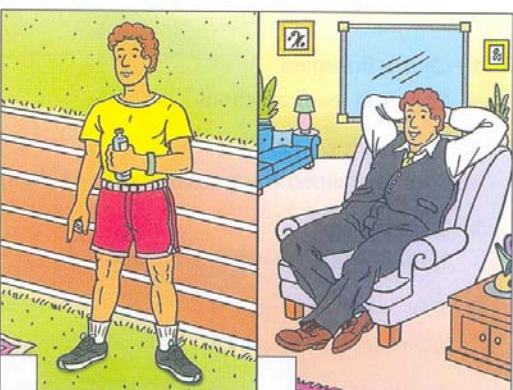
a. ☐ b. ☐

2. 

a. ☐ b. ☐

3. 

a. ☐ b. ☐

4. 

a. ☐ b. ☐

B. Listen again. Are these statements true or false? Check (✓) the correct answer.

	True	False
1. John is looking for a job.	☐	☐
2. Donna got married last year.	☐	☐
3. Rosie broke up with her boyfriend.	☐	☐
4. Ted lost all his money in the stock market.	☐	☐

5.11  VIDEO – ELLEN DEGENERES & QUITO THE PARROT	
Skills	Listening, Speaking, Reading, and Writing
Duration	20 minutes
Objective(s)	Students will have a chance to hear real-life conversation by listening to the famous comedian; they will be listening for paying attention to some incoming stimuli and ignoring others and also will be having fun. Therefore, they will develop positive feelings towards listening.
Materials	Video file of the material, a computer, a projector and worksheets
Process	Check the technical equipment before the class, make a copy of the material for each student, and let the learners watch the video twice and if you have time, you can let them watch one more time just for fun.
Source	http://www.youtube.com/watch?v=0vvILpsAu58

A. What kind of talk shows do you like?

B. Give the names of talk shows that are popular in your country.

C. Watch the show and write the names of the animals that the parrot can imitate.

D. Watch the show again and answer the questions.

1. The parrot says
 - a. “hi” and then “goodbye”
 - b. “goodbye” and then “hi”
2. What kind of a parrot is it?
 - a. Double Yellow Headed Amazon Parrot
 - b. Double Headed Yellow Amazon Parrot
3. What is its sex?
 - a. Male
 - b. Female

E. Do you have a pet? Would you like to have one?

5.12 📺 THE TRUE / FALSE SHOW	
Skills	Listening, Speaking, Reading, and Writing
Duration	10 minutes
Objective(s)	Students will practice “comparative forms” in a contest format. They will also be listening for specific information.
Materials	A computer, a projector, the pictures or videos of famous shows in students’ country, audio file of the material and worksheets or the board
Process	Choose two or more talk show programmes on TV and direct the learners talk about them by showing the pictures or videos of those. Write the sentences on the board or make a copy of the material for each student.
Source	Oxenden, C., Latham-Koenig, C., & Seligson, P. (2004). <i>New English File: Elementary</i> . Oxford: Oxford University Press. p.88

1. Talk about your favourite programmes on TV.

2. In pairs, look at the sentences from *The True / False Show*. Decide which sentences are True or False and fill in the boxes with T (true) and F (false).

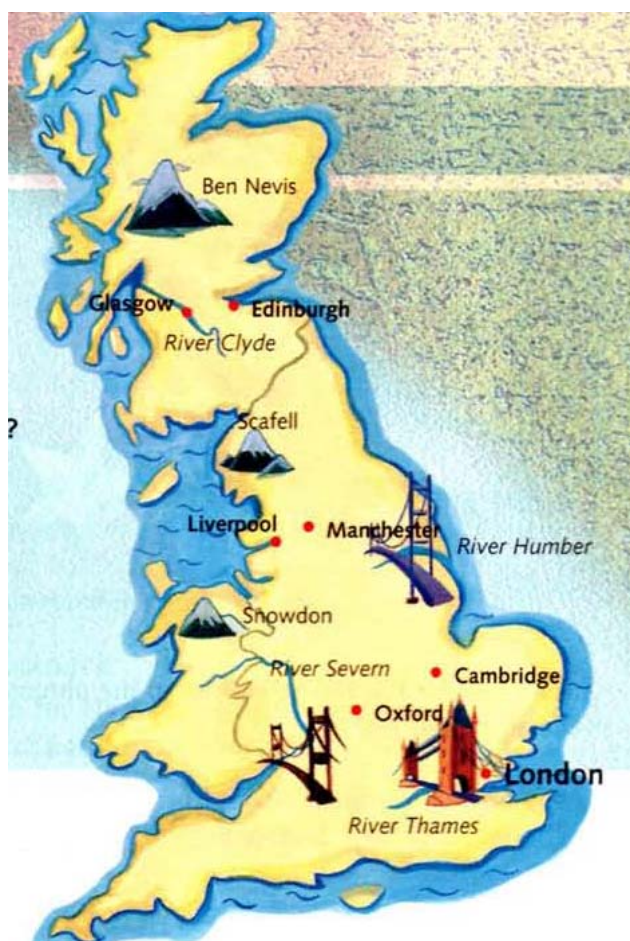
	1.	Mosquitoes are more dangerous than sharks.
	2.	Brown eggs are healthier than white eggs.
	3.	The Earth is hotter than Mars.
	4.	Coffee is more popular than tea in the UK.
	5.	Tigers are better swimmers than cats.
	6.	An adult is shorter in the morning than in the evening.
	7.	White cars are safer than yellow cars.
	8.	The word “yes” is more common than the word “no”.

3. Listen to *The True False Show* and check your answers. How much money does Darren win?

4. Prepare your own *True False Show* by the help of your teachers, the Net and books. Prepare a quiz show in the class as in the listening material.

5.13 📺 BRITAIN QUIZ	
Skills	Listening, Speaking
Duration	15 minutes
Objective(s)	Students will be able to practice the usage of “superlatives” and learn about the country whose language they want to learn.
Materials	A map of the Great Britain, a computer, a projector, audio file of the material, and photos showing different parts of the country.
Process	Hang a large map of the UK on the wall or display it by the projector. Ask and answer questions about the country. Let them listen to the material and show the photos which are mentioned in the material.
Source	Harris, M., Mower, D., & Sikorzynska, A. (2001). <i>Opportunities elementary</i> . London: Longman. p.94

A. Look at the map and guess the country. Talk about the things you know about this country.



B. Look at the map and try to answer the questions.

- | | |
|--|--|
| 1 What is the biggest city?
a) Glasgow
b) Liverpool
c) London | 4 What is the richest football club?
a) Glasgow Celtic
b) Liverpool
c) Manchester United |
| 2 What is the highest mountain?
a) Ben Nevis
b) Scafell
c) Snowdon | 5 What is the longest river?
a) the Clyde
b) the Humber
c) the Severn |
| 3 What is the oldest university?
a) Cambridge
b) Edinburgh
c) Oxford | 6 What is the longest bridge?
a) the Humber Bridge
b) the Severn Bridge
c) Tower Bridge |

C. Listen to the dialogue and check your answers.

5.14 🎵 🎵 📺 SONG – THE WORLD’S GREATEST – R. KELLY 🎵 🎵	
Skills	Listening, Reading, and Writing
Duration	10 minutes
Objective(s)	Students will be able to identify the common words and learn new vocabulary and also they will have fun. They will be listening for paying attention to some incoming stimuli and ignoring others.
Materials	Video file of the song, a computer or a CD player, and worksheets
Process	Listen to the song and watch the video at first. Do a little research about Muhammed Ali Clay. Divide the students into groups of four or five. Make a copy of the song and give one for each group. Tell them the pictures belong to the song and they will complete the song with these pictures. They are going to look at the pictures and try to guess if it is sad or happy. Next let them watch the video file of the song and ask about the man at the end of the video.
Source	http://www.youtube.com/watch?v=dfgHdHfgVyE

A. Look at the pictures and try to guess the theme of the song and if it is happy or sad.



B. Read the song and try to match the pictures with the numbers.

It's the world's greatest
 It's the world's greatest
 C'mon, yeah
 The world's greatest
 I am a (1)....., I am a tall
 (2)....., oh
 I am a swift wind sweepin' the country
 I am a (3) down in the valley,
 oh
 I am a vision and I can see clearly
 If anybody asks you who I am
 Just stand up tall
 Look 'em in the face and say
 I'm that (4) up in the sky
 I'm that mountain peak up high
 Hey, I made it
 I'm the (5).....'s greatest
 And I'm that little bit of hope
 When my back's against the ropes
 I can feel it
 I'm the world's greatest
 I am a giant, I am an (6), oh
 I am a (7)....., down in the jungle
 I am a marchin' band, I am the people,

I am a helping (8)....., I am a hero
 If anybody asks you who I am
 Just stand up tall
 Look 'em in the face and say
 In the ring of life I'll reign love
 And the world will notice a (9).....
 When all is darkest, I'll shine a light
 And use a success you'll find in me
 It's the greatest
 Can you feel it
 It's the greatest
 Can you feel it
 I saw the light
 At the end of a (10).....
 Believe in the pot of gold
 At the end of the (11).....
 And faith was right there
 To pull me through, yeah
 Used to be locked doors
 Now I can just walk on through
 Hey, uh, hey, hey, hey
 It's the greatest
 I'm that star up in the sky

C. Watch the video of the song and talk about the man at the end of the file.

5.15 ☺ GAME – WHO AM I?	
Skills	Listening and Speaking
Duration	10 minutes
Objective(s)	Students will practice asking for information, giving information, and develop their aural comprehension. They will be listening for reacting and responding interactively.
Materials	As many pieces of paper or pictures as there are students
Process	Bring pictures or write names of famous characters on pieces of paper (for example, Mickey Mouse, Peter Pan, Santa Claus, Garfield). Attach the pictures or papers to each student's back. They do not know who they are. Let them walk around the class and ask different questions, such as, "Do I write?" "Am I in films?". The other student can only answer "Yes!" or "No!"
Source	Petricic, G. (1997). <i>Play 'n talk: Communicative games for elementary and middle school ESL/EFL</i> . Brattleboro, Vt.: Pro Lingua Associates. p.25



5.16 📺 SIMPSONS' WEEKEND PLAN	
Skills	Listening, Reading, and Speaking
Duration	10 minutes
Objective(s)	Students will be able to extract detailed information as well as practicing "future tense". They will be listening to make inferences.
Materials	Audio file of the material, a computer or a CD player, and handouts
Process	Prepare a copy of the handout for each student. Tell them to put ticks in the correct box according to the weekend plans of the family.
Source	Bayram, A., Albayrak, A. P., Pinar, A., Akbulut, D., Alpaslan, F., Yıldırım, F., et al. (2006). <i>New bridge to success elementary</i> . İstanbul: Milsan Basın San AŞ. p.56

A. Look at the chart and predict the plans of the family members.

B. Listen to the Simpsons' weekend plan and tick (✓) what they are going to do.

	Mrs. Simpson	Mr. Simpson	Susan	Mark
clean the house				
play tennis				
watch TV				
meet friends				
mow the grass				
go to the cinema				
go shopping				
do homework				
go to a garden party				

C. Listen again and write True (T) or False (F).

- ☐ 1. The Simpsons are all out till night during the weekdays.
- ☐ 2. Mark and Susan go to school at weekdays.
- ☐ 3. Mr. and Mrs. Simpson are going to go to the cinema after breakfast.
- ☐ 4. Susan and Mark are going to play volleyball with their friends on Saturday.
- ☐ 5. They are all going to go to their neighbour's garden party on Sunday.

5.17 📺 PLANS	
Skills	Listening, Reading, and Speaking
Duration	10 minutes
Objective(s)	Students will be able to practice the usage of “be going to”. They will be doing a selective listening activity.
Materials	Audio file of the material, a computer or a CD player, and worksheets
Process	Make a copy of the material for each student. Ask and answer about future plans.
Source	http://www.ello.org/english/Mixer/62-Plans.html

A. Listen to the speakers and answer the questions below.

1. Phil, England ☞ What will Phil do tonight? a. Stay in b. Go out c. Go to work ☞ Why does he decide it? a. He is tired b. He is sick c. He has no money	2. Adrienne, The United States ☞ What will Adrienne do tonight? a. Cook dinner b. Meet a friend c. Clean her house ☞ What are they going to do? a. Go shopping b. See a band c. Watch a movie
3. Mark, England ☞ What is Mark going to do? a. Stay home b. Go to work c. Go out ☞ How many people will he be with? a. No one b. One person c. Two people	4. Simone, Sweden ☞ What is Simone going to do? a. Stay in b. Go out c. Go to work ☞ What will she do? a. Watch a movie b. Cook dinner c. Clean her room

5. Conrad, The United States ☞ What is Conrad going to do? a. Meet his wife b. Cook dinner c. See a movie ☞ What kind of food will he make? a. Thai b. Japanese c. Mexican	6. Barbara, Australia ☞ What is Barbara going to do? a. Go to work b. Meet friends c. Take it easy ☞ What will she do? a. Watch a movie b. Go for a walk c. Read a book
---	--

B. Listen again and check your answers.

5.18 📺 RENTING A HOUSE

Skills	Listening, Reading, Writing, and Speaking
Duration	35 minutes
Objective(s)	Students will listen for the main idea as well as specific information. They will be listening for emotions and prediction.
Materials	Audio file of the material, a computer or a CD player, and worksheets
Process	Make a copy of the worksheet for each student. Let them listen to the material twice. Ask them about the emotions and their predictions about the end of the dialogue. Tell them they will write a story using the material as the beginning of their stories.
Source	Oxenden, C., Latham-Koenig, C., & Seligson, P. (2004). <i>New English File: Elementary</i> . Oxford: Oxford University Press. p.64



A. Larry and Louise are from the USA. They want to rent a house. Cover the dialogue and listen. Which three rooms in the house do they go into?

B. Listen again and complete the dialogue.

Estate agent: Well, this is the hall. There are six rooms on this floor. There's a kitchen, a (1), a living room, a (2), a library...

Larry: Wow! There's a library, Louise!

Louise: What's that room?

Estate agent: That's a (3), madam.

Larry: How many bathrooms are there?

Estate agent: There's one downstairs and three (4)

Louise: Are there any (5)

Estate agent: No, there aren't, madam. This is an old house.

Estate agent: This is the living room.

Louise: Are those paintings original?

Estate agent: Yes, I think so, madam.

Larry: Is there a (6)

Estate agent: No, there isn't, sir. But there's a (7)

Estate agent: And the kitchen.

Louise: There isn't a (8).....

Estate agent: Yes, there is. It's over there.

Louise: You call that a fridge! Are there any (9)? I need a glass of water.

Estate agent: Yes, madam. There are some glasses in that (10)
Now let's go upstairs.

C. Does Louise like the house?

D. Are they going to rent the house? Write a short story for the end of the dialogue. Use the dialogue as the beginning of your story.

5.19 📺 IN A GIFT SHOP	
Skills	Listening, Reading, and Writing
Duration	10 minutes
Objective(s)	Students will be able to practice the usage of “how much”. They will also be listening for specific information.
Materials	Audio file of the material, a computer or a CD player, and worksheets
Process	Make a copy of the worksheet for each student. Talk about the importance of giving presents. Ask them if they buy presents and what their favourite presents are.
Source	Oxenden, C., Latham-Koenig, C., & Seligson, P. (2004). <i>New English File: Elementary</i> . Oxford: Oxford University Press. p.60

A. Allie is in a gift shop. Listen to the dialogue and decide what she buys.

B. Listen again and fill in the blanks.

S: Can I help you?

Allie: (1) is that T-shirt?

S: It's (2)

A: Sorry, (3) did you say?

S: (4)

A: And (5) Are those mugs?

S: The big mugs are (6) and the small ones are (7)

A: Can I have a big mug, please?

S: Sure. (8) you are. (9) else?

A: Do you have birthday cards?

S: Sorry. We've only got (10)

A: Oh well, just the mug then.

S: That's (11)

A: Here you are.

S: Have you got the (12)?

A: Yes, here.

S: Thanks.

A: (13)

S: Bye.

A: Bye.

C. How much do you spend for a present?

5.20 📺 IN THE BAZAAR	
Skills	Listening, and Speaking
Duration	10 minutes
Objective(s)	Students will be listening for specific information. They will revise the vocabulary they learn about fruit and vegetables.
Materials	Audio file of the material, a computer or a CD player, board, colourful markers, and flashcards
Process	Write the words on the board, the learners are going to put ticks on the board by taking permission. Show them the pictures of the fruits or vegetables and let them guess the correct pictures for the words.
Source	Oxenden, C., Latham-Koenig, C., & Seligson, P. (2004). <i>New English File: Elementary</i> . Oxford: Oxford University Press. p.87 Photos, http://www.worldcommunitycookbook.org/season/guide/index.html

A. Listen to a woman shopping. What does she buy?

- | | |
|---------------------------------------|------------------------------------|
| ☐ carrots | ☐ oranges |
| ☐ onions | ☐ peas |
| ☐ strawberries | ☐ tomatoes |
| ☐ grapes | ☐ mushrooms |

B. How much does she pay?

C. Look at the pictures and match them with the words.



5.21 ☺ FIND SOMEONE WHO...

Skills	Listening, Reading, and Speaking
Duration	15 - 18 minutes
Objective(s)	Students will practice asking for information, and develop interactive fluency. It will be a task listening activity.
Materials	Papers with written tasks
Process	Give each student a paper with written tasks. Give them ten minutes asking questions to complete the tasks. When time is up, discuss the results with the class.
Source	Petricic, G. (1997). <i>Play 'n talk: Communicative games for elementary and middle school ESL/EFL</i> . Brattleboro, Vt.: Pro Lingua Associates. p.24

1. Find someone who sings well.
2. Find someone who is good in math.
3. Find someone who dances well.
4. Find someone who dances well.
5. Find someone who hates soccer.
6. Find someone who likes to eat fish.
7. Find someone who plays the piano.
8. Find someone who has a pet.
9. Find someone who is not afraid of mice.
10. Find someone who likes snakes.

5.22 🎵 🎵 SONG – BLOWIN' IN THE WIND – BOB DYLAN 🎵 🎵	
Skills	Listening, Reading, and Writing
Duration	15 minutes
Objective(s)	Students will be able to practice the usage of “must”, and focus on word order. They will also listen for the main idea.
Materials	Audio file of the song, a computer or a CD player, and worksheets
Process	Divide the students into groups of 3 or 4. Give a copy for each student. Let them find the correct sequences of the words in italics and listen to check their answers. Then, they see the lyrics on the board when they are listening to the song and have a chance to find the exact answers.
Source	http://www.youtube.com/watch?v=DZFURNywy2U

A. Look at the lyrics of the song. Some words are in italics. Try to put them in order.

Roads / walk down / how many / man / must / a

(1) _____

Before you call him a man?

seas / white / sail / must / a / dove / how many

(2) _____

Before she sleeps in the sand?

Yes, and

must / how many / the / cannon balls / times / fly

(3) _____

Before they're forever banned?

The answer, my friend, is blowin' in the wind,

The answer is blowin' in the wind.

Yes and

years / mountain / can / a / how many / exist

(4) _____

Before it's washed to the sea?

Yes, and

can / how many / years / people / exist / some

(5) _____

Before they're allowed to be free?

Yes, and

times / his / can / a / man / how many / turn / head,

(6) _____

Pretending that he just doesn't see?

The answer, my friend, is blowin' in the wind,

The answer is blowin' in the wind.

Yes and

man / must / a / how many / times / look up

(7) _____

Before he can see the sky?

Yes, and

must / one / how many / have / ears / man

(8) _____

Before he can hear people cry?

Yes, and

how many / he / knows / deaths / take / till / will / it

(9) _____

That too many people have died?

The answer, my friend, is blowin' in the wind,

The answer is blowin' in the wind.

B. Listen and check your answers. Talk about the theme of the song.

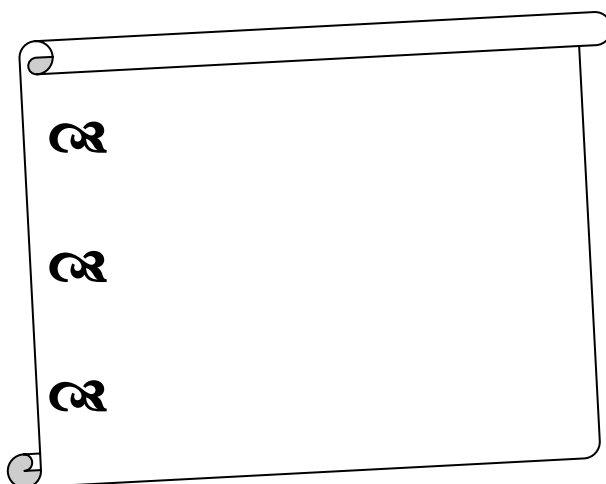
5.23 📺 THE SUNSHINE SWIMMING CLUB

Skills	Listening, Reading, and Writing
Duration	18 minutes
Objective(s)	Students will practice the usage of “have to” and “imperatives”. They will be listening for specific information.
Materials	Audio file of the material, a computer or a CD player, and worksheets
Process	Let the students work in pairs. Give each pair a copy of the material. Help them remember the imperatives and observe and guide them when they t to write rules.
Source	Bayram, A., Albayrak, A. P., Pinar, A., Akbulut, D., Alpaslan, F., Yıldırım, F., et al. (2006). <i>New bridge to success elementary</i> . İstanbul: Milsan Basın San AŞ. p.58

A. Andrew wants to join the Sunshine Swimming Club. Listen to the dialogue between Andrew and the manager. Tick the correct box.

ACTIVITY	necessary	not necessary	forbidden
wear a swim suit and a cap			
wear goggles			
take a shower before the pool			
bring food			
bring your own slippers and towels			

2. Prepare a list of rules for the Sunshine Swimming Club.



5.24 MY BEAUTIFUL ROOM

Skills	Listening, and Speaking
Duration	10 minutes
Objective(s)	Students will be able to practice the usage of “prepositions of place”. They will make inferences when they are trying to find the place of the missing objects.
Materials	Audio file of the material, a computer or a CD player, a projector, power point presentations, and worksheets
Process	Let the students listen to the children and try to find where the missing objects are. They will draw the missing objects in the pictures. Next, display the real pictures of the two rooms by the projector.
Source	Şahli, K. (2005). The gateway: Practice and progress beginner / elementary. Ankara: Sun Publications.

A. One of the rooms belongs to Pearl and the other belongs to Mickey. Try to guess their rooms and write the names of the children in the blanks.

1. This is’s room.



2. This is’s room.



B. Listen and draw the missing objects the children describe.

5.25  VIDEO – AN INTERVIEW WITH A FRENCH STUDENT	
Skills	Listening, Reading, Writing, and Speaking
Duration	18 minutes
Objective(s)	Students will be able to listen for specific information as well as emotions.
Materials	Video file of the material, a computer, a projector, and worksheets
Process	Check the equipment in advance. Make a copy of the worksheet for each student. Let them watch the video twice. Guide them when they discuss the emotions of the French student and help them in talking about their educational plans.
Source	Kiggell, T. (2004). Viva English: A video course for survival English. Istanbul: Taş Kitapçılık & Yayıncılık. pp.37

A. This is an interview with a student from France. He studies in the US. Watch the video and fill in the blanks of the summary using the words in the box.

- a. a couple of
- b. library
- c. France
- d. five
- e. studies

The student is from and has been in America for years. He felt that years were very difficult, but that he enjoys school now. Apparently, he always He spends at least three or four hours in the Sometimes he stays there all night.

B. Watch the video again and check your answers.

C. Answer the following questions based on the interview.

1. What is the student studying?
 - a. English
 - b. French
 - c. Dietetics

2. How much time does he spend in front of the teacher?

- a. A couple of years
- b. Three to four hours a day
- c. All night

3. What does the student do most of the time?

- a. study
- b. work
- c. travel

D. Is he happy? Discuss with your friends.

E. What do you want to study at university? Talk about your education plans.

5.26 📺 😊😞 FREDDY FINDS THE THIEF	
Skills	Listening, Reading, Writing, and Speaking
Duration	Two or three weeks
Objective(s)	Students will perform the short story, develop their interactive fluency, imitate the native speech and gain self-confidence in speaking English.
Materials	The story book, and a computer or a CD player
Process	Let the students listen to the story one part at a time. Help them in doing the activities. It will be the revision of some of the structures the students has studied on. The story is not difficult. Therefore, they are assumed to cover it in a week. When they finish reading and listening to the story, the volunteers will take roles to act it out in the classroom. Divide them into three groups and assure that all of the students take part in acting. They will be given enough time; it may take approximately three weeks to get prepared.
Source	Heward, V. (2002). Freddy finds the thief. Genoa: Blackcat Publishing.

A. Listen to the recording and put a tick (✓) in the correct box.

	the King	the Queen	Freddy	Alison
				
				
				
				
				
				

B. Now listen to the recording again and write what they do and don't do at the weekends.

- 1 The King
- 2 The Queen
- 3 Freddy
- 4 Alison

C. Try to complete the interview below.

a. First the cook

"What's your name?" "My name's Colin. Colin, the cook."
 "Where do you live?" "I live in the castle."
 "Do you like cooking?" "No, I don't."
 "What do you like?" "I like eating."
 "Thank you Colin."

b. Now the maid

".....?" "My name's Mavis. Mavis, the maid."
 ".....?" "I live"
 "Do.....?" "Yes, I like reading a good book."
 "Anything else?" "Yes, ...Craig, the carpenter!"

c. Now the gardener

".....?" ".....Gasper. Gasper, the gardener."
 ".....?" "..... the"
 "Do.....reading?" "No, ..."
 "Wh.....?" ".....ing TV, especially horror films."

d. And now the carpenter

“?” “ Craig. Craig, ...”
“?” “I”
“Do.....washing!”
plates?”
“The last question for “....., ... ’!”
Craig. Do you like Mavis,
the maid?”

D. Now listen to the recording and check your answers.

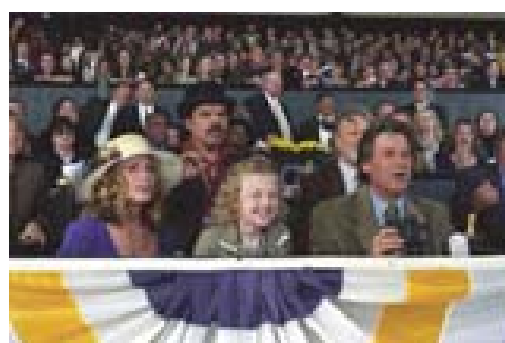
E. Write sentences about the castle staff.

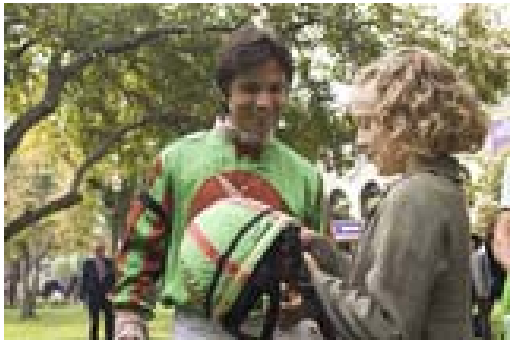
- 1 Colin lives in the castle. He likes eating, but he doesn't like cooking.
- 2 Mavis
- 3 Gasper
- 4 Craig

F. And what about you? Where do you live? What do you like?

.....
.....

5.27  FILM – DREAMER	
Skills	Listening, Speaking, and Writing
Duration	Outside of English classes, 123 minutes
Objective(s)	Students will have fun, make intelligent predictions, understand emotions, listen between the lines, and use their imagination.
Materials	DVD of the film, DVD player or a computer, power point presentations for the photos
Process	The teacher watches the film in advance, decides where it can be stopped to let the learners make intelligent guesses about the film. In the class, the learners are shown the poster of the film on the screen and they try to guess what the theme of the film is. Secondly they are shown the pictures, asked who the people are in the photos and what they are doing.
Source	Gatins, J. (2005). <i>Dreamer</i> . [Motion Picture]. USA: Dreamworks Pictures. Photos, http://www.tiglon.com.tr/dvdDetails.asp?id=4399&MSCUID=&lang=





TRANSCRIPTS AND THE KEY

5.1 SONG – UNCHAINED MELODY

A. my / my / I / your / mine / I / your / I / your / me / me / me / I / me

B. 2

Transcript:

Oh my love, my darling,
 I hunger for your touch,
 A long, lonely time.
 And time goes by so slowly,
 And time can do so much,
 Are you still mine?
 I need your love.
 I need your love.
 God speed your love to me.
 Lonely rivers flow to the sea, to the sea,
 To the open arms of the sea.
 Lonely rivers sigh, wait for me, wait for me,
 I'll be coming home, wait for me.

5.2 WHO ARE THEY?

B.

1.b 2.e 3.a 4.f 5.c 6.d

Transcript:

1. He's Hugh Grant's brother.
2. She's Naomi Campbell's mother.
3. He's J. K. Rowling's husband.
4. She's Antonio Banderas's ex-wife.
5. He's Will Smith's father.
6. She's Kate Winslet's sister.

5.3 A FANTASTIC TIME

A.

Reading near the bar (not relaxing in the pool)
 Cloudy (not sunny)
 Writing letters (not postcards)
 Canadian (not French)
 Tennis (not volleyball)

Transcript:

A: Oh, hi! Where are you phoning from?

B: I'm at the library, but I'm not studying at the moment. I'm having lunch in the café. Are you enjoying your holiday?

A: Yes, we are. It's fantastic!! Right now I'm sitting in the sun, relaxing in the bar in the hotel. The hotel's brilliant.

B: Lucky you! What's the weather like?

A: It's very cloudy and hot. What's it like at home?

B: Oh, it's raining – as usual! So, what's Tony doing? He hates the sun!

A: I'm not sure. He isn't sunbathing! I think he's writing letters in our hotel room.

B: And Stephanie?

A: She's got a new boyfriend!

B: Really?

A: Yes. He's called Gérard and he's Canadian! I think they're playing volleyball on the beach.

B: So you're having a good time!

A: Yes, really great. How are your brothers' exams?

B: Well, they aren't studying a lot. They're watching the Olympics on TV.

A: Oh, Tony is calling me. See you next week! Bye!

5.5 SIMON

A. School, work, death, health, bad habits, family, money, etc.

B. True False

1.	Simon has three children.	✓	
2.	He gets up at 7 o'clock.		✓
3.	He has breakfast at 7.30.		✓
4.	He starts work at 9.00.	✓	
5.	He drinks 2 cups of coffee.		✓
6.	He has a sandwich for lunch.	✓	
7.	He finishes work at 5.30.	✓	
8.	He doesn't have dinner with his family.	✓	
9.	He gets home at 7.15.		✓
10.	He plays with his children after dinner.		✓

C. Change your job, move your house, etc.

Transcript:

Professor: Where do you work, Simon?

Simon: I work for a computer company in London – but I live in Brighton.

Professor: Are you married?

Simon: Yes, I have three daughters.

Professor: So you travel from Brighton to London every day?

Simon: Yes, I travel 55 miles to work!

Professor: Tell me about a typical day.

Simon: Well, I get up at six o'clock and I have a shower and get dressed. I don't see my daughters – they're in bed.

Professor: Do you have breakfast?

Simon: No, I don't have time. I have to get the train to London at half past seven.

Professor: What time do you get to London?

Simon: The train usually arrives at half past eight. Then I walk from the station to work. That's about half an hour.

Professor: What time do you start work?

Simon: At 9.00. I start work and I have a coffee. I drink about six cups of coffee a day.

Professor: Do you go out for lunch?

Simon: No, I'm very busy. I have a sandwich in the office.

Professor: Do you like your job?

Simon: It's OK, but I'm very worried about my contract. It finishes in six months.

Professor: What time do you finish work?

Simon: I finish work at half past five. Then I walk to the station again to get the train.

Professor: Do you have dinner with your family?

Simon: No, I don't. My family have dinner at six – but I'm on the train then. I don't get home until quarter to eight.

Professor: What do you do after dinner?

Simon: After dinner I sit and watch TV. I'm very tired. I usually go to sleep in front of the TV.

Professor: What time do you go to bed?

Simon: About 11.00

D. Have breakfast in the morning, Simon, it's very important. But don't drink six cups of coffee – that's too much. Don't have lunch in the office, go out to a sandwich bar or restaurant. And finally, if possible find a new job in Brighton, not in London.

5.6 VIDEO – I HAVE A SORE THROAT

A.

- 1.c 2.a 3.b 4. It does not irritate the stomach and good for a sore throat. 5.F
6. They are on the closest aisle, down on the left. 7. T 8. I hope you'll feel better.

Transcript:

Susie: Excuse me.

Pharmacist: Hi.

Susie: I want some medicine.

Pharmacist: OK. Do you have a prescription?

Susie: No, I don't, but I do have a sore throat.

Pharmacist: OK, then I can only recommend something over the counter.

Susie: OK.

Pharmacist: OK. How bad is it?

Susie: It's difficult to swallow. So could you recommend something?

Pharmacist: Ah ... Do you have any allergies?

Susie: No.

Pharmacist: OK, do you ... are you on any other medications?

Susie: No.

Pharmacist: OK, then ... um ... probably a lozenge? Something that's not going to irritate your stomach.

Susie: Where can I find them?

Pharmacist: That would be on this aisle, down on the left.

Susie: OK. Thanks.

Pharmacist: You're welcome. I hope you'll feel better.

5.7 GOOD EXPERIENCES

A.

1. b 2. b 3. a 4. a 5. b 6. a

C.

1. F 2. T 3. T 4. F 5. T 6. F

Transcript:

1. I went to Mexico City for the first time last summer, and I managed to use my Spanish every day. I mean, I still had to use my Spanish-English dictionary a lot, but I was really proud of myself. The only bad experience I had there was when someone stole my purse while I was having lunch in a restaurant. Next time, I'll watch my purse more carefully.

2. You wouldn't believe what happened on my vacation to Thailand. I lost my wallet in a taxi! I thought I would never see it again. But that evening, the taxi driver came to my hotel and gave my wallet back to me. I was so relieved! The last day I was there, though, I got food poisoning from some fish. Next time, I won't order any seafood.

3. While I was in Greece last summer, I met a really nice Greek family on the boat to the island of Corfu. They invited me to spend a few days with them at their beach house there. What a great house! Anyway, I also went down to Crete. I arrived without a hotel reservation and every place I tried was full, so I had to sleep at the bus station for the first two nights. It was awful. Next time, I'll make reservations before I go.

4. My trip to Hawaii this summer was great. The thing I liked the most was going snorkeling at a beach near Honolulu. The water is crystal clear and full of the most beautiful tropical fish I've ever seen. I'll never forget it. Unfortunately, though, I spent too much time in the sun and I got the worst sunburn of my life. I had to go to the doctor to get something for it. Next summer, I'll use suntan lotion every day.

5. I really enjoyed my visit to London. I wish I could have stayed there for a month instead of just for a week. The thing I really enjoyed was the British theater. I went almost every night and saw some really famous actors. Unfortunately, I didn't realize how expensive London can be. I ran out of money after a week, so I had to come home. I'm bringing a lot more money for my next trip.

6. I just came back from a vacation in Tokyo. I did just about everything-I even went to Tokyo Disneyland. In fact, I had such a good time there that I went back again the next day. One thing I didn't realize,

however, was how cold Tokyo can be in the winter. I didn't take enough warm clothing with me and I caught a terrible cold. If I ever go back there, I'm going to take a sweater.

5.8 THAT'S FAST!

A. c

B.

1. Radio 4

6. 200 miles

2. Science Today

7. seven times the speed of sound

3. Clive Wilson

8. two hours

4. South Australian Desert

9. Chief Scientist

5. scramjets

10. oxygen

Transcript:

Presenter: And now with the time just coming up to three o'clock here on Radio 4 it's science today!

Clive W: Hello, and welcome to Science Today! My name is Clive Wilson. For today's programme I have come to the South Australian desert to find out about an exciting new type of engine – the scramjet. Just yesterday, the scientists here successfully sent a rocket 200 miles up into the air. Now, maybe you think that's not so special, but this rocket had a special engine – what's called a scramjet engine – that breathes air. During this test it travelled at seven times the speed of the sound. Now, that's fast! That means that a journey from London to Sydney, for example, which now takes twenty hours could take just two hours! To help us understand the science behind all this, here is Dr. Simon Green, the Chief Scientist. Dr. Green, tell us more.

Dr Green: Yes, well, er this engine works by using oxygen in the air to burn the fuel. But it can only do this at very high speeds. You see, when ...

5.9 PAST ACTIVITIES

A.

ACTION	Teresa	Father	Mother
watch a football match on TV		√	
read a magazine			√
go to the cinema	√		

B.

1. Her father was watching a football match and her mother was reading a magazine.
2. Because she was late and didn't call them.
3. She thinks her parents were right because Teresa didn't call them.

Transcript:

Susan: Did you have a problem last night, Teresa?

Teresa: Not really. When I got home, my parents were sitting in the living room. My father was watching a football match on TV and my mother was reading a magazine. When I sat next to them, I began to watch the match. After the match, my father asked me a question "Where were you, Teresa?" "I went to the

cinema with my friends after work.”, I sat. “Look Teresa,” he said, “You mustn’t come home late. This is not good.” He said “I know you aren’t a child anymore. But don’t forget that adults have principles and responsibilities. You didn’t call us and we got worried.”

Susan: Oh! Didn’t you call your parents?

Teresa: No!

Susan: I think your parents are right.

5.10 CHARACTER TRAITS

A.

1. b 2. a 3. a 4. b

B.

1. F 2. T 3. T 4. F

Transcript:

1. Ever since John got that new job, you wouldn't recognize him. I guess you have to be more conservative when you have a job like that. He works really long hours now and he wears a suit and a tie. And when he comes home from work he never wants to go out. All he does is sit in his chair and watch TV. He looks totally exhausted. That's not how he was in college. Back then, he used to go around in old T-shirts and jeans. And he had that crazy green hair!

2. I ran into Donna Simpson the other day. I could hardly recognize her. Do you remember her from high school? She was a little chubby and out of shape back then. I don't think she ever exercised or played any sports. Well, she really looks different now. She's lost a lot of weight. In fact, she looks terrific. She told me that she decided to get in better shape after she got married last year. Now she goes to the gym three times a week.

3. Have you had a chance to talk to Rosie lately? She's gotten so depressed-you know, sad and worried all the time. It's a real change. She used to be so enthusiastic in high school. She was a cheerleader, and she was always laughing and making jokes. Now she just sits in coffee shops all by herself and just looks really sad. You can tell that something's really bothering her. It must be her boyfriend. I heard they recently broke up.

4. Do you remember what Ted Rodgers used to look like? He used to be so athletic, with really big muscles. He went to the gym all the time and was always careful about what he ate and drank. Well, you wouldn't believe how much he's changed. I'm sure he weighs over 100 kilos now. It doesn't look like he does any exercise at all, and he eats just about anything. Someone told me he changed after he got really rich from the stock market. They said that after he got rich, he decided just to enjoy himself.

5.11 VIDEO – ELLEN DEGENERES & QUITO THE PARROT

D.

1.b 2.a 3.b

Ellen: I know you're scared of this, Tony, but ... but seriously who doesn't love a singing parrot? Er from natural encounters in Orlando Florida, please welcome Quito the parrot and the trainer Carrie...

SONG- I'm like a bird...

Ellen: Hi Carrie, How is it going?

C: Wonderful, I'm great! How are you?

E: I'm very good. Hello, Quito!

C: Hi, Quito! Can you say "hi"?

Quito: Goodbye!

C: Oh!

Ellen: Was that a “hi”?

C: That was “goodbye”.

Ellen: Oh no!

C: Can you say ... ?

Quito: Hi!

C: There you go!

Ellen: Thank you and what type of parrot is Quito?

C: She is called Double Yellow Headed Amazon Parrot

Ellen: A ha! You are a Double Yellow Headed Amazon Parrot in case anyone asks you.

C: That's right! She can actually introduce herself.

Ellen: Oh, Really?

C: This is Quito she says...

Quito: Double Yellow Headed Amazon

Ellen: Quito! And is Quito a girl or a boy?

C: Well, we're not really sure but there's not really good way to tell without doing a blood test but she sounds kind of girly, so I call her a girl.

Ellen: OK. You made the decision for her.

C: Yeah!

Ellen: Alright. And what is that? Oh! She is either trying to say “I'm not a girl” or “Yes I am”. She is trying to tell you something. And now, what ... what does she do? Impersonations of other ... oh sorry of other things?

C: She does, she does some great animal impressions, impressions ... here's one of my favourite. Hey Quito! What does a tiger say? What does a tiger say?

Oh! Cats got your tongue.

Ellen: What does a tiger say?

C: Wauw! I think she see herself on the TV there.

Ellen: Yeah! That was you. That wasn't bird.

C: Hey! Try that again! Hey! What does a tiger say?

Quito: Rawr!

C: There you go! There you go!

Ellen: And she does a cat also, right?

C: She does, she does. How about a kitty cat? Kitty cat?

Oh! It's right there, on tip of your tongue. Kitty cat? Wauw, alright! Maybe not.

Ellen: That's alright. That's fine. Alright and so, will we try any other animal? Do you wanna sing?

C: Yeah, hey let's try! Let's try this one. How about a cuckoo bird? Oh, I guess not.

Ellen: I think it's better get off my hands out of my pocket, maybe ...

C: What does she have?

Ellen: I don't have treat for you. I have nothing. Try to sing for us.

C: OK. She does Oh! That's good. That's a good sign. That's really excited.

Ellen: Very excited. OK. I'll do it. Thank you.

C: Good girl. Alright. Hey, do you trust in your song? Yeah, you're ready Quito? Let's sing!

Ellen: It's Old McDonald, right?

C: Yeah, yeah.

Ellen: OK.

C: Let's sing!

Ellen: Old Mc Donald had a farm E-I-E-I-O!

C: Hey you, hi there!

5.12 THE TRUE FALSE SHOW

B.

1. T 2. F 3. T 4. F 5. T 6. F 7. F 8. F

C. He could not earn any money.

Transcript:

Presenter Good evening. Welcome to *The True False Show*. Tonight's show comes from Dublin. My name's Annie O'Brien and I ask the questions. Remember, after each question you have ten seconds to say 'true' or 'false'. If you get the first answer right, you win 10,000 euros. If you get the second answer right, you win 20,000 euros, and you win 30,000 euros for the third correct answer. For eight correct answers you win 80,000 euros. But if you get an answer wrong, you go home with ... nothing. Our first contestant is Daren from London. Right Darren, for 10,000 euros. Mosquitoes are more dangerous than sharks. True or false?

Darren Er, true!

Presenter Correct. Mosquitoes are more dangerous than sharks. More people die every year from mosquito bites than from shark attacks. Now, for 20,000 euros, brown eggs are healthier than white eggs. True or false?

Darren Er... false.

Presenter Correct. It's false. Brown eggs *look* nicer than white ones, but they are exactly the same. For 30,000 euros, the Earth is hotter than Mars.

Darren I think it's true, Annie.

Presenter Correct. The earth is much hotter than Mars. Next, for 40,000 euros, coffee is more popular than tea in the UK. True or false?

Darren Er, false.

Presenter Correct. British people drink 185 million cups of tea every day. Next, for 50,000 euros, tigers are better swimmers than cats. True or false?

Darren Er... false. No – true.

Presenter Is that your answer?

Darren Yes, true.

Presenter Correct. Tigers are very good swimmers. For 60,000 euros, an adult is shorter in the morning than in the evening.

Darren Er...false.

Presenter Correct. Adults are one centimetre *taller* in the morning than in the evening. OK Darren, for 70,000 euros. White cars are safer than yellow cars. True or false?

Darren Er, I'm sure that's false, Annie.

Presenter Correct. Yellow cars are safer – they are easier to see during the day, so they don't have as many accidents. And finally, the last question. Be very careful, Darren. If you get it right, you win 80,000 euros, but if you get it wrong, you lose everything. Are you ready?

Darren Yes, ready.

Presenter OK, so for 80,000 euros. The word 'yes' is more common than the word 'no'. True or false?

Darren Er... er...

Presenter Quickly Darren, time's running out.

Darren True.

Presenter No, Darren. It's false. 'No' is more common than 'yes' You *had* 70,000 euros, but now you go home with *nothing*.

5.13 BRITAIN QUIZ

B.

1.c 2.a 3.c 4.c 5.c 6.a

Transcript:

Teacher: Right, let's start with Question 1 to Group 1. What is the biggest city in Britain?

Student 1: Is it London?

Teacher: Yes, it is. Correct. OK, Group 2, Question 2. What is the highest mountain?

Student 2: ... Mount Snowdon?

Teacher: No, Group 1, do you know?

Student 1: Is it Ben Nevis?

Teacher: Yes, it is! Group 1, this is Question 3 for you. What is the oldest university?

Student 1: Cambridge?

Teacher: No, it isn't. Group 2. Do you know the answer?

Student 2: Is it Oxford?

Teacher: Yes, Oxford is the oldest university in Britain. Question 4 for you, Group 2. What is the richest football club?

Student 2: Manchester United!

Teacher: Correct. Question 5 for Group 1. What is the longest river?

Student 1: Er ... the Humber?

Teacher: No, Group 2. What do you think?

Student 2: ... Is it the Severn?

Teacher: Yes – correct! Now, Question 6 to Group 2 again. What is the longest bridge?

Student 2: Tower Bridge?

Teacher: No, it isn't. Group 1. Do you know?

Student 1: The Humber bridge?

Teacher: Yes, well done! The longest bridge in Britain is the Humber Bridge.

5.14 SONG – THE WORLD'S GREATEST

B.

1. mountain 2. tree 3. river 4. star 5. world 6. eagle 7. lion 8. hand 9. king 10. tunnel 11. rainbow

Transcript:

It's the world's greatest

It's the world's greatest

C'mon, yeah

The world's greatest
I am a mountain, I am a tall tree, oh
I am a swift wind sweepin' the country
I am a river down in the valley, oh
I am a vision and I can see clearly
If anybody asks you who I am
Just stand up tall
Look 'em in the face and say
I'm that star up in the sky
I'm that mountain peak up high
Hey, I made it
I'm the world's greatest
And I'm that little bit of hope
When my back's against the ropes
I can feel it
I'm the world's greatest
I am a giant, I am an eagle, oh
I am a lion, down in the jungle
I am a marchin' band, I am the people, oh
I am a helping hand, I am a hero
If anybody asks you who I am
Just stand up tall
Look 'em in the face and say
In the ring of life I'll reign love
And the world will notice a king
When all is darkest, I'll shine a light
And use a success you'll find in me
It's the greatest
Can you feel it
It's the greatest
Can you feel it
I saw the light
At the end of a tunnel
Believe in the pot of gold
At the end of the rainbow
And faith was right there
To pull me through, yeah
Used to be locked doors
Now I can just walk on through
Hey, uh, hey, hey, hey
It's the greatest
I'm that star up in the sky

5.16 SIMPSONS' WEEKEND PLAN**B.**

	Mrs. Simpson	Mr. Simpson	Susan	Mark
clean the house	√	√		
play tennis			√	
watch TV				√
meet friends	√			
mow the grass		√		
go to the cinema			√	√
go shopping	√	√		
do homework			√	√
go to a garden party	√	√	√	√

C.

1.F 2.T 3.F 4.F 5.T

Transcript:

The Simpsons always have a very busy life. During the weekdays, they are all out till evening. Mr. and Mrs. Simpson go to work, and their children, Mark and Susan, to school, of course. At the weekend, they are all at home, but this time, they are busy with different activities.

It's Saturday morning, and they are at home, around the table for breakfast. After breakfast, Mr. and Mrs. Simpson are going to clean the house. Susan is going to play tennis and Mark is going to watch TV. In the afternoon Mrs. Simpson is going to meet her friends at Café Rose. Mr. Simpson is going to mow the grass in the front yard. Susan and Mark are going to go to the cinema with their friends.

Tomorrow morning, Mr. and Mrs. Simpson are going to go shopping after breakfast. Susan and Mark are going to do their homework. In the afternoon they are all going to go to their neighbour's garden party. It's going to be a different and entertaining Sunday for them.

5.17 PLANS**A.**

1. a / c 2. b / b 3. c / c 4. a / a 5. b / c 6. c / a

Transcript:*Phil, England*

What are my plans for tonight? My plans for tonight are watching movies. I live in a guesthouse with lots of different nationality people and tonight there is a movie night planned, so I think I will watch it. I don't have much money, so staying in is definitely a good idea for me.

Adrienne, The United States

What are my plans for the evening? Well, tonight I'm going to go out with a friend for dinner and then

afterwards, we're planning to go see a bluegrass band. It's kind of interesting kind of music, not very common, and we're gonna listen to the band and hopefully we'll get to sing with them too. It might be fun.

Mark, England

What are my plans for tonight? Well, first of all, I'm going to have dinner with my wife probably in a few hours, and then hopefully we'll go to a local bar. I need to meet a friend of mine. We need to chat about a little bit of business.

Simone, Sweden

I'm really tired today because I was doing stuff yesterday so today I'm just gonna relax with my friends and watch a movie. I don't know which one really but something not too difficult.

Conrad, The United States

What am I doing tonight? Well, it's a Friday night so I've got some time because my wife is in California and I think I'm gonna make some Mexican food which is a very popular food in California with all of the Mexicans who live there, and I'll probably make some burritos with salsa.

Barbara, Australia

What are my plans for tonight? Well, I think I'm going to watch a DVD and I'm going to open a bottle of wine, sit back and relax and enjoy the movie - take it easy after a long, hard days work.

5.18 RENTING A HOUSE

A. Bathroom, living room, kitchen

B.

- | | | | | | |
|----------------|-----------|-------------|--------------|------------|---------------|
| 1. dining room | 2. study | 3. bathroom | 4. upstairs | 5. showers | 6. television |
| 7. piano | 8. fridge | 9. glasses | 10. cupboard | | |

Transcript:

Estate agent: Well, this is the hall. There are six rooms on this floor. There's a kitchen, a dining room, a living room, a study, a library...

Larry: Wow! There's a library, Louise!

Louise: What's that room?

Estate agent: That's a bathroom, madam.

Larry: How many bathrooms are there?

Estate agent: There's one downstairs and three upstairs

Louise: Are there any showers?

Estate agent: No, there aren't, madam. This is an old house.

Estate agent: This is the living room.

Louise: Are those paintings original?

Estate agent: Yes, I think so, madam.

Larry: Is there a television?

Estate agent: No, there isn't, sir. But there's a piano

Estate agent: And the kitchen.

Louise: There isn't a fridge.

Estate agent: Yes, there is. It's over there.

Louise: You call that a fridge! Are there any glasses? I need a glass of water.

Estate agent: Yes, madam. There are some glasses in that cupboard. Now let's go upstairs.

5.19 IN A GIFT SHOP

A. A big mug.

B.

- | | | | | | |
|---------------|----------|-------------|---------------|-------------|----------|
| 1. How much | 2. 15.60 | 3. How much | 4. 15.60 | 5. How much | 6. 10.25 |
| 7. 8.75 | 8. Here | 9. Anything | 10. postcards | 11. 10.25 | 12. 25 |
| 13. Thank you | | | | | |

Transcript:

Saleswoman: Can I help you?

Allie: How much is that T-shirt?

Saleswoman: It's 15.60.

Allie: Sorry, how much did you say?

Saleswoman: 15.60.

Allie: And how much are those mugs?

Saleswoman: The big mugs are 10.25 and the small ones are 8.75.

Allie: Can I have a big mug, please?

Saleswoman: Sure. Here you are. Anything else?

Allie: Do you have birthday cards?

Saleswoman: Sorry. We've only got postcards.

Allie: Oh well, just the mug then.

Saleswoman: That's 10.25.

Allie: Here you are.

Saleswoman: Have you got the 25?

Allie: Yes, here.

Saleswoman: Thanks.

Allie: Thank you.

Saleswoman: Bye.

Allie: Bye.

5.20 IN THE BAZAAR

A.

- | | |
|--|---|
| ☒ carrot | ☒ oranges |
| ☐ onions | ☐ peas |
| ☒ strawberries | ☐ tomatoes |
| ☐ grapes | ☐ mushrooms |

B. 4.95 ☒

Transcript:

Stallholder: Get your fresh fruit and vegetables here! Yes, love?

Woman: Can I have three oranges please?

Stallholder: Help yourself, anything else love?

Woman: Yes, do you have any grapes?

Stallholder: Sorry, we haven't got any today. How about some strawberries? They're very cheap.

Woman: How much are they?

Stallholder: 5.50 a kilo.

Woman: OK. Half a kilo then and half a kilo of carrots.

Stallholder: Anything else, love? We've some nice tomatoes.

Woman: No thanks. How much is that?

Stallholder: OK. Let's see, that's 2.75 for the strawberries plus 1.00 for the carrots and 1.20 for the oranges. That's 5.95.

Woman: 5.95? 4.95 you mean?

Stallholder: Sorry, love! You're right. 4.95.

Woman: Here you are!

Stallholder: Here's your change. Thanks, love.

5.22 SONG – BLOWIN' IN THE WIND – BOB DYLAN**A.**

1. How many roads must a man walk down
2. How many seas must a white dove sail
3. How many times must the cannon balls fly
4. How many years can a mountain exist
5. How many years can some people exist
6. How many times can a man turn his head
7. How many times must a man look up
8. How many ears must one man have
9. How many deaths will it take till he knows

Transcript:

How many roads must a man walk down

Before you call him a man?

How many seas must a white dove sail

Before she sleeps in the sand?

Yes, and

how many times must the cannon balls fly

Before they're forever banned?

The answer, my friend, is blowin' in the wind,

The answer is blowin' in the wind.

Yes and

how many years can a mountain exist

Before it's washed to the sea?

Yes, and

how many years can some people exist

Before they're allowed to be free?

Yes, and

how many times can a man turn his head,

Pretending that he just doesn't see?

The answer, my friend, is blowin' in the wind,

The answer is blowin' in the wind.

Yes and
 how many times must a man look up
 Before he can see the sky?
 Yes, and
 how many ears must one man have
 Before he can hear people cry?
 Yes, and
 how many deaths will it take till he knows
 That too many people have died?
 The answer, my friend, is blowin' in the wind,
 The answer is blowin' in the wind.

5.23 THE SUNSHINE SWIMMING CLUB

A.

ACTIVITY	necessary	not necessary	forbidden
wear a swim suit and a cap	√		
wear goggles		√	
take a shower before the pool	√		
bring food			√
bring your own slippers and towels	√		

B.

You have to wear a swimsuit and a cap.

You don't have to wear goggles.

You have to take a shower before the pool.

You can't bring food.

You can't dive.

You have to bring your own towels.

You have to pay on time.

You don't have to register now.

Transcript:

Andrew: Hi! Can I get some information about your club?

Manager: Sure, what would you like to learn?

Andrew: Do I have to wear a cap and goggles?

Manager: You have to wear a swim suit and a cap but you don't have to wear goggles. And you have to take a shower before you swim.

Andrew: Alright. And do you give any towels?

Manager: I'm sorry, but you have to bring your own towels and slippers.

Andrew: Anything else?

Manager: The pool stays open from 10 am to 6 pm. By the way, you can't bring food with you. There's a cafeteria here.

Andrew: Thank you. Do I have to register now?

Manager: No. You can do it at any time.

5.24 MY BEAUTIFUL ROOM

A.

1. This is Pearl's room
2. This is Mickey's room

B. The missing objects are clock, chair, rug and posters in Pearl's room and lamp, books, trainers and toys in Mickey's room.

Transcript:

Pearl: This is my room. My bed is near the window. There is a bedside table with a lamp and a clock on it. The wardrobe is on the left near the door. Opposite the door, there is a table and a chair in the corner. I've got my books and CD-player on the table. There's another chair between the wardrobe and the window and there is a small rug on the floor. On the walls, there are the posters of my favourite pop singers. I love my room.

Mickey: And this is my room. My bed is near the wardrobe. There is a bedside table near the bed with a yellow lamp on it. I haven't got a clock in my room because I don't like the ticking. There is a table in front of the window opposite the door. My books are on the table near the computer. There is a chair between the bed and the table. My favourite posters are on the walls. I'm not very tidy. My trainers are under the table next to the ball and my toys are on the rug. My room is a bit messy but I like it.

5.25 VIDEO – AN INTERVIEW WITH A FRENCH STUDENT

A. The student is from France and has been in America for five years. He felt that a couple of years were very difficult, but that he enjoys school now. Apparently, he always studies. He spends at least three or four hours in the library. Sometimes he stays there all night.

C.

- 1.c 2.b 3.a

Transcript:

A student from France told us of the experiences he had when he was a new student. He also told us of his study habits.

A: Ah ... I study Dietetics. I'm originally from France, and um ... so, I'm a foreign student here.

Q: So, you've been here a long time?

A: I've been here five years, yeah.

Q: Your English is excellent.

A: Well, thank you. It was not easy.

Q: Did you have to study really hard? Is the pressure on you all the time?

A: Ah, yes, it was. The first two years, the first couple of years were really, really hard, and but now it's okay. I like it. I enjoy it.

Q: Tell us about your typical week.

A: All right, um ... well I study a lot. So I spend a lot of time in the library. And ... that's about it.

Q: You just study, study, study?

A: I study, study, study, and ... yeah [that's all I do].

Q: How many hours are you actually in front of the teacher?

A: Of a teacher I spend about three to four hours a day. And um ... five days a week.

Q: And then three or four hours a day in the library?

A: Hmm ... yeah. A little bit more than that sometimes. Sometimes I spend nights in the library.

5.26 FREDDY FINDS THE THIEF

Transcript:

Part one – In the Castle

King: Hello, I'm the King. King Harold.

Queen: Hello, I'm the Queen. Queen Matilda.

King: Good morning, my dear.

Queen: Good morning, my love.

Jester: The Queen is very beautiful.

She has a golden harp.

Gate-keeper: In the morning she sings.

In the evening she plays the golden harp.

Nurse: The Queen sings and plays the golden harp.

The King listens.

Everyone: And this is the castle.

Jester: We live in the castle.

Gate-keeper: It's very big.

Nurse: And it's very beautiful.

But One Day...

King: Listen to me everybody.

Where is the harp?

The Queen's harp is not here!

Queen: Oh no! A thief! A thief!

Everyone: A thief! A thief!

A thief has the harp.

We must find it.

King: I am very angry.

I must find the harp.

Queen: I am very sad.

I want to sing and play.

King: And I must find the thief!

John: The King decides to give...

Peter: Yes, 500 gold pieces to the man who finds the thief.

Jack: And 500 gold pieces is a lot of money!

Part two – In Freddy Redfood's House

Alison: Freddy, it's dinner time!

Freddy: Thank you, my love.

Alison: Would you like a potato?

Freddy: No, thanks.

I'd like a hamburger.

Alison: Would you like a carrot?

Freddy: No, thanks. I'd like a hamburger.

Alison: But, Freddy, we're poor. We're not rich.

Freddy: OK. I understand. No hamburgers today.

Knock Knock...

Freddy: Listen...

Alison: Open the door, Freddy.

Robin: Hello, Freddy! Hello, Alison!

Freddy: Hello, Robin.

Alison: How are you?

Robin: Oh, fine. Fine, thanks. And you?

Freddy: We're hungry and poor.

Alison: We need money.

Robin: Well, look at this.

Freddy: Wow! 500 gold pieces to the man who finds the thief.

Alison: Wow! Freddy, you must go.

Freddy: Me?

Alison: Yes, you must find the harp.

Robin: Yes! Imagine... 500 gold pieces and... lots and lots of hamburgers!

Freddy: Good idea... Tomorrow!

Part three – In the Castle Again

Gate-keeper: This is Freddy Redfoot, Your Majesty.

King: Hello, Redfoot.

Freddy: Good morning, Your Majesty.

King: I have a problem. Can you help?

Nurse, Jester,

Gate-keeper: Help the King! Help the King!

Help him find the harp!

Can you help? Can you help?

Can you find the harp?

Freddy: OK. Give me a pot.

Everyone: A pot? A pot?

Freddy: Yes, I want a pot from the kitchen.

Everyone: No problem. Here's a pot.

Freddy: Good. Now give me a cockerel.

Everyone: A cockerel? A cockerel?...

Freddy: Yes, I want a cockerel from the garden.

Everyone: No problem. Here's a cockerel.

Everyone: Freddy wants a pot.

Freddy wants a cockerel.

Why?

What's he going to do?

How's he going to find the thief?

What's he going to do?

How's he going to help the King?

Gate-keeper: Shhhh. Listen!

Freddy: Now I need the cook.

King: Here's the cook.

Freddy: Now I need the gardener.

Everyone: Here he is.

Freddy: Now I need the maid.

Queen: Here's the maid.

Freddy: And now I need the carpenter.

Everyone: Here he is. Here he is.

Freddy: Your majesty, the thief is here!

Everyone: No!!!!

Nurse: In this castle?

Freddy: Yes.

King: Well, who is the thief, Freddy?

Freddy: Now, listen to me!

Everyone: We're listening.

Freddy: The cockerel is magic!

The thief must put his thumb on the pot...

Everyone: ... and the cockerel crows!

Freddy: Exactly!

Freddy: Right. Stand in a line.

The gardener here.

Now the maid.

Now the carpenter.

And now the cook.

They put their thumbs on the pot, but there's silence in the castle.

King: Well...?

Queen: Who's the thief?

Everyone: Where's the harp?

Queen: The cockerel isn't magic.

Freddy: One moment, please.

Now, show me your thumbs.

Jester: First the maid.

Everyone: Her thumbs are black.

Nurse: Now the gardener.

Everyone: His thumbs are dirty.

Queen: Now the cook.

Everyone: His thumbs are black.

Freddy: And now the carpenter.

Everyone: His thumbs are ... clean!

King: The carpenter is the thief.

Freddy: Yes, and he's afraid to touch the pot.

Afraid of the magic cockerel.

Gate-keeper: Look in the carpenter's bag.

Cook: Here's the bag. Here's the bag.

Queen: Here's my golden harp.

Thank you very much, Freddy.

King: Thank you, Freddy.

Now, here are 500 gold pieces.

Freddy: Thank you, Your Majesty!

Queen: Please have dinner with us at the castle.

Freddy: I'm sorry, Your Majesty.

Today, my wife is cooking hamburgers.

I must go home to her.

King: Alright. Come with your wife next week.

Freddy: Of course, Your Majesty.

Goodbye.

Goodbye, everyone.

Everyone: Goodbye, Freddy.

A.

	the King	the Queen	Freddy	Alison
		✓		
	✓		✓	
	✓			
				✓
		✓		
		✓		

B.

1. The King watches TV and reads books but he does not play the guitar or cook.
2. The Queen plays the guitar and the harp. She sings and sleeps.
3. Freddy watches TV and likes playing computer games but he does not read books or cook.
4. Alison cooks everyday. She does not play the guitar or sing.

Transcript:

Interviewer Hello, Your Majesty.

The King err, Hello. How are you?

Interviewer Fine, thanks and you?

The King Fine, fine.

Interviewer What do you do at the weekend Your Majesty?

The King Well, usually I relax. I read a book, watch the television.

Interviewer And do you play the guitar?

The King No, but my wife, the queen plays the guitar. She plays the guitar and the harp. She is very musical.

Interviewer Um, and do you cook dinner?

The King Absolutely not! I don't cook dinner! I'm the King!

Interviewer And what do you do Your Majesty?

The Queen On Saturday and Sunday?

Interviewer Yes, Your Majesty, on Saturday and Sunday.

Freddy Is Saturday after Friday?

Interviewer Yes, Your Majesty.

Freddy Friday, Saturday, Sunday, um What's next?

Interviewer Monday! But what do you do on Saturday?

Freddy I play the guitar, and I play the harp, and I sing, and I sleep.

Interviewer Thank you.

Freddy I like sleeping.

Interviewer Umm, I see.

Interviewer And Freddy! What do you do?

Freddy I don't cook. I don't read. I like watching TV.

Interviewer Anything else?

Freddy Yes. I like playing computer games.

Interviewer Computer games?

Freddy Yes, I'm very good.

Interviewer I see. Thank you.

Interviewer Alison, what do you do at the weekend?

Alison Weekend? Weekend? I have no weekend!

Interviewer Ooh!

Alison Everyday I wash, I cook. I have no time for me!

Interviewer I'm sorry.

Alison I want to sing, I want to play the guitar, but it's impossible.

Interviewer I see, thank you.

C. Interview

a. First the cook

"What's your name?" "My name's Colin. Colin, the cook."

"Where do you live?" "I live in the castle."

"Do you like cooking?" "No, I don't."

"What do you like?" "I like eating."

"Thank you Colin."

b. Now the maid

"What's your name?" "My name's Mavis. Mavis, the maid."

"Where do you live?" "I live in the castle."

"Do you like reading?" "Yes, I like reading a good book."

"Anything else?" "Yes, I like Craig, the carpenter!"

c. Now the gardener

"What's your name?" "My name's Gasper. Gasper, the gardener."

"Where do you live?" "I live in the castle."

"Do you like reading?" "No, I don't."

"What do you like doing?" "I like watching television, especially horror films."

d. And now the carpenter

"What's your name?" "My name's Craig. Craig, the carpenter."

"Where do you live?" "I live in the castle."

"Do you like washing plates?" "No, I don't!"

"The last question for" "Oh, no. I don't!"

Craig. Do you like Mavis, the maid?"

E.

1. Colin lives in the castle. He likes eating, but he doesn't like cooking.
2. Mavis lives in the castle. She likes reading a good book and also Craig, the carpenter.
3. Gasper lives in the castle. He does not like reading but he likes watching TV, especially horror films.
4. Craig lives in the castle. He does not like washing plates. He does not like Mavis, the maid.

CHAPTER VI

CONCLUSION

6.0 INTRODUCTION

The main purpose of the study was to develop the listening skills of 9th year students at CIHHS by various listening activities and materials prepared in relation to their needs and applying all the principles related to teaching listening. It was intended to show that EFL listening skills can be taught, developed, and improved by various activities and strategies. This chapter includes the findings of this study by focusing on a brief process of the study, its results and discussions about these results, limitations of the study, implications for teaching, and last of all, suggestions for further studies.

6.1 OVERVIEW OF THE STUDY

The primary goal of this study was to develop the listening skills of the 9th year students at CIHHS. Different studies related to this study were analysed and it was found that they mostly focus on the use of listening strategies, different materials, techniques, or the analysis of listening materials in coursebooks. The major difference between this study and the previous ones is that this study is a more comprehensive one applying most of the beneficial findings of the studies mentioned above. The study was organized as a Pre-test – Post-test Control Group Design and the following research questions were formed by the researcher;

1. Is there a statistically significant difference between the means of the pre-test results of the control and experimental groups?
2. Is there a statistically significant difference between the means of the pre-test and post-test results of the control group?
3. Is there a statistically significant difference between the means of the pre-test and post-test results of the experimental group?
4. Is there a statistically significant difference between the means of the post-test results of the control and experimental groups?

In order to find answers to these research questions, the researcher initially prepared a questionnaire assessing the needs and interests of the learners. The questionnaire was prepared by the help of some experts in the field and piloted on the control group (30 students). The valuable contributions of the learners and some teachers helped to design the new questionnaire and it was administered on the experimental group (29 students) to determine their needs and interests. The answers of the learners were analyzed by SPSS. In the light of these questionnaire findings, different listening activities for the treatment were prepared and carried out by applying all the principles found valuable by the previous researches.

Before the treatment both of the groups had the pre-test and after the treatment they had the post-test. During the treatment the students also received strategy instruction since most of the researchers favour and support the explicit strategy instruction, teaching the names of listening strategies, and modelling the behaviour (Chamot & O'Malley, 1994; Duffy, 2002; Mendelsohn, 1994; Burrows et al., 1999; Clark et al., 1999). Again, the analysis of the pre-test and post-test was done by SPSS. The next section includes the findings of these analyses.

6.2 RESULTS AND DISCUSSIONS

In this section the findings of the questionnaire and later the pre-test – post-test data and also the discussions about these findings are presented. The findings of the study are compared to the results of other similar studies in the field.

After the questionnaire prepared, it was administered on the experimental group so as to prepare activities by taking their needs and interests into consideration. Some of the answers of the students to the questionnaire were really striking. For instance, even though the students were at 9th year and had English classes for five years, nearly all of the learners (82,7 %) had not practiced any listening activities in their English classes. That was the most remarkable reason why the students needed practice to develop their listening skills. Nevertheless, it could clearly be understood that the learners did not have any prejudice against understanding the listening materials since all of the learners claimed that they could understand totally (34,4%) or partially (65,5%) in listening English materials.

The findings of this study agree with the findings of other researches carried out by Taşçı (1994), Tolon (1991), Dursun (1990), Duygan (1990), Kayaoğlu (1990), Serdaroğlu (1998) in that none of the learners always preferred audio materials, but they always (24,1%) or sometimes (75,8%) would like to practice audio visual materials. The study leads to the conclusion that the learners develop positive feelings towards listening when video is used in English classes. The excitement of the students also revealed this truth even though the classes did not include video material all the time.

As to the activity or material types, dialogues, discussions, and songs were the most favourite types of listening materials which correlate with the information on the interests of the adolescents written by Kulaksızoğlu (2006). The learners' most favourite subject is technology (89,6%) followed by hobbies, relations and travel. For the activity types, the learners mostly liked to find specific information

(100%) or make inferences (100%) in practicing listening materials. Again, the tasks they wanted to accomplish, more than others, were answering questions related to the listening materials (100%) followed by finding mistakes (96,6%) and matching (96,6%). These are also the most frequent tasks found in English coursebooks; therefore it is not difficult to find such kind of activities.

After all the activities were completed, the findings of the pre-test and post-test were analysed by SPSS. Considering the analysed data and research questions the following results were found;

1. There is no statistically significant difference between the pre-test results of the experimental and control groups ($t_{\text{calculated}} = 0,442 < t_{\text{table}} = 1,645$).
2. There is a significant difference between the pre-test and the post-test results of the control group students ($t_{\text{calculated}} = 3,487 > t_{\text{table}} = 1,699$).
3. There is a statistically significant difference between the pre-test and post-test results of the experimental group ($t_{\text{calculated}} = 7,937 > t_{\text{table}} = 1,701$).
4. There is a statistically significant difference between the post-test results of the control group and the ones of the experimental group ($t_{\text{calculated}} = 2,569 > t_{\text{table}} = 1,645$).

The results of the analysis showed that the listening proficiency levels of the control and experimental groups were nearly the same before the experimental group began receiving treatment. Secondly, the control group had a slight improvement in their listening skills during their education without receiving the treatment used for the experimental group, which might be the natural outcome of their development in other skills. Nevertheless, their improvement was not as much as the experimental group's improvement in listening skills. Thirdly, it can be said that the treatment used in the study significantly contributed to the experimental group's improvement in listening skills. Finally, the treatment used in the study proved to be useful and the experimental group took advantage of the treatment while the control group's lack of treatment was obviously seen from their post-test scores.

6.3 LIMITATIONS

First of all, the study was carried out with a small number of participants since there were only two 9th year classes at CIHHS. In order to increase the reliability and generalizability of the study, a larger group of participants can be used in further studies.

The syllabus of 9th year students was so much loaded that it was already not possible to cover all the topics in three hours a week which is the common complaint of most of the teachers. In addition to this disadvantage, the experimental group practiced extra listening activities and tried to keep up with the control group learners. Therefore, the time allocated for the listening practice was tried to be kept to a minimum. In an ideal case, it can be better to conduct the training in a year instead of a term. The efficiency of the training can be much clearer then. However, since some of the students were attending this school without any goals, or they were sent by their parents despite the students were involuntary; the possibility of dropping the school was really high. It was thought that the reliability of the study could have been affected by that possibility and it was decided to cover the study in a term.

Because of the same reason, being forced to go to the school or having no goals for the future, some of the learners were really involuntary in learning English and attending the school. Therefore, they did not want to participate in most of the activities, which might have affected the results of the study. Those students did not show any improvement and in the second term, two of the students left the school. Therefore, the findings could have been more reliable and fruitful if all of the learners had been ambitious and voluntary to participate in classes.

6.4 IMPLICATIONS FOR TEACHING

As a result of the study, practicing listening activities in English classes proved to be useful and the listening skills of the learners improved after they received treatment in listening skills. The findings of the studies carried out by Bada and Okan (2000, Online) and Kavaliauskiene (2003) strengthens the importance of listening since the students, participated in the activities, stated that they learn English most when they talk and listen to other students. Therefore, the teachers should provide opportunities for students to let them speak and listen as much as possible.

The books used in English classes may not include any listening materials but it should not discourage the teachers to search for and find listening materials. It is not difficult and it does not take too much time to find listening materials in such an era in which the technology and internet play very important roles. There is also information and guidelines on how to use those materials, with which sub-skills are improved, or which strategies can be used in these materials. The only issue is the enthusiasm of the teacher and this is also strengthened when the teachers see the eagerness and excitement of the learners. The results of the study are expected to motivate the teachers and accordingly the students.

6.5 RECOMMENDATIONS FOR FURTHER STUDIES

It is hoped that the present study will provide a basis for further studies for the improvements in TEFL in Turkey. It can be of great interest to educational policy makers and school curriculum planners since it reveals various facts in developing EFL listening skills of students. For years, the MNE makes the teachers use the coursebook *An English Course for Turks* whose inadequacy has been stated by various researches and also the institution itself (Keskil, 1993). The series of the same coursebook is also used for all the students

attending 10th grades. One of the subsequent studies can be carried out with those grades and as a result of those studies, the MNE can try to find ways to eliminate the inadequacy of the coursebook. As a further step, the findings of this study will hopefully be useful in preparation of a new coursebook for the learners in State Schools.

It is mentioned that the learners at IHHS learn Arabic five hours a week; however it is not known whether it is facilitating or deteriorating the learning of English. Therefore, the effect of learning Arabic on learning English can be another research study.

Certainly, the generalizability and interpretability of the results are limited since the study was carried out with a small number of participants. Therefore, it is suggested that a further study be carried out with a larger group of students. It can also be carried out at different types of schools like Vocational High Schools, Technical High Schools, or General High Schools.

Throughout the study, the learners received strategy training and activities primarily focusing on some of the sub-skills of listening. However, it is not known and can be a research subject for another study to find out which strategy works for a particular sub-skill of listening. Also, in this study the preferences of the learners were taken into consideration to a great extent; however, to what extent the preferences of the learners play roles is not known and can be a research subject of another study.

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Appendix 1

Pre-test

Cubuk İmam Hatip Lisesi ve Anadolu İmam Hatip Lisesi 2007-2008 Öğretim Yılı
1. Dönem 9. Sınıflar 1. İngilizce Dinleme Sınavı

Name:
Class:

A. SUPERMARKET

 Listen to the conversation and TICK (✓) the items George WILL buy and put a CROSS (X) for the items George WILL NOT buy. (25 pts.)


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B. HİDAYET & MEHMET

 Listen to the monologue and circle the right answers. (25 pts.)

- Where do Mehmet and Hidayet play basketball?
a. in the USA b. in the UK
- Mehmet is than Hidayet.
a. taller b. shorter
- Mehmet is Hidayet in the NBA.
a. as anxious as b. as ambitious as
- When did Mehmet start to play in the NBA?
a. 2000 b. 2002
- Hidayet is than Mehmet in the NBA.
a. more experienced b. less experienced



C. THE HOTEL

 **Listen to the conversation and answer the questions below. (20 pts.)**

Part 1: Who says the following? Write "M" for the man and "W" for the woman.

1. It's scary, isn't it?
2. Don't worry dear.
3. I'm not very strong.
4. Come on. Help me.
5. We're safe, aren't we?

Part 2: Are these statements true or false? Write "T" (true) or "F" (false).

6. The woman likes the hotel.
7. The phone is in the bag.
8. They drink two cups of coffee.
9. They are in the Excelsis Hotel.
10. This is the first holiday they've had.



D. SCHOOL DAYS

 **Listen to the conversation and answer the questions below. (30 pts.)**

Part 1: Choose the correct answer.

1. Which teacher did Molly like best?
a. Mrs Gladwin b. Ms Marley
2. Which teacher did Brian like best?
a. Mrs Gladwin b. Ms Marley
3. How old is Mrs Gladwin?
a. 64 b. 54 c. 40 d. 80
4. How old was Brian when he was the biggest kid in the class?
a. 6 b. 7 c. 8 d. 9



Part 2: Which teacher has each opinion? Tick (✓) the boxes.

		Mrs Gladwin	Ms Marley
5.	Children need discipline.		
6.	Children can stop and start activities when they want.		
7.	Children can discover things for themselves.		
8.	Children of different ages can all work together.		
9.	Children of different ages should be separate.		
10.	Children need to be happy and comfortable.		



Good Luck!
Pinar Gürses

Appendix 2

Post-test

Cubuk Imam Hatip Lisesi ve Anadolu Imam Hatip Lisesi 2007-2008 Öğretim Yılı 1. Dönem
9. Sınıflar 2. İngilizce Dinleme Yazılısı

Name:
Class:

A. SUPERMARKET

 Listen to the conversation and tick (✓) the items Barry will buy, put a cross (X) for the items Barry won't buy. (25 pts.)


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B. TUNCAY & EMRE

 Listen to the monologue and circle the right answers. (25 pts.)

- Where do Tuncay and Emre play football?
a. in the USA b. in England
- Tuncay is than Emre.
a. shorter b. taller
- Tuncay is Emre in the NBA.
a. as skillful as b. as steady as
- When did Emre start to play in the NBA?
a. 2007 b. 2005
- Tuncay is than Emre in the NBA.
a. less experienced b. more experienced



C. GOSSIP

 **Listen to the conversation between Mary and Bilge and answer the questions.** (24 pts.)

Part 1: Fill in the blanks with the correct word(s).

1. The wedding is on
2. Bilge has things to do.
3. Bilge has an appointment with the
4. Bilge has to return the books to the

Part 2: Are these statements true or false? Write "T" (true) or "F" (false).

5. Bilge is making excuses.
6. They want to go to the wedding.
7. Bilge has to post some letters.
8. Bilge is going to watch TV on Sunday.



D. THE NEWS



 **Listen and answer the questions.** (26 pts.)

Part 1: Complete the chart according to the news.

	Stephen Williams	Antonia Merritt	Mike Gartside	Phyllis Jones
Sex				
Age		X		
Job	X			X

Part 2: Write the names of the people (Stephen, Antonia, Mike, Phyllis) in the blanks.

1. Who wants to protect the nature?
2. Who is happy with his/her medical treatment?
3. Who worked together with other designers in some of his/her works?
4. Who thinks that s/he lives thanks to his/her pet?



Good Luck!
Pinar Gürses

Appendix 3

Transcripts of Pre-test and Post-test

A. Pre-test

MARKET (New Bridge to Success, Elementary) (Duration 0'35")

George: Honey. I'm going to the market. Do you need anything for breakfast?

Angela: We haven't got bread and cheese.

George: OK. I'll buy some bread and some cheese. Have you got any eggs?

Angela: Yes, we have got a lot of egg but there isn't any butter.

George: How many packets of butter do you need?

Angela: Two.

George: All right, is that all?

Angela: Oh, no! We're out of sugar, too.

George: How much do you need?

Angela: A bag of sugar and a packet of biscuits for Jamie. That's all.

HIDAYET & MEHMET (New Bridge to Success, Elementary) (Duration 1'08")

Do you know these men? They are huge, aren't they? I'm sure, you all know them. They are popular basketball players in the National Basketball Association (NBA) in the USA. Mehmet plays in Utah Jazz and Hidayet plays in Orlando Magic. They are brilliant sportsmen and Turkish people are proud of them. For basketball fans, I want to compare them in detail. Mehmet is the same age as Hidayet. They are both 28. Mehmet is 3 cm taller than Hidayet. Mehmet is also heavier than Hidayet. He is 13 kg. heavier. Hidayet is more experienced than Mehmet in the NBA. He started to play in 2000 whereas Mehmet started in 2002. Although Mehmet is less experienced than Hidayet, he is as ambitious as Hidayet. They are famous both in Turkey and in the USA.

HOTEL (Just, Pre-int) (Duration 2'49")

Miranda: I don't like this hotel. What do you think of it?

Charles: Not much. It's a bit dark.

M: Yes, well, I've never been in a room like this. It's scary, isn't it?

C: Nonsense! It's fine.

M: What's that?

C: Just a bit of thunder. Nothing to worry about.

M: Charles, listen.

C: Nothing to worry about dear. Come in.

M: Your tea, Madam. Your coffee, sir.

C: Er, thank you. Here you are.

M: Very kind, sir. Have a pleasant evening.

C: Thank you. You too. Goodbye.

M: Goodbye, sir.

C: Come and have your tea, Miranda.

M: Thanks, Charles. Mmmm, that's better, isn't it?

C: Yes. Yes it is. You know, this is the first holiday we have had since, well since the last one.

M: You're right, and the last one, all that sun and sea and sand. I love it.

C: Oh my God, what was that?

M: I don't know. I don't know.

C: Look. Someone's trying to get in.

M: You're right. Come on. Help me.

C: I can't. I'm not very strong.

M: Yes you are. Come on. There. We're safe, aren't we? Aaah! The window, Charles. The window.

C: Don't worry dear. That's it now.

C: Listen, there's a phone ringing.

M: Oh yes, Charles. It sounds like mine doesn't it?

C: It doesn't just sound like yours, dear, it is yours!

M: Oh yes. But where is it?

C: Your bag?

M: My bag? It's not in my bag, is it?

C: I think so.

M: Is it? Oh yes. So it is. Er ... hello?

Voice: Is that Mrs Phillips?

M: Yes it is.

V: Ah good. This is the hotel Excelsis. We are waiting for you and your husband, but you haven't arrived.

M: Yes we have. We're in our room now. In the Excelsior Hotel, and let me tell you, it's not very nice.

V: That explains it, Madam. You are in the wrong hotel. You booked with us here at the Excelsis Hotel, not the Excelsior. Do you want to keep your booking?

M: Umm ... I don't know ... umm ... Charles? Charles?

TEACHER (Just Pre-int)(Duration 2'00")

Brian: Hey, you'll never guess who I saw yesterday.

Molly: Who?

B: Mrs Gladwin – our old primary school teacher.

M: Wow! Really? She must be 100 years old by now.

B: No, not at all – she's only about 40.

M: Remember how she was so strict with us? 'Do this, don't do that' all the time.

B: Yeah. I was so scared of her. We sat in rows for hours. We were all really quiet – afraid to talk. She was really one for discipline, huh?

M: Maybe not. She wasn't at all like Ms Marley. Remember her?

B: Ms Marley? Oh yeah – she was great – young and friendly. Completely different. She let us do whatever we wanted. Sometimes we just played all day.

M: Yeah, OK, it was fun, but I'm not sure if I learned anything with her. I was always talking with my friends – the whole class went wild sometimes. I kind of liked Mrs Gladwin's discipline.

B: Not me, I looooved Ms Marley. She never really told us anything. We learned by ourselves. We had to find things out and then she'd ask us what we had found out. I liked that.

M: The thing I didn't like – I was quite shy when I was little, and they put us in the same class as the big children.

B: Yeah, it was hard when you were six, but it was nice when you were eight and you were the biggest kid in the class.

M: Mrs Gladwin used to put us in separate groups so the big kids didn't frighten the little kids. She had a good heart, you know, when you got to know her. She was my favourite teacher.

B: Not mine! I don't think she liked me. And she was always so grumpy. But Ms Marley! She put us together with the big kids, and I liked that.

M: Well, so you're different!

B: Yeah, well maybe I was. You know, I think the most important thing is personal attention. Kids need to feel happy and comfortable – like Ms Marley made me feel.

M: It seems like you really liked Ms Marley.

B: Yeah, she was lovely.

B. Post-test

SHOPPING (New Headway, Elementary) (Duration 2'08")

Miss Potts: Good morning. Can I help you?

Barry: Yes. I'd like some orange juice, please.

Miss Potts: Er ... sorry. There's apple juice but no orange juice.

Barry: What's that then? Isn't that orange juice?

Miss Potts: Oh, yes. So it is! My eyes! Here you are.

Barry: Thank you, and some milk, please.

Miss Potts: Sorry. I sold the last bottle two minutes ago.

Barry: Oh, dear! What about some coffee?

Miss Potts: Yes. Here you are.

Barry: Thanks. That's orange juice, coffee... er ... and... er... a kilo of apples, please.

Miss Potts: I don't sell apples.

Barry: You don't sell apples! That's strange. What about cheese. Can I have some cheese?

Miss Potts: I don't sell cheese, either.

Barry: You don't sell cheese! That's amazing. Now, I want some pizza, but I'm sure you don't sell pizza, do you?

Miss Potts: Oh, yes I do. What would you like? Pizza with mushrooms, pizza with cheese and ham, pizza with sausage, or pizza with tomatoes?

Barry: Wow! Can I have... er ... some pizza with cheese and tomatoes, please?

Miss Potts: Oh, sorry. I forgot. Usually, I have pizza but not on Thursdays. Today's Thursday, isn't it?

Barry: Yes, it is. Mmm ... OK, ... er ... OK, forget the pizza. What about bread? I don't suppose you have any bread?

Miss Potts: Yes, you're right.

Barry: Pardon?

Miss Potts: You're right. There isn't any bread.

Barry: Tell me. Do you do a lot of business?
Miss Potts: Oh, yes sir. This shop is open 24 hours.
Barry: Really! What do people buy?
Miss Potts: All the things you see.
Barry: Mmmm. OK. That's all for me. How much?
Miss Potts: That's £5.60, please.
Barry: Thank you. Goodbye.
Miss Potts: Goodbye sir. See you again soon.
Barry: I don't think so.

TUNCAY & EMRE (Adapted from New Bridge to Success, Elementary)

Do you know these men? They are great, aren't they? I'm sure, you all know them. They are popular football players in the Premier League in England. Emre plays in Newcastle United and Tuncay plays in Middlesbrough. They are brilliant sportsmen and Turkish people are proud of them.
 For football fans, I want to compare them in detail. Tuncay is two years younger than Emre. Tuncay is 25 and Emre is 27. Tuncay is 12 cm taller than Emre. Tuncay is also heavier than Emre. He is 4 kg heavier. Emre is more experienced than Tuncay in the Premier League in England. He started to play in 2005 whereas Tuncay started in 2007. Although Tuncay is less experienced than Emre, he is as skillful as Emre. Tuncay has to work hard to be successful in Middlesbrough and he needs to feel the support of his fans.

GOSSIP (New Bridge to Success, Elementary) (Duration 00'41'')

Mary: Are you coming to the wedding on Saturday?
Bilge: I don't think so. I have a lot of things to do on Saturday.
Mary: Such as?
Bilge: Well, first of all, I have an appointment with the dentist.
Mary: You can easily postpone that to another time.
Bilge: I must return some books to the library, too.
Mary: I'll do it for you. What else?
Bilge: My favourite sitcom is on TV on Saturday.
Mary: Come on! Why don't you tell me the truth? Stop making excuses.
Bilge: Okay, okay. I heard that she was gossiping about me. That's why I'm not going.

THE NEWS (Just, Pre-int) (Duration 02'00'')

Continuity: Our top stories today:

- Prime Minister attacked by protester at the New London Tower.
- Actress Antonia Merritt wins large film role.
- A 21-year-old student wins architecture prize.
- The news is read by Caterina Strong.

Strong: A 42-year-old man, Stephen Williams, threw an egg at the Prime Minister today as he was arriving at the New London Tower. Williams told the police he was protesting about the environment. The Prime Minister was not hurt, and laughed about the incident.

Prime Minister: I came here to open this beautiful new building, and someone threw an egg at me! Look, this is just a working day for a politician. But it is a beautiful building, don't you think? Our architects are fantastic.

Strong: The actress Antonia Merritt has said that her new role will be as Cleopatra in a film about that famous Egyptian Queen. Miss Merritt was talking to journalists from the newspapers and TV at a press conference in the Hilton Hotel. She also talked about her accident two years ago, when her car crashed into a wall.

Merritt: The car crash was a difficult time for me, but thanks to some fantastic doctors and nurses, I'm fine now.

Strong: A twenty-one-year-old student, Mike Gartside, has won the National architecture prize for his design for a new London airport. Mr Gartside's design is for an airport on the sea. It is Mr Gartside's first full design.

And finally, a dog saved her owner today. Phyllis Jones, aged 87, fell in her house and couldn't get off the floor. The dog barked and barked until someone heard him and came to see what the problem was. 'My dog gave me my life back', said Mrs Jones.

That's the news, and now over to Peter Stone in the weather centre. Hello Peter. What's weather going to be like today?

Appendix 4

Students' Questionnaire (Turkish)

Sevgili Öğrenciler,

Bu anket İngilizce derslerinde yapacağımız dinleme alıştırmaları konusunda tercihlerinizi belirtmeniz için hazırlanmıştır. Lütfen her soru için size uygun olan seçeneğin yanında bulunan kutuya çarpı işareti koyunuz ya da sizin için ayrılmış olan bölüme gerekli olan bilgileri yazınız.

Bölüm A: Genel Bilgiler

1. İngilizce dersinde yapılacak olan dinleme alıştırmalarına katılımınızdaki temel hedefiniz nedir? Size nerelerde yardımcı olabileceğini düşünüyorsunuz? (gelecekteki meslek yaşantısı, yurt dışı eğitim ya da gezi planları, televizyon izleme, şarkı dinleme vb.)

.....

.....

2. Günlük yaşamınızda hangi durumlarda (kasıtlı ya da tesadüf) İngilizce bir şeyler duyuyor ya da dinliyorsunuz? (İngilizce dersleri, televizyon, radyo, diskman, arkadaş, telefon, bilgisayar, oyunlar, internet vb.)

.....

.....

3. Bu zamana kadar İngilizce derslerinizde dinleme alıştırmaları yaptınız mı?

- a) İlköğretim 4. ve 5. sınıflar; ☐ Evet ☐ Hayır ☐ Bazen
- b) İlköğretim 6, 7, 8. sınıflar; ☐ Evet ☐ Hayır ☐ Bazen

4. İngilizce dinleme alıştırmaları yaparken neler hissediyorsunuz?

- ☐ Anlıyorum ☐ Bazen anlıyorum ☐ Hiç anlamıyorum

Bölüm B: Tercihler

5. Dinleyeceğiniz materyalin nasıl olmasını istersiniz?

☐ Görüntülü ☐ Görüntüsüz ☐ Bazen görüntülü bazen görüntüsüz

6. Dinleyeceğiniz materyal türünün neler olmasını istersiniz?

		Her zaman	Bazen	Hiçbir zaman
a.	Şarkılar			
b.	Şiirler			
c.	Kısa hikâyeler			
d.	Haberler			
e.	Diyaloglar			
f.	Monologlar			
g.	Röportajlar			
h.	Tartışmalar			
i.	Diğer:			

7. Dinleme derslerinde yer alacak konuların hangileriyle daha çok ilgilenirsiniz? (İstediğiniz kadar madde işaretleyebilirsiniz)

- a) ☐ Evrensel Konular (insan hakları, küreselleşme, küresel ısınma, çevre kirliliği vb.)
- b) ☐ Eğitim (e-egitim, ders konuları, örgün ve yaygın eğitim, üniversite hayatı, özel eğitim vb.)
- c) ☐ Sanat (müzik, edebiyat, tiyatro, opera, bale vb.)
- d) ☐ Tarih (önemli tarihi olaylar, ülkelerin tarihleri, efsaneler vb.)
- e) ☐ Spor (bireysel sporlar, takım sporları, olimpiyatlar, önemli rekorlar vb.)
- f) ☐ Seyahat (ülkeler hakkında bilgiler, gezi notları, anılar vb.)
- g) ☐ Yaşam kültürü (davranış kuralları, yeme-içme, eğlence, boş zaman aktiviteleri vb.)
- h) ☐ Ünlü kişiler (yaşam tarzları, biyografiler vb.)
- i) ☐ Teknoloji (internet, cep telefonları, dizüstü bilgisayarlar, robotlar, uydular vb.)
- j) ☐ Doğa (bitki örtüsü, hayvanlar, okyanuslar vb.)
- k) ☐ İnanç sistemleri (dinler, batıl inançlar, gelenek ve görenekler vb.)
- l) ☐ Sağlık (sağlık bilgisi, ilkyardım, kötü alışkanlıklar, bağımlılıklar, sigara, alkol vb.)
- m) ☐ Politika (devlet başkanları, yönetim şekilleri, Avrupa Birliği vb.)
- n) ☐ İlişkiler (aile, arkadaşlık, iş yaşamı, evlilik vb.)
- o) ☐ Hobiler (koleksiyonlar, bahçe işleri vb.)
- p) ☐ Gizemli olaylar (UFO'lar, piramitler vb.)
- q) ☐ Önemli günler (sevgililer günü, yılbaşı, kurtuluş günleri, cadılar bayramı vb.)
- r) Diğer:

8. Hangi amaç doğrultusunda İngilizce dinleme çalışmaları yapmak istersiniz?

		Her zaman	Bazen	Hiçbir zaman
a.	Ana fikri bulmak			
b.	İstenen bilgileri bulmak			
c.	Sonuç çıkarmak (çıkarımlar yapmak)			
d.	İma edilen, açıkça verilmeyen bilgileri bulmak			
e.	Tahmin yürütmek			
f.	Yorum yapmak ya da eleştirmek (olumlu-olumsuz)			
g.	Dinlediğimiz bir şeye cevap verebilmek (tepkide bulunabilmek)			
h.	Konuşmacının duygu ve düşüncelerini anlayabilmek			
i.	Diğer:			

9. İngilizce dinleme alıştırmalarıyla beraber hangi aktivitelerin kullanılmasını istersiniz?

		Her zaman	Bazen	Hiçbir zaman
a.	Boşluk doldurma			
b.	Not alma			
c.	Yanlış bulma			
d.	Eşleştirme			
e.	Sıralama			
f.	Özet çıkarma			
g.	Kendi cümlelerimle yeniden anlatma			
h.	Soru cevaplandırma			
i.	Sınıf ya da grup tartışmaları yapma			
j.	Grafik ya da tablolarla çalışma			
k.	Resimlerle çalışma			
l.	Maket ya da cisimlerle çalışma			
m.	Talimatlara uyma			
n.	Söyleneni yazma (dikte çalışması)			
o.	Diğer:			

10. Etkili ve eğlenceli bir dinleme dersi için eklemek istedikleriniz var mı?

.....

Ankete katıldığınız için teşekkür ederim.

Pınar Gürses



Appendix 5

Students' Questionnaire (English)

Dear Students,

This questionnaire has been prepared to determine your preferences about listening activities that are going to be practiced in English courses. Please tick the boxes next to the answer you choose or fill in the blanks with your answers for each question.

Part A: Background Information

1. What is your main goal in English listening activities? How do you think it can help you? (professional life in the future, studying abroad, travel plans, watching television, listening songs, etc.)

.....

2. In which situations do you hear or listen to (intentionally or by chance) English in your daily life? (English courses, television, radio, discman, friends, telephone, computer, games, internet, etc.)

.....

3. Have you ever practiced listening activities in your English courses?

a) Primary School;	☐ Yes	☐ No	☐ Sometimes
b) 9 th class;	☐ Yes	☐ No	☐ Sometimes

4. How do you feel when you practice listening activities?

☐ I can understand	☐ Sometimes I can understand	☐ I do not understand at all
---	---	---

Part B: Preferences

5. How do you want your listening activities to be?

☐ Audio-visual ☐ Audio only ☐ Sometimes audio-visual sometimes only audio

6. What kind of materials do you want to listen?

		Always	Sometimes	Never
a.	Songs			
b.	Poems			
c.	Short Stories			
d.	News			
e.	Dialogues			
f.	Monologues			
g.	Interviews			
h.	Discussions			
i.	Other:			

7. Which subjects are you interested in most? (You can tick as many as you want)

- a) ☐ Global Issues (human rights, globalization, global warming, environmental pollution, etc.)
- b) ☐ Education (e-education, lessons, formal and informal education, university life, special education, etc.)
- c) ☐ Arts (music, literature, sculpture, theatre, opera, ballet, etc.)
- d) ☐ History (important historical events, the history of the countries, legends, etc.)
- e) ☐ Sports (individual sports, team sports, Olympic Games, important records, etc.)
- f) ☐ Travel (information about countries, travel notes, memoirs, etc.)
- g) ☐ Life styles (etiquette, eating habits, entertainment, leisure time activities, etc.)
- h) ☐ Famous People (their life styles, biographies, etc.)
- i) ☐ Technology (internet, mobile phones, desktops, robots, satellites, etc.)
- j) ☐ Nature (vegetation, animals, oceans, etc.)
- k) ☐ Faith (religions, superstitions, traditions, customs, etc.)
- l) ☐ Health (hygiene, first aid, bad habits, addictions, cigarette, alcohol, etc.)
- m) ☐ Politics (presidents, regimes, European Union, etc.)
- n) ☐ Relations (family, friendship, professional life, marriage, etc.)
- o) ☐ Hobbies (collections, gardening, etc.)
- p) ☐ Mystery (UFOs, pyramids, etc.)
- q) ☐ Important days (Valentine's Day, New Year's Day, Independence Day, Halloween, etc.)
- r) Other:

8. What is your goal in practicing listening materials?

		Always	Sometimes	Never
a.	Listening for the gist			
b.	Listening for specific information			
c.	Listening to make inferences			
d.	Listening between the lines			
e.	Listening for prediction			
f.	Critical listening			
g.	Task Listening (reacting or responding)			
h.	Discriminative Listening (listening for emotions or thoughts)			
i.	Other:			

9. What kind of activities do you want to involve when you practice listening materials?

		Always	Sometimes	Never
a.	Fill in the blanks			
b.	Note taking			
c.	Detecting mistakes			
d.	Matching			
e.	Ordering			
f.	Summarizing			
g.	Paraphrasing			
h.	Answering the questions			
i.	Class or group discussions			
j.	Working with graphics or charts			
k.	Working with pictures			
l.	Working with models or realia			
m.	Obeying instructions			
n.	Dictation			
o.	Other:			

10. Do you want to add something for an effective and enjoyable listening course?

.....

.....

.....

Thanks for your participation

Pınar Gürses



Appendix 6

Item Statistics of the Questionnaire

<i>Item Statistics</i>			
	Mean	Std. Deviation	N
QUESTION 1	2,8621	0,44111	29
QUESTION 2	2,7241	0,52757	29
QUESTION 3	1,6552	0,48373	29
QUESTION 4	1,2414	0,43549	29
QUESTION 5	1,5172	0,57450	29
QUESTION 6	2,0000	0,46291	29
QUESTION 7	1,7241	0,75103	29
QUESTION 8	1,8966	0,61788	29
QUESTION 9	1,4138	0,50123	29
QUESTION 10	2,2069	0,67503	29
QUESTION 11	1,6207	0,62185	29
QUESTION 12	1,6552	0,48373	29
QUESTION 13	1,4138	0,56803	29
QUESTION 14	1,3103	0,47082	29
QUESTION 15	1,3793	0,49380	29
QUESTION 16	1,6207	0,67685	29
QUESTION 17	1,3448	0,55265	29
QUESTION 18	1,4828	0,73779	29
QUESTION 19	1,4828	0,68768	29
QUESTION 20	1,4828	0,63362	29
QUESTION 21	1,5517	0,63168	29
QUESTION 22	1,7586	0,78627	29
QUESTION 23	1,5517	0,57235	29
QUESTION 24	1,4483	0,57235	29
QUESTION 25	1,5862	0,73277	29
QUESTION 26	2,2414	0,68947	29
QUESTION 27	1,6207	0,77523	29
QUESTION 28	1,2759	0,45486	29
QUESTION 29	1,7931	0,77364	29
QUESTION 30	1,7931	0,72601	29
QUESTION 31	1,4828	0,73779	29
QUESTION 32	1,6897	0,76080	29
QUESTION 33	1,7931	0,81851	29
QUESTION 34	1,6207	0,82001	29

Appendix 7

Item-Total Statistics of the Questionnaire

<i>Item-Total Statistics</i>				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
QUESTION 1	54,3793	63,030	-0,005	0,809
QUESTION 2	54,5172	60,330	0,315	0,801
QUESTION 3	55,5862	60,466	0,331	0,800
QUESTION 4	56,0000	61,500	0,220	0,804
QUESTION 5	55,7241	61,921	0,104	0,807
QUESTION 6	55,2414	62,047	0,127	0,806
QUESTION 7	55,5172	59,330	0,285	0,802
QUESTION 8	55,3448	62,305	0,052	0,810
QUESTION 9	55,8276	62,219	0,091	0,807
QUESTION 10	55,0345	59,749	0,286	0,801
QUESTION 11	55,6207	59,172	0,379	0,798
QUESTION 12	55,5862	61,751	0,158	0,805
QUESTION 13	55,8276	59,291	0,409	0,797
QUESTION 14	55,9310	63,495	-0,070	0,811
QUESTION 15	55,8621	59,766	0,416	0,798
QUESTION 16	55,6207	60,315	0,230	0,804
QUESTION 17	55,8966	60,453	0,283	0,802
QUESTION 18	55,7586	57,975	0,416	0,796
QUESTION 19	55,7586	58,547	0,396	0,797
QUESTION 20	55,7586	60,475	0,235	0,803
QUESTION 21	55,6897	58,079	0,489	0,794
QUESTION 22	55,4828	55,830	0,574	0,788
QUESTION 23	55,6897	60,150	0,305	0,801
QUESTION 24	55,7931	59,384	0,394	0,798
QUESTION 25	55,6552	58,448	0,375	0,798
QUESTION 26	55,0000	58,143	0,435	0,795
QUESTION 27	55,6207	58,244	0,367	0,798
QUESTION 28	55,9655	60,820	0,305	0,801
QUESTION 29	55,4483	58,542	0,342	0,799
QUESTION 30	55,4483	58,756	0,351	0,799
QUESTION 31	55,7586	60,547	0,183	0,806
QUESTION 32	55,5517	59,685	0,249	0,803
QUESTION 33	55,4483	55,185	0,603	0,786
QUESTION 34	55,6207	59,887	0,207	0,806

Appendix 8

Tebliğler Dergisi Official Announcement of Coursebook Selection

1182

Millî Eğitim Bakanlığı Tebliğler Dergisi

Ekim 2006-2589

TALİM VE TERBİYE KURULU BAŞKANLIĞI

Sayı : B.08.TTK.0.01.03.01/10408

06/10/2006

Konu : Genel Liselerin İngilizce, Fransızca ve Almanca
Derslerinde Kullanılacak Eğitim Araçları

DUYURU

2006-2007 Öğretim Yılında genel liselerin 1, 2 ve 3. sınıflarında öğrenim gören öğrenciler için İngilizce, Fransızca ve Almanca derslerinde okutulacak ders kitabı bulunmadığından ders kitabı yerine kullanılacak olan, aşağıda adı ve bilgileri yer alan eğitim araçları genel liselerin 1, 2 ve 3. sınıf seviyesindeki öğrenciler için, Başkanlığımızca eğitim-öğretim açısından uygun bulunmuştur.

İlgililere duyurulur.

Merdan TUFAN
Kurulu Başkan V.

Ders Kitabı Yerine Kullanılacak Eğitim Aracının Adı:	Yazarları	Yayın Evi	Yay. Tarihi
"An English Course For Turks Intermediate 2" Lise 1	S.DİKMEN, Ü.ÖZGÜLER, N.GÜRMAN, M.L. SALMAN, M.İÇMELİ	MEB	2006
"An English Course For Turks Advanced 1" Lise 2	S.DİKMEN, M.L. SALMAN, N.GÜRMAN, Ü.ÖZGÜLER, M.İÇMELİ	MEB	2006
"An English Course3 For Turks Advanced 2" Lise 2	N.GÜRMAN, Ü.ÖZGÜLER, M.İÇMELİ	MEB	2006
Je Voyage En Français 4 (Lise 1)	O.ÜSTÜN, Ü.ARAL, H.ŞAHİNBAŞ	MEB	2006
Je Parle Français 5 (Lise 2)	A.ERBAŞ, H.TANRIKULU	MEB	2006
Je Parle Français 6 (Lise 3)	A.ERBAŞ, Ç.ERTÜRK, M.DOĞAN	MEB	2006
Lern Mit Uns 4 (Lise 1)	O.KERMAN, K.BARÇIN, B.SELİMOĞLU	MEB	2006
Texte Und Situationen 1 (Lise 2)	M.TORKAK, B.AYDOĞAN, H.PEKŞİRİN	MEB	2006
Texte Und Situationen 2 (Lise 3)	M.TORKAK, B.AYDOĞAN, H.PEKŞİRİN	MEB	2006

Appendix 9

Imam Hatip High Schools Weekly Schedule

DERS KATEGORİLERİ	DERSLER	9. SINIF	10. SINIF	11. SINIF	12. SINIF
ORTAK DERSLER	DİL VE ANLATIM	2	-	-	-
	TÜRK EDEBİYATI	3	-	-	-
	TARİH	2	-	-	-
	T.C. İNKILÂP TARİHİ VE ATATÜRKÇÜLÜK	-	-	2	-
	COĞRAFYA	2	-	-	-
	MATEMATİK	4	-	-	-
	FİZİK	2	-	-	-
	KİMYA	2	-	-	-
	BİYOLOJİ	2	-	-	-
	SAĞLIK BİLGİSİ	2	-	-	-
	FELSEFE	-	-	2	-
	YABANCI DİL	3	3	-	-
	BEDEN EĞİTİMİ	2	-	-	-
	MİLLÎ GÜVENLİK BİLGİSİ	-	1	-	-
	TRAFİK VE İLK YARDIM	-	-	1	-
	TOPLAM	26	4	5	-
ALAN DERSLERİ	KUR'İ AN-I KERİM	4	5	5	4
	ARAPÇA	5	6	5	5
	TEMEL DİNİ BİLGİLER	2	-	-	-
	SİYER	-	2	-	-
	FIKİH	-	-	2	-
	TEFSİR	-	-	-	2
	KARŞILAŞTIRMALI DİNLER TARİHİ	-	-	-	2
	HADİS	-	-	2	-
	İSLAM TARİHİ	-	-	-	2
	KELAM	-	-	-	2
	HİTABET VE MESLEKİ UYGULAMA	-	-	-	2
	DİL VE ANLATIM	-	4	4	4
	TÜRK EDEBİYATI	-	4	4	4
SEÇMELİ DERSLER	TOPLAM	11	21	22	27
	RESİM	-	-	2	2
	MÜZİK	-	-	2	2
	BEDEN EĞİTİMİ	-	-	2	2
	TARİH	-	4	4	-
	ÇAĞDAŞ TÜRK VE DÜNYA TARİHİ	-	-	-	4
	COĞRAFYA	-	4	4	4
	MANTIK	-	-	-	2
	PSİKOLOJİ	-	2	-	-
	SOSYOLOJİ	-	-	2	-
	MATEMATİK	-	4	4	4
	GEOMETRİ	-	2	2	2
	ANALİTİK GEOMETRİ	-	-	-	2
	FİZİK	-	2	2	2
	KİMYA	-	2	2	2
	BİYOLOJİ	-	2	2	2
	DİNİ MÜSİKİ	-	-	2	2
	HÜSN-Ü HAT	-	-	2	2
	BİLGİ VE İLETİŞİM TEKNOLOJİLERİ	-	2	-	-
	GİRİŞİMCİLİK	-	-	1	-
	BİLGİ KURAMI	-	-	-	1
	PROJE HAZIRLAMA	-	-	-	1
Alınabilecek Ders Saati Sayısı		-	12	10	10
Rehberlik		1	1	1	1
TOPLAM DERS SAATİ		38	38	38	38

ÖZGEÇMİŞ

Kişisel Bilgiler	
Adı Soyadı	: Pınar Gürses
Doğum Yeri ve Tarihi	: Savaştepe, 23.05.1981
Eğitim Durumu	
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Yüksek Lisans Öğrenimi	: Hacettepe Üniversitesi, İngiliz Dili Eğitimi
Bildiği Yabancı Diller	: İngilizce
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