Teaching Listening Skills to Intermediate Undergraduate Language Teacher Trainees Using Computers
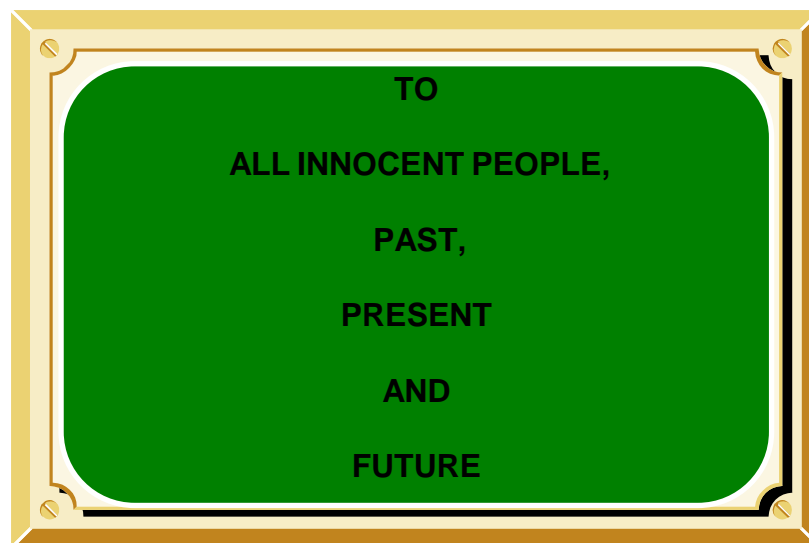
by

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TO

ALL INNOCENT PEOPLE,

PAST,

PRESENT

AND

FUTURE

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Introduction

Interest in the teaching and learning of the listening skill has increased in recent years. As a consequence of this, plenty of listening materials, both audio and audio-visual have been produced. Nowadays, it can be said that there is no shortage of listening material intended to meet a variety of language learners` needs in order to improve their listening skills as a component of teaching and learning English as a second language.

With the rapid developments in the field of educational technology, it has become possible to produce a new type of listening materials. Currently, language teachers as well as commercial companies are producing computerised materials for classroom and self-study use. These offer a combination of facilities including sound, pictures, graphics, video clips and texts all delivered on the same platform.

This dissertation is going to look at a range of issues in listening to see if these new materials can address them in any significant way.

The first chapter features information about the target students, and their needs. In the second chapter, listening skills and the potential sources of difficulty with listening skills are dealt with. The third chapter consists of information about the teaching of listening skills, teaching activities and the stages of a listening lesson. In the fourth chapter, the role of computers in language teaching and learning, multimedia and its role in the teaching of listening are explained.

Chapter I: The target students

I.1- The students

The students this dissertation focuses on are intermediate undergraduate English language teacher trainees at The University of Yuzuncuyil, Faculty of Education, Department of English Language and Teaching in Van, Turkey. At the moment there are no registered students at the department. After finishing PhD Degrees, a number of lecturers currently studying in the United Kingdom (UK) will return to our University, and begin to accept English language teacher trainees. The day-to-day training of these students is the responsibility of The Faculty of Education based in the university. The Higher Education Council (YOK) is ultimately responsible. The students come from different types of schools such as General High Schools (similar to Comprehensive schools), Anatolian High Schools (similar to grammar schools), Vocational Schools, and Private Schools (similar to Grammar Schools). All these are governed by the Ministry of National Education. After graduating from these high schools, the students are required to enter for the Student Selection Exam (OSS) and the Student Selection and Replacement Exams(OYS), and get the required scores in order to enrol at the departments they want. Those who would like to be

English teachers after getting their bachelor's degrees have to get the required score in order to commence their education at Departments of English Language and Teaching and pass all the required courses during their period of study at university. Generally all students, who enrol at Department of English Language and Teaching, are roughly at the same level because of the University Entrance Exams (OSS and OYS). However, it is possible to see one or two students whose English command might be very weak (elementary, or upper elementary or pre-intermediate) in comparison to the others because there is a quota of one or two students in all university departments for the students who graduate from their High Schools with the best marks. As a result of this, even if these students do not get the required score in the entrance exams, they can still, generally, enrol and commence their higher education at their chosen department. Therefore, sometimes there may be one or two students at Departments of English Language and Teaching whose levels are very low. These students are supposed to study by themselves to reach roughly the level of the others in addition to what they learn in the classroom. In other words, we, the English tutors and lecturers who teach English to undergraduate English language teacher trainees in Turkey, teach according to the level of the majority, not these lower level students.

The undergraduate English Language teacher trainees study English for four years, and in order to be able to graduate as English teachers they have to attend and pass all the available taught courses (see Appendix 1 p: 116-7). However, some changes in the four-year curriculum, depending on the target students' needs and the facilities we have available, can be made.

The aim of this curriculum is to continue to teach English and to train and educate undergraduate English language teacher trainees in order to prepare them to teach English to the students of Secondary and High schools in Turkey.

According to the present situation of the current students at Yuzuncuyil University approximately forty percent of the students are from the East and Southeast of Turkey. From the point of view of educational background, all of the students have roughly a homogeneous background because all of them follow exactly the same curriculum in Primary Schools, and to a large extent in Secondary Schools and High Schools. However, in some Secondary and High Schools such as Anatolian High Schools, Private Secondary Schools and Private High Schools English, French or German

can be the medium of instruction. In terms of cultural background, it can be said that the target students have a heterogeneous background because different cultures are dominant in different regions of Turkey. For example, the students who come from particular regions such as those who come from Blacksea Region, East and Southeast region, Mediterranean Region and so forth of Turkey have their own homogenous background because there are identical differences of dominant cultures among these regions.

I.2-The students' needs

Although the students, to some extent, have a good grammar knowledge that sometimes might be passive, and to a lesser extent have good reading and then writing skills, they have serious listening and speaking problems. The reasons for having listening problems and their needs can be indicated as follows:

- Firstly, as can be seen from the English department curriculum (see appendix:1, pp: 116-7), they do not have any taught course relevant to the listening skill. However at some departments in speaking courses students are sometimes given the opportunity of listening to, particularly audio-tape

material. In addition to this, it is possible to use video-tape facilities at some departments.

- Secondly, they do not have enough variety of listening opportunities (remedial and innovative materials) which can enable them to improve their listening skills either in the classroom or outside it. They need to have a set of suitable listening materials produced for them.

- Thirdly, the main emphasis for the few classes on listening that do happen is on testing the students` English. We need to develop a teaching approach and not only should this help teaching in the classroom, but also it should guide and lead the students outside the classroom during self-study.

- Fourthly, apart from listening problems, the students, at the same time, have speaking problems. That is why they need to be moved away from a focus on individual words and rote learning to the general messages of listening materials they view or hear. In order to do this, they need to be encouraged to make comments, speculate and predict rather than be asked for a reproduction of what they have learnt or viewed or heard. We should never forget that the more the target students speak, the more they improve their language. As a Chinese thinker says:

"People hear, forget; see, remember; do, learn.'

In order to do this in listening lessons, the learners need to be given the opportunity of beneficial tasks which can give them the opportunity to practice both skills and to integrate them into conversation.

Fifthly, like many language learners in the world, traditionally most of the target students in Turkey also regard the listening skills as a passive language skill. In addition to this, many of the target students think that the listening skill is the hardest skill. Therefore, the target students need to be prepared and accustomed to listening materials both psychologically and pedagogically.

- Finally, last but not least, the students do not have self-access self-study listening facilities. In order to review what they learn in the classroom and improve their listening skills better, apart from the materials they use in the classroom, they need to be given the materials which are a complement to what they have studied in the classroom so that they can learn quicker and

more effectively. It should also be emphasised that learning English language at Departments of English language and Teaching in Turkey is viewed as primarily the students' responsibility not the lecturers` and tutors`.

Chapter II: Listening

II.1-Definitions of terms

II.1.1-Skill

The Collins Cobuild Dictionary (CCD) defines skill as (1) 'Skill is a type of work or activity which requires special training and knowledge', (2) 'Skill is the knowledge and ability that enables you to do something (well)'. The Longman Dictionary (LD) defines skill as '(a use of) practical knowledge and power, ability to do something'. It appears that not only does 'skill' consist of knowledge but also it requires ability which can be gained by special training. It is after this training or teaching that knowledge can be used to do any type of work or activity that requires the use of the newly acquired skill. This would clearly apply to the skill of listening as it would to learning the piano or swimming.

II.1.2- Hearing and Listening: In the CCD, hearing is defined as 'a sense that makes it possible for us to be aware of sound'. In the Chambers Encyclopaedic English Dictionary (CEED), listening is described as 'to give attention so as to hear something to follow advice'. There is a clear difference between hearing and listening then. In the former case, even if we

do not want to, we might have to hear noise such as: speech, shouting, crying, swearing, music and so forth, while in the case of the latter we consciously act or perform or focus our mind, ability and skills on what we tune in to in order to understand and find out what is being said.

II.1.3- Comprehension and listening comprehension: The CCD defines it as 'full knowledge and understanding of the meaning of something'. The CEED defines it as 'the process of power of understanding; the scope or range of one's knowledge or understanding'. As can be seen, comprehension is the understanding of something we hear or read. Geddes & White (1978:138) point out that listening comprehension is, '... being able to understand native speech at normal speed in unstructured situations'. From the point of view of language learners it can be said that listening comprehension is a process of arriving at a reasonable interpretation of what they hear or view by using their knowledge and skills such as grammar, vocabulary, analogy, prediction, interpretation, background knowledge and so on either partially or totally. After giving definitions, let us look at the listening skill in more detail.

II.2- The listening skill

The listening skill, as Barles (1990:8-16), Anderson & Lynch (1989:4), Stempleski & Tomalin (1990:6), Dakin (1982:31-4) point out, like all language skills, has its own function in teaching and learning a language such as teaching learners how to listen to the target language, how to predict, interpret what they tune in to; helping them to learn correct pronunciation, stress, intonation; how to pick up the spoken signals in the continuous stream of speech.

It is difficult to teach the listening skill in isolation. It is a reciprocal skill because in real life there is the opportunity for speakers and listeners to change roles although it is non-reciprocal when we listen to radio programmes, television programs or any listening material such as video tapes, tape cassettes and CD ROM. It also effectively involves a multiplicity of skills. For example, in the process of tuning in to face-to-face conversation the spoken signals, the continuous stream of speech, the syntax of the utterance, body language (An American psychologist Robert Merobian claims that up to 80 percent of our communication consists of non-verbal aspects of communication, as Stempleski and Tomalin (1990:4) state should be grasped. While viewing audio-visual listening materials, we also need to take the visual aspect of materials such as all types of gestures,

posture, dress, facial expression, surroundings and so on into account. In addition to this, we might need to use our background knowledge. The listening skill focuses on what is said or what we hear. Therefore it is an essential skill and a half of the process of spoken communication, and should not be either neglected or overlooked. It is not an add-on extra and must be an integral part of language learning or teaching. If it is not taught properly, the students will be lacking an essential stage in their language learning. Although it is said (Dakin 1982:31) if they hear language (sentences, words, structures) often enough and the need for them arises, they may find themselves using them without having consciously learnt them. This is, of course, not a real solution because according to Anderson & Lynch (1989:68) simply providing exposure to a listening passage and testing the learners' listening comprehension is less effective than adopting a teaching approach. For that reason, in terms of teaching, the problem is how to teach listening effectively because not only will an effective and useful teaching approach provide useful and helpful support exercises but also it will improve the listeners' experience of

overcoming complexity. If we (1), for instance, teach our learners how to predict and interpret language by analogy with similar events, experiences

they had in the past as Sheerin (1987: 126) points out, (2) if we teach learners to focus on the general meaning of the message rather than single words as Ur (1992:15) points out, then all these can help improve the students' experience of complexity. As a result of this, listening, which is neither a passive nor a receptive skill as has traditionally been believed, but creative, as Rivers (1981:160) states, can be interesting for the learners and this can lead them to adequate self-study, as well. In order to be able to teach the listening skill effectively, firstly we need to analyse the potential sources of difficulty of listening skills and find solutions to them, and secondly we need to follow a teaching approach, not a testing approach. Before we go any further, we had better have a look at listening materials;

II.3- Listening materials: Listening materials can come from a very wide variety of sources. Not all these materials are produced for language teaching and learning. While some of them are produced for teaching and learning purposes, others are made for broadcasting goals such as radio and televisionprograms, or video tapes. So, in terms of production purposes, listening materials can be divided into two groups.

These are:

Figure:1
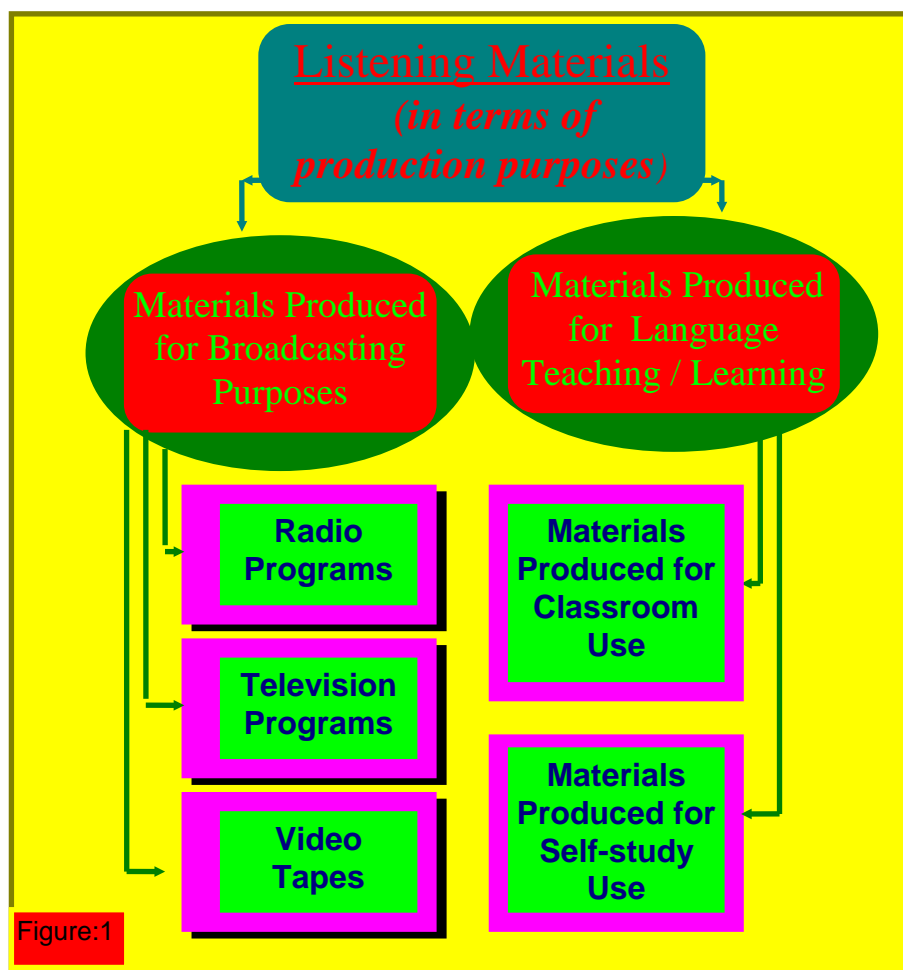
Listening materials produced for language teaching/learning purposes whether for classroom or self-study use can help language learners at early stages more because

(1) They are designed according to the needs of language learners.

(2) They are designed for particular purposes such as Business English, Medical English, Tourism English, Engineering English and so forth.

(3) They are designed according to the learners' levels such as elementary, intermediate, upper intermediate, advanced and so on.

(4) They have support materials such as student's books, teacher's books, work book, etc. For these reasons, we should opt for materials produced for language teaching/learning aims particularly when our learners have difficulty in listening. Having got used to listening materials and gained experience in listening to the target language, our learners can and should be exposed to materials made for broadcasting objectives (authentic materials) which are very helpful from the point of view of preparing learners, as Nunan (1989:54) points out, for the 'real world' because they do not feature, as Porter & Roberts (1981:37-47) say, *received pronunciation, structural elements, complete sentences, distinct turn taking, attention signals, formalities, too much information, limited vocabulary, quantity, pace, and so forth.* As can be seen, materials produced for language teaching do not feature some aspects which 'real world' materials do. For that reason, if we do not use 'real world' materials with our students, they will have some problems when they meet natural speech.

Despite what has been said, Rivers (1981:168) argues that authentic materials should be used at all stages;

"All material used for listening comprehension, even in earliest lessons, should be authentic, that is it should consist of utterances with a high probability of occurrence. Teaching students to comprehend artificial

language combinations which would rarely be heard from a native speaker is a waste of time and energy, and can only confuse the students when later confronted with natural speech".

Also Morrison (1989:14) maintains;

"... authentic listening materials can and should, be used at all levels from beginners to advanced, because it is only through exposure from the initial learning stages that the learner can fully integrate the individual listening micro-skills that may be isolated and presented by the teachers".

while Rixon (1992:14) claims:

"Authentic speech is often too difficult for students at lower levels to understand except in a very superficial way".

In terms of language teaching we can roughly categorise the sources of

listening materials into the following groups:
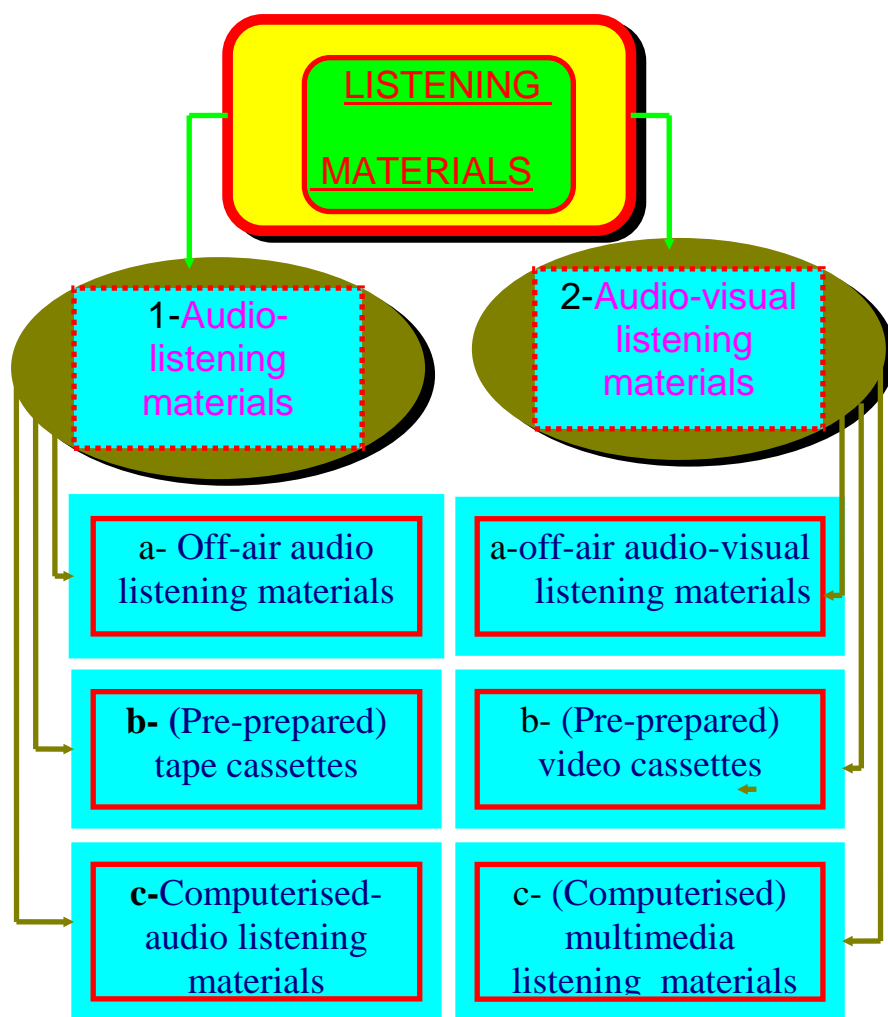
Figure:2

From the teaching point of view, we should prefer audio-visual listening materials because these materials are, as Mueller (1980), Pratt, Bates & Wickers (1980) in Anderson and Lynch (1989:58) point out, more effective and useful for teaching as well as learning listening skills as the visual support helps students' interpretation of what they hear. Therefore, we had better firstly use audio-visual listening materials with our target students till

they improve their listening to a stage when they will not have difficulty when

they tune in to simple audio-listening materials. There is a saying which goes here very well;

'A picture is worth a thousand words'. Additionally, as indicated before; 'People hear, forget; see, remember; ...'

However, this does not mean that we should not use audio-listening materials. Conversely, we should give our learners the opportunity of listening to all available listening materials systematically.

As a result, all these types of listening materials are valuable and necessary, and offer a wide range of different types of material that can be selectively exploited as a part of a listening comprehension programme. If we, teachers, know how to use these materials for our teaching objectives or learners know how to acquire an-all-round ability to listen effectively in a range of situations to various types of input and for a variety of listening purposes, then all materials can help a lot. However, in terms of teachers as well as

learners, all these types of listening materials, for instance radio programmes as Morrison (1989:14-5) indicates, depend on our teaching

objectives, our target students' needs, their level, interest in the material and so forth, have advantages and disadvantages. In other words, they can be more useful or less for our target students. Therefore, as language teachers it falls to us to decide when and how to use which type of listening materials for our target students and teaching objectives. In other words, it is our responsibility to select the most sophisticated listening materials in order to use them to the full. Apart from the selection, the use of them is another point which should be considered carefully.

II.4- Potential sources of difficulty with listening skills

There are a number of difficulties that cause listeners, as second language learners, to fail to process incoming speech or what they hear or have heard. In general these difficulties (problems) can be categorised into four groups. They are:

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              Language-based
                 problems
                    ↑
Background ←  LISTENING  → Learner-based
 problems     PROBLEMS      problems
                    ↓
 Figure:3     Teacher-based
                 problems.
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Figure:3
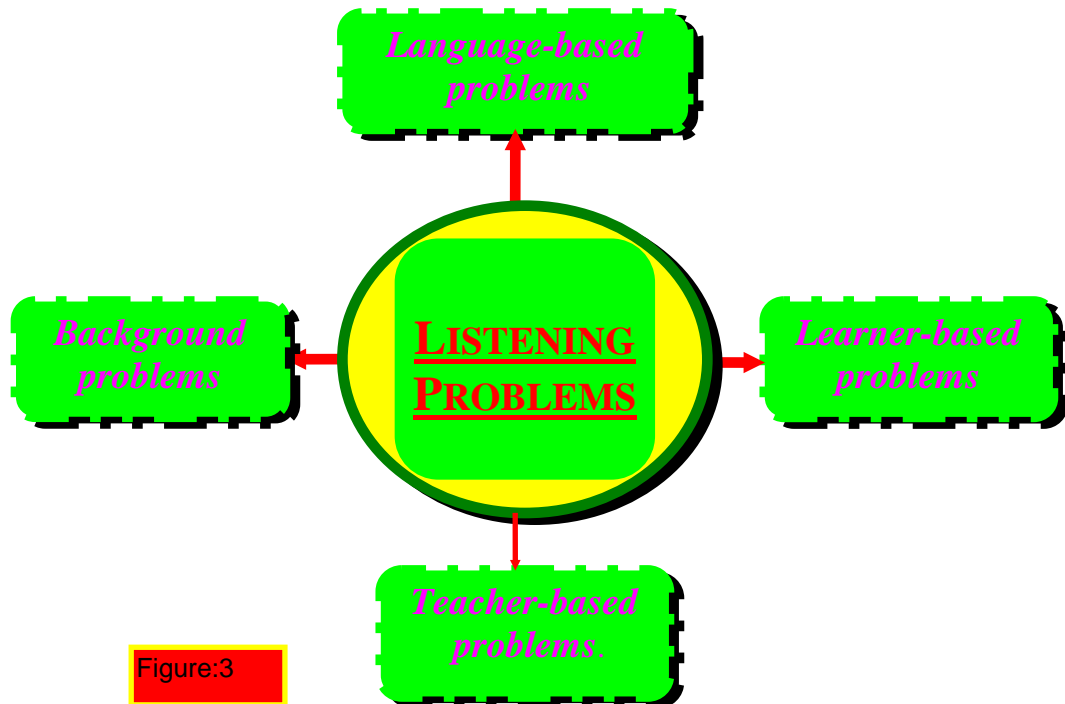
II.4.1- Language-based problems:

It is a fact that some difficulties (problems) with listening stem from the material itself such as words and phrases, length and amount of information, familiarity and unfamiliarity of topic, the number of speakers, the type of input, explicitness of information. Let us look at them now.

II.4.1.1-word and phrase-based problems: Incoming speech or what learners hear or view either in the classroom or during self-study, as Anderson & Lynch (1989:5-6,56), Underwood (1993:17) point out, contains

some words and phrases which listeners can hear properly but are still unable to understand because of not knowing the meaning of the words or phrases. In a survey research (Boyle 1984:35) words and phrases are mentioned fourth most difficult out of nineteen factors. This can cause them to stop and think about the meaning of the words or phrases, and this makes them miss the next part of the speech. In addition to words and phrases, certain types of grammar which are not known properly by learners can make listening difficult. As a result of all this the students might become bored because of their lack of understanding. In order to overcome this problem, it might sometimes, for example, be necessary to teach certain types of grammar and vocabulary to prepare learners for the material, as Rixon (1992:97) states:

"Listening comprehension work should not be done for the sake of teaching students new language, but certain types of grammar and vocabulary work can help students to be more successful in their listening".

And also as Rivers (1981:164) says:

"An unfamiliar key word must not appear at the beginning of a listening passage since this can cause early confusion for the listener."

Preparation for listening is therefore very important in helping to train the listening skill.

II.4.1.2-Length and amount of information-based problems: The length of the incoming speech and the amount of the information that has to be processed can make the listening more or less difficult. For teachers, it means a convenient length of sequence. It is not possible to recommend an exact length for all listening materials. Generally it is recommended to exploit short pieces of listening material in detail and systematically rather than to play a long piece of listening material which students may not benefit from very well. Depending on the teachers' objectives and learners' level, the length of listening material may be shortened or extended. For instance, audio-visual listening material, as Stempleski and Tomalin (1990:9) point out, has to be suitable for a one-hour English class period. For that reason, it is said (ibid.) that it should not be more than five minutes or less than thirty seconds in length, but, this does not mean that the length of a piece of listening material cannot be longer than five minutes. For example, a ten-minute audio-visual sequence as Allan (1991:18) points out, and also computerised audio-visual material which can be viewed by students without any difficulty (which is not difficult for learners in terms of level) can be suitable for an hour of classroom work. It partly depends on how the material is exploited and what the aim of the lesson is. In comparison to audio-visual materials, shorter

audio-listening materials with shorter sections should be used because the latter does not feature any vision which makes it more difficult as indicated before (Chapter II, p: 25-6). On the other hand, Geddes & Sturtridge (1982:110) claim that;

"Material does not always have to be short. Under certain circumstances and with certain groups a 2 hour entertainment film or 50 minute documentary on divorce may be extremely valid learning aids".

II.4.1.3- Familiarity and unfamiliarity of listening material or subject

matter: Familiarity and unfamiliarity of the listening material learners heard or viewed is another factor that makes the learning difficulty or easy. It is easier for learners with a minimal grasp of a foreign language to follow incoming speech on a subject that they know about or familiar with because they can predict and interpret such a topic by analogy, and also such material does not necessarily require a high-information comprehension level as Rivers (1981:158) indicates:

"Comprehension of speech requires the retaining of information from a whole sequence of sound, not just from the last sound heard. As a result, when material is unfamiliar, inexperienced students have a high-information content to absorb from each sound sequence."

Conversely, as Rixon (1992:62), Underwood (1993:19), Hare and Devine (1983:) point out, those with even a good command of language may have difficulties in understanding a subject that is new or strange to them. However, we should keep in mind that familiarity of topic (background or schematic knowledge) may sometimes distort rather than support comprehension. In other words, it might lead to misinterpretation as Brown et al (1977:1454-66) point out. Therefore, it can be said that familiarity of listening material is another factor that must be taken into account particularly, at least, in the early stages of a course in order to prepare and accustom learners to the listening material.

II.4.1.4 - The number of Speakers: The more speakers a listening passage features, the more difficult it is. It is said (Brown and Yule 1992:107) one of the factors that can make language materials more complex is the number of main and potentially confusable elements the material features. Rather than, for example, selecting listening material featuring three or four speakers in the early stages, we had better select material featuring one female and one male speaker because it is easier for learners to follow such material. Therefore, when we select or produce, and use listening materials for our target students, this is also another factor that should be taken into account.

II.4.1.5 - Type of input: The types of language input, as Brown and Yule (1992:107-110) state, are categorised into three broad types**.** These are *static, dynamic* and *abstract***.** Describing someone or an object or giving instructions to someone is called *static* language**.** This is assumed to represent the simplest sort of language input. Telling a story or describing an incident is labelled *dynamic*. It involves the time and scene of the story and the characters, as well. *Abstract* input is where the focus is on people's ideas and beliefs, rather than concrete objects. This kind of input is assumed to represent the most difficult sort of language input. So when we use listening materials with our target students, our first listening materials should feature static input, later dynamic, and lastly abstract input. In other words, we should begin with less complex type of input.

II.4.1.6- Explicitness of information or information organisation: According to studies reported in Anderson & Lynch (1989:48) the informational organisation of listening materials can make listening easier or more difficult for the listeners. Even the students can remember and pass on more of the content of an expository text when they have informative titles and organised information. For that reason, we language teachers

should consider the way information is ordered when we produce or select materials for our target students, and should not forget that it is advisable to use explicit materials particularly in the earliest stages of listening materials with target learners till they get used to different kinds of materials.

II.4.1.7 - Pronunciation-based problems: All languages have a variety of accents. As well as this, it is possible to hear distinctive differences between young and old, educated and uneducated and woman and men. All of these factors can have an impact on the ability of students to understand the material.

Another difficulty that stems from pronunciation is, (Rixon 1992:48), tone of voice. Volume, level of voice, and speed are important clues to the speakers' state of mind, and language learners should be encouraged to take them into account and use them to understand and interpret what they hear beyond the literal sense of the words and structure of the language**.**

The final issue in this area, as Ur (1992:13) states, is stress and intonation. The stress, intonation and rhythm of spoken English are very varied. Therefore there is not much useful teaching to be done in this field apart

from attracting the learners' attention to the existence of certain general patterns. In order to help our students in terms of pronunciation-based problems, the quality of sound being offered them must be as good as possible particularly at early stages of teaching listening skills. Additionally, we should select materials which feature speakers who speak with a standard accent, but this, of course, does not mean that we should not prescribe different accents of English for our learners. Conversely, our students should be exposed to different accents as much as possible because, as Brown and Yule (1992:54) also point out, one of the reasons that the learners have difficulty in listenig comprehension is that they are often exposed to one accent of English, which is insufficient.

II.4.2- Background problems:

Background problems stem from either listening materials such as the level and clarity of sound, poor recording and filming and background noise of the material or the classroom in which the material is taught. All these (Underwood 1993:19) can make listening difficult because they make concentration difficult and distract the learners' attention. Once students, for instance, find the material poorly recorded or with a lot of background noise, they cannot concentrate and this can make 'the hardest language skill'

even more difficult for them. Therefore, these factors, on the one hand, should be taken into account particularly when we select or produce first listening materials for our target learners; on the other hand, as our aim is ultimately to prepare learners for the 'real world' we should prepare them to put up with a certain amount of noise as in their mother tongue.

II.4.3 - Learners-based problems

In terms of difficulty with listening skills, although there are many and various problems all of these problems are not experienced to the same degree by all language learners who come from different backgrounds. In this respect, cultural and educational backgrounds and familiarity of students in listening to target language and understanding take an important place. In other words, gaps in the target students' knowledge of the target language, culture and life style can present obstacles to effective listening. In addition to this, many learners psychologically either think that the listening skill is very difficult and not necessary for language learning or conversely, as Ur (1992:4) points out, believe that they have to understand everything and this can cause them to run into psychological barriers. In short, learner-based problems can be categorised into two groups: (1) cultural-based problems and (2) psychological barriers.

II.4.3.1- Cultural-based problems: It is inevitable that there are some cultural differences because of differences between the learners' mother tongue and the target language. These differences, of course, at the same time make some difficulties for language learners, as Rivers (1981:163) says:

"If the ways of life, custom, and values of the speakers of the language are very different from our own ... we do not possess the same script as the speaker.",

However, all of the learners do not experience these differences to the same degree. In order to bridge this gap, to some degree, the language materials which are used in other courses can and should be relevant to the target language. After meeting with such materials, if learners are given the opportunity of listening to or viewing material relevant to such topics, this can help them to come to grips with some cultural differences. This should be done because pedagogically the materials for different courses should complement one another. However, learners should not be expected to learn all cultural differences in a short time. We, of course, do not want to mean that they do not need to learn all cultural differences. Conversely, the more they learn, the better it will be for them. In terms of overcoming this

difficulty while we are conducting the teaching of listening skill, maybe one of the best solutions, as Alptekin & Alptekin (1984:18) state, is:

"... learners should be provided with opportunities to use English both in relation to local situations and international circumstances in which they are interested".

In addition to this, cultural difficulties can also be overcome by providing support material, which can be either visual, verbal or printed. The support material should be used with students before tuning in to listening material in order to prepare and accustom them to what they are going to hear. This is often called the pre-listening or preparation stage. Apart from this, they can and should be given to the learners for self-study use.

II.4.3.2- Psychological barriers: We should bear in mind that it is the teachers' responsibility to prepare their learners psychologically as well as to guide them to improve their listening skills. Anderson & Lynch (1989:6) point out that listening skills have often been regarded traditionally as a passive language skill as indicated before. So this might be a factor that can cause learners not to pay full attention to what they hear or view. Therefore

we need to change the view that listening is merely 'passive'. In other words, we should have learners understand the importance of listening skills in language learning and teaching because the target students will be working as English teachers after graduating. This can be done in many ways such as (1) by providing them with handouts about the importance of listening skills, (2) by drawing their attention to the importance of spoken language in language learning and teaching, (3) by attracting their attention to the differences between the natural language and inauthentic language, (4) by drawing their attention to the pronunciation, stress, and intonation of the natural language; body language; and their role in understanding what they hear. In addition to this, learners should be shown that, as Nunan (1989:138) points out, they do not need to understand every single word, and understanding the main message is more important particularly in the early stages of a listening course. It has, for instance, never been forgotten by me how greatly I was encouraged and guided when we were told we did not need to understand every word once while we were attending listening courses as a second language learner. It is because of this reason Ur (1992:15) points out;

"A foreign language learner who tries to understand every single word that is said to him will be handicapped both by his failure to do so and also, in a way, by his success"

Another factor that psychologically can affect the learners is, as (Underwood 1993:22) states, the level of success. That is why if the students feel they are succeeding when we conduct listening lessons, then they will be encouraged to go on trying because success breeds success. In order to do this, we should expose learners to less complex material as indicated before, and to less difficult tasks in the early stages because they can be successful with less complex material and less complex tasks. If students feel that they are succeeding then they are more likely to have the necessary self-confidence for participating in listening lessons actively and accessing self -study materials by themselves. In addition to this, we should never forget that both very easy and very difficult materials, and tasks may also be boring for learners. The selection of good motivating materials and tasks is vitally important for successful language learning. As a result if we can prepare and accustom learners to the listening materials psychologically as well, it can help learners.

II.2.4- Teacher-based problems:

From the point of view of teaching listening skills to learners in the classroom there might be some problems which stem from teachers. These problems can be due to many reasons such as the lack of appropriate

teaching approach or teacher preparation. In other words, if we do not prepare properly, select or produce suitable materials, and follow a teaching approach, we can make the hard listening skill more difficult and discourage learners which ultimately will result in failure. In order to avoid this, there are some vital points that should be considered, which are going to be explained in the next chapter.

In conclusion, we can say that the listening skill is a necessary and complementary skill in teaching and learning English as a second language. Nowadays we have plenty of listening materials. In order to teach this beneficial and useful skill, whether we produce or select our materials for our learners we should always consider all the difficulties which make the hard listening skill more difficult, and take all necessary precautions to overcome them so that we can help improve our learner`s listening skills effectively.

Having looked at listening skill, listening materials and the potential sources of difficulty of listening skills, now let us look at the teaching of listening skills.

Chapter: III- Teaching listening skills

Teaching listening skills, as Sheerin (1978:126), Anderson & Lynch (1989:66), McDonough (1981:74) state, in many listening comprehension lessons is too often a series of tests of listening. In most of these tests of listening listening materials are displayed, comprehension exercises are conducted by the learners and feedback is given in the form of 'correct' or 'wrong' answers. McDonough (1981:74) says:

"It is a truism to point out that the technique of asking questions after ... listening is a testing technique and not a teaching technique."

With such traditional methods it is unlikely that we are teaching listening skills to our learners because it is not sufficient, as Beile (1978:147) indicates, only to let learners view or hear and then merely test whether they have understood what they have heard or viewed. Before focusing on a teaching approach, we had better firstly consider some other points which language teachers should take into account before the 'teaching stage' in order to be more successful while conducting a teaching approach in the listening lessons.

III.1- The points we, language teachers, should take into account before conducting a teaching approach

If we would like to teach effectively and properly, then it can be said that we definitely need to spend some time in order to preview and select or produce appropriate listening materials before using them in the class. To this end, we can also conduct a needs analysis questionnaire, as Seedhouse (1996:63-74) conducted in his study, in order to find out the students` needs and their interests, to be able to select or produce suitable materials for our learners. The material that we would like to select should interest the learners as many students think of the listening skill as a 'passive skill'. After selecting appropriate material what we need is to prepare and decide how to treat the material in the classroom. Now let us turn to these points.

III.1. 1- Deciding, selecting or producing what we want to use:

As explained before (figure:2, p: 22), listening materials can be divided into two groups in terms of the aim they are made for. Some of them are specially made for language teaching in contrast to the others which are originally made for native speakers. The selection of the latter requires more attention as they are not designed for language learners. In choosing

materials, interest, flexibility, language and students' level, language item to be taught, lexis,

subject matter, teachers' objectives, length and all the other issues indicated in chapter II (p: 27-34) are the main factors to be taken into account.

First of all, as indicated above the material should interest the learners. The reason for selecting and using the material that interests learners is that if the material is dull, the learners will not be motivated by it. In addition to this, if the material is audio-visual material, the visual part should not be too interesting or attractive because if visual data overwhelms the sound (e.g. too interesting), the learners cannot concentrate on the sound and as a result of this, they look forward to seeing what is going to happen rather than what is going to be said.

Secondly, flexibility of listening materials is also important. The selection and preparation of listening materials take a long time and teachers are very busy. For this reason, the best thing is to have materials which can be used for several purposes. If we want to use the same materials with different

students for different purposes at different times, then they should be flexible.

Thirdly, the level of the material is an important part in the selection of the materials. Both very difficult and very easy audio or visual sequences can demotivate learners, so listening materials should be appropriate for students in terms of level, as well.

Fourthly, if the aim of the listening lesson is to teach particular listening for a particular purpose, then the selection of the relevant materials will be a prime consideration. If the students, for example, are learning English in order to work in a tourist hotel, then we should give priority to the relevant materials. In short, the material should be appropriate for teaching/ learning objectives.

Fifthly, the content of listening materials should be considered. We should not forget that as indicated before (Chapter II, pp: 28-34) there are five main factors of input which make a listening material difficult or easier. These are:

(a) familiarity and unfamiliarity with the topic

(b) the type of input (i.e. static, dynamic and abstract).

 (c) the explicitness of the information the material features

 (d) unfamiliar and specific words and phrases.

(e) the number of speakers

Finally, the length of the materials and the time students have available to process the material they tune in to are other factors to be taken into account. The length of the material we would like to use should be suitable as indicated in detail before (p: 30)

III.1.2- Teacher Preparation: In most teaching situations, the role of the teacher is a key step in terms of language teaching, as well. They have the responsibility for creating a successful learning environment. In order to fulfil this responsibility, the following should be taken into account.

- We should be aware of *what*, *how*, *how long*, and *whom* we are going to teach through our materials. Here, *what* means the kind of language input. *How* means the techniques that accompany the sequence skilfully and also means how the listening material can be used effectively. *How long* means

the length of the material. *Whom* means the level of learners and why they want to learn the foreign language.

- We should have a teaching plan with questions, worksheets and so forth for comprehension.

- We should know our target students' interest and needs before selecting or producing our listening materials and teaching .

- We should view and apply the material at least once before, even if we are experienced, in order to check the possibilities and to decide how we will treat the material.

III.1.3- Technical Preparation: Nowadays, although there are plenty of listening materials such as video tapes, CD ROMS, tape cassettes, off-air listening materials, we cannot claim that all language teachers can use them successfully in terms of technical expertise. In order to overcome this problem, what we should do is to practise with the equipment to be used in

our lessons. We can, for example, check whether the equipment and the material are working properly or not, whether the sound can be heard or not. We should never, as Underwood 1993:21) also points out, use equipment in a lesson until we are sure that we can operate it efficiently and confidently because the use of equipment will significantly influence the atmosphere in which our students listen and how easy or difficult it will be for them to concentrate. In addition to this, as far as possible, we should use the best quality machine, because a poor quality machine or a machine which requires careful attention leads to frustration for both learners and teachers.

III.2- Teaching Listening Skills

After deciding, selecting or producing listening material; teacher preparation and technical preparation; it is time to conduct a teaching approach. As Sheerin (1987:126) points out, the following have to be taken into account in actually teaching listening skills effectively: *adequate preparation***,** *adequate support*, *provision of appropriate tasks* and *diagnosis of error patterns together with positive feedback and remedial action*. All these are done in the stages or phases of a listening lesson. A listening lesson is generally divided up into three stages. These are:

Figure:4
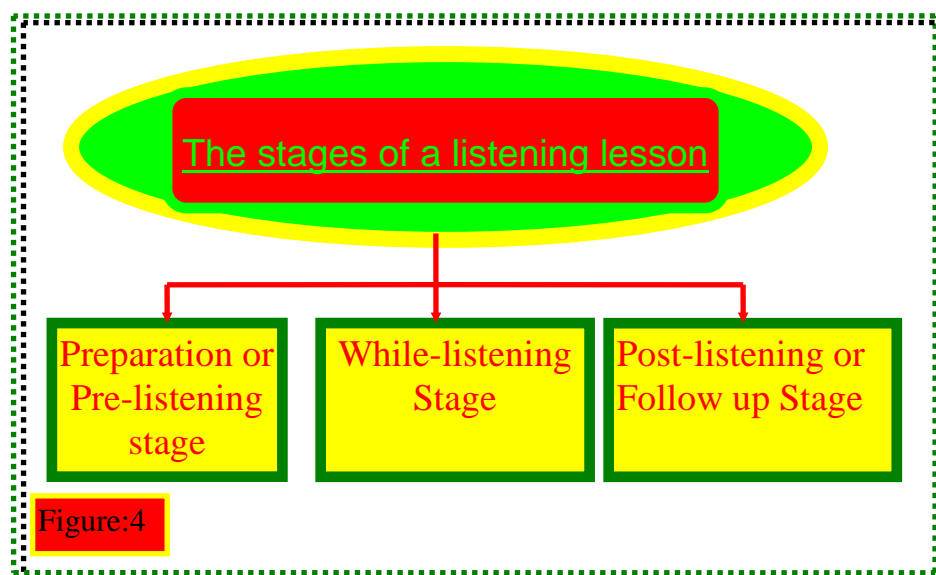
The question is, of course, how we conduct the above vital points in these stages successfully. The more and better we implement these points successfully, the more effectively we can teach listening skills. Firstly we are going to look at activities which provide tasks for a listening lesson. After this, we shall look at adequate preparation, adequate support and diagnosis of error patterns together with positive feedback and remedial action in the stages of a listening lesson.

III.2.1-Teaching Activities

Depending on learners' level, interest, the input of the material and our teaching objectives, different types of teaching activities can be conducted. In this respect, particularly the teaching activities that can be fulfilled successfully with intermediate students are going to be mentioned here. These are;

III.2.1.1-Prediction: Prediction, as Barley (1990:22), Ur (1992:139-42), Underwood (1993:69) point out, is a very useful activity to get learners involved in a lesson from the beginning because it gives them the opportunity of demonstrating what they know about a topic during both the pre-listening and while-listening stages. Prediction has no right or wrong answers. Whatever the students say can be valid. Here is an example of a prediction exercise:

Such an exercise can help improve listening skills of language learners because

- It, as Anderson & Lynch (1989:69) say, encourages the learners to adopt an appropriate strategy.

- It requires the application of knowledge the learners already have. Many learners, for instance, know that smoking can cause some serious diseases such as cancer, heart attacks, lung inflammation, bronchitis and so forth. We

can say that most adult learners know some of these harmful effects of smoking. This already known knowledge can help them understand what they are going to tune in to. However, the advantage of any exercise or teaching activity will be largely dependent on how we treat it. If we, for instance, let the learners read the above exercise (exercise 1) firstly, let them write down what they think Jane might say, and then accept all suggestions rather than saying what is correct or wrong. Then let them listen to the material and find out what Jane says and then discuss the differences in pairs; then this exercise can be very helpful. If we say that some of the suggestions are wrong, then we discourage and demotivate the learners, which is pedegocically and psycholinguistically very harmful. In short, the way we treat exercises or teaching activities is vitally important in teaching the listening skill as well as in all teaching situations. It must be because of that Underwood (1979:4) in Anderson and Lynch (1989) points out;

"It is important that the exercises should not be treated as test items. They are designed as aids to aural comprehension practice, directing the students' attention to 'focal points' on the tape so that they will learn to listen more effectively."

III.2.1.2-Seeking specific items/information: In real life situations we sometimes view or read only for specific information or items as at that time only that particular piece of information interests us. From the point of view

of listening, in such a case although we listen to all of the listening material, we do not focus our mind on words, grammar, functional language or messages that do not interest us. On the contrary, we only focus our mind on specific items or information we look for. When we, for instance, listen to the weather forecast we may only be interested in what is happening where we live. Since the main objective of teaching listening skills is ultimately to prepare learners to get the main message of what they hear, we can use this activity to bring learners to the level of getting the main message of any section of the whole listening material, which is simpler than getting the whole message as Rixon (1992:96) says:

"The aim of your teaching should be to bring students through the stage of competent handling simple, obviously expressed information to a level of listening ability ...."

and also Burgess & Whitehead (1995:9) state:

"... the tasks you give to learners should involve identifying pieces of information and organising them so that the pieces form a whole".

In the case of 'Smoking and our health' which features advantages and harmful effects of smoking, we can use this activity to help learners to get the main message of either advantages or harmful effects of smoking. In such a case such questions can be asked;

Exercise: 2-

Transcript:
- Do you think there's any advantage of smoking?
-Well, people say that they smoke because it actually relieves stress. It does actually have, it does actually help relieve stress due to chemicals in in the brain, eh but the only real sort of advantages, I think, to smoking in some conditions nicotine does actually have an effect of relieving Parkinson's disease, and also in some some people also solve colitis, as well. That's actually from nicotine effect of cigarettes. So you could argue that is a positive aspect, but not really compared to all the heart diseases, cancer that people can get due to the cigarette smoking.

After Viewing

Now you are going to view 'the advantages of smoking'. After viewing, write down what two advantages of smoking are.

1..

2 ....

Your Interpretation

3- According to the speaker, *is there really any advantage of smoking?*

Figure:6

By asking this focussing question, as Underwood (1993:72) also points out, we enable learners to seek specific information and let the other parts pass. This gives them practice in focusing their mind on points when they think the information they want is about to be given.

Additionally, depending on our teaching objectives and the learners' needs we can use this activity to request the learners to seek specific grammar rules, words, expressions and so forth.

III.2.1.3-Completing activities: Completing activities consist of completing grids, form/chart completion, completing/filling in gaps, completing sentences. These kinds of activities can be used with a different range of topics such as train or plane times, application forms, likes/dislikes, description and so forth. They generally prove motivating for most learners because it is generally easier to respond to a number of individual stimuli rather than writing down without a ready-made framework. However, here again we should limit what the learners are required to write while they are listening because if they try to write down while they are listening, then they cannot concentrate on what they hear. In order to overcome this disadvantage of these exercises, maybe the best solution is to let them hear the text without writing down anything at first time-listening, and at second time-listening let them both tune in to and write down simultaneously till they improve their listening ability to a level where they can overcome the difficulty of listening to and writing down simultaneously. After this stage, they can and should be required to manage both listening and writing down

simultaneously because in real life when we view a television programme or listen to a radio programme or attend a lecture we do not have the opportunity of listening twice. However, we do not usually write things down when we watch TV, do we!

If we give a sample completion exercise, in the case of 'Harmful effects of smoking' such a question can be asked;

Execise:3

<u>After Viewing</u>

Now read the following sentences. After viewing, try to complete them

1- Smoking is harmful because ....

2- Most diseases are ....

3- Bronchitis is...

Figure:8

III.2.1.4- True/False activities: In this activity a set of statements are based on the listening sequence. They are either true or not. If we like, we can add a third category which is a statement for which there is no supporting evidence. True/false statements are given to learners before hearing or

viewing, and after viewing or hearing they tick or circle the choices. When

we want to use this activity, we should be very careful because the student`s

answer might be reasonable although they are not right as Underwood

(1993;63) states:

"... check through true/false activities in published materials carefully before
using them with classes, noting particularly any where responses can be a
matter of opinion/interpretation rather than fact. These can then be the
subject of discussion and 'acceptable' responses agreed, rather than some
students finding that their answer is not 'right' one, even though it is a
perfectly reasonable choice".

In the case of 'disadvantages of smoking' the following true/false activity

can be asked.

Exercise: 4-

After Watching

Firstly read the following true/false sentences. After watching, try to answer them by ticking or putting 'T' for true answers, 'F' for false answers. If you need, you can watch twice.

	T	F
1- Smoking can give humans tonsillitis		
2- Smoking clogs up the lungs		
3- Smoking can cause chronic lung inflamation		
4- Chronic lung inflamation leads to bronchitis		
5- Carbon monoxide can cause heart disease		

Figure:8

Maybe the most important point after ticking the statements is to have learners to compare and check each other's answers in pairs because this requires active participation which leads to motivation and encourages them. In addition to this, if we realise that the level of success in understanding is not good enough, than we had better let them listen to it again.

Apart from the above mentioned activities, as indicated before largely depending on our teaching objectives, the students' level and interest, the type of the material; other teaching activities such as wh-questions, interpretation, summary, describe the speaker, multiple-choice questions and so forth (Barley 1990:8-26, Ur 1992:136-64) can be used. What we need always to bear in mind is that we should select and carry out teaching activities which are most suitable for our learners according to the criteria we have tried to explain so far because not all listening material (Rixon 1992:75) is suitable for the same treatment and we should vary our teaching activities and exercises according to the potential of our passage, our learners and our teaching objectives.

Having looked at only some teaching activities, we can look at the other points that should be taken into account in the stages of a listening lesson.

III.2.2-- Preparation or Pre-listening Stage: In this stage, the aim is and should be merely to prepare and accustom learners to the listening material in order to get the most out of what they hear or view. Largely depending

on the type and content of the listening materials, preparation of students to listening materials can be done as follows:

First of all, we should let learners know what they are going to see because even in real life listening situations, as Underwood (1993:30) says, we seldom have occasions when we listen to something without having some idea of what we think or expect to hear. Even in news programs, discussions, lectures and so forth, an initial summary or an introduction is given, then the detailed news is broadcast or topics are presented or discussed in detail. However, on the one hand, we, as Rixon (1992:65) states, should avoid pre-teaching of listening material or giving too much information about the topic because this can remove the challenge and interest, but, on the other hand, if there are some terms or piece of information which students cannot work out from the listening material, in that case, support for these particular points should be given as far as possible because if learners cannot work out the meaning of the main concepts or terms then it will be impossible to get the main message.

Secondly, we should bear in mind that even if the students know what they are going to hear, they may still have insufficient grasp of the topic. In

order to overcome this, it is necessary to give sufficient support so that the students will be able to achieve a high level of success because according to the studies by Mueller (1980) (in Anderson & Lynch 1989:58) listeners given visual support did better, and this can encourage them as they can listen effectively. As indicated before, support materials might be verbal, pictorial or textual. However, the amount of the support material and the very richness of the data that would be provided for the learners and how and when these materials would be used should be considered very carefully as Ur (1992:21) says:

"... difficulties will not be overcome simply by drawing the learners' attention to the presence and importance of environmental clues. On the contrary, such action is liable merely to increase the number of details he feels he has to take in, and make him even more strained and frustrated. What we need to do is to encourage him to relax, gather what he can from the information he can readily decode, and use his common sense and the discourse skills he carries over from his native language to help him understand the whole"

So it should always be considered that support material can cause a potential source of confusion and distraction unless it is used and exploited properly.

Thirdly, it is, as Underwood (1993:44) states, much more to the advantage of both students and teachers if the pre-listening stage is done immediately

prior to the while-listening stage because in that way learners can remember more of what they have learnt during the pre-listening stage, and as a consequence, they can concentrate on the topic more successfully, which leads to success.

Finally, not only should the teaching activities we would like to conduct at this stage, as Underwood (1993:31) points out, attract the learners attention to the topic they are going to be presented with by narrowing down the things the learners expect to hear, but they also should activate already known language and relevant prior knowledge because learners, as Sheerin (1987:126-27) says, can predict and interpret language by analogy with similar experiences in the past, which are important comprehension skills that the language learners need to be able to employ. In addition to this, teaching activities at this stage should enable those without sufficient prior knowledge of the topic to gain some (even if limited) knowledge which will help them whilst they tune in to the listening passage .

Teaching activities, however, for this stage as well as for other stages will largely be, as Underwood (1993:33) indicates, dependent on the time available, the material we have, the level, interest and ability of the class,

our teaching objectives and interest, the place in which we have the listening lesson, and the nature and input or content of the listening material. There are three sources of preparation or activities at this stage. They are:

The sources of Preparation at Pre-listening stage

Pictures

Language Input

Background knowledge

Figure:9
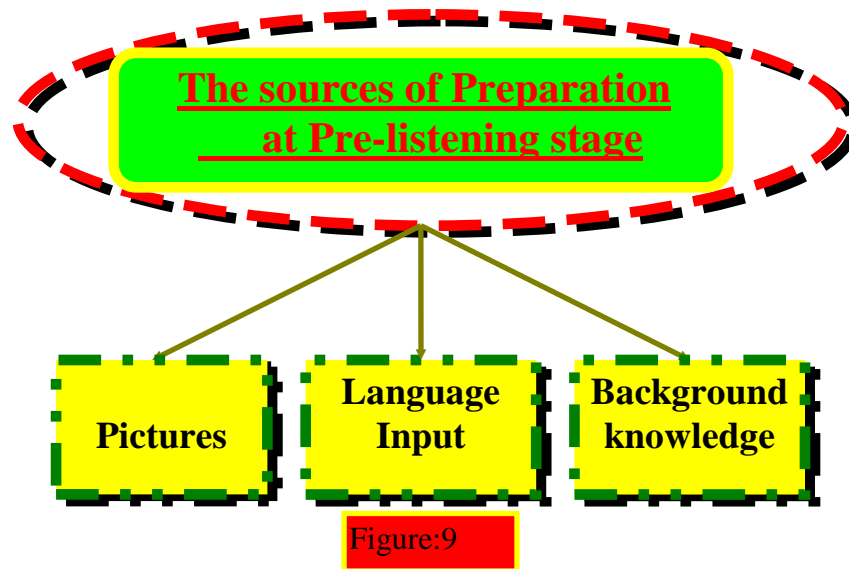
The success of students in understanding what they will tune in to will largely be dependent on how we prepare the learners. In other words, how we will use the above sources for preparing them before the while-listening stage. Now we can turn to how these sources can be used:

III.2.2.1- Using Pictures to prepare learners: Pictures, whether they are still, moving or printed, can be used to prepare learners for material in different ways:

1) Let us, for example, think that our audio-material is about 'Smoking and Our Health'. In that case the following pictures (figure: 10) can be used for preparing them.
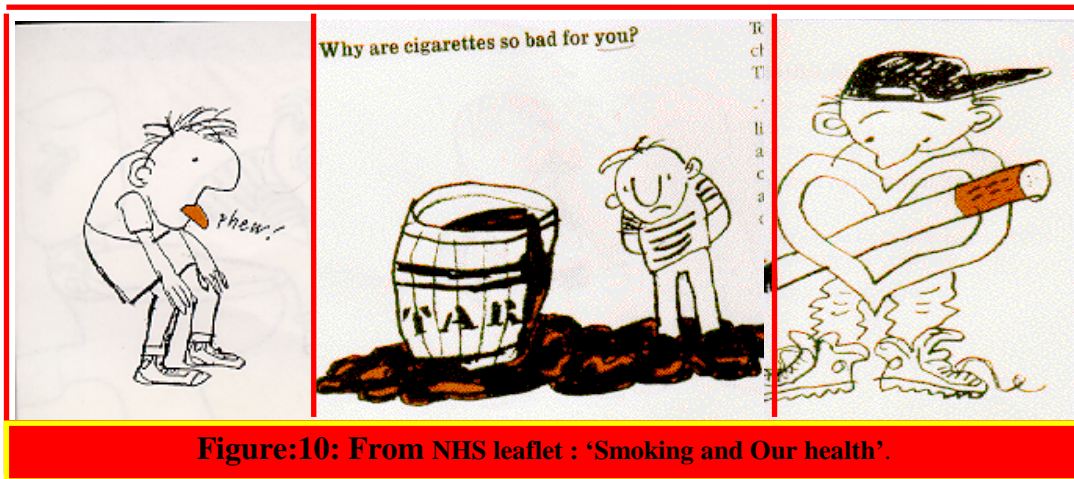
Figure:10: From NHS leaflet : 'Smoking and Our health'.

In order to prepare them, we can have learners speak, make comments, speculate or answer the questions about the pictures. From point of view of the target students, this can be a very helpful preparation because not only does this kind of preparation prepare them, but also it helps them to improve their speaking skills as they have speaking problems as well; as indicated in Chapter I, pp: 14. In addition to this, we can have the students label pictures. This can be used to revise already known language. It is suitable for pair work and can generate a lot of discussion.

2) If our listening material is a video tape, than we can use the visual aspect of the material to prepare learners. We can, for instance, decrease the sound and let the learners only view the vision. This can be done either section by section or as a whole. After viewing, the students can be asked questions, required to comment, predict and speculate. In terms of the target students, we had better have them speak, predict, speculate and make comments because (1) they also need to improve their speaking skill, (2) they are intermediate students so that they can make comments, predict and speculate. However, this does not mean we always have to prepare them in the same way. On the contrary, we should conduct different activities at different stages as much as possible because same tasks and same activities can be boring for learners. Additionally, after viewing the picture we can request the students to tell us or write down the words, phrases or functional language which might feature in the material. This can (1) revise already known words, phrases, or functional language, (2) draw the learners' attention to them, which are very helpful in preparing to the material they are going to hear or view.

3) Let us, for example, think that computerised listening material features a talking head. As known, talking heads cannot always give sufficient visual

support. In that case, we might need to use extra pictures or visual support that can be either still, moving or printed. In short, pictures can help prepare learners for material.

III.2.2.2- Using language input to prepare learners: Language input consists of vocabulary, grammar, functional language and sentences. There are some listening materials which feature the use of these particular language forms. In such a case, the review of these language forms might be the most appropriate form of preparation activity. It can be used to prepare the learners by having them predict and speculate about what they are going to listen to as is going to be explained below.

III.2.2.2.1**- Predict the topic:** The students are given a bit of information about the input of the material, which can be aural or printed and then they are required to predict, speculate, and make comments about what they are going to hear

III.2.2.2.2-**Predict the vocabulary:** In some listening materials, particular words might be the most appropriate form of preparation. In such a case, the students, as Rixon (1992:98) states, are given a bit of information about the

listening material. It might be verbal as well as printed, and then they can be requested to predict and speculate on some of the vocabulary they might hear. Let us think that, for instance, the listening material is about 'the disadvantages of smoking'. In such a case we might get responses from the target students such as *cancer*, *nicotine*, *tar*, *heart disease*, *clogging up lungs*, *lung inflammation*, *carbon monoxide*, *chronic*, *bronchitis*, *harmful* and so on because some of these words such as *nicotine*, *cancer*, *carbon monoxide*, *chronic* are English/ Turkish or International cognates. All suggestions should be written on the board. Here, of course, we do not expect the learners to predict all the important words. However, if they cannot predict or guess all vital words, and we think there are a few words which should be known by learners before the while-listening stage, then we can add them to those that have been written on the board. This should only be done in the very early stages of teaching listening skill in order to avoid the learners having to stop and think of these words when they listen to or view the material.

III.2.2.2.3-Predict the grammar: If the listening material (Rixon 1992:98) features a particular type of grammar, than it may be reasonable to request the students to predict these particular grammatical structures, which might

be the most appropriate form of preparation. In the case of 'disadvantages of smoking' it is likely that modal auxiliary verbs such as *can*, *should*, *mus*t; conjunctions such as *due to*, *because of*, will be used. Here again we should accept all suggestions and write them on the board. The advantage of predicting grammar is that it will remind learners of main grammatical structures and this helps them to recognise them and understand the main message.

III.2.2.2.4-Predict functional language: Some listening materials might have vitally important functional language. In teaching such listening material, it is worth attracting the learners' attention to the functional

language. We can give some information, which might be printed or verbal about the topic, and then require the learners to predict and speculate about the other functional language which might feature in the material. In the case of 'Invitation to a weekend dinner' it is possible to hear the following functional language:

- Could you please .....

-Would you mind ...

- How about going to ...

- I wonder whether you ....

III.2.2.2.5-Making list of possibilities: Language input might sometimes consist of lists, possibilities, ideas, suggestions, and so forth. In such a case, this activity, as Underwood (1993:37) states, can be used as a pre-listening stage activity and can be done in a relaxed way as there are no wrong or right answers for what should be on list. Therefore, the students cannot be discouraged, which demotivates them.

III.2.2.3- Background knowledge

Using background knowledge might sometimes be the most appropriate source of preparation. To this end, we might want to use pictures, give oral information or request the learners to speak, comment or discuss in order to prepare them. Let us, for instance, think that we want to use listening sequence about an event or incident which happened in the past and which we are sure that learners have knowledge about. In that case, we can request learners to answer questions or speak about the particular event. Their answers and comments will be largely dependent on their background

knowledge about the event. After this reviewing, the learners can comprehend the listening sequence effectively because (1) they are familiar with the incidents which feature in the material , (2) as the learners are given the opportunity of speaking, commenting, or discussing about the incidents at the preparation stage, it enables them to review what they have already known.

As a consequence, it can be said that the pictures, language input and background knowledge can be used to prepare learners for what they are going to hear or view. What we need to bear in mind is that we should always prepare and accustom our learners to the particular listening materials in the ways which are most appropriate. We can use either all sources of preparation (pictures, language input and background information) or any of them at one preparation stage.

III.2.3- While-listening stage

The while-listening stage is the stage in which learners are asked to participate in some activities during the time they listen to the text. The activities that are carried out in this stage are called while-listening activities. The objective of this stage is to help learners develop the skill of

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getting the main message out of what they listen to. In order to be able to do this, while-listening activities must be chosen carefully. In other words, the activities should not test whether or not the learners have understood because, as Underwood (1993:45) points out, such activities discourage learners. Particularly it is this stage where the learners can be encouraged or discouraged because they are required to answer the questions directly at this stage while they are more supposed to predict, guess, speculate or talk at the pre-listening stage.

To be able to help our learners particularly at this stage:

First of all, as Underwood (1993:46) says, listening activities should be interesting, which largely can stem from the topic and the content of the listening material.

Secondly, we must have listening activities which give our learners the opportunity of practising prediction, interpretation and matching because when we tune in to our own language we engage in prediction, matching actually what is said with what we expected to hear, and interpreting the

overall meaning of each utterance as Brown & Yule (1992:57) also point

out:

"... the aim of a listening comprehension exercise should be for the student to arrive successfully at a reasonable interpretation, and not process every word, and not to try to work out all that is involved in the literal meaning of the utterance since that is, in principle, an impossible task".

Thirdly, listening activities should feature a problem-solution aspect because most people enjoy trying to solve problems.

Fourthly, listening activities should be at a level which most learners can do because very difficult activities cause them to fail and failures demotivate learners. Apart from this, when it is necessary, the level of difficulty and the ease of while-listening activities should be adjusted by giving or withholding support, that is, by increasing or decreasing the level of support. Additionally, as Beile (1978:149) states:

"According to the nature and relative difficulty of the text, the questions can be about details or about the gist of the text".

Fifthly, activities, as Underwood (1993:46), Rixon (1992:74) point out, should not be too long and laborious, and the same kind of activities should not be done over and over again. Apart from this, it is very difficult both to listen and write simultaneously. For that reason, it will be fair to let the

students read the questions before the listening material is listened to, and to avoid them writing anything while they are listening by telling them that they will be given time to answer the questions. In terms of that point, activities which require learners to check, tick, true/false, or circle, even draw are very suitable although in terms of structure they are very simple. Additionally, we can also design tasks that do not involve any writing. For example, we can put the questions on OHP and let them read them before listening to, and after having heard or viewed they can be requested to answer them orally. It is also said (Rixon 1992:81-2) the number of the questions that should to be asked at one time should not be more than five for most purposes.

Sixthly, listening teaching activities should require group work rather than individual work because, as Anderson & Lynch (1993:59) point out, the first can help improve listening skills more than individual work as it increases co-operation and cohesiveness, and help perform listening tasks significantly more effectively. This might be difficult when the learners are monolingual. From the point view of applying this with the target students, although Turkey is a multilingual country as many languages such as Turkish, Kurdish, Hebrew, Kazakish, Armenian and many more, as Grimen

(1992:This reference was taken from the Word Wide Web (WWW), no page numbers given) also states, are spoken, it can still be said that the students are monolingual in terms of communication at educational institutions because (1) Turkish is the only official language, (2) it is forbidden to have education in the minority languages such as Kurdish and the others and speak them at educational institutions except some educational institutions where the medium of instruction is either English, German, French, Hebrew or Armenian. In order to overcome this difficulty, as the target learners are adult (age ranges 18 to up), they can be requested not to speak in Turkish during group work or pair-work. This is what they are normally supposed not to do. In other words, they are supposed to speak only in English in English courses at the Department of English Language and Teaching.

Finally, whatever activities we want to use in the while-listening stage, when it is necessary, we should provide immediate positive feedback and remedial action on what the learners have not succeeded in, as Sheerin (1987:126) says, because (1) it is, as Underwood (1993:73) indicates, very difficult to provide useful feedback in a later lesson, (2) as Rixon (1992:43) says, pointing out the features present in the materials and demonstrating the features that are causing difficulty are particularly useful in helping

students. Positive feedback can be given in the different ways (see pp: 103-4)

III.2.4- Post-listening stage: The post-listening stage is the stage in which all the work related to a particular piece of listening material is done after the listening is finished.

Largely depending on our teaching objectives, and the students` needs the purposes of this stage can vary. These purposes, as Underwood (1993:74-8) also indicates, can be as following;

1- If the objective of our learners` learning listening skills is to pass a listening examination, then at this stage our learners can be prepared for this purpose by providing them with similar listening sequences and questions which might be asked in an exam.

2- If our aim is to check whether the students have understood what they have listened to or not, then the learners can be asked questions either written or oral and then we can request them to answer questions in pairs, groups or individually.

3- A third objective is that we can give our students the opportunity of pondering and considering the speakers' attitudes and manner and visual aspects of the material on condition the material is audio-visual. This can help the learners understand the message of the material behind the surface of the words.

4- Another purpose of this stage can be to expand on the topic or the language of the listening material, and transfer things they learned to another context. This is what Allan (1991;73-4) points out as indicated before and it is very useful particularly when teaching intermediate and upper students because their language has developed to a point where they can use, adjust and improve it, and they can transfer language use from one point to another. Since the target students are intermediate and have speaking problems as well, as indicated in Chapter I (p: 14), to some extent this purpose can be conducted at this stage with the target students. We say 'to some extent', because as Underwood (1993:74)) indicates such a purpose does not give any practice in listening skills. However, as all skills of language learning improve the learners' language, ultimately this purpose

might well enable students to tune in to listening materials successfully on future occasions.

5- Finally, last but not least, the purpose of a post-listening stage might be to diagnose the causes of the failure. In terms of the target students as well as us, as our objective is to teach listening skills to them, not to test their listening skills, this will mostly be the purpose of our post-listening stage. In such a case we should firstly focus on why the students have failed to comprehend or understand some parts of the particular listening material, then secondly we should attract the learners' attention to the points that have caused difficulty. They might be forms, functional language, lexis, intonation and stress, accent and so forth. This might have happened because of not focusing on these points properly at the pre-listening stage and not preparing the learners for these points adequately. In such situations, the post-listening stage is the phase which we should utilise to help the learners to overcome the difficulties which have caused them not to understand the material properly. What we should do is, as Sheerin (1987:29) points out, to diagnose the cause of the failure and take remedial actions. Not only should the remedial actions be able to help them to over-come the difficulties of the particular material they have heard, but they

should also be able to help and guide the learners in the future. If, for instance, the cause of the failure according to the result of diagnosing is because of some forms, lexis, or functional language; then a 'mini lesson', as Underwood (1993:75) also says, on the particular feature of the language can be given. If we need to give another instance, if the reason of the failure is because of a new accent, intonation and stress; then we can provide for them the listening material with transcripts or sub-titles depending on the type of material we are using.

Above we have tried to explain what the purpose of the post-listening stage might be. Depending on these purposes post-listening stage activities such as sequencing, matching, form/chart completion, summarising, jigsaw, mini lessons, multiple-choice questions, and so forth can be conducted. What we should keep in mind is that;

1- Activities at this stage, in contrast to while-listening stage can, as Underwood (1993:78) says, be much longer as at this stage the learners have time to think, to discuss or to write.

2- Activities should be suitable to the purpose of the post-listening stage. If we, for instance, would like to check whether the students have understood the material they have listened to or not, then our activities should be in a way that can give both the students the opportunity of demonstrating their understanding, and us the opportunity of checking them. True/false statements, filling gaps, completing blanks or sentences are some of the activities which let the learners demonstrate their understanding. Of course, here we should not, and must not pay too much attention to how many students have wrong or right answers because this discourages students which leads to failure. We should never forget that failure breeds failure.

Activities at this stage should also be motivating and interesting. For example; problem-solving, decision-making, and interpreting are much more suitable for intermediate and upper students at this stage because (1)people like to solve problems, (2) intermediate students as mentioned before are those who have developed their language to a level so that they can interpret, and transfer language use from one point to another, therefore they can participate in these activities easily and comfortably.

In this chapter rather than saying we must do this or that, we have tended to explain the generic and transferable points which can and should be taken into account for teaching listening skills both before the 'teaching stage' and in the stages of a listening lesson. Lastly, we should always keep in mind that it is not possible to teach listening skills in a short time. On the contrary, they need to be taught systematically and regularly as Rivers (1981:156) states:

"It must be clearly borne in mind by teacher ... that listening comprehension is not a skill which can suddenly be brought into the picture at advanced level for students visually trained, nor can it be mastered once and for all and then ignored while other skills are developed. There must be a regular practice with increasingly difficult material".

Chapter: IV- The computer in the teaching of listening skills

This chapter is going to be about multimedia and the role of multimedia in teaching and learning listening skills. Before we explain multimedia and its role, we had better give some general information about the role of computers in language teaching and learning.

IV.1- The role of computers in language teaching and learning

With the growth of technological development in our century there have been changes in educational technology, as well.   In terms of language learning and teaching, it can be said that computers are the newest educational technology. Currently, computers are used for language learning aims in many educational institutions as well as by home learners for self-study.

 The most important thing that distinguishes computers from other teaching equipment and materials such as video, tape recorder, film projectors, pictures, texts and so forth, as Kenning & Kenning (1984:2), Ahmad, Corbett, Rogers, Sussex (1989:4) also point out, is their interactive capability. With this capability, beyond telling the students what the rules

are and what the right solutions are, computers can also analyse the mistakes the students have made and lead them to find out why they have made the mistakes and comprehend the correct solutions by assessing the learners' responses, recording them, pointing out mistakes, giving explanations.

- Computers are flexible because they can give the learners the opportunity of choosing between several modes of presentation.

- They have more advantages than normal teaching materials because with computers we can present visuals, sound and text simultaneously. Apart from this, they relieve learners from the fear of being accused of making mistakes. They also, as Kenning & Kenning (1984:3) state, allow them to work by themselves, in their own time and at their own place.

In terms of teachers, it can be said that computers offer the teachers the opportunity of using their time to advantage, and teaching better as they enable them to prepare their material in advance and in a more motivating way which, as Motteram (1992:152), Jones & Fortescue (1991:42), Sussex (1991:16), point out, can be done with authoring packages and programs.

They all release them in the classroom to focus on more appropriate skills practice

Here, however, writing materials takes an important place in order to be able to use the advantage of computers to the full. As Jones & Fortescue (1991:101), Sussex (1991:21) point out, like all teaching materials, computers can be useful and effective if they can be used properly by teachers as well as learners. Fox (1995:320) says:

"... use of multimedia will be little profit unless it takes place within a suitable learning envirnment. Without the active involvement of not only teachers but also of learners ... the administration of the most hi-tech materials will fail".

We should never forget that like all other materials such as course books, tape recorder, video, pictures and so forth, computers cannot run and organise a lesson for us, and they cannot teach for us. In contrast to this, computers require more careful attention if we want to use them to the best advantage. Therefore, we should, first of all, write our own materials for our target students properly. Although preparing our materials with authoring packages, authoring tools or authoring environments requires more time and experience, once we have created our materials, we can use them many times with different learners, and this can help us to save time.

From the point of view of language teaching and learning, if we should generalise the role of computer in the classroom, it can, as Jones & Fortescue (1991:5-6) also point out, be said that;

- It can be used to teach and learn grammar, vocabulary, reading and listening comprehension with question- multi-choice answers activity through authoring packages such as Choicemaster, Testmaster, Matchmaster, Gapmaster, Eclipse; materials made with authoring tools as well as dedicated software.

- It can be used as a kind of discovery device. Here the vocabulary items have to be guessed by using different techniques or a part or parts of a text may be deleted and the learners are requested to restore the missing words. This can be done through the software such as Storyboard, Textplay, Eclipse and so on.

- It can be used as informant. This enables the learners to store large amounts of information on disks. If database programs are used, they can have information of any suitable kind such as vocabulary, grammar, information

about different topics. Besides, Sortset and Wordset programs can be used for vocabulary classification.

- It can be used as a writing machine. All word processing programs can be used as sophisticated and flexible writing aids. This is particularly useful for improving the learners` writing skills as it has spell-checking; thesaurus; deleting; moving, copying, changing the paragraphs, sentences, their place in the text; and so on. We, as language teachers, also benefit from these facilities when we write our teaching materials. Apart from this, we can also keep all information about our students such as their marks, names, notes about their success and so forth. All these can help us and the learners do many things quicker and easily.

- Computers can be used to provide the learners with different topics to talk, discuss, stimulate and write about with simulation software such as Fast Food, Paraffin File, Kingdom, Castles, and so on; and adventure software such as London Adventure, Carmen Santiago, Treasure Island, Adventure Master, Adventure Writer, Mystery House, and so forth.

- Computers can be used to learn all aspects of language. For example, we can learn vocabulary, pronunciation through "My First Incredible Amazing Dictionary"; words in context or sentences through using a concordancer such as the Longman Mini Concordencer and the Oxford Concordancer. We can also use a computer to exploit Encarta 95, Europe Plus, World Wide Web and the internet, as Amiri (1996:4-23) points out, and can get information about different topics and use the authentic materials for language teaching.

Apart from the use of computer for language teaching in classrooms, another important aspect of the computer in language learning is that it has a powerful role to play in self-access. If the students get to grips with the computer for language learning, then they can improve their language as different computerised materials for different skills and topics such as grammar, vocabulary, reading, listening, both audio and video and so forth

are available. If we want our learners to learn language better and benefit from the computer more, then they should be provided with self-study facilities. Otherwise, it will be impossible to improve their language because it is a fact that by studying a computer teaching material one time in the class they cannot benefit from this invaluable equipment.

Finally, the most exciting and valuable aspect of computer both in the classroom and for self-study particularly for teaching and learning listening skill is its multimedia aspect. Before looking at the multimedia aspect we had better have a look at computer programs that enable us to create sophisticated multimedia materials.

Computer software or programs can roughly be categorised into three groups. These are:
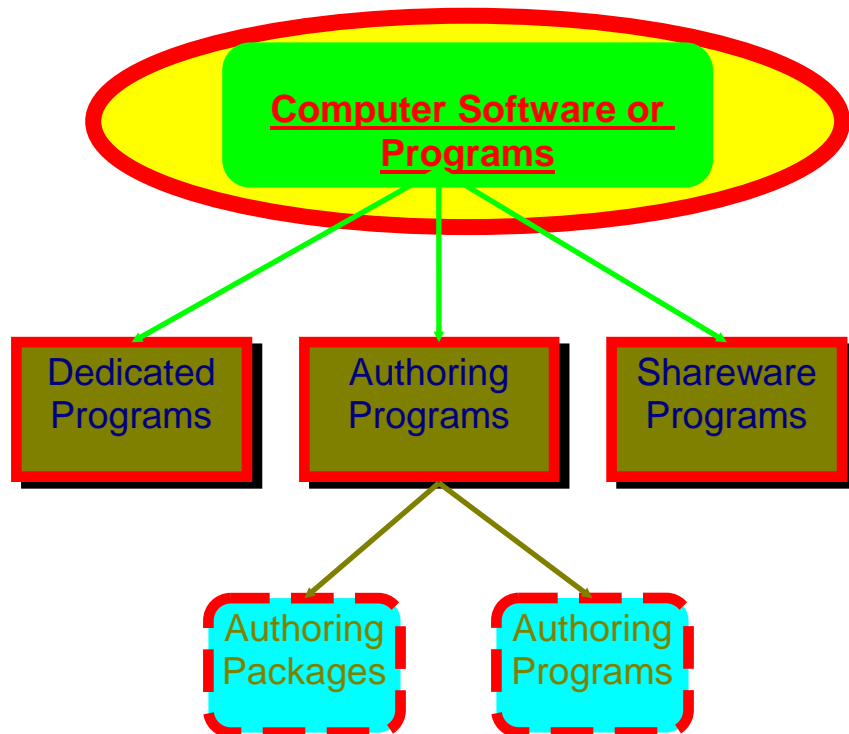
Figure:11

Dedicated programs are, as Fox et al (1992:10) also point out, the packages designed with certain types of activity in mind and generally features particular language skills for particular level learners such as Cambridge Exams, My First Incredible Amazing Dictionary, Eurocentres` Disk, Longman Interactive English Dictionary, Six Language Games, Screentest for FCE, Screentest for Proficiency, Grammar Games and many more. The content of dedicated programs is fixed, and they are limited in modes of use in comparision to authoring packages. They vary from well-designed software with very simple structure and suitable input to the others which

are complex and might not contain appropriate linguistic and pedegogical input.

Shareware programs are software to be shared. They are generally free, and available now on the internet. An authoring or dedicated program could also be shareware.

Authoring programs, as Jones & Fortescue (1991:4), Fox et all (1992:11) also state, are those which enable us to produce our own materials for our target students and teaching objectives. They can roughly be categorised into two groups. These are (1) authoring packages, (2) authoring programs.

Authoring packages are designed to provide several exercises such as gap filling, multiple-choice question tests, text reconstruction, listening and reading comprehension exercises. Choicemaster, for instance, can be used for listening comprehension exercises with combination of video or tape recorder. The most well-known authoring packages are Gapmaster, Wordstore, Matchmaster, Storyboard, Testmaster, Choicemaster, Vocab, Eclipse, Pinpoint and so on. All of these packages provide us with an easy

and non-technical way of creating our own materials for our learners in predetermined design of the packages.

Authoring programs (they are also called authoring systems, authoring tools or authoring environments and even hypermedia systems) are, as Fox et al (1992:41-2) state, software applications for different purposes. They contain ready-made tools such as programmed functions and routines. As they are not limited to specific types of input, they are different from authoring packages. They are content free and can be used to create and develop very different functions such as very sophisticated multimedia presentations. These systems or tools, as Sussex (1991:16) says, come in several types. They are authoring tools or aids, authoring languages, author programs and author environments. The most well-known of them on the market, as Amiri (1995:21) also points out, are Asymetrix Multimedia ToolBook 4.1(ToolBook), HyperCard, SuperCard, Genesis, Authorware Professional, IconAuthor, Guide, MacroMedia Director, Visual Basic, Delphi, ScriptX, and many more. Generally they consits of more than one software. For example, 'Video for Windows' is used with ToolBook for video clips, while

Apple`s QuickTime is for Macintosh and Windows. Some of them, for that reason, call themselves 'kits', for example, as Marshall (1995:16) says: "Multimedia ToolBook calls itself a software construction kit for windows".

Since having a lot of advantages, the interest in Authoring programs has increased and as a result of this many language learning and teaching materials have been being created. The following are only a few of them.

Multimedia Flashcards: The aim of this material is to teach vocabulary. Learners or users are presented with pictures, and can listen to the words, and can also look at how they are written.

The Longman Interactive English Dictionary: This combines a grammar, a pronunciation dictionary, a dictionary of common errors and other reference work on a single CD. It also features an extensive picture library and short video clips which can be displayed full-screen rather than in a small window.

English for Business: This is a very good quality material, and features over twenty minutes of video, packed with authentic language together, and provides a wide variety of tasks.

Telephone Talk: This features telephone conversation. Listening exercises are available to check the understanding of the short messages.

Apart from the above mentioned ones, other materials such as Expressions, Small Talk, English Work, Flying Colours, Asterix and Son, Asterix and the Secret Weapon, Just Grandma and Me, All the Fun of the Fair, Let's do Business, The Lost Secret, Chinews, Exotic Japan, and many more are available.

Having given some general information about the role of computers in language teaching and learning, computer programs, now we can turn to and touch on the focus of the dissertation which is the multimedia aspects of computers in teaching listening skills and, to a lesser extent, in learning.

IV.2- Multimedia: CCED defines multimedia as (1) 'In computing, ... programs which involve the use of sound, pictures, and film, as well as ordinary text, to convey information; (2) 'In education, multimedia is the use of television and other different media in a lesson, instead of only textbooks'. Ashworth (1996:81) says:

"In current jargon, (interactive) multimedia is used synonymously with 'Hypermedia', although 'multimedia' is also used to refer to presentations of information such as a combination of slide projection, movies, and sound that might not be controlled by computer ..."

and Fox at al (1992:39) maintains;

"**Multimedia** is a generic term gives to computer hard/software which enables the provision of information and ideas in different modes.", and

"Multimedia become **Hypermedia** when an application enables the user to retrieve information and ideas linked in an associative or non-linear fashion, and when the application gives access to yet more information which can also be retrieved in a non-linear way".

We are, here, dealing with the definition of multimedia in computing. In our terms, it means the combination and delivery of pictures, graphics, text, digitised sound, animation, video and video clips. So we call software or programs which use these combinations of elements multimedia.

From the point of view of creating or having very sophisticated materials, this combination and delivery are, as Fox et al (1992:64-6), Brett (1995:77-83), Davey (1995:31) also point out, vitally important. It must be because of this Ashward (1996:80) says:

"The ability to display such a variety of resources, to link them together, and to combine all these resources with tutorial programs on the computer provide a highly sophisticated, yet potentially easy-to-use and easy-to-author medium for developing education materials in any subject",

and also Fox (1995:43) maintains:

"Multimedia allows much opportunity for giving clues in presenting language, with associative links between subject matter or aspects of language"

It is this capability of multimedia which enables us to develop language materials. It must be because of this, Motteram (1993:16) says:

"Having got used to sound/video computers you can go further. If you have the right computers you can achieve full multimedia, using appropriate soft and hardware extensions".

Yes, now we have the right computers, appropriate soft and hardware extensions, and can, as Motteram would like to emphasise, achieve full multimedia.

In addition to this, it is even said (Willets:1988:44) computer sound has more advantages in comparison to tape based for language learner and research. These are:

"(1) The option of instantly accessing sound in non-linear form, (2) The facilities of stepping and isolating, (3) Instant record, replay and comparison, (4) The ability to synchronise text and graphics".

In figure: 1 on p: 22, listening materials, in terms of production objectives, are categorised into two groups. One of these groups is the materials that are made for language teaching and learning. These are classroom and self-study materials which consist of tape cassettes, video tapes and computerised (multimedia) materials. Now let us compare them for sake of finding out the crystal differences between multimedia and the others (tape cassettes and video tapes).

What they can offer	Tape Cassette	Video tape	Multimedia
Sound	+	+	+
Vision	-	+	+
Sub-titles (simultanously)	-	+	+
Sub-titles (Optional)	-	-	+
Meaning of new words	-	-	+
Support (audio)	-	-	+
Support (Pictorial)	-	+	+
Feedback (Interactivity)	-	-	+
Comprehension tests about the material with immediate feedback	-	-	+
Opportunity of letting learners have many choices at one time	-	-	+
Combination of sound, picture, text, graffic, vision, feedback, tests	-	-	+
TOTAL	1 (+)	4 (+)	11 (+)

Figure:12

In this figure, each plus (+) is a positive aspect, and each minus (-) is a negative aspect. As can be seen from the figure: 12, on the one hand multimedia can present everything that video and tape recorder can, but, on the other hand video and tape recorder cannot provide all multimedia can.

For example, tape cassettes can only deliver sound, while video tapes could deliver sound, vision, and sub-titles simultaneously, but multimedia can combine and deliver all elements indicated in the figure: 12. In comparison to the traditional listening materials, multimedia is highly motivating because it offers users many choices such as sound sequences, video clips, video clips with sub-titles, vocabulary and grammar links, relevant comprehension tests with immediate, remedial and innovative feedback and so on. Particularly during self-study multimedia is a private workplace where students take risks, work what they want and in the way they enjoy without complaining about the fear of making mistakes. Even if they make mistakes, they have many different kinds of opportunities to practise and to receive feedback. For that reason, they even, as Devile et al (1996:83) state, express a comfort as they can work at their own pace. This is what makes multimedia different from the others.

Having given some general information on multimedia, now we can turn to multimedia in the teaching and learning of listening skills.

IV.3- Multimedia in teaching listening skill

The capability of multimedia which enables us to combine and deliver sound, still and moving pictures, texts, graphics, video clips can help teaching listening skill in the following ways;

Firstly, the advantage of multimedia is that it enables us to create or provide listening materials directly to our learners` needs, interests and learning styles, as Taylor-Leech (1994:8) points out:

"The advantage of authoring systems is that they enable the teacher to respond directly to individual needs and learning styles of students in a way that the big commercial producers cannot".

After conducting a needs analysis questionnaire and a needs analysis test, we can find out our learners` needs, level, interests and produce or supply a set of suitable multimedia listening materials for them.

Secondly, multimedia makes it possible to prepare learners more adequately and effectively to the material they are going to hear or view. As indicated in Chapter III, p: 65-70), we can use pictures and language input to prepare learners in different ways. Multimedia allows us to prepare them directly according to their needs because we might need to use pictures, language

input, grammar clues, short audio messages, short video clips, graphics, sample sentences, functional language to prepare them which can easily be accessed only by clicking the required links, while it is not possible to have all of them with tape cassettes and video tapes. Even this can help learners during self- access self-study because learners can prepare themselves for the material they are going to hear or view by reviewing   or studying pre-listening elements which prepare them for listening texts as multimedia technology can direct and guide them, as Barnett (1993:303) points out:

"Technology can direct learner attention to metacognitive strategies such as planning, directing attention, self-monitoring, self-evaluation as well as the sorts of strategies which are required for effective exploitation of the facility itself".

Thirdly, as mentioned before (pp: 28-9), one of the potential sources of difficulty of listening skill is word and phrase-based problems. This can be solved with multimedia in different ways such as;

a) We can give the meanings of unknown words and phrases through hypertext links. Even simple sentences and short paragraphs featuring unknown words and phrases can be provided through links.

b) They can also be given throughout still and moving pictures. We can, for example, draw objects or use moving pictures of objects and label them.

c) They can be given throughout audio links.

All these can be accessed during post-listening stage as well as during self-study.

Fourthly, as mentioned before (p: 34-5), another potential difficulty in comprehending listening materials is pronunciation. This might be because of unfamiliar accents, stress, intonation, unfamiliar words, unknown proper and place names and so on. This is a problem which easily and effectively can be overcome through multimedia by providing listening materials with sub-titles, as Vanderlank (1988:275), Porter & Robert (1981:47) state, because listening materials with sub-titles make unfamiliar accents; fast, authentic speech; intonation and stress; proper and place names much easier to tune in to and to follow. Not only does such a remedial and innovative action help learners comprehend the material they hear or view, but also it will help them to get used to new accents, intonation and stress, fast speech which can help with future listening materials as well as in the 'real world'. This can be done both in listening classes and during self-study. Especially

learners, as Deville et al (1996:82) point out, find optional sub-titles, which enable learners to ask for the sub-titles of oral presentations when they need, very useful

Fifthly, in Chapter III, p: 76, we said, "... whatever activities we want to use in the while-listening stage should provide immediate positive feedback and remedial action ... on what the learners have not succeeded with ... because ... (1) it is ... very difficult to provide useful feedback in a later lesson, (2) pointing out the features present in the material and demonstrating the features that are causing difficulty are particularly useful in helping students ...". This is another point that can be conducted perfectly with multimedia. When we teach particular listening material in the classroom, we can realise and find out what kind of difficulties our learners have in comprehending. Depending on the difficulties they have, the immediate, positive and remedial feedback can be given. Let us think that (1) the students could not understand the listening text because of new accents, stress, intonation or fast speech. In this respect, what we explained fourthly can be conducted as remedial action. (2) if the students have difficulty because of any grammatical point or cultural

differences, then relevant links can be clicked either only by teacher presenting presentations in well lit locations with fully integrated projector

as in figure: 13, by switching master computer screen to the students`

screens as in figure: 14, or by letting the students to click the required link

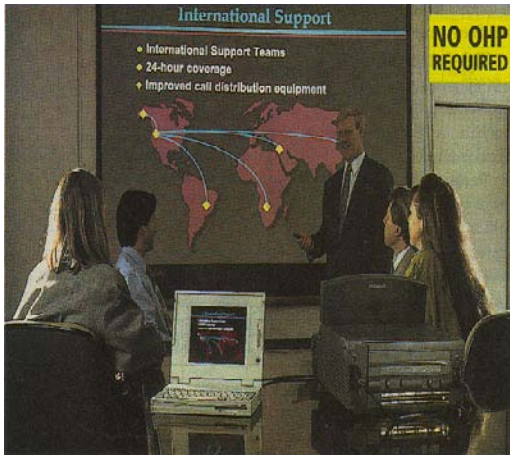and rework what caused them difficulty by themselves as in figure: 15.

Figure:13, From MISCO, July, 1996.

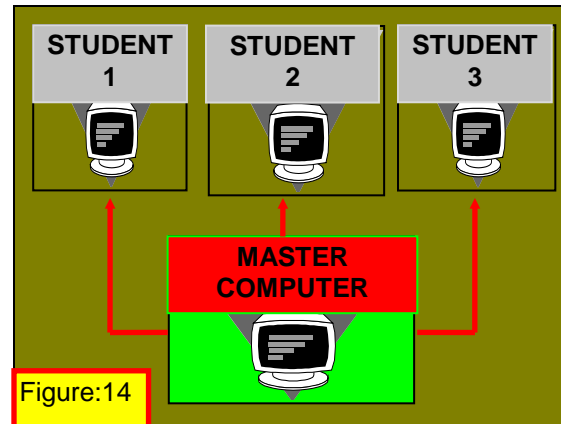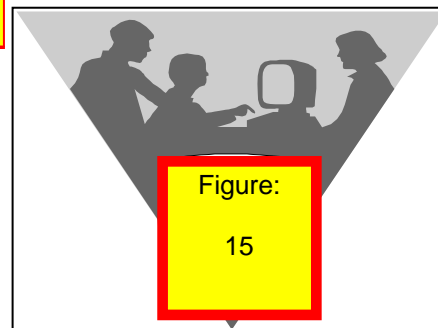Figure:14

Figure: 15

Not only does this kind of remedial feedback help learners to learn the

difficulties which have caused them not to comprehend listening materials

in the classroom, but also it will guide and lead them during self-study with

multimedia materials. In other words, once learners have learnt how to use

multimedia listening materials in the classroom, then they can work and

rework   either the same or similar or all available materials outside the classroom by themselves. So, we had better use all multimedia links in listening classes as far as possible by spacing over the language learning period and not massing urgently in great blocks in order to let them become familiar with the use of multimedia materials perfectly.

It is because of the reasons we have tried to explain so far that currently multimedia is more often being used for teaching and learning listening skills as well as the other skills. According to a multimedia experiment (Devile et al 1996:81) the students who took part in the experiment performed particularly better in listening comprehension.

"Interestingly, the students of the three groups (science, economics, and law) generally performed better in listening comprehension ...", Devile et al point out.

Additionally, the result of several years of research and development, as Fox et al (1992:48) point out, confirms that the visual and sound quality of multimedia materials; the option of asking for the written version of the oral

presentation, the facility of working at your own pace and your own time, assessing your progress and their attractivenes, as Deville et al (1996:82) state, are found most impressive by learners, which are vitally important for teaching and learning listening skill.

From the point of teaching listening skills to the target students at Yuzuncuyil University, Faculty of Education, Department of English Language and Teaching, we ought to do the following;

a) Having slotted listening courses into the four-year curriculum, we need to conduct a needs analysis questionnaire to find out their needs, interests, and administer a needs analysis test to be aware of their 'real' level.

b) We need to produce firstly, a set of suitable authentic audio-visual listening materials but also computerised for the target students because of the reasons explained on pp: 23-4, 27-9, secondly authentic but computerised audio-listening materials because of the reasons on pp: 95-97.

c) While producing materials for our learners, all potential sources of difficulty of listening should be considered.

d) We should also provide ready-made multimedia materials, video materials, tape cassettes and off-air materials because of the reasons explained on pp 25-7.

e) While selecting or producing materials, and using them in the class depending on the students needs, linguistic background and interest, we need to keep in mind all points which are beneficial for our learners.

f) Self-access self-study facility should definitely be provided for learners, otherwise it will be impossible for learners to improve their listening skills by only attending listening classes.

g) At regular intervals (i.e. at the beginning and end of each semester or academic year) level tests should be administered in order to find out whether learners' skills have improved or not. In addition to this, post-material questionnaires, and post-teaching questionnaires should be conducted to find out the negative aspects of materials and teaching approach we are following.

h) Multi-media material featuring English-Turkish cognates can and should be prepared for the target students because the number of these cognates is considerable high. Such material can particularly be presented very well with multimedia as it enables us to combine and deliver all elements such as texts, sound, video clips, pictures, and so on. All these combinations can help in different ways. Texts, for example, enable the users to see the cognates and how they are used in sentences in both languages. Sound enables learners to learn the correct pronunciations of the cognates in the target language as well as in mother tongue because all learners may not know all cognates to the same degree. That is why it can be said that cognates can help learners to the extent that the learners know them. Not only does such a material help learners to improve their listening skills, but also they, as Hammer & Monod (1978:32) state, are useful as a vocabulary acquisition which helps improve reading, writing and speaking skills, as well. Only a few of them are as following;

English	Turkish
slogan	slogan
to manipulate	manupule etmek
manipulation	manupulasyon
doctor	doktor
university	universite
college	kolej
television	televizyon
bye-bye	bay-bay and many more

i) Lastly, as the target learners will be English teachers after graduation, by using computers with them, they will be aware of the importance of this invaluable tool in language teaching and learning, and as a result of this they might want to use during their professional life.

IV.4- Conclusion

It appears that recent developments in computer aided language learning (CALL) and multimedia made computers much more beneficial over tape cassettes and video tapes in teaching and learning listening skills. Since this role, it can be said that multimedia will be a vital tool in teaching and learning a foreign language or second language as well as in all educational fields. Not only is it a suitable tool for classroom modes of teaching, but also it is a very sophisticated tool for individual modes of learning. Therefore, from the point of view of teaching listening skills to the target students as well as learning, we can say and claim that multimedia can help improve the listening skills of the target students. This, however, will largely depend on firstly, computerised multimedia materials, secondly on

those of us who will be implementing them into the classroom, and finally on those who will be using them for self-access self-study. In other words, the better and the more effectively the materials are produced, and the better and the more effectively they are used; the better and the more they can help teaching as well as learning listening skills and the other skills of a foreign/second language.

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Appendixes:

Appendix: 1 The target students' four-year curriculum

First year, first semester	*First year, Second Semester*
English Grammar Reading Writing Conversation Phonetics Turkish Grammar Grammar Translation (English to Turkish) Introduction to Education Educational Sociology	English Grammar Writing Reading Conversation Phonetics Writing Turkish Grammar Translation (from English into Turkish)) Education Sociology Ataturk's Revolution Physical Education
Second Year, first semester	*Second Year, Second Semester*
English Grammar English Reading English Spoken English Writing English Structure Translation (English-Turkish) Translation (Turkish-English) English Literature English History Psychology Turkish Grammar Physical Education	English Grammar English Reading Conversation English Writing English Structure Translation(English-Turkish) Translation(Turkish-English) History of Eng. Literature English History & Geography Turkish Language Ataturk's Principles Physical Education Teaching Methods

Third Year, First Semester	*Third Year, Second Semester*
English Grammar English Writing Linguistics Translation(English-Turkish) Translation(Turkish-English) English Literature Comparative linguistics Assessment in Education Ataturk's Principles Turkish Grammar Physical Education	English Grammar English Writing Linguistics Translation(English-Turkish) Translation(Turkish-English) English Literature Comparative Linguistics English Literature Guidelines Ataturk's Principles Turkish Grammar Physical Education
Fourth Year, First Semester	*Fourth Year, Second Semester*
Translation(English-Turkish) Translation(Turkish-English) English Literature English Grammar Semantics Contemporary Eng. Literature Teaching Methods Ataturk's Principles Physical Education	Translation(English-Turkish) Translation(Turkish-English) History of Eng. Literature History of Eng. Language Semantics Contemporary Eng. Literature Teaching Methods Teaching of Education Turkish Grammar Physical Education

Appendix: 2- Interview (*1st May, 1996, Interview with Jane Sunter*).

- Hello, I wonder if you would like to introduce yourself.
- Hi, my name is Jane Sunter and I'm a smoking association advisor based in Crumpsall clinic in north Manchester.

- I wonder if you could tell me any harmful effects you think that smoking has on human being.
- Yeah, smoking has several harmful effects on humans. emm It can give humans cancer eh due to the carcinogenic effects of the chemicals that are taken in through smoking. Smoking also gives out carbon monoxide which has an effect on arteries making them harder and also makes the body actually deposit fat on the arteries causing heart disease, and also because of the tar out of the cigarette smoke as well. It has an effect on the lungs, actually clogging up the lungs which can cause chronic lung inflammation leading to bronchitis and more long term lung disease.

- Do you think there's any advantage of smoking?
- Well, people say that they smoke because it actually relieves stress. It does actually have, it does actually help relieve in stress due to chemicals in in the brain, eh but the only real sort of advantages, I think, to smoking in some conditions nicotine does actually have an effect of relieving Parkinson's disease, and also in some some people also solve colitis,as well. That's actually from nicotine effect of cigarettes. So you could argue that is a positive aspect, but not really compared to all the heart diseases, cancer that people can get due to the cigarette smoking.

- All right, although smoking is harmful why do you think people still smoke?
- Eh, there are a lot social reasons to why people smoke. First of all, initial reason is actually nicotine that they take into through cigarette that just make people have another one due to addiction. And also because it becomes a part of their habit, that of their habit perhaps when they're bored or in social conflict .... It's very much difficult to check the facts.