

ACKNOWLEDGMENTS

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FOREWORD

The video entitled “*Techniques for Teaching Listening*” is part of the *Best Practices Video Series* designed for training student teachers, teachers, and teacher supervisors.

This trainer’s guide provides a teacher educator or trainer with a detailed plan for using this video as part of teacher preparation or training programs.

In a training workshop designed for student teachers or teachers, the trainer needs six to eight training hours to cover the core materials in this training manual and the video entitled “*Techniques for Teaching Listening.*” This does not include the *Optional Activities*. But, for a training workshop designed for supervisors using this trainer’s guide and its video, the trainer needs around 4 hours.

- *Pre-Viewing Activities* prepare trainees for the content of the video segment and relate it to their teaching experiences
- *First and Second Viewing Activities* focus trainees’ attention on important concepts in the video.
- *Post-Viewing Activities* consolidate the knowledge, skills, and attitudes learned from the video and help trainees retain them and use them in their classrooms.
- *Task Sheet 5: Reflection* gives trainees an opportunity to express their own reflections on the teacher’s performance, the rapport between the teacher and the students, and various teaching strategies and techniques in the video. Trainees also relate the activities to their own teaching situation.
- *Application* is practiced when trainees work in small groups to plan a listening lesson from “*Hello!*” applying the knowledge, skills, and attitudes they learned from the segment.
- *Optional Activities* reinforce the theoretical background, by stressing two techniques the teacher in the segment has done well: the *functional use of the board* and *motivating students using praise*.

TRAINER'S NOTES

Pre-Viewing

Objectives:

- ◇ Prepare trainees for the content of the video segment
- ◇ Relate it to their teaching experience.

Set up:

- ◇ Task Sheet 1: *Before/After*
- ◇ Handout 1: *Theoretical Background* (can be assigned for reading before the training session)
- ◇ Handout 2: *Instructional Objectives & Summary* (can be assigned for reading before the training session)

Approximate Time Required: 40 minutes

Relate to Past Knowledge and Experience

Using *Task Sheet 1: Before/ After* ask trainees to comment on the issues and questions.

Set a time limit during which trainees jot down their thoughts in the left side of *Task Sheet 1*, entitled “**BEFORE**”.

Allow seven minutes or more depending on the English proficiency of the trainees. When time is up, call on various trainees to share their ideas with the group. Write the ideas on the board, paying attention to use the trainees’ words. The whole group chooses the most important ideas from the board list and writes them in the Task Sheet in the column labeled “**BEFORE**”.

Present and Discuss Theory

Referring to *Handout 1: Theoretical Background*, briefly review the theoretical background and discuss it with the trainees. You may ask them to read it before class or may give them about ten minutes to read it in class.

After the trainees read *Handout 1*, ask them to answer the questions on *Task Sheet 1* in the shaded area under “**AFTER**”.

In pairs, they compare their knowledge before and after reading the theoretical background in *Handout 1*.

Ask if there has been any visible change from the left to the right side of the sheet (*Task Sheet 1*) and discuss discrepancies with the trainees.

Clarify Instructional objectives

Referring to *Handout 2: Instructional Objectives & Summary*, explain to the trainees that as a result of viewing this segment and participating in the activities, they will:

- become aware of listening as a skill that should be taught and mastered.
- identify the three phases of a listening lesson and their relevant goals.
- demonstrate familiarity with activities that :
 - ◇ activate students’ attention.
 - ◇ relate content to previous experience.
 - ◇ reduce difficulties students meet while listening.
 - ◇ promote discussion and speaking opportunities.

- apply techniques and strategies of teaching listening in their own teaching situations.

Finally, briefly describe ideas in the **Summary** of the tape which you could either give to trainees to read before class or allow them five minutes to read in class (**Handout 2**). You may have to explain difficult vocabulary items in the **Summary**.

First Viewing

Objectives:

- ◇ Trainees get an overall idea of the content of the segment.
- ◇ They practice their listening skills.

Set up:

- ◇ Task Sheet 2:
Viewing

Approximate Time

Required:

45 minutes

View the Video

Ask the trainees to read the questions in **Task Sheet 2: Viewing**.

Check that the questions are clear to the trainees.

Then let them watch the video once without stopping. While viewing, they have to **think** of answers to the questions.

Discuss

After viewing the video, trainees answer the questions in pairs or in small groups. Then, get their feedback.

Second Viewing

Objectives:

- ◇ Trainees understand the details of the video lesson
- ◇ They identify the purpose of each activity in it.

Set up:

- ◇ Task Sheet 3:
Detailed Viewing
- ◇ Transparency of Task Sheet 3 (optional)

Approximate Time

Required: 70 minutes

View the Video Lesson for Details

Point out to trainees that **Task Sheet 3: Detailed Viewing** includes a list of the teacher and student activities that make up this lesson in the order in which they occur.

Let the trainees watch the video lesson a second time and fill in the missing words. Pause the video at each caption (band) that pops up on the video at the beginning of each stage of the lesson.

Discuss

Have the trainees compare their answers in pairs. As they do so, they have to decide what purposes apply to each activity.

On a transparency of **Task Sheet 3 (parts A & B)**, record the trainees' feedback. It's worth noting that more than one purpose could apply to some activities. (If a transparency

and overhead equipment are not available, list 1-18 on the board and ask trainees to provide their responses for each item.)

Summarize

Ask the trainees to turn over **Task Sheet 3** so they cannot refer to it.

Then read the following items and ask them to indicate whether the event happened in the first listening or second listening by writing *1 for first listening* and *2 for second listening*.

The items are:

- a. ___ Students listen for the main idea.
- b. ___ Students answer the questions in their books.
- c. ___ Students confirm predictions they made in the pre-listening phase.
- d. ___ Students listen for general comprehension.
- e. ___ Students listen for more detailed information.

They, then, check in pairs and give you their feedback.

Post-Viewing

Objectives:

- ◇ Trainees comment on the video segment, training materials and their new KSA acquired from them.

Set up:

- ◇ Task Sheet 4: *Post Viewing*
- ◇ Transparency of Task Sheet 4 (optional)

Approximate Time

Required:

15 minutes

Discuss the New KSA

Make sure that the trainees understand the questions on *Task Sheet 4: Post-Viewing*. Have the trainees read the questions silently and make sure they understand them.

Choose one of the good trainees and ask him/her to ask the rest of the class any one of the questions. Any trainee who answers correctly has the opportunity to ask the others another question and so on.

Monitor the activity and ask other trainees to correct whatever wrong answers are given if the trainee who asks the question does not correct the answers adequately. Make sure that the focus is on content and ideas not on grammar or expression.

Application

Objectives:

- ◇ Trainees relate the teacher's reflection to their own teaching situations.
- ◇ They consolidate their KSA with Mentor's Wrap-up
- ◇ They review key materials in this segment
- ◇ They plan a listening lesson.

Set up:

- ◇ Task Sheet 5: *Reflection*
- ◇ Handout 2
- ◇ Task Sheet 3 (completed)
- ◇ Task Sheet 6 *Mentor's Wrap-Up*
- ◇ Blank OH transparency (optional)

Approximate Time

Required: 190 minutes

Warm-Up

Relate Teacher's Reflection to Trainees' Experiences

Have trainees reflect on how the segment concepts can be applied to real situations in *Task Sheet 5: Reflection*. If this part of the training is conducted on a different day or after a long break, you may want to replay the teacher's *Reflection* section of the video. Allow the trainees 10 minutes to answer the question on the Task Sheet individually. When time is up, put them in pairs or small groups to check their answers. Then, get their feedback.

View the Mentor's Post-Lesson Commentary

Then, using *Task Sheet 6: Mentor's Wrap-Up* play the Mentor's post-lesson commentary and ask the trainees to fill in the missing parts in the table in *Task Sheet 6*. After watching this part of the video and filling the gaps with stages of the listening lesson, have the trainees check their answers in pairs and get their answers on an OH transparency or on the board.

Before getting the trainees to apply their learning experience from the segment to a real classroom situation, encourage them to use the following resources:

- Summary of the segment in *Handout 2*
- The filled-in *Task Sheet 3* (the cloze activity that lists all the teacher and student activities and their respective purposes).
- Samples of listening lessons from “*Hello!*” and the relevant Teachers’ notes from the Teachers’ Guide

Develop Lesson Plans

Divide the trainees into three main groups to develop a lesson plan from the “*Hello!*” level they teach based on the above information and adapt it to their own teaching situations.

The first group prepares *pre-listening activities*, the second *listening activities* and the third *post- listening activities*.

A representative from each group presents his/her group’s part of the lesson in the proper sequence and the other groups and the trainer comment on their performance.

You can prepare an observation form for the other trainees to check while their colleagues are presenting.

TECHNIQUES FOR TEACHING LISTENING

HANDOUT 1

Theoretical Background

Instructions

Read the following theoretical information about the listening process and teaching it. Highlight or underline all ideas new to you.

The Role of Listening in the English Curriculum

Listening has always been considered an important skill in language learning. The Direct, Audio-lingual, Language Acquisition and Interactive Communicative language approaches have all highlighted the priority of learning this skill. Rivers and Temperly (1978), Oxford (1993) and Celce-Murcia (1995) agree that listening constitutes 45% of daily communication among individuals.

It is surprising, therefore, that teaching listening strategies and techniques has not received as prominent a place in the English curriculum. For instance, early language teaching methodologists referred to reading and listening as passive skills that develop automatically through exposure to the oral aspects of language. The listener therefore, was always at the passive receiving end of the communication process, Celce-Murcia and Larsen Freeman (1991). But, the video segment we are dealing with adopts the more recent view that listening is a complex process and that its strategies and techniques can be and should be taught and learned.

Listening Is a Complex Process

If we consider the various steps a listener goes through before he understands the meaning of a message and acts upon it, we will realize what difficulties a student faces while listening.

When listening to a message, the student has to distinguish spoken language from other sounds. He would then have to divide the stream of speech into words and keep meaningful chunks of the language in the short-term memory. However, a listener does not simply record what he hears as it is. He interprets it in the light of his background knowledge and his purpose for listening. The listener also determines, according to Brown (1994), whether the information should be retained in short-term or long-term memory. The first calls for a quick oral response while the other is more common while processing information in a lecture.

Some of the difficulties a listener meets include discrimination among distinctive sounds, stress, rhythm, and intonation. Note the difference in meaning between the following examples due to intonation differences:

- ◇ “The boss,” said the secretary, “is stupid.”
- ◇ The boss said, “The secretary is stupid.”

The listener has also to recognize abbreviated and reduced forms of words, word order, and key words. He has to guess the meaning from the verbal and nonverbal context and adjust listening strategies to different kinds of listening purposes. Above all, he has to use his background knowledge and experience, i.e., schemata, to make inferences, predict outcomes and understand relationships among ideas. All the above shows how complex and active the listening skill is.

It should be remembered, however, says Harmer (1998), that students get better at listening the more they listen and any help we can give students in performing that skill will help them to be better listeners.

Listening and Reading

Both listening and reading draw on knowledge of a language code, i.e., sounds, vocabulary and grammatical structures, experience or schemata of the listener and reader and situational/contextual clues to understand the meaning of the message. The two skills are characterized as problem solving activities because meaning is not in the text itself but in the minds of the listener or reader gained through first hand or indirect experience.

There are basic differences, however, between reading and listening. The reader reads at his own pace, pausing occasionally consulting the dictionary or teacher. The listener enjoys no such luxury. Controlled by the pace of the speaker, his choice of vocabulary and grammatical structures, the listener cannot be inattentive even for a moment, otherwise he may lose important parts of the message. Because if he does, he cannot go back to what has been said before or ahead to get an idea of what is coming next.

Listening and Speaking

Careful listening is essential for accurate pronunciation. Deaf people cannot pronounce correctly because they have not heard the words they try to say. In a face-to-face conversation situation, listening and speaking are key elements that keep the process going.

Listening Activities

El-Baz and associates in, “*School Based Training*” have listed many listening activities based on the “*Hello!*” series (pp 13-20) in four models: *Listen and Identify*, *Listen and Write*, *Listen and Match*, *Listen and Follow Instructions*. In addition, the following activities can be done individually and in pairs:

- ◇ Listen to decide what the speaker really means
- ◇ Listen to materials that correspond to a picture, drawing, map, diagram, etc.

O’Maggio “1986” mentions the following creative dictation techniques that depend on focused listening:

- ◇ Students write questions dictated by the teacher and answer them.
- ◇ Students fill in gaps on the written copy of the passage they hear.
- ◇ Sentences are dictated in random order for students to write and rearrange.

Activities in the rest of this training manual help trainers create opportunities for trainees to discuss and carry out exercises so that they can confirm and consolidate what they have heard.

As *Handout 2* shows teaching listening can be divided into three stages, i.e., *pre-listening*, *listening* and *post-listening*. During the first stage, students are introduced to the listening text through analyzing the title, picture or diagram. They may discuss content, vocabulary and organization. While listening they are asked to perform activities that help them focus on the important ideas in the text. During the post-listening stage, they are asked to answer questions that consolidate what they have learned.

Listening in Egyptian Schools

As we have discussed above, listening is an active, complex process essential for communicative action and comprehension. Nevertheless, it has long been neglected in teaching English in Egypt. Because our students and teachers are exam-oriented and as long as listening is not part of promotional or regional exams, it will not be given the importance it deserves. Most teachers seem to take listening for granted without exerting efforts to help students develop strategies and techniques to learn it. Most of their efforts whether in schools or private tutoring, emphasize reading and writing skills that are essential for passing exams. The “*Hello!*” series includes many listening and speaking activities but students and teachers tend to pay little attention to them.

TECHNIQUES FOR TEACHING LISTENING

HANDOUT 2

Instructional Objectives

As a result of viewing this video segment and participating in these activities, you will:

- become aware of listening as a skill that should be taught and mastered.
- identify the three phases of a listening lesson and their relevant goals.
- demonstrate familiarity with activities that :
 - ◇ activate students' attention.
 - ◇ relate content to previous experience.
 - ◇ reduce difficulties students meet while listening.
 - ◇ promote discussion and speaking opportunities.
- apply techniques and strategies of teaching listening in their own teaching situations.

Summary of "Techniques for Teaching Listening"

In the video segment you will see Mr. Magdi Ghoneimy, a senior teacher at Gammal Abdel Nasser governmental Secondary School for Girls, in Zagazig, Sharkia Governorate, teaching a listening lesson to a class of 27 girls, based on "**Hello! 8**" page 83. For trainees who are not familiar with this text, a brief summary follows:

In the lesson, Mr. Farag is applying for the job of a medical representative in a famous company. During an interview with one of the company officers, he discusses his qualifications, personal qualities, work experience, CV and his reasons for wanting the job.

In the video lesson, Mr. Magdi pre-teaches the essential vocabulary, most of which can be found on pages 101 and 102 of the "**Hello! 8**" Teacher's guide.

The video segment starts with a brief definition of the objectives of teaching listening skills and a recording of a live lesson in teaching listening. Students listen to an audiotape about an interview with Mr. Farag and then they respond to questions to check their comprehension. Three stages in the listening lesson are identified.

- **Pre-Listening Activities:** to prepare students for the segment, activate their background experience and explain difficult vocabulary.
- **Listening Activities:** to focus their attention on key ideas in the text.
- **Post-Listening Activities:** to ensure students' comprehension and retention of the message.

The Mentor, Dr. Heba Zaiton, comments from time to time to point out important parts and explain key ideas. Finally the class teacher concludes with reflective remarks and comments on what he has done.

TECHNIQUES FOR TEACHING LISTENING
TASK SHEET 1

BEFORE/AFTER

Answer the questions in the column entitled “BEFORE.” Then after reading *Handout 1*, add to your answers in the column entitled “AFTER.”

BEFORE	AFTER
1. What is the role of listening in TEFL?	1.
2. Difficulties faced by students learning this skill.	2.
3. Difficulties faced by teachers teaching this skill.	3.
4. The relationship between listening and reading.	4.
5. The relationship between listening and speaking.	5.
6. Activities to teach listening.	6.
7. The role of listening in teaching English in Egypt.	7.

TECHNIQUES FOR TEACHING LISTENING
TASK SHEET 2

VIEWING

While watching the video, think of answers to the following questions. Then, answer them in pairs or small groups.

1. What are the three stages of the listening lesson?

2. What is the goal of each?

3. What was Mr. Magdi's opinion about teaching the lesson?

TECHNIQUES FOR TEACHING LISTENING TASK SHEET 3

DETAILED VIEWING

Part A. Below is a list of teacher and student activities that make up the lesson in the order in which they occur. As you watch the video lesson, fill in the missing words.

	Teacher Activity	Student Activities	Purpose Served by the Activity
Warm-up			
01	Teacher introduces the concept of work.	Students listen to explanation of new -----(1)	1.
02	Teacher gives instructions.	Students guess -----(2) of people in the picture.	2.
03	Teacher gives instructions [one-minute time limit].	Students write -----(3) for a job interview.	3.
04	Teacher gives instructions [two-minute time limit].	Students give -----(4) to describe interviewee's feelings.	4.
05	Teacher gives definitions of words from the -----(5)	Students guess the word that -- -----(6) the definition.	5.
06	Teacher gives instructions.	Students use some words in --- -----(7)	6.
07	Teacher gives instructions.	Students guess which -----(8) Mr. Farag attended and what type of job he -----(9) for.	7.
08	Teacher gives instructions. [two-minute time limit].	Students read -----(10) from the book.	8.
09	Teacher checks understanding of questions.	Students indicate that there are no -----(11)	9.
10	Teacher tells students they will listen -----(12) times to the tape, not to talk or write while listening.	Students listen to the instructions.	10.
11	Teacher plays the tape, checks whether students can -----(13)	Students listen to the tape	11.
First Listening			
12	Teacher stops the tape and gives instructions.	Students -----(14) what will be said next on the tape.	12
13	Teacher asks students if they want to listen again.	Students indicate they -----(15) to listen again.	13.
14	Teacher instructs students to -----(16) questions.	Students reread questions in their books.	14.

Second Listening			
15	Teacher plays the tape through without -----(17)	Students listen to the tape a second time.	15.
16	Teacher gives instructions. [three-minute time limit].	Students write answers in their notebooks and -----(18) them with their partners.	16
Comprehension Questions			
17	Teacher solicits answers to questions in the books.	One student reads question aloud, another reads her -----(19)	17.
Going Beyond the Lesson			
18	Teacher asks students if they think Mr. Farag will get the job.	Students -----(20) whether they think he'll get the job.	18.

Part B.

After you watched the video and filled in the gaps, check your answers in pairs.

Then look at each activity again to decide which of the following purposes apply to each activity.

Put the appropriate code letter(s) in the third column, “**Purpose Served by the Activity.**” Note that more than one purpose could apply to some activities.

Use these Codes:

- E-** Raises the students’ expectations so they become interested in listening to find out if their guessing is true.
- C-** Helps make sure the students can successfully comprehend what they hear.
- I-** Promotes interaction, speaking, and communication.
- M-** Challenges students and enhances their motivation.

TECHNIQUES FOR TEACHING LISTENING
TASK SHEET 4

POST-VIEWING

- 1. What is the warm-up exercise that the teacher does at the beginning of the lesson?**
- 2. Why does the teacher ask the students to look at the picture in the book?**
- 3. Why does the teacher ask the students to predict the content of the listening?**
- 4. Why do you think it is important for teachers to explain difficult words before students listen? List three other ways in which vocabulary may be introduced.**
- 5. Choose three adjectives that best describe the teacher in the segment.**
- 6. Comment on what surprised you most about the teaching techniques or methodology you learned from the video and these training materials.**
- 7. What do you know about teaching listening that you did not know before viewing this segment and participating in the activities?**
- 8. If you were to train a beginning teacher what one thing would you choose from the video to share with that novice teacher?**

TECHNIQUES FOR TEACHING LISTENING
TASK SHEET 5

REFLECTION

Answer the following questions based on the video segment and your own experience.

- 1. How satisfied was the teacher with the lesson he gave? Would you agree with his self-evaluation?**

- 2. To what extent were the activities Mr. Magdi presented suitable to the level of your class?**

- 3. Have you ever used a tape player in your class? If yes, how did it go?**

- 4. How do you normally teach listening when it appears in “*Hello!*”?**

- 5. Would you like to try out some of Mr. Magdi’s activities? Which do you think are most suitable for your classroom situation?**

- 6. If Mr. Magdi was teaching a much larger class (60 students), what do you think he would have to do differently? What would still be the same?**

- 7. If Mr. Magdi had slow learners in his class, how do you think he might change his lesson?**

TECHNIQUES FOR TEACHING LISTENING

Task Sheet 6

MENTOR'S WRAP-UP

While watching the Mentor's post-lesson commentary, fill in the gaps with the stages of the listening lesson.

Stages of the Listening Lesson	Techniques at Each Stage
-----	Warm-Up: Use the context to build up expectations . Require students' predictions .
----- First Listening For general comprehension and main idea	Pause the tape ask for predictions .
----- Help students provide responses to the questions.	Play the tape through.
-----	- Comprehension Questions - Discussion - Going beyond the listening

TECHNIQUES FOR TEACHING LISTENING OPTIONAL ACTIVITIES

This tape was designed as an observation of a listening lesson, but lends itself to observation of general language teaching practice, as well. The following activities have been designed to make use of the observation to reflect on the following aspects:

- ◇ **Functional Use of the Board**
- ◇ **Motivating Students Using Praise**

They elicit description of the lesson related to each of these aspects, with discussion leading to an activity that gets trainees to develop their own guidelines for best practice. Each is based on a re-viewing of the same selected short segment of the tape.

Because the same segment of the tape can be used for both activities and the activities should take about the same amount of time, it may be motivating to allow trainees to select which aspect interests them. Divide them accordingly, and have each half work separately on its individual task, as a whole or in smaller groups, according to the number of participants. They can then report the results of their work back to the whole group of participants.

FUNCTIONAL USE OF THE BOARD

A white/black board is one of the most important tools a teacher uses. The goal of this activity is to observe, describe and think about Mr. Magdi's use of the board. Drawing on this observation and the teaching experience of the trainees, help them to present and develop principles for best practice.

Show the *pre-listening* part of the video lesson. Ask participants to come up with three adjectives to describe Mr. Magdi's use of the blackboard.

Trainees will then share their adjectives in their groups, with one trainee assigned as a recorder, writing a comprehensive list.

They then discuss what they observed in terms of what they consider *best practice*, using the following questions to guide their discussion. [Time limit-10 minutes]

- ◇ What does Mr. Magdi do right?
- ◇ Why do you consider this good practice?
- ◇ What are some of the other ways one can use the board besides for vocabulary?

Participants consider their own common practice, and they develop another list of possibilities.

Dos and Don'ts for Board Use [Time limit-15 minutes]

Divide trainees into groups of four or five. Give each the following set of instructions:

Your group has been selected to develop guidelines for blackboard use for this teacher-training workshop. Refer to your own practice and experience to develop a model list of Dos and Don'ts. After you are finished, choose one person to present your list to the rest of the participants in the "workshop", using the blackboard as an aid.

Allow each group's representative to give its presentation.

MOTIVATING STUDENTS USING PRAISE

Motivation refers to the effort a person is willing to put forth to accomplish a task. According to Brown (1994), two kinds of classroom features have been shown to motivate students. One is appropriately challenging tasks, the other is positive feedback for the effort made. The goal of this activity is to describe Mr. Magdi's use of praise and reflect on one's own use of praise in comparison.

Show the *pre-listening* section of the video lesson. Before viewing, trainees will be given the "*Positive Feedback Task Sheet*," and asked to make a tick every time they hear the teacher use one of the various listed responses.

After tallying each type of response, trainees can work as a group to come up with a description of Mr. Magdi's use of praise, considering the following issues: (either to be written on the board for all participants, or recorded by a group recorder)

- ◇ number of responses
- ◇ variety of responses
- ◇ genuineness and sincerity
- ◇ selectivity
- ◇ frequency of specifying what behavior he is praising.

For group discussion: [Time limit-10 minutes]

- ◇ Can a teacher give too much praise?
- ◇ Which of Mr Magdi's responses do you consider more motivating?

Dos and Don'ts for Giving Praise [Time limit-15 minutes]

Divide the trainees into groups of four or five. Give each the following set of instructions, with a large piece of heavy paper and markers.

Your group has been selected to develop guidelines for teachers for giving praise in class. Using your experience, and your observation of Mr. Magdi's class, develop a checklist of Dos and Don'ts for giving praise. Use them to create a poster and hang it on the board or have one of the group members make a presentation to the participants in the "workshop."

**TECHNIQUES FOR TEACHING LISTENING
TASK SHEET (OPTIONAL)**

POSITIVE FEEDBACK

As you listen to this part of the lesson, make a tick in the appropriate place each time you hear the teacher make one of the following positive responses.

(Each member of the group can be assigned responsibility for listening for a different response.)

Positive Response	Times Used
“very good”	
“excellent”	
“thanks”	
“right”	
“yes”	
“very big word”	

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SUGGESTIONS FOR FURTHER READINGS

Dickenson, L., 1987, *Self-Instruction in Language Learning*, Cambridge University Press.

Contains a wealth of practical exercises, preparation activities and teaching techniques which teachers can use directly or adapt to their own situations.

Hedge, Tricia, 2000, *Teaching and Learning in the Language Classroom*, Oxford University Press.

Provides ideas and insights into teaching. Helps teachers reflect on their own practice and aims to develop insights into issues, problems and possibilities in ELT.

Richards, J. C., 1990, *The Language Teaching Matrix*, Cambridge Language Teaching Library.

Designed for use in courses on language teaching and methodology and teacher preparation; also serves as a good source for language curriculum and teaching practice.

TECHNIQUES FOR TEACHING LISTENING

Answer Key

PRE-VIEWING ACTIVITIES

Task Sheet 1: BEFORE/ AFTER

BEFORE

Questions 1-7 any answers the trainees offer will be summarized as they are on the left side of *Task Sheet 1*.

AFTER

1. Very important for all skills, we listen 45% of our communication time.
2. Students were not taught listening strategies in previous school years.
3. Teachers were not well prepared in FOE for teaching listening.
4. Both skills depend on the experience of the reader and listener and the verbal and physical context.
5. Nobody can pronounce anything accurately if he has never heard it.
6. Listen and write, read, act, understand.
7. Teaching listening is taken for granted because it is not part of the final exams.

FIRST VIEWING

Task Sheet 2: VIEWING

1. Pre-listening, listening and post-listening.
2. A) To prepare the students for the text, B) To make sure they follow and understand the text, C) to reinforce and consolidate the comprehension of the text
3. He thought the students did understand the text and enjoy the lesson.

SECOND VIEWING

TASK SHEET 3: DETAILED VIEWING

A)

1. words	5. context	9. is applying	13. listen	17. stopping
2. the roles	6. fits/ matches	10. the questions	14. guess	18. check
3. questions	7. sentences	11. problems	15. want	19. answer
4. adjectives	8. schools/faculties	12. two	16. read	20. guess

B)

1. C/E	4. E/M	7. E/M	10. C	13. C	16. I
2. E	5. M/C	8. C	11. C	14. I	17. I
3. M	6. I	9. C	12. E/M	15. C	18. M/I

Summarize: 1, 2, 1, 1, 2.

TASK SHEET 4: POST-VIEWING

- Teacher explains meaning of new words and the content and purpose of the tape
- To match what they see with what they hear and know the roles of the people in the picture
- Because he wants them to think more about what may happen

- To get them involved in the listening task. Vocabulary can be introduced through: matching words with pictures, word trees and lexical sets and matching words with meanings.
- Any suitable answer, e.g., helpful, experienced, friendly, etc.
- Open Answer
- Open Answer
- Open Answer

TECHNIQUES FOR TEACHING LISTENING

GLOSSARY

- abbreviate:** make short or reduce
- activate:** bring to life, move or excite
- associates:** people working together
- audio-lingual approach:** an approach which considers listening and speaking ahead of reading and writing
- brainstorming:** the teacher helps students to express their ideas orally without interruption or correction
- categories:** kinds, types
- chunks:** pieces that belong together
- complex:** difficult, not simple, made of many parts
- correspond:** match
- distinguish:** find the difference between.
- essential:** important, necessary
- exposure:** the act of hearing, feeling and seeing something for a long time
- FOE:** Faculty of Education
- heading:** title
- highlight:** emphasize, consider important
- indicate:** show
- instructional:** used in teaching
- inference:** guessing, knowing the reason and the result of something
- KSA:** knowledge, skills, and attitudes
- MOE:** Ministry of Education
- monitor:** regularly watch or check
- objectives:** aims, goals to be reached
- opportunities:** chances
- optional:** not necessary, left to the desire of the person
- participate:** take part in
- predict:** guess
- pre-view:** see before
- process:** understand or analyze
- promote:** develop or make something happen
- positive:** good or encouraging
- post-viewing:** after seeing something
- random:** without a definite plan or system
- reduce:** make less
- reflection:** thinking back on something that was done or said
- relate:** tie or remind or add closely to
- representative:** one who speaks for a company or a person
- retain:** keep
- segment:** part
- target:** aim, objective, something you try to reach
- techniques:** ways of doing something
- theoretical background:** the principles underlying a certain idea or concept problem
- visible:** clear, can be easily seen
- warm-up:** to prepare for an upcoming activity