

Ms Dina: “Best Practices in Teaching English” is a series of teacher training segments dealing with eight topics: **Classroom Management, Writing, Reading, Listening, Presentation Skills, Practice, Error Correction, and Supervision.**

“Best Practices in Teaching English” can be used for teacher and supervisor in service training or by faculty in pre-service teacher education. Also, tapes can be used separately by student teachers, teachers, and supervisors for individual study and self-development.

Accompanying the video series is a set of printed supplementary materials that describes the content and includes information on how to use the videotapes.

“Techniques for Teaching Listening”

Dr. Heba: Assalam aleikom. Now we are going to watch a segment on how to teach listening skills. The objective of teaching listening skills is to develop a global understanding of the spoken language. Students in this segment listen to a job interview, and then they respond to questions that check their comprehension. Throughout the lesson, learners are actively participating in role plays, discussions, and pair-work. Their listening performance is integrated with their speaking skills in an authentic, communicative interchange. To achieve maximum benefit from the listening excerpt, the teacher divides the lesson into three stages:

- **Pre-Listening,**
- **During-Listening, and**
- **Post-Listening Stage.**

Mr. Magdi: Good morning, everybody.

Students: Good morning, Mr. Magdi.

Mr. Magdi: Thanks. Sit down, please. Thanks a lot...Okay. How are you today?

Students: Fine.

Warm-Up

Mr. Magdi: Fine. Very good. Today we have a listening lesson, and it's related to a job and work. And as you know, in the United Kingdom you can find work, and you can go to work without going to an office. You see that? You can work at home. We call this *tele working...tele working* because you may depend on your telephone, your computer, the Internet and do your work without going to an office. Right? Okay. And some people can do work for different companies, many companies at the same time. Okay? And we call them free-lancers. Okay? Free...free-lancers. But anyway, if you want to do some work, if you want to have a job, you have to go through an interview. Okay? Today we have ...we have a listening lesson. You are going to listen to an interview, okay? But before that, I have something to tell you. Open your book... It's page 83. Look at the picture you have there. And you have two persons. One is being interviewed and the

interviewer. Which one is interviewer and which one is the...the person interviewed? Yes. Right. Hanan?

Hanan: I think the woman is interviewing the person who is sitting in front of him.

Mr. Magdi: Uh-huh. You believe that the person with glasses is interviewer. Why do you think so?

Hanan: Because he's sitting and ready to answer questions.

Mr. Magdi: You mean that the person in...in...in red here is the interviewer. Okay.

Hanan: Yes.

Mr. Magdi: Yes. Interviewer. Right.

The interviewer. And you think that because she is sitting at a desk?

Hanan: And asking him.

Mr. Magdi: Yes. Thanks a lot. What else? Why do you think she is the interviewer? What else? Who can give me more reason for that?

Yes. Yes. Why? Shad...

Student: It seems...it seems she is sitting on her desk and taking notes about he's saying.

Mr. Magdi: She is sitting at her desk and she is...seems to be reading something, or...?

Student: Reading CV.

Mr. Magdi: Yes. Writing or reading a CV. Very good. Thanks a lot. Sit down. Very good. So she is the interviewer because she is taking down some notes, and the...this young man is the interviewee. Okay? The interviewee... Very good.

It's right. I'd like you now to think about the questions which the interviewer is going to ask. Okay? You work in pairs. Each pair should give me one question. Okay? You have one minute to think about that. Okay? You start.

Dr. Heba: The teacher introduces the topic and asks students to comment on the picture in their books. He then asks the students to design their own questions for the interview.

Mr. Magdi: Yes. Time is up. Yes. Number 1. Yes. Afaf, please?

Afaf: What are your quali...qualification?

Mr. Magdi: What are your qualification? Very good. Thanks. Yes, what else? Yes. Zahraa?

Zahraa: What's your name and how old are you?

Mr. Magdi: What's your name and how old are you? Very good. Yes, what else, Heba?

Heba: Have you worked in any company before?

Mr. Magdi: Have you work in this company before? Very good. Yes, what else, uh... Rania?

Rania: Why did you choose this work in particular?

Mr. Magdi: Excellent. Why did you choose this particular work? Very good. What else? Yes?

Nada: Which faculty did you graduate at?

Mr. Magdi: Again, Nada, please!

Nada: Which faculty did you graduate at?

Mr. Magdi: Very good. Which faculty did you graduate from? Very good. Yes? what else?

Student: And what's your ambition?

- Mr. Magdi:** What's your ambition? Excellent.
Now you have something else to do. I'll give you two minutes. Right? Right. And you answer this question. How do you think the man feels? The interviewee. Now, how does he feel? I want you to write as many adjectives as possible. Okay? You work in pairs now. Yes. Time is up now. Yes, Mona. Yes. Give me one ...one adjective now. Yes.
- Mona:** He may be...ah,...may be surprised.
- Mr. Magdi:** He may be surprised. Yes... he may be surprised. That's right. What else? Yes, Fadwa?
- Nora:** Worried.
- Mr. Magdi:** Worried. Very good, Nora. Worried... Very good. Yes. What else?
- Student:** He may be enthusiastic.
- Mr. Magdi:** Enthusiastic. Very big word.
- Student:** Nervous.
- Mr. Magdi:** Nervous. Yes. Negative feelings; nervous.
- Student:** Serious.
- Mr. Magdi:** Serious. Good.
- Heba:** Through these activities the teacher encourages the students' discussion and develops their speaking skills. Such activities also arouse the students' interest in what they will hear.
- Mr. Magdi:** Uncomfortable. Very good. Uncomfortable.
- Shaimaa:** He may be optimistic.
- Mr. Magdi:** He may be optimistic. Very good, Shaimaa. Optimistic. Right. Thank you very much. You've done your best. We have got now so many: may be surprised, may be worried, may be enthusiastic, nervous, confused, frightened, serious; may be afraid, excited, uncomfortable, ambitious, confident, optimistic, happy, hopeful. I do believe that these things are mixed feelings which come into one while he is being interviewed. I agree with you. That's right! Let's wait and see which is true, which is not true!
Before we go through the dialogue, I see that I have got some definitions of words you are going to meet in the dialogue. I'll give you the definition, and I'll read it for you, and you think which word is defined here. Look at this: "A word which means a summary of one's education."
- Dr. Heba:** Mr. Magdi's clarification of unclear vocabulary is essential prior to the listening stage, as it clarifies difficult words that might block the students' understanding of the listening excerpt.
- Mr. Magdi:** Think about that. Which word? To make it clear: it's two letters, only two letters. Okay? Yes. Yes, Nihad?
- Nihad:** It's may be CV.
- Mr. Magdi:** A CV. Very good. Excellent! A CV. Yes. We have a CV... curriculum vitae. Thank you very much. I have a second word. Look here! So bit little long: "Qualities, skills, degrees, and abilities, which make a person suitable or better for a particular position or a job."
- Student:** Qualifications.
- Mr. Magdi:** Quali... Very good. Qualifications. Very good!... Excellent. Thank you very much. Yes. We have a third word... Now it's an adjective. Right? Qualifying a person.

A person who is full of ambitions, plans, and goals. He has many things. You see that? Yes? Sally?

Revising Vocabulary

- Sally:** Ambitious.
- Mr. Magdi:** Ambitious. Very good, Sally. Ambitious. Very good!
Now, who can tell me a sentence about "CV"? Use it in a sentence now. Who can tell me a sentence using "CV"? Yes. Very good. Mona? Yes.
- Mona:** You can't apply to a job without your CV.
- Mr. Magdi:** Excellent! Wonderful. You can not apply for a job without your CV. What about the word "qualifications"? Yes. Right. Dina?
- Dina:** Your qualifications qualify you to a particular job.
- Mr. Magdi:** Your qualifications may qualify you for a particular job. Thank you very much. Right.
You are going now to listen to the interview between Farag and that lady...ah, the interviewer,ah, and you tell me two questions. You answer the following two questions:
From which university did Farag graduate from? Which university did Farag graduate from? I'd like you to guess, just to guess. Okay? And you try to give me an answer, and we'll wait for that in the dialogue.
And what kind of company is he applying for? Think about that, okay?
Number one again: From which university is he...sorry, did he graduate from? Now this one. Who can tell me?
- Student:** Maybe graduated from Zagazig University.
- Mr. Magdi:** Maybe he graduated from Zagazig University. Yes. What else? Heba?
- Heba:** He maybe graduated from Ain Shams University.
- Mr. Magdi:** Maybe he graduated from Ain Shams University. That's right. Okay., Let's wait and see. And now...ah...what kind of company is he applying for? Try to guess.
- Student:** He was...
- Mr. Magdi:** He...He is applying to...?
- Student:** A hospital in Cairo.
- Mr. Magdi:** Yeah. A hospital. So you mean he is a doctor, and he wants to be working in a hospital. Why not? We wait and see. Okay. Ah, Now we have...we have to read...sorry, we have to listen to a listening text, and before you listen to this, look at page 83 beside the picture, and you have...ah, You have two minutes to look at the question number one, number two, and number three. Okay? "One of the applicants for the job of medical representative is being interviewed. Listen to the interview and answer the following questions." You have to, now, to understand and think about number one, two, and three. Okay?
- Dr. Heba:** Mr. Magdi checks students' comprehension of the pre-listening questions in order to ensure that students will be able to listen attentively and that they know beforehand what kind of information they will be looking for.
- Mr. Magdi:** Is number two clear, too? Now after you have read the questions number one, two, and three, you are going to listen to a listening task. Don't worry if you don't understand from the very beginning. You will

have a second chance for that, so don't worry! You will be listening for two times --- twice. Okay. But I'd like you to listen. Don't write anything. Okay? Don't talk during the listening. Right? Okay. Ready now?

Students: Yes.

Mr. Magdi: Okay.

Voice on the tape: Unit 18

Mr. Magdi: Is it clear?

Students: Yes.

Mr. Magdi: Can you hear well?

Students: Yes.

Mr. Magdi: Very good.

First Listening

Voice on the tape: D: "A Job Interview"

Mrs. Ragab: Good morning Mr. Farag. Please take a seat.

Mr. Farag: Thank you.

Mrs. Ragab: Now then. Thank you for sending us your CV. I see that you've got a BSc in biology and chemistry. Where from?

Mr. Farag: Alexandria University.

Mrs. Ragab: Very good. And you're 27, so that's ok. Driving license?

Mr. Farag: Yes, I've got a driving license.

Mrs. Ragab: And what about military service?

Mr. Farag: I completed that last year.

Mrs. Ragab: And what have you been doing since then?

Mr. Farag: I've been working as a sales assistant in my uncle's pharmacy.

Mrs. Ragab: Ah, so you've got some sales experience. Now can you tell me why you left your uncle's business, and why you want this job?

Mr. Farag: Well, I'm ambitious and I want to travel round in my job and visit other places. Mind you, I'm very grateful to my uncle for giving me the job, of course, and he's encouraging me to look for other things.

Mr. Magdi: Very good! Have you got the idea now?

Students: Yes.

Mr. Magdi: What do you expect to happen next? Right.

Student : Maybe about his ambitions and why he wants this job?

Mr. Magdi: So you want to have more explanation for the ambitions and...?

Student: Why he wants the job.

Mr. Magdi: And why he want the job. Very good. Yes. Another. Yes? Right? Okay.

Student: He may be asked about the nature of the work.

Mr. Magdi: Very good. He maybe asked about the nature of work. Very good. What else? Very good. Yes. Right.

Student: I think he will continue talking about his qualifications.

- Mr. Magdi:** She believe that he will continue talking about his ambitions to get more ground. Yes. Very good. What else?
- Student:** And she may ask him about his marital status.
- Mr. Magdi:** Yes. She will be asking him about his marital status. Again, very good. Right. Anyway, let's wait and see. Okay. Now, we continue the listening.
- Mrs. Ragab:** And why are you applying for a post with us?
- Mr. Farag:** First of all, my uncle told me that Valtim's products are highly respected by the medical profession. And then you're a new company, and as I've said, I'm ambitious, and I'd like to work with a company that's growing.
- Mrs. Ragab:** Excellent. I'm glad to see that you've done some research into our company. Now, what makes you think you'd be good at the job?
- Mr. Farag:** Well, I'm a hard worker and I'm sociable, so I'll enjoy meeting clients. I'm also well-organized, so I'll make sure that I'm on time to meet clients, and I won't forget appointments.
- Mrs. Ragab:** Very good! Now at present you're living with your parents in Nasr City. How about if we posted you to a governorate quite far from home?
- Mr. Farag:** That would be no problem. As I said, if I was given the job, I'd try my hardest to work my way up. So I'm not worried where I start work.
- Mrs. Ragab:** Mr. Farag, thank you very much for your time. I've got your telephone number at the pharmacy. I'll phone you on Saturday morning to let you know the result of this interview.
- Mr. Farag:** Thank you.
- Mr. Magdi:** Very good! Have you got some idea about the dialogue?
- Students:** Yes.
- Mr. Magdi:** You understand it?
- Students:** Yes.
- Mr. Magdi:** Is it clear?
- Students:** Yes.
- Mr. Magdi:** Would you like to listen again?
- Students:** Yes.
- Mr. Magdi:** Okay. Again? Right. Before you listen again, you are going to answer question number one, two, and three. Remember, if you want to look at the question again, you may have one minute for that. So look again at question number one, two, and three before you listen for the second time.
- Dr. Heba:** Some of you might think that the teacher was boring when he asked the class to re-read the questions before the second listening. But actually, his instructions are meant to help the students focus on the required information.
- Mr. Magdi:** Ready. So you listen for a second time. You are going to answer questions number one, two, and three. You are going to work individually, okay? When you finish that, you will be checking your answers with your friend. Right?

Second Listening

The tape : Ex. D *(The Same Dialogue Above)

Mr. Magdi: Thank you, Mr. Farag, for that. I like the interview. I see myself in his place. Right. Okay. Now, you are going to write answers to questions number one, two, and three. Remember, you do this individually. Don't depend on your friend. When you finish, you check your answer with your...your.. b.your friend. You have three minutes for this, okay? You...go now. Very good. Individually...individually, Asmaa, because you are going to discuss it in pairs. Okay. Yes. One minute left. Excellent. Okay. Time is up. Now, check your answer with your friends. Exchange the books and look at the answers. See if you are right or not. If you have different answers, just wait for me, okay?
(you continue) Yes, you can omit it. Yes. Time is up now. Yes. Now we start with question number one. Yes. I'd like you, Amira, to read question number one. Okay? Stand up, please. And I'd like you, Nihad, to answer the question. Okay? Yes. Right. Very good. You start to read the question?

Comprehension Questions

Amira: What are Mr. Farag's acc...
Mr. Magdi: Academic.
Amira: Quail...
Mr. Magdi: Qualifications.Very good.
What are Mr. Farag's academic qualifications? Yes, Nihad?
Nihad: He has a BSc in biology and chemistry from Alexandria University.
Mr. Magdi: Very good. Say it up again, Nihad. Again, please. The answer, again.
Nihad: He has a BSc...
Mr. Magdi: He has a BSc...?
Nihad: ...in biology and chemistry from Alexandria University.
Mr. Magdi: In biology and chemistry from Alexandria University. Thank you very much. I'd like you to read question... Yes, Shaimaa, question number two, please. And I'd like ...ah,...Mona to be answering. Okay. You stand up. You read the question, Shaimaa. Yes. Right.
Shaimaa: What does he say about his personal qualities?
Mr. Magdi: Yes.
Mona: Ah...he was ambitious.
Mr magdi: He is ambitious.
Mona: And fond of traveling.
Mr. Magdi: Fond of traveling.
Mona: And want to visit other places.
Mr. Magdi: That's right.
Mona: He have...he had selling experience.
Mr. Magdi: Yeah. Thank you very much. Yes. What else, please?
Student: Sociable.
Mr. Magdi: He is sociable.
Student: And well organized.

- Mr. Magdi:** He is well-organized. Thing which attracts the inter...v...viewer. Yes. What else? Yes. What?
- Student:** He has got a driving license.
- Mr. Magdi:** He has got a driving lesson...license.
- Student:** He never forget an appointment.
- Mr. Magdi:** And again.
- Student:** He never forget an appointment.
- Mr. Magdi:** He never forgets an appointment. A good quality. Yes. Now let's go to question number three. Yes... Who is going to read the question? Yes, Dina. And I'd like ... ah, I'd like ... Yes, you to be answering. Okay. Yes. You read, Dina.
- Dina:** What are other things that he says about himself?
- Student:** That he love traveling.
- Mr. Magdi:** He loves traveling.
- Student:** And ...uhmm...he never worry about the place of...
- Mr. Magdi:** He never worries about the place where he is going to work. Excellent. What else? I like that. Thank you very much. Now, do you think that he is going to get the job? I'll give you one minute to think about that, okay? Yes. Is he going... and be...be...waiting for your reasons. Why do you think so? Okay. Right... Yes. Now...yes. What else? Yes. Right. Nihad? Yes. What else?
- Nihad:** Yes, I think he will get the job.
- Mr. Magdi:** She think that he will get the job. Yes, you give me reasons?
- Student:** He speaks with full of hope and ambition.
- Mr. Magdi:** He speak with hope and ambition. Very good.
- Student:** And he has ...ah,...past experience.
- Mr. Magdi:** He has past experience. Thank you very much. Yes, what else?
- Student:** I think he will get the job because his answer... he answered to the question confidently.
- Mr. Magdi:** He gave answers to the question confidently. Yes?
- Student:** And she thinks to be cohensive "convinced" and satisfied with his answer.
- Mr. Magdi:** He's satisfy, he's comfortable, he's sure. Yes.
- Student:** She... the interviewer is satisfied with his ...
- Mr. Magdi:** She's satisfied. That's right. Okay. So she like his personality. Thanks a lot.
- Student:** He has desirable qualifications.
- Mr. Magdi:** And he has desirable qualifications. Right. Thank you very much. Okay. You are very optimistic!
- Dr. Heba:** To achieve maximum benefit from the listening excerpt, Mr. Magdi divides the listening activity into three stages:
- **Pre-Listening**
 - **During-Listening, and**
 - **Post-Listening Stage.**
- In the pre-listening activity, Mr. Magdi utilizes certain listening techniques. For example, he uti ... he uses the context to build up listening expectations. He also uses certain activities that require student's prediction. During the listening phase, students listen to the tape for two times. The first time is usually for general comprehension and getting the main idea. Students at this stage compare the

predictions that they made at the beginning of the lesson with what they are actually listening to. The second listening is usually intended to enable students to provide responses to the questions that will be discussed in the post-listening stage. Before playing the tape for the first time, Mr. Magdi makes sure that every student could hear it clearly. During the first listening, Mr. Magdi pauses the tape in the middle of the dialogue and urges students to predict what might come next.

An important part in the skill of listening is being able to predict what the speaker might say next. This aids the students to develop their listening skills and become actively involved in the listening. Responses to questions and discussions characterize the post-listening phase. Through Mr. Magdi's varied techniques, he sets an example of an interactive classroom, where students interact with their colleagues in pairs, groups, or they participate actively in discussions.

Mr. Magdi: I think the listening skill is the most difficult task because I...I think the students don't have the chance to listen to English outside the class. Besides, my...my voice may be different from the native speaker. The accent itself is not the same, the speed.... If you look at the tasks I have presented, I think...the...it seem to be they are too many, but I enjoy the class interacting with me. I try to...I feel happy when they talk to me. They use the English in the class. That's why I am there. So I think the activities are not too many. As for the cassette player, in fact my...my colleagues in my school are very cooperative. In fact, we share in buying a cassette beside the one in our school. And why don't I bring mine from my house to use it? It's my cassette, my class. It's my job. It's my tool in the class, so I insist on either having a cassette from the school or...or my cassette. Yeah. Yes. It's my cassette. Yes. Concerning the tapes, we got the tapes from training center because we attend the *Hello 8*, and it was a present from the publisher. We have so many copies of the tapes in my school. When I find that the listening text is too difficult, I rehearse it at home. I listen to it several times, and when I come to my class, I try to read it to my students to make it as natural as possible. On the other hand, when it's too easy I...I just play it once for them. It's...doesn't need any help. Yes, that's why it depends!