Teacher Training Module:
English
Learning Cycle One

Listening Skills

Sindh Technical Assistance –
Development through
Enhanced Education Programme
(STA-DEEP)

Introduction and Rationale of the Training

Dear Teachers!

Welcome to the new phase of the Continuous Professional Development (CPD) Program. In the previous phase, we had focused on pedagogical skills that helped you to develop your skills to make classroom more interactive, participative, and joyful for our students. In the new phase, we will continue practicing those pedagogical skills and also learn about the introduced content knowledge and skills in Mathematics, Science, English, Urdu, and Sindhi. As a result, you will be better prepared to deal classroom situation using modern teaching strategies integrated with subject knowledge.
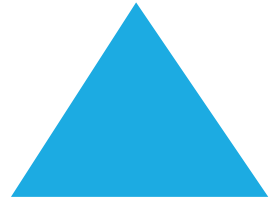
Our vision

Our common goal is to improve the quality of teaching in schools all over Sindh. We want students to become active and collaborative learners, problem solvers, and critical thinkers who approach tasks with creativity and confidence. They are conceptually clear about the subject content and have the skills to link this content with the world around them. To make this possible, we, as teachers, must be better prepared for the classroom demands in pedagogy and the subject content. Moreover, we aim to professionalize these trainings so that the CPD teacher training courses make an impact and substantially change student performance.

Our Teaching Philosophy

The CPD training sessions, including this training, follow a participatory teaching philosophy that engages participants to apply and practice active and collaborative learning, as well as engage in self and peer reflection to become community of practice. The objective is not only to improve the teaching practices but to help you understand the theory of the subject content and the strategies that help students apply the content in daily life with confidence and mastery.

Supporting You

The training module is designed to support you in your classroom teaching. It will introduce you to the subject content and some approaches for use in the classroom. This will make your teaching more manageable and help you grow as a skillful teacher.
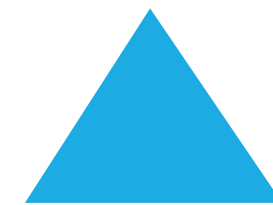
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Listening Skills
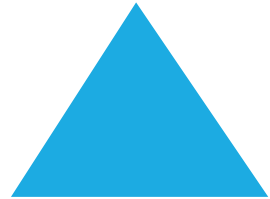
Learning Objectives: By the end of the session, the teachers will be able to:

Explain the Audio-lingual Method.

Define Extensive & intensive Listening.

Use Communicative Approach in Teaching.

180 mins

Session Plan

Time	Objective of the activity	Activities	Materials/resources
5 mins	**Recitation**	**Activity-1** 1. Ask a volunteer to recite a few verses from the Holy Quran. 2. Briefly explain the objectives of the today's session	

20 mins	**Warm-up**
	Identify the Difference between Listening and Hearing
		Activity-2
		1. Ask teachers the questions given below and write their responses on the board.
		   a. How many language skills are there?
		   b. Which language skill is more important?
		   c. What is the difference between Listening and Hearing?
		   d. What is the importance of Listening skill in learning English language?
		2. Summarize and conclude
			Board, Marker, Duster

30 mins	**Audio-lingual Method and Extensive & Intensive Listening**	**Activity-3** 1. Apply JIGSAW technique for this activity 2. Make suitable groups	Board, Marker, Duster,

		3. Ask them to read and discuss their respective section given in Handout 1.
		    a. Group A: Section 1
		    b. Group B: Section 2
		    c. Group C: Section 3
		    d. Group D: Section-4
		4. Regroup the teachers in such a way that newly formed groups will have representation from each case.
		5. Expert groups will share their understanding with their new group members.
		6. Invite volunteers to share few takeaways from each section.
			Handout 1

30 mins	**Discuss Listening Process**	**Activity-4**
		1. Divide teachers into pairs.
		2. Ask them to read and discuss Handout 2 in 10 minutes.
		3. After reading and discussion, invite one volunteer from each pair to share their understanding on the questions below.
		    a. What is listening?
		    b. What are the stages of listening?
		    c. How can listening be effective in language learning?
		4. Conclude the activity by sharing important points.
			Handout 2

30 mins	**Communicative Approach**	**Activity-5** 1. Make suitable groups 2. Ask groups to study Handout 3 and apply this approach to Unit 5.1	Board, Marker, Duster. Textbooks,

		My Country page-78, grade-5 Textbook. 3. Invite groups to share key takeaways from this exercise about communicative approach. 4. Summarize the activity.	Handout 3, Page-78, Grade-5 Textbook

25 mins	**Practice Communicative Approach**	**Activity-6**
		1. Distribute Grade 1 – 8 textbooks among groups
		2. Ask the groups to;
		    a. identify at least three activities that can be taught with the communicative approach from the textbooks like Unit 5.1 My Country page-78, grade-5 Textbook
		    b. practice one activity from the list in their own group
		3. Invite a volunteer from any group to demonstrate the activity with the help of communicative approach.
		4. Appreciate and thank the volunteer.
		5. Invite teachers to share the advantages of using communicative approach in teaching English.
			Board, Marker, Duster, Textbook 1-8

30 mins	**Listening Practice**	**Activity-7** 1. Ask the teachers to listen the audio carefully 2. Play the audio twice 3. Now ask them to work on Handout 4 in pairs on complete the worksheet. 4. Play the audio again so that teachers can check their answers. Audio -1 Reviewed.mp3	Audio 1 (Paper books better than e-books for bedtime stories) and Handout 4

		5. Ask the teachers to share importance of such listening activities in the classroom.	
10 mins	**Feedback/Closure**	**Activity-8** 1. Ask the teachers to write their name and *difference between Listening and Hearing* on a paper. 2. Collect their papers as the part of reflection. 3. Share thoughts of few teachers.	Board, Marker, Duster
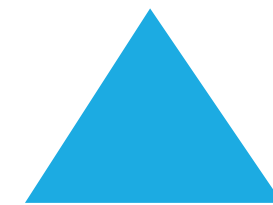
Section-1 The audio-lingual method or Army Method is a method used in teaching foreign languages. It is based on behaviorist theory, which postulates that certain traits of living things, and in this case humans, could be trained through a system of reinforcement. The correct use of a trait would receive positive feedback while incorrect use of that trait would receive negative feedback.

This approach to language learning was similar to another, earlier method called the direct method. Like the direct method, the audio-lingual method advised that students should be taught a language directly, without using the students' native language to explain new words or grammar in target language. However, unlike the direct method, the audio-lingual method did not focus on teaching vocabulary. Rather, the teacher drilled students in the use of grammar.

Section-2 Applied to language instruction, and often within the context of the language lab, it means that the instructor would present the correct model of a sentence and the students would have to repeat it. The teacher would then continue by presenting new words for the students to sample in the same structure. In audio-lingualism, there is no explicit grammar instruction: everything is simply memorized in form.

The idea is for the students to practice the particular construct until they can use it spontaneously. The lessons are built on static drills in which the students have little or no control on their own output; the teacher is expecting a particular response and not providing the desired response will result in a student receiving negative feedback. This type of activity, for the foundation of language learning, is in direct opposition with communicative language teaching.

Charles Carpenter Fries, the director of the English Language Institute at the University of Michigan, the first of its kind in the United States, believed that learning structure or grammar was the starting point for the student. In other words, it was the students' job to recite the basic sentence patterns and grammatical structures. The students were given only "enough vocabulary to make such drills possible." (Richards, J.C. et-al. 1986). Fries later included principles of behavioural psychology, as developed by B.F. Skinner, into this method.
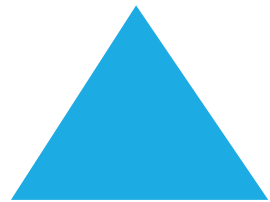
Section-3: Extensive Listening:

It occurs in a situation where the teacher encourages students to choose for themselves what they listen to, using their own materials for the purpose of pleasure and language improvement (Harmer, 1998). It usually takes place outside the classroom and done for its own sake, this doesn't mean that the teacher is not interested in this type at all, but he is attributed the general guidance in the process. Extensive listening materials differ, they can be found from different resources such as recordings of stories, passages taken from books, television, radio…. All the mentioned sources tend to treat spontaneous conversations, dialogues, interviews… etc. From what is clearly stated before, taped authentic materials can be considered as a good tool for learners when dealing with extensive listening. According to Harmer (1998) foreign language teachers can enrich their classes with effective input carrying out extensive listening through a well-chosen and appropriate tapes in different levels, genres and topics. Creative teachers can recommend certain tapes and ask students to talk about the ones they have enjoyed the most.

Section-4: Intensive Listening:

The other type of listening is the intensive one. It is practiced in everyday situations: the ability to listen intensively is considered to be an essential part of listening proficiency. It refers to" the process of listening for precise sounds, words, phrases, grammatical units and pragmatic units"(Rost, 2002, 138). EFL teachers in dealing with the intensive listening. According to Harmer (1998) prefer to use audio tapes as their favorite material in classroom since it gives students the opportunity to listen to a variety of voices with different accents, different topics with different genres, as well as it provides the learner with a significant source of language input. As far as intensive listening is concerned, it invites the learners to meet different characters specially when real people are talking in real life situations, interact with speakers, interrupt them and why not asking for clarification this is what is named " live listening". "Live listening" is among the good ways to carry out intensive listening. It can take many forms; such as the teacher's reading aloud to a classroom. Students dealing with this task listen to a natural spoken language of a written passage. In addition to other enjoyable activities like storytelling, conversations and interviews (Harmer, 1994). Consequently, intensive and extensive listening are two important ways to ensure the realization of listening in general and they have to be used appropriately.
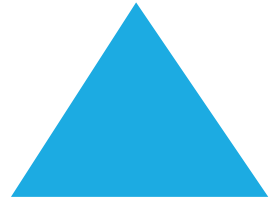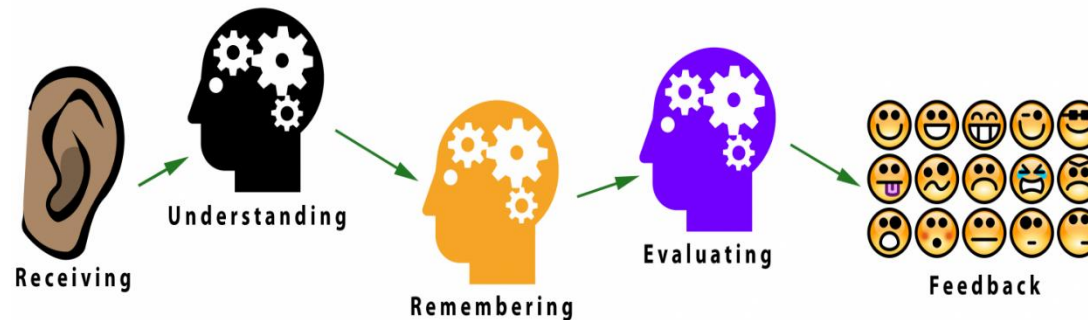
Figure 1.3

Listening is the first language skill learned or mastered before somebody learns speaking, reading, and writing.

Sevik (2012, p.328) states that listening is the fundamental skill that must be learned in the language learning process.

Listening is very important in language learning because it provides input for students and has a vital role in developing students' language knowledge (Rost, 1994). If students cannot understand the input, the learning process cannot begin.

Jafari and Hashim (2015) emphasized that listening is a channel for comprehensible input, and more than 50 percent of the time learners spend learning a foreign language is devoted to listening.

Definition of Listening Skill
Goss (1982) defined listening as a process of understanding what is heard and organizing it into lexical elements to which meaning can be allocated.

Like the definition above, Bowen, Madsen, and Hilferty (1985) demonstrated that listening is understanding the oral language. Students hear oral speech, divide sounds, classify them into lexical and syntactic units, and comprehend the message.

Sevik (2012, p.330) states that listening is the same as reading which is a receptive skill because both listening and reading focus on receiving information from an outside source. The students can do these without producing language. Instead, they receive and understand it.

Although listening is categorized as a receptive skill, it is a complex process of interpretation in which listeners match what they hear with what they already know. Wilson (2008) points out that listening is not a resistance skill. Indeed, it is alive, but the whole activity occurs in the thought. Listeners conjecture, foresee, decide, criticize, and, all the more so, construe.

To summarize, listening is identifying and understanding what others are saying. It involves understanding a speaker's accent or pronunciation, his/her grammar and vocabulary, and grasping his/her meaning to interact with the speaker.

Therefore, listening is essential; teachers and learners should pay enough attention to obtain communication aims.

Stages of the Listening Process

In the listening process, the students will involve in five stages: hearing, understanding, remembering, evaluating, and responding (Tyagi, 2013).

1. Receiving (Hearing)

The first stage of the listening process is the receiving stage, which involves hearing and attending. Hearing is the perception of sound waves; the students must initially hear to listen, but the students do not need to listen to hear.

3. Understanding (Learning)

In the Figure of the listening process, stages two, three, and four are represented by the brain because it is the primary tool involved in these stages of the listening process.

In the understanding stage, the students attempt to learn the meaning of the message; comprehend/examine the meaning of the stimuli they have perceived.
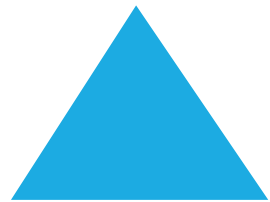
3. Remembering (Recalling)

Remembering means that the students not only receive and clarify a message but also add it to the brain's stockpile. If the students do not remember what they have heard, they are probably not effectively listening. Even a minor distraction can cause misinterpretation of the message. The remembering stage of listening helps us move forward with communication.

4. Evaluating (Judging)

The fourth stage in the listening process is evaluating or thinking critically about the message. The students determine whether the information spoken is well-constructed or muddled, partial or impartial, invalid or valid.

5. Responding (Answering)

Responding—sometimes called feedback—is the fifth and final stage of the listening process.

The students will provide verbal and/or nonverbal reactions. Nonverbal responses such as nodding or eye contact allow the listener to communicate his or her level of interest without interrupting the speaker, thereby preserving the speaker/listener roles when the students respond verbally to what they hear and remember—for example, with a question or a comment.
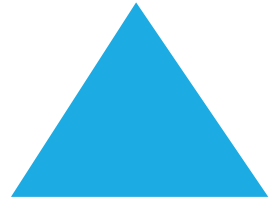
Communicative Approach

The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language.

Ways to involve learners through communicative approach

1. Learners need to be engaged in interaction and meaningful communication in the classroom.
2. Classroom tasks should provide learners with opportunities to notice how the second language is actually used, to expand their language skills, and to take part in genuine interaction with the teacher and other trainees.
3. Meaningful communication comes from trainees processing materials that are interesting, relevant, and comprehensible. It is therefore up to teachers to find or develop materials that will interest their trainees.
4. Language learning is a gradual process that involves trial and error. Teachers should see student errors as a normal part of the acquisition process but also encourage them to compare their answers with what a more competent speaker would say or write.
5. The classroom is a community in which trainees learn through positive collaboration with others.
6. Grammar should not be taught in isolation, but as a part of an interesting, communicative task.
7. Activities such as role-playing, information sharing and problem solving are useful for encouraging trainees to interact and negotiate meaning with others.
8. Teachers should be aware of the individual differences among learners and view these different strengths and weaknesses not as impediments to learning but as resources to be recognized and appreciated.
9. Learning should be seen as a lifelong process rather than an initiative undertaken to prepare trainees for an examination.
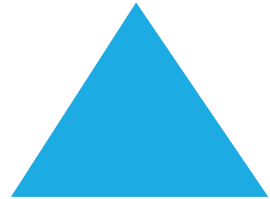
Handout 4

Listening Practice (Audio-1)

Paper books better than e-books for bedtime stories. LISTENING – Guess the answers. Listen to check.

1) The march of technology may seem unstoppable, but all things digital may have _____
    a. a weigh to go
    b. a wait to go
    c. a way to go
    d. a whey to go

2) A new study shows that paper books are better than e-books _____
    a. for bed times reading
    b. for bedtime read-in
    c. for bed-timed read din
    d. for bedtime reading

3) the good old printed book, with real pages that you turn _____
    a. with your fingers
    b. without your fingers
    c. within your fingers
    d. wither fingers

4) studied how 37 pairs of parents and toddlers _____ e-books
    a. interacts it with
    b. interacted with
    c. interacts it with
    d. in tracked with

5) parents asked their children fewer questions and made _____
    a. phew a comment
    b. fewer comments
    c. fewer comment
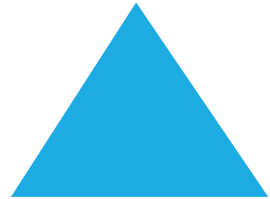
    d. hue a comments
6) parents and children (aged two or three) reading from three different _____
    a. book for mats
    b. book form mats
    c. book format
    d. book formats
7) These were printed books, basic e-books _____
    a. on a tablet
    b. on the tablet
    c. in a tablet
    d. inner tablet
8) enhanced e-books with features such as animation, graphics and _____
    a. sound effects
    b. sound effect
    c. sound defects
    d. sound affects
9) A researcher said that when they did speak, they were far likelier to talk _____
    a. about the advice
    b. about the devise
    c. about the device
    d. about the advise
10) or "don't change the volume" than ask questions or _____
    a. make observation
    b. made observations
    c. made observation
    d. makes observations

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