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English Curricula & Teaching Methods Department

The Effectiveness of a Suggested Program on Improving Listening Comprehension Achievement through Aural Authentic Materials for Al Aqsa University English Majors

Submitted by:

Adham Mohamed Abu Hatab

Supervised by:

Dr. Awad Suliman Kishta

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بناءً على موافقة عمادة الدراسات العليا بالجامعة الإسلامية بغزة على تشكيل لجنة الحكم على أطروحة الباحث/ أدهـم محمـد مـسلم أبـو حطـب لنيـل درجـة الماجـستير فـي كليـة *التربيـة*/ قـسم المناهج وطرق التدريس/اللغة الإنجليزية وموضوعها:

The Effectiveness of a Suggested Program on Improving Listening Comprehension Achievement through Aural Authentic Materials for Al-Aqsa University English Majors

وبعد المناقشة العلنية التي تمت اليوم الأربعاء 11 صفر 1431هـ، الموافق 2010/01/27م الـساعة العاشرة صباحاً، اجتمعت لجنة الحكم على الأطروحة والمكونة من:

د. عـوض سليمان قشطة	مشرفاً ورئيساً	....
أ.د. عزو إسماعيل عفانة	مناقشاً داخليـاً	....
د. باسـل سـليم سـكيك	مناقشاً خارجياً	....

وبعد المداولة أوصت اللجنة بمنح الباحث درجة الماجستير في كلية *التربية*/قسم **المناهج وطرق التدريس/اللغة الإنجليزية**.

واللجنة إذ تمنحه هذه الدرجة فإنها توصيه بتقوى الله ولزوم طاعته وأن يسخر علمه في خدمة دينه ووطنه.

والله ولي التوفيق ،،،

عميد الدراسات العليا

د. زيـاد إبراهيم مقداد

Dedication

I respectfully dedicate this humble work to

My Parents for teaching me the value of listening

Acknowledgement

I would like to thank my supervisor Dr. Awad Kishta for his encouragement and guidance through this thesis. I also would like to thank the committee members for their advice, expertise, and time.

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Abstract

This study investigates the effectiveness of a suggested program on improving listening comprehension achievement through aural authentic materials for English language majors at Al Aqsa university. The researcher uses one major tool which is the listening achievement test. Other steps were followed by the researcher to collect the required data, like preparing a list of skills, a questionnaire, a diagnostic test, and a suggested program. A list was used to determine the micro-skills of listening comprehension that should be included in English listening courses for university level, then it was used to determine the most important and missing skills that should be taught. The researcher asked the lecturers of English listening courses to choose five skills to be improved after the consultation of specialists and educationalists who agreed that listening skills are time consuming, more to the point, tackling five skills is satisfying in a suggested program that include twenty four lessons with various activities and techniques. The questionnaire was used to ask the students to choose the most important and missing skills of listening comprehension that affect their academic improvement, then a diagnostic test was applied to see how reliable students were in response to the questionnaire. There was a high matching among the lecturers, students and diagnostic test's results on the chosen skills.

The researcher chose the second level of English majors at al Aqsa university. The study sample was 30 female students, enrolled in the first semester of the academic year 2009-2010. The study sample represents the experimental group who was pre-tested before the implementation of the program. The suggested program was taught, then a post test was applied to see how much students get improved. The results were statistically analyzed. The study findings revealed that there were significant differences in listening comprehension achievement for the favor of the post test results due to the suggested program based on aural authentic materials. Findings also revealed that the suggested program has large effect on students' achievement.

Based on the above findings the researcher presents a number of pedagogical implications and suggestions for course designers, lecturers, university system and English majors as well.

ملخص الدراسة

" فاعلية برنامج مقترح لتنمية التحصيل في مهارة الفهم الاستماعي عبر استخدام المواد الشفوية الحقيقية لدى طلبة اللغة الانجليزية في جامعة الأقصى "

تهدف الدراسة الحالية إلى معرفة فاعلية برنامج مقترح لتنمية التحصيل في مهارة الفهم الاستماعي عبر استخدام المواد الشفوية الحقيقية لدى طلبة اللغة الانجليزية في جامعة الأقصى. استخدم الباحث أداة رئيسة للبحث ألا وهي الاختبار التحصيلي في مهارة الاستماع. كما واعتمد الباحث على عدة خطوات لبناء الاختبار و الإجابة على أسئلة الدراسة وهي : قائمة بمهارات الفهم الاستماعي، استبانه لتحديد أكثر المهارات المهمة والغائبة لدى طلبة الطلبة اللغة الانجليزية اختبار تشخيصي والبرنامج مقترح.

استخدم الباحث كلا من قائمة المهارات والاستبانة والاختبار التشخيصي لمعرفة المهارات التي يجب تدريسها لطلبة اللغة الانجليزية وما إن كانت هذه المهارات غائبة من وجهة نظر المحاضرين، ثم طلب الباحث من محاضري مساق الاستماع تحديد خمس مهارات ليتم بناء البرنامج المقترح في ضوئها ، وتم توجيه استبانه للطلبة لتحديد المهارات الغائبة والمهمة، كما قام الباحث بإجراء اختبار تشخيصي لعينة استطلاعية . وقد تبين أن كلا من المحاضرون والطلبة اتفقوا على أهمية المهارات الخمس المحددة وغيابها كما أوضحت نتائج الاختبار.

استخدم الباحث المنهج الوصفي التحليلي لتحديد المهارات الواجي توافها في مساق الاستماع وتحديد المهارات الغائبة التي يجب تدريسها للطلبة. كما استخدم الباحث المنهج البنائي لبناء البرنامج والمنهج شبه التجريبي. حيث قام الباحث باختيار جامعة الأقصى في غزة لتطبيق البحث وقد تكونت عينة الدراسة من ثلاثون طالبة من طالبات المستوى الدراسي الثاني في العام الجامعي 2009 – 2010 وقد أجرى الباحث اختبارا قبليا على المجموعة التجريبية المتمثلة في العينة ومن ثم تم تطبيق البرنامج وتحليل نتائج الاختبار البعدي ومقارنته بالاختبار القبلي إحصائيا .

أوضحت نتائج الدراسة أن هناك فروق ذات دلالة إحصائية بين تحصيل الطلبة في الاختبار القبلي والبعدي في مهارة الفهم الاستماعي عبر استخدام المواد الشفوية الحقيقية وذلك لصالح نتائج الاختبار البعدي. كما أوضحت نتائج التحليل الإحصائي وجود اثر فاعل على تنمية التحصيل في مهارة الفهم الاستماعي لطلبة اللغة الانجليزية عبر استخدام المواد الشفوية الحقيقية .

وفي ضوء النتائج سابقة الذكر قدم الباحث توصيات كان من أبرزها ضرورة استخدام المواد الشفوية الحقيقية لتنمية التحصيل في مهارة الفهم الاستماعي.

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List of Abbreviations

1.	**SPSS**	Statistical Package for Social Science
2.	**EFL**	English as a Foreign Language
3.	**ESL**	English as a Second Language
4.	**L1**	The students' native language
5.	**L2**	The language which the students are learning

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Chapter I

Chapter I

Introduction

Despite the importance of listening skill in language teaching, English language classes in many countries emphasize the skills of reading and writing, especially in the case of an English as a foreign language (EFL) in which the English language is taught as a subject at the academic institutions and used only inside, but not outside.

Listening, the most frequently used skill in English language, plays a significant role in daily communication and educational process. In spite of its importance, listening ability development has received only slight care in language teaching, students who are from different environments, where English is not the language of the country, have very few opportunities to hear the real language; these students therefore are not accustomed to hearing the language as it is produced by native speakers. As a result, students from the countries in which English is taught as a foreign language frequently have great difficulty understanding English spoken to them when they come into contact with native speakers of the language.

It is not to be doubted that listening ability plays a significant role in the development of other language skills. When students first learn a language, they generally have to listen to the words several times before they are able to recognize and pronounce those words. Listening can also help students build vocabulary, develop language proficiency, and improve language usage (Barker, 1971)

Listening comprehension is a very important skill for a number of reasons. First, being able to recall and understand information is an important pre-reading skill. In order to be a strong reader later on, a student must be able to recall information when it is presented orally. Second, students who have strong listening comprehension skills also tend to be good listeners overall. As adults we often spend too much of our time talking and not enough time listening. Listening is a skill that a student will use throughout his/her entire life. Developing strong listening comprehension skills early on will help each student become a better listener for life. And finally, strong listening comprehension skills also promote thinking and problem-solving skills. When listening to a story, the students begin to develop their own thoughts and ideas about the situations presented in the story (Helmen, 1997:55)

It is worth mentioning that nearly 90% of the class time in high school and university is spent in listening to discussion and lectures as estimated by Taylor (1964).

Since listening occupies such a large percentage of the communication time of most people, it is therefore advantageous to possess effective listening skill in order to meet listening demands that occur daily.

Another issue of great importance related to listening skill development is the implementation of authentic speech in classroom, such materials allow students to have "immediate and direct contact with input data which reflect real communication in the target language (Breen, 1985: 63).

More over, there is a vital advantage of introducing authentic materials at an early stage of language learning, it helps students become familiar with the target language (Field, 1998:18). The use of authentic materials in ESL teaching and learning appears to be worthwhile (Rivers, 1987: 52).

It is of a great importance to shed light on listening skill, because not only has it been neglected as an area of instruction, but it has also been unattended as an area of research. According to Cayer, Green, and Baker (1971), it was not until the year 1971 that the first research in listening did appear. One reason for the neglect of listening comprehension as a research area might be the lack of instruments to measure and evaluate listening, causing difficulties in concretely measuring and evaluating the skills in listening.

Depending on the above narration, the researcher seeks to find out the effectiveness of a suggested program on listening comprehension achievement through using aural authentic materials among English language majors at Al Aqsa university because of multiplicity of reasons as discussed later.

Need for the study

The need for this study emerged from the following major rationales:

1. Lack of detailed investigations in this area of research among the Palestinian researchers.
2. The real needs of English majors at Al Aqsa University.

After an intensive exploration of studies and the literature review related to the topic of this research, it is obviously noticed that not only listening has been neglected as an area of instruction in schools and universities, but also listening has been unattended as an area of research. the main reason for this negligence is the lack of instruments to

measure listening ability, so there was an increasing interest in other skills rather in listening in spite of the fact that listening is the most often used language skill in everyday life. More than 40% of our daily communication time is spent on listening, 35% on speaking, 16% on reading, and only nine percent on writing (Burely-Allen,1995). Accordingly, the researcher realized the great need of working on developing effective listening skill via conducting this research which focuses on the type of listening materials we introduce our learners to.

The second rationale upon which this study is conducted is its relevancy to the English language majors, who will confront the outdoor world of English, where they are supposed to interact with the language. So, they are expected to be well qualified to communicate effectively. It is perfectly agreed that many students have problems in comprehending speech spoken by English native speakers at the normal rate. Moreover, some students often panic when they hear the English language on television, radio, or in situations in which speech is fast or, even is normal rated, and nothing is repeated. The aim of all listening lessons should be to allow learners a greater degree of independence when confronted with listening to the foreign language in a real world context, and that means using authentic texts.

It is worth mentioning that nearly 90% of the class time in high school and university is spent in listening to discussion and lectures as estimated by Taylor (1964). Since listening occupies such a large percentage of the communication time of most people, it is therefore advantageous to possess effective listening skill in order to meet listening demands that occur daily. Depending on the above account, the researcher seeks to discover the effects of possible variable (*aural authentic materials*) that may affect listening skill in order to enhance practicing what will be proved in the study results.

Finally, the above narration indicated that listening comprehension is one of the problematic area of research that should be investigated lengthily. Data analysis in this study will help the specialists to plan for utilizing from the results in terms of forming pedagogical beliefs which will be implemented seriously in English language instruction.

The Purpose of the study

This study aims at

a) Identifying the most important and missing micro-skills of listening comprehension that should be introduced to English majors.

b) Designing a suggested program for developing listening comprehension achievement through aural authentic materials among Al Aqsa university English majors.

c) Examining the effectiveness of the suggested program and its positive impact on students' listening ability.

d) Finally, in the light of the research results, some recommendations, suggestions and pedagogical beliefs will be expounded for both learners and lecturers who seek to develop the listening comprehension skill through using aural authentic materials.

Significance of the study

This study is expected to benefit each of the following sections:

1. **English Department:** It is supposed to guide the department staff to the urgent need of using the aural authentic materials in teaching listening courses, So, listening course description may be modified in the light of the study results. As well as further programs and activities can be developed.

2. **Course Designers:** The current study is intended to flash and raise many crucial issues in the design of English listening courses to those who are responsible for preparing courses. It is expected to benefit them regarding all aspects of the curriculum.

3. **Lecturers:** It helps lecturers to establish pedagogical beliefs related to the effectiveness of employing authenticity in the teaching materials through which teaching will be an intrusive linguistic part of the students' study.

4. **Students:** It magnetizes the students to join anew way of learning. Their readiness and motivation will be increased through the instructional variety presented via the aural authentic materials.

5. **Quality Assurance Deanship:** In the light of the study results, the quality assurance deanship is supposed to be aware of the necessity of building the academic listening courses at the university by using such materials. Consequently success rate in the students' level can be clearly assessed; such success also indicates lecturers' aptitude and performance.

6. **Extra-curricular Activities Department:** The suggested program helps greatly to activate the aural authentic materials usage and their implementation in holding further training listening course. Consequently students are expected to be engaged fully in the learning process.

Statement of the problem

Listening skill has been relegated to a secondary position in the English language teaching and also in the research field of education in Palestine.

The problem of the study is stated in the following main question:

What is the effectiveness of a suggested program on improving Listening comprehension achievement through aural authentic materials among Al Aqsa university English majors?

Research questions

The secondary research questions were emanated from the main question:

1. What are the most important and missing listening comprehension micro-skills that should be introduced to English language majors at Al Aqsa University?

2. What is the suggested program for improving listening comprehension achievement through aural authentic materials among Al Aqsa university English majors?

3. Are there statistically significant differences at (a ≤ 0.05) in the listening comprehension achievement through using aural authentic materials in the pre and the post test in the experimental group?

Research Hypothesis

1. There are no statistically significant differences at (a ≤ 0.05) in listening comprehension achievement through using aural authentic materials in the pre and the post test in the experimental group?

Limitations of study

- **The academic limit:** English majors in the second level.
- **Gender:** Female students.
- **Time & place limit:** The study will be conducted in the first semester of the academic year 2009-2010 at Al Aqsa University.
- **Duration:** Twenty sessions. Each session is forty five minutes.(Two ninety minute sessions a week).

Definitions of Terms

- **A program** is a group of concepts, activities, and various experiences which is presented by an institution for learners in order to interact with it that leads to modifying their behaviors (Good, 1998:323).
- **A suggested program** is a well-designed and arranged instructional unit that includes a group of experiences, activities aids, techniques and means of evaluation for the purpose of developing defined skills (Affana, 1998:75).
- **Listening** refers to the activity of paying attention to and trying to get meaning from something we hear. (Underwood, 1989:1).
- **Listening Comprehension** refers to the ability to extract information from auditorially presented language material. (Anderson& Lynch 1988).
- **Authentic materials** refer to oral and written language materials used in daily situations by native speakers of the language (Rogers & Medley, 1988).
- **Aural authentic materials** refer to materials that have been produced to fulfill some social purpose in the language community**.** (Peacock, 1997).

- **English as a foreign language (EFL)** refers to the role of English in countries where it is taught as a subject in schools but not used as a medium of instruction in education nor as a language of communication in the country (e.g., in government, or business).

List of abbreviations

- **SPSS** = Statistical Package for Social Science
- **EFL** = English as a Foreign Language
- **ESL** = English as a Second Language
- **L1** = The students' native language
- **L2** = The language which the students are learning

Summary

The researcher tries to pave the way in front of the those interested in the research topic through chapter one which includes an introduction, need of the study, purpose of the study, significance of the study, statement of the study problem, questions of the study, limitation of the study and finally definition of terms.

Chapter II

Literature Review

Chapter II

Section One: Theoretical Framework

Introduction

Language learning depends on listening since it provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication. Listening is the first language skill that children acquire. It provides the foundation for all aspects of language and cognitive development, and it plays a vital role in the processes of communication (Helmen, 1997:114).

This chapter is divided into two sections, the first section sheds light on the theoretical frame work of the current study, it discusses listening skill in general, listening comprehension and authentic materials. The second section reviews the previous related studies followed by a general commentary.

Definitions of Listening

Listening implies more than just hearing or perceiving speech sounds. There are many definitions of listening as a skill; those are ranging from the simple to the expansive. For instance, listening is defined as "the ability to understand spoken language" (Rankin, 1952:847). Afterwards (Johnson,1951:58) expanded the definition to be "the ability to understand and respond effectively to oral communication".

Listening is also defined as "a selective process by which sounds communicated by some source are received, critically interpreted, and acted upon by a purposeful listener".(Jones,1956:12). The definition of listening was shortened to "the attachment of meaning to aural symbols". (Nichols, 1974:83). (Underwood, 1989:1) simplified the definition of listening to "the activity of paying attention to and trying to get meaning from something we hear".

(Purdy, 1997:8) defined listening as "the active and dynamic process of attending, perceiving, interpreting, remembering, and responding to the expressed (verbal and nonverbal), needs, concerns, and information offered by other human beings".

It can be concluded from reviewing a number of proposed definitions, that listening is an active process involving four interrelated activities: receiving aural stimuli, Jones (1988), attending to the spoken words, Underwood (1989), attaching meaning to the aural symbols and responding to oral communication (Purdy, 1997).

Importance of Listening

Listening is the first language skill developed; it comes before speaking, reading, and writing (Coakley,1988). Also, listening is the most frequently used language skill (Scarcella&Oxford,1992). According to (Devine,1982:74) listening is the primary means by which incoming ideas and information are taken in.

A study conducted by Gladney (1980) confirmed the primacy of listening and showed that the portion of verbal communication time spent by English students was 52.5 percent in listening, 17.3 percent in reading, 16.3 percent in speaking, and 13.9 percent in writing. Wolvin and Coakley (1988) concluded that, both in and out of the classroom, listening consumes more of daily communication time than other forms of verbal communication.

The Nature of Listening as a Skill

Besides the division of the skills as 'receptive' and 'productive', another subdivision focuses on 'one-way reception' and 'interactive reception' in this age of active learning. Reading and writing are one-way skills where learners don't get direct feedback. But in speaking and listening, learners may have their understanding and reproduction checked instantly. Thus active and self-learning takes place. It is not to be doubted that listening is the most common communicative activity in daily life. According to Morley "We can expect to listen twice as much as we speak, four times more than we read, and five times more than we write" (Morley, 1991: 82). So, listening, as a skill, is assuming more and more weight in second or foreign language classrooms than ever before. (Rost,1994:141-142) points out that listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, any learning simply cannot begin.

Adequate listening practice could give the learners essential contact with useful input that might activate their utterances. Teacher talk or peer- interaction might be the options for this. But according to Rod Ellis (1990) it's not only the exposure to L2 that is enough, and learners need L2 data suited to the accurate stage of their development. If the learners don't have the finest exposure in the target language, they can't transmit the comprehensible input into intake through production strategies, where learners attempt to use L2 knowledge.

Krashen's (1981) view is that acquisition takes place as a result of the learner having understood input that is a little beyond the current level of his competence that is 'the i+1 level'. We must take into account that the level of listening input must be higher than the level of language production of the target learners. So, language teaching pedagogy must incorporate academic and designed listening practice.

Listening and Academic Success

Listening is central to the lives of students throughout all levels of educational development (Coakley&Wolvin,1997:12). Both instructors and students acknowledge the importance of listening comprehension for success in academic settings. (Ferris, 1998:118). Numerous studies indicated that efficient listening skills were more important than reading skills as a factor contributing to academic success (Truesdale, 1990). However, Dunkel (1991) reported that international students' academic success in the United States and Canada relied more on reading than listening comprehension, especially for those students in engineering, psychology, chemistry, and computer science. Thus, the importance of listening in classroom instruction has been less emphasized than reading and writing. Nevertheless, it is evident that listening plays a significant role in the lives of people. Listening is even more important for the lives of students since listening is used as a primary medium of learning at all stages of education.

Listening is a Dynamic Process

In the past, listening comprehension was usually characterized as a passive activity (Murphy, 1991:22). However, many theorists realized that listening is not a passive but an active process of constructing meaning from a stream of sounds (Berne, 1998; McDonough, 1999; O'Malley et al., 1989; Rivers).

Some scholars further proposed that listening comprehension is a complex, problem-solving skill (Meyer, 1984; Richards, 1983). According to Purdy (1997), listeners do not passively understand the words, but actively attempt to grasp the facts and feelings in what they hear by attending to what the speaker says, to how the speaker says it, and to the context in which the message is delivered. Listening implies more than just hearing or perceiving a stream of sounds; it also requires comprehension of the speaker's intended message (Byrnes,1984: 322).

A listener needs to have some command over major components of the language; these components are phonology, lexicon, syntax, semantics, and text structure (Bacon, 1989; Dunkel, 1986; Shaw, 1992). In addition to grammatical competence, listeners also rely on other types of knowledge as they perform a listening comprehension process. One is socio-cultural competence, which is the listeners' degree of familiarity with the socio-cultural content of the message and knowledge of the social as well as cultural expectations of native speakers of the language. Another is strategic competence, which is listeners' ability to guess meanings of unfamiliar words heard and to use strategies to compensate for their missing knowledge. The other is discourse competence, which is listeners' ability to use cohesive devices to link meaning across sentences and ability to recognize how coherence is used to maintain the unity of the message (Shrum,1999: 36).

In summary, listening is an active process of attaching meaning to the speech sounds. As a listener performs a variety of tasks in a comprehension process, he or she has to rely upon various types of knowledge such as grammatical knowledge and socio-cultural knowledge.

Listening as a Two-stage Process

Traditionally, listening has been divided into a two-stage process. Many researchers (Buck, 1991; Secules, Herron & Tomasello, 1992; Weir, 1993) have posited this idea of listening as a two-stage process, although they often use different labels for the two stages or processes. (Buck, 2001: 51) describes it as: "A first stage, in which the basic linguistic information is extracted, and then a second stage in which that information is utilized for the communicative process" .

The idea of identifiable listening skills includes lower order skills that involve understanding utterances at the literal level, and higher order skills like inference and critical evaluation (Brindley,1998:98). One of the most commonly cited descriptions of listening involves the idea of both top-down and bottom-up processing.

Kelly describes bottom-up processing as the process in which the listener receives the input as sound and begins to interpret the meaning. The top-down process involves "…the application of cognitive faculties in the attempt to give the sound input meaning. The mind sets up the expectations and the sound provides confirmation" (Kelly,1991: 135).

Both types of processing occur simultaneously (Buck,2001:107), although the contribution of both types is not necessarily constant and equal over the course of an utterance. Kelly (1991) states that when the text and words are highly predictable, the listener does not need to rely much on bottom-up processing. When the listener's expectations are low, however, he or she is forced to use the sensory level bottom-up processing. Because the words and texts are rarely predictable for beginning ESL listeners, they usually have low expectations of the upcoming spoken input, and thus are forced to rely mostly on bottom-up processing.

This idea that learners with varying levels of proficiency process aural input differently is found throughout the literature. A large number of studies (Baltova, 1994; Chiang & Dunkel, 1992; Hansen & Jensen, 1994; O'Malley, Shohamy & Inbar, 1991; Wu, 1998) have found evidence for this belief. Conrad (1985) found that as the ability of L2 learners increased, their processing showed progressively greater attention to semantic rather than to syntactic or phonological prompts. With decreasing proficiency, listeners had to base their expectations of the message on cues closer to the surface of the language.

What Makes Listening Difficult

In listening, there are a host of factors that highly influence the processing of speech and that can often block comprehension, which are therefore what makes the listening comprehension process difficult. The followings are sources of difficulty include "special characteristics of spoken language" (Brown , 2001: 238-241).

1) Over-clustering or under-clustering

In written language, we are conditioned to attend to the sentence as the basic unit of organization. In spoken language, due to memory limitation and our tendency for "chunking", or clustering, we break down speech into smaller groups of words. To comprehend the utterance, the listener needs to pick out manageable clusters of word (phrases, word groups, or clauses). An attempt to retain overly long constituents (a whole sentence or several sentences), or an attempt to attend to every word in an utterance will both fail in comprehension.

2) Distraction from redundancy

The speaker normally says a good deal more than is strictly necessary for the conveying of the message. Redundancy includes such things as repetition, paraphrase, polishing

with utterances in parenthesis, self-correction, the use of "fillers" such as *I mean*, *well*, *er*. A listener is unable to profit from such redundancy by becoming aware that not every new sentence or phrase contains new information and that there is extra time available for comprehending. Instead, they will feel interfered and distracted.

3) Illiteracy with colloquialisms.

In spoken discourse, utterances are not neatly divided into sentences; a grammatical structure may change in mid-utterance; unfinished clauses are common. Besides, colloquial vocabulary, idioms, slang, reduced forms, idiosyncratic pronunciation, vague articulation, ungrammatical forms and shared cultural knowledge are all obvious at some point in spoken discourse. They pose a barrier to learners, especially those who have been confined to classroom learning environment.

4) Interference from performance variables

Spoken discourse (except speeches, lectures, etc.) is featured by hesitations, false starts, pauses, and corrections. While native listeners are conditioned from very young ages to "pick over" such performance variables, they can interfere with comprehension in second language (learner) listeners.

5) Rate of delivery

Virtually every language learner initially thinks that native speakers speak too fast. He often feels overloaded with incoming information**.** Actually, the number and length of pauses used by a speaker is more crucial to comprehension than sheer speed.

A capable listener, nevertheless, needs to be able to comprehend language delivered at varying rates of speed and, at times, delivered with few pauses.

6) Prosodic features

As a stress-timed language, English speech can be a terror for some learners as mouthfuls of syllables come spilling out between stress points. Stress and rhythm are very important for comprehension. Also, intonation patterns are very significant not just for interpreting such straightforward elements as questions and statements and emphasis but more subtle messages like sarcasm, endearment, insult, solicitation, praises, etc. However, stress, rhythm, and intonation constitute no small hindrance to learner listeners.

7) Noise

In listening, for any number of reasons, there are bits of the discourse that are unintelligible to the hearer, and therefore, as far as he or she is concerned, they are meaningless "noise". Since we usually comprehend somewhat less than 100 percent of what is said to us, we make up for the shortage by guessing the missing items or simply ignoring them and gathering what we can from the rest. But with these incomprehensible "noise bits", the learner listeners often feel they are failing and get worried and stressed.

8) Single exposure

In authentic listening, the discourse will not be repeated word for word; normally it is heard only once, though this may be compensated for by the redundancy of the discourse, and by the possibility of requesting repetition or explanation. To learner listeners, single exposure poses another difficulty: "I need to hear things more than once in order to understand."

Finally, the above factors and others constitute an impediment that influence listening process and obstruct comprehension among language learners.

Listening and English as a Second Language

According to second language acquisition theory, language input is the most essential condition of language acquisition. As an input skill, listening plays a crucial role in students' language development. Krashen (1985) argues that people acquire language by understanding the linguistic information they hear. Thus language acquisition is achieved mainly through receiving understandable input and listening ability is the critical component in achieving understandable language input. Given the importance of listening in language learning and teaching it is essential for language teachers to help students become effective listeners. In the communicative approach to language teaching, this means modeling listening strategies and providing listening practice in authentic situations: precisely those that learners are likely to encounter when they use the language outside the classroom.

Listening plays an important role in second-language instruction for several reasons First, listening provides comprehensible input for the learner which is essential for any learning to occur. Second, listeners need to interact with speakers to achieve understanding. Third, listening exercises help learners direct their attention to new

forms (vocabulary, grammar, interaction patterns) in the language (Rost, 1994:53). Thus listening comprehension provides the right conditions for language acquisition and development of other language skills (Krashen, 1995:27).

Listening exercises, therefore, should be geared to develop learners' effective listening strategies and to overcome their listening problems.

Negligence of Listening Skill in Language Teaching

The following question is raised by any English learner, why listening has been a neglected skill in spite of its importance in language instruction. It is assumed that listening comprehension occurs on its own and that growth in listening skills is natural. An awareness of the importance of listening comprehension in second-language instruction emerged during the late 1960s (Morley,1990:89). Later on, the importance of teaching listening comprehension in the language classroom became a central concern of second-language teachers and scholars; the attention has resulted in an increased number of listening activities in student textbooks. Nevertheless, listening comprehension still receives little time and attention in most second language programs (Rubin,1994:246).

A number of students in the survey conducted by Ferris (1998) pointed out that their ESL classes focused primarily on reading and writing skills. Listening has received little attention in language arts curriculum due to the assumption and the belief that skills in listening develop automatically (Dirven,1985). However, the skill of listening with comprehension is an essential part of communication and a basis for second-language learning.

Why listening

Listening is used as the vehicle for language acquisition and serves as a facilitator for integrating other skills and content (Shrum and Glisan,1999:133). Listening is so important, we ought to grant it its rightful place as we plan, implement, and teach the total language arts curriculum (Pearson and Fielding,1982 : 626). The importance of listening then should not be underestimated; neither should it be treated trivially in second-language instruction (Morley, 1991:49).

Scholars such as Asher, Krashen and Terrell (1983) have advocated a listening comprehension approach to language instruction. Their work reflects an interest in

emphasizing listening comprehension and giving it a significant role in language teaching. Some researchers and second language methodologists further propose that an emphasis upon listening instruction greatly enhances the language learning potentials of ESL students in particular (Dunkel, 1986: 78).

Listening Comprehension

This section underlines the importance of giving sufficient attention to a message once it has been perceived during a listening process. However, it is not necessary for a listener to know each word in the speech in order to succeed in comprehending the message. The general purpose of listening is to comprehend a message (Lund, 1990: 115).

Since the listener must understand the message as it is presented, effective listening requires the ability to reorganize and remember what is presented. Listening then involves giving conscious attention to the sounds for the purpose of gaining meaning. The message must be given adequate attention, or concentration, so that it can supersede all other competing sounds and be comprehended (Cohen, 1990: 113).

As pointed out by Gass "nothing in the target language is available for intake into a language learner's existing system unless it is consciously noticed" (Gass,1990:136).

Different Kinds of Comprehension

There are different kinds of comprehension Lund (1990) categorized comprehension into main-idea comprehension, detail comprehension, and full comprehension.

- **Main-idea comprehension** involves actual comprehension of the messages and depends primarily on recognition of vocabulary.
- **Detail comprehension** involves getting specific information; it may be performed independently of main-idea comprehension when listeners know in advance what information they are listening for.
- **Full comprehension**, which is the goal of listening instruction, involves understanding the whole message--the main ideas and the details.

Comprehension does not always require understanding every word or structure (Ciccone,1995:99). However, language learners usually assume that successful comprehension only occurs with total comprehension (Faerch & Kasper, 1986). This belief causes some language learners to become frightened when they fail to understand

every single word they hear. " students' anxiety about not understanding everything can lead them to "discouragement, fatigue, and a general sense of failure" (Scarcella and Oxford, 1992:149). Indeed, teachers should help their students understand that it is not necessary to recognize and understand every word in order to function well in listening comprehension.

Teaching listening and Individual Differences

In English listening teaching, there is a need to determine students' listening comprehensive ability in order to cultivate their listening skills according to individual differences. Consequently a student of English language needs to experience five stages in listening comprehension (Wu Zhengfu, 1991).

First, hearing a series of sounds students cannot understand the content at all. In this stage, teachers should encourage students to listen frequently so they develop an instinctive feel for the pronunciation and intonation of English. This will benefit students' pronunciation, and more importantly, students will gradually get used to the regular language flow.

In stage two, students can distinguish some isolated, content-related words. At this point, the greatest achievement for students is the formation of good habits of listening. If students encounter new words in the process of listening, teachers should tell them not to worry about that but let students grasp the gist and guess the content from the context.

At stage three, students can distinguish phrases and sentence patterns from the language flow, and have general understanding of the topic. Teachers should concentrate on cultivating students' ability to control sentences or the content of a whole passage. The fourth stage occurs when students can distinguish clauses or sentences in the language flow, knowing their implications, and having a reasonable understanding of the whole content. At this point, students' difficulties are likely to be that they have inadequate vocabulary related to particular texts. Students need to listen to recording about subjects that are not familiar to them so that they can learn to guess meanings successfully, thus gradually enlarging vocabulary and their skills of prediction. By the fifth stage students can generally understand most spoken texts coherently. However, when students' listening ability has reached the fifth stage it will only take a change of content for

students to return to the third and the fourth stages. Even when students have reached the fifth stage they still needs constant help to absorb new words and knowledge.

Listening Strategies

In a general sense, and as defined by Oxford, learning strategies are steps taken by students to enhance their own learning and they are 'especially important for language learning because they are tools for active, self-directed involvement'. Also they facilitate learning to become easy, enjoyable and transferable to new situations. Besides, when they are used effectively they help in developing overall proficiency and greater self-confidence (Oxford, 1990: 1).

It is believed that the use of proper language learning strategies is of great help for the learners to improve their language skills. Although there are many and various learning strategies, Bacon (1992) suggests that learners use different strategies according to their own cognitive styles, their level of proficiency and the type of task they tackle.

Types of Listening Strategies

According to Oxford (1990), there are two general types of strategies:

1. Direct strategies   2. Indirect strategies.

1. Direct Strategies

1.1 Compensation Strategies

If used successfully, compensation strategies can help the listeners overcome knowledge limitations when they do not hear something clearly or they cannot catch all the words. They can make use of some clues to help them guess the meaning of certain words or pieces of information. Therefore, Oxford (1990) considers these strategies as the tools for 'guessing intelligently' because listeners do not need to hear every word as long as they can guess 'systematically' through using clues such as:

Using Linguistic Clues

Listeners can use such clues like word order and word stress to facilitate their understanding of what they hear. In order to do so, they need to have sufficient grammatical knowledge of the target language that enables them to fill in the gaps when they listen to messy pronunciation.

Using Other Clues

Some of these clues are related to the type of vocabulary used that listeners need to be familiar with in order to guess what is beyond the language. For example, they can make a good guess about the social status of certain people from the way they are addressed. Besides, the speaker's tone of voice, which indicates his or her state of mind, makes it possible for the listener to correctly interpret what is heard.

Moreover, knowing the topic that generally helps listeners to guess the meaning of unknown words; they will be searching for a meaning that best fits within the topic frame. As well, listeners can get some useful information from other clues like background noise, from which they can guess something about the general situation and have an idea of 'what's going on. Furthermore, making connections with background knowledge that includes knowledge of the culture, the topic and the world, proves to be of great help to listeners. (Brown,1990: 154).

According to the findings of a study by Bacon (1992), listeners tend to rely on their knowledge of the world when trying to comprehend a difficult text, probably because it is the main and the source of knowledge that is available to them, from which they can draw some possible logical interpretations.

1.2 Cognitive Strategies

According to the results of the two research studies, Bacon (1992) and O'Malley (1989), cognitive strategies prove to be the most common type of strategies used by language learners. While Oxford gives a detailed description of all the strategies, Bacon categorizes them under two main headings: top down and bottom-up strategies.

Bottom-up Strategies

They are text based strategies because they depend on using clues or evidence from the existing text to understand new information. That includes strategies like repeating some words that the learners hear probably because they seem to be key words as long as they occur more frequently than other words. As well, some listeners tend to break down some unknown expressions into smaller meaningful units and try to make out the whole meaning through understanding the meaning of individual words.

In contrast, listeners can get some information from the text through paying attention to intonation and pauses that help them recognize chunks of words as particular speech patterns, each of which carries one piece of information (Rixon,1986: 52).

Top-down Strategies

Unlike bottom-up strategies, this type of strategy is thought to be at a higher cognitive level in the sense that it deals with more 'abstract' clues. Thus, listeners using top- down strategies relate what they hear to what they already know which is known as 'schemata knowledge'. This includes previous background knowledge, knowledge of the world and knowledge of discourse. Having such knowledge, listeners can keep up with the listening text because they formulate some 'expectations' as well as 'predictions' before and while listening.

According to Bacon (1992), listeners tend to rely on bottom-up strategies trying to comprehend a difficult text, while they use more top-down strategies with a less difficult one, which seems very logical; listeners can use their previous knowledge as long as they are familiar with the text, but with an unfamiliar one they can make good use of some 'textual clues.

Generally, the results of the studies, Bacon (1992) as well as O'Malley (1989), show that successful or effective listeners use more top-down strategies compared with less successful or ineffective listeners. Moreover, ineffective listeners are at a disadvantage because they fail to elaborate on what they hear; they are not able make the connections between what they hear and their own 'personal experiences'.

2. Indirect Strategies

2.1 Meta cognitive Strategies

These are strategies that help learners coordinate their own learning process.

2.1.1 Identifying the purpose

As is the case in real-life situations, listeners need to set a purpose for listening in order to set the right channels for their attention. Setting a purpose helps them be better prepared before listening because they will probably have a kind of mental plan to follow, which proves to be true for most of the listeners in Bacon's research study.

2.1.2 Self-monitoring

Listeners need to be self-conscious while listening to be able to monitor their comprehension. In other words, they can monitor their understanding as they continue listening as long as they can notice their errors or any inaccurate guesses and try to improve on them. Although both successful and less successful listeners used monitoring. Successful listeners have the advantage of being able to revise a hypothesis or choose between alternative interpretations (Bacon, 1992: 327).

2.1.3 Self-evaluation

After the listening process is completed, some listeners evaluate their overall comprehension progress and assess how well they have done. Oxford (1990) points out that 'any self-evaluation must take into consideration the difficulty of the situation or the language' and that learners should try to be as specific as possible for an accurate evaluation. This seems to relate to Bacon's research study which shows that successful listeners tended to be more realistic in evaluating comprehension, while less successful listeners sometimes exhibited a false level of confidence (Bacon,1992:330).

2.2 Social Strategies

Language learning is considered to be a social activity rather than an individual one. In learning situations, there are always mixed ability groups within which learners can develop some appropriate strategies for sharing ideas and asking for help.

2.3 Affective Strategies

Oxford (1990) argues that the affective side of the learner is one of the biggest influences on language learning success or failure. Thus, learners need some kind of strategies to help them control their emotions, attitudes and values. There are many cases where learners have no problems dealing with technical aspects of the language, but they may experience some personal feelings that may suppress their progress. For example, students may perfectly understand a listening text, but they would not be able to perform the listening task successfully if the text is culturally offensive.

From the above record, the following points can be concluded:

1. Most of the strategies are not only to be used by language learners to succeed in doing listening tasks inside the classroom, but they are as well strategies that they can carry out of the classroom context to help them be better listeners of the language they learn in real life situations.

2. In order to help language learners choose and develop their own effective listening strategies, they need to be exposed to varieties of authentic listening materials that can provide them with authentic examples of real-life situations.

3. There is no such prescribed set of listening strategies that language learners have to use in order to be better listeners. In other words, strategies that work best for some learners may not work for others because the type of strategies they use are influenced by factors such as their cognitive abilities, their learning backgrounds and abilities.

Listening Comprehension Micro-skills

According to Peterson (1991), and Brown (2001)Listening skills are often divided into two groups:

A. Bottom up listening skills
B. Top down listening skills

Bottom up Processing refers to the decoding process, the direct decoding of language into meaningful units, from sound waves through the air, in through our ears and into our brain where meaning is decoded. To do this, students need to know the code. How the sounds work and how they string together and how the codes can change in different ways when they're strung together. And most students have never been taught how English changes when it's strung together in sentences**.**

Top-down Processing refers to how we use our world knowledge to attribute meaning to language input; how our knowledge of social convention helps us understand meaning.

The bottom up skills :Bottom up skills are skills which help in decoding. "Bottom-up refers to that part of the aural comprehension process in which the understanding of the "heard" language is worked out proceeding from sounds to words to grammatical relationships in lexical meanings" (Morley, 2001)

A List of Bottom Up Skills

This list has been compiled from a number of sources: Peterson (1991), and Brown (2001). They are listed in an irregular order of conceptual difficulty:

- Discriminating between intonation contours in sentences
- Discriminating between phonemes
- Listening for word endings
- Recognizing syllable patterns
- Being aware of sentence fillers in informal speech
- Recognizing words, discriminate between word boundaries
- Picking out details
- Differentiating between content and function words by stress pattern

- Finding the stressed syllable

- Recognizing words with weak or central vowels

- Recognizing when syllables or words are dropped

- Recognizing words when they are linked together in streams of speech

- Using features of stress, intonation and prominence to help identify important information

A List of Top down Skills

- Discriminating between emotions

- Getting the gist

- Recognizing the topic

- Using discourse structure to enhance listening strategies

- Identifying the speaker

- Evaluating themes

- Finding the main idea

- Finding supporting details

- Making inferences

- Understanding organizing principals of extended speech

Different Factors Affecting Listening Comprehension

Listening comprehension is a complex psychological process of listeners' understanding language by sense of hearing. It is an interactive process of language knowledge and psychological activities. However, this process is not simply decoding the message; it also involves the combining of the decoding of the message process with its reconstruction as meaning. The followings are various factors explored by (Ma Lihua, 2002).

1. Students' Psychological Obstacles Influence Their Listening Competence

Psychological factors refer to those non-mental factors not directly involving cognitive process, such as students' interest, attention, learning emotions, attitudes, and power. Although those non-mental factors are directly influential in the student learning process, they play a part in promoting and controlling learning effectiveness. The cultural attitude of students is particularly influential in the way that students address their studies. There is, in China, a long history of admiration for written text, and this

attitude has influenced the official assessment processes. Thus students generally pay less attention to developing listening comprehension because they recognize it gains a lower percentage of marks in examinations, while reading and writing are highly rewarded. Students understand they will gain high scores only if they master the prescribed knowledge of grammar and writing. Furthermore, listening comprehension seems to the students to have little practical value. Consequently these psychological factors have a direct impact on students' willingness and commitment to listening teaching. As a direct consequence of the factors mentioned above, many Chinese students lack confidence in their oral English language capability and they frequently have a self-defeating and defensive attitude to their engagement in it. In the listening classroom, teachers need students' active participation but, having so many students who lack confidence and who feel nervous and anxious, makes the task of generating discussion and conversation particularly difficult. Students are reluctant to answer questions and will not risk being laughed at by their peers. When attending examinations the stress of being shown as inadequate and being criticized by the teacher and parents is frequently more than students will tolerate. Thus, it is unsurprising that college students who are under pressure for a considerable period of time are often stressed and depressed; factors that compound their efforts to improve their English proficiency.

2. Grammar Knowledge

Language knowledge is the foundation of learning English. If students' knowledge of pronunciation, grammar, and vocabulary is insufficient, it is probable that their English listening comprehension will be negatively affected by lack of language knowledge. However, the most basic outward shell of language is pronunciation and intonation. Therefore, the first step of listening comprehension is learning how to identify and select sound signals according to pronunciation; thus pronunciation knowledge must be developed. When students' pronunciation knowledge is inadequate their capacity to discriminate will be weak and will affect listening comprehension For the Chinese student of English the challenge of listening poses particular demands because there are many sentence types that are complex and very different from the home language. If the student is unable to distinguish the main clause from a subordinate clause and is unable to understand their relationships, despite understanding the meaning of every word in the sentence, understanding is unlikely to occur with

accuracy. Students become accustomed to analyzing grammatical structure relatively quickly when they are taught the psychological analysis method. Nevertheless many students become confused about relationships in a sentence and connections between sentences and they are often unsure of relationship within sentences. Thus lack of grammatical knowledge can reduce English listening levels.

3. Cultural Background Knowledge and Thinking

According to Trudgill (1983) language is rather like a mirror that reflects the national culture of its speakers. The American linguist Sapir maintains that, "Language cannot exist without culture…Culture can be explained as what the society thinks and does, and the language is the expression of the ideas of the society" (Sapir, 1921: 60-90). Consequently, the marriage between language and culture is inseparable; language is the carrier of culture and the capsule that holds a way of thinking. Language carries knowledge and cultural information and it reflects the substantial and particular ways of thinking of that people. Thus culture is embedded in even the simplest act of language, it is an inseparable part of the way in which we live our lives and the way we use language (Liddicoat, 2000: 88).

As found by O'Malley and Chamot (1989), the effective listener was the one who was able to draw on a knowledge of the world, on personal experiences and by asking questions of themselves. Therefore, the student with no background knowledge of culture in English, American or other English speaking countries, is unlikely to understand Anglophone modes of thinking as expressed in English language. Every time we speak we perform a cultural act. Consequently, there is now, an emphasis in modern language teaching on cultural knowledge as a basis for language learning .An important requirement, then, for learning spoken English, is the acquisition of cultural knowledge. Thus if students' pronunciation, grammar, vocabulary and cultural knowledge are to prosper, they must be grounded in a sound knowledge of the society in which the language is based (Kramsch,1993:52).

Learners' Perception of their Listening Comprehension Problems

It should be made clear, right from the beginning, that listening and understanding are two separate processes. We should distinguish between listening as a process which requires mere listening to the message and which does not necessarily involve interpretation or reaction to the text, and listening comprehension as a process

which involves the meaningful interactive activity for an overall understanding of the text. Listening comprehension refer to the way listeners select and interpret information that comes from the auditory and/or visual clues in order to come to better understanding and comprehension of what speakers say. This view of listening comprehension is in accordance with second-language theory which views listening to spoken language as an active and a complex process in which listeners focus on selected aspects of aural input, construct meaning, and relate what they hear to existing knowledge (O'Malley & Chamot, 1989).

It should be also made clear that learners' perceptions of their listening problems may or may not correspond to what actually happens as different factors which the listener may not be aware of may interact and influence learners' perceptions. The listener, however, might identify one factor, among others, which he thinks can be behind some of his listening problems. For example, some listeners might think that a spoken passage is difficult to understand because speakers speak too fast, while in fact it is not the speed of the speaker but some other features which causes the difficulty, such as pronunciation, hesitation, pauses, and varied accents.

It should be noted that learners' perceptions of their listening problems and strategies can affect their comprehension either positively or negatively. Wenden (1986) confirms that awareness of effective listening strategies would benefit both learners and teachers. Learners may use ineffective strategies falsely assuming that their strategies help them in listening comprehension. For example, learners may wrongly think that they have to listen to every word and detail to get the main idea of the text. They may be unwilling to guess the meaning of unfamiliar words from the context of the spoken text. Learners also need to be aware of the factors which contribute to their difficulties in listening. When listeners know something about their own strategies, problems, and attitudes they will be able to improve their listening practices and become better listeners. On the other hand, teachers may wrongly encourage learners to use ineffective strategies in their classrooms; they may insist on complete understanding of every phoneme, syllable, word, or phrase in the text. By focusing on the strategies effective listeners use and apply them in the EFL classroom, teachers help their learners to overcome their listening problems and become better listeners.

Definitions of Authentic Materials

This section presents some definitions of the term authentic materials. Generally, authentic language is that which is used by native speakers communicating orally or in writing. In the literature on second-language acquisition and learning, the term "authentic materials" means different things to different people. It, therefore, has been defined in a number of ways. The most common definition for second-language research is un altered texts that are generated by native speakers and for native speakers (Bacon, 1992:115).

From various descriptions of authenticity, it can be concluded that "For a particular type of text, the speaker must be 'authentic,' the situation must be authentic, and only then will the language content and structure be authentic for that text type" (Rings, 1986: 205).

The term "authentic" is used to refer to "language samples ... that reflect a naturalness of form and an appropriateness of cultural and situational context that would be found in the language as used by the native speakers" (Rogers and Medley, 1988: 468)

The Importance of Authentic Materials

There is an increasing interest in implementing authentic materials in a language classroom so that the students have opportunities to hear and practice using the language they will encounter outside the classroom. Also, several research studies have shown students' improvement in language performance as a result of exposure to authentic language in the classroom. Moreover, a number of linguists and language educators emphasize the importance of authentic oral texts very early in the language experience (Bacon & Finnemann).

Authentic materials can even be used from the first week of the first semester; however, the materials must relate to learners' life experiences and contain appropriate features that enhance comprehension at this level (Vandergrift, 1997).

learners can handle authentic, unedited discourse although their success in comprehending may range from very little to considerable (Feyten,1991:89).

Meyer (1984) and Richards (1983) suggest providing students with essential background knowledge and simple tasks to perform while listening.

Hansen and Jensen (1994) contend that students from all proficiency levels should be exposed to natural speech as a regular part of their listening practice. According to

Bacon (1989), less-proficient students can understand and benefit from authentic texts. Further she posits that an early exposure to such texts will help these students develop useful listening strategies for more complex tasks later on. However, the texts should be culturally relevant to the experience of the students.

Authentic Materials and Performance

The need for and usefulness of authentic materials have been increasingly acknowledged. Empirical studies have confirmed positive results obtained by listeners who are given opportunities to interact with authentic oral texts.

According to Omaggio Hadley (1993) if students are to develop a functional proficiency in the language and to use the language communicatively in the real world, they must begin to encounter the language of that world in the classroom. That is, they need sufficient opportunities to see and hear the language used as the primary medium of communication among native speakers. Also, they need opportunities to practice using the language to cope with everyday situations they might encounter outside the classroom. The teacher must bring massive amounts of authentic materials into the classroom and make them consistently accessible to the students (Schmidt& Rinehart, 1994:99-102).

Even though the use of authentic texts is necessary, it does not mean that the teacher should abandon the use of materials created for instructional purposes. Rather, a blend of the two seems to be more appropriate (Omaggio 1993).

What Makes Authentic Text Difficult

Authentic materials provide an effective means for both presenting real language and integrating culture, but the problem with authentic texts is that they have long been perceived as being too difficult for students to understand (Ciccone, 1995). Beginning language learners may experience extreme frustration when confronted by an authentic text. However, Cook (1996) asserts that difficulty depends upon the task that is used with the material. Comprehension of authentic material is facilitated by some characteristics of the spoken language such as pausing, repeating, rephrasing, and the use of clauses rather than sentences (Schmidt-Rinehart 1994).

Authentic texts are more redundant than most texts prepared for language learners; the redundancy of these texts gives the students more clues to comprehension (Bacon, 1989; Schmidt-Rinehart, 1994). Authentic texts, by their nature, are more

culturally rich and interesting. (Shrum and Glisan, 1999:58) state, "Because these texts are prepared for native speakers, they reflect the details of everyday life in a culture as well as its societal values." Scarcella and Oxford (1992) assert that authentic language is highly motivating to students, particularly when it is keyed to subjects that students are concerned about. Fully exploited, authentic texts give students direct access to cultural information and help them use the new language authentically themselves, to communicate meaning in meaningful situations (Rogers & Medley, 1988:56). Authentic texts, unlike their pedagogically contrived counterparts, promote student learning and interest by presenting the culture in a natural way (Herron & Seay, 1991).

Advantages of Using Aural Authentic Materials

The goal of classroom listening is to prepare students for real life listening outside the classroom. It is necessary to implement aural authentic materials at all levels of language instruction and listening-comprehension training.

Many studies have confirmed the benefits of using authentic materials in classroom. For instance, Gilman and Moody (1984) suggest that the teacher employ authentic materials in implementing listening-comprehension training at all levels.

Morrison (1989) also believes that authentic listening materials can and should be used at all levels from beginners to advanced. Even beginning students need exposure to authentic language since it is the medium of everyday communication (Scarcella & Oxford, 1992).

The critical consideration in choosing appropriate materials for second-language students is authenticity. Classroom listening must prepare students for real listening; aural authentic texts will expose students to real language from the beginning of their language study (Bacon, 1992; Morton, 1999). However, in order to ensure transfer to real-life conversational situations, the teacher has to provide language material that is presented with authentic native accents and intonation at a speed of utterance that is normal for native speakers of the language (Grittner, 1980). Students working with authentic materials will gain valuable practice in the specific skill of making sense of live speech without necessarily understanding every word of structure; then, an increase in listening comprehension is a natural consequence of this practice (Herron & Seay, 1991).

Herron and Seay (1991) believe that students, with proper instructional planning by the teacher, can be led to extract general and specific meaning from oral authentic

texts while improving general listening-comprehension skills. Using authentic materials allows students to experience early in their study the rewards of learning a language.

Using authentic material in the classroom, even when not done in an authentic situation, and provided it is appropriately exploited, is significant for many reasons, amongst which are:

- Students are exposed to real discourse, as in videos of interviews with famous people where intermediate students listen for gist.

- Authentic materials keep students informed about what is happening in the world, so they have an intrinsic educational value. As teachers, we are educators working within the school system, so education and general development are part of our responsibilities (Sanderson, 1999:97).

- Language change is reflected in the materials so that students and teachers can keep abreast of such changes.

- The teacher can have students practice some of the micro-skills mentioned by Richards (1983), e.g. basic students listen to news reports and they are asked to identify the names of countries, famous people, etc. (ability to detect key words).

- Authentic materials contain a wide variety of text types, language styles not easily found in conventional teaching materials.

- They can encourage reading for pleasure because they are likely to contain topics of interest to learners, especially if students are given the chance to have a say about the topics or kinds of authentic materials to be used in class.

Criteria for Selecting Authentic Materials

The selection of aural authentic materials must be subjected to a list of criteria, the following criteria are from a presentation at the ACTFL Annual Meeting, Nashville, 1997. Brigham Young University.

1. Authenticity

Authentic text: "One whose primary intent is to communicate meaning to native speakers of the language" (Swaffar 1991)

2. Interest

To ensure the materials' interest, there should be a check of two main aspects; the Topic and the presentation. Concerning the topic, the text or clip must be of sufficient interest to students. The Presentation is attractive enough to arouse interest.

3. Background Knowledge

The following questions clarify what is meant by background knowledge:

1. Do the students have at least some experience with the topic?

2. What are the students' own cultural schemata for this text?

3. What kind of pre-activities will be necessary?

4. Language

Selection of the aural authentic materials must be accredited after checking the following issues:

1. Is the level of difficulty at, below, or slightly above the students' present level?

2. What is the percentage of known and guessable items?

3. Do the known and guessable items relate to the main ideas?

4. Does the text contain a significant number of metaphors, symbols, hidden meanings, and/or idioms?

5. Do the pre-activities need to include limited language preparation?

5. Text Organization

The organization of the text is of crucial importance as a criterion for selection, so we have to check whether the text is organized in a clear way, And also whether there are illustrations/typographic conventions/title(s) that support the text.

To sum up, this section deals with the theoretical frame of the study in order to give a clear vision about the topics related to the issue of listening as tackled by researchers and specialists. Following is the section that covers previous studies of the research and commentary.

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Section Two

Previous Related Studies

</div>

Introduction

This section aimed at reviewing the related previous studies to the present one. The researcher, in the course of investigation, found that there are many studies that discussed different issues related to listening skill in general but a few of these studies discussed the core of the study problem. The previous studies were divided into two parts: the importance of listening skill in foreign language teaching, and the use of aural authentic materials.

1. Studies Related to the Importance of Listening in Foreign Language Teaching

O'Malley et al. (1985)

Conducted a research in the university level, where students were randomly assigned to receive training on listening tasks. Results indicated that listening training can be effective for integrative language tasks.

the results of this study confirmed the importance of listening skill in comparison with other language skills. It can be said that listening skill receives less attention despite its importance and relationship with developing other skills of language. So, the researchers tried to show how important is the need of developing listening skill through constant training not only on university level but mainly when English is to be taught at any stage.

Holley (1990)

Investigated the frequency of listening skill as used by English language learners in the college level, the researcher found that the portion of verbal communication time spent by college students was 52.5 percent in listening, 17.3 percent in reading, 16.3 percent in speaking, and 13.9 percent in writing. The researcher did an investigation through a scale, which was used to collect data from language specialists who confirmed the primacy of listening skill starting from the school stage and last for the university level. Students' questionnaire asserted the primacy of listening skill in comparison with other language skill.

Rankin (1992)

On confirmation of the above mentioned view, the researcher supported Holley's view regarding the primacy of listening among English students on the university level and found that: students spent 42.1 percent of their total verbal communication time in listening while they spent 31.9 percent in speaking, 15 percent in reading, and 11 percent in. The researcher found that female college students spent 42 percent of their total verbal communication time in listening, and affirms that listening skill is of a great importance in the learning process among the college students.

Mendelsohn (1994)

The researcher investigated EFL listening instruction in Taiwanese college students. Subjects were one freshman class of about 50 students at a university. The instruments include a listening strategy questionnaire, and a weekly learning diary. First, subjects completed the questionnaire of listening strategies. Second, in the freshman course English Listening Practice, subjects received instruction and practice in the use of EFL listening strategies for 20 minutes weekly for 15 weeks. Each week two listening strategies were taught with examples and exercises designed by the researcher. In total, subjects were able to learn 30 EFL listening strategies. During the instruction phase, subjects were required to keep a weekly learning journal. Finally, subjects received a post-test on the strategy questionnaire. Results of the study provided empirical descriptions of strategy training for L2 listeners. Results also offered some implications for teaching EFL listening comprehension.

Swanson (1995)

Pointed out the results in a workshop which was developed to address what needs to be taught about listening and how students can be taught to listen effectively. He suggested that listening should be taught as a skill, and presented a model that serves as a basis for understanding and teaching listening as a skill. He clarified how the teaching of listening could be based on examining the use of listening abilities, or examining listening through literature. Students can be more aware of listening through exploring when and where to use the skill of listening. He assumed that any skill is composed of specific component that when practiced sufficiently will take on the necessary condition of automatically skill without thinking. He concluded that the door is to listening is

opened, students can be involved in understanding how and why this vital skill is employed.

Vandergrift (1999)

Proposed a model of listening course in which there were units on different strategies or aspects of listening, with training activities contained in them. These training activities were specifically designed to give students practice in utilizing different signals and trying different strategies for improving listening ability.

The study results show how essential is the improvement of listening ability through using different strategies of listening. Listening materials and units are always designed to be well-matched with the various strategies of listening that students practice and are trained to acquire.

El-koumy (2000)

The researcher aimed at determining the relative impact of skills-based and whole language approach on the listening comprehension of English as a foreign language (EFL) student with low and high listening ability levels. The subjects for the study were 96 pre-tested EFL students divided into two treatment groups for 15 weeks. In the skills-based group, listening was taught as a set of discrete skills. In the whole language group, students spoke, listened and wrote to one another about topics of their own choice and read about topics of interests to them. All subjects were post tested on a listening comprehension test of the test of English as a foreign language. Statistical analyses of the listening comprehension scores revealed that training in listening skills was some what effective, but insufficient in developing the listening comprehension of low ability listeners, and that the whole language approach was effective only for high ability listeners. Findings suggest that instruction in listening sub-skills doesn't automatically lead to the improvement of listening comprehension, and that the whole language approach to teaching listening cannot work without basic skills. It is concluded that these two methods are not mutually exclusive but tend to complement one another. The goal should be to achieve the balance between the two approaches in heterogeneous classrooms. This would also enable the teacher to move from more closely controlled exercise to more student direct activities.

Zhang (2007)

pointed out that listening is very important. Conversations will take place only when we can understand what our interlocutor says; listening is also an important input. Yet, many of my students got frustrated in listening. Being a teacher, the researcher tried to rethink what he did in listening classes. As a result, the researcher found that there are a lot of important listening strategies that were neglected by both teachers. The researcher argued in this paper that more listening strategies should be taught in classes and a simple teaching plan is given.

Read & John (2007)

This study investigated the effectiveness of providing different types of listening support for learners in a foreign language environment with a low level of English proficiency. The research was conducted with 140 students taking an English listening course at a college in Taiwan. The participants took sections of a listening test under four different conditions. Two of the conditions provided support in the form of either a set of pictures or a written background text. The third condition was a repetition of the test input, whereas the fourth one was simply no type of support. After the test, the participants completed a short questionnaire and some of them were also interviewed. According to the results, repeating the input was the most effective treatment, followed by having visual and textual support. However, the limits of the learners' English competence meant that all of the types of support could improve their comprehension only to a certain degree. Nevertheless, the provision of appropriate support may motivate foreign language learners to improve their listening proficiency by making adequate comprehension more attainable for them.

2. The Use of Aural Authentic Materials

Empirical studies have confirmed positive results obtained by listeners who are given opportunities to interact with authentic oral texts.

Lynch (1982)

Discusses origins of desire for authenticity in language teaching, analyzes the term, and describes some materials designed to fit in with a more precise view of what constitutes authenticity. Purpose is to create learning activities that demand an authentic response from foreign language students.

Kristin (1983)

Outlined in detail the background, research, development, and recommended use of a set of instructional materials for teaching listening comprehension to adult learners of English as a second language. The materials were developed in response to a need for real-life language samples for use in teaching listening comprehension of English. A series of videotaped episodes with native speakers engaged in nonacademic language use situations formed the basis for accompanying written materials. The review of research, pedagogy, and materials discusses previous work concerning listening and reading, the listening act, pedagogical implications, and existing materials. The outline of procedures, classroom implementation, and evaluation of the materials' success.

A separate section on the materials' evaluation includes summaries of teachers' responses to general and yes/no evaluations, a sample episode evaluation, and the researcher's own evaluation. Implications for future research are examined.

Barrow (1986)

Found no significant differences in language performance of children using aural authentic materials compared with those in a more traditional classroom context.

The researcher chose 20 students in the experimental group who received practice in listening skill via aural authentic materials, and another 20 students who represent the control group, who received teacher oriented listening texts. According to the results, there were no records for improvement among both groups.

Rogers (1988)

This study indicated that if students are to develop a functional proficiency in the language and to use the language communicatively in the real world, they must begin to encounter the language of that world in the classroom. That is, they need ample opportunities to see and hear the language used as the primary medium of communication among native speakers. Also, they need opportunities to practice using the language to cope with everyday situations they might encounter outside the classroom. The teacher must bring massive amounts of authentic materials into the classroom and make them consistently accessible to the students

Duquette (1989)

The researcher made a lengthy investigation of using the authentic texts in the primary teaching. It is reported that children using authentic texts improved linguistically. The

results of this study show how fruitful is the usage of authentic materials, especially when such materials are introduced to children. Improvement in language skills depend on the use of these materials which connect students to more real atmosphere, where students are exposed to real life situations and learn how to interact with, and also how to be trained to employ the highest benefit in developing students' linguistic achievement**.**

Bacon (1989)

The researcher in this study concluded that Less-proficient students can understand and benefit from authentic texts. Further she posits that an early exposure to such texts will help these students develop useful listening strategies for more complex tasks later on. However, the texts should be culturally relevant to the experience of the students.

Finnemann (1990)

On confirmation of the above views, the researcher found that when students are properly prepared, authentic materials have a positive effect on both comprehension and motivation. The challenge for the second-language teacher, therefore, is to identify authentic materials of potential interest to students and to prepare the students for dealing with these texts in a meaningful way.

Herron (1991)

Conducted a study with intermediate-level students, found that students who listened to authentic radio tapes as a substitute for regular classroom activities demonstrated significantly greater listening comprehension than those students for whom the authentic radio program had not been a part of the semester's curriculum. Their research indicates that listening-comprehension skill improves with increased exposure to authentic speech.

Catherine (2000)

Discusses the importance of focusing on developing listening in English-as-a-Second-Language instruction and offers four suggestions for developing listening skills: have students listen to authentic recorded materials and then do simple tasks, have students take notes, make sure attention is focused during listening, and allow students to just listen by using highly interesting listening materials.

Robert (2007)

Listening is arguably the most important skill required for obtaining comprehensible input in one's first and any subsequent languages. Given the importance of listening, the natural assumption is that listening skills are actively taught to both first (L1) and second (L2) language learners. However, this is not necessarily so in L1 instruction. The situation is slightly more positive in L2 instruction, but only in recent years. The proficiency movement, with its emphasis on the use of authentic materials, underscored the value of developing listening skills in L2 learners. Yet, in geographic areas devoid of native speakers , the problem for L2 teachers and learners is where and how educators obtain authentic materials for use in the instruction of aural skills. Technology has been a real boon to this challenge, ensuring that no one need be isolated from L2 input generated by native speakers anymore. An internet connection is all that is needed to gain access to a numerous of examples of native speakers speech. In this article, the authors discuss two sites that serve as examples of what is possible in online lessons through communications technologies: (1) the BBC Languages; and (2) the "Video Clips of Survival Chinese". These sites provide the reader an idea of what can be done in terms of materials development and also how to prepare one's students for optimal work with the aural input.

Commentary of the previous studies

It can be concluded, from this section, that there is an increasing interest in implementing authentic materials in a language classroom, as approved by most of the researchers who investigated this field. So, the students will have opportunities to hear and practice using the language they will encounter outside the classroom.

Moreover, the researcher believes that there is a great need to conduct such a study for achieving more improvements in this field, especially because of the sensitivity of dealing with the listening comprehension skills in the university levels, in addition to the necessity of such an issue, it proves to be valid and worthy investigated because it is an experimental study that will have an impact on the curricula designers and other sections at the university.

The above studies and more have shown students' improvement in language performance as a result of exposure to authentic language in the classroom. Particularly, the targeted skill which the researcher investigates in this study. The researcher

benefited from these studies through being able to point out the most problematic issues related to listening comprehension skill, these studies are divided into two aspects; the first one deals with the importance of listening in foreign language teaching, while the second aspect deals with the use of aural authentic materials.

The previous different studies were covered and conducted by different researchers in different countries, universities, and schools. All of them discussed listening comprehension skill in different corners. There were many similarities and slight differences between these studies and the current one. Some researchers like O'Malley et.al (1985), Bacon(1989), Holley(1990), Rankin(1992), Zhang (2007) confirmed on the importance of listening comprehension skill as one of the most important skills in language teaching. Other researchers discussed the necessity of using authentic materials in teaching listening skill, as they asserted on finding considerable differences in language performance of students using authentic materials compared with those in a more traditional classrooms. Researchers like Duquette(1989), Finnemann(1990), Herron(1991), Catherine(2000), and Robert (2007) confirmed that students who are exposed to authentic texts improved linguistically. In contrast Barrow (1986) found no large differences among both students who are exposed to authentic materials and those using traditional materials. Finnemann(1990) through his research showed how authentic texts are related to comprehension and motivation. That's why they need ample opportunities to our students in order to see and hear the language used as the primary medium of communication among native speakers. Also, they need opportunities to practice using the language to cope with everyday situations they might encounter outside the classroom.

Summary

The researcher attempts to spot the light on the theoretical framework of the current study. The researcher explored the nature and the importance of listening comprehension, listening comprehension strategies and micro skills , listening as a foreign language and namely authentic materials and their impact on listening comprehension development. The researcher also reviewed a number of studies that were very helpful to the researcher in conducting this study as they enriched his educational background concerning the theoretical part of study .

Chapter III

Research Methodology

& Design

Chapter III
Methodology

Introduction:

The aim of the current study is to suggest an instructional program in the light of the diagnostic test's results, which reveal the missing skills of listening comprehension among English language learners. The problematic areas are formed in those missing skills, which were supposed to be included in the listening course taught at the university. They also form the skeleton of the suggested program. The researcher intends to reveal the effectiveness of the suggested program on listening comprehension achievement among the English language majors at Al Aqsa University. To fulfill the aim of the study, the researcher applied one major tool and steps to collect the needed data. This chapter views population of the study, the followed steps by the researcher, the tool of the study, statistical analysis, research methodology, and the procedures of the study.

1- Population and Sample of the Study

The population of the study consisted of one hundred and twelve (112) students, who represent the female majors in second level English, enrolled in the first semester of the academic year 2009-2010. The sample of the study consisted of thirty (30) female students, who registered in the listening course. The number of the participants is representative of the total number of the students.

Table (1)

The distribution of the study sample

Group	Population	Sample
Female	112	30

2- Tool of the study

Choosing the proper tool is a successful way to achieve the aims of the study. Depending on this fact, the researcher used the listening achievement test as a major tool, and followed different steps to achieve the aims of the study as follows:

1- Preparing a list of listening comprehension micro-skills to decide the most important and missing skills according to teachers' view.

2- Distributing a questionnaire for the students to determine the most important and missing skills.

3- Applying listening diagnostic test.

4- Implementing the suggested program.

2-1 – List of Skills

A- The Aim of the List

The researcher prepared a list of listening comprehension micro-skills. The aim of the list is to identify what are the micro-skills of listening comprehension that should be taught in the listening course. The list was refereed by a number of juries, then it was given to a number of specialists in teaching listening (Appendix 1) in order to identify the most important and missing skills that should be focused on while teaching listening. Such skills are considered as problematic areas for students' academic improvement because of their absence. After consultations with English language specialists, the researcher chose five skills to tackle in the suggested program, because listening tasks are time consuming and can't be fulfilled in a short time.

B- Constructing the list

The sources of constructing the list are many; the researcher depended for the most part on the literature review and the previous studies that reviewed this topic, for instance studies by Herron(1991), Catherine(2000), and Robert (2007) helped the researcher to be acquainted with the components of the listening comprehension micro-skills, and also helped in widen the researchers' way of organizing the information. The researcher also depended on the books of listening and oral communication, the course description and listening micro-skills questionnaire for teachers of listening , as well as English language and education specialists.

C- Description of the List

The list includes the micro-skills of listening comprehension that should be taught in the listening course (Appendix 2). This list, shown below, was refereed by language and education specialists in different universities in the Gaza strip. The researcher chose only five skills out of thirty, the justification is that those skills are impossible to be taught in one course as they need time to be addressed by the lecturer, that's why listening skill is taught in more than two courses at Al Aqsa University.

D-Validity of the List

The researcher refereed the list by a panel of language and education specialists to verify the suitability of the used tool through adding, deleting or correcting. The juries are from various universities in the Gaza strip(Appendix 1). They were asked to choose the most important and missing skills that should be introduced to the English majors. They agreed on the following five skills ,shown in chart 1.

Chart 1

Number of juries agreed on the micro-skills

No.	Skills	Juries No	Percentage
1.	Finding supporting information	11	100 %
2.	Making inferences	10	91 %
3.	Guessing the meaning of the new words from context	10	91 %
4.	Distinguishing between literal and implied meanings	9	81 %
5.	Using language clues to understand the meaning	9	81 %

2-2 Questionnaire

The researcher decided to use another tool which is the students' needs analysis through a questionnaire (Appendix 3) where 60 students were asked to choose, according to their needs, the most important five micro-skills that are important and missing in the listening course. The program will be more productive if it emanated from students' needs, thus, this tool makes the program more convincing and realistic. Chart 2 shows the agreed skills by the students.

Chart 2

Number of students agreed on the micro-skills

No.	Skills	Students No	Percentage
1.	Finding supporting information	55	92 %
2.	Making inferences	53	88 %
3.	Guessing the meaning of the new words from context	56	93 %
4.	Distinguishing between literal and implied meanings	48	80 %
5.	Using language clues to understand the meaning	50	83 %

2.2.1 Description of the questionnaire

The questionnaire's items consists of 30 thirty micro-skills of listening comprehension. The questionnaire is exactly like the list which was refereed and introduced to the specialists of English, while teachers of English were asked to choose the most important and missing skills of listening comprehension that should be introduced in listening courses; sixty (60) students were asked to determine the most important and missing skills that they need while studying English listening course. Those students, who had already studied English listening course1, have ability to understand what they may need to study in other courses of listening.

The Listening Achievement Test

A- The Aim of the Test

The aim of the test is to check whether the students face difficulty in learning the most important five skills assigned by the referee panel, and also whether those skills are considered to be problematic skills in the way of the English majors' achievement. So the researcher intended to diagnose the problematic areas practically and not only depending on the specialists' perspective. The diagnostic test aimed at testing how much students are good at learning listening skill.

B- Specific Objectives

The learning outcomes were determined according to items of the listening comprehension micro-skills list that included thirty (30) micro-skills. Since the listening test is an auditory one it requires more time than the normal types of other tests, the specific objectives were limited to include five (5) micro-skills of listening comprehension due to the time constraint and by consultation specialists who confirmed that much time is needed for teaching the sub-skills of listening. The specific objectives of the test are:

1. Finding supporting details.
2. Making inferences.
3. Guessing the meaning of the new words from context.
4. Distinguishing between literal and implied meanings.
5. Using language clues to understand the meaning.

C- Questions of the Test

The questions of the test were distributed to cover the five targeted micro-skills through three parts for each question. The number of the questions is four, each question consists of three parts as shown in chart 3.

Chart 3

The tested skills in the achievement test

Question No.	Part	Tested Skills	Question Type
Question One	A	• Finding supporting details.	Multiple choice
	B	• Making inferences	Multiple choice
	C	• Guessing the meaning of the new words from context.	Multiple choice
Question Two	A	• Finding supporting details.	Multiple choice
	B	• Making inferences	Multiple choice
	C	• Guessing the meaning of the new words from context. • Distinguishing between literal and implied meanings • Using language clues to understand the meaning	Multiple choice True / false Multiple choice True / false
Question Three	A	Finding supporting details	Multiple choice
	B	Making inferences	Multiple choice
	C	• Guessing the meaning of the new words from context. • Distinguishing between literal and implied meanings. • Using language clues to understand the meaning	True / false Multiple choice True / false

The researcher took some points into consideration when designing the questions of the test as follows:

A. The level of difficulty.

B. Suitability of marks' distribution.

C. Students' interest.

D. Topics' familiarity.

E. Well-design formulation.

F. Authenticity of the texts.

G. Cultural compatibility.

H. Voice settings.

D- Test Instructions (For students)

The test was introduced to the referee committee to have their suggestions for any modification. The instructions were written on the cover page attached with the test. According to the instructions, the teacher has to tell the students about the aim of the test that it was designed for a scientific research purpose and it has nothing to do with their university marks. The teacher has to read the question clearly to ensure students' understanding for each item. And above all, to equip the class properly in order to ensure the voice quality

E- The Sources of Constructing the Test

Literature review, juries' opinions, educationalists and lecturers of listening and speaking courses were the basics on which the researcher relied heavily.

F- Steps of Constructing the Test

A number of listening lecturers were asked to choose, from a given list, the most problematic skills that are important and missing in order to be included then improved; the members of the refereeing board agreed on the same five skills, dealt with in the suggested program, there was high matching between their selection and students selection as shown in chart (1&2).

The researcher conducted a needs analysis in the form of questionnaire attended to the students, in order to reveal the common difficulties facing them, then to build the listening diagnostic test. More than 87% of the students agreed on the five skills which were dealt with in the suggested program.

G- Items Analysis of the Test

The aim of this procedure is to check the validity and the reliability of the listening test by administrating it on another group of the students as a pilot experimentation procedure. The following steps were adopted for that:

A-Validity of the Test

The Content validity

To ensure the test validity the researcher distributed it to (11) juries from different universities who have different specializations, and also long experience. The juries contributed greatly in standardizing the test and validating in terms of questions' formation, evaluation and general guideline for the test.

The test consists of four questions covering the five targeted micro-skills through three parts for each question. The test was administrated to a random sample, not a part of the experimental group but has the same characteristics of the study sample in order to ensure validity.

Internal Consistency of the Test

The internal consistency validity indicates the correlation of the degree of each sub-skill with each level, it also indicates the correlation of the total average of each level with total average. (Al Agha, 1996, PP. 118-121). In order to check the test validity, the researcher calculated the internal consistency of the test. It was found between each skill and the total degree of the test, and between each item of every single skill and the total degree of each skill.

Table (2)

Correlation Coefficient of the five micro-skills with the total degree of the test

	Micro-skills	Correlation Coefficient	Sign
1.	Finding supporting details	0.87	**0. 01
2.	Making inferences	0.86	**0. 01
3.	Guessing the meaning of the new words from context.	0.84	**0. 01
4.	Distinguishing between literal and implied meanings	0.67	**0. 01
5.	Using language clues to understand the mean meaning	0.77	**0. 01

** P-value < 0.01   * P-value < 0.05

"r" table value at (29) df. At (0.05) sig. level equal 0.349

"r" table value at (29) df. At (0.01) sig. level equal 0.449

The data analysis in the previous table shows that the coefficient correlation is significant at level (0.01).This result indicates the high internal consistency of the test.

Table (3)

Correlation coefficients between each item of first skill and the total degree

Finding supporting details	Correlation Coefficient	Significance
1	0.51	0.01
2	0.51	0.01
3	0.47	0.01
4	0.50	0.01
10	0.31	0.01
11	0.63	0.01
12	0.39	0.01
20	0.37	0.01
21	0.48	0.01
30	0.37	0.01
31	0.39	0.01
32	0.56	0.01
33	0.36	0.01

The above table shows that the items of the first skill (**Finding supporting details**) have significant correlation coeficients ranging from ،(0.63 -0.31), which indicates a high reliable coeficient.

Table (4)

Correlation coefficients between each item of second skill and the total average

Making inferences	Correlation Coefficient	Significance
5	0.50	0.01
6	0.64	0.01
13	0.53	0.01
14	0.44	0.01
22	0.57	0.01
23	0.47	0.01
34	0.35	0.01
35	0.50	0.01

Table (4) shows that the items of the second skill (**making inferences**) have significant correlation coeficients ranging from (0.64 -0.35), which indicates a high reliable coeficient

Table (5)

Correlation coefficients between each item of third skill and the total degree

Guessing the meaning of the new words from context	Correlation Coefficient	Significance
7	0.46	0.01
8	0.58	0.01
9	0.54	0.01
15	0.47	0.01
16	0.36	0.01
24	0.34	0.01
25	0.45	0.01
36	0.42	0.01
37	0.44	0.01

The above table shows that the items of the third skill (guessing the meaning of the new words from the content) have significant correlation coeficients ranging from(0.34-0.45) which indicates a high reliable cooficient

Table (6)

Correlation coefficients between each item of the fourth skill and the total degree

Distinguishing between literal and implied meanings	Correlation Coefficient	Significance
19	0.63	0.01
28	0.36	0.01
29	0.67	0.01
39	0.50	0.01
40	0.68	0.01

The above table shows that the items of the fourth skill (distinguishing between literal and implied meaning) have significant correlation coeficients ranging from (0.36- 0.63) which indicates a high reliable coeficient.

Table (7)

Correlation coefficients between each item of the fifth skill and the total degree

Using language clues to understand the meaning	Correlation Coefficient	Significance
17	0.64	0.01
18	0.64	0.01
26	0.45	0.01
27	0.67	0.01
38	0.52	0.01

The above table shows that the items of the fifth skill (using language clues to understand the meaning) have significant correlation coeficients ranging from (0.45-0.64) which indicates a high reliable coeficient.

The coefficient correlation of each item is significant at level (0.01). This result indicates the high internal consistency of the test that assures its validity to use as a tool of study.

H- Reliability of the Test

The listening test was applied on thirty students (30) who represent the pilot sample. the reliability of this test was determined by using the following statistical methods:

1. Test and Retest

The test was introduced to a pilot sample and after two weeks, it was reintroduced to them in order to check how reliable is the test. Students' results show a high correlation between the test and the retest. Person correlation coefficient is (0.88) the value is statistically significant, what indicates a high reliability as shown in table (8)

Table (8)

Person Correlation between the students' marks in the test and the retest

The test	Correlation Coefficient	Significance
Listening comprehension test	0.88	**0.01

** P-value < 0.01 * P-value< 0.05

2. Kuder-Richardson

Test reliability was computed by Kuder-Richardson-20 formula. Correlation coefficient is (0.87) which indicates the high reliability of the test. It is significant at (0.01)

3.Split-half Method

Split half method was calculated by dividing the test items into two halves. Correlation coefficient between the total items of first half and the second one was computed. Person correlation coefficient for test marks was (0.68). Spearman – Brown equation was used to determine the test reliability, coefficient became (0.81) which indicates a high degree of reliability.

Table (9)

Alpha Split-half Coefficient of the achievement test

The test	Number of Items	Alpha Split-half	Significance
Listening comprehension test	40	0.81	**0.01

** P-value < 0.01 * P-value <0.05

Items difficulty:

The test is more reliable when the items are moderately difficult, so very difficult and very easy items should be excluded. To calculate the coefficient the difficulty of each item, the following formula was used:

Co. of difficulty =   **Number of students who gave wrong answers**   **x**   **100**

                                       Total number of students

Table (10) shows that the difficulty coefficient of the test items varied between (23- 77) which indicated that the test is suitable to be used as a tool of the study

Items discrimination:

The test should discriminate among the responders showing differences in their abilities to answer. Not discriminating items, that all responders correctly or wrongly answered, should be excluded. Toa calculate the coefficient discrimination of each item, the following formula was used:

Co. of discrimination =

correct answers number in high group - correct answers number in lower group   **X 100**

                                  Total number of students in one group

The following table shows that the discrimination coefficient of the test items varied between (30-70) which indicated that the test is suitable to be used as a tool of the study.

Table (10)
Difficulty and discrimination of the test items

Question No.	Difficulty coefficient	Discrimination coefficient	Question No.	Difficulty coefficient	Discrimination coefficient
1	57	30	21	40	40
2	57	50	22	27	30
3	43	50	23	23	30
4	43	40	24	43	30
5	50	60	25	33	50
6	50	70	26	47	30
7	60	40	27	33	40
8	63	40	28	50	40
9	50	40	29	43	60
10	53	30	30	33	30
11	57	60	31	47	30
12	37	30	32	57	40
13	77	40	33	23	30
14	67	30	34	67	30
15	27	30	35	43	50
16	50	50	36	30	40
17	30	40	37	23	30
18	53	30	38	33	60
19	33	60	39	50	30
20	70	30	40	40	30

Scoring the test:

The test consists of forty items, so the maximum average is forty mark and the minimum is zero. One mark was given to each item. Students' marks were recorded to be analyzed.

I- Experimentation of the test

This step was as important as other steps to check the validity of the test and estimate the time needed for conducting it. The predictable time was thirty (30) minutes. The achievement test was experimented on a random sample of thirty (30) students who had the same characteristics of the study sample but not included in it. The results were recorded and analyzed to measure the validity and reliability of the test. It's worth

mentioning that some modifications were applied on the test items according to the statistical treatment, where some items were deleted for their unsuitability. The total items of the test are forty.

J- Pre-test

After experimenting the test on a random sample to ensure its suitability. It became obvious that the subjects of the random sample face difficulty in learning the five skills determined through the distributed questionnaire. The researcher applied the achievement test on the study sample in order to be fully sure that those five sub skills constitute obstacles on the way of students' achievement. Students' results were recorded to be used in the statistical treatment, where the pre-test results will determine to what extent the students got advanced in the listening comprehension achievement when it is compared to the results of the post test after implementing the suggested program.

2-4 The Suggested Program

The idea of constructing such a suggested program emanated from the urgent and demanding need for improving listening comprehension skill among English majors at Al Aqsa University. The program depended on the aural authentic material where the language is designed to be exposed in the form of some situations related to the students' life. The content of the suggested program was chosen, organized and modified by the consultation of some language and education specialists. As listed in the refereeing panel besides the listening courses lecturers who supervised and revised the program. Some considerations were taken into account by them in order to help the program function effectively. Among such serious considerations are: the program's suitability to students' levels and abilities, the language employed in the program and its speed rate, length and accent, the clear presentation through each of the written and the auditory copies of the program, besides the technical elements related to the voice quality and finally, the educational atmosphere where the program is intended to be implemented.

4- The Suggested Program

The main components of the suggested program including its objectives, content, techniques and strategies, timing and finally the evaluation are presented in this chapter. This chapter also presents the basis on which the program was built on, the practical steps followed by the researcher and other related details.

4-1 Definition of the Suggested Program

Many researchers agreed on similar definitions of the suggested program; They almost have a typical image of what is meant by it. The main components of the suggested program were similarly described by the researcher as a well-organized series of activities that function together and aim at achieving desirable change in the learners' characters. The program is " *a group of well designed activities that aims to develop the knowledge, attitudes and skills of the trainees, promote their competencies, guide their thinking and improve their work performance"* (Good, 1998:613).

Another definitions of the suggested program are also found below:

1. According to Al-Jamal & Al-Laqqani (1999:75) it is a curricular program related to the students' study at university, aims at attaining the objectives of the curriculum and it is designed by professors and experts in the university subject by. It enriches the experiences provided by university.

2. Other researchers like AL-Farra (1988:175) related the concept of the instructional program to teacher's competencies trend defining it as the experiences that are well designed for the purpose of teaching and training through the feature of the certain level of performance. It is based on arranged units that include basic elements: importance, goals, and content, learning activities, instructional aids, reference and means of evaluation.

The program was also described by Affana (1998:75) as a well-designed and arranged instructional unit that includes a group of experiences, activities, aids, techniques and means of evaluation for the purpose of developing defined skills.

In the light of the above definition the researcher defines the program as "a group of well-planned and designed activities that aim to develop the knowledge, attitudes, skills and thinking of the learners through selective content, instructional aids and constant process of evaluation.

4-2 Steps of Constructing Instructional Program

Canale&Swain (1998:33) suggested five steps that would make up a model of a good teaching program. Below is a description of these patterns and explanation of how each step was taken into consideration in building up the suggested program of the present study:

4-2-1 Diagnosis

Diagnosis means the initial evaluation or assessment of the teaching learning situations. In this stage the teachers attempt to define the students' present state of knowledge, skills, competencies and their needs as a basis to target what is missing and trying to cover it. The researcher's background (as a lecturer in the university) about the low level of students achievement in the listening skill was an initial step and also form a rationale in constructing the suggested program. The listening diagnostic listening test is considered to be the basis for determining the objectives that should be included and attained in the program.

4-2-2 Preparation

In this step, the teachers get ready for the instruction. The teacher defines the aims of the program, motivates the students and manages the setting for the instruction. In this research, the aims of the program was defined by the researcher taking into accounts the results of the diagnostic test, selected and organized the content and assigned some techniques and aids to be applied in performing the lecture.

It is worth mentioning that the participants of the study were technically ready, in other words the computer skills were not a challenging issue in their way because the suggested program is not computerized. What was needed is the attendance of the participants who will be given some simple written and spoken instructions by the researcher who will implement the study procedures.

4-2-3 Guidance of Learning

The researcher intentionally emphasized different techniques and activities that can provide opportunity for all students to promote their listening comprehension skills. In this procedure of learning guidance actual instruction is surely included. It presents information or skills, shows the students how to interact and respond, encourage them to

be active with learning situations and monitor their engagement in the presented activities.

4-2-4 Evaluation

Evaluation provides a clear picture, through different evaluation techniques, about the progress of both teachers and learners in performing their tasks.

The suggested program included constant process of evaluation through the stages considering the program itself by formative and summative tasks of evaluation.

4-2-5 Follow-Up

It is the step of re-organizing the learning experiences with the purpose of production. This final step included activities which help the students to apply the learnt experiences; those activities are not limited to lectures only but are continuing to outside lectures. All units in the suggested program provide several activities for this purpose.

The researcher took into consideration the pervious ideas and referred to the educational literature that dealt with similar suggested programs; the researcher came to a conclusion of the basic principles for planning such program as the following:

1. Determining the overall goals and the principles of supporting objectives.
2. Selecting a suitable content in view of the objectives, this step includes choosing the topics to be studied, arranging them into an appropriate sequence and deciding how much emphasis to place on each topic.
3. Scheduling the time plan considering the time needed for each unit.
4. Deciding teaching approach, strategies and activities in addition to the working team.
5. Assigning procedures for assessing the students' achievement of the program objectives.

4-3 Principles of the Suggested Program

The following principles are considered by the researcher in the program designing:

1. The modern role of the teacher in the age of technology is not merely a collector or a walking encyclopedia, but a guide, a trainer and developer of the students' intellects.
2. Listening skills are down and surely students' achievement is affected. So, listening skill should be focused on.

3. In the absence of the direct contact with the native speakers and the less exposure to authentic language, listening skills are seen to be hardly attainable.

4. The objectives of the program are designed to enable the students practicing and then improving their skills of listening, particularly those important skills which are also a source of confusion and a reason for the low attainment.

5. The suggested program takes into account the individual differences among learners.

6. Time planning is a crucial issue in the suggested program.

7. Variety of teaching aids is a must in the suggested program.

8. The suggested program is related to learners' likes and preferences.

9. The activities are vivid and are highly related to the students' interests.

10. The researcher depended on two types of evaluation which are the formative and the summative evaluation in attaining the objectives of the program.

4-4 Program Construction

The components of the program were constructed primarily according to the above mentioned basics as follows:

4-4-1 Aims of the Program

The major aim of the suggested program is to improve the students' achievement of the listening comprehension skill through improving the missing skills that form an impediment in the way of students' progress. The specific objectives are determined in the light of the diagnostic test results and by the guidance and consultations of English language and methodology experts, as well as the long experienced lecturers of listening courses. At the end of lessons students should be able to:

1. Find supporting details.

2. Make inferences.

3. Guess the meaning of the new words from context.

4. Distinguish between literal and implied meanings.

5. Understand the meaning through using language clues.

4-4-2 Content of the Program

The content of this suggested program is selected with awareness to help in training the students to improve their listening comprehension skills through the presented practice. The content of any educational program is the substance of teaching and it consists of facts, concepts, skills and attitudes.

Canale&Swain (1998:34) stated that if one doesn't teach students how to express their thoughts clearly, the students won't express their thoughts and opinions, and use the language in a practical functional way. The presented content is considered as frequent paradigms for students where they can, by teacher's assistance, be trained to learn and apply the missing skills of listening and consequently improve their achievement.

The suggested program consists of (5) units, the program will be covered over 20 sessions. Each session is forty-five minutes.

Chart 4

Content of the Program

No	Unit	Lesson No.	Topic	Activities	Teaching Aids
1	**One**	Lesson 1	Nice to meet you	Pre-listening activities. while-listening activities. Post-listening activities	* Student's Book * Computer Lab * Recording * LCD *Internet
		Lesson 2	Daily Schedule		
		Lesson 3	Party Time		
		Lesson 4	Clothing Styles		
		Lesson 5	Reading Time		
2	**Two**	Lesson 6	Picnic Preparations	Pre-listening activities. while-listening activities. Post-listening activities	* Student's Book * Computer Lab * Recording * LCD *Internet
		Lesson 7	Sightseeing around the town		
		Lesson 8	Snack time healthy food for kids		
		Lesson 9	What's the Matter?		
		Lesson 10	A Healthy Lifestyle		
		Lesson 11	A Story to		

3	**Three**		Remember	Pre-listening activities. while-listening activities. Post-listening activities	* Student's Book * Computer Lab * Recording * LCD *Internet
		Lesson 12	Back to School Supplies		
		Lesson 13	Breakfast Recipes And a Small Surprise!		
		Lesson 14	Computer Sales and Repairs		
		Lesson 15	Dinner Time		
4	**Four**	Lesson 16	Exercise Program	Pre-listening activities. while-listening activities. Post-listening activities	* Student's Book * Computer Lab * Recording * LCD *Internet
		Lesson 17	Grocery Shopping		
		Lesson 18	Haven't We Met Before?		
		Lesson 19	Leisure Activities		
5	**Five**	Lesson 20	Snacks and Candy	Pre-listening activities. while-listening activities. Post-listening activities	* Student's Book * Computer lab * Recording * LCD *Internet
		Lesson 21	Street Market		
		Lesson 22	TV Guide		
		Lesson 23	Weekly Activities		
		Lesson 24	A Free Cell phone		

Content Selection

The content was chosen according to the general objective of the program, and also there were many points considered in this procedure:

A. Students' Needs.

B. Students' Abilities.

C. Cultural Appropriateness.

D. Language Clarity.

E. Variety of Sources.

F. Topics' Familiarity

G. Timing

H. Authenticity

I. Materials Quality

Content Resources

1- Electronic Sources and Internet Websites

The researcher depended greatly on the internet websites where many profitable and rich texts are presented; those texts best fit to be used as training materials for improving students' weak points. The internet websites cover various topics, match students' needs and are considered to be much familiar than other sources because they include a variety of texts with different speed rates and durations and different situations that represent the features of the British life as well. For- instance www.Esl-lab.com website link was one of the most important links that the researcher explored and extracted many authentic texts from, because it offers a simple access for data and also presents samples of exercises where many questions types can be benefited from.

2-Aural Communication Skills Books

Aural communication skills books helped the researcher to be acquainted with the nature of the questions presented in the listening courses and also contributed to shaping the question forms used in the suggested program. The researcher reviewed series of books like face to face, interchange and Speak English like American. There were some differences in the questions' formation found in the aural communication skills books and other websites. Other aural communication skills books served as a guide for knowing how to compose, order and grade the questions.

4-4-3 Program Techniques and Activities

The program techniques and activities were designed in the light of the program's aim and content, the researcher also reviewed the related previous studies and some aural communication and listening skills books in order to benefit from the various activities that are used in this program. It is worth mentioning that researcher adopted a series of techniques and activities that suit the learning atmosphere. On the other hand, it is perceptible to the English lecturers that new teaching model of listening comprehension has three stages. Stage one is preparation before class; stage two is

classroom teaching; and stage three is learning after class. During these stages, teachers and students set teaching objectives, choose teaching content and design teaching activities mutually Wolvin and Coakley (1992).

The researcher here planned every item in advanced. The program's techniques and activities are broken down as determined by Temple & Gillet (1989) who discussed the three main activities of listening skill as follows:

1- Pre-Listening Activities

The activities chosen during pre-listening may serve as preparation for listening in several ways. During pre-listening the researcher does the followings:

- Set a purpose or decide in advance what to listen to.
- Decide if more linguistic or background knowledge is needed.
- Determine whether to enter the text from the top down (attend to the overall meaning) or from the bottom up (focus on the words and phrases).
- Make students aware of the type of text they will be listening to.
- Provide opportunities for group or collaborative work and for background listening or class discussion activities

2- While-Listening Activities

while-listening activities relate directly to engagement with text, and students do them during or immediately after the time they are listening. The researcher keeps in mind the following points planning while -listening activities:

- Decide what is and is not important to understand
- Use predicting to encourage students to monitor their comprehension as they listen.
- Use questions to focus students' attention on the elements of the text crucial to comprehension of the whole text.
- Give an immediate feedback whenever possible.
- Encourage students to examine why their responses were incorrect.

3- Post-listening Activities

The researcher writes questions on the board and asks students to answer them. Students are also stimulated to talk and actively participate in the task.

- Students are asked to compare their notes and discuss what they understood in pairs or small groups.
- Students are encouraged to respond to what they heard.

- Students are asked to write a summary of the main points, then compare their summaries and check if they covered all the main points.
- Evaluate comprehension in a particular task or area.
- The strategies used should be checked to ensure their appropriateness for the purpose and for the task.

3-4-4 Program Time Plan

The suggested program consists of (5) units, covered over 20 sessions. Each session is forty-five minutes. The program was applied in the language laboratory. It is through three hour sessions weekly.

Chart 5
Program Time Plan

Week	Unit	Lesson No.	Session No.	Time
1	1	1 - 2	1 – 2	90 minutes
		3 - 4 - 5	3 – 4	90 minutes
2	2	6 – 7 - 8	5 - 6	90 minutes
		9 – 10	7 – 8	90 minutes
3	3	11 – 12 - 13	9 - 10	90 minutes
		14 – 15	11 – 12	90 minutes
4	4	16 - 17	13 - 14	90 minutes
		18 - 19	15 - 16	90 minutes
5	5	20 – 21-22	17 - 15	90 minutes
		23 - 24	18 – 19	90 minutes
6	Practice		20	45 minutes

3-4-5 Instructional Aids

The most important aid in the suggested program is the language lab equipped by cassette recorder, computers, internet connection and LCD, which were essential to save time. The researcher took the advantages of the language lab at Al Aqsa University where the students are allowed to attend for many practical courses. It was a serious issue to check the compatibility and the efficiency of the lab sets and components to ensure not wasting the academic session time.

4-4-6 Evaluation

Evaluation is intended by the evaluator as a basis for improvement. It is the process of determining significance or worth, usually by careful appraisal and study. Evaluation is a primary part of any instructional program. It signifies the positive or negative aspects of the program .Simply, the process of evaluation is seen as indicators for success for the teacher and the student as well. The suggested program includes two types of evaluation which are the formative and the summative evaluation. The researcher believed that they are essential for the instructional program in order to be fruitful and also as assistance to find out how good the program components are.

A- Formative Evaluation

Ongoing evaluation facilitates the teacher's mission and also helps in deciding whether the learning activities are proper or some modifications should be made. Formative evaluation was used to evaluate the students' progress in achieving the learning objectives throughout the unit by immediate feedback

B- Summative Evaluation

Summative evaluation is designed to evaluate the effectiveness of a program or activity based on the original objectives or for a variety of other purposes. Summative evaluation is a method of judging the worth of a program at the end of the program activities. The focus is on the *outcome* (Bhola, 1990). The researcher used it at the end of each unit to measure the extent of the objectives achieved, therefore the effectiveness of the program.

4-5 Program Validity

To ensure the program validity, the researcher consulted a number of English language specialists and educationalists in various universities and academic institutions who served in modifying and improving the program through emphasizing the following points:

- The program's components were clear and comprehensive.
- The program matched English language majors levels and abilities.
- The content is well-ordered and designed according to the specified aims, of the program.

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- The sources of the content are remarkable; the content is strongly related to the native speakers' life and was authentic.

- The content meets the individual differences of the students through diversity of activities.

- The materials were chosen carefully to fit some differences between the Arabic and foreign cultures.

- The techniques and activities are proficient to serve the content and the objectives as well.

- Program's activities were objective and help the learners to check the extent of their progress.

- Means of evaluation was sufficient and served in checking how much progress the students achieved and also how many objectives are succfeully attained.

- The program's technical issues like, voice quality, computer's performance, and equipment availability.

Depending on the above narration and the modifications by the referee committee the suggested program became valid to apply.

4-6 Program Experimentation

The researcher prepared the program and finalized it, where objectives, content, activities, techniques and evaluation were clear. So the researcher did a trial application on a group of students who have the same characteristics of the study sample but not included. They were thirty 30 students , another section. There was a flexible coordination between the researcher and the other lecturer in terms of applying two units on the pilot sample by the researcher. This step was crucial to the final application of the program, because the researcher was able to take some notes concerning the suitability of the program for students' levels, in addition to see whether any difficulty will occur among the students. Also time management and other preparations were important part in the experimentation of the program.

What can be marked is the students' enthusiasm toward experiencing a new model of learning through language lab. Finally, the program became ready and further slight finalizations were modified in the light of the trial application of the program and the researcher's notes.

Statistical Analysis

To answer the study questions and hypothesis, the following statistical methods were used:

1. Pearson's correlation, Spearman correlation, Kuder-Richardson-20 and Split half were used to check the test validity and reliability.

2. Paired sample T-test was used to identify the statistical significance differences in the pre and post test.

3. (ETA Value) was used to identify the effect size of the suggested program in the experimental group.

4. Black's Formula for program's effectiveness.

Research Methodology

The descriptive analytical approach was used to gather and comment on the theoretical framework. The constructive approach was used to build up the suggested program aiming at tackling the problematic areas that hinder students' academic performance. Then, the quasi-experimental approach was used to identify differences in students' achievement caused by the suggested program.

Study Procedures

The researcher pursues the following procedures to fulfill the research:

1- The related previous studies were reviewed carefully to benefit from the used data, procedures, tools, results, and recommendations.

2- Prepared the theoretical framework through the literature reviews that were significant to the research.

3- Prepared the list of listening comprehension micro-skills through the literature review, listening course description and juries' opinions.

4- Prepared the questionnaire for students and chose the most important missing skills upon which the program will be built.

5- Constructed the listening comprehension test, and refereed it by a member of specialists in English language and methodology.

6- Obtained permission from Al Aqsa University to apply the study.(Appendix 8)

7- Applied the diagnostic test on a random sample, not included in the experimental group.

8- Ensured the validity and reliability of the tools by experts and specialists.

9- Design a suggested program in the light of the most important and missing skills.

10- Refereed the suggested program and did a trial application of the program.

11- Tested the study sample by the pre-test and kept students' records for statistics.

12- Applied the program according to the time plan and tested the students by the post test.

13- Analyzed the collected data statistically.

Summary

This chapter is concerned with the study methodology and design. The researcher started by presenting the population distribution and the sample in accordance with the study variable, then tested the validity and the reliability of the used instruments. Finally, the researcher in depth described the followed procedures to fulfill the study.

Chapter IV

Results: Analysis of Data

Chapter IV
Analysis of Data

Introduction:

In the previous chapter the researcher presented the population distribution and the sample in accordance with the study variable, then tested the validity and the reliability of the instruments used, besides the steps of the suggested program formation and implementation and finally the study procedures. This chapter introduces the results of the study as statistically treated in addition to the analysis of the results in the light of the questions of the study.

Study results

The main question of the study is stated as follows:

What is the effectiveness of a suggested program for improving Listening comprehension achievement through aural authentic materials among Al Aqsa university English majors?

In order to answer the main question, the researcher attempted to answer the three minor related questions

The minor related questions are:

1. What are the most important and missing listening comprehension micro-skills that should be introduced to English language majors at Al Aqsa University?

2. What is the suggested program for improving listening comprehension achievement through aural authentic materials among Al Aqsa university English majors?

3. Are there statistically significant differences at (a ≤ 0.05) in the listening comprehension achievement through using aural authentic materials in the pre and the post test in the experimental group?

1. Answer of the First Question

The first question is stated as follows:

 "What are the most important and missing listening comprehension micro-skills that should be introduced to English language majors at Al Aqsa University?

To answer this question, the researcher followed a number of steps as follows:

1- Reviewing the related literature and the listening courses description in order to prepare a list of listening comprehension micro-skills.

2- Consulted juries about the most important and missing skills whose absence hinder students' improvement.

3- Prepared a questionnaire consisting of listening comprehension micro-skills, and asked the students to choose the most important and missing skills that should be focused on in order to improve their achievement.

4- Tested English majors by using listening diagnostic test.

The results of these steps showed that there were many important and missing skills in listening comprehension among English majors as follows:

A. **Important and Missing micro-skills of listening Comprehension as Determined by Juries**

The researcher asked (11) juries from different universities in the Gaza strip about the most important and missing skills of listening comprehension that should be introduced to English majors in the university level. The following chart reveals their opinions.

Chart 1

Number of juries agreed on the micro-skills

No	Skills	Juries No	Percentage
1.	Finding supporting information	11	100 %
2.	Making inferences	10	91 %
3.	Guessing the meaning of the new words from context	10	91 %
4.	Distinguishing between literal and implied meanings	9	81 %
5.	Using language clues to understand the meaning	9	81 %

The results of juries' opinion show that there is a high agreement on the five skills mentioned above, which indicates later on the matching among juries opinions, students and the diagnostic tests' results.

B. Important and Missing Skills of listening Comprehension as Determined by the students

The researcher tried to find out students' needs in the listening courses through a questionnaire, where they were asked to determine the most important and missing skills of listening comprehension that they need and consider to be problematic to their improvement. The questionnaire was given to 60 students. The following chart reveals their opinions.

Chart 2

Number of students agreed on the micro-skills

No.	Skills	Students No	Percentage
1.	Finding supporting information	55	92
2.	Making inferences	52	88
3.	Guessing the meaning of the new words from context	56	93
4.	Distinguishing between literal and implied meanings	48	80
5.	Using language clues to understand the meaning	50	83

C. Important and Missing Skills of Listening Comprehension as Determined by the diagnostic test results

The researcher prepared a diagnostic listening test to check whether the students face difficulty in learning the most important five skills assigned by the referee panel, and also whether those skills are considered to be problematic in the way of the English majors achievement. The results of the diagnostic listening test revealed that there were serious difficulties in main skills of listening comprehension. The following is an analysis for the diagnostic test items:

The first question in the diagnostic test examined whether the skill of finding the supporting idea is important and missing among the English majors or not. The second question examined students' ability to make inferences. The third question examined students' ability to guess the meaning of the new words from the context. The fourth question examined the availability of distinguishing the literal and the implied meanings skill among the students. And finally the skill of using language clues to understand the meaning was examined by the fifth question.

The results of the test showed that these skills are missing, and should be introduced because their absence form a difficulty and hinder students' improvement.

The Results of the First Question

The results reveal many important and missing skills of listening comprehension that should be taught to English majors. These skills are:

1- Finding supporting details.

2- Making inferences.

3- Guessing the meaning of the new words from context.

4- Distinguishing between literal and implied meanings.

5- Using language clues to understand the meaning.

The diagnostic test results showed that these skills are important and missing, so they should be taught to English majors at Al Aqsa university. This fact incited the researcher to suggest a program to improve listening comprehension achievement in the light of the missing skills through using aural authentic materials.

2. Answer of the Second Question

The second question is stated as follows:

What is the suggested program for improving listening comprehension achievement through aural authentic materials among Al Aqsa university English majors?

In the light of the missing and important skills determined by juries, students' questionnaires and the listening diagnostic test, the researcher answered the second question by building a suggested program

2.1 The suggested program depends on the missing skills determined by the results of diagnostic listening test.

The suggested program was designed to improve listening comprehension achievement via using aural authentic materials. It is built in the light of the missing skills as determined by the results of diagnostic test. The program includes five skills, that represent the content of the suggested program .

The diagnostic tests results indicate a serious level of difficulty which affects students' achievement. Moreover, the results validate the juries opinions about the most important

and missing skills that should be introduced to develop students' achievement, because the absence of these skills is surely a reason behind students' low achievement. Therefore, more efforts and remedy should be available in order to overcome this result. The researcher consulted many lecturers and educationalist in different universities to get insights for building the program. As mentioned in chapter three, full details of what will be included in the suggested program were presented and commented on. However, the following is a summary of the suggested program as a final form:

Suggested Program Construction Steps

The suggested program aims at improving listening comprehension achievement through aural authentic materials among English majors at Al Aqsa university. The program ,as mentioned above, was built on the basis of determining the most important and missing skills that constitute a difficulty in the way of students' achievement, and then tackle the absence of these skills in a more productive way through the use of aural authentic materials. The following is the suggested program construction steps:

1. Aims of the Suggested Program

1. The general aim of the program is to tackle the absence of the most important and missing skills in more a productive way through the use of aural authentic materials.
2. The learning objectives that are supposed to be achieved at the end of the suggested program units are the specific goals that were formed according to the skills dealt with in the program.

2. Content of the Suggested Program

The content of the suggested program is selected with awareness to help in training the students to improve their listening comprehension skills through the presented practice. The content of any educational program is the substance of teaching and it consists of facts, concepts, skills and attitudes. The presented content is considered as frequent paradigms for students where they can, by teacher's assistance, be trained to learn and apply the missing skills of listening and consequently improve their achievement. The program consists of (5) units, the program will be covered over 20 sessions. Each session is forty-five minutes.

3. Techniques and Activities of the Suggested Program

The program techniques and activities were designed in the light of the program's aims and content. The researcher reviewed the related previous studies and some aural communication and listening skills books in order to benefit from the various activities that are used in this program. There are three main activities applied in each listening text : A- Pre listening activities. B- While listening activities C- Post listening activities. It is of a great importance to mention that the program was implemented in an equipped language lab at the university; such lab facilitates the teacher mission and also helps the students to orient their tasks. The researcher firstly was sure that all the students are qualified to use the computers in the lab, where two sessions were held to make full assurance of students' readiness and ability to take advantages of using the required equipments.

4. Evaluation

Formative and summative evaluation are the two proper types to be used in the process of evaluation for this suggested program. There are many purposes of formative evaluation; it is used to evaluate what is fruitful and modify what may not be proper. Formative evaluation provides information for the redesign of the course. The other kind of evaluation is the summative, this kind of evaluation is placed after the implementation of the program. It seeks information about valuable attainment of the course aims, competence of objectives, effectiveness of methods and evaluation and timing as well.

3- Results of the first hypothesis

The researcher had suggested the program in the light of the important and the missing skills. Consequently the program was implemented. Students' achievement scores were recorded and analyzed in order to answer the first research hypothesis which is**:**

- There are no statistically significant differences at (a $\leq$ 0.05) in the listening comprehension achievement through using aural authentic materials in the pre and the post test in the experimental group?

The researcher used Paired Sample T-test to see the means differences between the students' achievement scores in the administration of pre and post test of listening comprehension skill among the experimental group. Results are shown in the table (11)

Table (11)

Results of Paired Sample T-test of differences between the students' achievement scores in pre and post test

Listening Comprehension micro-skills	Pre test		Post test		T Value	ή2	Significance
	M	S.D	M	S.D			
Listening comprehension Test	10.93	4.08	31.80	4.29	-20.0	0.93	**0.01
Finding supporting information	3.73	1.84	10.63	1.59	-16.9	0.91	**0.01
Making inferences	2.10	1.06	6.73	1.11	-15.2	0.89	**0.01
Guessing the meaning of the new words from context	2.50	1.63	7.20	1.37	-11.3	0.82	**0.01
Distinguishing between literal and implied meanings	1.30	1.06	3.87	0.97	-12.7	0.85	**0.01
Using language clues to understand the meaning	1.30	1.06	3.37	1.30	-7.9	0.68	**0.01

** P-value < 0.01   * P-value <0.05

"t" table value at (29) df. at (0.05) sig. level equal 2.02

"t" table value at (29) df. at (0.01) sig. level equal 2.75

The data analysis in the above table shows that:

- There are statistically significant differences in the listening comprehension achievement scores of the experimental group in pre and post test (Paired t-test = -20.0,P-value<0.01). Differences were recorded in the favor of the post test.

This indicates that the suggested program has valuable effect on **improving listening comprehension achievement** through aural authentic materials among Al Aqsa university English majors.

- There are statistically significant differences in the listening comprehension achievement scores of the experimental group in pre and post test **concerning the first micro-skill which is finding supporting details** (Paired t-test = - 16.9,P-value<0.01). Differences were recorded in favor of the post test. This indicates that the suggested program in improving listening comprehension achievement through aural authentic materials among Al Aqsa university English majors has valuable effect concerning the first micro-skill of listening comprehension.

- There are statistically significant differences in the listening comprehension achievement scores of the experimental group in pre and post test **concerning the second micro-skill which is making inferences** (Paired t-test = -15.2,P-value<0.01). Differences were recorded in favor of the post test. This indicates that the suggested program for improving listening comprehension achievement through aural authentic materials among Al Aqsa university English majors has valuable effect concerning the second micro-skill of listening comprehension .

- There are statistically significant differences in the listening comprehension achievement scores of the experimental group in pre and post test **concerning the third micro-skill which is Guessing the meaning of the new words from context** (Paired t-test = -11.3,P-value<0.01). Differences were recorded for the favor of the post test. This indicates that the suggested program for improving listening comprehension achievement through aural authentic materials among Al Aqsa university English majors has valuable effect concerning the third micro-skill of listening comprehension.

- There are statistically significant differences in the listening comprehension achievement scores of the experimental group in pre and post test **concerning the fourth micro-skill which is distinguishing between literal and implied meanings** (Paired t-test = -12.7,P-value<0.01). Differences were recorded in favor of the post test. This indicates that the suggested program for improving listening comprehension achievement through aural authentic materials among

Al Aqsa university English majors has valuable effect concerning the fourth micro-skill of listening comprehension.

- There are statistically significant differences in the listening comprehension achievement scores of the experimental group in pre and post test **concerning the fifth micro-skill which is using language clues to understand the meaning** (Paired t-test = -7.9,P-value<0.01). Differences were recorded in favor of the post test. This indicates that the suggested program for improving listening comprehension achievement through aural authentic materials among Al Aqsa university English majors has valuable effect concerning the fifth micro-skill of listening comprehension.

Effect size

To show the extent of the program effect on the experimental group achievement in the listening comprehension skills, the researcher applied the "Effect Size" technique (See Table 12) as a complement dimension of the statistical significance, depending on the following criteria of (Affana,2000:38)

Table (12)

Criterion of Effect Size

Scale	Effect size		
ή2	Small	Medium	Large
	0.01	0.06	0.14

To measure the effect size of the program the following formula was used
(Affana,2000:38)

$$n^2 = \frac{T^2}{T^2 + DF}$$

According to ή2 in table (11) it is clear that the effect size of the suggested program on students' achievement is large. This means that the program has large effect. The results also show the large effect of the program on the micro-skills of listening comprehension.

The researcher used Black equation, the effective value of the suggested program is shown in the table below.

Table (13)

Black's formula for Effectiveness of the suggested program on students'

achievement

Test	Post test M2	Pre test M1	D	Black average
Listening comprehension test	31.80	10.93	40	1.24
Finding supporting information	10.63	3.73	13	1.28
Making inferences	6.70	2.10	8	1.36
Guessing the meaning of the new words from context	7.20	2.50	9	1.25
Distinguishing between literal and implied meanings	3.87	1.30	5	1.21
Using language clues to understand the meaning	3.4	1.30	5	1

Black's formula = (M2- M1 / D) + (M2 – M1 /D-M1)

The above table shows the value of each skill as follows:

The highest value was recorded for making inferences skill (1,36) which is a significant indication of the program's effectiveness on students' achievement of this skill. Following is the second value, which is (1,28) for finding supporting information skills. The third value is (1,25) for guessing the meaning of the new words from context skill, the fourth value is (1,21) for Distinguishing between literal and implied meanings skill, this means that the program has a large effect on the students' achievement of listening comprehension through aural authentic materials on the later mentioned skills, while the value of (1) is recorded for using language clues to understand the meaning skill, which means significant effectiveness of students achievement in all skills.

Summary

This chapter presents the results of the study tools in order to answer the three minor questions of the study which help to draw a conclusion for the main question. This chapter introduces the results of the study as statistically treated in addition to the analysis of these results in the light of the questions of the study.

Chapter V

Discussion

Conclusion

Pedagogical implications

Recommendations

Chapter V

Discussion, conclusion, pedagogical implications, and recommendations

Introduction:

This chapter aims at discussing the results of the current study and connecting them with the results of the previous studies. Throughout this chapter the researcher provides pedagogical implications, recommendations, and sets forth suggestions for further research. This study has been accomplished through five chapters that aimed at suggesting a program for improving listening comprehension achievement through using aural authentic materials at Al Aqsa university in the light of the educational literature review and implementation of the study tools that guided the researcher to touch weaknesses among the English majors.

1. Discussion

The current study aimed at examining the effectiveness of a suggested program for improving listening comprehension achievement through aural authentic materials among English majors at Al Aqsa university. The researcher attempted the constructive approach and the quasi-experimental approach to examine the research questions and hypothesis. The study was conducted on one experimental group of thirty female students in the second level at Al Aqsa university. Data collection were carried out through list of listening comprehension micro-skills, questionnaire, listening diagnostic test, and the suggested program. The study sample was pre tested before the implementation of the program, results were recorded and statistically analyzed to be compared with the post test results.

The Discussion of the Results of the First Question

In the first question of this study, the researcher investigated the most important and missing micro-skills of listening comprehension that should be introduced to English language majors. The researcher prepared a list of thirty micro-skills of listening comprehension and after refereeing it, it was given to a number of English language specialists to specify the most important and missing skills that should be introduced to the English majors in order to practice them, then to improve their achievement. The researcher consulted many specialists regarding the suggestion of

choosing five skills to be covered in the program, the researcher suggestion was agreed on because of time restriction and the nature of the listening activities which are time consuming. Listening lecturers agreed on the following five skills: 1.Finding supporting information, 2.Making inferences, 3.Guessing the meaning of the new words from context, 4.Distinguishing between literal and implied meaning, 5.Using language clues to understand the meaning.

All the juries agreed on the importance of the first skill, ten agreed on the second and the third skill, while nine agreed on the fourth and the fifth skill.
After having the English specialists response and determining the skills, the researcher prepared a questionnaire for the students. A questionnaire consists of the same items of the listening comprehension micro-skill list, where it was distributed to sixty 60 students of the study population including the study sample. They were asked to choose the most important and missing skills whose absence hinder theirs linguistic efficiency in listening skill and consequently affect their achievement. The students seriously interacted with the questionnaire because of the detailed explanation made by the researcher who was able to communicate with them in a flexible way. Results of the students' questionnaires match those of the listening lecturers. They both agreed on the same skills and admit how important are their existence to students' achievement.

The third step conducted by the researcher was to prepare a listening diagnostic test to be fully sure that lecturers, students and the tests' results reflect the same important and missing skills. The results showed that students face difficulty when they are exposed to those five skills, so the researcher was able to draw a plan for the program design and the mission became clear that the suggested program will be built to tackle the absence of the missing skills, where students will be given opportunities to practice such a new program in order to develop their skills and consequently to improve their achievement.

The results of the first question clarifies what Some researchers like O'Malley et.al (1985), Bacon(1989), Holley(1990), Rankin(1992), Zhang (2007) who confirmed the importance of listening comprehension skill as one of the most important skills in language teaching. The researcher can connect the results of the first question with the above researchers' investigations in terms of the confirming that the absence of listening comprehension skill affects students' progress and led teachers to neglect the essence that should be taught in listening courses. The researchers also found that low

achievement of English language learners in this skill due to interrelated factors, the most prominent among these factors are the negligence of practicing the sub-skills of listening comprehension besides the percentage of time allotted for teaching listening courses.

The Discussion of the Results of the second Question

The second question investigates what is the suggested program for improving listening comprehension achievement through aural authentic materials among English majors at Al Aqsa university. The program was built on the basis of the most important and missing skills that constitute a difficulty in the way of students' achievement. It tackles the absence of these skills in more productive way. The content of this suggested program is selected with awareness to help in training the students to improve their listening comprehension skills through the presented practice. The idea of constructing such a suggested program emanated from the urgent and need for improving listening comprehension skills among English majors at Al Aqsa University. The program depended on the aural authentic material where the language is designed to be exposed in the form of some situations related to the students' life. The content of the suggested program was chosen, organized and modified by the consultations of some language and education specialists in different universities. Such specialists helped the researcher to get insights for building the program. Some considerations were taken into account by them in order to help the program functioning effectively, among such serious considerations were the program's suitability to students' levels and abilities, the language employed in the program and its speed rate, length and accent, the clear presentation through the auditory copies of the program, besides the technical elements related to the voice quality.

The program consists of (5) units, covered over 20 sessions; each session is forty-five minutes. It was implemented on the first semester of the academic year 2009-2010. The researcher introduced twenty four lessons with different activities and instructional techniques, there were also different types of evaluation, namely the formative and the summative evaluation. The program was implemented on the study sample (thirty student) after the pretest, then the post test was applied after the program application and students' results were recorded and analyzed. The tests' results show a notable improvement in students' listening comprehension achievement.

The results of the suggested program which is taught depending on the aural authentic materials confirms the results of many studies conducted by researchers like Duquette(1989), Finnemann(1990), Herron(1991), Catherine (2000) Robert (2007) who Found considerable differences in language performance of students using authentic materials compared with those in a more traditional classrooms.

The Discussion of the Results of the third Question

The third question of the study examined if there are statistically significant differences at (a ≤ 0.05) in listening comprehension achievement through using aural authentic materials in the pre and the post test in the experimental group.

According to the results, T value is (20.9), this means that there are statistically significant differences in the listening comprehension achievement scores of the experimental group in pre and post test. Differences were recorded for the favor of the post test. This indicates that the suggested program has valuable effect on improving listening comprehension achievement through aural authentic materials among Al Aqsa university English majors. In addition to the differences recorded for the favor of the post test results concerning the five skills dealt with in the suggested program**.**

The effect size of the program was also calculated. According to **ή2**, the program has a large effect on students' achievement, this means that the program effect is significant. This large effect may be due to the types of techniques and activities included in the program which employed the aural authentic materials to improve students' listening comprehension achievement.

The results of this question agree with the results of many previous studies which confirmed on the positive effect that authentic materials have on students' achievement. Researchers like Lems, Kristin (1983), Mendelsohn (1994), Swanson (1995), Vandergrift (1999) Read, John (2007) who confirmed that students who are exposed to authentic texts improved linguistically.

Conclusion

The recent study consists of five chapters. This first one includes an introduction, significance of the study, the purpose of the study, statement of the problem, the research questions and hypothesis, limitation of the study and finally the definition of terms.

The second chapter includes a review of literature discussed through three sections: The importance and nature of listening as a skill, listening comprehension in second language teaching and finally the aural authentic materials and its effect on language performance. Chapter two also intended to present the previous studies related to the current study, it includes two aspects of previous studies; the first one deals with the studies related to the importance of listening in foreign language teaching, while the second aspect deals with the studies related to the use of aural authentic materials. Finally, a comprehensive comment on the previous studies is found.

In chapter three the researcher introduces the procedures followed throughout the study. It includes a description of the study population, the sample and the tools. It also presents the research design and methodology in addition to the statistical treatment for the study.

Chapter four presents the results of the study that have been reached by the use of the various statistical methods for data analysis .The finding of the research hypothesis was presented as follows:

1. The results of the research hypothesis proved that there are statistically significant differences at (a<0.05) in listening comprehension achievement through using aural authentic materials in the pre and post – test of the experimental group in favor of the post test results. The researcher also used the Effect Size Techniques to measure the effect of the suggested program on students' achievement in English. The statistical results indicate that the program had a considerable effect. According to the statistical results, it can be concluded that there is a positive effect of the program through using aural authentic materials.

The final chapter of the current study presents the researcher's discussion of the study findings, in addition to pedagogical beliefs and suggestions.

Pedagogical Implications

The current study suggests a number of pedagogical implications that English language lecturers at Al Aqsa university should stick on when listening skill courses are to be taught:

1. Lecturers should be aware of their vital role in improving students' listening achievement; it will surely be a hard task if it is left to the students autonomously.

2. Lecturers should raise the awareness of students towards the importance of using diverse activities related to authentic texts.

3. The more exposure to authentic context, the more interaction can be seen among the learners.

4. Listening courses are better taught in language labs to enhance students' enthusiasm and engagement in the learning process, well-equipped labs help students and lecturers to save time and learn effectively.

5. Students should be consulted for the course content regarding the most interesting topics they need.

6. Special considerations should be taken into account by the lecturers' in terms of preparing the authentic texts to the intended teaching course.

7. Lecturers should be more tolerant with students' errors to decrease their anxiety.

8. Monitoring students strategies of listening and the extent of their interaction with the texts is a key task by lecturers in order to find out any difficulty that may hinder students' learning.

9. There should be a clear mission for the students in each listening activity.

10. Lecturers must be fully aware of the importance of the proper space allotted to each activity.

11. Lecturers should be active and encourage students for more training courses and always give additional texts and guide students to many different sources.

12. English must be the only used language inside the learning session.

13. Listening courses should be focused on by the English department where lectures should initiate a new models and clubs for such a demanding skill.

14. There must be a series of listening courses to cover different topics, what makes the students practice the listening skills regularly.

15. Students should be given many opportunities at the end of each course to say what they like and don't like about the course. Thus, their suggestions can be a good indication for the curriculum designer.

Recommendations

In the light of the study results, and based on the lengthy investigation of the listening comprehension importance and its requirements, the researcher offers some recommendations to develop listening comprehension skill. The researcher's recommendations are given to :

1. Course Designers

1. Teaching listening skill will be more effective if the learning materials include authentic materials and interested topics.
2. Various techniques and activities are profitable for more productive achievement.
3. Course designers should consider continuity, sequence, and integration in building learning materials.
4. Courses of listening should have a special feature in teaching by using language labs.
5. Students' needs analysis can give insights for the course designers.
6. Extra materials and sources can be attached to the main course assigned for the students.

2. University System

The university system is responsible for smooth the progress of teachers' performance and students' improvement. The following suggestions are offered to the English department:

1. English Department should be provided with course designers and specialists, who are able to design a proper materials relating to listening skill.
2. It would be a good idea if the university adds more time for training students by using authentic materials.
3. There should be a relevant series of courses from the first beginning of students' attendance in the department.

4. There should be a local and international contact with different university in order to be updated by the latest books and materials.

5. If possible, a delegation exchange with foreign universities is a great motive for the learners.

3. Teachers

Teachers are leaders, a great effort and responsibility are expected from their role, they are not only expected to give, they need to take what is proved to be fruitful as assistance to their duties. For that reason the researcher presents the following suggestions that can flash them in order to improve their performance and facilitate their mission

1. More exposure to authentic materials is required and beneficial for students' improvement..

2. The more practice of listening skills inside the teaching sessions, the more achievement and command of language will occur.

3. Encouraging the students is the way to overcome hesitation and psychological factors that affect their competence.

4. The use of various activities is valuable to students' engagement in the learning process.

5. Practicing English language inside and out side the classes gives a special taste to the learning process.

4. English Majors

No pain, no gain. The issue is not how students are graded but how skillful are they when it comes to practice. So students are advised to study not for the sake of gaining high marks but for developing their skills of listening particularly. The following suggestions may guide English majors to gain more skills:

1. They must believe in the importance of developing listening comprehension skill.

2. They should believe in the importance of training rather be traditional students who are always fixed in the class seats

3. They must train themselves to activate English language usage in side and out side the class.

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4. They should seek opportunities to be in contact with native speakers.

5. They should explore internet websites where authentic materials are found easily.

Recommendations for Further Studies

The researcher offers the following suggestions for further studies:

1. Evaluating listening courses in the light of the important skills determined by specialists.

2. Conducting studies related to other skills of listening comprehension.

3. Conducting studies related to listening strategies.

4. Conducting studies related to other language skills (speaking, reading, writing)

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Appendices

Appendix (1)

List of Juries

No.	Name	Degree
1.	Nazmi AL Masri	PhD TESOL - I U G
2.	Awad Qeshta	PhD in Methodology - I U G
3.	Kamal Mortaja	PhD in Methodology - I U G
4.	Mohamed A. Abdel Raheem	MA in Methodology - Al Aqsa university
5.	Mohamed Hemdan	PHD in Methodology - Al Aqsa university
6.	Mohamed Lafi	MA in translation Al Aqsa university
7.	Mohamed Adbel Hadi	MA in linguistics - Al Aqsa university
8.	Fathia El Lolo	PhD in Methodology - I U G
9.	Shawki Ghanam	PhD in literature - Al Aqsa university
10.	Jamal Al Shareef	PhD in linguistics - Al Azhar university
11.	Abdel hafeth Al Eila	MA in Methodology- Al Aqsa university

Appendix 2

In the Name of Allah. Most Gracious, Most Merciful

Dear sir/madam : ……………………………………………………

Peace be upon you,,

Subject: Refereeing Listening Comprehension Micro-skills List

First of all, I highly appreciate being a post-graduate student working under the valuable guide of your excellency. Referring to the above subject, I am constructing a suggested program for improving listening comprehension achievement , as I am doing an investigation through a master degree thesis entitled :

The Effectiveness of a Suggested Program for Improving Listening Comprehension Achievement Through Aural Authentic Materials Among Al Aqsa University English Majors

I surveyed the related literature review , pervious studies and the listening course description to list a number of listening comprehension micro skills that should be included in a listening course .consequently the program will be built in the light of the important and missing skills.

For the above reason i attached a list of skills, and kindly ask you to mark (X) in front of **Yes** block **for the most important five skills** that you think they should be improved and almost absent . Then a free space is left for additional suggestions.

Kind regards,,

Researcher:
Adham M. Abu Hatab

100

No	Listening comprehension Micro-skills	Yes
1.	Predicting what students are going to listen to.	
2.	Recognizing reduced forms of words.	
3.	Distinguishing word boundaries.	
4.	Guessing the meaning of the new words from context.	
5.	Recognizing cohesive devices.	
6.	Recognizing tone of patterns and intonational contours.	
7.	Recognizing stress and rhythm patterns.	
8.	Detecting sentence constituents, such as subject, verb, object, prepositions, and the like.	
9.	Recognizing typical word-order patterns.	
10.	Retaining chunks of language of different lengths in short-term memory.	
11.	Discriminating among the distinctive sounds of English.	
12.	Recognizing that a particular meaning may be expressed in different grammatical forms.	
13.	Making inferences.	
14.	Finding supporting details.	
15.	Finding the main idea.	
16.	Identifying the speaker.	
17.	Evaluating themes.	
18.	Discriminating between emotions.	
19.	Recognizing the topic.	
20.	Recognizing syllable patterns.	
21.	Finding the stressed syllable.	
22.	Recognizing words when they are linked together in streams of speech.	
23.	Recognizing when syllables or words are dropped.	
24.	Recognizing words with weak or central vowels.	
25.	Listening for word endings.	

26.	Using features of stress, intonation and prominence to help identify important information.	
27.	Distinguishing between literal and implied meanings.	
28.	Distinguishing between facts and opinions.	
29.	Using language clues to understand the meaning.	
30.	Understanding the connotation of certain words.	

Additional suggestions

………
………
………
………
………
………
………………………………………………………………… ………………

Appendix (3)

In the Name of Allah. Most Gracious, Most Merciful

Dear student : …………………………………………………………

Peace be upon you,,

<u>Subject: Questionnaire</u>

Thank you in advance for your cooperation, hoping you constant success in your academic life. The researcher is constructing a suggested program for improving listening comprehension achievement, as an investigation through a master degree thesis entitled :

The Effectiveness of a Suggested Program for Improving Listening Comprehension Achievement Through Aural Authentic Materials Among Al Aqsa University English Majors

The researcher attached a list of listening comprehension micro skills that should be included in a listening course, and kindly asks you to mark **(X)** in front of **Yes** block **for the most important five skills** that you think they are missing according to your need and experience. Then a free space is left for additional suggestions.

Kind regards,,

Researcher:

Adham M. Abu Hatab

No	Listening comprehension Micro-skills	Yes
1.	Predicting what students are going to listen to.	
2.	Recognizing reduced forms of words.	
3.	Distinguishing word boundaries.	
4.	Guessing the meaning of the new words from context.	
5.	Recognizing cohesive devices.	
6.	Recognizing tone of patterns and intonational contours.	
7.	Recognizing stress and rhythm patterns.	
8.	Detecting sentence constituents, such as subject, verb, object, prepositions, and the like.	
9.	Recognizing typical word-order patterns.	
10.	Retaining chunks of language of different lengths in short-term memory.	
11.	Discriminating among the distinctive sounds of English.	
12.	Recognizing that a particular meaning may be expressed in different grammatical forms.	
13.	Making inferences.	
14.	Finding supporting details.	
15.	Finding the main idea.	
16.	Identifying the speaker.	
17.	Evaluating themes.	
18.	Discriminating between emotions.	
19.	Recognizing the topic.	
20.	Recognizing syllable patterns.	
21.	Finding the stressed syllable.	
22.	Recognizing words when they are linked together in streams of speech.	
23.	Recognizing when syllables or words are dropped.	
24.	Recognizing words with weak or central vowels.	
25.	Listening for word endings.	
26.	Using features of stress, intonation and prominence to help identify important information.	

27.	Distinguishing between literal and implied meanings.	
28.	Distinguishing between facts and opinions.	
29.	Using language clues to understand the meaning.	
30.	Understanding the connotation of certain words.	

Additional suggestion

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Appendix (4)

Student Name:..

Level: ………………

Time: 30 Minutes

Total: "40 Marks

Dear student ,,

      This test is designed as a data collection tool for academic research purpose. It is intended to be applied on the second level English language majors at Al Aqsa University. The researcher confirms that it has no relation with students' academic average evaluation. Students are expected to follow the test instructions and show seriousness in dealing with the test items.

Test instructions:

1. All questions are **mandatory** " Obligatory".

2. The number of questions is **"4" Four.**

3. The number of pages is **"8" Eight**. This page is not included.

4. Each question consists of **three parts** A,B and C

5. Student must follow the lectures' instructions when starting the exam.

6. The exam is timed and graded.

7. Each student must fill her name and level in the space provided in the cover page.

Thank you for cooperation.

Researcher:

Adham M. Abu Hatab

Answer Machine

Part A: Choose the correct answer   "4 marks"

1. What will take place at Bill's house tomorrow?

   A. a party.
   B. a game
   C. a dance

2. Why does Hank have to work late?

   A. He has to attend a meeting.
   B. He has to write a report.
   C. He has to close the office.

3. Where is Hank going to get the snacks to take to Bill's house?

   A. from his house
   B. from the store
   C. from his work

4. What time will Hank most likely arrive at Bill's house?

   A. 7:00 PM
   B. 8:00 PM
   C. 9:00 PM

Part B: Choose the correct answer   "2 marks"

1. Why will Hank drop by lisa's house ?

   A. Because she was sick when he called her.
   B. Because she called him before an hour.
   C. Because she was sick and he wanted to visit her.

2. Will Hank prepare for meeting bill? What is the evidence?

   A. Yes, see you then.
   B. Yes, Hank will pick up some food.
   C. No, Hank has to work extra hours.
   D. No, Hank will drop by Lisa's house.

1. **Wrap up**

A. Complete
B. Spend along time
C. Finish

2. **Drop by**
   A. to stop
   B. to visit
   C. to leave

3. **Swing by**
   A. Stay away
   B. Stop by
   C. Stay and wait

College Majors

Question Two: *Listen to track 2 and answer the following questions*

Part A: Choose the correct answer **"3 marks"**

1. Where does the conversation most likely take place?
   A. in a college dormitory.
   B. in a university classroom.
   C. at the school's library.

2. What year is the woman in college?

   A. Second year.
   B. Third year.
   C. fourth year

3. Which statement is NOT true about her paying for college?

   A. She is currently repaying student loans.
   B. She has worked to earn college tuition.
   C. She received a scholarship.

Part B: Choose the correct answer **"2 marks"**

1. What is her future job situation?

   A. She hopes to have interviews with different companies soon.
   B. She will work in her father's business after she graduates.
   C. She wants to go on to graduate school the following month.

2. Why haven't the woman lined up a job yet?

   A. She is no longer able to study and work.
   B. She is working to save the study fees.
   C. She first has to pay the loan back then to work.

Part C: Listen again to the track then find out the meaning of the following words **" 5 marks"**

1* Bat around
   A. Consider different choices
   B. Consider different viewpoints
   C. Consider other people's choices.

2* Line up
  A. Search
  B. Arrange
  C. Responsible for

3* What is the implied meaning of the following sentence:
    " You can say this again"

  A. Agreeing
  B. Encouraging
  C. Surprising.

4* What is the implied meaning of the following word " bad-mouth"

  A. to criticize
  B. to laugh at
  C. to condemn

5* What does the woman INDICATE when she says _:_
    " See the light at the end of the tunnel"

  A. Fear
  B. optimism
  C. Hope

Buying Flowers

Part A: Choose the correct answer   **"2 marks"**

1. The florist summarizes her thoughts on men by saying that they are:

A. neglectful and cheap

B. serious and thrifty

C. conservative and cautious

2. Near the beginning of the conversation, what is one thing that the woman suggests the man do for his wife?

A. take his wife to an elegant restaurant

B. purchase a couple of beautiful balloons

C. buy twelve gorgeous roses

Part B: Choose the correct answer   **"2 marks"**

1. Who does the florist know that the man didn't remember his anniversary?

A**.** The man was in hurry.

B. She is used to receive such customers

C. the man accompanied his wife with him

2. Why does the man panic when seeing his wife outside the store?

A. She will realize he spaced their important day.

B. Her finding him in the flower shop will spoil the surprise.

C. His wife will think he is buying the flowers for someone else

Part C: Listen again to the track the find out Guess the meaning of the following words   " 6 marks"

1* Make up
   A. an argument among couples.
   B. become friendly after argument
   C. have a good relations among couples.

2* Cut it

    A Be able to overcome a fight.

    B. Be responsible for troubles.

    C. Be able to deal with an issue.

3* What is the implied meaning of the following sentence:
        "Wring someone's neck"

    A. punishes some one for violating the law.

    B. Punish some one for what he did.

    C. punishes someone for not obeying orders.

4* What is the implied meaning of the following word *"ugly"*?

    A. Disastrous.

    B. Potential violent

    C. hard times

5* What does the man INDICATE when he says:
        " dead meat"

    A. he is in a serious trouble

    B. he will be punished severely

    C. he fears being in troubles

6* What does the florist INDICATE when she says *:*
        " face the music"

    A. be ready for forgiveness

    B. be ready for being punished

    C. be ready for more troubles

Taxi Ride

Part A: Choose the correct answer **"4 marks"**

1. How does the driver figure out that the passenger is a first-time visitor to the city?

    A. The passenger catches a taxi for a short one-mile trip.
    B. The passenger does not understand the rules for tipping drivers.
    C. The driver finds the passenger lost on the street before picking him up.
    D. The driver notices the passenger gazing upward at the tall buildings.

2. What sort of restaurant is the man looking for?

    A. One that is relatively inexpensive.
    B. One that is not very crowded.
    C. One that offers large servings.
    D. One that is situated close to his hotel

3. What is one item the driver did NOT mention about the restaurant?

    A. The price.
    B. The service.
    C. The interior design.
    D. The serving size.

4. The driver suggests that the passenger go _____ to the restaurant.

    A. by taxi
    B. by bus
    C. by subway
    D. on foot.

Part B: Choose the correct answer **"2 marks"**

1. Will the driver be able to reach the museum on time?

A. yes

B. no

2. Why doesn't the driver suggest taxies to the get to the restaurant?

A. Because they are expensive.

B. Because they don't run by the museum.

C. Because they are not allowed to run by the museum after 6:00 o'clock.

Part C: Listen again to track then find out the meaning of the following words through the context **"5 marks"**

1* Pull over
     A. to stop a car beside the road
     B. to decrease the speed limit
     C. to obey the traffic signals

2* Cruise
     A. to drive quickly
     B. to drive at a moderate speed.
     C. to drive aimlessly

3* What is the implied meaning of the following phrase:
"Down to an art"

    A. to train some one very well
    B. to learn something very well
    C. to prepare something carefully.

4* What does the driver INDICATE when he says :
"you can tell tourists from a mile away in this city

    A. he knows that the passenger is a tourist
    B. he offers the passenger a help
    C. he knows where do the tourists live.

5* What does the driver INDICATE when he says:
"the portions are larger than most places I've been to.

    A. He doesn't recommend the restaurant
    B. He recommends another restaurant.
    C. He strongly recommends the restaurant.

Appendix 5

Islamic University

Post graduate Studies Deanship

Faculty of Education

English curricula and methodology department

**A Suggested Program for Improving Listening Comprehension
Achievement through Aural Authentic Materials for
Al Aqsa University English Majors**

Presented by

Adham M. Abu Hatab

Supervised by

Dr. Awad Kishta

2009-2010

In the Name of Allah. Most Gracious, Most Merciful

Dear Sir / Madam : …………………………………………………

Peace be upon you,,

Subject: Refereeing a Suggested Program

Thank you in advance for your cooperation.. Referring to the above subject, I am constructing a suggested program for improving listening comprehension achievement , as I am doing an investigation through a master degree thesis entitled :

The Effectiveness of a Suggested Program for Improving Listening Comprehension Achievement Through Aural Authentic Materials Among Al Aqsa University English Majors

I attached the suggested program to be refereed by you; taking into account the specified listening comprehension micro skills upon which the suggested program was built. So, please check the attached files and add, delete or modify any part of the program if necessary.

Kind regards,,

Researcher:

Adham M. Abu Hatab

UNIT ONE

Lesson One: Nice to Meet You

- What are the kinds of questions you ask when meeting someone for the first time? Would you ask different questions depending on the age, social status, and gender of the person to whom you are speaking?

Listening Exercises: Question One: Listen to track 1 and answer the following questions

1. Where does this conversation most likely take place?
   A. at a park
   B. at a school
   C. at a campus
   D. at a music recital

2. What is the girl's name?

   A. Kathy
   B. Karen
   C. Nancy
   D. Nanny

3. Where does the girl probably live now?

   A. in Scotland
   B. in France
   C. in England
   D. in the United States

4. What does the girl's father do for a living?

   A. He is an officer.
   B. He is a professor.
   C. He is computer programmer.
   D. He is a French teacher.

5. What is one thing NOT mentioned about the girl's family?

   A. Why her parents lived in England for several years.
   B. Where her mother works at the present time.
   C. Where the girl grew up.
   D. How old the girl was when she moved to her present location

Part A: Find out the meaning of the following words through the text

4. **Keep straight**

D. Remember something clearly
E. remember someone quickly
F. remind someone to do something

5. **Homemaker**
   A. house keeper
   B. to visit
   C. to leave
6. **Rewarding**
   A. satisfying
   B. hard
   C. enjoyable

Part B: Choose the correct answer

1. **According to the text, the speaker thinks that being a homemaker is**

   A. A hard work.
   B. an interesting work
   C. Admirable work.

2. **How old the girl was when she moved to her present location**

   A. Nine.
   B. Fifteen
   C. Seventeen

Post-Listening Exercises

- Introduce yourself to three other people in your class including information on your **nationality, family, school, work, and hobbies**.

Lesson Two: Daily Schedule

- What is your daily schedule?

- What time do you wake up and go to work or school?

- What do you do when you get home?

- What time do you go to bed?

Listening Exercises: Question One: Listen to track 2 and answer the following questions

1. What time does the man get up?

   A. at 5:00 a.m.
   B. at 6:00 a.m.
   C. at 7:00 a.m.

2. What time does he get to work?

   A. at 7:00 a.m.
   B. at 8:00 a.m.
   C. at 9:00 a.m.

3. What does he do with his family around 6:30 p.m.?

   A. They read books together.
   B. They play games.
   C. They eat dinner.

4. What do the man and his wife do after the kids go to bed?

   A. They watch TV.
   B. They clean the house.
   C. They listen to music.

5. What is one thing the man does NOT say about his wife?

   A. She has to take their children to school.
   B. She helps the kids with their homework.
   C. She goes shopping for food.

Part A: Find out the meaning of the following words through the text.

1* Catch
    A. wait
    B. take
    C. wait for along time

2* Get off
    A. leave the work
    B. take rest
    C. finish the work

3* Set **aside**
    A. reserve
    B. preserve
    C. reserved

4* Toughest
    A. very difficult
    B. very complicated
    C. very tricky

Part B: Choose the correct answer

1. The man he believes in the following items except …………………

    A. Devoting time for family
    B. Organizing a daily time schedule
    C. He is not that lucky person

2. According to the woman, she ………………………….

    A. Appreciates the man's wife
    B. Blames the man's wife for the full day job
    C. Suggests another work for the wife

Post-Listening Exercises

Now, discuss your own typical schedule for a weekday and a weekend.

-   *What activities do you usually do with family and friends?*

Lesson Three: Party Time!

Suppose you have been invited to a party. How would you dress for the occasion? What types of fashionable clothing can you purchase at local stores?

Listening Exercises

Question One: Listen to track 3 and answer the following questions

1. Who is visiting Jori for the weekend?

    A. her best friend
    B. her brother Bob
    C. her sister

2. What is Carol wearing?

    A. a sweater
    B. a red sweat shirt
    C. a black blouse

3. What is Carol like?

    A. She's sociable.
    B. She's timid
    C. She's very reserved.

4. What is Bob wearing?

    A. a flashy suit jacket
    B. a green tie
    C. blue jeans

5. Jori knows Bob because:

    A. They work together in the same office.
    B. She is taking karate lessons from him.
    C. They met at a party two months ago.

Part A: Find out the meaning of the following words through the text

1* Hit it off
    A. hate something
    B. get along well with something
    C. feel upset upon something

2* Out going
    A. sociable and friendly
    B. introvert
    C. respectful

3* Adventurous
    A. dangerous
    B. willingness to try new things
    C. cautious

Part B: Choose the correct answer

1. According to Jori, his friend is

    A. sociable and can establish relations easily
    B. sociable and like adventure
    C. willing to meet jori's family

2. Jori believes that his sister will

    A. ask Dave to stay with them
    B. Apologize for being late
    C. welcome Dave's relationship

3* What is the implied meaning of the following sentence:

        "They're eating me out of house and home"

    A. they are eating all the food
    B. they are distributing the good kinds of the food
    C. they are keeping all kinds of food

4* What does the man INDICATE when he says:

        "Good to see you could make it"

    A. he welcomes seeing his friend.
    B. he invites his friend to come
    C. he thanks his friend to come to the party

5* What does the man INDICATE when he says:

"The party is in <u>full swing</u>"

A. the party is full
B. the party at its high point
C. the party is extra ordinary

Attending parties can be an enjoyable experience in a new culture as long as you understand the social rules of that country.

- What are some cultural rules that a visitor to your culture should know in such cases?

- Think about dress, gift giving, and any special expression or language that is used in these situations.

Lesson Four: Clothing Styles

Describe typical clothing people wear for each season of the year: spring, summer, fall, and winter.

Listening Exercises

Question One: Listen to track 4 and answer the following questions

1. What does the man plan to wear during the summer months?

    A. A cool hat
    B. casual shoes
    C. light pants

2. What is one thing the man is NOT going to pack for the winter season?

    A. A coat
    B. some sweater
    C. a jacket

3. What is the weather like in the spring?

    A. It's windy.
    B. It's rainy.
    C.   It's cool.

4. What is an example of an occasion where the man might need formal clothes?

    A. a party
    B. a business meeting
    C. a wedding

5. What did the man wear to his high school graduation?

    A. Jeans and tennis shoes
    B. a casual shirt and tie
    C. a suit and dress shoes

Part A: Find out the meaning of the following words through the text

1* Room
    A. space.
    B. large area
    C. chance

2* Pack
    A collection
    D. group
    E. Fill a box

2* Slacks
    A Be a fight.
    B. Good jeans.
    C. Fill a box

Part B: Choose the correct answer

1. According to the text, the speaker thinks that being a homemaker is

    A. a hard work.
    B. an interesting work
    C. admirable work.

2. How old the girl was when she moved to her present location

    A. Nine.
    B. Fifteen
    C. Seventeen.

3* What is the implied meaning of the following sentence:

<div align="center">

"Rain cats and dogs"
</div>

    A. rains heavily.
    B. Punish some one for what he did.
    C. punishes someone for not obeying orders.

4* What is the implied meaning of the following sentence

<div align="center">

"On the spur of the moment "
</div>

    A. decide quickly
    B. without planning
    C. be in hurry

5* What does the man INDICATE when he says:

"Make sense"

A. be logical
B. understandable
C. real

Post-Listening Exercises

Imagine you are going on a first date with someone from school, and you are planning on attending an informal party at a friend's house.

- What will you wear? Will you wear something you already have at home, or will you buy something new from the story?
- What kinds of shoes will you wear?
- Do you think that the clothes you wear say something about you and your personality? Share your ideas.

Lesson Five: Children's Books: Reading Time

What kinds of books do children like to read? Where can you find cheap or discount books? Do you buy books at a bookstore or at an online bookstore?

Listening Exercises

Question One: Listen to track 5 and answer the following questions

1. What is the father reading at the beginning of the conversation?

    A. a novel
    B. a magazine
    C. a newspaper

2. What kind of book does the girl want to read?

    A. a book about animals.
    B. a book on dolls.
    C. a book about candy and cookies

3. What does the girl's teacher say about reading?

    A. The girl can check out books from the library.
    B. The girl should read books everyday.
    C. The girl ought to read at least ten books a night.

4. What is one thing the girl wants to eat while they are reading?

    A. Cookies
    B. ice cream
    C. bananas

5. About what time of day is it in the conversation?

    A. the late morning
    B. the early afternoon
    C. in the evening
    D. in the night

Part A: Find out the meaning of the following words through the text

1* Section
   A. a big space
   B. separate part
   C. component

2* Count
   A. included
   B. calculate
   C. evaluate

3* Bed time
   A. rest time
   B. free time
   C. time for sleeping

Part B: Choose the correct answer

1. Why the girl refused to read the news paper with her father?

   A. business section is not interesting
   B. business section is so detailed
   C. the teacher doesn't recommend the business section

2. What is one thing the teacher DOSENT mention about the newspapers?

   A. They are wasting children's time
   B. They are not beneficial for children
   C. They are above the children's levels

3* What is the implied meaning of the following sentence:

> *"You've been saying that forever"*

   A. The father promised his daughter and never fulfilled promises
   B. The father used to read stories
   C. The father promised and fulfilled promises

4* What does the girl INDICATE when she says:

"Newspaper doesn't <u>count</u>"

A. she prefer reading newspaper later
B. she is told by her teacher that they are not useful
C. she tries to convince her father to read the stories

Post-Listening Exercises

- What are the benefits of reading to children, either in their native or second language?

- What types of material are best for learners of different ages to understand the content they are reading?

- How can students learn to read without the help of a dictionary?

UNIT TWO

Lesson Six: Picnic Preparations

Pre-Listening Exercises

Imagine you have been asked to organize a picnic? Where would you hold the picnic and what food, appetizers, and drink would you buy? Make a list and discuss it with a partner.

Listening Exercises

Question One: Listen to track 6 and answer the following questions

1. When is the picnic?
    A. on Thursday
    B. on Friday
    C. on Saturday
    D. on Sunday

2. Where is the picnic being held?

    A. at a park
    B. at the beach
    C. at Dave's house
    D. by a river

3. How many packages of hot dogs do they decide to buy?

    A. Six
    B. Seven
    C. Eight
    D. nine

4. Why has Kathy been so busy lately?

    A. She has been working a lot recently.
    B. She has been taking care of her sick mother.
    C. She has been taking two night classes.
    D. She has been looking for a new job.

5. What does Dave suggest Scott make for the picnic dessert?

    A. cherry pie
    B. chocolate cake
    C. oatmeal cookies

Part A: Find out the meaning of the following words through the text

1* Talk about
    A. discuss
    B. explain
    C. search

2* Whip up
    A. organize
    B. manage
    C. prepare quickly

3* Bet
    A. strongly believe
    B. strongly recommends
    C. strongly warn

Part B: Choose the correct answer

1. The quantity suggested by Dave is not going to be enough because ……………

    A. they don't have enough money
    B. they had a similar experience
    C. they are inviting many friends

2. Scott prefer that ………………..

    A. Dave asks Susan to do some desserts
    B. Dave gets Susan's number to call her
    C. Dave asks Kathy to prepare the desserts

3* what is the implied meaning of the following sentence:

"I thought you two would hit it off"

    A. Both will be able to understand each other
    B. both will work easily with each other
    C. both will help in preparing the picnic

4* What is the implied meaning of the following sentence:

" She's a real knockout"

    A. she is an introvert person
    B. she is talkative
    C. she is sociable

5* What does the man INDICATE when he says:

"You better *pick up some chickens"*

A. some people doesn't like eating chickens
B. some people prefer chicken with hamburger
C. some people will ask not to bring hamburger only

Post-Listening Exercises

- Plan a picnic or barbecue with a friend or classmate. Where would you have your picnic?

- What foods would you buy or prepare for the picnic?

- What activities or games would you plan to entertain your friends?

- Share your ideas with your class

Lesson seven: Sightseeing around Town

When you travel to a new place, what things would you like to see and do? What things would you like to buy?

Listening Exercises

Question One: Listen to track 7 and answer the following questions

1. Where are they planning to go in the morning?

    A. to a park
    B. to an art museum
    C. to a shopping center

2. What kind of restaurant do they want to visit for lunch?

    A. Italian
    B. Indonesian
    C. Indian

3. Why does the man want to visit the zoo in the afternoon?

    A. The zoo will be closed the rest of the week.
    B. The zoo is free to visitors that day only.
    C. There are unusual animals on display.

4. Why does the woman want to go shopping instead?

    A. She wants to buy mementos of their visit.
    B. She saw some great prices at a shopping center.
    C. She wants to buy a gift for her friend.

5. How do they plan to get to the seashore at the end of the conversation?

    A. by taxi
    B. by bus
    C. by subway

Part A: Find out the meaning of the following words through the text

1* Blocks
  A. huge buildings
  B. distance between roads
  C. obstacles in the streets

2* Pick up
  A. take quickly
  B. get by chance
  C. obtain

3* Souvenir
  A. present for occasion
  B. present for remembrance
  C. present for relatives

Part B: Choose the correct answer

1. Why the man doesn't like the idea of shopping ?

  A. they will waste time
  B. he doesn't have a credit card
  C. he doesn't have enough time

2. They agree on doing the followings except

  A. using the credit card
  B. going to the zoo
  C. take the sub way and then walk

3. Why the man believes that visiting the zoo is interesting

  A. There are unique landscapes inside
  B. There are many distinctive animals
  C. There are a lot of tourists all over the world

4* What is the implied meaning of the following sentence:

  "Oh, no. I remember the last time you used MY credit card"

  A. the woman spends too much money
  B. the woman buys the essentials
  C. the man will not be able to buy what he needs

5* What does the man INDICATE when he says:

"To tell the truth"

A. he will honestly speak up
B. he will express his opinion freely
C. he will refuse depending on facts

Post-Listening Exercises

Imagine that you are visiting a new city for the first time as a tourist, whether it be Paris, London, Sydney, Rome, or New York City. Many people are looking for cheap travel ideas.

- What things would you like to do?
- What places would you visit?
- What would you buy?
- Does your choice of activities depend on whether you are on a Hawaiian honeymoon, a travel adventure, or on business?

Lesson Eight: Snack Time
Healthy Foods for Kids

Pre-Listening Exercises

What kinds of food do young children like to eat for breakfast, lunch, and dinner in your culture? What about snacks?

Listening Exercises

Question One: Listen to track 8 and answer the following questions

1. What time of day does this conversation take place?

    A. in the morning
    B. in the afternoon
    C. in the evening

2. Why doesn't the father give his son something to eat?

    A. There isn't any food to eat.
    B. The boy just ate something.
    C. They are going to eat soon.

3. What snack does the boy want at the beginning of the conversation?

    A. potato chips
    B. candy
    C. donuts

4. Which one food does the father NOT offer to his son for a snack?

    A. Tomatoes
    B. Broccoli
    C. carrots

5. What does the father ask the boy to do while he is preparing the snack?

    A. watch TV
    B. play with toys
    C. look at books

Part A: Find out the meaning of the following words through the text

1* Snack
   A. precious food
   B. light meal
   C. delicious meal

2* Go on
   A. become at the back
   B. getting near to
   C. in front of

3* Whip out
   A. clean up things
   B. order something
   C. prepare quickly

4* Out
   A. not acceptable
   B. illegal
   C. ridiculous

Part B: Choose the correct answer

1. The father was surprised when asked to get a spinach sandwich because ……

   A. the father doesn't like it
   B. it's the first time to his son to ask it
   C. its not that healthy food

2. The father asks his son to wait for a minute because ……………..

   A. spinach is already prepared
   B. spinach is sold around
   C. spinach is easily prepared

3* What is the implied meaning of the following sentence:

"We'd better wait"

   A. There is another suggestion by the father
   B. the father was busy
   C. the father checks whether the food is available

4* What is the implied meaning of the following sentence

"When did you start liking spinach?"

A. it is strange food
B. it is not the preferred meal for the son
C. it has been along time to ask for this food

5* what does the man INDICATE when he says:

"What else can you suggest"

A. candy is not available
B. candy is not recommended
C. candy is not as healthy as other kind of food

Post-Listening Exercises

"Sometimes, young children don't like to eat certain foods at meal time"

- What ideas do you have to get children to eat?

- What has or hasn't worked from your experience or the experience of others you know?

- What kinds of snacks do children like most?

Lesson Nine: What's the Matter?

Name several illnesses that keep people from going to work or school. Then, discuss the symptoms for each and remedies and treatments for curing the problem.

Listening Exercises

Question One: Listen to track 9 and answer the following questions

1. What's the matter with Steve?

    A. He has a cold.
    B. He has the flu.
    C. He has a stomachache.

2. How long has Steve been sick?

    A. since Friday
    B. since Saturday
    C. since Sunday

3. How often should Steve take the medicine the doctor prescribes?

    A. three times a day with meals
    B. Four times a day before meals.
    C. three times a day after meals

4. What does Carla suggest he do?

    A. take herbal medicine
    B. see another doctor
    C. eat chicken soup

5. What does Steve decide to do?

    A. Talk to another friend
    B. listen to Carla's suggestion
    C. see the same doctor again

Part A: Find out the meaning of the following words through the text

1* Stuffy
    A. closed
    B. painful
    C. hot

2* Be supposed to
    A. plan to do something
    B. force someone to do something
    C. expected to do something

3* Get rid of
    A. eliminate
    B. stop
    C. prevent

Part B: Choose the correct answer

1. Steve believes that the doctor's instructions ……………..

    A. shouldn't be followed
    B. should be followed strictly
    C. aren't proper to Steve's commitments

2. Steve believes that …………………………………..

    A. herbal medicine is not working
    B. doctor's medicine is effective but takes time
    C. neither the herbal medicine nor other kind is helpful

3* What is the implied meaning of the following sentence:

<p align="center">" <u>stay off my feet</u> for a day "</p>

    A. follow the instructions
    B. stay in bed for along time
    C. don't keep moving

4* What is the implied meaning of the following sentence

<p align="center">*"You'll be up and dancing around in no time"*</p>

    A. Steve will be recovered immediately
    B. Steve will be happy
    C. Steve will not believe the effectiveness of the herbal medicine

5* What does the man INDICATE when he says:

" Nothing else seems to be doing the job."

A. he is convinced that herbal medicine is the top
B. he doubts that any medicine will be useful
C. he is pessimistic and will not try the medicine

Post-Listening Exercises

What home remedies do you have in your country for the following illnesses or situations? Search for information in books or online to help you answer this question: **"**

Cold – Stomachache – Hangover – Hiccups - Sore throat"

Lesson Ten: A Healthy Lifestyle

Think of five important steps to maintaining a healthy lifestyle. Write them down and look up information on the Internet to support these ideas.

Listening Exercises

Question One: Listen to track 10 and answer the following questions

1. What does the man want to do?
    A. play basketball with friends from work
    B. try out for the company baseball team
    C. get in shape and compete in a cycling race

2. What is the woman's main concern?

    A. She is worried her husband will spend too much time away from home.
    B. She is afraid her husband will become a fitness freak.
    C. She is concerned about her husband's health.

3. What is the woman's first suggestion to her husband?

    A. He should see a doctor.
    B. Her husband should start with a light workout.
    C. Her husband needs to visit a fitness trainer.

4. What does the woman advise about the man's diet?

    A. He should consume less salt.
    B. He should eat less fatty foods.
    C. He should add more protein products to his diet.

5. Why does the man's wife recommend cycling?

    A. It is good for improving muscle tone.
    B. It helps strengthen the heart.
    C. It helps develop mental toughness.

Part A: Find out the meaning of the following words through the text

1* Hon
    A. dear
    B. faithful
    C. honey

2* Humph
    A. a word showing trust
    B. a word showing disbelief
    C. a word showing approval

3* Abandon
    A. give up
    B. refuse
    C. remove

4* Cut back
    A. remove
    B. end
    C. reduce

5* Take up
    A. continue
    B. start
    C. finalize

6* Cardiovascular system
    A. blood circulation system
    B. nervous system
    C. digestion system

Part B: Choose the correct answer

1. The woman was afraid that her husband may be affected by heart attack

    A. Because he hasn't been in practice for along time
    B. Because he hasn't been in fitness program
    C. Because he is too old to practice sport

2. The man will probably

    A. Go for joining the team
    B. Follow his wife instructions
    C. Consult a fitness instructor

3* What is the implied meaning of the following sentence:

"Out of shape"

A. in poor physical condition
B. too old to practice sport
C. very lazy

4* What is the implied meaning of the following sentence

"I was the star player in high school. "

A. he will be accepted immediately
B. he knows all the members of the team
C. he practiced this sport in the past

5* What does the man INDICATE when he says:

"you're probably right"

A. he will follow her suggestion
B. he will quit the idea
C. he will ask the team's formal

Post-Listening Exercises

Find information on the following topics and discuss your findings with a partner:

- serious health concerns in different countries and solutions to resolving these problems
- a basic daily menu for a healthy lifestyle
- recommended exercises for different age groups and people with certain health risks

UNIT THREE
Lesson Eleven: A Story to Remember

Pre-Listening Exercises

Students should visit a web site or read articles and come ready to discuss the questions in preparation for the listening activity during the next class. Use the site below or locate one through a search engine:

WWW.fancytale.edu.org

Listening Exercises

Question One: Listen to track 11 and answer the following questions

1. Where was the man coming from when he first saw the UFO?
    A. He was returning home from a party.
    B. He just got off work when he saw the UFO.
    C. He was driving home from a restaurant.

2. What time did the man report the incident to the police?

    A. about 12:00 AM
    B. about 3:00 AM
    C. about 5:00 AM

3. What jumped out in front of the man's car?

    A. a giant deer
    B. a strange man
    C. a hairy alien

4. What happened next to the man?

    A. He walked to a flying saucer.
    B. He followed the animal to a plane.
    C. He was carried to a spaceship.

5. What does the police officer suggest at the end of the story?

    A. They should call the fire department.
    B. The man should seek counseling.
    C. The man should contact the newspaper.

Part A: Find out the meaning of the following words through the text

1* Precinct
    A. security sector
    B. the office of the police department
    C. the police station

2* Bizarre
    A. interesting
    B. scary
    C. unusual

3* Unidentified
    A. impossible to determine the origin
    B. impossible to find again
    C. impossible to attain

4* Approaching
    A. coming closer
    B. reach easily
    C. hardly attainable

Part B: Choose the correct answer

1. What is the most reasonable ending for the conversation?

    A. The policeman believes that its a funny story
    B. The man will be questioned later
    C. The policeman will call the man later after finding a solution

2. What was the strangest thing the policeman refers to?

    A. The beast is hairy
    B. that strange animal can speak English
    C. the beast hold the man up

3. What is the implied meaning of the following sentence:

<div align="center">

"It's out of this world"

</div>

    A. it is a strange animal
    B. it is a foreign creature
    C. it is a huge and scary unbelievable creature

4* What is the implied meaning of the following sentence:

"I'm not making this up"

A. the man is telling the truth
B. the man is sure of what he saw
C. the man never lies on the policemen

5* What does the policeman INDICATE when he says:

"Have you been taking any medication?"

A. the man needs to see a doctor
B. the man mustn't be conscious
C. medicine affects the man's memory

Post-Listening Exercises

- Suppose that you saw what you thought was a UFO landing in some trees a few blocks away from your house? What would you do?

Lesson Twelve: Back to School Supplies

What kinds of schools supplies do you usually need to buy before the start of a new academic year (e.g., pen, pencils, laptop or desktop computers, PDA, calculators)?

Listening Exercises

Question One: Listen to track 12 and answer the following questions

1. Which item did the girl NOT mention about her needed supplies for school?
  A. Pencils
  B. Computer
  C. calculator

2. Why doesn't the father want to buy his daughter some of these supplies?

  A. The items are far beyond his financial means.
  B. He feels his daughter really doesn't need them.
  C. The family already owns some of these supplies.

3. For which specific class does the girl mention that she needs these supplies?

  A. Geometry
  B. chemistry
  C. physics

4. What specific argument does the girl give her father to persuade him to buy these things?

  A. They are on sale until the end of the week.
  B. Her teachers require them as part of the curriculum.
  C. She volunteers to use some of her own money.

5. Why does the father eventually give in to his daughter?

  A. He discovers he had more money than he thought.
  B. He concludes that she will provide for him when he is older.
  C. The girl promises to help her mother in exchange for the supplies

Part A: Find out the meaning of the following words through the text

1* Demanding
    A. serious
    B. hard
    C. require effort

2* Mail-in rebate
    A. refund
    B. donate
    C. offer

3* Throw in
    A. add as an extra item
    B. add as an essential part
    C. add as spare

4* Chip **in**
    A. help
    B. contribute
    C. offer

5* Buck
    A. informal for euro
    B. informal for dollar
    C. informal for any local coin

Part B: Choose the correct answer

1. The father believes that ………………..

    A. Today's schools are more progressive
    B. The schools in the past require less supplies
    C. Scholl's supplies are not that much important

2. The girl's mother will buy an ice cream only if

    A. Her daughter convinces her father to buy the supplies
    B. Her daughter is able to accompany her father with them
    C. the daughter get 100 bucks

3* What is the implied meaning of the following sentence:

"Everyone has one"

A. every student must buy the geometry set
B. the girl must have an individual school supplies
C. the set doesn't cost too much

4* What is the implied meaning of the following sentence:

" sticker shock"

A. a great surprise at the sales price of an item
B. surprise at the heavy size
C. surprise at the cheap amount

5* What does the man INDICATE when he says:

"Will be playing video games in geometry class"

A. he doesn't know what geometry is
B. he thinks that geometry classes are so easy
C. he thinks every class must be equipped by computers

Post-Listening Exercises

Most students enjoy having new school supplies at the beginning of every year.

- What kinds of schools supplies do you usually need to buy before the start of a new academic year?

- Which supplies do you really need and which ones do you want, if money isn't an object?

- Where do people usually buy these supplies: at school, at a local store, or on the Internet? Discuss these ideas.

Lesson Thirteen:

Breakfast Recipes

And a Small Surprise!

- What are some common things people eat for breakfast in your hometown?

- Are any of these things unique to your culture that you might not find in other countries?

- Who usually prepares meals in your house: you, a parent, or someone else?

- In this activity, you will hear a father and daughter talking about breakfast choices. Which is most appealing to you?

Listening Exercises

Question One: Listen to track 13 and answer the following questions

1. Why does the daughter complain about having a banana for breakfast?
    A. The banana is still green.
    B. Their pet ate part of it.
    C. The daughter hates bananas.

2. Why does the daughter not want to eat cereal for breakfast?

    A. She has to prepare the milk.
    B. There's no cereal left.
    C. She ate the same thing yesterday.

3. What other food did the father try to prepare for his family before, but it didn't turn out well?

    A. rice and eggs
    B. steak and bacon
    C. pancakes

4. Why is the father preparing breakfast for his daughter?

    A. Because she helped him in the kitchen.
    B. Because it's the girl's birthday.
    C. Because she can't cook well.

5. What is the big surprise at the end of the conversation?

    A. The girl's friend drops by and brings breakfast.
    B. The father decides to make his daughter fish.
    C. The girl might be getting married.

Question Two: Listen again to the audio track then answer the following questions "

Part A: Find out the meaning of the following words through the text

1* Mix up
    A. blend food
    B. add food
    C. take away food

2* Nasty
    A. odd
    B. lovely
    C. disgusting

3* Go wrong
    A. mislead
    B. misunderstand
    C. make mistake

4* Weird
    A. interesting
    B. strange
    C. lovely

Part B: Choose the correct answer

1. Why did the girl insist on having her father prepared the breakfast

    A. Because he promised her
    B. Because she was so tired
    C. Because she used to have her breakfast prepared by him

2. What is the most reasonable ending for the conversation?

    A. The family will go out for fishing after the breakfast
    B. the girl will have the breakfast out
    C. the girl will have the breakfast later

3* what is the implied meaning of the following sentence:

"It looks like the cat took a bite out of it last night"

A. the food will not be sufficient
B. the food is spoiled
C. the food is not delicious

4* what is the implied meaning of the following sentence:

"Why in the world are we having this conversation anyway"

A. the issue is undemanding
B. the issue should be finished directly
C. the issue is argumentative

5* What does the man INDICATE when he says:

" I can't go wrong there"

A. he realized that it is not fit
B. he confirms that it is perfect
C. he is skillful

Post-Listening Exercises

Imagine you are going to visit New York City for a few days.

- Use the Internet and find a place to eat breakfast in the downtown area.

- You only have about $25 to spend on you and your travel companion.

- Where would you go and why?

- What do they serve at that restaurant? Share your ideas with a partner.

Lesson Fourteen: Computer Sales and Repairs

Pre-Listening Exercises

Buying a new computer can be a fun experience, but problems can arise. What are some common computer problems that people encounter when running their machines, and what issues can cause them? When you encounter such problems, what do you do to resolve them: seek help from a friend, consult a computer store, or read a computer book or magazine?

Listening Exercises

Question One: Listen to track 14 and answer the following questions

1. What is the man's main problem with his computer?
    A. It crashes a lot.
    B. His computer has a virus.
    C. It has a lot of junk software.

2. What is the issue with the computer warranty?

    A. The warranty has expired since he bought the computer.
    B. The warranty isn't valid because didn't register the computer.
    C. The warranty doesn't cover software issues and problems.

3. What can we infer from the first company's response to the caller?

    A. They sent the man the wrong computer in the first place.
    B. The company doesn't provide warranties for their products.
    C. They are understaffed to handle customer complaints.

4. Which of the following is a main selling point for the second company being advertised?

    A. Their products are the newest on the market.
    B. The computers are cheaper than those sold by competitors.
    C. The company manufactures secure and trustworthy machines.

5. What is the name of the second company?

    A. Turbo Command
    B. Turvo Computers
    C. Turban Camando

Part A: Find out the meaning of the following words through the text

1* Queue
    A. wait your turn
    B. alist of phone calls
    C. line up

2* Run
    A. operate
    B. work
    C. control

3* Be under warranty
    A. protected by written promise
    B. protected for a short time
    C. full protection against damage

4* Run out
    A. stop the contract by force
    B. renewal after contract duration
    C. ending period of contract.

5* Freeze
    A. stop doing something
    B. stop moving
    C. stop talking

6* Crash
    A. damage
    B. scratch
    C. stop working

7* diagnose
    A. identify
    B. check
    C. prove

8* Imitate
    A. observe
    B. reproduce
    C. produce

9* sleek
    A. attractive
    B. shiny
    C. polished

10* ultimate
   A. long
   B. hard
   C. final

Part B: Choose the correct answer

1. Why was the man surprised at the beginning of the conversation?

   A. The warranty is expired
   B. He has to wait for along time
   C. The laptop is not working at all

2. What will the man probably do next?

   A. Explore the company website
   B. wait for another contact by the company
   C. get his laptop changed

3* What is the implied meaning of the following sentence

   "I'm at wit's end"

   A. very frustrated
   B. surprised
   C. pessimistic

4* What does the technical support INDICATE when he says:

   " Oh, oh, uh, sir "

   A. he is no longer able to continue the conversation
   B. he cant find a solution for the problem
   C. he was shocked during the call

Post-Listening Exercises

What things do you look for in a new desktop or laptop computer? Using your criteria, search for a computer vendor in newspaper advertisements or magazines that sells the product you want. Be prepared to explain your reasons, including price, quality, and service, for selecting the computer and the vendor you settled on.

UNIT FOUR
Lesson Fifteen: Dinner Time

Pre-Listening Exercises

What are typical foods you eat in your country for breakfast, lunch, and dinner? Is there another small meal or snack between the main mealtimes? Who usually prepares the food in your home?

Listening Exercises

Question one: Listen to track 15 and answer the following questions

1. What does the conversation imply about the mother?

    A. She is busy at work.
    B. She had to run some errands.
    C. She is resting in bed.

2. What is the first problem the girl notices about her father's cooking?

    A. He is not following the recipe.
    B. He is missing the right pan to cook the pizza.
    C. He is using the directions for a different food.

3. How does the girl know her father doesn't like the pizza he prepared?

    A. He tells her honestly what he thinks about it.
    B. She can tell by his non-verbal expressions.
    C. He throws it away after making it.

4. What problem did the girl NOT mention about the pizza?

    A. It was too salty.
    B. It was burned.
    C. It was too chewy.

5. What do they end up doing for lunch?

    A. They decide to go out to eat.
    B. They eat something different at home.
    C. They eat at friend's house.

Question Two: Listen again to the audio track then answer the following questions

Part A: Find out the meaning of the following words through the text

1* Starving
    A. hungry
    B. greedy
    C. selfish

2* Adaptation
    A. shifting
    B. modification
    C. quick change

3* Mess up
    A. make something untidy
    B. forget doing something
    C. Mistake something

Part B: Choose the correct answer

1. what can you inferred from the father's speech

    A. He made a delicious pizza
    B. He did a completely horrible pizza
    C. He wished if his wife was the pizza cooker

2. all the following is correct EXCEPT

    A. Putting much sugar and burning the pizza
    B. Adding a new ingredient to the pizza
    C. Missing the most important part of the recipe

3* What is the implied meaning of the following sentence:

" let me cool this off here"

    A. try something
    B. prepare something
    C. eat something Cheverly

4* What is the implied meaning of the following sentence

" Why are you making that face"

    A. expressing of dislike
    B. expressing of gratitude
    C. expressing of happiness

5* What does the daughter INDICATE when she says:

" Oh yuck! What's that?"

    A. expressing showing surprise
    B. expressing showing dislike
    C. expressing showing approval

What is a typical meal for breakfast, lunch, and dinner in your country? What are the ingredients for the dish, and how is it prepared? Are any unique utensils or tools used to cook these foods? Who usually cooks in your family? Explain how to prepare the dish using transition words of time including *first, second, then, next,* and *finally.*

Lesson Sixteen: Exercise Program

Pre-Listening Exercises

Describe different types of exercise that are helpful in these areas: flexibility, strengthening, and endurance.

Listening Exercises

Question One: Listen to track 16 and answer the following questions

1. What does the man usually do on Mondays and Wednesdays?

    A. He runs.
    B. He plays tennis.
    C. He does aerobics.

2. What does the man do before the activity in Question 1?

    A. He swims.
    B. He does push-ups.
    C. He stretches.

3. Why does the man lift weights?

    A. to strengthen his muscles.
    B. to improve his endurance.
    C. to increase his flexibility

4. Why does the man go hiking on Saturdays?

    A. It helps him get rid of his worries from the week.
    B. Hiking allows him to burn off weight from overeating.
    C. Walking with his dog provides opportunities to enjoy nature.

5. What does the man do on Sundays?

    A. He relaxes and watches TV.
    B. He goes for a walk.
    C. He goes swimming.

Question Two: Listen again to the audio track then answer the following questions "7

Part A: Find out the meaning of the following words through the text

1* Tall tale
    A. unbelievable story
    B. long story
    C. interesting story

2* Endurance
    A. patience
    B. great power
    C. ability to do keep doing something difficult

3* Burn off
    A. destroy
    B. remove
    C. get rid of

4* Anxiety
    A. worry
    B. tension
    C. stress

Part B: Choose the correct answer

1. At the beginning of the conversation, it is obvious that josh

    A. Knows Michael for his laziness
    B. Was surprised by Michael's exercise program
    C. Knew that Michael's exercise program is useless

2. It can be inferred from josh that

    A. Michael used to tell unbelievable stories
    B. Michael always start doing things and never finish
    C. Michael cant do any thing behind josh's back

3* What is the implied meaning of the following sentence:

        "You don't roll out of bed until at least 7:30 p.m."

    A. Michael gets up early
    B. Michael is very lazy
    C. Michael used to spend a lot of time in bed

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4* What is the implied meaning of the following sentence

"jogging to the refrigerator for a glass of milk doesn't count."

A. the exercise program is useless
B. the exercise program needs much effort
C. Michael cant go on the exercise program

5* What is the implied meaning of the following sentence

" She'll never buy this story"

A. Stephanie will doubt the effectiveness of the program
B. Stephanie will not be convinced by Michael recommendation
C. Stephanie will not be impressed by Michael story.

Post-Listening Exercises

What are some of the reasons why people exercise? What are some of best types of exercise for losing weight, improving cardiovascular fitness, and strengthening and stretching? Share your experiences or those of people you know who have had positive experiences in improving their health by exercising.

Lesson Seventeen: Grocery Shopping: Supermarkets and Food Coupons

Where do you or your family go grocery shopping on a regular basis? What are typical things you buy and how much does your family spend on groceries per week? (Ask your family if you don't know.)

Listening Exercises

Question One: Listen to track 17 and answer the following questions

1. Why did the man buy dog food at the supermarket?

   A. Their dog was hit by a truck and needed special food to recover.
   B. The man adopts a dog from a stranger, and they don't have food for it.
   C. The product was on sale at the supermarket for that day only.

2. Why does he buy tomato juice?

   A. He plans on making a unique spaghetti sauce.
   B. He's trying to modify the way he eats.
   C. He wants to make a vegetable drink.

3. How much was the milk?

   A. $2.05
   B. $2.15
   C. $2.50

4. Which item did the man NOT buy?

   A. a package of cookies
   B. some cans of tuna
   C. a carton of orange juice

5. Why does the woman get upset at the end of the conversation?

   A. The man is preparing the steaks for the dog.
   B. The man only bought one steak for himself.
   C. The grill can't be used to cook the steaks.

Part A: Find out the meaning of the following words through the text

1* Stuff
    A. material
    B. type of thing
    C. cloth

2* Receipt
    A. proof of payment
    B. legal statement
    C. invoice

3* Speechless
    A. unhappy
    B. tired
    C. astonished

4* Case
    A. folder
    B. large box
    C. large file

5* Adjust
    A. transfer
    B. reuse
    C. change

Part B: Choose the correct answer

1. What probably is the relationship between the man and the woman?

    A. Friends
    B. Couples
    C. Brother and sister

2. The man eats cookies because

    A. They are healthy and provide sugar for body
    B. They are delicious and soft
    C. It was habitual for him

3* What is the implied meaning of the following sentence:

"Give me a hand"

A. help someone physically
B. support someone financially
C. participate in a charity work

4* what is the implied meaning of the final word by the man

A. disappointment
B. rethinking
C. ridiculing

5* what does the man INDICATE when he says:

Ahhhh. Not yet. I've decided to change my eating habits

A. he made fun of the woman's speech
B. he realized the importance of changing eating habits
C. he encouraged the woman

Post-Listening Exercises

Imagine you need to go shopping for food because you are hosting a party for 30 friends, some of whom are international students from around the world. You don't have a lot of money, so cost is important to you. Thus, where would you do your shopping in your area and what kinds of food and drink would you buy for the party?

Lesson Eighteen: Haven't We Met Before?

Pre-Listening Exercises

Introducing yourself to others is important, whether it be to a pen friend (pen pal), a friend you meet online, or through a common acquaintance. So, what are some common topics of conversation when you meet people for the first time?

Listening Exercises

Question One: Listen to track 18 and answer the following questions

1. Where did the man and woman first meet?

    A. at a party
    B. at school
    C. at a friend's house

2. What is the woman's name?

    A. Sharon
    B. Susan
    C. Sherry

3. In what field is the woman majoring?

    A. Engineering
    B. computer science
    C. education

4. What major is the man considering most at this time?

    A. international business
    B. accounting
    C. marketing

5. Do you think the woman is interested in going out with the man?

    A. yes
    B. no

Question Two: Listen again to the audio track then answer the following questions "

Part A: Find out the meaning of the following words through the text

1* Memorable
    A. easy to remember
    B. memorize quickly
    C. worth remembering

2* Overseas
    A. in a foreign country
    B. in a long distance country
    C. in short distance country

3* Mull over
    A. think deeply
    B. think and decide quickly
    C. think over

Part B: Choose the correct answer

1. According to Sharon's major she is be able to teach English

    A. for English language majors
    B. for native speakers in her country
    C. for students whose second language is English

2. Experience in employment is required as apart of Sharon's major

    A. obligatory
    B. optional
    C. experience is preferable

3* What is the implied meaning of the following sentence:

        "On the tip of my tongue"

    A. easy to remember some thing
    B. remembering hardly
    C. remember by clues

4* What is the implied meaning of the following sentence

        "I guess I'm mulling over the idea"

    A. the man will rethink in joining the major

    B. the man is hesitant
    C. the man will no longer continue

5* What does the woman INDICATE when she says:

"Oh really? Well, perhaps"

A. she is not interested in going with him
B. she prefers studying than dancing
C. she is willing to go alone

Make a list of topics of conversation that are appropriate and inappropriate when meeting people for the first time? Talk with other international students and try to identify which of these rules are culture-specific and which are universal from culture to culture.

Lesson Nineteen: Leisure Activities

Getting together with friends on group date can be a fun activity, especially when you like hanging out with people, but you aren't interested in a serious relationship. In such situations, what kinds of activities to you like to do with your friends (e.g., going to watch a movie, playing video games, hiking, etc.).

Listening Exercises

Question One: Listen to track 19 and answer the following questions

1. What is Stuart planning to do with his friends?

    A. go for a drive and have a picnic
    B. watch a football game
    C. see a movie and have dinner

2. Why does Amy say she can't go with them?

    A. She has to study for an exam.
    B. She doesn't have any spending money.
    C. She already has plans to attend a party.

3. What are they planning to do at the end of the evening?

    A. Watch a video
    B. have a party
    C. play some games

4. How is Amy getting to the activity?

    A. She's driving her car.
    B. Stuart is giving her a ride.
    C. She's taking the bus.

5. What time does Amy want to be home?

    A. at 10:30 p.m.
    B. at 11:30 p.m.
    C. at midnight

Part A: Find out the meaning of the following words through the text

1* Catch a movie
   A. watch
   B. finish
   C. wait

2* Cram
   A. work
   B. study hard
   C. complete

3* blast
   A. hard time
   B. fun time
   C. long time

Part B: Choose the correct answer

1. According to Stuart, Amy is ……………..

   A. introvert
   B. extrovert
   C. old-fashioned

2. Stuart criticized Amy for ………..

   A. not going to her friends' occasions
   B. studying too much and be exhausted
   C. not having close friends

3* What is the implied meaning of the following sentence:

"School is so crazy these days"

   A. Schools are so full

   B. there are many assignments and exams
   C. there are many classes and presentations

4* what does the Staurat INDICATE when he says:

" Ah, 10:30 . . . <u>Midnight</u>. It's all the same"

A. the party is so close to her house
B. time is not so important
C. the party will be finishing at midnight

5* what does the Staurat INDICATE when he says:

"Best friends always stick together"

A. encouraging Amy
B. criticizing Amy
C. insulting

Post-Listening Exercises

Imagine that you want to get together with a few new friends from out of town next weekend. What two or three leisure or recreational activities would you consider doing to introduce your friends to your city? Use the Internet to plan your day and look up the cost, operating hours, and location of each activity you plan. Discuss your results.

UNIT FIVE

Lesson Twenty: Snacks and Candy

- What kinds of snacks, candy, and other items can you buy at school or from the store?
- When you are thirsty, what do you usually drink: water, a soda like Coke or Pepsi, or fruit juice?

Listening Exercises

Question one: Listen to track 20 and answer the following questions

1. Which statement does NOT describe the man's problem?

   A. He can't get his snack from the machine.
   B. The machine didn't give him change.
   C. He accidentally purchased the wrong item.

2. Why can't the cashier at the snack bar help the man?

   A. The vending machine is not part of his business.
   B. The customer pushed the wrong number.
   C. He doesn't have a key to open the machine.

3. What does the man recommend they do?

   A. Call the phone number on the machine
   B. move the machine to get the candy to drop
   C. forget about the problem and go home

4. Why does the man's friend reject his suggestion?

   A. He thinks they'll break the candy if it falls.
   B. He knows they'll lose more money that way.
   C. He fears someone might call the police.

Part A: Find out the meaning of the following words through the text

1* Vending machine
    A. a machine from which you can buy candy or drinks
    B. a machine from which you can get some sandwiches
    C. a machine offers free sandwiches

2* Get stuck
    A. fix some thing
    B. unable to move
    C. travel

3* Bummer
    A. disappointment situation
    B. embarrassing situation
    C. unlucky situation

4* Rock
    A. move about
    B. move quickly
    C. move back and forth

Part B: Choose the correct answer

1. **What does the man's friend infer in the last sentence of the conversation?**

    A. He was able to buy some candy without a problem.
    B. They might have more luck with the machine tomorrow.
    C. He'll buy his friend something at a different place.

2. What is the proper suggested solution?

    A. Calling the number found on the machine
    B. Rocking the machine back and forth
    C. Left the bar and never comeback

3* what is the implied meaning of the following sentence:

                    The dumb thing still owes me a quarter

A. the man should wait for the rest of the money

B. the man is facing a serious problem
C. buck is not that proper coin for vending machine

4* what is the implied meaning of the following sentence

"Nothing doing"

A. refuses doing something
B. doubt the effectiveness of doing something
C. no solution can be rely on

5* what does the man INDICATE when he says:

"Tough luck"

A. it is impossible to receive the rest of the money
B. the machine stops working
C. the same situation happened with them before

Post-Listening Exercises

Vending machines are popular ways schools and business can make money; however, some people feel that are more of a health risk for consumers. How do you feel on this issue? Use the Internet to search for recent opinions on this topic.

Lesson Twenty One: Street Market

Pre-Listening Exercises

What kinds of items would you find being sold at a flea or street market? Would you ever go to such a market to shop? Why or why not?

Listening Exercises

Question One: Listen to track 21 and answer the following questions

1. Why did the man not buy the ring for sale?

   A. He doesn't think it is very special.
   B. Someone else bought it before him.
   C. He has no need for a ring.
   D. The ring is too small.

2. What is the problem with the CD player?

   A. The buttons are scratched.
   B. The CD casing is chipped.
   C. The handle is damaged.
   D. The display is loose.

3. The man is not interested in the leather jacket because:

   A. it is stained.
   B. he already has one.
   C. its too expensive.
   D. the seams are coming undone.

4. What is the customer's initial counter offer for the records?

   A. $25
   B. $28
   C. $30
   D. $35

5. from the conversation, what does the customer probably purchase from the merchant in the end?

   A. only records
   B. only a vase
   C. some records and a vase
   D. nothing

Part A: Find out the meaning of the following words through the text

1* Steal
    A. negotiate
    B. great deal
    C. consult

2* Throw in
    A. add
    B. delete
    C. modify

3* Stick with
    A. include with
    B. stay with
    C. wait with

4* Break even
    A. gain profit at the beginning of business activity
    B. gain much money after business deals
    C. loss at the end of some business activity

Part B: Choose the correct answer

1. The merchant was able to convince the customer to

    A. Buy all the suggested items
    B. Buy the jacket
    C. Buy the records and the vase

2. The costumer decide the followings except

    A. Buying the jacket
    B. Buying the records
    C. Buying the vase

3* What is the implied meaning of the following sentence:

"Drive a hard bargain"

    A. expect a lot for what you pay for
    B. don't offer a suitable price
    C. expect less than what is offered

5* What does the customer INDICATE when he says:

" Huh . . . I'll think about it"

    A. he will cancel the idea
    B. he will negotiate about the price
    C. he will agree later on

Post-Listening Exercises

Practice the dialogue with a partner. Next, create your own dialogue with the seller and a different customer. Try selling two new things.

Seller: Hi. Can I help you?

Customer: Uh, I'm looking for some earrings for a friend.

Seller: Well, here's a nice pair for only $20.

Customer: What? _____.

Seller: _____.

Customer: _____.

Seller: _____.

Lesson Twenty two: TV Guide

Pre-Listening Exercises

Look at the list of TV programs below. Which shows interest you most? Discuss your answers:

nature, documentary, news, game, home improvement, reality, cartoon, fitness or exercise, soap opera or drama, talk, sitcom, cooking

Listening Exercises: Question One: Listen to track 22 and answer the following questions

1. When is the reality showing on TV? What channel is showing the program?

   A. at 7:00 on channel 5
   B. at 7:30 on channel 7
   C. at 8:00 on channel 11

2. Why does the man not want to watch the reality show?

   A. He watched the same program last week.
   B. He isn't interested in show's theme.
   C. He wants to go swimming instead.

3. How does the man feel about watching Star Wars on TV?

   A. He wouldn't mind seeing it again.
   B. He'd like to watch it if he had more time.
   C. He'd prefer to watch something else.

4. Which statement best describes the man's feelings about watching the home improvement show?

   A. He doesn't want to watch because his wife will expect him to fix things around the house.
   B. He thinks that he will be able to get a better job by learning from the show.
   C.   He thinks it is easier to get someone else to repair their problems around the house.

5. What does the couple decide to watch?

   A. a TV drama
   B. a sports event
   C. a talk show

Part A: Find out the meaning of the following words through the text

1* Get into something
    A. be interested in something
    B. be involved in something
    C. participate in something

2* Documentary
    A. television program
    B. series of files
    C. yearly TV program

3* Suspense
    A. stressed
    B. feel angry
    C. a feeling of excitement

4* Beat
    A. strike
    B. very tired
    C. sleepy

Part B: Choose the correct answer

1. The wife suggests that her husband can catch the score of the sport game because

    A. she is not interested in games show
    B. she knows her husband interests
    C. she tries to convince him to take a rest

2. Paul feels not interested in watching TV because

    A. he has to fix things at home
    B. he is very tired
    C. he has no free time

3* What is the implied meaning of the following sentence:

I've seen it a zillion times

A. the man is not interested in the program

B. the man wanted to express his concern
C. the man watched the program many times

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4* What is the implied meaning of the following sentence

"I'm going to hit the sack".

    A. he is going to sleep
    B. he is going to take rest and come back
    C. he is going to be ready for watching TV programs

5* What does the woman INDICATE when she says:

" I thought you'd change your mind"

    A. she is not sure that her husband will attend
    B. the man will change the program
    C. the man used to quit watching TV at night

Post-Listening Exercises

If you were having a party at your house with some friends, what TV programs would you watch? What do you like and dislike about the following shows? Reality shows, documentaries, news, sitcom, soap operas, nature programs. Explain your reasons

Lesson Twenty Three: Weekly Activities

What are common after-school activities children and teenagers might be involved in during a normal school week?

Listening Exercises: Question One: Listen to track 23 and answer the following questions

1. What one thing does the girl NOT have to do on Wednesday after school?

    A. practice the piano
    B. take care of children
    C. finish homework assignments

2. Why can't the girl go to a movie on Monday?

    A. She has to catch up on her French homework.
    B. She needs to write a paper.
    C. She must practice for a math test.

3. How long is her soccer practice on Tuesday?

    A. one hour
    B. an hour and a half
    C. two hours

4. What chore does the girl have to do on Saturday?

    A. clean the garage
    B. pick up her room
    C. finish her science project

5. Which movie showing is the girl going to see?

    A. 5:00 p.m.
    B. 7:15 p.m.
    C. 9:00 p.m.

Part A: Find out the meaning of the following words through the text

1* Catch up
    A. reach a point
    B. hold
    C. take

2* Geometry
    A. study of mathematics
    B. math of lines and shapes
    C. study of measurements

3* Chores
    A. difficult tasks
    B. formal responsibility
    C. housework

4* Ruin
    A. attack
    B. violence
    C. destroy

5* Vault
    A. space for preserving goods' temperature
    B. space for safekeeping of valuable items
    C. space for keeping food

Part B: Choose the correct answer

1. What was a strange thing when the father agreed to watch the movie?

    A. All the timetable is busy
    B. his daughter didn't 't plan for company
    C. his daughter planned for Saturday only

2. According to the girl she thinks that ………………..

    A. her father tries to let her down
    B. Her father sticks to the schedule
    C. her father tries to ruin her social life

3* what is the implied meaning of the following sentence:

" You're ruining my social life"

A. her father tries to let her down
B. Her father sticks to the schedule
C. her father tries to organize her life

4* what is the implied meaning of the following sentence

"We weren't planning on company"

A. the girl was surprised to know that the whole family will go

B. the girl wanted to go with shanon only
C. the girl didn't like the family to accompany her

5* what does the girl INDICATE when she says:

"You can help me with that"

A. express depression
B. express satisfaction
C. express anger

- Describe your typical weekly schedule, including school, work, and leisure activities.

- Use adverbs of frequency (e.g., *always, almost always, often, sometimes, seldom, never*, etc.) and time expressions (once a week, twice a month, once in a while, etc.) to describe your schedule.

Lesson Twenty Four: A free Cell phone

Cell phones, or mobile phones, are becoming more popular around the world as a preferred form of communication, but can you find a cheap calling plan that will fit your budget? What do you look for when deciding on a cell phone or a phone carrier (e.g., cost of phone, number of minutes a month, cancellation fees, etc.)?

Listening Exercises: Question One: Listen to track 24 and answer the following questions

1. What reason does the girl give for needing a cell phone?

A. She can use it to check her email.
B. She can call family in case of an emergency.
C. She can make cheaper long-distance calls with it.

2. What is one major feature of the calling plan?

A. 1000 anytime minutes
B. unlimited weekday minutes
C. 1000 free weekday minutes

3. What is the term of service for this plan?

A. 3 months
B. 6 months
C. 9 months

4. Why does the girl suggest that her father buy a new car too?

A. Their current car is in bad shape, and it doesn't look good.
B. The cell phone's power supply won't work in an older car.
C. Their car isn't big enough to ride in with all her friends.

5. What do customers receive when they purchase the cell phone mentioned in the conversation?

A. a cell phone adapter for the car
B. money back for buying the phone
C. other cell phone accessories

Part A: Find out the meaning of the following words through the text

1* Rebate
    A. discount
    B. refund the amount paid
    C. offer bonus

2* Catch
    A. negative response
    B. hidden drawback
    C. positive response

3* Term
    A. period of time
    B. condition
    C. situation

4* Roll over
    A. change
    B. repaid
    C. transfer

Part B: Choose the correct answer

1. Was the daughter able to convince her father to get the cell phone?

    A. yes
    B. no

2. The justification for getting the cell phone was

    A. the new car her father will buy
    B. the facilities offered by the cell phone
    C. cell phone is reasonably priced

3* What is the implied meaning of the following sentence:

       "What's is gonna look like if I'm using a cell phone in our old lemon"

    A. cell phone is more prestigious
    B. cell phone is demanding
    C. cell phone is contemporary

4* What does the man INDICATE when he says:

" Teenagers. What'll they think of next"

A. neglecting the idea
B. supporting the idea
C. relegating the idea

5* What does the man INDICATE when he says:

"Two hundred bucks"

A. the amount is too much
B. the amount is less priced
C. the amount is suitable

Post-Listening Exercises

Imagine you need a new mobile or cell phone.

- Look around and find the best deal on a cell phone for your particular needs. If you are a student, price might be important if you are paying for the phone yourself.
- Compare the deals for different companies you know and discuss which appeals to you most. What specific features do you look for in a phone? Share your ideas with another learner.

Appendix (6)

Teacher's Guide

Objectives:

The major aim of the suggested program is to improve the students' achievement of the listening comprehension skill through improving the missing skills that form an impediment in the way of students' progress. The specific objectives are determined in the light of the diagnostic test results and by the guidance and consultations of English language and methodology experts, as well as the long experienced lecturers of listening courses. At the end of lessons students should be able to:

1. Find supporting details.
2. Make inferences.
3. Guess the meaning of the new words from context.
4. Distinguish between literal and implied meanings.
5. Understand the meaning through using language clues.

Program Time Plan

Week	Unit	Lesson No.	Session No.	Time
1	1	1 - 2	1 – 2	90 minutes
		3 - 4 - 5	3 – 4	90 minutes
2	2	6 – 7 - 8	5 - 6	90 minutes
		9 – 10	7 – 8	90 minutes
3	3	11 – 12 - 13	9 - 10	90 minutes
		14 – 15	11 – 12	90 minutes
4	4	16 - 17	13 - 14	90 minutes
		18 - 19	15 - 16	90 minutes
5	5	20 – 21-22	17 - 15	90 minutes
		23 - 24	18 – 19	90 minutes
6	Practice		20	45 minutes

Distribution of the program's content

No	Unit	Lesson No.	Topic	Activities	Teaching Aids
1	One	Lesson 1	Nice to meet you	Pre-listening activities. while-listening activities. Post-listening activities	* Student's Book * Computer Lab * Recording * LCD *Internet
		Lesson 2	Daily Schedule		
		Lesson 3	Party Time		
		Lesson 4	Clothing Styles		
		Lesson 5	Reading Time		
2	Two	Lesson 6	Picnic Preparations	Pre-listening activities. while-listening activities. Post-listening activities	* Student's Book * Computer Lab * Recording * LCD *Internet
		Lesson 7	Sightseeing around the town		
		Lesson 8	Snack time healthy food for kids		
		Lesson 9	What's the Matter?		
		Lesson 10	A Healthy Lifestyle		
3	Three	Lesson 11	A Story to Remember	Pre-listening activities. while-listening activities. Post-listening activities	* Student's Book * Computer Lab * Recording * LCD *Internet
		Lesson 12	Back to School Supplies		
		Lesson 13	Breakfast Recipes And a Small Surprise!		
		Lesson 14	Computer Sales and Repairs		
		Lesson 15	Dinner Time		
4	Four	Lesson 16	Exercise Program	Pre-listening activities.	* Student's Book
		Lesson 17	Grocery Shopping		
		Lesson 18	Haven't We Met		

			Before?	while-listening activities. Post-listening activities	* Computer Lab * Recording * LCD *Internet
		Lesson 19	Leisure Activities		
5	**Five**	Lesson 20	Snacks and Candy	Pre-listening activities. while-listening activities. Post-listening activities	* Student's Book * Computer lab * Recording * LCD *Internet
		Lesson 21	Street Market		
		Lesson 22	TV Guide		
		Lesson 23	Weekly Activities		
		Lesson 24	A Free Cell phone		

Each session is broken down as shown in the figure below

Stage	Time	Interaction	Procedures	Aims
Warmer	5 Mins	Pairs	S's discuss what they know about the listening part	To warm up S's to topic of listening and activate any background knowledge about the topic.
Feed back	5 Mins	Class-T	Elicit knowledge	To generate feed back and allow whole class to benefit from others
Pre-listening First listening	3 Mins	T-Class	Put up gist questions Ready S's for listening	Predict content Activate schemata/ script to facilitate comprehension
While listening	5 Mins	Whole class	S's listen for gist information and tick and key words from their list they hear	Integrating top-down and bottom-up listening Process direct listening for general understanding and specific words

Feed back	4 Mins	Pairs/ groups Class-T	S's check information and words heard before class FB	Provide opportunities to check predictions in pairs before feeding back to teacher
Pre-listening Second listening	4 Mins	Individually	Hand out task, S's read through and underline key words, make predictions	Provide pre-listening time for S's to use for preparing to listen by reading carefully and making notes
While listening Second listening	5 Mins	Individually In pairs	Listen to taped conversation	Provide listening practice for specific information in multiple choice format
Feed back	4 Mins	T- class Individually/ whole class	Provide S's with answers	Provide immediate feed back to multiple choice listening task Promote learners autonomy by providing time and materials to check own answers
Post listening	10 Mins	Pairs / small group work	S's role play(from prompts) a weak and knowledgeable students; asking for and giving advice for listening practice	Provide opportunities to use materials from the lesson directly in a meaningful way, which should provide a deeper link to memory
Feed back	4 Mins	Pairs groups to class T-class	Teacher briefly elicits whether or not advice was good and asks each student (if time permits) for favorite tip learned in lesson handout	Promote learners autonomy by providing time and materials to check own answers

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Appendix (7)

Written scripts

1. NICE TO MEET YOU

Teacher: Oh, hi. What was your name again. I can't keep straight all the students' names this being the second day of school.

Student: It's okay. I have a hard time remembering names myself.

Teacher: How, uh, Karen, right?

Student: No, it's Nancy. My mom's name is Karen.

Teacher: Nancy. Okay. I think I heard you were from England.

Student: Well, I was born there, but my parents are American. I grew up in France.

Teacher: Oh, a world traveller!

Student: But then we moved here when I was nine.

Teacher: So, what does your father do now?

Student: Well, he's a college professor, and he is in Scotland at the moment.

Teacher: How interesting. What does he teach?

Student: He teaches chemistry.

Teacher: Oh, chemistry, and uh, what about your mother?

Student: She works full time at home.

Teacher: Oh, and what, does she have her own business or something?

Student: Nah, she takes care of me.

Teacher: Well, being a homemaker can be a real hard, but rewarding job.

Student: I think so too.

2. DAILY SCHEDULE

Woman: So, what's your usual day like? You always seem so busy.

Man: Well, I usually get up around 5:00 a.m. and work on the computer until 6:00 a.m.

Woman: Why do you get up so early?

Man: Well, I have to leave home at twenty to seven (6:40 a.m.) so I can catch a bus at 7:00 o'clock . It takes me about twenty minutes to walk to the bus stop from my house.

Woman: And what time do you get to work?

Man: Uh, my bus takes about an hour to get there, but it stops right in front of my office.

Woman: That's nice. And what time do you get off work?

Man: Uh, around 5:00 o'clock. Then, we eat dinner around 6:30, and my wife and I read and play with the kids until 8:00 or so.

Woman: So, when do you work on your website? You said one time that you create it at home?

Man: Well, my wife and I often watch TV or talk until 10:00 o'clock. She then often reads while I work on my site, and I sometimes stay up until the early hours of the morning, but I try to finish everything by one or two.

Woman: And then you get up at 5:00 a.m.?

Man: Well, yeah, but it's important to live a balanced life. I enjoy what I do, but you have to set aside time for family and yourself.

Woman: I agree.

Man: But I think my wife has the toughest job. She spends her whole day taking care of our family . . . taking the kids to school, working in the garden, buying groceries, taking the kids to piano lessons . . . [*Wow!*] That's a full-time job, but she enjoys what she does.

Woman: Well, it sounds you're a busy, but lucky man.

Man: I think so too.

3. PARTY TIME

Jori: Hi Dave. [Hi] <u>Good to see you could make it</u>. Come on in.

Dave: Wow. Looks like the party is in <u>full swing</u>.

Jori: Yeah. And <u>they're eating me out of house and home</u>. Oh, I'd like you to meet my sister, Carol. She's visiting for the weekend.

Dave: Oh. Which one is she?

Jori: She's sitting on the sofa over there.

Dave: You mean the woman wearing the red sweater with the long black hair?

Jori: Yeah. That's right. Let me introduce you to her. I just know you two will <u>hit it off</u>. You're both so <u>outgoing</u> and <u>adventurous</u>.

Dave: Uh, and who's the man sitting next to her? Uh, the man with the suit jacket and <u>flashy</u> green tie?

Jori: Oh, that's Bob, my karate teacher.

Dave: Karate teacher! I never knew you were into karate.

Jori: Yeah, I started about two months ago. Come on. I'd like you to meet them.

4. CLOTHING STYLE

Ashley: Hey, Jake. Are you ready for your trip?

Jake: Well, not really. I still have to buy some clothes.

Ashley: Well, what's the weather like where you're going?

Jake: Well, uh, it's really hot in the summer, so I'm going to buy some shorts, sandals, and a few t-shirts.

Ashley: What about the <u>rest</u> of the year?

Jake: People say that the fall can still be warm until November, so I'm going to buy some jeans and a few casual shirts.

Ashley: Will you need any warm clothes for the winter?

Jake: Well, the weather doesn't get too cold, but it often snows in the mountains, so I'm going to buy a couple of warm sweaters, a jacket, and a

hat. I don't have <u>room</u> in my suitcase to <u>pack</u> a coat, so I'm going to wait until I get there and buy it when I really need it.

Ashley: Are you going to take anything else?

Jake: They say it <u>rains cats and dogs</u> in the spring, but again, I'll probably just wait and <u>pick up</u> a raincoat or an umbrella later on. But, I'm going to take a good pair of shoes because I plan on walking to and from school everyday.

Ashley: Do you need any clothing for <u>formal occasions</u>?

Jake: Well, you never know when you might needs something <u>on the spur of the moment</u> for a wedding or maybe someone's graduation, or a nice date, so I'll probably take some nice <u>slacks</u>, a dress shirt, and a couple (of) crazy ties or two.

Ashley: Um, that <u>makes sense</u>.

Jake: And I'll just rent a suit or tuxedo if I need anything more formal. Hey, maybe I'll get married.

Ashley: You? Married? Hah!

Jake: Wait. What are you trying to say?

Ashley: I just can't imagine you <u>decked out</u> in a tuxedo for any formal occasion. [*What?!*] I mean, for high school graduation, you wore an old pair of jeans and tennis shoes.

Jake: Hey, there was a reason for that, so let me explain. [*Yeah, ha, ha.*] No, really. You see, it goes like this . . .

5. CHILDREN BOOKS: READING TIME

Girl: Dad, will you read to me?

Dad: Uh, let me finish the newspaper first?

Girl: You've been saying that forever!

Dad: Well, how about reading the business <u>section</u> of the newspaper together?

Girl: That's <u>boring</u>. Let's read this book. It's about a bear and cat that

becomes friends. [*Okay*] And these books too.

Dad: <u>Whoa</u>. I thought you said one book. There must be ten here.

Girl: My teacher, Mrs. Green, says you have to read to me every night, and the newspaper doesn't <u>count</u>. And let's eat some popcorn and cookies while we're reading

Dad: Well, it's <u>bedtime</u> right now. So, okay, here we go. Once upon a time in a deep, dark forest, lived a brown bear

6. Picnic Preparations

Scott: Dave. I'm going to the <u>supermarket</u> to pick up food and drink for Saturday's picnic later. Any suggestions?

Dave: Well, everyone has been <u>talking about</u> having a barbecue down by the river, so why don't you pick up some hamburger and hot dogs?

Scott: Okay, but how much hamburger meat are we going to need? And hot dogs too?

Dave: Uh, I don't know. How about three <u>pounds</u> of hamburger and a couple packages of hot dogs?

Scott: Oh, that's not going to be enough. Do you remember the last picnic we went on? Your roommate, Jim, ate about ten hamburgers by himself!

Dave: You're right. Let's see. I'd better write this down. Uh, let's see about nine pounds of hamburger meat and, uh . . . , seven <u>packages</u> of hot dogs.

Scott: And you better pick up some chicken for those who don't like hamburger or hot dogs.

Dave: Okay. How about five or six bags of potato chips?

Scott: Humm. Better make that eight or so.

Dave: Alright. Oh, and we're gonna [*going to*] need some hamburger and hot dog buns. How about five packages a piece? I think that sounds about right.

Scott: Yeah, <u>you better</u> pick up some mustard, catchup, and mayonnaise too.

Dave: Okay. What else? Uh, we're gonna [*going to*] need some soft drinks. How

about ten of those big 2-liter bottles?

Scott: Sounds fine, but be sure to buy a variety of drinks.

Dave: Okay. And what about dessert?

Scott: Well, maybe we could ask Kathy to make a few cherry pies like she did last time.

Dave: Well, I wouldn't mind that, but you know, she's been very busy working two jobs, so I'd hate to ask her, [*Oh, hum . . .*] and uh . . . Hey, why don't you whip up some of your oatmeal cookies? [*Well . . .*] Hey, you could even ask, uh . . . , what's her name . . . yeah that new girl, Susan, the one that moved in across the street! [*Well . . .*] I bet she'd be willing to help you! [*I don't know . . .*] She's a real knockout!

Scott: Nah, I don't think I could ask her . . .[*Ahh!*] I don't know her phone number, plus . . .

[Door bell rings . . .]

Dave: Hey, you don't need to. She's at the door!

Scott: What do you mean?

Dave: Well, I thought you two would hit it off, so I called her up saying I was you, and I invited her over to watch a movie.

Scott: You did what???

Dave: Wait, wait, wait . . . [*uhhhhh . . .*]

7. Sightseeing around Town

Man: So, what do you want to do tomorrow?

Woman: Well, let's look at this city guide here. [*Okay*] Uh, here's something interesting. [*Oh!*]Why don't we first visit the art museum in the morning?

Man: Okay. I like that idea. And where do you want to eat lunch?

Woman: How about going to an Indian restaurant? [*Humm*] The guide recommends one downtown a few blocks from the museum.

Man: Now that sounds great. After that, what do you think about visiting the zoo? [*Oh . . umm . . well . . .*] Well, it says here that there are some very unique animals not found anywhere else.

Woman: Well, to tell the truth, I'm not really interested in going there. [*Really?*]. Yeah. Why don't we go shopping instead? There are supposed to be some really nice places to pick up souvenirs.

Man: Nah, I don't think that's a good idea. We only have few travelers checks left, and I only have fifty dollars left in cash.

Woman: No problem. We can use YOUR credit card to pay for MY new clothes.

Man: Oh, no. I remember the last time you used MY credit card for YOUR purchases.

Woman: Oh well. Let's take the subway down to the seashore and walk along the beach.

Man: Now that sounds like a wonderful plan.

8. SNACK TIME

Son: Dad!

Father: Yeah, Micky.

Son: Can I have a really good snack?

Father: Uh, I don't know. I thinks it's . . . uh . . . what time's it? I think it's going on dinner.

Son: Uh, it's three thirty.

Father: Three thirty. Uh . . . We'd better wait. [*Why, Dad?*] Well, what kind of snack do you want?

Son: Candy?

Father: No, candy is <u>out</u>. Oh, how about some broccoli? [*No!*] Uh, carrots? [*No!*] Well, what else can you suggest?

Son: Candy.

Father: Candy. No, I don't think . . . I think You'd better wait.

Son: A sandwich? A spinach sandwich?

Father: <u>Spinach</u> sandwich? Spinach sandwich! When did you start liking spinach?

Son: Uh, today.

Father: Well, what about a small sandwich? [*Okay*] Okay, I'll <u>whip it up</u> in a minute. Play with your toys while you're waiting for it.

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9. MEDICAL ADVICE What's the Matter?

Carla: So, how are things going, Steve?

Steve: Well, to be honest Carla, I was feeling great on Saturday, but I started to feel sick Sunday afternoon. I thought I'd get better, but I feel worse than before. And I'm really worried because I'm scheduled to give a presentation at work on Friday, so I have to be better by then.

Carla: Well, what seems to be the problem?

Steve: Well, I thought I had the <u>flu</u>, but the doctor said it was just a bad cold. He gave me some cold medicine to take care of my <u>stuffy</u> nose and fever. I'm <u>supposed</u> to take the medicine three times a day after eating, but it doesn't <u>seem</u> to help. He also told me to <u>stay off my feet</u> for a day or so, but I'm so busy these days.

Carla: Listen, forget about that medicine! I have just the thing to <u>get rid of</u> bad colds. You see, my mom is really into herbal medicine.

Steve: Oh, no thanks.

Carla: Ah, <u>come on</u>! Give it a try. You just take some of my mom's herbal tea and drink it four times a day. Believe me. You'll be up and dancing around in no time.

Steve: Dancing around in no time, right? Well, I guess. Nothing else seems to be doing the job.

Carla: Great. I'll come by your place at 7:30. See you then.

10. A Healthy Lifestyle

Man: <u>Honey</u>, the basketball game is about to start. And could you bring some chips and a bowl of ice cream? And . . . uh . . . a slice of pizza from the <u>fridge</u>.

Woman: Anything else?

Man:Nope, that's all for now. Hey, <u>hon</u>, you know, they're organizing a company basketball team, and I'm thinking about joining. What do you think?

Woman: <u>Humph</u>

Man: "Humph" What do you mean "Humph." I was the star player in high school.

Woman: Yeah, twenty-five years ago. Look, I just don't want you having a heart attack running up and down the court.

Man:So, what are you suggesting? Should I just <u>abandon</u> the idea? I'm not that <u>out of shape</u>.

Woman: Well . . . you ought to at least have a <u>physical</u> before you begin. I mean, it HAS been at least five years since you played at all.

Man:Well, okay, but . . .

Woman: And you need to watch your diet and <u>cut back on</u> the fatty foods, like ice cream. And you should try eating more fresh fruits and vegetables.

Man: Yeah, you're probably right.

Woman: And you should <u>take up</u> a little weight training to strengthen your muscles or perhaps try cycling to build up your <u>cardiovascular system</u>. Oh, and you need to go to bed early instead of watching TV half the night.

Man: Hey, you're starting to sound like my personal fitness instructor!

11. A Story to Remember

Police Officer: Hello. 24th Precinct. Officer Jones speaking.

Man: Help. Yeah, uh, it was wild, I mean really bizarre.

Police Officer: Calm down sir! Now, what do you want to report?

Man: Well, I'd like to report a UFO sighting.

Police Officer: A what?

Man: What do you mean "what?" An unidentified flying object!

Police Officer: Wait, tell me exactly what you saw.

Man: Well, I was driving home from a party about three hours ago, so it was about 2:00 AM, when I saw this bright light overhead.

Police Officer: Okay. And then what happened?

Man: Oh, man. Well, it was out of this world. I stopped to watch the light when it disappeared behind a hill about a kilometer ahead of me.

Police Officer: Alright. Then what?

Man: Well, I got back in my car and I started driving toward where the UFO landed.

Police Officer: Now, how do you know it was a UFO? Perhaps you only saw the lights of an airplane [*No*], or the headlights of an approaching car [*No*]. Things like that happen, you know.

Man: Well if it was that, how do you explain "the BEAST"?

Police Officer: What do you mean, "the BEAST"?

Man: Okay. I kept driving for about five minutes when all of a sudden, this giant, hairy creature jumped out in front of my car.

Police Officer: Oh, yeah.Then what?

Man: Well, then, the beast picked up the front of my car and said, "Get out of

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the car. I'm taking you to my master!" Something like that.

Police Officer: Wow? A hairy alien who can speak English! Come on!

Man: I'm not making this up, if that's what you're suggesting. Then, when I didn't get out of the car, the beast opened the car door, carried me on his shoulders to this round-shaped flying saucer, and well, that's when I woke up along side the road. The beast must have knocked me out and left me there.

Police Officer: Well, that's the best story I've heard all night, sir. Now, have you been taking any medication, drugs, or alcohol in the last 24 hours? You mentioned you went to a party.

Man: What? Well, I did have a few beers, but I'm telling the truth.

Police Officer: Okay, okay. We have a great therapist that deals with THESE kinds of cases.

Man: I'm not crazy.

Police Officer: Well, we'll look into your story. Thank you.

12. Back to School Supplies

Girl: Dad, I need a few supplies for school, and I was wondering if . .

Dad: Yeah. There are a couple of pencils and an eraser in the kitchen drawer, I think.

Girl: Dad, I'm in eight grade now, and I need REAL supplies for my demanding classes.

Dad: Oh, so you need a ruler too?

Girl: Dad, I need some high-tech tech stuff like a calculator, a Palm Pilot, and a laptop computer.

Dad: Uh. I didn't have any of that when I was in middle school, and I did just fine.

Girl: Yeah, and they weren't any cars either, WERE there. [*Hey*] And things are just more progressive now.

Dad: Well, we can rule out the hand pilot [*Palm Pilot, Dad*]. Whatever, AND

the computer . . . unless mom lets you sell the car. And as for the adding machine [Calculator]. Yeah, I think mine from college is kicking around here somewhere.

Girl: Dad, I need a calculator for geometry, and I have heard you can download free software from the Internet.

Dad: Great. My daughter will be playing video games in geometry class.

Girl: Dad.

Dad: Okay. How much is this thing going to cost me?

Girl: Well, I saw it at the store for only $99, WITH a $10 mail-in rebate, or you could buy it online.

Dad: Oh. Do they throw in a few aspirin so your father can recover from sticker shock?

Girl: Dad. Please!!!. Everyone has one [*I've heard that before.*] and you always say you want me to excel in school, and I'll chip in $10 of my own, and I'll even pick up my room [*Hey!!*].

Dad: Hmmm, 100 bucks.

Dad: Well, you'll be supporting me in my old age, so, I guess so. When do you need it?

Girl: Now, right now. [*Now!*] Mom's already waiting in the car for us. She said she would buy me an ice cream if I could talk you into to buying it for me today

13. Breakfast Recipes
And a Small Surprise!

Daughter: Dad, Dad. What's for breakfast?

Dad: [Dad mumbles something] Daughter: Dad? [*What?*]

Daughter: What's for breakfast?

Dad: Uh, there's a banana on the kitchen counter. Enjoy.

Daughter: Dad, that banana's all bruised, and it looks like the cat took a bite out of it last night . . . Dad. Wake up.

Dad: Okay. Uh, there's some cereal in the cupboard. Help yourself.

Daughter: But there's no milk.

Dad: Well, just mix up some powered milk.

Daughter: Ah, no way. That stuff is nasty and warm. Come on, Dad.

Dad: Uh, okay. I guess I could make some pancakes.

Daughter: Uh, no. The last time you made pancakes, they were as hard as a rock. Even the dog wouldn't touch them.

Dad: That bad? [*Yeah.*] Alrigh. Wait! Why in the world are we having this conversation anyway? You're 19 years old. Make your own breakfast. I'm going back to bed.

Daughter: Because you love me . . . plus you said that you'd make something for me if I cleaned the dishes last night.

Dad: Okay. How about some eggs and bacon? I can't go wrong there.

Daughter: Okay, but don't put any of that funny stuff in it . . . you know, those weird mushrooms like you did last time.

Dad: Okay, okay. So, you want me to keep things simple, right?

Daughter: Exactly. But, please hurry. My friend is picking me up in a few minutes.

Dad: On a Saturday morning?

Daughter: Yeah. He's taking me fishing.

Dad: Fishing? Since when did you start liking fishing?

Daughter: Since Dirk gave me this ring! What do you think?

Dad: What? Wait. I'm not going to ask. Let me get breakfast on the table . . . Then, we'll have a long chat.

Dad: Oh, he's here. I'll just take the $20 bill out of your wallet. I can buy breakfast on the way. Bye.

Dad: Oh, no!

14. Computer Sales and Repairs

Phone Recording: Hello and thank you for calling computer technical support.

Caller: Uh, yes, I have a problem . . .

Phone Recording: Your call is important to us, and we will answer your call in the order that it was received. You are number 47 in the <u>queue</u>. Your approximate waiting time is 47 minutes.

Technical support: Jason, speaking. How can I help you?

Caller: Oh, I'm saved. I thought I was going to have to wait all day.

Technical support: Okay, what's the problem?

Caller: Yeah, well, I bought one of your laptop computers about three weeks ago, but it just isn't <u>running</u> right.

Technical support: Okay, well, sorry to say, but your computer is no longer <u>under warranty</u>. [*What?!*] It <u>ran out</u> yesterday.

Caller: What? A three-week warranty? [*Yeah, great isn't it.*]. Ah!!!

Technical support: Okay, okay, what seems to be the problem?

Caller: Well, first of all, the thing always <u>freezes</u> [*Yeah.*] and has <u>crashed</u> at least a <u>zillion</u> times . . . [*Always.*]

Technical support: Uh, sir . . .

Caller: . . . and I think the computer's infected with spyware and the big banana trojan virus . . . [*That's normal.*] That's my biggest . . . that's normal? . . . That's my biggest concern.

Technical support: Oh, oh, uh, sir . . .

Caller: . . . and plus there was a ton of preinstalled, third-party programs that just <u>clutter</u> the computer, and I'm at <u>wit's end</u> trying to get this thing to work.

Technical support: Sir. I have to put you on hold.

Caller: What?

Technical support: It's going to take us a minute or so to <u>diagnose</u> the problem. [*Huh?!*] I'm going to transfer you to our ONE technician.

Caller: One . . . one!? But . . .

Phone Recording: Thank you for waiting. Your call is important to us. You are number 84 in the queue. You approximate waiting time is 2 hours, 17 minutes or whenever we get around to answering your call.

[*End of call and continuation of computer advertisement . . .*]

Caller and Narrator: Does this experience sound familiar? Then, do what I did. If your computer is holding your hostage and you can't get the service you <u>deserve</u>, then call Turbo Command, creators of the safest and most reliable computers and operating system on the planet.

Listen, while the competition is spending all of their time trying to <u>imitate</u> our computer's performance and features, our company is <u>innovating</u> the computer industry. So, why buy a computer that <u>hiccups</u> every time you turn it on when you can be the owner of the <u>sleekest</u> and friendliest machine ever.

Call us today or visit our Website for more information, and let us introduce you to the <u>ultimate</u> computer experience.

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15. Dinner Time

Father: Time to eat!

Daughter: Coming. Oh, I'm <u>starving</u>. [*Good, good.*] Oh <u>yuck</u>! What's that?

Father: Ah, now don't complain!

Daughter: But what is it, and where is mom?

Father: Now, mom put me in charge of dinner because she's not feeling well tonight.

Daughter: But what is it . . . and that smell!

Father: It's pizza. I just followed an old family recipe here, and . . .

Daughter: Let me see that . . . Oh, Dad. [*What?*] You're missing a page!

Father: Oh, uh, well, uh . . . well I couldn't find the second page of the recipe, but don't worry. I have plenty of experience around the house. Plenty of experience cooking.

Daughter: That's not what mom says.

Father: Well, wait, wait, here let me try a piece first. Here, let me, let me cool this off here. Ohhh, yeah. Oh, this is great stuff.

Daughter: Yeah right. Why are you making that face?

Father: Well, well, it's just, just a little rich for me. That's all.

Daughter: Let me try it Dad. Uh. Dad. You put a little too much salt in it and besides it's burned. [*Well . . .*] And what's that?

Father: Oh, well, well, that's just part of my own <u>adaptation</u> to the recipe. I added some pumpkin.

Daughter: Oh, not another one of your surprises. Pumpkin doesn't go on pizza!

Father: Well, okay, well, so what? Uh, what do we do now?

Daughter: Well, how about some cold cereal . . . You can't <u>mess up</u> on that, Dad.

16. Exercise Program

Josh: Hey, I hear you and Stephanie are really getting serious.

Michael: Yeah, I think she'll be impressed with my new exercise program.

Josh: What? What are you talking about? What exercise program? What did you tell her?

Michael: Well, you know, I enjoy staying in shape. [*Right*] First, I <u>generally</u> get up every morning at 5:30 a.m.

Josh: Oh, yeah. Since when? You don't roll out of bed until at least 7:30 p.m.

Michael: No, no, and on Mondays and Wednesdays, . . .

Josh: Ah, not another <u>tall tale</u> . . .

Michael: I almost always go jogging for about a half hour, you know, to improve my <u>endurance</u>.

Josh: Hey, jogging to the refrigerator for a glass of milk doesn't count.

Michael: Of course, before I leave, I usually make sure I do some stretches so I don't pull a muscle on my run.

Josh: Right. One jumping jack.

Michael: Then, I told her that I usually lift weights Tuesdays and Thursdays for about an hour after work.

Josh: Humph.

Michael: This really helps me build muscle strength.

Josh: A one-pound barbell.

Michael: Finally, I often go hiking on Saturdays with my dog [*What dog!?*], well, and I like hiking because it helps me <u>burn off</u> stress and reduce <u>anxiety</u> that builds up during the week.

Josh: Oh yeah, those lies.

Michael: Well, uh, as for Fridays, I sometimes just relax at home by watching a movie or inviting you over to visit.

Josh: If I buy the pizza.

Michael: But . . . bu . . . And on Sundays, I take the day off from exercising, but I usually take my dog for a walk.

Josh: Forget it. She'll never <u>buy this story</u>.

17. Grocery Shopping:

Supermarkets and Food Coupons

Man: Hey. Can you give me a hand with the groceries? And I told you I could do the shopping.

Woman: Wow! Do we really need all this stuff? Let me see that receipt.

Man: Hey, I only bought the essentials.

Woman: Okay. Let's see. Dog food. Twenty-four dollars and seventy cents ($24.70)? We don't even have a dog!

Man: Well, it WAS going to be a surprise, but look in the back of the truck.

Woman: What?

Man: Ah, ha, hah. Speechless. I knew you'd love him.

Woman: That thing? That dog's as big as a horse. He probably eats like one, too.

Man: Ah, but he's sure friendly. And someone was giving him away at the supermarket, and I . . . I . . . I couldn't let that poor thing pass another day without a loving home.

Woman: Whatever. Where was I? Eighteen dollars and nineteen cents ($18.19) for twenty-four cans of tomato juice? You don't even like that stuff!

Man: Ahhhh. Not yet. I've decided to change my eating habits.

Woman: Right.

Man: You'll see, you'll see.

Woman: Okay. Let's see. Three eighty-four ($3.84) for a box of chocolate cookies and twelve fifty-six ($12.56) for case of soft drinks. [Yeah!] Changing your eating habits, huh? Do you really think that cookies are some type of diet food?

Man: Hey, I'll just eat a cookie or two every other hour. In fact, they're a great source of carbohydrates for energy. And, you see, the tomato juice and cookies kind of, you know, cancel each other out.

Woman: Oh brother. I can't believe what I'm hearing. Let's see. Where was I? A carton of eggs, two fifty ($2.50) for a gallon of milk, three cans of tuna. Okay. [*Yeah.*] And finally two steaks for eight fourteen ($8.14) . Now,

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something worth enjoying. I'll get the grill started.

Man: Oh, we . . . w . . . well. The steaks are for Herbert.

Woman: Herbert. Who's Herbert?

Man: Uh, he's the dog. [*No!*] You see, the previous owner said that he's kind of . . . he's somewhat picky about what he eats, [*No!*], and the steaks might help him adjust [*Absolutely not!*] to his life . . . . no, no, no, and the steaks might help him adjust to his new home. Hey, what are you doing? Oh, no. Why did you throw the steaks out on the ground outside?

Woman: Well, now, you and Herbert can get to know each other better. I'm going out to eat by myself.

Man: Ughh.

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18. Haven't We Met Before?

Man: Hi. Uh, haven't we met before? You look so familiar.

Woman: Yeah. We met on campus last week, [Yeah!] and you asked me the same question.

Man: Oh, oh really? I'm sorry, but I'm terrible with names. But, but, but . . . Let me guess. It's Sherry, right?

Woman: No, but you got the first letter right.

Man: I know, I know. It's on the tip of my tongue. Wait. Uh, Sandy, Susan. [*Nope. So, was I that memorable?*] Wait, wait. It's Sharon.

Woman: You got it . . . and only on the fourth try.

Man: So, well, Sh . . ., I mean Sharon. How are you?

Woman: Not bad. And what was your name?

Man: It's Ben, but everyone calls me B.J. And, uh, what do you do, Sh . . . Sharon?

Woman: I'm a graduate student majoring in TESL.

Man: Uh, TESL . . . What's that?

Woman: It stands for teaching English as a second language. I want to teach English to non-native speakers <u>overseas</u>.

Man: Oh, yeah. I'm pretty good at that English grammar. You know, verbs and adjectives, and uh . . . Hey, that's sound really exciting. And do you need some type of specific degree or experience to do that? I mean could I do something like that?

Woman: Well, most employers overseas are looking for someone who has at least a Bachelor's degree and one or two years of experience. [*Oh!*] And what do you do? Are you a student on campus?

Man: Yeah, but, uh . . . I guess I'm <u>mulling over</u> the idea of going into accounting or international business, but I guess I'm now leaning towards a degree in marketing.

Woman: Oh, uh, . . . Well, I have to run. I have a class in ten minutes.

Man: Oh, okay. And, uh, by the way, there's this, uh, dance on campus at the student center tonight, and I was wondering if you'd . . . you know . . . like to come along.

Woman: Oh really? Well, perhaps . . . .

Man: Okay, well, bye.

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19. Leisure Activities

Stuart: Amy. So, how are you doing?

Amy: Oh, hi Stuart. School is so crazy these days, and when I'm not at school, I'm at work.

Stuart: Hey, listen. I'm getting together with Sara and Paul tonight, and a few of our other friends are going to join us. [*Oh.*] And, we're . . . well, we're going out to eat and then <u>catch</u> a movie. Why don't you come with us?

Amy: Hey, I'd love to, but I have to <u>cram</u> a test tomorrow.

Stuart: Ah, come on. We're planning on having dinner around 6:30 and then seeing a movie at 7:30. We should be home by 10:30 . . . 11:30 at the latest. I mean you're always saying that you don't have any friends . . . and

that your love life . . . well, that you don't have one. Come on!

Amy: I . . . I don't think I'd better. I haven't been feeling well lately.

Stuart: Yeah, because you study too much. Well, we'll have a <u>blast</u>. Come on! Relax. [*Well . . .*] And it's Sara's birthday, too. And we're <u>throwing</u> her a small birthday party after the movie. Come on. Best friends always stick together.

Amy: Oh. Okay.

Stuart: Great. I'll pick you up about 6:00.

Amy: Okay. See you then, but I have to be back by 10:30.

Stuart: Ah, 10:30 . . . <u>Midnight</u>. It's all the same. See you at 6:00.

20. Snacks and Candy

Dean: Hey, man. What's up?

Tod: Ah, first of all, I put a <u>buck</u> in the <u>vending machine</u> for a seventy-five cent candy bar, and the thing <u>got stuck</u> here in the machine. Then, I pressed the change button [*Ah, man*] , and nothing happened. [*Wow!*] Nothing came out. The dumb thing still owes me a quarter.

Dean: Well, did you talk to the man at the snack bar to see if he could <u>refund</u> your money?

Tod: Yeah, I tried that, but he said he didn't own the machine, and I'd have to call the phone number on the machine.

Dean: What a <u>bummer</u>.

Tod: Hey, I have an idea. [*What?*] Why don't we <u>rock</u> the machine back and forth until the candy bar falls?

Dean: <u>Nothing doing</u>. I don't want to be responsible for breaking the thing, and besides, someone might call the <u>cops</u>.

Tod: Ah, don't worry. I've done it before.

Tod: Oh well. Hey, hey, <u>tough luck</u>. Hey, here, take my candy bar. [*You mean?*] Yeah, the machine and I <u>hit it off</u> earlier today.

21. Street Market

Merchant: Well hi there. What are you looking for today?

Customer: Uh, I'm just looking.

Merchant: Well, how about a ring from someone special?

Customer: There IS no one special.

Merchant: Well, take a look at this CD player. A great bargain today only.

Customer: Nah. I already have one, plus the handle is cracked.

Merchant: Okay. Well what about this genuine leather jacket? It would look great on you.

Customer: Hum. Let me take a look at it.

Merchant: Sure.

Customer: Umm. There are stain on the sleeves. I'll pass.

Merchant: Well okay. Well, wouldn't you like to walk home with some of these great records? Some of the best hits from the 1960's.

Customer: Yeah, let's see. [*Yeah*] Now here's something I'd . . . Ah, these records are scratched.

Merchant: [*Laughter*] Just in a couple places. Listen. I'll sell you these ten records for fifty dollars. A <u>steal</u>!

Customer: Whoa! They're way too expensive. I'll give you twenty-five <u>bucks</u> for them.

Merchant: Ah, come on. I can't charge you less than thirty dollars and <u>break even</u>.

Customer: Well, that guy over there is selling similar records for a much better price [*Ah!*], so thanks anyway.

Merchant: Wait, wait, wait, and wait. You <u>drive a hard bargain</u>. Twenty-eight dollars, and that's my final offer.

Customer: Huh . . . I'll think about it.

Merchant: Wait, wait, wait, and wait. Listen. I'll even <u>throw in</u> this vase.

Customer: Now what am I going to do with a vase?

Merchant: Well, you can give it to that someone special when you find her . . . and this ring would look great with it.

Customer: Oh, I'll <u>stick with</u> the records.

22. TV Guide

Paul: So, what do you want to watch on TV tonight?

Brenda: Well, what's on?

Brenda: Well, hmm. There is a reality show on at 7:00 on channel 5.

Paul: <u>Nah</u>, you know I don't like reality shows. I mean, they usually show people doing crazy things like, you know, eating live fish or swimming in a pool full of snakes. I don't <u>get into that</u>.

Brenda: Okay. Well, how about watching a <u>documentary</u> on the life of panda bears in the wild?

Paul: Personally, I'd rather watch something with a little bit more action and <u>suspense</u>.

Brenda: Well, then. Ah, here's something. Do you want to watch a <u>rerun</u> of Star Wars?

Paul: Nah, I've seen it a <u>zillion</u> times. I'd like to see something different.

Brenda: Okay, let's see here. Oh, how about this? On channel 2 at 9:00, there's a home <u>improvement</u> show about fixing anything around the house. We do have a few things that you could repair in the bathroom . . .

Paul: Fixing things? Uh, boy, I'm <u>beat</u>. I think I'm going to <u>hit the sack</u>.

Brenda: You're going to bed?

Paul: Yeah. I have to get up early tomorrow . . .

Brenda: . . . and then you're going to fix the bathroom?

Paul: Good night.

Brenda: Okay. Too bad, though. There's a basketball game on right now,

but . . . but I guess you can catch the score in tomorrow's newspaper.

Paul: Oh, okay. I'll stay up and keep you company while I . . . I mean, you . . . I mean, WE watch the game.

Brenda: I thought you'd change your mind. I'll get the popcorn.

23. Weekly Activities

Daughter: Dad, can I go to a movie this week with Shannon?

Father: Here. Try this. It's called a book. [*Ah, Dad!*] *Moby Dick*. An American classic. [*Dad!*] Okay. Let me look at the calendar here. Hmm. When are you thinking about going to a movie?

Daughter: Uh, we're thinking about seeing a movie on Wednesday after school.

Father: Well, that's not going to work. You have piano lessons after school and then you have to babysit for the neighbors until 9:00.

Daughter: What about Monday?

Father: Monday's out. You haven't practiced your clarinet at all . . . for an entire month, so you have to catch up on that. And, don't you have an essay due in your English class on Tuesday?

Daughter: Oh, I forgot about that [*Yeah*], and anyway, I was going to finish that during first period at school. [*Great. I've never heard of a three-sentence essay.*] So, what about Tuesday?

Father: Uh, you have soccer practice from 4:00 until 5:30, and after that, you have to do your homework.

Daughter: Ah, you can help me with that. Oh, I forgot you don't know how to do geometry. So, can I see the movie on Thursday?

Father: Well, remember the science fair at school is on Friday, right? Is, is your project finished yet?

Daughter: Umm, what about Friday night? I checked the paper, and there's a midnight showing.

Father: Uh-uh. Forget that idea.

Daughter: And Saturday?

Father: Well, you have to do your chores in the morning before noon. [*You can*

help me with that.] Oh no. And then, we have to clean out the garage. You said you'd help. [*No, you volunteered me*.] Well, that should only take a couple of hours. [*Dad, you're <u>ruining</u> my social life*.] And then, after that, we can go to the movie.

Daughter: We?

Father: Yeah, We. Mom and I and you and Shannon.

Daughter: Uh, Dad, actually. We weren't planning on company.

Father: Now, let me check the paper for show times. [*The movie plays at three oh five, five, seven fifteen, and nine*.] You already checked, I see.

Daughter: Yeah. So is it okay? Can I go see the nine O'clock showing?

Father: The five o'clock showing!

Daughter: How about the seven o'clock showing?

Father: And why are you so concerned about the show time?

Daughter: Well, I don't know if I'll get all of my chores and homework done before then.

Father: Sorry, but I want you to get to bed early that night, and so, I can drop you off at the movie theater about 4:30 so you'll have time to get tickets.

Daughter: Uh, Dad. Can I have some money for the movie?

Father: Sure, just go into the family bank <u>vault</u> behind secret mirror in the hall and take a few hundred. [*Dad!*]. Look. I can only <u>spare</u> a few dollars, so you'll have to come up with the rest, okay?

Daughter: Okay. Thanks, Dad.

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24. A free cell phone

Daughter: Dad. You love me, don't you?

Father: Of course, I do. Why do you ask . . . Ah, what's on your mind?

Daughter: Well, I saw this great offer for a free cell phone here in the newspaper, and . . .

Father: Free? Nothing's ever free.

Daughter: Well, the phone is free . . . after a $50 mail-in <u>rebate</u>.

Father: Ah, so that's the <u>catch</u>. And why do you need a cell phone anyway?

Daughter: Dad. All my friends have one, and I can use it to call you <u>in case</u> the car breaks down.

Father: Ah, I don't know. There are always so many <u>fee</u>.

Daughter: But the monthly <u>charge</u> for this service is only $29.99, with 1,000 free weekday minutes <u>nationwide</u>, and unlimited weekend minutes. Plus, unlimited, anytime minutes for anyone using the same service.

Father: I don't know.

Daughter: And you can <u>roll over</u> the extra minutes to the next month instead of just losing them. What do you think of that?

Father: Yeah, but what is the <u>term</u> of the service agreement?

Daughter: It's only for six months.

Father: But what if you cancel early?

Daughter: Um . . . Ah, there's a cancellation fee of $200, but with . . .

Father: Two hundred bucks!

Daughter: Yeah, but you won't have to worry about me while I'm driving the new car.

Father: New car? What new car?

Daughter: The new car you'll need to buy so I can use the cell phone. I mean, what's is gonna look like if I'm using a cell phone in our old <u>lemon</u>.

Father: Teenagers. What'll they think of next?