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SELECTION AND ADAPTATION MATERIAL FOR TEACHING LISTENING

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Abstract: In this article analyzed selection and adaptation material for teaching listening. As we know listening comprehension is regarded as an active process. Each listener needs to select their individual aspects of aural input, then form their understanding of the passage and associate what they hear with their prior/background knowledge. Through this process, listeners are able to produce answers and reactions for communication.

Keywords: selection, design materials, adaptation, teaching, individual aspects, speech activities.

Introduction

It's necessary to teach speech activities while teaching listening. We can receive an information, and also we can give another in its place. This process comprises the aim of teaching English. There are two types of speech activities:

1. Receptive (listening and reading)
2. Productive (speaking and writing)

According to the research, while reading and seeing student can receive more than 6% information than listening. Nevertheless, there is integration among all speech activities. Especially, there is close integration between listening and speaking. That's why they are both receptive speech doings.in the process of correct reading pupil may understand easily. If he cannot read or cannot pronounce the word correctly, he will not recognize the word while listening and he will not be able to catch the meaning of the given word. There are some complications of listening while learning English.

I.1 Bottom-up Approach

The bottom-up approach acknowledges listening is a process of decoding sounds, from the smallest significant units to complex texts, inclusive of the main four processing levels as follows: a) phonemes, b) individual words, c) syntactic level followed by an analysis of the semantic content, and at last, d) literal understanding.

I.2 Top-down Method

The top-down approach employs background knowledge in comprehending the meaning of the message. Listeners employ their background knowledge of the context and situation to understand what they hear. They make use of the knowledge of the topic at hand, speakers, and their personal correlation with the situation to enhance their understanding. It stresses the way various kinds of knowledge are used to help understand the message coming from the ears, but it is not prepared into any fixed order because all the forms of prior knowledge interact and influence each other.

I.3 Interactive Tactic

Interactive theory shows another way to overcome the shortcomings of bottom-up

and top-down approaches to listening comprehension. It emphasizes the importance of acoustic input, suggesting that listening comprehension is a process of interaction among the acoustic inputs, different types of linguistic knowledge, details of the context and general world knowledge and so forth (Gilakjani and Ahmadi, 2011). English teachers in their seminar room instruction can now combine both bottom-up and top-down approaches to help students work on their ability in listening comprehension (LC), making complex and simultaneous processing and interpretation much easier.

After looking at certain concepts of LC, we would like to figure out how to have a listening curriculum embedded in daily instruction in regular class or specific class. Intensive listening and extensive listening are the two approaches that teachers might use with their students at different stages.

I.4 Intensive Listening and Extensive listening

In intensive listening instruction, students are required to listen to a text several times, or teachers can divide the text into paragraphs and sentences to focus on each one. Else, in extensive listening instruction, students won't be asked to understand every sentence and every word. On the contrary, students are encouraged to grasp the general picture of the message. The main goal of extensive listening instruction is to help format the habits to understand the content as the priority. So to speak, intensive listening is for building basic learning skills while extensive listening is to functionalize overall listening ability.

1.5 Controlled Process and Programmed Process

Most people might have the bias that spoken text and written text share almost the same features in their linguistic system. As a matter of fact, there are some alterations between them. One of the significant points of spoken text is that people do not usually speak in sentences, instead using a lot of short phrase or clauses put together in a rather loose way, especially in informal situations. In addition, the vocabulary and the syntax tend to be far more colloquial and much less formal. That resources many words and terminologies that are used in speech, seldom or never occur in written text. Moreover, speech takes place in real time, so the text is heard only once, and then it is gone. It is almost impossible for a listener to rehear a piece of speech while readers are able to go back to the text to clarify their understanding. "Speakers generally speak very quickly: three words a second is quite normal so that to understand speakers at this speed, the listening developments must be almost entirely automatic (Buck, 2010, p.6)".

In L1, learners rarely have problems processing information when speech rates get faster, while second language learners will not have sufficient time to process the evidence even in terms of lexical and grammatical function because, for second language learners, their language processing will be only partly automatic. Just like driving a car, at the first stage, the whole process is controlled and the drivers pay their attention to everything they need to do, but after a while things become a little more automatic and then, drivers are able to drive a car without thinking to think about it very much. Eventually, they are able to automatically control everything.

With a clear mind about the reputation of information processing in listening comprehension, we English teachers are trying to find out ways to help learners in their listening performance.

Before going into the pedagogical implication, materials that teachers select for their learners influence greatly the tasks and approaches they are going to use in the classroom. Followed up the stage of material selection, tasks and approaches are the other two significant elements that powerfully affect the success of learning and teaching.

Listening Materials

Our study "The Current State of English Listening Instruction in Taiwanese Senior High Schools" reports that selection of listening materials ranks third in difficulty when English teachers do listening instruction and it also gets the third place for things that these teachers feel are a necessary part of the in-service program. This section deals with listening materials, hoping to give English teachers a general idea of what listening texts should be like and why and how they have to be dealt with.

Authentic materials are what most experts often recommend for language 7

Teaching. In her book Teaching Language in Context, Omaggio - Hadley indicates two definitions of "authentic materials" concerning listening. The first was promoted by Geddes and White in 1978; they clarify the differences between two types of authentic discourse - unmodified authentic discourse and simulated authentic discourse. The former is "a genuine act of communication", while the latter refers to language "produced for pedagogical purposes but which exhibits features that have a high probability of occurrence in genuine acts of communication" From their definition, it seems to imply that doing English listening instruction is separated from the real world. Both of these definitions provide English teachers the justification to employ authentic materials as listening texts in listening instruction.

Rogers and Medley refer to authentic materials as "language samples - both oral and written - that reflect a spontaneity of form and an appropriateness of cultural and situational context that would be found in the language as used by native speakers".

As for what authentic materials are, in Gebhard's list of authentic materials, the item "authentic listening/viewing Materials" is related to our topic. It provides more examples for English teachers to take for reference: TV commercials, quiz shows, cartoons, news clips, comedy shows, movies, soap operas, professionally audio-taped short stories and novels, radio ads, songs, documentaries, and sales. In fact, Gebhard classifies authentic materials into four categories: (1) authentic listening/viewing materials, (2) authentic visual materials, (3) authentic printed materials, and (4) realia (Oura, p.67-68).

Characteristics of authentic materials

Since the aim of English listening instruction is to train the learners to get acquainted to what real English is and to be an active listener, it is necessary for instructors to use authentic materials in language teaching. The most significant characteristics of authentic materials lies in the topicality and relevance to the learners themselves and to the real

world.

Brinton claims that authentic materials could tightly connect "the direct relationship between the language classroom and the outside world" (Oura, p.68); students could be thus reinforced by offering them "a valuable source of language input", instead of "being exposed only to the language presented by the text and the teacher."

Low achievers might also benefit from authentic materials in the English listening course. As Huang does research on how to enhance low achievers' listening ability, she finds listening materials relevant to learners' life experiences help improve their listening performance. This is consistent with Beebe's claim that "relevant material is essential to progress in listening comprehension In addition, learners' familiarity with the topic would help them get more interested in learning listening. This is also supported by Huang's research, which agrees with Rost's first principle on designing listening tasks - Choose input to increase learners' motivation." Huang suggests that "listening materials (topics, input) relevant to learners' goals and interests help them increase self-worth

Based on the previous discussion, instructors need to select abundant authentic materials to have learners practice listening. Gilakjani and Ahmadi even indicate that "a students need to listen to different levels of English in order to be exposed to natural, lively, rich language".

What has to be taken into account when selecting listening materials?

Instructors would select the most suitable listening materials for their learners. And indeed, there are some factors that they have to pay attention to. In Chen's "Barriers to acquiring listening strategies for EFL learners and their pedagogical implications", she classifies her students' listening barriers into several categories. Material barriers are one of the categories. If students realize their listening difficulties lie in the material itself, then we as instructors could take these difficulties as principles to select the listening materials. According to Chen's study, students' material barriers include five aspects: (1) rate of speech, (2) clarity of voice, (3) accents, (4) length of sentences or texts, (5) text genre, and (6) topic. In addition to these six factors, instructors have to take their learners' English level into consideration as well.

If instructors prefer using the listening course books designed by the publishers, here Gilakjani and Ahmadi offer several suggestions concerning listening textbooks (p.985-986):

(1) Listening course books had better introduce some basic theories on listening training. Instructors can thus learn these theories and other essential 12 information and improve their listening instruction.

(2) Listening course books must be student-centered and they have to be designed systematically, especially focusing on how to utilize listening strategies and offer sufficient practice opportunities for learners.

(3) Each discourse designed in listening course books has to be processed in a holistic way. And the designed exercises would get learners involved into more detailed comprehension. In other words, the appropriate listening textbooks would help instructors

teach students first from the top-down process to the bottom-up process, and then return back by using the top-down process again; such complete training would provide learners with a chance for deep learning in listening.

(4) The activities in the listening course books should be integrated with the 3-phase strategy: pre-listening, while-listening, and post-listening. Each phase of listening activity has its own purpose, which would be respectively depicted specifically in the section of "listening activities."

Despite Gilakjani and Ahmadi's useful and concrete suggestions on selecting proper listening course books, it is instructors who must have the ability to design their own listening curriculum that meets their students' needs.

Listening comprehension plays a vital role in language learning. When designing listening tasks, instructors have to consider how to enable learners to be more conscious of their listening comprehension. Rost claims that "If language instructors can successfully incorporate explicit noticing steps into tasks, learners can then accelerate their learning and make breakthroughs in listening ability" Thus, it is necessary for instructors to design activities that enhance language awareness. The section here is mainly about English listening instruction. It will be discussed from two perspectives: one is the importance of teaching listening strategies, and the other is from the design of listening tasks.

What does one complete listening task look like?

Instructors have to have well-designed English listening tasks for learners to practice. One complete listening task contains three phases-pre-listening, while-listening, and post-listening parts. The sequencing of these three sections has been "a mainstay in the teaching of listening comprehension" The goals of the three sections are not similar; therefore, learners will acquire different practices in each of these three phases. The following examines each section of a listening practice.

Pre-listening activity

Of the three phases of listening practice sequencing, the pre-listening part is the most important. Rost indicates that "Effective listening tasks often involve an explicit 'pre-listening' step, some activity that the learner does prior to listening to the main input in order to increase readiness" (p.20). Motivation and prior knowledge are the two main factors for the instructors to keep in mind when they design pre-listening activities. When creating listening activities at this stage, teachers need to add elements "to ensure successful learning experiences that will encourage deficient to learn the language" (Rost, p.19). Learners' curiosity will thus be aroused and they will have the motivation to make a commitment to overcome obstacles and sustain progress.

Prior knowledge is the other factor that learners most depend on when they do listening. According to the review of English listening instruction done by Gilakjani and Ahmadi, there are two primary goals for pre-listening activities: the first one is "to help to activate students' prior knowledge, build up their expectations for the coming information", and the other is "to provide the necessary context for the specific listening

task" (p.98).

Advance Organizers. An advance organizer is often regarded as the most effective strategy related to prior knowledge. The concept of advance organizers was firstly popularized by the psychologist David Ausubel (1968). He defined them in the following way: "Advance organizers are designed to bridge the gap between what the learner already knows and what he needs to know before he can successfully learn the task at hand." Since then, lots of studies have researched advance organizers and tried to adapt them for instructional application. Mayer (2010) indicates that an advance organizer is "presented material that introduces the learner to what they will be learning, thus allowing the learner to utilize relevant prior knowledge."

Applied in English listening instruction, an advance organizer is a power tool for retention as well. "Giving students a diagram before listening to a passage leads to better retention of material, recall was enhanced for conceptual information in the lesson" (Mayer, 2003). Listening comprehension requires short-and long-term memory. With the help of advance organizers, learners may learn English listening more easily. Therefore, it is necessary for instructors to incorporate this tool into English listening lessons.

Functioning as scaffolding instruments, advance organizers are categorized into four types - expository advance organizers, narrative advance organizers, and graphic advance organizers, as well as skimming as a form of advance organizer. Here is a general description for each type of advance organizers:

a) Expository advance organizers.

In either written or verbal form, these advance organizers describe the new content students will be exposed to, especially for information that may be difficult to understand.

b) Narrative advance organizers.

A narrative advance organizer takes the form of a story. This kind of advance organizer helps students connect help students connect what they are about to learn to prior knowledge and focus on what is important (Schoene and Shelter).

c) Graphic advance organizers.

Graphic advance directors can be effectively used as advance organizers. Intended to develop learners' active thinking, graphic advance organizers could be utilized to teaching listening comprehension as well (Schoene and Shelter; Lewier, p.57).

d) Skimming as a form of advance organizer.

Skimming can help students become familiar with some of the patterns of information that they will soon learn more in depth. Skimming through lists of facts, photos, or maps might stimulate learners develop their active thinking. As they activate their thinking during the pre-listening activity, instructors "may help their EFL learners work on new vocabulary or other language area" (Lewier, p.57; Schoene and Shelter; Princess Anne Middle School instructional strategies training)

So it is highly recommended that instructors employ these four types of advance organizers as the instructional tools in the pre-listening phase. Lewier even indicates that

"if the advance organizer technique is presented properly, the motivation of EFL students would be lifted because this technique draws upon the emotional involvement necessary for learning to take place" (p.60).

An advance organizer could maximize the listening effect; however, the instructors should not view it as the sole means of instruction (Daniel, 2005). Learners' English listening proficiency, as well as their background knowledge, have to be taken into consideration while instructors design the advance organizers used for listening comprehension instruction. Otherwise, this originally effective learning instrument could become a heavy burden for EFL learners.

In addition to advance organizers, there are various other pre-listening activities. Holden makes up a checklist of pre-listening activities for instructors to take as reference:

a) Use Visual or Environmental Clues

Strategies: activate background knowledge, infer, predict, selectively attend, provide context, associate

b) Brainstorm words and phrases you might hear

Approaches: direct attention, predict, activate background knowledge, selectively attend, infer, associate

c) Focus on Key Vocabulary

Strategies: scan, selectively attend, infer, evaluate, activate background knowledge, group, contextualize

d) Think of a Synonym (or antonym)

Strategies: brainstorm, activate background knowledge, infer, substitute, paraphrase, associate

e) Use the Vocabulary/Rehearse

Strategies: activate background knowledge, plan and organize, use the language, infer, contextualize, predict, cooperate, send & receive info, repeat, practice.

While-listening activity

The purposes of while-listening activities are listed as follows: "to focus students' comprehension of the speakers' language and ideas; to focus students' attention on such things as the speaker's organizational patterns; to encourage students' critical reactions and personal responses to the speaker's ideas and use of language". Listening strategies are clearly significant at this stage, so instructors had better include strategy-training elements. Here are the while-listening activities:

a) Ask yourself questions

b) Use grammar as a guide

c) Listening for groups of words

d) Control the input

e) Listen for emphasis/stress

f) Listen for the intonation pattern

g) Re-confirm your purpose

i) Think ahead

j) Substitute

k) Identify signaling phrases and discourse markers used to show the end of the speaking turn or shifts in topic.

l) Shadow

m) Take notes

n) Confirm and clarify your understanding

Post-listening activity

The post-listening stage is as important as the pre-listening stage. The activities conducted here should help listeners "to evaluate success in carrying out the task and to integrate listening with the other language skills" (van Duzer). This is also the best moment for instructors to encourage their learners to do extensive listening outside of the classroom whenever possible. Holden lists some post-listening activities learners could employ (p.264-265):

a) Confirm your Predictions

b) Paraphrase

c) Assess Your Success

d) Note Down what you remember

e) Read and Check

f) Listen and Read

g) Listen, Read and Repeat

h) Organize and Record New Vocabulary

i) Evaluate the Success of Your Strategies

j) Evaluate Your Learning

k) Use the vocabulary

l) Confirm and Clarify Your Understanding

Holden indicates that "listening should be presented to learners, particularly beginners, as a cyclical rather than as a linear process" "The listening lesson should be constructed with careful step by step planning ... from simple to more complex as the student gains in language proficiency" The sequencing of pre-listening, while-listening, and post-listening is to ensure learners develop more control over the listening process. Clear given directions as to "what to listen for, where to listen, when to listen, and how to listen" are required as the listening task progresses. Instructors must clearly know the purpose of each listening task. When doing one practice, learners merely complete one mission at a time. They will thus concentrate on what instructors want them to do when listening. As learners learn how to adequately adjust themselves during the listening process they will gradually become skilled, active listeners.

We know that for teaching listening given special time and it devoted to exercises. From the first lesson of FLT in schools paid attention LT till pupil graduating the school. Without general requirements of oral speech in educational program has the list of phrases which only devoted to LT. We must know that these phrases are for understanding the teacher's speech.

For teachers transpired that the grammatical and lexical material which assimilated by speaking and reading is also regarded to teaching listening. Teacher's speech is important for pupils listening. They should teach only in English.

Listening comprehension (LC) exercises are leading during the lesson. LC is differing from other types of language skills and studies as a aim and content of education. The aim of practical learning is to take information in English. Content of all oral speech and reading materials is assimilated by LC.

Using integrative approach can help a teacher create a relaxed atmosphere in his or her class that students' all-round abilities are well improved. A combination of activities involving different skills enhances the focus on realistic communication, which makes the students be more motivated and more involved and engaged enthusiastically in classroom activities. Integration of the skills accustoms the learners to combining listening and speaking in real time, in natural interaction. Students are given opportunities to do as many speaking activities as possible in pairs and groups, so they may be less frightened of speaking in front of the rest of the class. And students give better performance in writing after doing sufficient related activities. However, what is worth of noting is that integration is also demanding of teachers. It may take teachers more time to find or design suitable materials.

Differences among students should also be taken into account, getting and keeping students' attention and their positive participation may be one of the teacher's greatest challenges. Timing the activities precisely and organizing the classroom flexibly is of considerable importance as well. Besides, the limited time and large class size may be negative factors affecting the integrative teaching.

There are many types of listening activities. Those that don't require learners to produce language in response are easier than those that do learners can be asked to physically respond to a command (for example, "please open the door"), select an appropriate picture or object, circle the correct letter or word on a worksheet, draw a route on a map, or fill in a chart as they listen. It's more difficult to repeat back what was heard, translate into the native language, take notes, make an outline, or answer comprehension questions.

Before Listening

Prepare your learners by introducing the topic and finding out what they already know about it. A good way to do this is to have a brainstorming session and some discussion questions related to the topic. Then provide any necessary background information and new vocabulary they will need for the listening activity.

During Listening

Be specific about what students need to listen for. They can listen for selective details or general content, or for an emotional tone such as happy, surprised, or angry. If they are not marking answers or otherwise responding while listening, tell them ahead of time what will be required afterward.

After Listening

Finish with an activity to extend the topic and help students remember new vocabulary. This could be a discussion group, craft project, writing task, game, etc. Instructors want to produce students who, even if they do not have complete control of the grammar or an extensive lexicon, can fend for themselves in communication situations. In the case of listening, this means producing students who can use listening strategies to maximize their comprehension of aural input, identify applicable and non?relevant evidence, and tolerate less than word by word comprehension.

Using Authentic Materials and Situations

Authentic materials and situations prepare students for the types of listening they will need to do when using the language outside the classroom.

Materials:
- TV shows
- Movies
- Radio programs
- Internet content
- Public address announcements (airports, train/bus stations, stores)
- Speeches and lectures
- Telephone customer service recordings.

Help students identify the listening goal: to obtain specific information; to decide whether to continue listening; to understand most or all of the message.

Help students outline predictable sequences in which information may be presented: who?what?when?where (news stories); who?flight number?arriving/departing?gate number (airport announcements); "for [function], press [number]" (telephone recordings).

Help students identify key words/phrases to listen for

Listening Strategies

Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input. Top down strategies are listener based; the listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next.

Bottom up strategies are text based; the listener relies on the language in the message, that is, the recipe of sounds, words, and grammar that creates meaning.

Bottom up strategies include
- listening for specific details
- recognizing cognates
- recognizing word order patterns

Strategic listeners also use metacognitive strategies to plan, monitor, and evaluate their listening.
- They plan by deciding which listening strategies will serve best in a particular

situation.

- They monitor their comprehension and the effectiveness of the selected strategies.
- They evaluate by determining whether they have achieved their listening comprehension goals and whether the combination of listening strategies selected was an effective one.

Listening for Meaning

To extract meaning from a listening text, students need to follow four basic steps: Figure out the purpose for listening. Activate background knowledge of the topic in order to predict or anticipate content and identify appropriate listening strategies. Attend to the parts of the listening input that are relevant to the identified purpose and ignore the rest. This selectivity enables students to focus on specific items in the input and reduces the amount of information they have to hold in short term memory in order to recognize it. Select top down and bottom up strategies that are appropriate to the listening task and use them flexibly and interactively. Students' comprehension improves and their confidence increases when they use top down and bottom up strategies simultaneously to construct meaning. Check comprehension while listening and when the listening task is over. Watching comprehension helps students detect inconsistencies and comprehension failures, directing them to use alternate strategies.

Developing listening activities

As you design listening tasks, keep in mind that complete recall of all the information in an aural text is an unrealistic expectation to which even native speakers are not usually held. Listening exercises that are meant to train should be success oriented and build up students' confidence in their listening ability. Construct the listening activity around a contextualized task. Contextualized listening activities approximate real?life tasks and give the listener an idea of the type of information to expect and what to do with it in advance of the actual listening. A beginning level task would be locating places on a map (one way) or exchanging name and address information (two way). At an intermediate level student could follow directions for assembling something (one way) or work in pairs to create a story to tell to the rest of the class (two way).

Assessing Listening Proficiency

You can use post listening activities to check comprehension, evaluate listening skills and use of listening strategies, and extend the knowledge gained to other contexts. A post listening activity may relate to a pre-listening activity, such as predicting; may expand on the topic or the language of the listening text; or may transfer what has been learned to reading, speaking, or writing activities.

In order to provide authentic assessment of students' listening proficiency, a post listening activity must reflect the real life uses to which students might put information they have gained through listening. It must have a purpose other than assessment It must require students to demonstrate their level of listening comprehension by completing some task.

To develop authentic assessment activities, consider the type of response that listening

to a particular selection would elicit in a non classroom situation. For example, after listening to a weather report one might decide what to wear the next day; after listening to a set of instructions, one might repeat them to someone else; after watching and listening to a play or video, one might discuss the story line with friends. Use this response type as a base for selecting appropriate post listening tasks. You can then develop a checklist or rubric that will allow you to evaluate each student's comprehension of specific parts of the aural text. For example, for listening practice you have students listen to a weather report. Their purpose for listening is to be able to advise a friend what to wear the next day. As a post listening activity, you ask students to select appropriate items of clothing from a collection you have assembled, or write a note telling the friend what to wear, or provide oral advice to another student (who has not heard the weather report).

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