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**The Effectiveness of Integrating Listening and Speaking in
Developing Students' Communicative Competence: A Case
Study of the First Semester Students at the English Department
of Benghazi University.**

**A Thesis to be Submitted in Partial Fulfillment of the
Requirements for the Degree of Master of Arts in English
Language and Linguistics**

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DEDICATION

I dedicate this study to my father, my mother, and my beloved husband for their limitless support, kindness, and patience.

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At the beginning, as at the end, praise be to Allah who makes all things possible.

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ABSTRACT

The study aims at investigating the effectiveness of integrating listening and speaking skills on the development of the students' communicative competence. It also tries to find out whether the integration of listening and speaking skills at Benghazi University improves the students' communicative abilities.

One group of the first semester students of Benghazi University was chosen and given pre-listening and speaking tests at the very beginning of the course. The aim of these pre- tests was to assess the students' communicative level before they undergo the integrated experience at Benghazi University laboratories. From students' results in the pre-listening and speaking tests, it was found that the first semester students before joining the University courses seemed to be not properly trained for such listening and speaking tests; therefore, most of them were not able to identify the order of events or arguments, complete the missing words according to what they hear in the tape, choose one answer form a number of alternatives, or response to a tape-recording and express their opinion and thoughts.

After being tested at the beginning of the course, the same group of students was taught by the researcher for a whole semester (10 weeks period). The students of this pre-experimental group were taught according to the materials used for teaching listening and speaking skills for the first semester students in Benghazi University.

The study has reached a conclusion that the integration of listening and speaking skills in teaching English as a second language improves

learners' communicative competence, and enables them to listen more properly and speak English fluently as their as a second language. The integration of listening and speaking in teaching English as a second language is the most important thing a student needs in order to be able to build the communicative competence which will help him/her understand, comprehend, interpret, then organize ideas, respond and express opinion about any topic, this study has come to realize this from what the results have come to show.

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Chapter One

Background to the Study

1.0 Introduction

Successful learning involves at least three things: being able to understand something, being able to remember it and being able to make use of it. In other words, learning a foreign language involves the ability to listen, understand, remember, and speak that language.

More recently, Listening and speaking have come to be recognized as the most important skills to learn a foreign language. Since the ability to listen properly and speak fluently are considered to be clear signs of a complete acquisition of any foreign language. In any given communicative exchange between speakers and hearers, listening and speaking integrate and interact together to convey the speakers' intended message, and to accomplish that conversation successfully. Although there are occasions, such as listening to radio, listening to lectures, when no speaking is called for, but, generally speaking, these two skills are exercised together in most oral interactions. As far as learning a second language is concerned, listening and speaking skills seem to be vital keys to reach the highest control of any acquired second language.

The terms Listening and Speaking are used in language teaching to refer to a complex process that allows us to communicate in real life situations. Listening can be defined as a complex active process in which listeners discriminate between sounds, understand vocabulary and structure, interpret stress and intonation, retain what they have gathered in all of above and interpret it within the immediate larger socio-cultural context of utterances. The process of listening involves bottom- up and top-down processes. In the bottom- up process listeners segment the stream of speech into its constituent sounds, link

these together to form words, and chain the words together to form sentences. In the top-down process listeners utilize prior knowledge and expectations to create meaning. (Carter & Nunan, 2001).

The term listening is used in language teaching in conjunction with the term speaking which involves the development of a particular type of communicative skills. The ability to speak means the ability to use the oral language, this language tends to differ from written language in its grammatical, lexical, and discourse patterns (Ibid).

Listening and speaking skills co-occur in real life discourse and they are not mutually exclusive. That is, listening and speaking are inseparable; one cannot pass on information without receiving information. And while one learns to listen he also learns to respond (speaking). Brown (2001:254) declares that: "Learn to listen is also learn to respond and to continue a chain of listening and responding."

Therefore, students need to know how to respond correctly in a conversation, since good listeners in a conversation are good responders. They should be trained to negotiate meaning, ask for clarification, maintain a topic i.e. To interact effectively in any conversation.

Nunan (1988:25) states that: "Learners must learn not only to make grammatically correct, propositional statements about the experiential world, but must also develop the ability to use language to get things done". Basically, this emphasizes the fact that "the students and their communicative purposes are at the very core of the teaching program" (Finocchiarri & Brumfit 1983:17).

Trends are now towards the integrated approach which aims at integrating receptive skills with productive skills by recycling language input through more than one skill. By this recycling of language input opportunities for learning that

language would be maximized. That is, learners would be given opportunities to encounter target language items in a range of different environments, both linguistic and experimental.

1.1 Statement of the Problem

From the researcher's own experience, in Libyan Secondary schools opportunities for authentic integration of oral practice and listening are few since listening and speaking skills are presented in separate sections in English textbooks: reading, writing, listening, and speaking sections. That is, listening and speaking skills are taught quite autonomously, and in most occasions, these sections are ignored, since most Libyan secondary schools are not equipped with laboratories that are used mainly to teach listening and speaking. In some secondary schools, the listening and speaking sections are done as reading allowed classes. As a result, secondary schools students' abilities to listen carefully and speak English properly as their second language seem to be weak.

This current research has investigated whether introducing Libyan secondary schools' students to an integrated interrelated methodology of teaching listening and speaking skills at Benghazi University would improve their communicative abilities or not.

1.2 Research Questions

This current study aims to answer the following questions:

1. Does the integration of listening and speaking skills at Benghazi University improve students' communicative competence?
2. Do students find it more useful to learn listening and speaking in an integrated interrelated manner?

1.3 Aims of the Study

This study aims at investigating the effectiveness of integrating listening and speaking skills on the development of the students' communicative competence.

1.4 Methodology of the Study

This study took place at the English Department laboratories at Benghazi University during the academic years 2013/2014. The study involved one group from the first semester students at the English department of Benghazi University. The researcher used the pre-experimental method with this group. This pre-experimental method included pre- and post- tests.

The researcher involved the following procedures in this study: the group of students was taught by the researcher herself. At the very beginning of the course, students were asked to answer listening and speaking tests. These Listening and speaking pre-tests were extracted from their secondary schools third year English curriculum in order to assess their level of communication before they undergo the integrated experience at Benghazi University. This group of students was taught by the researcher for a whole semester (from the beginning of March 2014 to the mid of May 2014). Teaching started immediately after administrating the pre-listening and speaking tests and it lasted for a whole semester. It is important to note that this research study covered a ten weeks period, from the beginning of March 2014 to the mid of May 2014. Starting immediately at the beginning of the University courses, and ending right before the final examinations.

At the end of the course, the same group of students was asked to answer unseen listening and speaking post-tests. And then, the scorings and percentages of students' performance in the pre and post listening and speaking tests were

analyzed, compared, and interpreted by the researcher to draw her final conclusion. Finally, some students of the pre-experimental group were interviewed by the researcher to reflect their opinion on the teaching weeks of listening and speaking in the University laboratories.

1.5 Limitation of the study

This research is restricted to first-semester students at Benghazi University. Since these students were not taught listening and speaking skills in an integrated interrelated method at their secondary schools.

Chapter Two

Literature Review

2.0 Introduction

This chapter traces the development of listening and speaking skills throughout the development of the process of teaching English as a second language. It also displays some of the suggested components of the learner's communicative competence alongside with some of the major characteristics of these two integrated interrelated skills. At the end of this chapter, the researcher discusses the state of listening and speaking skills in teaching English in Libyan secondary schools.

2.1 A Historical Trace to the Development of Listening and Speaking Skills in Language Teaching

Listening and speaking have undergone several important stages from a complete ignorance to a tremendous attention and care. Richards and Rodgers (1991) state that the political changes that took place during the sixteenth century in Europe, resulted in the emergence of French, Italian, and English as important languages rather than Latin. As a result, the position of Latin withdrew back from being a living language to an occasional subject in school curriculum; thus; the study of Latin took a different function. Although it defects the study of this language and the analysis of its grammar became the model for foreign language study from the seventeenth to the nineteenth centuries (Richards & Rodgers, 1991).

During the eighteenth century, Latin was the most widely studied foreign language in Europe. The main concern of language teaching was reading and

writing. Speaking and listening were ignored. And this was the base of the Grammar-Translation Method. Imssalem (2001:20) states that:

During the nineteenth century, this approach to second language teaching based on Latin continued. Typical textbooks were divided into two parts, one giving the rules in isolated sentences, the other giving sentences for translation. The general goal of language teaching was reading and writing. Speaking and listening were ignored. This approach later became known as the grammar-translation method.

The grammar translation method dominated second language teaching from the late eighteenth century to the end of the nineteenth century. The purpose of this method is to teach the grammar of the second language by using translation from and into the target language as a practical mean. Much focus was on reading and writing grammatical sentences with no systematic attention is paid to speaking or listening (Ibid).

According to Richards and Rodgers (1991) the native language of students is used as the medium of instruction. It is used to explain new rules and items in order to enable students to compare between foreign languages and their own language. Rivers (1968) mentions that this method aims at providing students with a wide literary vocabulary, and training them to extract the meaning from texts in the target language by using translation into their native language. She adds that this method focuses on knowing the grammatical rules, memorization of vocabulary, and translating sentences into and out of the target language.

Richards and Rodgers (1991) point out that the main short-comings of the Grammar-translation Method can be summarized as following: First, knowing the grammatical rules requires complex explanation of grammar, and instructions focus on the form and inflections of words only. Second, it does not pay attention to the use of language; consequently, communicative skills, Pronunciation, and intonation are neglected. Third, Vocabulary is taught

separately in lists of words. The choice of words is not based on scientific basis; lists of words used to illustrate the grammatical rules of sentences.

Imssalem (2001) mentions that by the end of the nineteenth century, this method was strongly challenged by what is known as the Reform Movement which concentrated on oral proficiency in teaching foreign languages. Richards and Rodgers (1991) declare that educators realized the fact that there is need for speaking proficiency rather than reading comprehension, grammar, and other skills. The basis for the Reform Movement, which was a mixture of linguistic and psychological theories, was developed by four international phoneticians. They are Henry Sweet in England, Wilhelm Victor in Germany, Paul Passy in France, and Jespersen in Denmark. The four phoneticians focused on phonetics to describe sounds that exist in any language to establish good pronunciation habits (Imssalem, 2001:22).

Passy (1886) established the Phonetic Teacher's Association, which was concerned with the description of sounds that exist in all languages. Later on, it has become known as the International Phonetic Association (Ibid).

Thus, Howatt (1984) in Imssalem (2001:22) indicates that the Reform Movement Approach to language teaching was based on the following principles:

- 1- The primacy of speech,
- 2- The centrality of connected text....and
- 3- The absolute priority to an oral methodology should be applied in the classroom. In fact, the Reform movement brought in spirit to language teaching. Its principles shifted attention from written to spoken language, from decontextualized sentences to meaningful connected texts, and from translation into the target language to question and answer techniques which need the use of the target language.

According to Richards and Rodgers (1991), the Reform Movement suggest that learners should hear the language first, and then see it in the written form. Spoken language should be studied carefully to establish good pronunciation

habits. And conversational phrases and new idioms are introduced using conversational texts and dialogues.

It is only with the emergence of this movement that listening and speaking skills came into surface in language teaching, and began to be considered as important channels to acquire a foreign language. Later on, the Reform Movement provided the basis of what has been called as the Natural Method which, in turn, led to the development of what became known as the Direct Method. As Imssalem (2001:24) puts it “On the whole, the direct method was the first attempt to make second language learning more like first language acquisition.” That is, children need not to read and write to learn language; instead, they listen and eventually speak their first language (their mother tongue). On the basis of this assumption, theorists believed that students can learn and understand a language by listening to a great deal of it, and, eventually, they will speak it in appropriate actions. Rivers (1986) notes that psychologists rejected this by saying that learning the first language in childhood does not assure the acquisition of a foreign language in adulthood, and that language acquisition in childhood is a trait whereas learning language is a skill.

The Direct Method is concerned with the oral aspects of a language and intensive speech practice, as opposed to the Grammar-Translation Method which emphasized the ability to translate through mastering of language grammatical rules. Richards and Rodgers (1991) reported that the main principles of this method are: First, teachers use only the target language at all levels of teaching. Second, question-answer changes between teachers and students were built up in careful progression through oral communication skills. Third, both speech and listening were taught on skill. And finally, correct pronunciation and grammar were emphasized (Richards & Rodgers, 1991).

In the Direct Method, students acquire grammatical rules unconsciously through intensive listening and imitation. And that new materials are presented orally, Therefore, actions, situations, objects, or pictures were used in teaching new words and patterns. Students memorize short dialogues, expressions, and songs after imitation. The mother tongue is never used in all these activities; that is, students read, listen, speak, and write the foreign language (Imsallem, 2001).

However, Richard and Rodgers (1991) say that although the Direct Method was successful in private schools where students had high motivation and the use of native speaking teachers to teach them, it was difficult to use this method in public secondary schools. It requires native or near native proficient teachers to use it. Moreover, it requires a large number of class hours since the meaning of words and structures are taught through demonstration and dramatization without using the mother tongue which leads to waste of time

In the 1920s and 1930s applied linguists developed the oral approach or Situational Language Teaching in Britain and the Audiolingualism in the United States. Much more attention was given to listening and speaking skills.

From 1930s to 1960s British Applied Linguists developed the oral approach or Situational language teaching. Situation is “the complex of extra-linguistic conditions that determine the language act” (Van Ek, 1975:4). The main characteristics of this approach are: First, in language teaching, spoken language is used first. Materials are presented orally before written form. Second, the language of the classroom is the target language. Third, situations are used to introduce and practice new language points. Forth, reading and writing are introduced once. Lexical and grammatical basis is established. The third principle became the key of this approach. Therefore, the term situational was used in referring to the oral approach.

The Audio-lingual Method, on the other hand, developed as a reaction against the Grammar-Translation Method and the Direct Method since their validity and adequacy were questioned. Specially in their treatment of the speaking skill. According to Finocchiaro (1983), the Audio-lingual Method appeared in the United States when the Second War started. The American military realized that the military persons, who would be serving overseas, could neither understand nor speak any language. Rivers (1968) states that the American authorities discovered the fact that there was a need to study foreign languages in order to communicate with their allies and with their enemy; Thus, at the time of war, the army was trained with certain techniques. These techniques included long hours of drills and active practice with native informants (Rivers, 1968).

The new emphasis on oral communication led to use the term aural-oral for this method which aimed at developing listening and speaking skills, as a foundation on which to build the skills reading and writing. Because aural-oral was difficult to pronounce the term audio lingual was suggested. In fact, the audio lingual method was the first to concentrate on oral language skills. It sequences the language skills in a way that the spoken language skills precede the written skills. So that the sequence is: listening, speaking, reading, and writing. Its proponents believe that memorization, habit formation, and pattern drills are central to language learning. So that the use of oral production was directed to practice the structure of the target language, focusing on the development of structural and phonological accuracy, together with fluency (Bygate in Carter & Nunan, 2001:15).

However, the audio lingual method of language teaching was criticized of having two main shortcomings: First, it ignores the connection between language and meaning. As a result, it fails to prepare the learner to use the foreign language in meaningful communication. Second, it restricted the aim of

linguistic theory to the study of the code of the system without referring to the context of situation within which it occurs (Imssalem, 2001).

As we have seen, that Audio-lingual Method does not take into account the creative use of language and cognition; it just emphasizes mechanical repetition through the use of oral practice. This oral practice does not lead to real communication i.e the oral practice in this method is restricted to mechanical repetition of language pattern; therefore, Students found themselves unable to communicate outside the classroom.

Many scholars stressed that English as a foreign language includes the development of certain type of communication skill. The ultimate aim of language teaching is to develop the learners' communicative competence which enable them to communicate successfully in real life communication (Bygate in Carter & Nunan, 2001:14). Therefore; two approaches have emerged: The natural approach, and the communicative approach.

2.1.1 The Natural Approach

The Natural Approach was an attempt to develop a language teaching proposal which incorporated the naturalistic principles in studies of second language acquisition. Terrell (1977) in Richards and Rodgers (1991) states that the Natural Approach puts less focus on the teacher's monologues, formal questions and answers, drilling and direct repetition, and accurate production of the target language sentences. This proposal emphasized the input rather than the practice; much attention was given to what the language learners hear before they try to produce language. It focused on the use of written forms and other materials as a source of comprehensible input.

Rivers, (1968) mentions that this approach organizes informal situations in which teachers and learners communicate and interact with each other in order to acquire the target language. To reach its goals, this kind of teaching has to take into consideration students' emotional, intellectual, and physical needs.

2.1.2 The Communicative Approach

The communicative approach to language teaching (CLT) emerged in the late 1970s as a reaction against the traditional, grammar translation, and the audio-lingual methods which focus on the grammatical rules of language rather than the appropriate use of language. British and American applied linguists saw that there was a need for an approach which focuses more on proficiency rather than on mere mastery of structure. Therefore, CLT approach aims at developing the learners' communicative competence and teaching the appropriate social use of language. Harmer (2003) declares that the communicative language teaching (CTL) is concerned with what aspects of language should be taught and how to teach them. The what to teach aspect is concerned with functions of language rather than grammar and vocabulary. While the how to teach aspect is concerned with the opportunities to exposure and use of language that are given to learners in order to develop their communicative abilities (Harmer, 2003).

The CLT approach moved away from a focus on grammar as the core component of language abilities to a consideration of how language is used by speakers in different context of communication. Imssalem, (2001:77) points out that:

The work of the Council of Europe, the Threshold level for modern language learning in schools (1976), and the Threshold level of English (1980), the writings of Wilkin, Widdowson, Candlin, Brumfit and Johnson, form the theoretical basis for CLT.

The main characteristics of the communicative approach are as follows:

1. The CLT approach insists the importance of mastering grammatical forms as vital means of carrying out meaningful communication. Littlewood (1986) in Richards and Rodgers (1991:66) notes that: “One of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language.” That is to say, the CLT approach includes both the usage and the use of the language.

2. The CLT approach concentrates on the semantic content of language. Students are taught the grammatical rules through meaning and they’re help to apply their linguistic knowledge in real life communication.

3. The approach puts emphasis on students’ interaction rather than teachers’ direction. It organizes realistic learning activities in which situations are created. These activities includes: problem solving, information gap, pair work and group work activities, arguments and discussions...etc. Norrish (1983:6) states that:

Much recent research has indicated that language learners find it easier to use the language they are learning if it is practised in precisely these uncontrolled situations, where the learner is more concerned with achieving something through language than with getting the answer right.

4. Mistakes are tolerated because the main goal of CTL approach is to prepare students to meaningful communication. Mistakes are dealt with in a flexible way since correcting them constantly would destroy the learners’ confidence in their ability to use the language. As Norrish (1983:116) puts it: “when the learner is more concerned with expressing a meaning,... he should not be stopped and corrected in mid-stream”. But this does not mean that teachers pay no attention to the students’ mistakes, but an actual stoppage would not be

preferable. Students' mistakes are recorded and can be incorporated into later teaching points.

5. Emphasis is on fluency rather than accuracy.

6. The communication principles in CLT are two: the first principle is activities in which the real communication promotes learning. The second principle is the tasks in which learners use language to carry out these meaningful tasks in order to promote learning. And third principle is the meaningfulness principle. Learning activities are selected according to how they will be able to engage the learner in meaningful language use. These principles helped to clarify the conditions that are needed to promote second language learning (Richards & Rodgers, 1991).

7. In this approach, learners find themselves active in lessons. They are engaged in pair work and group work activities in which they're given more freedom and more responsibility to communicate with one another as if they are in real-life communication.

8. Teachers in this approach act as monitors. They facilitate and organize the communicative process between all participants.

2.1.3 Major Contributions of the Communicative Language Teaching.

Since its emergence, the communicative approach has contributed a great deal to the teaching and learning of language. It has offered several classroom communicative activities that have an impact on our attitude toward the role of teachers as well as learners in the learning process.

Imssalem (2001) lists in her book mentions that the major contributions of CLT to language teaching and learning are as follows:

1. The communicative approach has proposed the notion of needs analysis to language teaching and learning. Needs analysis means that the content of what we teach can be specified in terms of learners' needs. This has directed attention to learners' needs and to questions like why particular type of learners wants to learn the target language. The answer to this question will determine the content of syllabus and the language course as a whole (ibid).

2. The communicative approach emphasizes the concept of the common core which means that "there are common core functions associated with the general area of social life, like greetings, introducing, inviting, asking, apologizing, relevant to all type of learners" (Imssalem, 2001:82).

3. The CLT approach led to a change in the attitude toward learners' errors. From the view as incorrect version of the target language to the view as evidence of an internalized system, although it is not desired system, that the second language learner uses to investigate and acquire the target language. Corder (1976) as cited in Imssalem (2001:88) points out that "The learners' errors are evidence of this system and are themselves systematic."

4. The teacher's role has dramatically changed in the communicative approach. His role has changed from directing the class in an authoritarian manner to being a monitor and facilitator of the process of learning. As Kramsch (2006) cited in Fang (2010:10) have pointed out "teachers set up the conditions under which learners learn to learn. The teacher is to be a guide on the side, rather than sage on the stage". Consequently, the learner's role has changed from a passive listener to an active participant in a communication. Students have to participate in classroom activities that are based on a cooperative approach to learning. They are expected to take on a greater degree of responsibility for their own learning. As Fang (2010:2) puts it "Therefore; students become the

protagonists in the classroom, and their initiative and motivation are both enhanced.”

5. Syllabus design has become more sophisticated. That is to say, syllabuses have become more detailed about form, function, vocabulary, topic, skills, and context.

6. Moreover, a particular terminology has emerged as a result of the CLT influence. Such as grammatical awareness, receptive and productive skills, use and usage, context, setting, discourse, appropriacy and accuracy, communicative competence are widely used in language teaching literature.

From what has been mentioned above, one might conclude to say that fundamental changes have been offered by the communicative approach to language teaching and learning. Mechanical exercises have disappeared. Instead, a number of communicative activities, such as information transfer, information gap, and problem solving have been introduced. These communicative activities promote subconscious learning, since learners concentrate on the meaning of the message not on the code.

So far we have displayed the most important contributions of the communicative approach to language teaching and learning. The following section discusses the drawbacks of the CLT in teaching and learning another language.

2.1.4 The Drawbacks of the Communicative Language Teaching

Imssalem (2001:135) states that “most contributors agree upon the aim of the communicative approach, which is developing students’ communicative competence, but at the same time, they differ greatly about what is communicative and how to achieve it.” For some people, the communicative

approach means the integration of grammatical and functional teaching, while for others it is the use of communicative activities such as role play or group and pair work in which learners are not tied to certain materials or teacher control.

Moreover; the CLT approach lacks the theoretical components which make up any language teaching theory. For example, the structural language teaching theory has its well-defined components: its structural syllabus, its pedagogical grammar, its methodology as well as its linguistic basis. The structural theory consists of an approach, which reflects its view of the nature of language and learning process, which are, in turn, reflected in its method and pedagogical grammar, its criteria of selection, grading and the organization of the syllabus, and finally, its teaching materials and the practical application of the approach of the theory. This is also applies to situational and notional/functional language teaching theories. But in the case of the communicative approach it cannot be said that there is a communicative language teaching theory or theories that presents a theoretical description that can be related to grammar, method, and syllabus design (Ibid).

Proponents of the communicative language are more concerned with the conditions that promote language learning than in presenting a language learning theory. For example, if we compare the CLT versions at the level of method and syllabus design, we find that some have written syllabus whereas others have none. “Those who have written syllabuses still use a traditional methodology, which does not reflect their view of language. There are wide divergences among those committed to syllabus design” (Ibid:137).

On the whole, the communicative approach to language teaching appears to be mainly concerned with the social use or the stereotyped side of language. As

has been mentioned before that the aim of the communicative approach is to develop the learners' communicative competence. Hymes (1979) in Imssalem (2001:78) states that "there are rules of use without which the rules of grammar would be useless." But neither Hymes nor the proponents of the CLT have ever mentioned or clarified what the rules of use are.

Generally speaking, there is a need for an alternative approach to language teaching and learning. In the following section a different approach will be discussed.

2.1.5 Discourse-Based Approach

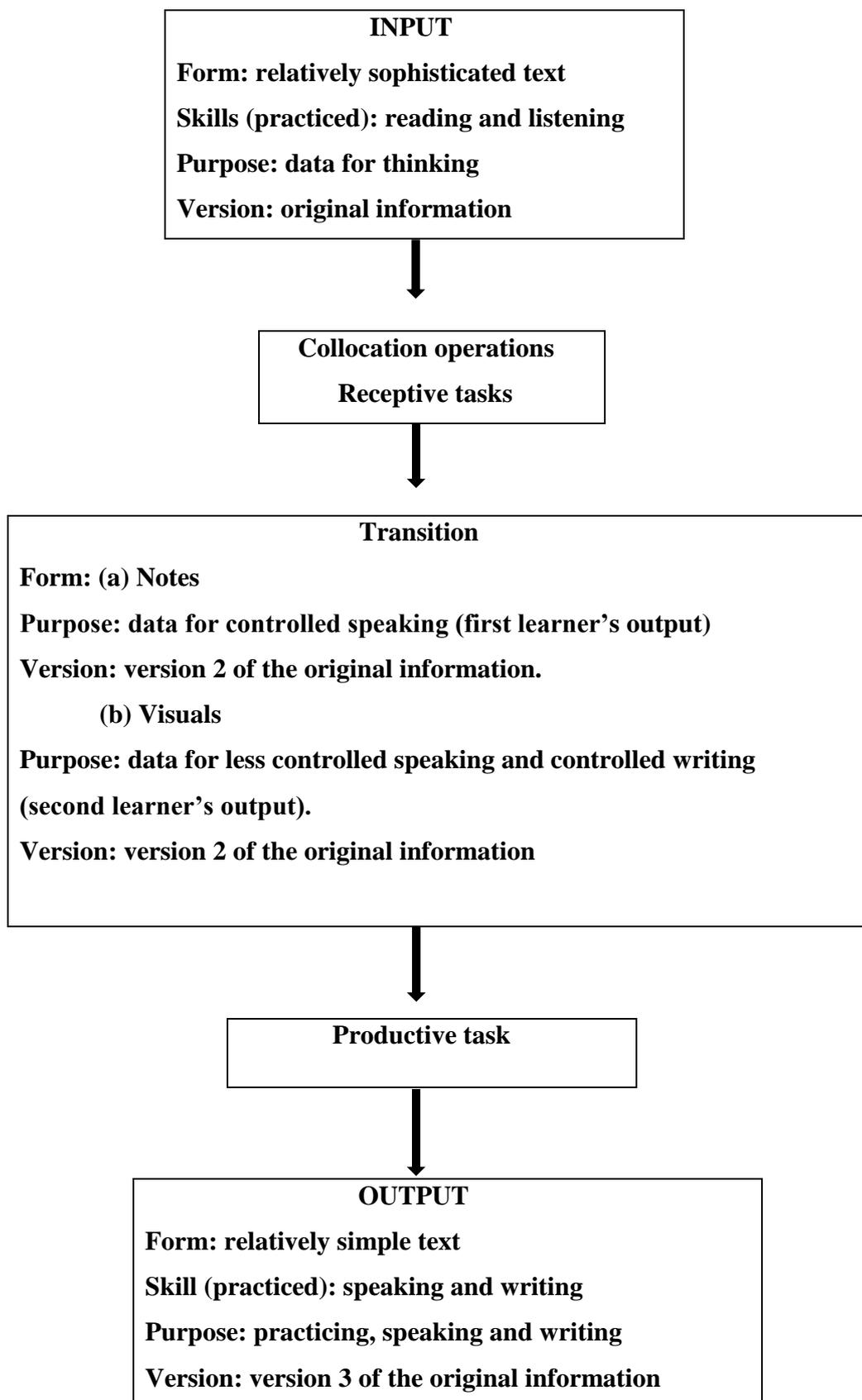
This approach is discussed in details in a book by Imssalem (2001), and most of the information written here is taken from this book.

Having argued for the need for an alternative communicative approach, McEldowney (1981) originated a communicative model _ "the discourse-based approach" which includes her view of the learning process and showing how to promote unconscious acquisition in the classroom. For McEldowney (1981) the role of memory is central in the learning process, and she has distinguished between short-term memory (STM) and long term memory (LTM): "short term memory tends to preserve verbatim content, whereas long term memory tends to preserve meaning" (Clark & Clark, 1977 in Imssalem, 2001:172). She also noted that people do not store word by word in the memory, instead, they store the meaning, the influences themselves, or the situation modelled. In real-life, in order to understand incoming information, the listener engages in three main mental activities:

Firstly, the listener holds the incoming pieces of language in short term memory (STM) while at the same time s/he consults long term memory (LTM) in order to make sense of the message. The (LTM) provides the listener with linguistic knowledge of the code of the language and background with which to relate the

meaning of the incoming message, if such knowledge really exists. Finally, the listener modifies the message and stores it in the (LTM). This modified message is filtered of any irrelevant information and stored in the form of information that can be then retrieved by the listener, at any time, in order to communicate it to others in speech or writing (Ibid).

McEldowney (1981) presented a universal learning model derived from her Discourse-Based Approach. This model parallels the way communication channels deal with information, it is based on communication theory and on the nature of human memory, it is also a model for skill integration and it focuses on both form and meaning. It is worth noting that this model has been adopted in this study since it presents the integration of skills in teaching English as a second language, and how this integration can be reflected inside the classroom. The input- Transition- Output learning model involves three broad phases: input, Transition Stage, and Output stages. The following diagram adopted from McEldowney (cited in Imssalem, 2001:224) summarizes the three main components of the model.



A. The Input

The input will be beyond the learner's present linguistic capabilities, and it includes two skills: listening and reading. The aim of this input it is to provide the information for integrating the exercise for learner's comprehension and productive skills. The information can be gathered informally (authentic materials) such as listening to friends chat or reading a letter from a friend, or formally such as listening to a lecture or reading a professional journal...etc. Grammatical forms and vocabulary which were ignored in the task are included in the input so that the learners build up an awareness of the fact that they can understand without knowing the meaning of every word in the text. In this model, receptive skills precedes productive skills, this means that learners will have experience of wanted or correct language before any meaningful production is demanded. And this "parallels to normal communication where people speak or write about matters which are the product of previous experiences and which have had time to become consolidated in their minds" (Imssalem, 2001:226). Finally, learners are taught how to be selective, and how to know what is relevant to which they are exposed. Therefore, they need to be able to tabulate the main information in the input. This takes us to the second component which's the transition stage (Ibid).

B. The Transition Stage

The transition stage consists of two parts (notes and visuals). The information in discourse-based approach is conveyed into two forms: verbal and visual. Transition notes are several comprehension tasks include the grammatical features and discourse organization which are vital for communicative purposes to the writer or the speaker. McEldowney (1981) describes the main role of transition notes in the learning model as follows: 1. These transition notes enable learners practice comprehension or cognitive skills such as identifying and classifying, ordering, and translating under the direction of the teacher. 2.

The learners spoken and written output is derived from the transition notes. 3. These notes are a way of controlling learners' perception of grammar. 4. They help the teacher to predict students' performance before the lesson. In transition notes, the learners are led to tabulate all the relevant information from the input, and use this information in their controlled speaking production. After practicing linguistic forms, attention is directed to meaning which's presented in Visuals (Ibid).

Visuals in McEldowney's model present the non-verbal language. Particular type of visual are associated with particular communicative purposes. A set of sequenced diagrams is presented to learners with the normal language normally accompanies these diagrams. Visuals are considered the first meaningful repetition of the new language. In this way motivation is sustained through the opportunities for problem solving offered by visuals (Ibid).

As has been mentioned above, the transition stage learners are led to tabulate all relevant information. They then go on to use this information in their controlled spoken discourse.

C. The Output

Learners' output is a piece of discourse. The learner's output is not merely a repetition of what they had heard or read, it is a production which represents the learner's own reformulation of the input information. The transition notes can be used for adequate oral drilling, thus providing the basis for correct as well as organized writing. The labelled visuals can be used for oral practice and controlled writing. In this way, visuals allow learners to formulate and create rather than remember the sentences they are to write (Ibid).

The above Input- Transition – Output model ensures the integration of the language skills reflecting real communicative behaviour. Each lesson presents a learning circle which involves a receptive stage of gathering information by

listening and/or reading. The received information is then used in the productive stage of speaking and writing. McEldowney (1989:10 in Imssalem 2001:237) explains this integration as follows:

The four skills can be seen as means of manipulating a piece of learning material so that the experience is as varied as possible, catering for different styles of learning and ensuring that experience gained by one skill reinforces that gained by others.....All communication involves the integration of several skills. For instance, most acts of speaking or writing have been preceded immediately or previously by the gathering of information either from listening to other people or reading books, magazines, newspapers and the like, this must be paralleled in the classroom.

Thus, the Input- Transition- Output model emphasizes the process of communication itself rather than the product to be communicated. It also proposes the integration of language skills to reflect real communicative behaviour inside the classroom (Ibid).

2.1.5.1 What is Integration ?

Integration in its board meaning means incorporating or combining into a whole. In language teaching and learning, integration means recycling the same input through more than one skill. That is, the gathered body of information (input) intended to be learned is proposed to learners through their receptive skills (listening and reading). After being identified, classified, ordered, and translated in learners' long and short term memory, this body of information is reproduced as a piece of meaningful discourse through learners' productive skills (speaking and writing).

Having adopted this integrative approach and model in language learning, the researcher of this study now shades lights on how could skill integration help in developing learners' communicative competence.

2.1.5.2 The Importance of Integration to Language Learners

No one would deny that meaningful repetition leads to language learning. In the integrative approach of language teaching and learning the repetition of the input is through more than one skill, as it is clarified in the diagram of the input-transition-output model (see page 21). This repetition enables language learners to transfer this meaningful input from short-term memory into long-term memory, and hence, learn it and be part of their communicative competence. The input in the integrative model is presented as meaningful listening and reading sentences, and the output is produced as meaningful speaking and writing pieces of discourse, and this raises the possibility of language learning and, hence, developing students' communicative competence. Studies have proved that people learn and remember meaningful and related sentences, paragraphs, and coherent discourse "people can recall related sentences, paragraphs, and coherent discourse better than they can recall unrelated sentences or sentences which do not form a coherent passage" (Imssalem, 2001:173). Moreover, the integration of skills provides variety in introducing materials (reading and listening passages) which motivate learners to learn. The motivation in the integrated classes is created though the variety of materials which provoke learners to think in order to find meaning "the most obvious source of motivation in the classroom is the learner's interest in the learning material itself.....the learners are more likely to be motivated if the teacher can provoke them to think in order to find the meaning " (Ibid:177). But the question that raises now is what is meant by learners' ability to learn or use language?

2.2 The Learners' Communicative Competence

One of the most important products of the communicative language teaching approach is the emergence of the term communicative competence in language teaching and learning. This term has a great influence in language teaching in recent years. Savignon (1991) in Imssalem (2001:77) points out that:

Hymes (1971), has reacted to Chomsky's characterization of linguistic competence of the ideal native speaker and proposed the term communicative competence to represent the use of language in social context, the observance of sociolinguistic norms of appropriacy.

One may clarify the term communicative competence by first comparing it with the term grammatical competence that has been proposed by Chomsky (1965). He made a distinction between competence and performance. For him competence is "the speaker-hearer's knowledge of his language" and performance is "the actual use of language in concrete situations" (Chomsky, 1965:4). For Chomsky the linguistic theory should be concerned primary with describing the internalized abstract knowledge (competence) of an ideal speaker-listener. He who knows his language perfectly and is not affected by such conditions as tiredness, forgetfulness, sickness...etc in applying his knowledge of the language in actual perform.

Lyons (1981) states that, for Chomsky, what linguists do when they describe language; they describe the competence of the speaker, which is purely linguistic rather than his performance. According to Chomsky, one's competence can be defined as an innate knowledge of grammar or a finite set of language rules, that he/she will still be able to apply it in an infinite number of unheard examples. Thus, learning a language, for Chomsky, is the complete mastery of its grammatical rules and linguistic principles. The term linguistic

competence is defined by Saville-Troike (2006:143) as “knowledge of the specific components and levels of language.”

While this linguistic competence is needed to produce grammatically correct sentences, the knowledge and skills needed to use this linguistic competence appropriately for different communicative purposes such as making request, giving advice, making suggestion, describing wishes, and needs are also needed. One can fully master the grammar of a language but still not successful at being able to use this language for meaningful communication. Therefore; the concept of communicative competence was postulated in language teaching and learning to refer to the learner’s ability to use the language for meaningful communication.

Saville-Troike (2006:134) defines the communicative competence as “everything that a speaker needs to know in order to communicate appropriately within a particular community.” This broader concept includes knowing what to say and how to say it appropriately based on the situation.

2.2.1 Components of the learner’s Communicative Competence

Since the emergence of the concept communicative competence in the last 30 years, researchers have been occupied with the identification of its component, and how these components can be combined and functioned effectively in a given communicative situation.

Richards (2006:125) listed a number of aspects of language knowledge included in the learner’s Communicative competence:

- Knowing how to use language for different purposes and functions.
- Knowing how to vary our use of language according to the situation and Participants (For example, when to use formal and informal speech, written or spoken language).
- Knowing how to process different types of texts (e.g narratives, interviews, conversations).
- Knowing how to use different communicative strategies.

2.2.2 Learners' Grammatical Competence

One of the major components of learners' communicative competence is their grammatical competence. The concept communicative competence does not exclude the term grammatical competence, basically because learners would not be able to communicate successfully unless they have built up their grammatical competence. Scovel (2006) in Fang (2010:115) points out that "communicative competence does not neglect grammatical competence: it simply builds upon it by emphasizing that other skills need to be acquired if one is to become a fluent and accurate speaker or another language."

Grammatical competence, which dominates the grammatical and lexical capacity of speakers, is referred to as linguistic competence. This type of competence -grammatical competence- focuses on knowledge and skills required to understand the literal meaning of an utterance (Richard & Rodgers, 1991). That is to say; Linguistic competence measures how well people can form coherent and grammatically correct sentences. However; "Linguistic competence will not help the communicator to negotiate the complexities of formal and informal address or terms, nor will it alert the communicator when words change their meaning" (Hasan, 2009:29). To use language successfully the communicator's communicative competence is needed.

2.2.3 Learners' Pragmatic Competence

The second component of the learners' communicative competence is their ability to use language appropriately which is referred to as their pragmatic competence. This includes the knowledge learners need to interpret and convey meaning within communicative situation: their word selection, the social constraints that they might encounter, and the relationships among interlocutors. In other words, the pragmatic competence refers to the learners' knowledge of how and when to vary their use of language according to the situation and participants. When to use formal and informal speech, written or spoken language. Crystal (1997) as cited in Saville-Troike (2006:102) defines the learners' pragmatic competence as “knowledge that accounts for the choices they make, the constraints they encounter in using language in social interaction, and the effects their use of language has on other participants in the act of communication.”

2.2.4 Learners' Interpersonal Competence

The interpersonal competence includes knowledge required in face-to-face conversation. Knowledge that enables learners to communicate properly in a given interpersonal contexts. Saville-Troike (2006:136) notes that learners' interpersonal competence “encompasses knowledge required of learners who plan to use the L2 primarily in face-to-face contact with other speakers”. He also adds that, in interpersonal situations, learners need to process language input rapidly (there's no chance to review or revise text as in reading and writing), as well as employ their communication strategies effectively, and hence, accomplish the conversation successfully.

The main component of learners' interpersonal competence is the communicative strategies learners use to overcome their lack of language

knowledge in an interpersonal context. Sometimes the learners' interpersonal competence is referred to as their strategic competence since it involves the ability of speakers to solve communication problems by means of strategies. Tarone (1980) in Cook (1991:67) defines communicative strategies as "mutual attempts to solve L2 communication problems by participants". She also notes that when learners face problems in expressing things in their second language (L2), both participants try to devise a communication strategy through the second language (L2) to get out of the difficulty (Cook, 1991). Saville-Troike (2006:186) states that "Communicative strategies are learner techniques of compensating for limitations in their L2 linguistic resources, such as repairing misunderstanding or sustaining interpersonal interaction."

Tarone (1980) in Cook (1991) lists a number of typical communication strategies used in social interaction. These strategies are types of paraphrasing the unknown word through the second language (L2):

- Approximation: when learners do not know a word, they attempt to use a word that approximately means the same, for example "fruit" for "strawberry", because the listener will understand from the context what is intended.
- Word Coinage: learners would invent and make up a word to substitute for the unknown one, for example "face-towel" for "handkerchief". Bialystok (1990) in Cook (1991) found that listeners understand word coinage strategy much better than approximation or circumlocution.
- Circumlocution: another form of paraphrase is when learners use an indirect way to express the unknown word. For example, learners would say "When you make a container" for "pottery".

A second type of communicative strategies is when Learners avoid talking about things they know are difficult in the second language. Ellis (1997:60) states that:

Learners frequently experience problems in saying what they want to say because of their inadequate knowledge. In order to overcome these problems they resort to various types of communicative strategies. For example they may avoid problematic items.

A third type of communicative strategies is when learners fall back on the first language. For example: translation from the first language (L1) or language switch. Ellis also adds that "if learners do not know a word in the target language they may 'borrow' a word from their L1, or use another target-language word that is approximate in meaning(for example, 'worm' for 'silkworm')" (Ibid:60).

2.3 What is Listening ?

Generally speaking, the term listening is used to indicate a complex process by which people understand spoken language. In language learning, the term listening is used to refer to a goal-oriented process by which learners acquire a second language (L2). It is often used in conjunction with the other skills of speaking, reading and writing. Michal Rost (1990:7) defines listening as "Listening is not only a skill area in language performance, but is also a critical means of acquiring a second language (L2)."

Listening has come to be recognized as an active skill rather than a passive one and it is considered to be a vital mean to acquire a foreign language. listening is a very active and interactive language skill, involving a grasp of phonological, lexical, grammatical, as well as performance factors such as pronunciation, and hesitation pauses.

The following section discusses the importance of the listening skill in the process of acquiring a foreign language.

2.3.1 The Importance of Listening

Any successful spoken communication depends not just on our ability to speak, but also on the effectiveness of the way we listen. Speaking does not itself constitute communication unless another person comprehends what is being said. When travelling to foreign countries, the greatest difficulty for people is not primarily that they cannot make themselves understood; their major embarrassing difficulty is that they cannot understand what is being said around them.

In classrooms, learners always do more listening than speaking. Therefore; it is generally recognized that listening comprehension plays a key role in facilitating language learning. A learner who has not been trained in listening will not be able to understand what a native speaker says even if the speaker tries to produce words slowly and clearly (Rivers, 1980).

According to Gary (1975) in Attya (2005:18) giving pre-eminence to listening comprehension provides advantages of four types: (a) Cognition: an initial emphasis on listening comprehension is a more natural way to learn a language. (b) Efficiency: Language learning can be more efficient if learners are not immediately asked to produce the language material to which they have been exposed. (c) Utility: research has demonstrated that adult learners spend 40-50% communication time listening, 25-30% speaking, 11-16% reading and about 9 % writing. It follows that comprehension skills are of greater use in language learning. (d) Effectiveness: this is a psychological advantage. Without the pressure of early oral production, there is less potential embarrassment about

producing difficult sounds especially for adults and teenagers. Once this pressure is eliminated, learners can relax and focus on identifying the rules which will facilitate the emergence of other skills.

2.3.2 What is Meant by Listening Comprehension?

Listening comprehension is a receptive skill in the oral mode. It is the skill that requires the learner to understand what the speaker says. Rost (2002) in Weir (2005:95) notes that:

Comprehension is the process of relating language to concepts in one's memory and references in the real world. Comprehension is the sense of understanding what the language used refers to one's experience or in the outside world.

The questions that rise, then, are: What might listening comprehension involve? How can we comprehend an aural message?

According to Nunan (1991), listening involves 'bottom up' processing and 'top down' processing. In the 'bottom up' processing learners start from the smallest parts of a sentence (sounds) and working up to the whole sentence (clauses). That is, learners segment the stream of speech into its constituent sounds, link these sounds together to form words, relate these words together to form the sentence. In the "top down" processing, listeners make use of their internal knowledge (knowledge that is not directly encoded in words) to interpret and comprehend the message embedded in the sentence. One may have perfectly understood the language of a heard paragraph, but may have not perfectly understood the point that is being made. Successful listeners are those who perfectly understand the language of a sentence as well as the point the speaker is trying to make by uttering this sentence. As Cook (1991:59) puts it "In principle the mind could parse the sentence in either the bottom-up or the top-down direction. In practice listeners get the best of both worlds by using both types of process".

2.3.3 Elements of Listening Comprehension

There are a number of stages that good listeners undergo to fully grasp and derive the meaning of a heard utterance. Many researchers have stressed four elements for a successful comprehension of speech: (a) Finding reference of vocabulary, (b) Parcing, (c) Memory processes, and (d) Using background knowledge.

2.3.3.1 Finding Reference of Vocabulary

At the level of vocabulary, the mind tries to find the reference of each word in the sentence. That is, the mind attempts to correlate expressions in the language with aspects of the world. It is the context which automatically makes the exact meaning of a word in a sentence. The reference of the word “position” in the following sentences changes according to the context: To a person who says “this is an uncomfortable position to sleep in” the word “position” refers to a place. To a person who says “this is a good position to see from” the word “position” refers to the location. To a person who says “I have an excellent position in my company” it refers to his/her rank or job. In the question “What’s your position on suicide?” position means opinion or viewpoint. In the sentence “you’ve put me in an aukered position” the word position refers to the situation. As Cook (1991:58) puts it “Somehow the context limits the amount of mental space that has to be searched to get the right meaning.”

2.3.3.2 Parcing

The second element to a successful listening is the process of parcing. This process refers to how the mind activates his internal grammar to interpret the heard sentences (cook, 1991). In other words, while listening, the mind

automatically works out the grammatical structure of the heard sentence. For example in a sentence like “*the man ate breakfast*” to fully comprehend the message of this sentence the listener has to be able to tell who’s the agent of the action and what is affected by the action. He has to be able to realise that “*ate breakfast*” forms a phrase while “*man ate*” does not. At an advanced stage, the listener might be able to tell the immediate constituent of the heard sentence and the ultimate constituent of that sentence. It is important to note that the process of parsing can be either ‘bottom-up’ or ‘top-down’:

‘Bottom-up’ means building the sentence up in our minds bit by bit, putting the sounds into words, the words into phrases, the phrases into a whole sentence..... ‘top-down’ parsing on the other hand means starting from the whole sentence and breaking it down into smaller and smaller bits (Cook, 1991:59).

In principle the mind could parse the sentence by using either the bottom-up or the top-down processes. In practice listeners best comprehend the sentence by using both types of process (Ibid).

2.3.3.3 Memory Processing

It would be quite obvious that all kinds of learning depend on memory. The word memory refers to the mind’s capacity to store and process the received information. Clark and Clark (1977) in Imsallem (2001:170) state that “Memory plays an integral part in listening from the moment the first sound hit our ears to our recollection, years later of what was said.”

Thus, memory is the place where listeners store, retrieve, and organize information. There are two types of memory short-term memory and long-term memory. “In short-term memory we retain verbatim wording for a short period

then we lose it ,but in long-term memory, we retain meaning over periods”(Ibid:170).

Generally speaking people listen for meaning, they do not store the heard speech literally i.e word by word. Instead, “They normally store the influences themselves, the situation modelled, or whatever interpretations have been used for” (Ibid:171).

Once listeners have built in their memory a hierarchical representation of the heard speech (sounds into words, words into phrases, phrases into sentences and clauses) recognized the grammatical relationships between the sentences’ constituents (the agent, the affected, the effected..etc), identified the reference of the heard vocabulary, they automatically derive the proposition (meaning) of the heard statements according to contextual constraints. Once listeners grasp the meaning of the heard text, they retain the verbatim wording of the text in short-term memory and retain meaning in long-term memory.

But memory processing is not the final stage in comprehending a heard speech, the meaning of a heard sentence is also affected by the listeners’ background knowledge or schema.

2.3.3.4 Using Background Knowledge

The background knowledge on which comprehending a heard speech depends is called schema (pl. schemas or schemata).The concept of a schema is derived from the work of the cognitive psychologist, Barlett quoted in Rost (1990:20) states that the term schema refers to “...an active organization of past reaction or past experience.” The meaning of a heard text is not derived merely from the sentences themselves, but also from the previous knowledge stored in the

listener's mind (Cook, 1991). Within the process of comprehension, a listener needs to bring the types of knowledge which he needs to render a meaningful interpretation of a heard text. Rost (1990:20) in his introduction to listener inference of meaning suggests:

Meaning in discourse is created by the listener within a personal knowledge domain. Meaning is created only by an active listening in which the linguistic form triggers interpretation within the listener's background and in relation to the listener's purpose.

Although research in foreign language listening is limited, it has been shown that knowledge of content schemata makes comprehension easier. However, if applied inappropriately, it can lead to misunderstanding or bias of the overall meaning. This might be the case when listeners have completely different cultural background.

According to Thorndyke and Yekovich as cited in Rost (1990:19-20) schema theory includes four notions:

1. Concept abstraction: schemata and concepts are organized hierarchically at different degrees of specificity.
2. Instantiation: a schema is instantly created during the interpretation of the heard input.
3. Prediction: schemata permit reasonable prediction of incomplete or vague information of the heard text.
4. Induction: schemata is inducted and learned from several previous experiences.
5. Thus, from what has been mentioned above, it appears that comprehending an oral stream of speech includes understanding reference of vocabulary, recognizing grammatical relations between constituents, storing these in short-term memory, and understanding the proposition of the heard sentence using previous knowledge or schema.

2.3.4 Listening Difficulties

The main objective of introducing the listening comprehension skill to students is to enable and train them to comprehend successfully in real life situations. Students may find difficulty in comprehending a heard text since natural speech, unlike formal planned conversations, involves some features such as redundancy, clustering, repetition, reduced forms and hesitation, and colloquial language. Moreover; some conversational characteristics such as speed, intonation, stress, and rhythm would hinder their successful comprehension of speech.

In Libya in 2005, a study was held by Attaya to investigate difficulties encountered by Libyan University learners of English in listening comprehension. The study attempted to shed light on the importance of listening comprehension as one of the fundamental skills which require successful learning and to identify the difficulties Libyan University learners encounter when listening to spoken English. He conducted a survey in the form of a questionnaire and a test. The questionnaire was distributed to one hundred and forty Libyan University learners of English at University of Benghazi. The test was given to seventy students at the English department who are studying listening comprehension in their course book. Attaya (2005:103) concluded that:

The students' comprehension in listening is hindered, to a large extent, by the speed of speech followed by the accent of the speaker(s) and the expressions and vocabulary used.... listening was the input skill which caused the majority of difficulties for Libyan learners. The majority of students encounter real difficulty, especially, with questions concerned with authentic input in contexts, and this indicates that they had little experience when listening to spoken English from recorded materials.

At the end of his study, Attaya (2005) recommended that there should be a strong trend towards understanding the importance of listening comprehension in teaching English as a foreign language (Ibid.)

2.3.5 Characteristics of Real-life Listening Situations

Most spoken language that native speakers use is informal and spontaneous. Therefore; introducing learners to natural spoken English would made second language (SL) learners aware of such features because these might block their comprehension and make the listening task difficult. What might learners find in real-life listening situations? The followings are some interesting features of real-life listening situations adopted from Dunkel (1991), Richard (1983), and Ur (1984) in Brown (2001:252):

1. Brevity of ‘chunks’: unlike most written language, spoken language is usually divided into chunks; into smaller groups of words, phrases, and clauses.
2. Redundancy: this can be seen in any real conversation when people use some ‘fillers’ such as *I mean, I see, well, er, I know* ..etc. These “fillers” are ‘words’ phrases and sometimes just noises like “er” which do not contribute much, if anything, to the new information content of an utterances, but perform several functions in speech. “Redundancy includes such things as repetition, paraphrase, glossing with utterances in parenthesis, self-correction...”(Ur, 1996:106).
3. Reduced Forms: spoken language is full of reduced forms. This can be a phonological reduction such as ‘orright’ for ‘all right’ or ‘sh we go’ for ‘shall we go’; morphological reduction such as *I’ll* for *I will*; or syntactic reduction such as the elliptical forms like “*When will you be back*”

“*Tomorrow, maybe*”. English native speakers can reduce such forms while speaking, but because of their knowledge of the grammatical code they can infer them.

4. Performance Variables: these are hesitation, false starts, pauses and corrections. They are very common in natural spontaneous speech, but not in planned speech like lectures, formal speech...etc. These might hinder the learners’ comprehension of speech. Learners should be trained to listen to meaning in the midst of these distracting performance variables.
5. Ungrammatical forms: The everyday speech of native speakers also include ungrammatical forms which are sometimes simple performance slips.
e.g “we arrived in a little town, that there was no hotel anywhere” (Brown, 2001:253).
6. Colloquial Language: in real-life listening situations learners might hear colloquial language which includes idioms, slang, reduced forms and shared culture knowledge. For example they might hear the word “*guy*” which is “*man*” in Standard English and “*kid*” for “*child*”.
7. Rate of Delivery: unlike reading where learners could move backward and forwards over a written text, in listening the learner cannot stop the speaker. Normally the discourse is heard once; it will not be repeated verbatim unless there is a request for repetition or explanation. Brown (2001:254) points out that “virtually every language learner initially thinks that native speakers speak too fast! Actually...the number and

length of pauses used by a speaker is more crucial to comprehension than sheer speed.”

8. Stress, Rhythm, and Intonation: these prosodic features of language affect the learners’ comprehension of what they hear. Intonation patterns are very important in conversation, since they help in understanding questions, statements, emphasis and also convey other messages like sarcasm, insult, praise,...etc. For example; *John’s nice, isn’t he?* (asking for information) while *John’s nice, isn’t he.*(giving information). The initial stress in the word (‘import) makes it a noun; while the secondary stress (im’port) makes it a verb.

Once second language learners master and comprehend these difficult characteristics of heard English, communication in this language would become much more clearer and easier. Listening can by time help speaking since these two skills co-occur in most of real life communications, and, in most occasions, one cannot pass on a spoken message without receiving a heard one. The following sections deals in details with the speaking skill.

2.4 The Skill of Speaking

Listening and Speaking co-occur in real-life discourse and they are not mutually exclusive. That is, listening and speaking are inseparable; one cannot pass on information without receiving information and while one learns to listen s/he also learns to respond (speak). Brown (2001:254) declares that “ Learn to listen is also learn to respond and to continue a chain of listening and responding.” Therefore; students need to know how to respond correctly in a conversation, since good listeners in a conversation are good responders. The learner’s

speaking skill is the first skill that tells others about his/her language knowledge. Ur (1996:120) points that:

Of all the four skills (listening, speaking, reading, and writing), speaking seems intuitively the most important: people who know a language are referred to as ‘speakers’ of that language, as if speaking included all other kinds of knowing; and many if not most foreign language learners are primarily interested in learning to speak.

Fang (2010) conducted a study about developing students’ communicative competence in college English teaching in China. His study analyses the necessity and feasibility of developing students’ communicative competence in College English Teaching (CET). He

‘used a questionnaire to reflect students’ opinions about teaching and learning English in their College. 150 participants answered the questionnaire; 87 respondents were lower-intermediate students and 63 were higher-intermediate. One of his questionnaire’s questions was “Of the four basic skills in learning English, which one do you think is the most important?” This question is designed to discover students’ thoughts about the four skills in English learning. The results were as follows:

Not surprisingly, students at both levels believed speaking is the most important skill 79.31% of the lower-intermediate students and 76.19% of the higher-intermediate students chose this skill. The listening skill was chosen by around 10% of the students in both levels (Fang, 2010:114).

Speaking is the productive skill in the oral mode, it is complicated and involves more than just pronouncing words. Speaking is “a very complex skill requiring the simultaneous use of different abilities which develop at different rates” (Harris, 1977, in Ellawaj, 2009:1). So the question of “What might speaking involve?” is answered in the following section.

2.4.1 What Might Speaking Involve?

Speaking, like other skills, is more complicated than it seems at first. It consists of five verbal components: pronunciation which includes the segmental features (vowels and consonants) in addition to stress and intonation patterns, grammar or accuracy, vocabulary, fluency which is the ease and speed of speech, and comprehension since communication requires us to respond to whatever said to us. Speaking also contains non-verbal symbols such as facial expressions, body language and other gestures that carry on meaning even if without saying a word.

Levelt (1989) in Carter & Nunan (2001:16) proposed that speaking involves four major processes: conceptualisation, formulation, articulation and self-monitoring.

1. **Conceptualization:** is concerned with organizing the message content. It draws on background knowledge about the topic, the speech situation, and knowledge of patterns of discourse. It also includes a ‘monitor’ which is activated during the communicative interaction. It enables speakers to self-correct for expressions, grammar, and pronunciation. After conceptualization, comes the role of the formulator.
2. **Formulation:** In this process, the formulator finds the words and phrases to express the meanings, sequencing them and adding in appropriate grammatical markers (such as inflections, auxiliaries, articles). It also prepares the sound patterns of the words to be used.
3. **Articulation:** This is the third process which involves the motor control of the articulatory organs; in English: the lips, tongue, teeth, alveolar palate, velum, glottis, mouth cavity and breath.
4. **Self-correction:** This refers to the ability of the language users to identify, and self-correct mistakes.

All of these four processes happen very fast. And the fact that L2 learners have difficulty in speaking the L2 is due to the fact that it is difficult for them to pay attention to all these processes simultaneously under pressure of time. The expression ‘time pressure’ means that “the process of conceptualization, formulation and articulation may not be well planned or implemented, and may need pauses and correction” (Carter & Nunan, 2001:16).

2.4.2 Speaking Difficulties

Speaking the second language fluently is the ultimate aim of any second language learner. The ability to speak properly and clearly in any second language is a reflection of a good control of that language. As if speaking is the most important skill. However, oral communication is a hard task because effective oral communication requires the ability to handle the appropriate social use of language, as well as paralinguistic components of speech such as pitch, stress and intonation, in addition to non-linguistic elements such as facial expressions and body gestures which in turn convey important messages.

Brown (2001) mentions that some characteristics of spoken language makes it difficult to use such as clustering reduced forms, colloquial language, rhythm, stress, and intonation patterns. Also speaking consists of certain elements such as elision, assimilation, contractions, and short forms which cause problems in both learning and teaching spoken language.

Additionally, spoken language involves idiomatic expressions and phrases: the meaning of such phrasal expressions cannot be realized from the meaning of individual words (Harmer,2001:269).

Ellawaj (2009) conducted a study about some problems encountered by fourth year Benghazi university students on English in learning the speaking skill. She

administered a spoken test to thirty students of the fourth year English learners. The test required the participants to record their responses in recordings at the language laboratories within a specified time limit. Then, she analysed students' speech using error analysis techniques. Ellawaj (Ibid:56) reached a conclusion that:

It has been found out that the students have difficulty in pronunciation of segmental and super segmental features of spoken English. Students find pronouncing some sounds problematic in English, and, in fact, this is attributed to the fact that those sounds, which they find difficult to produce, do not exist in Arabic as it is their first language.

She also added that speaking English accurately with no grammatical mistakes, finding the vocabulary that most express their ideas, and developing well organized coherent speech are the most problematic aspects students find in speaking English as their second language (Ibid).

Another study was conducted by Attya about "The Difficulties Encountered by Libyan University Learners of English in Listening Comprehension". One of his research findings is that "the students' comprehension in listening is hindered by the speed of speech followed by the accent of the speaker(s) and the expressions and vocabulary used". He also added "that students have real difficulty with questions concerned with authentic input since they have little experience with spoken English recorded materials" (Attya, 2005:103).

2.4 Listening and Speaking skills in Libyan Secondary Schools

In Libyan secondary schools, English text books present Listening and speaking skills in a separate manner. Each unit in the English Course book is divided into four separate sections. They are: reading, writing, listening, and speaking

sections. There is a Class Cassette for the listening activities. In every unit, the listening section consists of several exercises. They are as follows:

1. Learners discuss the theme of the tape or predict the content by using pictures or keywords.
2. They listen for one or two main points or for the gist.
3. They go on to more detailed comprehension tasks which aim at developing confidence and competence in comprehension.

In the speaking sections, as the writers of the English text books have stated, there are tasks which ask students to use the new words and expressions they have learned recently and activate the language they already know. They may be asked to do role plays, read sample conversations, discuss topics or solve problems. The aim is for the students to communicate effectively and fluently with each other and to make conversation in English a regular activity (Teacher's book, 1999:3).

Unfortunately, what has been mentioned above in the listening and speaking sections is done as reading or, in most cases, it is completely ignored. Libyan Secondary schools, especially in Benghazi, have no language laboratories to practice the listening and speaking activities properly. Therefore; they are practiced either as reading allowed activities or, in most cases, they are completely ignored. In 2008, a study was held to investigate some of the problems facing ESP Libyan Teachers in teaching vocabulary. One of the researcher's findings is that: "Little attention is paid to the listening and speaking skills and the use of equipment like CDs, videos, cassettes, labs and listening tasks is completely ignored in the classroom" (Safran, 2008:21). This indicates that no explicit attention is given to the listening and speaking sections inside classrooms. It is very important to practice the listening activities, inside the classroom, using appropriate equipment; otherwise the listening activities would be useless. In addition, it is important to practice the speaking sections

inside the classroom since they give students opportunities to speak and use the language they have learned.

Another study was conducted by Farag (2009). The aim of the study was to identify reasons behind Libyan secondary schools learners' inability to communicate orally in English. Faraj's study consisted of two parts: a questionnaire and recorded samples of students' performance. Students, who were selected from six different secondary schools and different gender- 50 males and 50 females, were given oral tests (pictures to describe and talk about). After analysing and evaluating their speech, the researcher's conclusion was that "Secondary school students have a desire to speak if they found a chance to do so. Although some of them made some mistakes, they tried to speak and few of them tried even with one word" (Faraj, 2009:49). The study also founded that "It is noticeable that most secondary school students are not able to use English language in an acceptable way when they try to speak and communicate orally, upon joining university" (Ibid:2).

The second part of the study was a questionnaire which was given to 70 English teachers who have taught English more than five years in Libyan secondary schools. One of Faraj's (2009) research important findings was that:

Most teachers do not teach the speaking sections. What they do is to teach grammar and some vocabulary. They acclaim that the curricular is so long, so they do not have time to communicate with their students, nor students communicate with each other orally (Ibid:60).

Because the curricular is so long and the teaching time is very limited, teachers do not motivate their students to communicate orally. Students have readiness to study and speak, what they need is an opportunity to practice, and qualified teachers.

Thus, this current study attempts to find out whether the communicative abilities of Libyan secondary schools' learners entering the English Department

in Benghazi University would be improved when they are taught listening and speaking skills in an integrated interrelated manner inside the English Department laboratories or not. The following chapter presents the practical part of this current research and attempts to answer the research questions.

Chapter Three

Research Methodology and Techniques

3.0 Introduction

There are several types of techniques and approaches that can be used to collect and analyze data in order to acquire knowledge and gather information about certain topics. This chapter, henceforth, specifies the type of research of this study and explains the methodology of the study step by step, which will be explained in more detail in the coming sections.

3.1 The General Perspective

Once the problem or question of a certain study has been identified for inquiry, a researcher can adopt any type of educational research; for example, Descriptive Research, Correlation Research, Experiment Research, Causal-Comparative Research, and Action Research. The majority of research methods can accommodate a qualitative or quantitative approach, depending on the topic and research process adopted.

3.2 This Current Research

The current research is more likely characterized as a pre-experimental research since the researcher of this study aims at teaching a group of the first Semester students at Benghazi University using integrated interrelated materials used in teaching Listening and Speaking skills at Benghazi University. This study embodied both quantitative and qualitative perspectives, in order to get more sufficient, reliable information. The researcher has conducted pre- and post-tests

(quantitative approach) to collect certain data related to the study. And she has conducted interviews (qualitative approach) as a survey technique to collect certain data related to the study.

3.3 The Research Context

This study took place in the English Department laboratories at Benghazi University during the academic years 2013/2014. The research study covered a ten weeks period, from the beginning of March 2014 to the mid of May 2014. Starting immediately at the beginning of the University courses, and ending right before the final examinations. But unfortunately, and for some political circumstances, the teaching process at Benghazi University has stopped from the mid of May 2014 until the end of August 2015, and it has been resumed at the beginning of September 2015 (more precisely at the 5th of September 2015). Therefore, the research study was resumed from the 5th of September 2015 to the 24th of September 2015.

3.4 The Research Participants

The subjects of this study are the first year students of the English Department at Benghazi University. In Benghazi University, students learn Listening and Speaking in laboratories prepared especially for teaching Listening and Speaking skills. These laboratories are fully equipped with listening and speaking devices such as booths, headphones, cassettes players, a board, and an audio with large four speakers. Since the general question of the research is _ how could the integration of Listening and Speaking skills improve students' communicative abilities_ the best candidates for this study were first year students, who still have not taken listening and speaking in their secondary

schools, and probably have little or no knowledge about them. Some students have a good background of English, some students know just enough to enable them to understand, and some students have very little knowledge of English. Whatever level the students are at, they are very important for this research. Age and gender are not important factors in this study.

This study is constructed to help students to improve their communicative abilities, to help them to listen properly and speak English fluently. The participants were randomly chosen, consisting of thirty students, from the first semester students of Benghazi University. Since the aim of this study is to reveal the effectiveness of integrating Listening and Speaking skills in developing the students' communicative competence, the researcher's job was to help students develop their listening and speaking abilities by teaching them listening and speaking skills in the University laboratories for a whole semester (ten weeks period).

3.5 The Research Procedures

This study is considered as a pre-experimental study. The steps that were taken can be summarized as follows:

- Thirty students were randomly chosen to participate in this study.
- Students were given pre- listening and speaking tests at the early beginning of the University courses.
- Students were taught by the researcher for a ten weeks period.
- After that, and before the end of the course, some students were interviewed by the researcher.
- At the end of the course students were given post-listening and speaking tests.

After this, the scoring and percentages of students in the pre and post listening and speaking tests were compared and ready for analysis and interpretation.

The general idea of this study was to investigate the effectiveness of learning listening and speaking skills in an integrated interrelated manner in the University laboratories, and whether this integration would help students listen properly and speak fluently using English as their second language or not. The following sections describe in more details the methods of recording and analysing data the researcher adapting.

3.6 Methods of Recording Data

As has been mentioned before the researcher can adapt any educational methods and techniques to gather information about his/her study. The choice of which approach to use depends mainly on the researcher's question or hypothesis. The researcher of this study has chosen two methods, namely standardize tests, and interviews. The following sections will explain more about them respectively.

3.6.1 The Test

According to Bell (1981:192) there are four reasons for having a test "To indicate a future ability, to discover what is already known, to discover what has been learnt and to discover what is still to be learnt." The purpose of testing in this study is to discover what is already known and what has been learnt. That is, the aim of testing in this study is to identify the students' communicative abilities before entering the University and after learning listening and speaking in the University's laboratories. The kind of tests that the researcher uses in her study is called t-test (tests that are used to compare two scores). There are two main types of t-test:

- Independent-samples t-test: these are used for research designs where the researcher is comparing two sets of scores obtained from two separate and independent groups. For example, class I and class II.
- Pared-samples t-test: these are used for research designs where the researcher is comparing two sets of scores obtained from the same group. For example, class I (Dornyi, 2007).

In this current research, the researcher uses pared-samples t-test. That is, the same group of Benghazi University students is tested twice, before this group starts the University course using a pre-listening and speaking tests, and after the same group finishes that course using post-listening and speaking tests. After this, the scorings of students in both tests are compared. Each test consists of two parts: a listening test and a speaking test.

After deciding the test type, the researcher of this study has adopted certain techniques for testing listening and speaking. She has used three techniques to test listening. They are:

- Identifying order of events or arguments: In which students are asked to number scrambled statements written in their test paper in the order they hear these statements. " The candidate can be required to number the events" (Hughes, 1989:126).
- Unique answer: in which students are requested to complete the missing words according to what they hear in the tape. "Here there is only one possible correct response. This might be a single word or number, or something slightly longer " (Ibid:121).
- Multiple choices: in which students are given three alternatives, and they have to choose, while listening, one answer for each question. "The candidate provides evidence of successful listening by marking a mark against one out of s number of alternatives"(Ibid:120).

After the listening tests, the researcher of this study has decided the techniques to be used in the speaking tests. She has used only one technique to test speaking:

- Response to Tape-recording: in which students are requested to read the speaking question written in papers, respond to it, and record their answers. "... This ought to promote reliability. There can also be economy where a language laboratory is available, since large number of candidates can be tested at the same time" (Ibid:105).

The content of the pre-listening and speaking tests is discussed in the following section.

3.6.1.1 The Pre-Listening and Speaking Tests

The pre-tests used in the present study were administrated for the students in a quiet environment in which they were allowed one-hour period for completing both tests (40 minutes for the pre-listening test and 20 minutes for the pre-speaking test). The relevance of such tests was to collect reliable data about the students' current knowledge of English before they enter the University. That is, how well they can speak and listen to English before they join the University courses.

Because the students did not practice listening and speaking properly in their secondary school, the pre- listening and speaking tests included passages and questions from their third year secondary school English curricular. More precisely, the listening passages and questions in the pre-listening test and the questions in the pre-speaking test were all adopted from the listening and speaking sections of English for Libya Secondary 3 book by Hancock, M. and Hancock, P. (1999) page (12,13), this was to assess students' current level of

knowledge of English and to make sure that the test is on students' level of this knowledge. The pre- listening and speaking tests (see Appendices A & B) aimed to examine and evaluate the students' ability to comprehend a given listening speech, make the necessary inference, and give their opinions and responses about certain topics. The pre-test consisted of two parts: Part one was a listening test, and part two was a speaking test.

The techniques that the researcher of this study used in the pre listening test are: Identifying order of events, and unique answer.

Part One: The Pre-Listening Test

The aim of the pre-listening test was to find out the following:

1. To assess students' level in the listening skill.
2. To evaluate the effects and the implication of ignoring the listening sections in learning English as a second language in Libyan secondary schools.
3. To know to what extend the students could grasp a given listening passage
4. To see what kind of difficulties students really face in learning listening comprehension.

The pre-listening test (see appendix A) was conducted at the early beginning of the first semester in the beginning of March 2014. It consisted of three passages and four questions. Every passage was played twice for each question. After listening for each passage, students were given enough time to answer the test questions.

The first and the second questions were related to the same passage. In the first question, students listened to an interview with a professor of linguistics and sociology. In the interview, the professor talked about the role of English as a second or official language and the reasons behind the spread of English in the

last decades. After listening, students were asked to number the facts of the interview in the order they hear them. The aim behind this question was to see the students' ability to grasp and comprehend the logical order of facts of a heard passage. In the second question students were asked to listen again to the interview and fill in the blanks with the suitable word(s) or number(s).

In the third question, students listened to Peter speaking about himself. Then they were asked to complete the phrases. The aim of this question was to see the students' ability to recognise, while listening, words in their context.

In the fourth question, students listened to Peter's father talking about his son Peter. Then they were asked to underline the correct words. In each sentence there was a choice between two words that are slightly different. For example between *depending* and *dependent*, or between *can't sell* and *cancelled*. The aim of this question was to find out to what extent students could recognise different word with very close pronunciation.

Part Two: The Pre-Speaking Test

The aim of the speaking test was to show to what extent students could speak English correctly. The pre-speaking test (see Appendix B) was administrated immediately after students have finished their pre-listening test. It was administrated in Benghazi University's laboratories where students were seated in booths that contain headphones and cassettes players. After reading the speaking question, each student immediately recorded his/her answer on a cassette. The pre-speaking test included one question with two parts. This question was extracted from students' third year secondary schools English curriculum. More precisely, the pre-speaking test's question was also adopted from the listening and speaking sections of English for Libya Secondary 3 book page (12,13). These sections were most of the time ignored by secondary schools' English teachers, and were not given sufficient attention. Therefore; the

question of the pre speaking test was chosen from students' secondary schools English curricular to assess the students' current level of knowledge of English and to make sure that the test is on this level of knowledge.

The test consisted of one question with two parts (see Appendix B). After recording their answers in cassettes, students' speech was analysed and evaluated into five categories: quality of voice, pronunciation, grammar or accuracy, vocabulary, Fluency and Cohesion (see pages 133, 134).

It is worth noting that different listening and speaking tests were used in this research; pre-listening and speaking tests used before starting the University courses and post-listening and speaking tests after finishing those courses. Then the results of both the pre- and post-tests are analysed and compared. The aim behind doing so is to answer the research questions of this study.

After students have finished the pre-listening and speaking tests, they were taught by the researcher for ten weeks period. The following section presents the lesson plan that the researcher has followed during the ten week teaching period.

3.6.2 Lesson Plans

The starting point of any successful teaching and learning is a lesson plan. " We surely agree that it is necessary to plan...teachers are well advised to plan their teaching carefully, so that they have a clear idea of what they hope will take place in the classroom before they actually enter it".(Abbott, et al.1981:249). Planning a lesson makes it more organized and logical. Furthermore, it helps the teacher to define and achieve the aims of the lesson by preparing and organizing the lesson's activities and stages. When planning a lesson, the teacher should put into consideration students' number, ages, and interests.

The lessons that were used in this study were planned according to the materials used for teaching listening and speaking skills for the first semester students in Benghazi University. These materials were taken from " Q: Skills for Success" a book by Oxford. " Q: Skills for success is a six-level series with two strands, Reading and Writing and Listening and Speaking."(Sherman, 1981:vi) This book adopted the integrative approach in teaching listening and speaking and this approach is also adopted by the researcher of this study.

3.6.2.1 Criteria for Selecting Materials

The Q: Skills for Success by Sherman (1981) harmonises with Benghazi University's Policy which is adopting the integrative approach in teaching listening and speaking skills. And, as mentioned previously, the integrative approach is also adopted in this study since the main objective of this study is to reveal the effectiveness of integrating listening and speaking in improving the students' communicative abilities.

Each unit in Oxford's Q: Skills for Success series builds around a thought-provoking question which engages students with the topic and provide a critical thinking framework for the unit. Students and teachers work together to understand, analyze, synthesize, and evaluate the lesson's question. That is, Students learn vocabulary and new information to answer this question, apply and use these vocabulary and information throughout the unit's listening and speaking activities, think critically, and practice the new listening, vocabulary, grammar, pronunciation, and speaking skills they need to achieve the unit's learning outcome.

It is important to note that students were taught five units in ten weeks period (one lecture weekly). That is, every unit was taught in two lectures and every lecture lasted for two hours. The researcher of this study started teaching the

students immediately after administering the pre-listening and speaking tests. Teaching lasted for two months and a half (from the beginning of March 2014 to the mid of May 2014) but, unfortunately, and for political circumstances, teaching at Benghazi University has stopped from the end of May 2014 to the end of August 2015, and it was resumed in the 5th of September 2015. Therefore, students were given a revision course for the units that were covered previously. The revision lasted for three weeks, students were given two lectures per week and every lecture lasted for two hours.

Note: The lessons of revision are not included in the following section since they are a repetition of what has been covered before.

Lesson Plan

Lesson one: Unit one: Trends

Time: Two hours

- Unit question: Why do people follow fashion trends?
- Listening: listening for main ideas.
- Vocabulary: collocations: nouns and verbs.
- Grammar: the present continuous.
- Pronunciation: interjections and intonation.
- Speaking: drawing attention to main ideas.
- Learning outcome: Role-play a school committee discussion reaching a decision about the school's dress code.

At the first five minutes of the lesson, the teacher asks for a volunteer to read the unit skills and the unit learning outcome. Then the teacher explains for students that this is what they are expected to be able to do by the unit's end.

Preview the Unit (45 minutes)

Students are prepared for thinking about the topic by asking them about clothes they bought recently, describe them, and why they bought them (every student should participate). After that, Students are put in pairs to discuss the following questions:

- 1- Think about clothing you bought recently. Why did you buy it?
- 2- What fashion trends are popular now?
- 3- Do you like the fashion trends now?
- 4- Do you usually wear your clothes for a long time, or do you like to wear new style every year?

Students are asked to look at the photo in their books (see appendix E) and answer these questions: Where are the people in the photo? What are they wearing? Do they look like people on the street?

Now students are ready to discuss the unit's question with the teacher, "Why do people follow fashion?" To help them to discuss they are asked some related questions: Are you interested in fashion trends? Do you look at fashion magazine? Do you like to buy the newest style? Who usually wears the latest style? After this valuable class discussion, students are now ready to listen to the audio in which some people talking about fashion trends. Then students are asked if they had the same ideas, do students agree or disagree with them, and do students have new ideas to discuss.

After that, each student is asked to think about a classmate. What is he wearing and carrying? Then complete the following chart and include as much information as they can.

Person's name -----	
Top: shirt? Blouse? Sweater?	
Bottom: jeans? Pants? Skirt?	
Footwear: shoes? boots? sandals?	
Accessories: jewelry? Glasses/sunglasses? backpack? Bag? cell phone?	

_Now students are asked to answer the following questions:

1. Work with a partner. Describe the classmate to your partner. Use the information in the chart. Have your partner who you described.
2. Listen to your partner describes someone. Who is your partner describing?

Listening 1: Extreme Fashion

A. Vocabulary (10 minutes)

The aim of this section is to enhance Students' vocabulary. Students' are asked to do the following exercise and compare their answers with a partner.

_The words in bold are in listening 1. Read the sentences. Then match each word with its definition below.

- 1- ___ Red shoes are new fashion **trend**. Many people wear them now.
- 2- ___ Five years ago, no one knew who he was, Now he's a **celebrity**. His name is in the newspaper every day.
- 3- ___ That's the most **ridiculous** idea I've ever heard. It will never work.
- 4- ___ Bill told a **joke** at the dinner last night. We all laughed very hard.
- 5- ___ Driving a car without wearing a seatbelt is **risky**. You can get hurt in an accident.
- 6- ___ He is a very experienced **journalist**. He works for a very important newspaper company.
- 7- ___ I **admire** Elaine very much. She's a great artist.

- a.(v.) to respect someone very much
- b.(n.) a famous person
- c.(adj.) saying that something is bad or wrong
- d.(n.) a popular idea or change
- e.(n.) a person who collects, writes, and publish news
- f.(n.) a thing that someone says that is funny, not serious
- g.(adj.) very silly or unreasonable
- h.(adj.) dangerous

_The teacher goes over the answers with the class.

B. Listening for Main Ideas (10 minutes)

In this section students learn how to focus on and recognize the main ideas of a listening speech. The teacher explains what is meant by **main ideas**: The main idea is the most important thing the speaker wants you to understand. Focus on understanding the main idea first. Pay attention when a speaker emphasizes a sentence. Don't stop to think about words you don't understand. Keep listening.

In the following activities, the teacher goes over the directions, and has students read the statements. Then, the audio is played and students complete the activity individually.

Listen to the conversation. Check (*) the two statements that express main ideas of the conversation.

1. Vicky went to a fall fashion show.
2. People sometimes follow fashion trends because they're afraid to say they don't like them.
3. Journalists and other people should be critical of fashion.
4. Vicky has to write an article for tomorrow's newspaper.

_Students are asked to compare answers with a partner. Then, the teacher goes over the answers with the class.

C. Listening For Details (10 minutes)

Now, students' attention is directed towards listening for details. Before listening again to the previous conversation, students are asked to read the following questions. Then they listen and answer the following questions.

Q1. What did the dress at the fashion show look like?

Q2. Did people laugh when they saw the dress?

Q3. What does Vicky think about the dress?

Q4. What can a celebrity do by wearing a certain fashion?

Students compare their answers with a partner, and the teacher goes over the answers with the class.

To make sure that students have understood how to recognize the main idea of a given listening passage, they were asked to listen to a short presentation on personal style and check (*) the sentence that best states the speaker's main idea. Before listening, students read the following sentences carefully.

___1. If you wear clothing from other times or places, you are out of style.

___2. People sometimes choose clothes that show who they want to be.

___3. Fashion of 1930s and 1940s were more beautiful than today's fashions.

The audio is played twice. Then, the teacher checks students' comprehension by asking questions: What do you listen for to find the main idea? What phrases tell you something is a main idea? Then, students compare answers with a partner, and the teacher replay the audio so that the partners can check their answers.

Students are asked to listen again to the same previous passage and listen for the details demanded in the following questions:

1. What did the dress at the fashion show look like?

2. Did people laugh when they saw the dress?
3. What does Vicky think about the dress?
4. What can a celebrity do by wearing a certain fashion?

_Answers are checked in a class discussion.

D. What do you think (20 minutes)

After this, students are seated in small groups and assign roles: a group leader to make sure everyone contributes, a note-taker to record the groups' ideas, a reporter to share the group's ideas with the class, and a time keeper to watch the clock. Students are given 10 minutes to prepare their presentations answering these questions.

1. Do you agree that celebrities start fashion trends? Why or why not?
2. What are other ways to start fashion trends?
3. There's an old saying: "Clothes make the man " what do you think this saying means? Do you agree? Why or why not?

The teacher calls on each group's reporter to share ideas with the class

Listening 2:

A.Vocabulary (10 minutes)

Students are directed to read the words and definitions in the box. Pronounce and repeat the words. Then, in pairs, students are asked to complete the sentences. Then, the teacher calls on a volunteer to read and complete every sentence.

Benefit (n.) a good or useful effect of something
Combination (n.) two or more things mixed or joined together
Economics (n.) the study of money and business
Individual (n.) one person
Key (n.) very important
Opportunity (n.) a chance to do something
Relationship (n.) a connection between two or more things
Stuff (n.) a group of different things, often with little value

1. At that college, everyone has to take a course in _____. Students learn how money, trade, and industry are organized.
2. Please take all your _____ off the table. I need to set the table for dinner.
3. Each _____ has a different opinion about fashion.
4. Sandra and I have a good _____. We understand each other very well.
5. One _____ of a job with an airline company is that you can travel for free.
6. Matthew is (a)n _____ player on the team. We always lose when he doesn't play.
7. Emily had the _____ to go to a famous business school, but she said no.
8. This is a new flavour. It's like a _____ of orange and banana. I like the way they taste together.

B. Listening for main ideas (10 minutes)

Before listening, the teacher explains the meaning of the word 'Fashionomics', and ask students what they think 'fashionomic' is? Is it the economics of fashion, or it is clothes made from money?

Students are given 5 minutes to read the following questions and answers. Then, the teacher plays the audio for listening. Students complete the sentences individually. After they finish, Students compare their answers with a partner, and the teacher goes over the answers.

- 1- What is fashionomics?
 - a. A study how fashion change
 - b. A study of fashion and economy
 - c. A study of the history of fashion
- 2- How is fashion good for the economy?
 - a. It creates jobs for people
 - b. It makes people spend too much money on clothes
 - c. It encourage people to wear their clothes for a long time
- 3- Which of these is NOT a benefit of the fashion business?
 - a. It gives individuals an opportunity to create their own look
 - b. It encourages designers to be more creative
 - c. It encourages everyone to dress in the same way

Lesson two: Unit one: Trends

Time: Two hours

In the first five minutes, the teacher reminds students of the unit's question, and what they have covered in the previous lesson. The teacher asks students some questions:

- 1- Do you like the fashion trends now?
- 2- Do you usually wear your clothes for a long time, or do you like to wear new style every year?

C. Listening for details (10 minutes)

In this section, students listen to the audio again and try to find the details requested in the following questions. The teacher reminds students to take notes

while listening , and keep their notes very short (only single words or short phrases).

Read the sentences. Then listen again. Circle the answer that best completes each statement.

1. The professor says that fashion_____.
 - a. Is very attractive
 - b. Is always changing
 - c. Is very expensive
2. A student says that he wants to buy a new jacket because_____.
 - a. His old jacket is in poor condition
 - b. He thinks his old jacket is ugly
 - c. His old jacket in “out of fashion”
3. One of the students feels that putting on old jeans and a T-shirt_____.
 - a. Shows that a person is not very creative
 - b. Shows that a person is not interested in fashion
 - c. Creates a “look” for the person
4. At the end of the class the professor does not _____.
 - a. Give the students a test on the lecture
 - b. Review the important points of the discussion
 - c. Give the students homework for the next day

D. What do you think (30 minutes)

Students are seated in small groups (6 groups) and assign roles: a group leader to make sure everyone contributes, a note-taker to record the group’s ideas, a reporter to share the group’s ideas with the class, and a timekeeper to watch the clock. The questions are:

1. What jobs and business depends on clothing or fashion?
2. Is choosing the clothes you wear a creative activity? Why or why not?
3. How does a person's clothing affect your opinion of him or her
4. Imagine a world without fashion. What do people wear? How does it affect the economy?

_The teacher calls each group's reporter to share ideas with the class.

E. Vocabulary Skill: Collocations: nouns and verbs (10 minutes)

The teacher explains to students what collocations are, and gives examples .

Then the teacher point out that knowing collocations can help students speak more fluently. Instead of trying to remember each word, they should try to remember a phrase. One way to learn collocations is to keep a list in a vocabulary notebook.

Then, students are directed to read the definitions and examples in their text books. After that, students are asked to read the sentences below and underline the verbs used with the noun trend(s).

1. Hey, your shoes look cool! I'm going to get some, too. We can start a trend.
2. Franco doesn't like to follow fashion trends. He prefers to look different from everyone else.
3. I wasn't trying to set a trend. I wore orange because I was riding my bike at night.
4. More and more people are wearing black to work. I want to stop the trend. I'm going to start wearing blue.
5. Skirts are getting longer again. I hope they continue this trend.

Now students are asked to think about the verbs that form collocations with the noun (clothes).

Speaking 1:

A. Grammar: the present continuous. (10 minutes)

The teacher reads the information about using the present continuous. Provide and elicit additional examples: I am teaching a class now. I am sitting in class now. We are learning grammar now. Then, the teacher checks comprehension by asking some question: What form of the main verb do we use in the present continuous? Where do we put not in a negative sentence?

Now students are put in pairs to answer the following exercise: Write sentences. Use the present continuous tense. Then read your sentences to a partner.

1. Fashion / change / quickly this year.
2. Jenny / attend / the Fashion Institute / this year.
3. We / discuss / fashion and the economy / this week.
4. Right now / Professor Martin / talk / to some students.

After that, students listen to the conversation and say whether they describe actions that are happening now or actions that are happening around now? Write HN for happening now or AN for happening around now.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____.

B. Pronunciation: Interjections and Intonation (10 minutes)

_The teacher explains to the class the definitions and information about interjections and intonation written in their textbooks.

_ The teacher checks comprehension by asking questions: What is an interjection? What are some common interjections? What does an interjection often express?

_The teacher plays the example sentences on the audio and have students repeat. Students are called on to say a sentence with the appropriate intonation.

_ Students are requested to listen to the sentences. Two different speakers will read each one. Answer the questions and check(*) the correct speaker.

1. Well, I think this is the right answer.

Which speaker sounds more uncertain?

_____Speaker 1

_____Speaker 2

2. Yeah, and after we finish this project, we're going to do another one.

Which speaker sounds more excited?

_____Speaker 1

_____Speaker 2

3. Yeah, I lost my presentation.

Which speaker sounds more disappointed?

_____Speaker 1

_____Speaker 2

4. Oh! Mr. Lombardi is going to be in Tokyo next week.

Which speaker sounds happier?

_____Speaker 1

_____Speaker 2

_ The audio is played to students, then, students compare answers with a partner.

_ The audio is played again so students can check answers.

_For additional practice with interjections and intonation, students are requested to visit [Q Online Practice](#).

Speaking 2: Drawing Attention to Main Ideas (20 minutes)

_ The teacher explains to students what is meant by main ideas and what words are used to introduce these main ideas. Then, Students are directed to read the information about drawing attention to the main ideas.

_ Students comprehension is checked by the following questions: What is a phrase that helps emphasize your point? What phrase introduces a summary? Should you repeat your main ideas exactly?

_ Now students are asked to read the lecture in their textbooks “Is Fashion an Art” and underline the examples of each main idea strategy. Then students compare answer with a partner.

_ After that, students are seated in small groups to take turns talking about one of the following sentences:

1. I would like to wear clothes like the ones people wore in (year).
2. Shopping for clothes is (not) an interesting and creative hobby.
3. Buying clothes by famous designers is (not) a waste of money.

_ Then students are called on to share their ideas with the class .

_Unit Assignment: Role-play a discussion: (30 minutes)

_ The teacher refers students back to the ideas they discussed at the beginning of the unit about why people follow fashion trends. Then, students are asked to read the following exercise and prepare their answers:

In this section, you are a member of a committee_ a group of people who need to make a decision. The committee has to decide if high school students must wear uniform or if students can choose their own clothes. As you prepare your committee discussion, think about the Unit Question, “Why do people follow fashion trends?”

_ The teacher goes over students, then each student reads allowed his presentation.

_ After that students listens to the radio announcement. The announcement asks parents, teachers, and students to come to a meeting to discuss school uniforms. Then students answer the following questions:

1. What is one of the main points in favour of uniforms?
2. What is one of the main points against uniforms?
3. What do many parents complain about?

_ Now students are asked to discuss the following question with a partner:

What is something you learned in this unit? Look back at the Unit Question. Is your answer different now than when you started this unit? If yes, how is it different? Why?

_ At the end of the unit, students are given a homework to do in their textbooks:

Answer the question below. Give reasons with examples to support your answer.

Do students at our school need to wear uniforms?

Reason 1: _____

Example 1: _____

Reason 2: _____

Example 2: _____

Reason 3: _____

Example 3: _____

Lesson Three: Unit Two: Colors

Time: Two hours

- Unit question: How can colors be useful?
- Listening: Understanding cause and effect
- Vocabulary: Word families: nouns and verbs.
- Grammar: There's and it's
- Pronunciation: Schwa in unstressed syllables.
- Speaking: asking for and giving examples.
- Learning outcome: In a group presentation, describe key aspects of a building that the group members have designed.

At the first five minutes of the lesson, the teacher asks for a volunteer to read the unit skills and the unit learning outcome. Then the teacher explains for students that this is what they are expected to be able to do by the unit's end.

Preview the Unit (45 minutes)

Students are prepared for thinking about the topic by telling them about colors they like and why, and colors they don't like and why (every student should participate). After that, Students are put in pairs to discuss the following questions:

1. What colors are the easiest to see at night?
2. When it is important to be seen, and how does that affect colors that you wear?
3. Would you paint a living room a different color than a bedroom? Why?
4. Imagine you want to paint your house. What color do you choose? Why?
5. Why can wearing black clothes at night be dangerous? Why do traffic police sometimes wear orange?

Students are asked to look at the photo in their books, and answer these questions: Where is this? Why do you think the butterfly is yellow?

Now students are ready to discuss the unit’s question with the teacher, "How can colors be useful?" To help them to discuss they are asked some related questions:

1. What colore do you like to wear?
2. What are good colors for cars?
3. What colors do people wear for special occasions, such as weddings or funerals?
4. Can you use colors to organize things?

After this valuable class discussion, students are now ready to listen to the audio in which some people talking about colors. Then students are asked if they had the same ideas, do students agree or disagree with them, and do students have new ideas to discuss.

_ After that, students’ attention is directed to the questionnaire “What animals do you see?” they’re asked to complete the questionnaire and share ideas with a partner. The teacher then goes round the class and check answers.

Animal	Where do you see it	Animal’s color
Bird	<input type="checkbox"/> at home <input type="checkbox"/> in the yard <input type="checkbox"/> in the park <input type="checkbox"/> other	<hr/> <hr/> <hr/> <hr/>
Mouse	<input type="checkbox"/> at home <input type="checkbox"/> in the yard <input type="checkbox"/> in the park <input type="checkbox"/> other	<hr/> <hr/> <hr/> <hr/>
Cat	<input type="checkbox"/> at home <input type="checkbox"/> in the yard <input type="checkbox"/> in the park <input type="checkbox"/> other	<hr/> <hr/> <hr/> <hr/>

_Now each student is ready to describe colors of a partner clothes and share this with the class.

Listening 1: The Colors of Nature

A. Vocabulary (10 minutes)

The aim of this section is to enhance Students' vocabulary. Students' are asked to do the following exercise and compare their answers with a partner.

_Here are some words from listening 1. Read the sentences. Circle the answer that best matches the meaning of each bold word

1. Animals **hide** when danger is near. They come out when it is safe.
 - a. Go to place where no one can see them
 - b. Come out and look around
2. Listen to that bird. I think it's giving the other bird a **warning** that there's a cat hunting them.
 - a. A call that means hunger
 - b. A call that means danger
3. Don't let the children touch that. It is rat **poison**. It can hurt them.
 - a. Something that is dangerous to touch or eat.
 - b. Something that has a very bad taste.
4. This hand cream makes your **skin** soft and beautiful.
 - a. Outer covering of your body
 - b. Shoes and clothing
5. Some large birds have **wings** that are more than six feet across.
 - a. Body parts used to walk
 - b. Body parts used to fly
6. Most pets can **survive** in the wild. They need people to take care of them.
 - a. Stay alive
 - b. Find friends

7. Lions are **predators**. Other animals stay away from lions because they are dangerous.
 - a. Animals that live in a group
 - b. Animals that kill other animals
8. All **insects** have six legs, and many have wings. Most are very small.
 - a. An animal like an ant or a bee
 - b. An animal like a cat or a dog

B. Listening for Main Ideas (10 minutes)

In this section students learn how to focus on and recognize the main ideas of a listening speech. The teacher explains what is meant by **main ideas**: The main idea is the most important thing the speaker wants you to understand. Focus on understanding the main idea first. Pay attention when a speaker emphasizes a sentence. Don't stop to think about words you don't understand. Keep listening.

In the following activities, the teacher goes over the directions, and has students read the statements. Then, the audio is played and students complete the activity individually.

 Listen to the nature programme. Match the animal with its use of color.

- | | |
|---------------------------------|--|
| <u> </u> 1. Cryptic frog | a. for camouflage in green leafy areas |
| <u> </u> 2. False-leaf katydid | b. to give a warning |
| <u> </u> 3. Poison dart frog | c. for camouflage in the forest floor. |

Then students listen again to the audio and answer the following questions:

1. Why is it difficult to see some animals?
2. Is it easy or difficult to see the frog?
3. Why do you think the animals have these colors?

C. Listening For Details (10 minutes)

Now, students' attention is directed towards listening for details. Before listening again to part of a nature program, students are asked to read the following questions. Then they listen to the audio and answer:

_ Circle the answer that best complete each statement:

1. The false-leaf katydid's _____ look just like leaves.
 - a. Eyes
 - b. Wings
2. The katydid gets its name from _____.
 - a. A girl named Katy
 - b. A sound it makes
3. The colors of the cryptic frog match the leaves and _____ on the forest floor.
 - a. Rocks
 - b. Insects
4. The best way to see a cryptic frog is to _____.
 - a. Wait for the wind to blow
 - b. Watch for it to move
5. The blue poison dart frog has enough poison to kill _____.
 - a. Ten men
 - b. One man
6. Poison dart frogs live in the rain forests of _____.
 - a. South America
 - b. South Africa

Students compare their answers with a partner, and the teacher goes over the answers with the class.

D. What do you think (30 minutes)

Students are seated in small groups (6 groups) and assign roles: a group leader to make sure everyone contributes, a note-taker to record the group's ideas, a reporter to share the group's ideas with the class, and a timekeeper to watch the clock. The questions are:

1. Think about an animal in the previous questionnaire. Do these animals use colors for camouflage or as a warning? Explain.
2. Most large predators, like lions, are not brightly colored. Why do you think this is true?
3. What are some ways people use color as camouflage or as a sign of danger?

_The teacher calls each group's reporter to share ideas with the class.

E. Listening Skill: Understanding cause and effect (10 minutes)

Students are told that understanding cause and effect is one way to see the connection between ideas. The teacher explains the definitions and information written students' textbooks, and ask: What is a cause? What is an example of a cause? What is an effect? What is an example? What word can come before a cause? What word can come after an effect?

_ Now students are directed to read the sentences below, listen to the audio, then circle the cause and underline the effect in each statement:

1. Katydid's are hard to see because of their green color.
2. Predators can't see the katydids, so the katydids stay safe.
3. It's hard to see cryptic frog because it uses camouflage.
4. The cryptic frog is the same color as the leaves, so you can't see it very well.
5. The blue poison dart frog is bright blue so you can see it easily.

6. Dart frogs are dangerous because their skins contain a strong poison.

_ The teacher checks answers with the class.

_ Now students listen to the scientist talk about Australian bowerbirds. They're asked to match each cause with the correct effect:

cause	effect
1. The male bowerbird builds a bower.	a. She becomes the male bird's mate.
2. The bowerbird doesn't like red.	b. Predators cannot find the nest easily.
3. The female likes the bower.	c. The bower attracts a female bird.
4. The female builds a nest in a tree	d. The bowerbird removes the red thing.

_ Students listen again to the audio compare and correct their answers with the teacher.

Lesson Four: Unit two: Color

Time: Two hours

In the first five minutes, the teacher reminds students of the unit's question, and what they have covered in the previous lesson. The teacher asks students some questions:

1. What was the unit's question?
2. How could colors be useful in our life?

Listening 2: Building with Color.

A. Vocabulary (10 minutes)

Students are directed to read the following paragraph. Pronounce each bold word and repeat it. Then, in pairs, students are asked to write the word next to

the correct definition. Then, the teacher calls on a volunteer to read and complete every sentence.

Building My Dream House

Like most people, I have a dream home. I want to build my home in the country, not the city. I want to get away from **urban** life. I even drew pictures of the house. Of course I'm not a real **architect**, so my drawings are not perfect. I want to use natural materials in the home, I like wood and stone, not blocks of **concrete**. I know exactly where I want to build it. The **site** is on a lake in the mountains. I want to paint the house brown and green **to blend in** with the trees around it. I want the house to be round, not square, because a circle is a more natural **shape**. The high **roof** of the house can be gray. Gray **matches** the color of the rocks in the mountain. The road to the house isn't **straight**. It follows an old, curving walking path. Some of my friends don't like my idea. They **advise** me not to waste money on the house, but some day I am going to build my dream house.

1. _____ a person who draws and design buildings.
2. _____ to look like the things around
3. _____ a hard, man-made building material
4. _____ to be the same color as something else.
5. _____ the top of s house.
6. _____ the form of something such as a circle or square.
7. _____ a place or location.
8. _____ in a direct line not curved.
9. _____ related to the city, not the country.
10. _____ to tell someone what you think he or she should do.

__After answering the question in pairs, The teacher goes over the answers with the class.

B. Listening for main ideas. (10 minutes)

__In this section, the teacher reminds students what is meant by main ideas. The main idea is the most important thing the speaker wants you to understand.

Focus on understanding the main idea first. Pay attention when a speaker emphasizes a sentence. Don't stop to think about words you don't understand. Keep listening.

In the following activities, students are taught how to recognise the main ideas of a given speech, and how they could summarise what they are listening. Students listen to a presentation about how different architects use color in their work. Then, students complete the summary after the audio is played.

_ Listen to the presentation, then complete the summary:

The presentation is about the work of two different _____, Kengo Kuma and Friedensreich Hundertwasser. They are similar in some ways and different in others. Both want their buildings _____. Kuma often builds in the _____. He wants his building to _____ with the environment. He does this with the _____ he chooses. Hundertwasser builds most of his buildings in the _____, and he uses a lot of _____. However, he uses natural shapes and almost no _____. He wants every home to be _____, even if it is part of an apartment building.

_ the presentation is played twice so that students can complete the summary easily. After this, students compare their answers with a partner and the teacher plays the audio again to check answers.

C. Listen for Details (10 minutes)

In this section, students listen to the presentation again and try to find the details requested in the following questions. The teacher reminds students to take notes while listening, and keep their notes very short. The teacher gives students a tip that: when you hear new information think of examples and experiences from your life. This helps you understand and remember new information.

1. In which city did Kengo Kuma build his first buildings?

2. What building material did Kuma use first?
3. What colors did Kuma use in his more recent buildings?
4. In what city did Friedensreich Hundertwasser work?

_ Now the teacher plays the audio again and goes over the answers with the class.

D. What do you think (30 minutes)

In this section of what do you think, students learn how to generalize from specific examples. Students are seated in small groups (6 groups) and assign roles: a group leader to make sure everyone contributes, a note-taker to record the group's ideas, a reporter to share the group's ideas with the class, and a timekeeper to watch the clock. The questions are:

1. Which house do you prefer _ the Great Bamboo Wall House or Hundertwasser House? Why?
2. What colors are popular for houses where you live? Are there many different colors or are they mostly the same?
3. What does your dream house look like?
4. How can you compare the way animals use color with the way the architects use color?
5. You learned about bowerbird homes. What other kinds of animal homes do you know about? What can people learn from animal homes?

_The teacher calls each group's reporter to share ideas with the class.

E. Vocabulary Skill: Word Families: nouns and verbs (10 minutes)

In this section, the teacher points out to students that recognizing that some words are both nouns and verbs is an easy way to expand your vocabulary.

_ the teacher explains the information in the textbook, and checks students' comprehension by asking them: How can we tell if a word is a noun or a verb? What often comes before a noun? What often comes before a verb?

_ Now students are directed to read the sentences below and write N or V on the lines:

1. ___ We can **camouflage** this birdhouse. We can paint it the same color as the tree.
2. ___ An owl is a bird that flies at night. It calls, "hoo, hoo, hoo." It **sounds** like it's asking, "who, who, who?"
3. ___ The **poison** of that insect is very strong, but it can't kill a person.
4. ___ There are many different **sounds** in the forest at night.
5. ___ That architect **blends** natural materials and concrete.
6. ___ Both of these shirts are blue, but the colors don't **match**. This one is darker.
7. ___ The color green is actually a **blend** of blue and yellow
8. ___ That liquid is dangerous. It can **poison** people and animals.

_ Students discuss and compare their answers with a partner. The teacher goes over the answers with the class and explains the reason behind every noun or verb.

Speaking 1:

A. Grammar: the present continuous. (10 minutes)

The teacher reads the information about using "there's and it's". Provide and elicit additional examples: There's a board on the wall. There's a coffee shop near here. The bowerbird likes colored objects, it puts them in the bower. Then, the teacher checks comprehension by asking some question: What do we use for things that are mentioned for the first time? What do we use for something we already know or have already talked about?

_Now students are put in pairs to answer the following exercise: Complete the paragraph with there's or it's:

There are many different animals in the park. _____ a bright red bird in a tree. _____ a male cardinal. Nearby _____ a similar bird, but _____ brown, not red. _____ a female cardinal. On a flower, _____ a beautiful orange and black butterfly. _____ a monarch butterfly. Predators can see it easily. But they also know that _____ a dangerous insect. Its wings have a terrible taste. Its color is a warning to predators.

_Students discuss and compare their answers with a partner. The teacher goes over the answers with the class

B. Pronunciation: Schwa in unstressed syllables (10 minutes)

_The teacher explains to the class the definitions and information about schwa in unstressed syllables written in their textbooks.

_The teacher notes to students that learning the schwa is a useful way to demonstrate how crucial word stress is to the pronunciation.

_The teacher plays the example sentences on the audio and have students repeat. Students are called on to say the words with the appropriate stress.

_ Students are requested to listen and write the words. There is one unstressed syllable with the schwa sound in each word. They're requested to circle the syllable that contains the schwa sound:

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____

_ Now students listen to the following pairs of words. Which word has the schwa sound in the underlined syllable? Circle your answers:

1. Contain concrete
2. Mention apartment

3. Answer another
4. Program protection
5. Material many

_ In the following exercise, students learn how to ask for and give examples. The teacher first explains the information written in their textbooks, then she plays the audio and students answer:

_ Listen to the excerpts from listening texts in this unit. How do the speakers introduce or ask for examples? Write the expressions they use.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____.

Speaking 2: asking for and giving examples (10 minutes)

The teacher reads the information about asking and giving examples in students' textbook. Then she notes the importance of giving examples when explaining something and what phrases are used to give an example.

_ Then, students are directed to listen to the excerpts from listening texts in this unit, and find out how the speakers introduce or ask for examples.

_ Unit Assignment: Present a Building Design (20 minutes)

_ The teacher refers students back to the ideas they discussed at the beginning of the unit about how colors can be useful. Then, students are asked to read the following exercise and prepare their answers:

_ In this exercise, you are going to design a house or an apartment building. As you prepare your design, think about:

1. The Unit Question, "How can colors be useful?"
2. Which building do you like the most a house or an apartment building?
Why?

3. Which building do you like the least? Why?
4. Do you like buildings that blend into their environments or building that are unusual? Explain.
5. Choose a location for your building. Is your building in a city, a town, or the country?

_ Each students reads his presentation to the class and the teacher makes her comments and correction.

Lesson Five: Unit Three: Courtesy

Time: Two hours

- Unit question: Why are good manner important?
- Listening: Predicting
- Vocabulary: Synonyms
- Grammar: modal verbs should and shouldn't
- Pronunciation: final /s/ and /z/ sounds
- Speaking: giving advice and making recommendations.
- Learning outcome: Give a short presentation on bad manners.

At the first five minutes of the lesson, the teacher asks for a volunteer to read the unit skills and the unit learning outcome. Then the teacher explains for students that this is what they are expected to be able to do by the unit's end.

Preview the Unit (45 minutes)

Students are prepared for thinking about the topic by telling them about manners their families taught them or about a situation where someone did something impolite (every student should participate). After that, Students are put in pairs to discuss the following questions:

1. When is it important to be polite?
2. When are some people rude or impolite?

3. Is politeness the same for everyone?
4. Do you feel that people are usually polite? Give examples.
5. Are you sometimes confused about what to do in social situations? Give examples.

At Students are asked to look at the photo in their books, and answer these questions: Where is this?

Now students are ready to discuss the unit's question with the teacher, why are good manners important?" To help them to discuss they are asked some related questions:

1. What are some examples of good manners?
2. What are some examples of bad manners?
3. How do you feel when someone has good manners?

After this valuable class discussion, students are now ready to listen to the audio in which some people talking about good manners. Then students are asked if they had the same ideas, do students agree or disagree with them, and do students have new ideas to discuss.

_ After that, students are asked to complete a survey. Then compare their answers with a partner:

_Do you think these statements are still true? Mark each statement 1 (never true), 2 (true in the past, but not now), or 3 (still true now).

1. The dinner table, serve the adults first. Then serve children.
2. Never come to the table with dirty hands or uncombed hair.
3. Eat slowly for good manners. Don't talk with food in your mouth.
4. Young girls should never go anywhere without an old person
5. A man should take off his hat when he goes into a house.
6. A man should always carry packages for a woman.
7. Do not speak in a language that other in your group do not understand.

8. Home is the best place to learn good manners.
9. Being polite means we want to make everyone around us comfortable.

Listening 1: Be Polite

A. Vocabulary (10 minutes)

_ Students are directed to read, pronounce, and repeat the words and definitions in the following box. It is important that the teacher points out that “manners” and “etiquette” are very similar in meaning and are often used as synonyms.

_ In pairs, students circle the best word to complete the sentences:

Behaviour (n.) the way you act
Courtesy (n.) pleasant behaviour that shows respect for other people
Etiquette (n.) the rules for courtesy and polite behaviour
Manners (n.) acceptable behaviour in a culture
Polite (adj.) having good manners and showing courtesy
Rude (adj.) not polite

1. You should always treat co-workers with (behaviour / courtesy) and respect. Good manners are important at work.
2. Min-hu’s (behaviour / courtesy) in today’s class was terrible. He arrived late, he talked on his cell phone, and then he went to sleep.
3. I’m nervous about the dinner party tonight. There are so many different glasses and forks on the table. Can I borrow your book about (etiquette / behaviour)?
4. When you stay at a friend’s house, it is (polite / rude) to write them a thank-you note. It shows you are a good friend.
5. That child was very rude to everyone. Parents should teach their kids better (manners / courtesy).

_ Students now are requested to circle the answer that best matches the meaning of each bold word in the following exercise:

1. I **admit** that I made a mistake. I was rude to Sara.
 - a. Agree it is true
 - b. Wish it is wrong
2. In that **society**, it's normal for people to arrive late. Being late is OK in that culture.
 - a. A group of people at a party.
 - b. The people of one country or area.
3. One reason for the **increase** in car accidents is that people don't pay attention to the road.
 - a. Smaller number
 - b. Growing number
4. There's too much **violence** in video games. It's not good to see characters fight and kill.
 - a. Rude or impolite words
 - b. Actions done to hurt someone
5. When a soccer player scores a goal, the people in the stadium often **scream** with excitement. The noise is incredible!
 - a. Speak in very loud voices
 - b. Speak very quietly

_ Students compare answers with a partner. Then the teacher goes over the answers with the class.

B. Listening for Main Ideas (10 minutes)

In this section students learn how to focus on and recognize the main ideas of a listening speech. The teacher revise with students what is meant by **main ideas**: The main idea is the most important thing the speaker wants you to understand.

Focus on understanding the main idea first. Pay attention when a speaker emphasizes a sentence. Don't stop to think about words you don't understand. Keep listening.

In the following activities, the teacher goes over the directions, and has students read the statements. Then, the audio is played and students complete the activity individually

_ Read the statements. Then listen to the radio program. Write T (true) or F (false

____1. Professor Forni says people are more polite now than in the past.

____2. Professor Forni says rudeness can cause social problems.

____3. The best idea is to be polite when people are rude to you.

____4. It's OK to say that you don't like someone's behaviour.

After completing the exercise individually, students compare answers with a partner. The teacher plays the audio again and goes over the answers with the class.

C. Listen for Details (10 minutes)

In this section, students listen again to the radio program and try to find the details requested in the coming questions. The teacher reminds students to take notes while listening, and keep their notes very short. The teacher gives students a tip that: when you hear new information think of examples and experiences from your life. This helps you understand and remember new information.

_ Read the questions. Then listen to the radio program again. Circle the answer that best completes each statement.

1. The host of the program is ____.
 - a. Scott Webber
 - b. John Hopkins
 - c. Lynn Hancock
2. Professor Forni teaches ____ at Johns Hopkins University.
 - a. Psychology
 - b. Sociology
 - c. Literature
3. “Road rage” is a term used to describe drivers who _____.
 - a. Get angry while driving
 - b. Are not good drivers
 - c. Drive too slowly
4. If someone is yelling at you, you should _____.
 - a. Scream at them
 - b. Say nothing and walk away
 - c. Stay calm and speak politely
5. If you are polite to someone who is rude, the other person will _____.
 - a. Always respond politely
 - b. Sometimes respond politely
 - c. Never respond politely

_ Now students compare answers with a partner, then the teacher plays the audio again so that the partners can check answers.

D. What do you think (30 minutes)

In this section of what do you think, students learn how to project from specific facts. Projecting means figuring out what will happen based on what you know. Students are seated in small groups (6 groups) and assign roles: a group leader to make sure everyone contributes, a note-taker to record the group’s ideas, a

reporter to share the group's ideas with the class, and a timekeeper to watch the clock. The questions that students are requested to discuss in this section are:

1. Think of a time when someone was rude to you. What did you do and say ?
2. How do you feel about being polite when others are rude? What will you say?
3. What do you think of Professor Forni's ideas? Are they easy to follow? Do they work? Why or why not?
4. Imagine that many people start to follow Professor Forni's ideas. Can this change society?

_The teacher calls each group's reporter to share ideas with the class.

Listening 2 : Classroom Etiquette (10 minutes)

A. Vocabulary

The aim of this section is to enrich students' lexical competence. The teacher explains the information in the textbook. Then, students are directed to read the definitions below and complete each sentence with the correct word or phrase:

Attentive (adj.) watching or listening carefully
Courteous (adj.) polite, having courtesy
Deal with (phr. v.) to solve a problem
Improve (v.) to make something better
Influence (n.) the power to change how someone or something acts
Principle (n.) the person in charge of school
Respect (n.) consideration for the rights and feelings of other people
Shout out (phr. V.) to say something in loud voice
Valuable (adj.) very useful or important

1. I apologized to show Sue I have _____ for her feelings.

2. The parents are meeting with the _____ tonight to discuss problems at school. She can make new school rules to stop the problems.
3. Parents can have great _____ on a child's behaviour. They can teach by setting an example.
4. Teachers have to _____ many difficult problems in the classroom every day. They think of many good solutions.
5. Everyone thought that the class was very _____. It helped them get better grades and it improved their social skills.
6. I don't like it when people in a meeting just _____ their comments. They should wait their turn and speak politely.
7. Lisa and Mark want to _____ their Spanish. They go to class every day and practice often.
8. Young children can only be _____ for 20 or 30 minutes at a time. It is hard for them to sit still and focus for a long time.
9. Your son is very _____ at school. He calls me Ms. Moore, and he always says please and thank you.

_ Students discuss and compare their answers with a partner. The teacher goes over the answers with the class and explains the reason behind every noun or verb.

Lesson six: Unit three: Courtesy

Time: Two hours

In the first five minutes, the teacher reminds students of the unit's question, and what they have covered in the previous lesson. The teacher asks students some questions:

1. When is it important to be polite?
2. When are some people rude or impolite?
3. Is politeness the same for everyone?

Listening 2: classroom etiquette

B. Listen for main ideas (10 minutes)

In this section, students listen to a news report. They are asked to circle the answer that best completes each statement.

1. The main point of the news report is that ____
 - a. Parents don't know how to teach their children good manners
 - b. Teachers don't have time to teach manners in the classroom
 - c. Some schools teach manners in the classroom
2. According to Marjorie Lucas, the important idea about manners is that ____
 - a. Children need to respect other people
 - b. Fighting and violence are bad
 - c. children need to have good table manners
3. The report makes it clear that ____
 - a. Parents are better than schools at teaching manners
 - b. The results of the classes surprised teachers
 - c. The etiquette classes helped children, teachers, and parents

C. Listen for details (10 minutes)

Students listen to the report again, but this time they are requested to listen for details. They are asked to write short notes:

1. One example of polite behaviour for children around us.
_____.
2. The name of the country that teaches etiquette classes.
_____.
3. One example of good behaviour at school.
_____.

4. Two positive results from the etiquette classes.

_____.

5. How parents feel about the etiquette classes.

_____.

_ After they finish, students compare their notes with a partner. Then, the teacher goes over the answers with the class.

D. What do you think (30 minutes)

In this section of what do you think, students are seated in small groups (6 groups) and assign roles: a group leader to make sure everyone contributes, a note-taker to record the group's ideas, a reporter to share the group's ideas with the class, and a timekeeper to watch the clock. The questions that students are requested to discuss in this section are:

1. Is it true that parents today are not teaching good manners to their children? Why or why not?
2. How did you learn about manners or etiquette? Give examples.
3. What's your opinion about today's society? Are people really ruder now than they were in the past?

_The teacher calls each group's reporter to share ideas with the class.

E. Vocabulary Skill: Synonyms (10 minutes)

The teacher, in this section, explains what the word *synonyms* means. Then, she reads the definitions and information written in the textbook. It is important that the teacher points out to students that synonyms can help you paraphrase, or restate information in a different way.

_ Students' comprehension is checked by asking them some questions: What is a synonym? Why is it good to know synonyms? How can a dictionary help with synonyms?

_Now students are ready to do the following exercise:

Read the words. Match each word in the left with a synonym in the right. Use a dictionary to help you:

- | | |
|---------------|--------------|
| 1. Courteous | a. growth |
| 2. Rude | b. often |
| 3. Scream | c. impolite |
| 4. Valuable | d. polite |
| 5. Etiquette | e. actions |
| 6. Increase | f. yell |
| 7. Frequently | g. manners |
| 8. Behaviour | h. important |

_Students, then, compare their answers with a partner, and the teacher goes over the answers with the class. At the end, students are asked to choose five words from the activity and use them in useful sentences.

Speaking 1:

A. Grammar: Model verbs should and shouldn't (10 minutes)

The teacher reads the information about using “should and shouldn't”. Provide and elicit additional examples: You should say please and thank you. You shouldn't yell at people. Then, the teacher checks comprehension by asking some question: When do we use should and shouldn't? Where does should go in the sentence? What form of the main verb do we use with should and shouldn't?

_Now students are put in pairs to answer the following exercise: Complete the paragraph with should and shouldn't:

1. Your best friend thinks she is sending an email to her parents. She sends it to you mistake. you _____ real it.

2. A woman _____ open the door for a man carrying a large box.
3. Children _____ call their teachers by the first names.
4. University student _____ raise their hands to ask a question in class
5. You _____ call people after 10:00 p.m
6. Men _____ stand up when a woman comes into the room
7. You _____ tell someone if they have spinach in their teeth.
8. You're sitting on a crowded bus. An older woman gets on .you _____ offer her your seat.

_ Students now work with a partner and ask yes/no questions based on the sentences in the previous activity.

B. Pronunciation: Final /s/ or /z/ sounds (10 minutes)

_The teacher explains to the class the definitions and information about final /s/ or /z/ written in their textbooks. Then, she notes to students that learning how to link words will make their speech sound more natural and fluent. It can also make it easier to pronounce final sounds clearly.

_The teacher plays the example sentences on the audio and have students repeat. Students are called on to say the sentences with the appropriate sounds.

_ Now, students listen to the following paragraph about the etiquette of hats and complete the paragraph with the words they hear:

The Etiquette of Hats

There are a lot of _____ about _____ in etiquette books. _____, men and women always wore _____. It was bad _____ to go out without a hat. Men took off their _____. It _____ sign of respect for a man to take _____ hat. _____ started to change in the 1960s. John F. Kennedy

_____ the first _____ to appear in public without a hat. Some people think that in the _____, the hair _____ _____ popular.

Speaking 2: giving and making recommendations (10 minutes)

The teacher reads the information about giving advice or making recommendations in students' textbook. Then she notes the difference between giving advice and make recommendations, and what are the expressions used to introduce both of them.

_ Then, students are asked to work with a partner, read the following sentences, and take turns giving advice.

1. A: It's hard to get to class on time. What should I do?

B: I think you should.....

2. A: My homework is very messy. It is difficult for the teacher to read.

B: Don't you think you should.....

3. A: Alan invited me to the party, but I don't know anybody there!

B: Maybe you should/shouldn't.....

4. A: My friend send me text message when I'm in class. It's hard to pay attention in class when they send me message.

B: Well, I don't think that you should.....

_ The teacher calls on students and say one of the sentences. Elicit advice

_Unit Assignment: Give a presentation on manners (30 minutes)

_ The teacher refers students back to the ideas they discussed at the beginning of the unit about why good manners are important. Then, students are asked to read the following exercise and prepare their answers:

_ In this section, you are going to give a short presentation about manners. As you prepare your presentation, think about the Unit Question, "Why are good

manners important?” Then, consider the following statements and check the ones you agree with.

1. People don't always need to have good manners.
2. I think people should learn proper etiquette.
3. Manners should be taught at home, not at school.
4. I prefer to be with people who have good manners.
5. People should know how to behave at all time.

Each student reads his presentation to the class and the teacher makes her comments and correction.

Lesson Seven: Unit Four: Games

Time: Two hours

- Unit question: How are games similar to real life?
- Listening: listening for names and dates
- Vocabulary: word families: suffixes
- Grammar: imperative verbs
- Pronunciation: word stress
- Speaking: giving instructions.
- Learning outcome: In a group, develop a simple educational board game and introduce the board game to another group.

At the first five minutes of the lesson, the teacher asks for a volunteer to read the unit skills and the unit learning outcome. Then the teacher explains for students that this is what they are expected to be able to do by the unit's end.

Preview the Unit (45 minutes)

Students are prepared for thinking about the topic by telling them about games they play and why (every student should participate). After that, Students are put in pairs to discuss the following questions:

1. How important are games to you?
2. How important are they for people in general?
3. Why do we play games?
4. "Life is a game." Do you agree with this statement? Why or Why not?
5. How much time do you spend playing games?

At Students are asked to look at the photo in their books (see appendix E) and answer these questions: Look at the photo. What is the man doing?

Now students are ready to discuss the unit's question with the teacher, "Why are good manners important?" To help them to discuss they are asked some related questions:

6. Why do people like to play sports?
7. What do games teach us?
8. Do people win in life? Do they lose?
9. In what ways games are similar to real life?

After this valuable class discussion, students are now ready to listen to the audio in which some people talking about how games are similar to real life. Then students are asked if they had the same ideas, do students agree or disagree with them, and do students have new ideas to discuss.

_ After that, students are put in groups to discuss the following questions:

1. What games did you play as a child? Which were your favourite games?
2. What games do you play now? Do you play any board games? If so, which ones?
3. Games are fun to play. What are some other reasons to play games?

Listening 1: The game of life

A. Vocabulary (10 minutes)

_ Students are directed to read the sentences, circle the best answer that best matches the meaning of the bold word or phrase:

1. A **developer** needs special skills to make computer games. He or she has to know a lot about computer programming
 - a. Game creator
 - b. Game seller
2. I don't need an **instant** answer to my question. You can tell me next week.
 - a. Correct
 - b. Immediate
3. The **object** of this activity is to practice speaking English in a group
 - a. Goal or purpose
 - b. Place or thing
4. Firefighters and police officer show great **bravery**. They do dangerous jobs every day to help other people.
 - a. Quality of not being afraid of danger
 - b. Quality of having many skills.
5. That is the **original** draft of my essay. I revised it many times. You need to read the final draft instead.
 - a. Latest or newest
 - b. First or earliest
6. The new **version** of this game has more question cards than the old game. It also has different game pieces and new game board.
 - a. Cost of a thing
 - b. Type of the thing

7. I need to **update** my computer. Many of its programs are old and slow. I can buy new ones that work better and faster.
 - a. Make more current or modern.
 - b. Make bigger or taller
8. I think it's important for children to learn **moral values** at home. Children that learn how to behave in society usually better people.
 - a. Ideas about what is right or wrong
 - b. Ideas about what expensive or cheap.

_ Students work with a partner to circle the right answers, then the teacher goes over the answers with the class.

B. Listen for main ideas (10 minutes)

In this section students learn how to focus on and recognize the main ideas of a listening speech. The teacher revise with students what is meant by **main ideas**: The main idea is the most important thing the speaker wants you to understand. Focus on understanding the main idea first. Pay attention when a speaker emphasizes a sentence. Don't stop to think about words you don't understand. Keep listening.

_ The teacher gives students a tip for success: when listening to a speech or lecture, sit slightly forward in your seat. This position will help you concentrate, and you will understand more.

In the following activities, the teacher goes over the directions, and has students read the statements. Then, the audio is played and students complete the activity individually

_ Read the statements. Then listen to a board game developer give a speech. Write T (true) or F (false

1. Alex Vargas's speech focuses on how games are very different from real life.
2. The Game of life has a long history.
3. Both the old and modern versions of the Game of life have been very successful.
4. The object of the modern version of The Game of Life is the same as the object of the original game.
5. The company updates the game as modern life change.

_ After that, the audio is played again and the teacher checks answers with the class.

C. Listen for Details (10 minutes)

In this section, students listen again to a board game developer give a speech and try to find the details requested in the coming questions. The teacher reminds students to take notes while listening, and keep their notes very short.

_ Read the questions. Then listen again. Circle the correct answer.

1. When did Bradley start the Milton Bradley Company?
 - a. 1911
 - b. 1860
2. What colors were the squares on the board for The Checkered Game of Life?
 - a. Red and blue
 - b. Red and black
3. How many copies did The Checkered Game of Life sell in the first year?
 - a. 40,000
 - b. 35,000,000
4. On what square did players begin The Checkered Game of Life?
 - a. Infancy

- b. Prison
5. In what year did the company create a new version of the game?
 - a. 1911
 - b. 1960
 6. How do players buy things in the most recent versions of The Game of Life?
 - a. With fake credit cards
 - b. With fake money
 7. Where do players end the modern version of The Game of Life?
 - a. At the Happy Old Age square
 - b. At the Millionaire square
 8. What is the name of Alex Vargas's new game?
 - a. Environment
 - b. millionaire

Now students compare answers with a partner, then the teacher plays the audio again so that the partners can check answers.

D. What do you think (30 minutes)

In this section of what do you think, students are seated in small groups (6 groups) and assign roles: a group leader to make sure everyone contributes, a note-taker to record the group's ideas, a reporter to share the group's ideas with the class, and a timekeeper to watch the clock. The questions that students are requested to discuss in this section are:

1. Do you agree with Milton Bradley that games should teach "moral values"? Why or why not?
2. How are other board games that you know similar to real life?

3. Many traditional board games such as The Game of Life and Monopoly are now available in online versions. Do you prefer to play these games with a real board or online? Why?

_The teacher, then, calls each group's reporter to share ideas with the class.

Listening Skill: Listening for names and dates

A. Vocabulary (10 minutes)

_ In this section, the teacher tell students that listening for names and dates is important, especially in classes. Then the teacher reads the information in the textbook, and asks students: What should you pay attention to? Why is it helpful to write down names and dates?

_ In the following activity, students listen to the information about the word game SCRABBLE. Then, they complete each sentence with the correct word.

1938	1948	1952	1991	2006
Alfred Mosher Butts	James Brunot	Michael Cresta		

1. _____ invented the game of SCRABBLE in _____.
2. In _____, Butts and his partner started a SCRABBLE factory.
3. Butts's partner was _____.
4. Between _____ and 2000, SCRABBLE sold more than 100 million games.
5. The first World SCRABBLE Championship was in _____.
6. _____ holds the official record for getting the most points in one game.
7. In _____, he scored 830 points in one game.

Now students compare answers with a partner, then the teacher plays the audio again so that the partners can check answers.

Lesson eight: Unit four: Games

Time: Two hours

In the first five minutes, the teacher reminds students of the unit's question, and what they have covered in the previous lesson. The teacher asks students some questions:

1. When is it important to be polite?
2. When are some people rude or impolite?
3. Is politeness the same for everyone?

B. Listen for main ideas (10 minutes)

In this section, students listen to a conversation, between two friends, Moy and Hannah, talking about an assignment for a business class. The assignment is to play a computer game that teaches some business ideas. Students are asked to circle the correct answer.

1. What does Moy think about the Lemonade Game?
 - a. It's fun, but it can't help him learn about business.
 - b. It isn't very interesting, but it can teach him about business.
 - c. It's entertaining and useful for learning about business.
2. Which of these things can you learn from the Lemonade Game?
 - a. The connection between supply and demand.
 - b. How to make good lemonade.
 - c. A good location for a lemonade stand.
3. What happened when Hannah played the game?
 - a. She made a profit.
 - b. She lost a little money.
 - c. She made too much lemonade.
4. What is Hannah's opinion of using a game to learn business?
 - a. She thinks it is a good way to learn.

- b. She thinks it only works for lemonade business.
- c. She thinks it is not the best idea for a university class.

_ Students, then, compare their answers with a partner. The audio is played again and the teacher goes over the answers with the class.

C. Listen for details (10 minutes)

Students listen to the conversation again, but this time they are requested to listen for details. They are asked to write T (true) or F (false):

1. In the game, the supplies are paper cups, lemons, sugar, and ice.
2. There is more demand for lemonade on cloudy days.
3. Moy recommends using four lemons and fine cups of sugar in each pitcher of lemonade.
4. The program calculates your profit and loss for each day.
5. The decisions you make in the game are much different from the decision in a real business.
6. At the end, Hannah says the game is great for a university class.

_ After they finish, students compare their answers with a partner. Then, the teacher goes over the answers with the class.

D. What do you think (30 minutes)

In this section of what do you think, students are seated in small groups (6 groups) and assign roles: a group leader to make sure everyone contributes, a note-taker to record the group's ideas, a reporter to share the group's ideas with the class, and a timekeeper to watch the clock. The questions that students are requested to discuss in this section are:

1. Hannah and Moy disagree about how much the Lemonade Game helps business students. Do you agree with Hannah or Moy? Why?
2. What other games do people use to practice or train for real-life activities like sports or jobs?

3. Think of a game or sport that you play frequently. What lessons does it teach you about life?
4. There's a well-known saying: "It's not important whether you win or lose; it's how you play the game." What does this saying mean? How does it apply to games and to real life? Do you agree? Why or why not?

_The teacher, then, calls each group's reporter to share ideas with the class.

E. Vocabulary Skill: Word Families: Suffixes (10 minutes)

The teacher, in this section, points out that knowing *word families* is a good way to increase vocabulary. For example, if students know the adjective "honest", and the suffix -y can make an adjective a noun, they can be fairly certain of the meaning of "honesty". Then, she reads the definitions and information written in the textbook. It is important that the teacher points out to students that a dictionary can assist them with learning word families.

_Now students are ready to complete the following chart with the noun forms of these words. Use the suffixes -y or -(c)ity:

Adjective	Noun
Difficult	
Real	
Creative	
Scarce	
Active	

_ After this, students are asked to read the sentences below, complete each sentence with the noun form of the adjective in parentheses:

1. I like this game's _____ (simple). It's very easy to understand.
2. Sometimes the ideas in a game aren't much different from the _____ (real) of an actual business.

3. I think our team can find an answer to the problem. We have a lot of _____ (creative)

4. The _____ (difficult) is going to be finding enough supply to meet the demand.

_ The teacher, then, checks answers with the class.

Speaking 1:

A. Grammar: Imperative verbs (10 minutes)

The teacher reads the information about using imperative verbs. Provide and elicit additional examples: Open your books. Complete the sentences. Don't use a dictionary on this assignment. Then, the teacher checks comprehension by asking some question: When do we use imperative verbs? What is the subject of the verb? Do we say the subject? What form of the verb do we use in the imperative?

_ Now students are put in pairs to complete a conversation using imperatives:

A: _____ (help/ affirmative) me set up this board game, please.

B: OK. How do we set it up? Please _____ (show/ affirmative) me the instructions.

A: _____ (use/ negative) the instructions. I can tell you how to do it. Just _____ (watch/ affirmative) me.

B: Oh, I see. _____ (give/ affirmative) me the question cards and I can sort them.

A: _____ (sort/ negative) them just yet. First, we need to put all the pieces on the board.

B: I have an idea. You _____ (work/ affirmative) on the pieces, and I can find the plat money.

_ Students put in pairs to compare answers. Then, the teacher goes over the class with the answers and has students practice the conversation with a partner.

B. Pronunciation: Word Stress (10 minutes)

_The teacher explains to the class the definitions and information about stress written in the textbooks. Then, she notes to students that learning the correct pronunciation of a long word helps you remember the word. Then you will say it with the same stress and rhythm every time you use it.

_The teacher plays the example sentences on the audio and have students repeat. Students are called on to say the sentences with the appropriate stress.

_ Now the audio is played, students listen to the words, repeat them, then use the correct stress:

Honesty, bravery, creativity, environment, reality, developer, calculate, lemonade.

_ After that, students are requested to answer the following question:

_ Listen to the following words. Where is the stress? Underline the stressed syllable.

3-syllable words	4-syllable words	5- and 6-syllable words
introduce	original	university
expensive	competition	originality
estimate	kindergarten	creativity

Speaking 2: giving instructions (10 minutes)

The teacher reads the information about giving instructions, and explains to the class what phrases are used when giving instructions.

_ Then, students are asked to work with a partner, read the instructions about how to play hide and seek, Put the instructions in the correct order, and write numbers next to the sentences:

_ Students compare their answers with a partner, the, the teacher goes over the answers with the class.

_Unit Assignment: Develop a board game (30 minutes)

_ The teacher refers students back to the ideas they discussed at the beginning of the unit about how are games similar to real life. Then, students are asked to read the following exercise and prepare their answers:

_ In this section, you are going to develop a board game that helps people in their real lives. As you prepare your game, think about the Unit Question, “How are games similar to real life?” Then, consider the following suggestions:

1. Discuss and plan the game. Remember to make the game very simple.
2. Gather materials you need. Use things in the classroom for markers and game pieces.
3. Make small pieces of paper and number them from 1 to 10. Players can pick a card to find out how many spaces their markers should move.
4. Draw to board on a pieces of paper.
5. Write a short list of rules for the game.

_ Each student explains his board game to the class and the teacher makes her comments and correction.

Lesson nine: Unit five: Family Ties

Time: Two hours

- Unit question: What does it mean to be part of a family?
- Listening: Listening for reasons and explanations.

- Vocabulary: Word family.
- Grammar: Auxiliary verbs with or.
- Pronunciation: Intonation in questions with or.
- Speaking: expressing opinions.
- Learning outcome: Give a two-minute impromptu speech responding to a quotation about families.

At the first five minutes of the lesson, the teacher asks for a volunteer to read the unit skills and the unit learning outcome. Then the teacher explains for students that this is what they are expected to be able to do by the unit's end.

Preview the Unit (45 minutes)

Students are prepared for thinking about the topic by asking them about their family (every student should participate). After that, Students are put in pairs to discuss the following questions:

1. Can "family" include friends?
2. Does "family" include your cousins?
3. Does it include family members you don't talk to?
4. What is your definition of a family?
5. Which members of your family influence your life? How?

Students are asked to look at the photo in their books (see appendix E) and answer these questions: Are these people in a family? Why do you think so?

Now students are ready to discuss the unit's question with the teacher, "What does it mean to be part of a family?" To help them to discuss they are asked some related questions: What kind of families do you know about? Are families always close? What do family members do for each other? After this valuable class discussion, students are now ready to listen to the audio in which some people talking about being a member of a family. Then students are asked if

they had the same ideas, do students agree or disagree with them, and do students have new ideas to discuss.

After that, students are asked to think about people in their lives. Are they part of their families?

Listening 1: Separated at Birth

A. Vocabulary (10 minutes)

_ Students are directed to read the following paragraph, then write each bold word next to the correct definition:

My friends Janet and Ann have some birthday. That's because they are **twins!** They have exactly the same physical **appearance**. Their eyes their hair, and even their noses look the same. Twins **inherit** the same hair and eyes color from their parents. Sometimes twins even act very much alike. Janet and Ann live in different cities. Yesterday, they both went shopping for shoes. They both bought the same kind of shoes. They were the same color, style, and brand. That was an amazing **coincidence**. They didn't plan to buy the same shoes. It just **happened!**

1. _____ (n.) two things that happened at same time by chance.
2. _____ (n.) the way someone looks.
3. _____ (v.) to get a physical feature from your parent.
4. _____ (n.) two children born to the same mother the same time.

_ Students compare answers with a partner, then the teacher goes over the correct answers with the class.

B. Listen for main ideas (10 minutes)

In this section students learn how to focus on and recognize the main ideas of a listening speech. The teacher revise with students what is meant by **main ideas**: The main idea is the most important thing the speaker wants you to understand.

Focus on understanding the main idea first. Pay attention when a speaker emphasizes a sentence. Don't stop to think about words you don't understand. Keep listening.

In the following activities, the teacher goes over the directions, and has students read the statements. Then, the audio is played and students complete the activity individually:

_ Read the statements. Then listen to an interview with a sociologist_ a person who studies human behaviour. The sociologist discusses the experiences of children adopted into different families. Circle the correct answer:

1. What does the sociologist say about adopted children?
 - a. Adopted children sometimes feel different from the people in their families.
 - b. Families have no influence on the children they adopt.
2. What does the example of the Springer-Lewis twins show?
 - a. Twins raised in different families are very different from one another.
 - b. Twins raised in different families can be very similar to each other.
3. How can meeting biological family members help adopted people?
 - a. It can help them understand themselves.
 - b. It can show them what they like to do.
4. What does the similarity between separated twins show?
 - a. It shows that people have a tendency to be a certain way.
 - b. It shows that people usually don't like the same things.

_ After that, the audio is played again and the teacher checks answers with the class.

C. Listen for Details (10 minutes)

In this section, students listen again to the interview, and try to find the details requested in the coming questions. The teacher reminds students to take notes while listening, and keep their notes very short:

1. What did Frank like to do?
2. Did Frank's adoptive parents have other children?
3. What did Frank discover about his biological brothers?
4. How old were the twins when they met?
5. What things did they both like to do?
6. What was the name of the twins' wives?
7. What did they name their pets?

_Now students compare answers with a partner, then the teacher plays the audio again so that the partners can check answers.

D. What do you think (30 minutes)

In this section of what do you think, students are seated in small groups (6 groups) and assign roles: a group leader to make sure everyone contributes, a note-taker to record the group's ideas, a reporter to share the group's ideas with the class, and a timekeeper to watch the clock. The questions that students are requested to discuss in this section are:

1. How similar or different are the people in your family? Can people be very different from each other and still be "part of the family"?
2. Which do you think has more influence on your personality: biology or people and events in your life? Why?
3. Think of the coincidence in the Springer-Lewis twins' lives. What are some coincidences among people you know?

_The teacher, then, calls each group's reporter to share ideas with the class.

E. Listening Skill: Listening for reasons and explanations. (10 Minutes)

Students are told that listening for reasons and explanations is important to understand how ideas are connected. The teacher explains the definitions and information written students' textbooks, and ask: Why do speakers give reasons and explanations? What should you ask yourself?

_ Now students are directed to read the questions below, listen to the interview again, then answer the questions:

1. Why did Frank feel better after he met his biological family?
2. What does the sociologist think the stories about coincidences show?

_Students compare their answers with a partner. Then, the teacher checks answers with the class.

_Now students listen to the radio call-in show and complete the statements:

1. Hal feels closer to his friends than his family because _____.
2. Marielena thinks family members are more critical than friends because _____.
3. Paul says friends can become family because _____.

_ Students listen again to the audio compare and correct their answers with the teacher.

Lesson Ten: Unit Five: Family Ties

Time: Two hours

In the first five minutes, the teacher reminds students of the unit's question, and what they have covered in the previous lesson. The teacher asks students some questions:

1. What is your definition of a family?
2. Which members of your family influence your life? How?

Listening 2: Family History.

A. Vocabulary (10 minutes)

Students are directed to read the following sentences and circle the answer that best matches the meaning of each bold word:

1. Our assignment is to search for information about where our grandparents were born. I'll go to the library and you check online.
 - a. Look for.
 - b. Write down
2. Evelyn's great-great-grandfather was a slave in Georgia. He ran away to Canada.
 - a. A person who is free.
 - b. A person who is owned by another person.
3. Our school library has an electronic **database** with the titles and authors of all of the books in the library .you can look at it online.
 - a. A book of information
 - b. Information organized and stored in a computer
4. Richard's career is a very important part of his **identity** .his work really shows his personality
 - a. Who or what someone is
 - b. Someone's physical appearance
5. Some of Ron's **ancestors** on his mother's side of the family came from Italy in the 1880s.
 - a. Relatives who lived a long time ago
 - b. Aunts and uncles
6. We need **input** from everyone on the team to do the job well. Ethan, what do you think?
 - a. Ideas and information

- b. Computer files
- 7. Alfredo was never an active **participant** in the class, so most students didn't like being in his group. He did not like to practice speaking.
 - a. Someone who teaches a class
 - b. Someone who takes part in something
- 8. The city keeps **records** of all the people who were born or died here. People file and keep track of them all.
 - a. Files of information
 - b. Disks with music on them

_ The teacher, then, goes over the answers with the class.

B. Listen for main ideas (10 minutes)

_In this section, the teacher reminds students what is meant by main ideas. The main idea is the most important thing the speaker wants you to understand. Focus on understanding the main idea first. Pay attention when a speaker emphasizes a sentence. Don't stop to think about words you don't understand. Keep listening.

In the following activities, students are taught how to recognise the main ideas of a given speech, and how they could summarise what they are listening. Students listen to a lecture describe how a group of famous African Americans used DNA to learn more about their family history. The lecturer explains how the information affects their identities. Then, students check the statement that best states the main idea of the lecture, after the audio is played:

1. Family history is necessary to really know who you are.
2. Our genes and our family history form part of our identity, but they don't tell the whole story.
3. Some participants were surprised to discover how many of their ancestors came from places other than Africa.

_ The lecture is played twice so that students can complete the activity easily. After this, students compare their answers with a partner and the teacher plays the audio again to check answers.

C. Listen for Details (10 minutes)

In this section, students listen to the lecture again and try to find the details requested in the following questions. The teacher reminds students to take notes while listening, and keep their notes very short. The teacher gives students a tip that: when you hear new information think of examples and experiences from your life. This helps you understand and remember new information.

1. What is one reason that some African Americans have little information about their family history?
 - a. Their ancestors came to America as slaves.
 - b. They weren't interested in family history.
2. What new tool Henry Gates use in his study of the African Americans' families?
 - a. Books and public records.
 - b. DNA.
3. Where did some of Henry Louis Gates's ancestors come from?
 - a. Ireland
 - b. England
4. Which person in the study said that he felt he now has a more complete picture of himself?
 - a. Henry Louis Gates
 - b. Chris Rock

_ Now, the teacher plays the audio again and goes over the answers with the class.

D. What do you think (20 minutes)

In this section of what do you think, students learn how to rank things in order of importance. Ranking involves making judgments based on the students' own values and experience. It is an important critical thinking skill. Students are seated in small groups (6 groups) and assign roles: a group leader to make sure everyone contributes, a note-taker to record the group's ideas, a reporter to share the group's ideas with the class, and a timekeeper to watch the clock. The questions are:

1. What can you learn about your ancestors with DNA analysis?
2. Do you want to do a DNA analysis to learn about your ancestors? Why or why not?
3. What makes us who we are? Number these items from 1 to 5 in order of importance for you. Then discuss with the group:

1= most important

5= least important

___ the country I live in

___ current family life

___ DNA

___ family history / ancestors

___ other life experience

_The teacher calls each group's reporter to share ideas with the class.

E. Vocabulary Skill: Word Families: verbs, nouns, adjectives (10 minutes)

In this section, the teacher points out to students that knowing word families is a good way to increase vocabulary.

_ the teacher explains the information in the textbook, and checks students' comprehension by asking them: What are word families? What should you do when you learn a new word?

_ Students are now ready to complete the chart in their textbooks (see appendix E, p.84)

_ After that students are directed to complete the sentences below with the correct word from the previous activity:

1. I can't _____ the person in this old photo. Is that my grandfather or his brother?
2. Everyone in my grandmother's family has a(n) _____ to be very thin. It's in their DNA, I guess.
3. My sister and I are very _____ from one another. I'm blond and blue-eyed, but she has dark hair and brown eyes.
4. Amy was a(n) _____ in the study group. She thought the experience was worth her time. She was glad to help.
5. I was on the bus the other day, and I ran into an old friend I haven't seen in years. What a(n) _____! I didn't know he lived near me.

_ Students discuss and compare their answers with a partner. The teacher goes over the answers with the class and explains the reason behind every noun, verb, or adjective.

Speaking 1:

A. Grammar: Auxiliary verbs in questions. (10 minutes)

The teacher reads the information about using auxiliary verbs in questions. Provide and elicit additional examples: Did you live with your grandparents when you were a child? Are you living with your parents now? Do you want to know more about your ancestors? What do you want to learn about families?

How can this information help? Who do you think you are like in your family? Then, the teacher checks comprehension by asking some question: What kind of words comes first in a yes/no question? What kind of words comes first in an information question? What form of the main verb do we use in questions with auxiliary verbs?

_Now students are put in pairs to answer the following exercise: Write yes/no questions with these words:

1. They / study (present tense)/ biology at school.
2. Your grandfather / come (past tense) / here from Spain in the 1900s.
3. Andrew / have (present tense) / a twin brother.
4. He / want (present tense) / to go to Ireland next week.

_Students discuss and compare their answers with a partner. The teacher goes over the answers with the class. Then students continue to answer the activities B, C, and D page 86 (see Appendix E)

B. Pronunciation: Intonation in questions with or (10 minutes)

_The teacher explains to the class the definitions and information about intonation in questions with or.

_The teacher notes to students that the rising intonation lets the listener know that the speaker is not coming to the end of the sentence, but rather will continue.

_The teacher plays the example sentences on the audio and have students repeat. Students are called on to say the questions with the appropriate intonation.

_ Then, students are requested to listen to the questions. Then repeat them using the same intonation that they hear:

1. Do you look more like your mother or your father?
2. Which do you think is more important: your DNA or your life experience?
3. Was the meeting a coincidence or did they plan it?
4. Do you spend more time with your friends or your family?

Speaking 2: Expressing opinions (10 minutes)

The teacher reads the information about expressing opinions in students' textbook. Then she notes the importance of expressing opinions since students may feel uncomfortable expressing their opinions in a language they don't know that well. The teacher reassure students that expressing opinions is not only okay, it is a way to show they are interested in a topic. It is not impolite in most cultures to disagree with someone if they use appropriate phrases.

_ Then, students are directed to listen to some speaker express opinions, and write the phrases they use to introduce their opinions.

1. _____
2. _____
3. _____
4. _____
5. _____

Unit Assignment: Give an impromptu Speech (30 minutes)

_ The teacher refers students back to the ideas they discussed at the beginning of the unit about what it means to be part of a family. Then, students are asked to read the following exercise and prepare their answers:

_ In this exercise, you are going to give an impromptu speech, or a speech with little preparation, about the Unit Question, "What does it mean to be part of a family?" As you prepare your speech:

_ Each students reads his speech to the class and the teacher makes her comments and correction.

After students has accomplished their listening and speaking course, and they fully master the five units taught by the researcher, students were given post-listening and speaking tests to discover what they have learned and to what extend they have improved their listening and speaking abilities.

3.6.3 The Post-listening and Speaking Tests

Unfortunately, and for some political circumstances, the teaching process at Benghazi University has stopped from the mid of May 2014 until the end of August 2015. That is, after the researcher of this study has administrated the pre-tests and taught the students for ten weeks period. That is, studying at the University has stopped before the researcher of this study could administrate the post-listening and speaking tests. Luckily, Studying at Benghazi University was resumed at the beginning of September 2015, more precisely at the 5th of September 2015. Consequently, this research study was resumed from the 5th of September 2015 to the 24th of September 2015, and students were given three weeks of revision with three lectures per week. The researcher of this study administrated the post-listening and speaking tests after these weeks of revision in the 24th of September 2015. The post-tests were administrated in a quiet environment in which they were allowed one-hour period for completing both tests (40 minutes for the post-listening test and 20 minutes for the post-speaking test).

The post-tests used in the present study, were constructed by the researcher. The relevance of such tests was to collect reliable data about how far students have improved their listening and speaking abilities after they have finished the University courses and after they have been taught according to the integrative approach of language teaching and learning. For this reason the students were tested after the University courses using different listening and speaking post-

tests. The post-tests consisted of two parts: Part one was a listening test, and part two was a speaking test.

Part one: The Post-Listening test

The post-listening test (see appendix C) was conducted in the 24th of the September 2015. The aim of the post-listening test was to find out the following:

1. To measure to what extend students have improved in their listening skills: their abilities to comprehend a given listening passage, and make the necessary inference.
2. To reveal their abilities to recognise and understand, while listening, words in their context.

The post- listening test included unseen questions prepared by the researcher herself. More precisely, the passages of the post-listening test were adopted from the students' CDs (track5, track 6) that are accompanied with their listening and speaking textbooks, but the questions of the post-listening test were extracted by the researcher herself according to these chosen passages. The questions' numbers and formats of the post-listening test were similar to those of the pre- listening test but the content was different. That is, the pre- and post- listening tests were similar in the questions' formats and numbers (4 questions in each test), but they differed in their content since the pre- listening test was constructed from the students' third year secondary school English curricular whereas the content of the post-listening test was prepared by the researcher herself (unseen questions).

The post-listening test consisted of two passages and four questions. Every passage was played twice for each question. After listening for each passage, students were given enough time to answer the question.

The first and the second questions were related to the same passage. In the first question, students listened to a short presentation on personal style. After listening, students were asked to number the facts of the presentation in the order they hear them. The aim behind this question was to see the students' ability to grasp and comprehend the logical order of facts of a heard passage. In the second question students were asked to listen again to the presentation, and fill in the blanks with the suitable word(s) or number(s).

In the third question, students listened to a teacher asking her students about the usefulness of colours in our life. Then they were asked to choose the correct answers. The aim of this question was to assess the students' comprehending abilities.

In the fourth question, students listened again to the same passage and complete the phrases. The aim of this question was to see the students' ability to recognise, while listening, words in their context.

Part Two: The Post-Speaking Test

The post-speaking test (see appendix D) was conducted immediately after students have finished their post-listening test. That is, the post-speaking test was administrated in the 24th of September 2015. The aim of the post-speaking test was to show how much students have improved in their speaking abilities. The test consisted of one question, this question included two parts. Unlike the pre-speaking test, this post-speaking test included an unseen question that students have not practiced in classes. Students were asked to read the question carefully, then, they were requested to record their answers on cassettes. Students' speech, then, was analysed and evaluated according to five categories: quality of voice, pronunciation, grammar or accuracy, vocabulary, Fluency and Cohesion (see pages 133, 134).

As has been mentioned before, different listening and speaking test are used in this research: pre-listening and speaking tests were administrated before starting the University courses and different post-listening and speaking tests were administrated after finishing those courses. Then the scorings and percentages of both the pre- and post-tests are compared, analysed, and interpreted. The aim behind doing so is to answer the research questions of this study.

3.7 Methods of Analysing Data

In this present study, the data gathered is displayed in tables. The scoring and percentage for each student in the pre and post tests are presented in tables to be compared and analysed by the researcher.

3.7.1 Criteria for Analysing the Pre- and Post-Listening Tests

The pre-and post-listening and tests are analysed according to the participants' total scores and percentages in these tests. Each participant's total scores in the pre and post listening tests are presented in a table followed by her/his percentage in these tests. In other words, the pre and post listening tests are analysed according to participants' total scores and percentages.

3.7.2 Criteria for Analysing the Pre- and Post-Speaking Tests

In this current study, Students' speech and performance in the pre- and post-speaking tests are evaluated and analysed according to the English Protocol used to evaluate Benghazi University students in Speaking. This Protocol was put forward in accordance with Benghazi University lecturers. The researcher of this study has made some adjustments on this protocol in a way that suits her

tests questions. Students' speech and performance are evaluated according to following five categories: quality of voice, pronunciation, grammar or accuracy, vocabulary, Fluency and Cohesion (see pages 133, 134).

3.7.2.1 Quality of Voice

Quality of voice means speaking language confidently and clearly with no hesitation, and this is the aim of most second language learners. To reach this stage of speaking, they need much practice to use their language in communicative situations. Students' quality of voice varies greatly: some students are confident and they speak clearly, while others speak word by word with great hesitation and they take much time to find or remember a word. To make things easier, in this study levels of quality of voice are categorized into four categories and referred to each group with a certain number. They are as follows:

[1] Unnaturally slow speech which exhibits hesitation and lack of expression, where volume and clarity are poor.

[2] Attempt to speak at a natural speed but with much hesitation, displaying little expression of voice, with inappropriate volume and clarity of voice.

[3] Positive response at natural speed with very little hesitation, exhibiting some expression of voice with generally appropriate volume and clarity of voice.

[4] Confident response at natural speed with no hesitation, exhibiting expression of voice with appropriate volume and clarity of voice.

3.7.2.2 Pronunciation

When someone speaks, people pay attention to what he/she said. By his/her speech they can make judgment whether he is a native or non-native. Their

judgment is based on pronunciation. Pronunciation is one of the most important elements of the speaking skill. It includes producing sounds (consonants and vowels), and words in addition to stress and intonation features.

Needless to say, the level of pronunciation varies greatly among students. Some students have good and intelligible pronunciation, while others, have poor but sometimes intelligible pronunciation, and some others have totally unintelligible pronunciation and nothing can be understood whatever effort is made.

In this research, the researcher categorizes the students' pronunciation level into four levels according to whether their pronunciation is good or poor:

[1] Pronunciation is totally unintelligible and nothing can be understood whatever effort the listener makes.

[2] Pronunciation is intelligible at times, but great listener effort is made.

[3] Pronunciation is very good, but includes lapses or/and mother tongue interference.

[4] Pronunciation is highly intelligible with very little lapses or mother tongue interference.

3.7.2.3 Grammar or Accuracy

In this category students are evaluated according to their use of correct grammatical structures to express their ideas. Their use of grammar in speaking. So simply, accuracy is grammar. Accuracy means the well-formedness of the speakers' grammatical structures used to convey their messages. Students' communicative process is highly affected by their accuracy. That is, committing severe grammatical errors, while speaking, leads to great misunderstanding in the communicative process.

In this study, the researcher divides the students according to their level of grammatical performance (accuracy) into three categories giving each category a certain number as follows:

[1] No response or the structures used are completely inaccurate. Grammatical errors were so great that comprehension was severely hindered.

[2] Many errors in S-V agreement, a large number of errors in article usage, verb tenses consistently incorrect, no variety of sentence type.

[3] Some errors in S-V agreement, some errors in article usage, verb tenses generally correct, some variety in sentence types evident.

[4] S-V concord evident, most articles used correctly, verb tense appropriate, usage of a wide range of sentence types.

3.7.2.4 Vocabulary

Rivers (1975) says that children acquire vocabulary slowly through listening. Similarly, it is the case with second language learners. Through practicing the skill of listening, learners pick up vocabulary, learn them, and store them in their memory. And through the skill of speaking, learners would be able to use these learned vocabulary in their communicative situations. In this category, the researcher aims to investigate whether students have good number of vocabulary or not, and whether these vocabulary are appropriate to the task or not. To do so, the researcher of this research divides the students' level in using the proper and correct vocabulary into four groups and gives each of level a certain number denoting to it. They are as follows:

[1] No response or the vocabulary used is not related to the task.

[2] Students' choice of vocabulary is inaccurate and severely limited, or it depends on the repetition of the question.

[3] The students' choice of vocabulary is generally appropriate, but sometimes the choice is inaccurate, although the overall meaning is clear.

[4] The choice of words is appropriate, and well-suited to the task.

3.7.2.5 Fluency and Cohesion

During the analysis of samples, the researcher noticed that most students understood the question and their speech was relevant to the task; however, most of them did not produce well developed and coherent ideas. Their ideas were not well organized, and the relationships between ideas were not clear. Some students read the question and answered in Arabic; while others did not answer at all. Regarding the students' level of performance in these two components, the students were divided into four groups according to how their speech discourse was relevant and coherent, and as previously done, each group is referred to by a certain number:

[1] No response or the response is not connected to the task provided at all.

[2] Limited relevant content is expressed. The student successfully states an opinion or choice, but s/he unable to successfully give a reason for this opinion. Topic is poorly developed.

[3] The content is relevant to the task. The speaker successfully states an opinion, or choice and gives reasons to clarify what was said; however, the ideas are not that coherent.

[4] Response is sustained, and it is generally well-developed and coherent; relationship between ideas is excellent and clear

All of the above five categories according to which students' speech is interpreted and analysed are organized in the following table. Each category is given four grades (written at the top of the schedule) and the total score of the speaking test would be: $5 \times 4 = 20$ marks.

Category	4	3	2	1	score
Quality of Voice	Confident response at natural speed with no hesitation, exhibiting expression of voice with appropriate volume and clarity of voice	Positive response at natural speed with very little hesitation, exhibiting some expression of voice with generally appropriate volume and clarity of voice.	Attempt to speak at a natural speed but with much hesitation, displaying little expression of voice, with inappropriate volume and clarity of voice	Unnaturally slow speech which exhibits hesitation and lack of expression, where volume and clarity are poor	
Pronunciation	Pronunciation is highly intelligible with very little lapses or mother tongue interference	Pronunciation is very good, but includes lapses or/and mother tongue interference	Pronunciation is intelligible at times, but great listener effort is made.	Pronunciation is totally unintelligible and nothing can be understood whatever effort the listener makes.	
Grammar & Accuracy	S-V concord evident, most articles used correctly, verb tense appropriate, usage of a wide range of sentence types.	Some errors in S-V agreement, some errors in article usage, verb tenses generally correct, some variety in sentence types evident	Many errors in S-V agreement, a large number of errors in article usage, verb tenses consistently incorrect, no variety of sentence type	No response or the structures used are completely inaccurate. Grammatical errors were so great that comprehension was severely hindered.	

Vocabulary	The choice of words is appropriate and well-suited to the task.	The students' choice of vocabulary is generally appropriate, but sometimes the choice is inaccurate, although the overall meaning is clear.	Students' choice of vocabulary is inaccurate and severely limited, or it depends on the repetition of the question.	No response or the vocabulary used is not related to the task.	
Fluency & Cohesion	Response is sustained, and it is generally well-developed and coherent; relationship between ideas is excellent and clear	The content is relevant to the task. The speaker successfully states an opinion, or choice and gives reasons to clarify what was said; however, the ideas are not that coherent.	Limited relevant content is expressed. The student successfully states an opinion or choice, but s/he is unable to successfully give a reason for this opinion. Topic is poorly developed.	No response or the response is not connected to the task provided at all.	
Total Score = 20					

Table (1): Categories according to which participants' performance in the pre and post speaking tests is analysed.

The following section presents another tool used in this study to collect data.

3.8 Interviews

Interviews are another tools used in collecting data in this current research. They are the most often data collection tool in qualitative research. They aim to obtain and elicit information from the perspectives of the research participants about certain issues, themes or topics. Interviews allow the researcher to understand the phenomenon under investigation from the perspectives of the research participants instead of relying on his/her personal interpretations.

Interviews can have different types according to the degree of the structure and flexibility of the interview. The most common types are: (a) Structured interviews, (b) Unstructured interviews, and (c) Semi-structured interviews. In the structured interviews, the researcher follows a prepared “interview schedule or guide” which contains a list of questions to be covered closely with each interviewee. This type of interviews ensures that the interviewees focus on the target topic, and the interviewer covers well defined questions. Structured interviews are easier to conduct and analyse especially for unexperienced researcher, since they allow the researcher to compare answers easily across the respondents (Dornyi, 2007).

In the unstructured interviews there is no detailed guide prepared in advance; therefore, it allows maximum flexibility to the interviewee with minimal interference from the researcher. This type of interviews creates a relaxed atmosphere where the interviewee may reveal more information about the topic under investigation. But unstructured interviews are not preferred by many researchers especially unexperienced ones, since this kind of interviews are difficult to conduct and analyze. And the researcher may get lost and lose focus, and the interviewee may get off topic (ibid).

Many researchers prefer using the third type of interviews because it is a compromise between the structured and the unstructured interviews. In the semi-structured interviews “the interviewer provides guidance and direction (structured part), but is also keen to follow up interesting developments and to let the interviewee elaborate on certain issues (semi-structured part)” (Dornyi, 2007:139). In other words, the interviewer provides guidance and direction, but gives freedom for the interviewer to raise any issues which have not been prepared by the interviewer. This is exactly what the researcher of this study has done with her research participants. She prepared six questions to be asked for some participants of her research. The participants were free to elaborate, discuss, and provide information.

3.8.1 Aim of Interviews

The researcher of this current study interviewed four students from her research participants that she has taught. The aim behind this is to reflect the students’ experience of learning listening and speaking skills in the English Department laboratories since they have not been experienced learning these two skills in any laboratories before. And these two skills were ignored in most secondary schools. The questions of the interviews seek information from those students, and this information in turn will help in constructing the final conclusion of this research.

3.8.2 Content of Interviews

The students’ interviews were held at nearly the end of the first semester course (after they have been taught listening and speaking skills in the University laboratories).The interviewees were three females and one male. The interviews

were recorded on a cassette to be transcribed and analysed by the researcher. The interview questions and samples of students' answers are all discussed in Chapter four.

3.9 Conclusion

So far we have displayed the methodologies used in this current research. They were a compromise between quantitative (the pre and post-tests) and qualitative (interviews) research methods. The data analysis for students' performance in the tests and the interviews are discussed in the following chapter.

Chapter Four

Data Analysis

4.0 Introduction

As stated in the first chapter, the study reported here examined in detail the students' ability to build and increase their communicative competence by learning listening and speaking in an integrated manner, and how this integration would help students develop their communicative competence.

After teaching the students for a full semester (10 weeks), the data were collected in the form of pre and post listening and speaking tests (see Appendices A, B, C, and D) in order to get reliable and valid information, which is then to analyzed and interpreted.

This chapter summarizes the results for both the pre and post listening and speaking tests. It gives detailed analysis for the students' results and scores in the pre and post-listening and speaking tests, it also tries to interpret the results then state the reasons behind such interpretations. In addition, this chapter presents interpretation and analysis of students' interviews that has been conducted by the researcher.

The analysis of the listening and speaking test's results will be shown in forms of tabulation. The main idea behind the use of tables lies in its useful and easy way of presenting complex data, trying to make it more understandable. It is worth noting the following:

- _ Each participant is assigned a fixed number that will be the same throughout the analysis.

- _ The scoring of each participant in each test will be tabulated.

_ At first, participants' results in the pre-listening test are in a separate table. In that table, the total scoring and percentage of participants in the pre-listening test are displayed to make the comparison clearer and easier. Following that, the researcher's interpretations and analysis are put forward.

_ Later, the participant's performance in the pre-speaking tests will be analysed (into five categories see pages 132, 133) in another separate table, then, the researcher's comments are followed.

_ Participants' results in the post-listening test are shown in another separate table in which the total scoring and percentage of participants' performance in the pre-listening test are displayed in an organized manner to make the comparison clearer and easier. Following that, the researcher's interpretations and analysis.

_ The participants' performance in the post-speaking tests are analysed into five categories in another separate table. Following that, the researcher's comments are put forwards.

_ Score and percentage of participants' performance in the pre- and post-listening tests are displayed in one table to be ready for comparison.

_ Score and percentage of participants' performance in the pre- and post-speaking tests are displayed in one table to be ready for comparison.

_ Finally the researcher draws her final conclusion about students' performance in the pre and post listening and speaking tests.

_ At the end of this chapter, the researcher analyses and discusses students' interviews. Then, she derives her final conclusion from these interviews.

4.1 Data Analysis of the Pre- listening Test

As has been mentioned in Chapter Three, the pre-listening test was administrated at the early beginning of the University course. Students' scorings in this pre-test is presented in a separate table followed by the researcher's interpretation and analysis. The following table indicates participants' scoring in the pre-listening test:

Table (2): Indicates participants' scorings and percentages in the pre-listening test.

Participant's Number	Total score	Percentage
	40	100
Participant (1)	16	40 %
Participant (2)	23	57.5%
Participant (3)	10	25 %
Participant (4)	9	22.5%
Participant (5)	9	22.5%
Participant (6)	21	52.5%
Participant (7)	21	52.5%
Participant (8)	2	5 %
Participant (9)	8	20 %
Participant (10)	13	32.5%
Participant (11)	21	52.5%
Participant (12)	14	35 %
Participant (13)	32	80 %
Participant (14)	17	42.5 %
Participant (15)	17	42.5%
Participant (16)	8	20 %
Participant (17)	20	50 %
Participant (18)	2	5 %
Participant (19)	24	60 %
Participant (20)	20	50 %
Participant (21)	18	45 %
Participant (22)	24	60 %
Participant (23)	3	7.5 %
Participant (24)	17	42.5%
Participant (25)	19	52.5%
Participant (26)	19	52,5 %
Participant (27)	13	32.5%
Participant (28)	12	30 %
Participant (29)	12	30 %
Participant (30)	17	42.5%

According to table (2) above, it is obvious that most of participants scored less than 50% of the total scoring in this pre-listening test. That is, twenty one students out of thirty in a percentage of 70% of students' total number scored less than twenty out of forty. This might reflect students' level in listening comprehension skill at the early beginning of the University listening and speaking courses.

Other two students scored half of the total score i.e they got 20 out of 40 in a percentage of 50% of the test's total scoring. Only seven students out of thirty scored more than 50% of the total score giving a percentage of 23.3% only of the students' total number and their scores were 21, 21, 21, 23, 24, 24 and 32 respectively. This shows the researcher students' level in listening comprehension and their ability to grasp a given listening passage. Most students did not know how to identify, while listening, the logical order of the heard statements. They could number only the first statement correctly (see appendix A), but the rest of the sentences were wrong. Students also, as the researcher noticed, have difficulty to complete missing words and numbers according to what they hear in the tape. Most students did not know how to write English numbers correctly (see appendix A).

4.2 Data Analysis of the Pre-speaking Test

It was noted in Chapter Three that the pre-speaking test was administrated immediately after the pre-listening test. Students' speech was recoded in cassettes to be evaluated and analysed into five categories (see pages133,134). Students' performance in this pre-speaking is presented in a separate table followed by the researcher's interpretation and comments. The following table indicates participants' scorings and percentages in the pre-speaking test:

Table (3): Indicates participants' scorings and percentages in the pre-speaking test.

Participant's Number	Categories						
	Quality of Voice Scores 4	Pronunciation Scores 4	Grammar & Accuracy Scores 4	Vocabulary Scores 4	Fluency & Cohesion Scores 4	Total Score 20	Percentage 100 %
Participant (1)	2	2	2	2	2	10	50 %
Participant (2)	1	2	2	2	2	9	45 %
Participant (3)	1	1	1	1	1	5	25 %
Participant (4)	1	1	1	1	1	5	25 %
Participant (5)	2	2	2	2	2	10	50 %
Participant (6)	2	2	2	2	2	10	50 %
Participant (7)	2	2	2	2	2	10	50 %
Participant (8)	1	1	1	1	1	5	25 %
Participant (9)	1	1	1	2	1	6	30 %
Participant (10)	1	1	1	1	1	5	25 %
Participant (11)	0	0	1	1	1	3	15 %
Participant (12)	1	1	1	1	1	5	25 %
Participant (13)	3	3	3	3	3	15	75 %
Participant (14)	1	2	1	1	1	6	30 %
Participant (15)	1	2	1	2	2	8	40 %
Participant (16)	1	1	1	1	1	5	25 %
Participant (17)	2	2	2	2	2	10	50 %
Participant (18)	1	1	1	1	1	5	25 %
Participant (19)	2	2	2	2	2	10	50 %
Participant (20)	2	1	1	2	2	8	40 %
Participant (21)	1	1	2	2	2	8	40 %
Participant (22)	2	2	3	2	2	11	55 %
Participant (23)	1	1	1	1	1	5	25 %
Participant (24)	2	2	2	2	2	10	50 %
Participant (25)	1	2	1	1	2	7	35 %
Participant (26)	1	2	2	2	2	9	45 %
Participant (27)	1	2	1	1	1	6	30 %
Participant (28)	1	2	1	1	1	6	30 %
Participant (29)	1	1	1	1	1	5	25 %
Participant (30)	2	2	2	2	2	10	50 %

According to the first category in table (3) above, 18 students scored one in quality of voice category representing 60% of students' total number. They produced unnaturally slow speech which exhibit hesitation and lack of expression where volume and clarity of voice are poor. Ten students scored two in this category representing 33.33 % of students' total number. Those ten participants attempted to speak at a natural speed but with much hesitation, displaying little expression of voice with inappropriate volume and clarity of voice. One student gave no response and recorded just some expressions of hesitation and the pronoun I. He scored zero representing 3.33 % of students' total number. Only one student scored three in quality of voice category presenting a percentage of 3.33 % of students' total number. This student has positive response at natural speed with very little hesitation exhibiting some expression of voice with generally appropriate volume and clarity of voice. The researcher of this study might try to explain that 96.6 % of students have difficulty to produce confident response at natural speed with no hesitation. Their ability to give opinions and responses confidently about certain topics seems to be very weak.

Looking at the second category which's pronunciation in table (3) above, eleven students out of thirty scored 1 in pronunciation giving a percentage of 36.7 % of students' total number. Their pronunciation is totally unintelligible and nothing can be understood whatever effort the listener makes. Seventeen students scored two in pronunciation category representing 56.7 % of students' total number. The pronunciation of those students is intelligible at times, but great listener effort is made. One student pronounced inaudible sounds only, and scored zero in this category presenting a percentage of 3.3 % of students' total number. Only one student scored three in pronunciation representing a percentage of 3.3% of students' total number. The pronunciation of this student is very good, but includes lapses. The researcher noticed that the pronunciation of 96.7% of

students is not highly intelligible and includes lots of hesitation, lapses, and mother tongue interference. Even when some students succeeded to pronounce a word correctly, they pronounce it after a long pause with a lot of hesitation expressions as um...er...a ..a...etc. The reason maybe, as the researcher tries to give reasonable explanation, is that students were not given adequate opportunities to practice speaking in their secondary schools.

As for category three in table (3) above, eighteen students scored one in grammar and accuracy, which represented 60% of the overall students' number. One of them gave no response, and the rest used inaccurate structures and grammatical errors were so great that comprehension was severely hindered. Ten students out of thirty scored two in grammar and accuracy category representing 33.3% of students' total number. This means that their speech contains many errors in S-V agreement, a large number of errors in article usage, verb tenses consistently incorrect, and no variety of sentence type. Two students scored three represented 6.7% of students' overall number. The researcher of this study noticed that 93.3% of students could not apply the grammatical rules they have learned into their speech. While speaking, the majority of students have errors in S-V agreement and articles usages. They don't use variety of sentence types and verb tenses are generally incorrect. There, for it can be said students could not speak English accurately because they did not practice to use grammar in speaking. It is not enough to grasp a given grammatical rule, the most important thing is to practice how to use this rule in a communicative situation.

In category four in table (3) above, the number of students who scored one was 14 students (46.7 %). Some of them gave no response or the vocabulary they used was not related to the task. Fifteen students (50%) got 2 out of four in this category, their choice of vocabulary was inaccurate and severely limited or it depended on the repetition of the questions. Only one student (3.3%) scored

three since her choice of vocabulary was generally appropriate and the overall meaning was clear. This shows the researcher that 96.7% of students have limited vocabulary, and this, in turns, raises the question about students' level of knowledge of vocabulary.

And as for the category five in table (3), fourteen students representing 46.7 % scored one in fluency and cohesion category. Some students gave no response and others their response was not connected to the task provided at all. A number of fifteen students representing 50% scored two since their response expressed limited relevant to the task provided. They successfully stated an opinion or choice, but they were unable to successfully give reason for this opinion and the topic was poorly developed. One student (3.3 %) scored three since the content of her response was relevant to the task and she successfully stated an opinion and gave reasons behind this opinion although the ideas are not that coherent. It is clear that 96.7% of students were unable to produce sustained well-developed and coherent response with excellent and clear relationships between ideas. This is because, as the researcher sees it, did not practice how to develop coherent ideas about certain topic. This should be practiced in the speaking sections in their secondary schools.

Table (3) above indicates students' total scorings in the pre-speaking test. More than half of students scored less than half of the total scoring. In other words, twenty students in a percentage of 66.7 % scored less than ten out of twenty in this test. Eight students (26.7 %) scored ten out of twenty, and only two (6.6%) students scored more than half of the total scoring giving a scoring of 11 and 15 respectively. All of the previous percentages reflect students' level in speaking. The researcher might say that the majority of students have difficulty in speaking English confidently without hesitation, their pronunciation includes lapses and mother tongue interference seems to be difficult to understand, their use of grammar is inaccurate and in many cases it hinders comprehension, their

choice of vocabulary is limited and in many cases inaccurate, and their development of ideas while speaking seems to be poor and not coherent.

It was mentioned in Chapter Three that after administrating the pre-listening and speaking tests, students were taught by the researcher for a ten-weeks period (see Appendix E for materials used in teaching). At the end of the course, the researcher administrated the post-listening and speaking tests.

4.3 Data Analysis of the Post-listening Test

The post-listening test was administrated at the end of the University course. Students' scorings in this post-test is presented in a separate table followed by the researcher's interpretation and analysis.

It should be noted that the number of students who attended the post-listening and speaking tests were 18 students, but 12 students did not show off.

The following table indicates participants' scorings and percentages in the post-listening test

Table (4): Indicates participants' scorings and percentages in the post-listening test.

Participant's Number	Total Score	Percentage
	40	100
Participant (1)	30	75 %
Participant (2)	24	60 %
Participant (3)	26	65 %
Participant (4)	27	67.5%
Participant (5)	25	62.5%
Participant (6)	39	97.5 %
Participant (7)	37	92.5 %
Participant (8)	24	60 %
Participant (9)	30	75 %
Participant (10)	26	65 %
Participant (11)	33	82.5 %
Participant (12)	26	65 %
Participant (13)	40	100 %
Participant (14)	25	62.5 %
Participant (15)	30	75 %
Participant (16)	24	60 %
Participant (17)	39	97.5 %
Participant (18)	24	60 %

According to table (4) above, it is clear that all participants scored more than 50% of the total scoring in the post-listening test. That is, eighteen students out of eighteen in a percentage of 100% succeeded to score more than 20 out of 40 in this test.

More precisely, one student out of eighteen scored the maximum mark i.e he got 40 out of 40 representing a percentage of 100% of the test's total scoring. Two students out of eighteen scored 39 out of forty in a percentage of 97.5% of the total score. One student got 37 out of forty giving a percentage of 92.5% of the test's total scoring. The researcher noticed that four students out of eighteen scored more than 90% of the total scoring in this test.

One student scored 33 out of forty representing a percentage of 82.5% of the total scoring. Three students scored 30 (75%) out of 40. One student got 27 out of forty representing a percentage of (67.5%) of the test total scoring. Three students scored 65% in this test which means that they scored 26 out of forty. Two students scored 25 out of forty and four students got 24 (60%) out of forty. This shows the researcher that students' level in listening comprehension and their ability to grasp a given listening passage have improved. Most students succeeded to identify, while listening, the order of most of the heard statements (see Appendix C). Students also, as the researcher noticed, started to recognize the missing words in a given listening passage and complete statements according to what they have heard in the tape. It seems that students, as the researcher sees it, start to know how to choose, while listening, one answer from a number of given alternatives (see students' samples in Appendix C).

4.4 Data Analysis of the Post-speaking Test

It was noted in Chapter Three that the post-speaking test was administrated immediately after the post-listening test. Students' speech was recoded in cassettes to be evaluated and analysed into five categories (see pages 133, 134). Students' performance in this post-speaking is presented in a separate table followed by the researcher's interpretation and comments. The following table indicates participants' scorings and percentages in the pre-speaking test:

Table (5): Indicates participants' scorings in the post-speaking test.

Participant's Number	Categories						
	Quality of Voice. Scores 4	Pronunciation Scores 4	Grammar & Accuracy. Scores 4	Vocabulary Scores 4	Fluency & Cohesion. Scores 4	Total Score 20	Percentage 100 %
	Participant (1)	3	3	3	3	3	15
Participant (2)	3	3	2	3	3	14	70 %
Participant (3)	3	3	2	3	3	14	70 %
Participant (4)	3	3	2	3	3	14	70 %
Participant (5)	3	3	2	3	3	14	70 %
Participant (6)	3	3	3	3	3	15	75 %
Participant (7)	3	3	3	4	4	17	85 %
Participant (8)	2	3	3	3	3	14	70 %
Participant (9)	3	3	3	1	1	11	55 %
Participant (10)	3	3	3	2	3	14	70 %
Participant (11)	3	3	2	3	3	14	70 %
Participant (12)	2	3	3	3	3	14	70 %
Participant (13)	3	4	4	4	4	19	95 %
Participant (14)	3	3	3	1	1	11	55 %
Participant (15)	3	3	3	3	3	15	75 %
Participant (16)	2	2	3	3	3	13	65 %
Participant (17)	3	3	3	4	4	17	85 %
Participant (18)	2	3	3	2	2	12	60 %

According to the first category in table (5) above, 4 students scored two in quality of voice category representing 22% of students' total number. They attempted to speak at a natural speed but much hesitation, displaying little expression of voice, with inappropriate volume and clarity of voice. Fourteen students scored three in this category & representing 78% of students' total number. Those fourteen participants produced positive response at a natural speed with very little hesitation, exhibiting some expression of voice with generally appropriate volume and clarity of voice. The researcher noticed that

none of the participants scored one in this category .That is to say, none of the students produced unnaturally slow speech where volume and clarity of voice were poor. This is because, as the researcher might try to explain, that students were given many opportunities to practice speaking in the University laboratories followed by the teacher's notes and corrections.

Looking at the second category "pronunciation" in table (5) above, one student out of eighteen scored 2 in pronunciation giving a percentage of 5.5% of students' total number. The pronunciation of this participant is intelligible at times, but great listener effort is made. Sixteen students scored three in pronunciation category representing 89% of students' total number. The pronunciation of those students is very good, but includes lapses or/and mother tongue interference. Only one student scored four in this category in a percentage of 5.5% of the total number of students. The researcher noticed that the pronunciation of most students have improved and none of them produced totally unintelligible pronunciation. The reason maybe, as the researcher tries to give reasonable explanation, is that pronunciation sections were given adequate attention in listening and speaking lectures in the University laboratories.

As for category three in table (5) above, five students scored two in grammar and accuracy, which presents 28% of the overall students' number. This means that their speech contains many errors in S-V agreement, a large number of errors in article usage, verb tenses consistently incorrect, and no variety of sentence type. Those five students need more practice and concentration on how to speak accurately with no grammatical mistakes. Twelve students scored three represented 67% of students' overall number. Only one student scored four presenting 6% of students' total number. The researcher of this study noticed there's an improvement in this category that none of the students produced completely inaccurate structures with great grammatical errors that comprehension was severely hindered. But still, while speaking, the majority of

students have some errors in S-V agreement and articles usages. More practice is needed on how to use grammar in communicative situations.

In category four in table (5) above, only two students (11 %) scored one. These students misunderstood the speaking question so they talked about different topic (see Appendix D). They gave no response, as they talked about a different topic. Two students (11%) scored two out of four in the vocabulary category which means that their choice of vocabulary was limited or it depended on the repetition of the questions. Eleven students (61%) scored three since their choice of vocabulary was generally appropriate and the overall meaning was clear. Three students (17%) scored four and their choice of words was appropriate and well-suited to the task.

And as for the category five in table (5), only two students out of eighteen representing 11% scored one in fluency and cohesion category. Those students misunderstood the speaking question so they talked about different topic (see Appendix D). Notice that they did not gave no response, they only talked about a different topic. Only one student out of eighteen representing 5% of students' total number scored two out of four in the fluency and cohesion response expressed limited relevant to the task provided. He successfully stated an opinion or choice, but they were unable to successfully give reason for this opinion and the topic was poorly developed. Twelve students (67%) scored three since the content of their response was relevant to the task and they successfully stated an opinion and gave reasons behind this opinion although the ideas are not that coherent. Three students (17%) scored a full score (4 out of 4). Their response was sustained, and it was generally well-developed and coherent; relationship between ideas is excellent and clear. The researcher noticed that most students began to successfully state their opinion, give reasons for this opinion, and they began to express coherent relevant ideas. Students who scored one and two in this category need to concentrate more while

speaking and have more intensive practice on how to develop their relationship between ideas of a certain topic.

Table (5) above also indicates students' total scoring in the post-speaking test. It is clear that none of the students scored less than half of the total scoring. In other words, eighteen students in a percentage of 100 % of students' total number succeeded to score more than ten (50%) out of twenty in this test. This shows the researcher the level that students have reached in speaking. Two students scored eleven out of twenty (55%). One student scored twelve out of twenty which represents 60% of the test's total score. Eight students scored fourteen out of twenty giving a percentage of 70% of the test's total score. Three students scored fifteen (75%) out of twenty. Two students scored seventeen in a percentage of 94% of the test's total score, and one student scored 95% which means that he scored nineteen out of twenty in this post-test. All of the previous percentages reflect students' level in speaking after being taught for ten-week period. The researcher might say that the majority of students start to speak English more confidently with less hesitation, their pronunciation became more intelligible, their use of grammar is more accurate and comprehension is much more possible, their choice of vocabulary seems to be more appropriate and well-suited, and their development of ideas while speaking seems to be well-developed and coherent. Students who got low scores need more practice and concentration on speaking, they need to make intensive efforts to improve their speaking abilities.

Since this study aims at investigating the effectiveness of integrating listening and speaking skills on the development of the students' communicative abilities, a comparison of students' results in the pre and post listening and speaking tests is needed in order to assess students' development in their communicative abilities.

It is important to note that the comparison made is between the scorings and percentages of participants who attended both the pre- and the post-listening and speaking tests only.

4.5 A Comparison of Students' Scorings in the Pre-listening Test and the Post-listening Test

In order to reveal students' level of development in listening comprehension, the researcher of this study conducted a comparison between students' scorings in the pre-listening test and their scorings in the post-listening test. The comparison is displayed in one table which contains the total scorings and percentages of both tests followed by the researcher's interpretation and comments.

Table (6): A Comparison of Participants' scorings and percentages in the pre- and post-listening tests.

Participant's Number	Total Score = 40		Percentage = 100	
	Pre-Listening Test	Post-Listening Test	Pre-listening Test	Post-listening Test
Participant (1)	16	30	40 %	75 %
Participant (2)	23	24	57.5 %	57.5 %
Participant(3)	10	26	25 %	65 %
Participant (4)	9	27	22.5%	67.5%
Participant (5)	9	25	22.5%	62.5%
Participant (6)	21	39	52.5%	97.5 %
Participant (7)	21	37	52.5%	92.5%
Participant (8)	2	24	5 %	60 %
Participant (9)	8	30	20 %	75 %
Participant (10)	13	26	32.5%	65 %
Participant (11)	21	33	52.5%	82.5 %
Participant (12)	14	26	35 %	65 %
Participant (13)	32	40	80 %	100 %
Participant (14)	17	25	42,5%	62.5 %
Participant (15)	17	30	42.5%	75 %
Participant (16)	8	24	20 %	60 %
Participant (17)	20	39	50 %	97.5%
Participant (18)	2	24	5 %	60 %

Looking at table (6) above, in the pre-listening test, most participants scored less than 50% of the test's total scoring. That is, thirteen students out of eighteen with 67% of students' total number failed to score more than half (50%) of the test's total score. In the post-listening test, all participants scored more than 50% of the total scoring in the post-listening test. That is, eighteen students out of eighteen in a percentage of 100% succeeded to score more than 20 (50%) out of 40 in the post-test.

The researcher also noticed that, in the pre-listening test, two students scored half (50%) of the test's total scoring i.e they got 20 out of 40. And only five students out of eighteen scored more than 50% of the test's total scoring. Their

scores were 21, 21, 21 (52.5%), 23 (57.5%) and 32 (80%). The researcher noticed that none of the students' scores reached 90%, scorings were 80% or less. In the post-listening test, on the other hand, none of the students scored 20 (50%), all of participants' scorings were 60% or above 60%. One student out of eighteen scored a full mark 100% of the test's total scoring. Three students out of eighteen scored more than 90% of the test's total scoring, and their scorings were 39, 39, and 37 giving a percentage of 97.5%, 97.5%, and 92.5% respectively. One student scored 33 out of forty representing a percentage of 82.5% of the total scoring, and three students scored 30 (75%) out of 40. The rest of the participants scored between 24 and 27 with 60% and 67.5% of the total scoring respectively.

From the above discussion and comparison, the researcher of this study concludes to say that, students' low scorings and percentages in the pre-listening test are evidence of their low level in listening comprehension before entering the University. Their ability to grasp a given listening passage and respond correctly seems to be very weak. Most participants did not know how to identify, while listening, the logical order of the heard statements. They also have difficulty in completing missing words and numbers according to what they hear in the tape. The majority of students did not know how to write English numbers correctly. All of these difficulties lead to participants' low scorings and percentages in the pre-listening test. But after entering Benghazi University, and after being taught by the researcher for a whole semester. Students' level in listening comprehension began to improve. Their higher scorings and percentages in the post-listening test are evidence for this improvement. Most participants succeeded to identify, while listening, the order of statements. They also recognized the missing words in a given listening passage and complete statements according to what they have heard in the tape.

Students start to know how to choose, while listening, one answer from a number of given alternatives.

4.6 A Comparison of Students' Scorings in the Pre-speaking Test and the Post-speaking Test

In order to reveal students' level of development in the speaking skill, the researcher of this study conducted a comparison between students' scoring in the pre-speaking test and their scoring in the post-speaking test. The comparison is displayed in one table which contains the categories according to which participants' response was analysed and the total scorings of the pre- and post-speaking tests followed by the researcher's interpretation and comments.

Table (7): A Comparison of Participants' scorings and percentages in the pre- and post-speaking tests.

Participant's Number	Categories													
	Quality of Voice. Scores 4		Pronunciation Scores 4		Grammar & Accuracy. Scores 4		Vocabulary Scores 4		Fluency & Cohesion. Scores 4		Total Score= 2o		Percentage 100 %	
	pre	post	pre	post	pre	post	pre	post	pre	post	pre	post	pre	post
Participant (1)	2	3	2	3	2	3	2	3	2	3	10	15	50%	75%
Participant (2)	1	3	2	3	2	2	2	3	2	3	9	14	45%	70%
Participant (3)	1	3	1	3	1	2	1	3	1	3	5	14	25%	70%
Participant (4)	1	3	1	3	1	2	1	3	1	3	5	14	25%	70%
Participant (5)	2	3	2	3	2	2	2	3	2	3	10	14	50%	70%
Participant (6)	2	3	2	3	2	3	2	3	2	3	10	15	50%	75%
Participant (7)	2	3	2	3	2	3	2	4	2	4	10	17	50%	85%
Participant (8)	1	2	1	3	1	3	1	3	1	3	5	14	25%	70%
Participant (9)	1	3	1	3	1	3	2	1	1	1	6	11	30%	55%
Participant (10)	1	3	1	3	1	3	1	2	1	3	5	14	25%	70%
Participant (11)	0	3	0	3	1	2	1	3	1	3	3	14	15%	70%
Participant (12)	1	2	1	3	1	3	1	3	1	3	5	14	25%	70%
Participant (13)	3	3	3	4	3	4	3	4	3	4	15	19	75%	95%
Participant (14)	1	3	2	3	1	3	1	1	1	1	6	11	30%	55%
Participant (15)	1	3	2	3	1	3	2	3	2	3	8	15	40%	75%
Participant (16)	1	2	1	2	1	3	1	3	1	3	5	13	25%	65%
Participant (17)	2	3	2	3	2	3	2	4	2	4	10	17	50%	85%
Participant (18)	1	2	1	3	1	3	1	2	1	2	5	12	25%	60%

According to the first category in table (7) above, in the pre-speaking test, more than half of the students (11 students) scored one in quality of voice category representing 61% of students' total number. They produced unnaturally slow speech which exhibit hesitation and lack of expression where volume and clarity of voice are poor. Five students only scored two in this category representing 28% of students' total number. Those five participants attempted to speak at a natural speed but with much hesitation, displaying little expression of

voice with inappropriate volume and clarity of voice. One student scored zero, he gave no response and recorded just some expressions of hesitation and the pronoun I. Only one student scored three in quality of voice category presenting a percentage of 3.33 % of students' total number which means that this student has positive response at natural speed with very little hesitation exhibiting some expression of voice with generally appropriate volume and clarity of voice. Notice that none of the participants scored four in this category, all students have difficulty to produce confident response at natural speed with no hesitation. In the post-speaking test, on the other hand, 4 students scored two in quality of voice category representing 22% of students' total number. They attempted to speak at a natural speed but much hesitation, displaying little expression of voice, with inappropriate volume and clarity of voice. Fourteen students scored three in this category representing 72% of students' total number. Those fourteen participants produced positive response at a natural speed with very little hesitation, exhibiting some expression of voice with generally appropriate volume and clarity of voice. The researcher of this study noticed that none of the participants scored one in this category in the post-speaking test. That is to say, none of the students produced unnaturally slow speech where volume and clarity of voice were poor. And the number of students who scored three in this category has increased from only one student in the pre-test to thirteen students in the post-speaking test which means that students' confidence to produce clear response at natural speed with no hesitation has increased. This is because, as the researcher might try to explain, that students in the University laboratories were given much more opportunities to practice speaking confidently than they were given in their secondary schools.

Looking at the second category which's pronunciation in table (7) above, in the pre-speaking test, eight students out of eighteen scored 1 in pronunciation

giving a percentage of 44% of students' total number. Their pronunciation is totally unintelligible and nothing can be understood whatever effort the listener makes. Another eight students scored two in pronunciation category representing 44% of students' total number. The pronunciation of those students is intelligible at times, but great listener effort is made. One student (6%) pronounced inaudible sounds only, and scored zero in this category. Only one student scored three in pronunciation representing a percentage of 6% of students' total number. In this pre-test it seems that the pronunciation of 94% of students is not highly intelligible and includes lots of hesitation, lapses, and mother tongue interference. Even when some students succeeded to pronounce a word correctly, they pronounce it after a long pause with a lot of hesitation expressions as um...er...a ..a...etc. On the other hand, in the post-speaking test in this category, only one student out of eighteen scored 2 in pronunciation giving a percentage of 5.5% of students' total number. The pronunciation of this participant is intelligible at times, but great listener effort is made. Sixteen students scored three in pronunciation category representing 89% of students' total number. The pronunciation of those students is very good, but includes lapses or/and mother tongue interference. One student scored four in this category in a percentage of 5.5% of the total number of students. The researcher noticed that the pronunciation of most students have improved and none of them produced totally unintelligible pronunciation. None of the students scored one in this post-test category, and the number of students who scored three has increased from eight to sixteen students. And the number of students who scored four has increased from zero to one student. The reason maybe, as the researcher tries to give reasonable explanation, is that pronunciation sections were given adequate attention in listening and speaking lectures in the University laboratories, and more correction and notes were given to students on their pronunciation.

As for category three in table (7) above, in the pre-speaking test, eleven students out of eighteen scored one in grammar and accuracy, which represented 61% of the overall students' number. One of them gave no response, and the rest used inaccurate structures and grammatical errors were so great that comprehension was severely hindered. Six students out of eighteen scored two in grammar and accuracy category representing 33% of students' total number. This means that their speech contains many errors in S-V agreement, a large number of errors in article usage, verb tenses consistently incorrect, and no variety of sentence type. Only one student scored three represented 6% of students' overall number. The researcher noticed in this pre-test that 94% of students could not apply the grammatical rules they have learned into their speech. The majority of students have errors in S-V agreement and articles usages. They don't use variety of sentence types and verb tenses are generally incorrect. Looking at the same category (grammar and accuracy) in the post-test, it is clear that no student scored one, and five students scored two in grammar and accuracy, which represented 28% of the overall students' number. This means that their speech still contains many errors in S-V agreement, a large number of errors in article usage, verb tenses consistently incorrect, and no variety of sentence type. Those six students need more practice and concentration on how to speak accurately with no grammatical mistakes. Twelve students out of eighteen scored three represented 67% of students' overall number, and only one student scored four presenting 6% of students' total number. The researcher of this study noticed that, in the post-speaking test, there's an improvement in this category that none of the students produced completely inaccurate structures with great grammatical errors that comprehension was severely hindered. But still, while speaking, the majority of students have some errors in S-V agreement and articles usages. More practice is needed on how to use grammar in communicative situations.

In category four in table (7) above, in the pre-speaking test the number of students who scored one was nine students out of eighteen (50 %). Some of them gave no response or the vocabulary they used was not related to the task. Eight students (44%) got 2 out of four in this category, their choice of vocabulary was inaccurate and severely limited or it depended on the repetition of the questions. Only one student (6%) scored three since his choice of vocabulary was generally appropriate and the overall meaning was clear. None of the students scored four in this category. This shows the researcher that 94% of students in the pre-test have limited and inappropriate choice of vocabulary.

In category four in table (6) above, in the post-test, the number of students who scored one was only two students (11 %). Those students misunderstood the speaking question so they talked about different topic (see Appendix D). Notice that they did not give no response, they only talked about a different topic. Another two students (11%) scored two out of four in the vocabulary category which means that their choice of vocabulary was limited or it depended on the repetition of the questions. Eleven students (61%) scored three since their choice of vocabulary was generally appropriate and the overall meaning was clear. Three students (17%) scored four and their choice of words was appropriate and well-suited to the task. The researcher of this study might say that in the number of students who gave no response or the vocabulary used is not connected to the task in the pre-test has decreased from nine students (50%) to only two students (11%), and the number of students whose choice of vocabulary was inaccurate and severely limited has decreased from eight students (44%) in the pre-test to only two students (11%). But the number of students who scored three has increased from only one student (6%) in the pre-test to eleven students (61%) in the post-test. And the number of students who scored four has increased from no students (0%) in the pre-test to three students (17%) in the post-test. The researcher tries to say that there's a clear

improvement in participants' choice of vocabulary, and their vocabulary knowledge became wider and richer.

And as for the category five in table (7), in the pre-speaking test, ten students representing 56% scored one in fluency and cohesion category. Some of them gave no response and others their response was not connected to the task provided at all. A number of seven students representing 39% scored two since their response expressed limited relevant to the task provided. They successfully stated an opinion or choice, but they were unable to successfully give reason for this opinion and the topic was poorly developed. Only one student (5%) scored three since the content of his response was relevant to the task and she successfully stated an opinion and gave reasons behind this opinion although the ideas are not that coherent. It is clear that 95% of students were unable to produce sustained well-developed and coherent response with excellent and clear relationships between ideas. Looking at the post-tests scorings in fluency and cohesion category in table (6) above, only two students out of eighteen representing 11% scored one in fluency and cohesion category. Those students misunderstood the speaking question so they talked about different topic (see Appendix D). Notice that they did not gave no response, they only talked about a different topic. Only one student out of eighteen representing 5% of students' total number scored two out of four in the fluency and cohesion response expressed limited relevant to the task provided. He successfully stated an opinion or choice, but they were unable to successfully give reason for this opinion and the topic was poorly developed. Twelve students (67%) scored three since the content of their response was relevant to the task and they successfully stated an opinion and gave reasons behind this opinion although the ideas are not that coherent. Three students (17%) scored a full score (4 out of 4). Their response was sustained, and it was generally well-developed and

coherent; relationship between ideas is excellent and clear. The researcher of this study explains that in the number of students who gave no response or their response is not connected to the task in the pre-test has decreased from ten students (56%) to only two students (11%), and the number students who successfully state an opinion or choice, but s/he unable to successfully give a reason for this opinion has decreased from seven students (39%) in the pre-test to only one students (6%). But the number of students who scored three has increased from only one student (6%) in the pre-test to twelve students (67%) in the post-test. And the number of students who scored four has increased from no students (0%) in the pre-test to three students (17%) in the post-test. The researcher tries to say that most students began to successfully state their opinion, give reasons for this opinion, and they began to express coherent relevant ideas. Students who scored one and two in the post-test in this category need to concentrate more while speaking and have more intensive practice on how to develop their relationship between ideas about a certain topic.

Table (7) above also indicates students' total scoring in the pre- and post-speaking test. Looking first at the scoring of the pre-speaking test, most students scored half or less than half of the total scoring. In other words, 12 students in a percentage of 67 % scored less than ten out of twenty in this test. Five students (28 %) scored half of the scoring (ten out of twenty), and only one (5%) student scored more than half of the total scoring giving a scoring of 15 (75%) out of twenty . All of the previous percentages reflect students' level in speaking before entering the University. In table (6) above also indicates students' total scoring in the post-speaking test. It is clear that none of the students scored less than half of the total scoring. In other words, eighteen students in a percentage of 100 % of students' total number succeeded to score more than ten (50%) out of twenty in this test. This shows the researcher the level that students have reached in speaking. Eight students scored fourteen out of twenty giving a

percentage of 70% of the test's total score. Three students scored fifteen (75%) out of twenty. Two students scored seventeen in a percentage of 94% of the test's total score, and one student scored 95% which means that he scored nineteen out of twenty in this post-test. All of these percentages reflect students' level in speaking after being taught for ten-week period in the University laboratories. That is to say, the number of students who scored less than ten (50%) pre-speaking test has decreased from twelve students (67%) to zero students (0%), and the number students who scored half (50%) of the total scoring has decreased from five students (28%) in the pre-test to no student (0%) in the post-test. But the number of students who scored more than ten (50%) in the pre-test has increased from no student to all of the students. The researcher tries to say that the majority of students start to speak English more confidently with less hesitation, their pronunciation became more intelligible, their use of grammar is more accurate and comprehension is much more possible, their choice of vocabulary seems to be more appropriate and well-suited, and their development of ideas while speaking seems to be well-developed and coherent. Students who got low scores need more practice and concentration on speaking, they need to make intensive efforts to improve their speaking abilities.

4.7 The Pre and Post Listening and Speaking Tests' Findings

After having collected and analysed the data of this pre-experimental group for both the pre and post listening and speaking tests, the results can be summarized as follows:

- The percentages of students who attended both tests (eighteen students) and scored less than 50% or more than 50% in the pre and post listening and speaking tests are summarized in the following table:

Table (8): Students' results in the pre and post listening and speaking tests.

Test	Less than 50 %	50%	More than 50 %	Students who failed	Students who succeeded	Students' Total Number
Pre-Listening Test	12 St	2 St	4 St	12 St	6 St	18 St
Post-Listening Test	0 St	0 St	18 St	0 St	18 St	18 St
Pre-Speaking Test	12 St	2 St	4 St	12 St	6 St	18 St
Post-Speaking Test	0 St	2 St	16 St	0 St	18 St	18 St

- According to table (8) above, it can be seen that, in the post-listening test students has scored better than their scoring in the pre-Listening test. None of the students scored 50% or less than 50% in the post-listening test, while 12 students scored less than 50% and two others scored exactly 50% in the pre-listening test.
- The level of development of students from the pre to the post-listening test was 67 % (12 St).
- Looking at the post-speaking test in table (8) above, it is clear that students in the post-speaking test has scored better than their scoring in the pre-speaking test. None of the students scored less than 50% in the post-listening test, and only two students scored 50%. While in the pre-speaking test 12 students scored less than 50% and two others scored exactly 50%.
- The level of development of students from the pre to the post-speaking test was 67 % (12 St).
- When the scoring of the pre-listening and speaking tests and the scoring of the post-listening and speaking tests were compared it seemed that the number of students who failed has decreased in both tests, which was indicator for improvement.

Based on the points stated above, it can be said that the research questions stated at the beginning of this study has finely been answered by the researcher. Since the whole idea of the tests was to reveal the effectiveness of integrating listening and speaking skills on students' communicative competence, and whether this integration would improve and have positive influence on students' communicative abilities. Before entering the University, students' level in listening and speaking was clearly weak, and this could be concluded from their scores and percentages in the pre-listening and speaking tests. They have difficulty in comprehending a given listening text and make the correct response, they are weak in recognizing facts according to their logical order mentioned in the listening text. The majority of students are weak in recognizing missing words in a given listening speech. In speaking, the majority of students have difficulty in their quality of voice, they could not produce confident response at natural speed with no hesitation, exhibiting expression of voice with appropriate volume and clarity of voice. The pronunciation of most students was not highly intelligible and includes hesitation, lapses, and mother tongue interference. While speaking, they made many grammatical mistakes, inaccurate structures, and articles usages and verb tenses are consistently incorrect. Their vocabulary was severely limited and in many cases inaccurate. Students did not produce sustained well-developed and coherent speech with clear ideas. After being taught integrated interrelated listening and speaking in the University laboratories, the majority of students start to speak English more confidently with less hesitation, their pronunciation became more intelligible, their use of grammar is more accurate and comprehension is much more possible, their choice of vocabulary seems to be more appropriate and well-suited, and their development of ideas while speaking seems to be well-developed and coherent. Although one cannot deny that a student need more constant and intensive practice until s/he reaches the level of listening and

speaking of an English native speaker, but the whole idea here is to help students to improve and develop their communicative abilities.

Because it was the researcher's job to prove that not only did students improve their communicative abilities at the end of this research, but that they liked and preferred the way they were taught listening and speaking by the researcher than the way they were taught, if they were, listening and speaking at their secondary schools. Hence for, the researcher of this study interviewed some of the participants at the end of the course. The following section will discuss and analyse students' interviews.

4.8 Data Analysis of Students' Interviews

As has been mentioned in Chapter Three before, students' interviews were held at nearly the end of the first semester course (after they have been taught listening and speaking skills in the University laboratories). The interviewees were three females and one male. The interviews were recorded on a cassette to be transcribed and analysed by the researcher. The interview questions and samples of students' answers are all discussed in the following sections.

4.8.1 Interviews' Questions and Samples of Students' answers

The aim of interview questions is to elicit information from participants about their opinion, remarks, and suggestions about listening and speaking lectures in Benghazi University. The interviews questions and the interviewees' answers were as follows:

_ Question one: What do you think of listening and speaking lectures at Benghazi University?

Participant one: “ I like listening and speaking lectures, and I enjoy them because in these lectures I get interact with teacher, and I speak more English, but I don't like the way I am tested since in the exam we're given a tape to record under the pressure of time.”

Participant two: “I enjoy them, they're very interesting, they're very useful.”

Participant three: “ I like listening and speaking classes because I speak English in them, there's nobody speak with me at home, so I can speak with my friends about different topics, but I have a problem that I am the only boy in the class, so I find difficulty to speak and make mistakes with girls.”

Participant four: “I want to speak English very good, I want to be a good English speaker this is why I attend listening and speaking lectures.”

_ Question two: Is there any difference between learning listening and speaking in your secondary school and learning them at the English Department?

Participant one: “yes, there's a difference, because in secondary schools we don't have laps and tapes, but when we came here, we have laps to listen and speak. And this makes us have chance to speak more.”

Participant two: “yes, there's a difference because we didn't do listening and speaking, we only did reading and writing, and in the exam the questions are from the reading and writing sections, so we don't read them.”

Participant three: “In my secondary school, English is the last lesson and I usually escape from school in the last classes, so I ask my friends what is included in the exam, I study and I pass.”

Participant four: “In my secondary school we do listening and speaking sections as reading. One student stands and reads them allowed only, and in many times the teacher skip them.”

_ Question three: what do you think of the listening and speaking materials you are learning here in the University?

Participant one: “They are a bit too easy, they’re not very hard. There aren’t any new information for me, but I don’t like to change them, they’re nice for the rest of the students, but for me I find them easy.”

Participant two: “they’re OK not easy not difficult.”

Participant three: “they are difficult, some words I don’t understand.”

Participant four: “they are good and I can study them.”

_ Question four: Do you feel that you have enough chance to speak inside the listening and speaking lectures?

Participant one: “Yes, very much”

Participant two: “I think it’s OK and I don’t need more.”

Participant three: “yes, a lot of exercises we do together, and I answer them with my friends in English, but sometimes I don’t understand the question and I don’t know what to speak.”

Participant four: “I always speak with my friends in listening and speaking classes, this is enough for me.”

_ Question five: Do you feel that you are improving in listening and speaking skills?

Participant one: “yes, very much.”

Participant two: “yes, I’m improving but very slowly.”

Participant three: “what is improving?” The researcher explains, then the student answers: “yes I am better, I learn more English and more vocabulary, and I can speak more.”

Participant four: “Yes, I’m learning more vocabulary and pronunciation, I wait for this class.”

_ Question six: Are there any points that you would like to add concerning listening and speaking classes?

Participant one: “ so far so fine everything is fine and there’s no problems, and the teacher is very kind and all the students love her. She’s a friend more than a teacher, and that’s makes me learn from her more things.”

Participant two: “everything is OK, and we always share and participate in the classes.”

Participant three: “ no, everything is OK, but I have problem in grammar, sometimes I speak wrong grammar, I want to speak with no mistakes.”

Participant four: “I want to have two lectures in a week because I want to speak.”

4.8.2 Analyzing Interview’s Questions

Looking at students’ answers to the first interview question, it is clear that all of the interviewees like the listening and speaking classes and find them useful and interesting since these classes give them opportunities to speak, interact, participate with their classmates using English as their second language.

According to the interviewees' answers to the second question, it can be said that most Libyan secondary schools lack language laboratories where students practice listening and speaking using different equipment. More over; in most Libyan secondary schools listening and speaking sections in students' textbooks are ignored and most attention is directed to reading and writing. Exam's questions are extracted from reading and writing sections, consequently, students wouldn't pay any attention to listening and speaking sections since their aim is only to pass exams.

As for the third question above, students' answers were direct and clear. Students noted that the materials of listening and speaking are in their level of English.

In students' answers to question four above, they said that the speaking opportunities provided to them in the listening and speaking classes are enough and they do not need more. They participate and share activities with partners in every listening and speaking class.

All the interviewees in question five above state that they are improving and learning new vocabulary and pronunciation in listening and speaking classes.

In question six answers above, most students have no notes or remarks to say about listening and speaking lectures. Some of them said that they have a problem to speak accurately with no grammatical mistakes and they need more practice.

4.8.3 The Interview Findings

Based on students' answers to the interviews questions, the researcher of this study might say that the second research question stated at the beginning of this study (see chapter one) has been answered since all students found it useful and

interesting to learn listening and speaking in one classes at the University laboratories. All students found themselves improving in listening and speaking because of the integrated interrelated activities practiced in listening and speaking classes. The researcher of this study also found that, from students' answers to the second interview question, the statement of problem stated at the beginning of this research (see chapter one) has been verified. That is, in Libyan secondary schools opportunities for authentic integration of oral practice and listening are few since listening and speaking skills are presented in separate sections in English textbooks: reading, writing, listening, and speaking sections. That is, listening and speaking skills are taught quite autonomously. And in most occasions, these sections are ignored, since most schools are not equipped with laboratories that are used mainly to teach English as a second language. Therefore; most students did not practice listening and speaking in English classes at their secondary schools.

4.9 Conclusion

Based on the substantial evidence for improvement in students' results in the pre and post listening and speaking tests (see table (7) above), and the research findings from analysing students' interviews, a conclusion can be drawn for this study.

Chapter Five

Conclusion and Recommendations

5.1 Conclusion

It can be concluded from this present study that the integration of listening and speaking skills in teaching English as a second language improves learners' communicative competence. It also enables them to listen more properly and speak English more fluently.

It was obvious from students' results in the pre-listening and speaking tests that most of the first semester students before joining the University courses were not able to listen clearly and speak English fluently. And they were not properly trained for such listening and speaking tests; therefore, they were not able to identifying order of events or arguments, complete the missing words according to what they hear in the tape, choose one answer form a number of alternatives, or response to a tape-recording and express their opinion and thoughts.

It was clear from the findings of the tests in this present study that students were able to do better in the listening and speaking post-tests than they did in the listening and speaking pre-tests. This is due to the fact that they were exposed to integrated interrelated materials of listening and speaking. And they were introduced to different types of listening and speaking activities during the University courses, which represent real communicative behaviour. This helps students to understand and interpret a given listening text and helps them to express their opinion and ideas about a given topic.

The integration of listening and speaking in teaching English as a second language is the most important thing a student needs in order to be able to build his/her communicative competence. This, in turn, will help him/her understand,

comprehend, interpret, organize ideas, respond and express opinion about any topic.

5.2 Recommendations for Further Research

Based on the results that have been shown, it would be reasonable to say that students of English need to practice listening and speaking as much as possible and give much more time for listening and speaking in order to be good English speakers and listeners. It was obvious that students have readiness to listen and speak and to communicate orally when they were given an opportunity to listen, practice, and speak.

It has been proved in the field of teaching that improving receptive skills (listening, reading) intuitively leads to the development of productive skills (speaking, writing). And it is undeniably true that constant exposure and re-listening of English texts will help students to get accustomed to English expression and phrases, and, hence for, improve their speaking abilities. Therefore the researcher recommends that:

- The **Input- Transition- Output** universal pedagogical model for second language learning and teaching should be adopted by teachers. The integration of skills (listening and speaking, reading and writing) in each learning cycle presented in this model has proved to reflect real communicative behaviour, and hence, promote unconscious acquisition in the classroom.
- Listening and speaking should be done even outside the listening and speaking course, in other courses like writing, literary and even grammar. In these courses, students should be given the opportunity to listen to a variety of English passages and engage themselves in different types of activities as much as possible. They should be given chances to express their thoughts, and ideas orally. By doing this the students are geared for

listening and speaking English frequently. This enables them improve and employ their listening and speaking strategies, and finally develop their communicative competence.

- Students should also be exposed to realistic spoken language with all the characteristics of natural language use by introducing them to authentic materials used in everyday situations such as in shops, restaurants, public speech, interviews...etc. This can help them listen to variety of accents, expressions, and phrases of English native speakers rather than the academic expressions and phrases they learn in their English courses. It should be noted that different authentic materials can give students the capacity to master other aspects of English language which academic texts would have not introduced.
- Witnessing the students in the lectures given to the pre-experimental group, the researcher recommends that the time devoted for teaching listening and speaking should be more, at least three lectures per week since students need a lot of practice so that the listening and speaking skills become over-learned and completely automatic.

It was clear from this study that learning listening and speaking skills in an integrated manner improves students communicative ability and, hence, their communicative competence.

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Appendix A

Samples of the pre-listening test, tape scripts of the listening passages, the test's correct answers, and samples of students' performance in the pre listening test are all provided in this appendix:

The Pre-Listening Test

(40 marks)

Time allowed: 40 minutes

Q1. Listen to an interview with a professor of linguistics and sociology. Number these facts in the order you **hear** them. Write numbers.

(18 marks)

__(A) English was mainly used in the written form, through books,.....and the telegraph.

__(B) Something like..... million people speak English as their mother tongue.

__(C) Many of those former colonies continued to use English as a second orlanguage.

__(D) Something like one.....of the world's population has some knowledge of English.

__(E) English is the method of communication for....., computing, many international conferences and meeting, study.

__(F) Before about,not very many people spoke English at all.

__(G)% of all data stored on computers is in English.

(H) The center of the movie industry wasin the United States.

__(I) The radio and TV industry began to be dominated by the American.....industry.

Q.2 Listen again to the Interview, then complete the sentences in question one. (9 marks)

Q.3 Listen to Peter, then complete these sentences: (8 marks)

1. They don't realize that I need my own _____. I don't need them _____ round my neck all the time.
2. I'm an _____ child, if I'd had brothers and sisters, it _____ have been different.
3. I _____ going to go, mind you, but then a group of my friends decided to go on a camping _____ to Greese.
4. They'll go ballistic, _____ Mum, but they've got to realise I have my own _____.

Q.4 Listen to Peter's father, then underline the correct word.

(5 marks)

1. Peter is *basic* / *basically* a good lad.
 2. He's a bit shy, though, and he seems to be very *dependent* / *depending* on us.
 3. If only he'd had brothers or sisters, it might have made him a bit more *outgoing* / *going out*.
 4. Anyway, we were going to go on a family holiday to Tenerife, but I *can't tell* / *cancelled* it.
 5. I think he *should* / *would* go somewhere with his friends.
-

The Test's Correct Answers

Q1. 3 (A)

6 (B)

2 (C)

7 (D)

8 (E)

1 (F)

9 (G)

4 (H)

5 (I)

Q2. 1. Newspaper

2. 350

3. official

4. quarter

5. aviation

6. 1800

7. 75

8. Hollywood

9. advertising

Q3. 1. Space / hanging

2. only / might

3. was / trip

4. especially / life

Q4. 1. Basically

2. dependent

3. outgoing

4. cancelled

5. should

NOTE: spelling mistakes are not corrected.

A Transcription of the Pre-Listening Test's Passages

The First Passage (question 1,2): an interview

Presenter: Good evening, and welcome to *Today's Society*. Our guest tonight is sociologist and linguistics expert Professor James Llewellyn. Good evening, Professor Llewellyn.

Professor: Good evening.

Presenter: Now, we are here to discuss the role of English in modern society. Has the role of English changed over the years?

Professor: Oh, my goodness, yes. Before about 1800, not very many people spoke English at all. As the British Empire spread in the 19th century, more people from the colonized countries learnt English. Many of those former colonies continued to use English as a second or official language.

Presenter: What other reasons were there for the spread of English?

Well, mass communication was another factor, certainly. In 19th century, English was mainly used in the written form, in books, newspapers and the telegraph. But the beginning of the 20th century brought motion pictures and the telephone; then later, radio and TV arrived.

Presenter: So more and more people were exposed to English?

Professor: Yes, and it wasn't British English, either. Don't forget that the

center of the movie industry was Hollywood in the United states. Then, of course, the radio and TV industry began to be dominated by the American advertising industry.

Presenter: How many people in the world speak English on a regular basis?

Professor: It's very difficult to be precise, but something like 350 Million people speak English as their mother tongue, most of those in the United States. Another 250 to 350 million use English as a foreign language. That number is almost impossible to guess, but about one quarter of the world's population has some knowledge of English.

Presenter: That's amazing. And, of course, English is the language of Business, isn't it?

Professor: Oh, yes. And not only business, English is the method of communication for aviation, computing, many international conferences and meetings, study...

Presenter: Study?

Professor: Yes, For example, 75% of all data stored on computers is in English. A lot of leading research material is in English, too.

Presenter: And I suppose lots of students want to study in English-

Speaking countries, don't they?

Professor: Exactly, English is now a world language. It doesn't belong to one society. It belongs to all societies.

Presenter: Yes, indeed, Professor Llewellyn, thank you very much.

Second Passage (question 3): Peter's problem

My parents just don't understand me. They don't realize that I need my own space. I don't need them hanging round my neck all the time. I think it's because I'm the only child. If I'd had brothers and sisters, it might have been different. Anyway, they want me to go on holiday with them to Tenerife. In fact, they've already booked it, but I'm not going. I was going to go, mind you, but then a group of my friends decided to go on a camping trip to Greece. They've asked me to go, and I've said yes. I haven't told Mum and Dad yet. They'll go ballistic, especially Mum, but they've got to realize I have my own life.

Third Passage (question 4): Peter's father

Now, Peter is basically a good lad. We really couldn't wish for a better son. He's a bit shy, though, and he seems to be very dependent on us. I mean, he's 17 now – he should be going out more, not staying at home all the time with his mum and dad! If only he'd had brothers or sisters, it might have made him a bit more going out. Anyway, we were going to go in a family holiday to Tenerife, but I cancelled it. Well, I cancelled his ticket, anyway. I think he should go somewhere s friends. Not that my wife knows anything about it yet ...

*Note: All the listening passages of the pre and post listening tests are accompanied in a CD at the end of this thesis.

Appendix B

Samples of the pre-speaking test, and samples of students' performance in the this test are all provided in this appendix:

The Pre-speaking test.

Time allowed: 15 minutes

Q.1 Why are you learning English? What are the advantages and disadvantages of learning English. What would learning English help you to do?

GOOD LUCK

Samples of Students' Performance in the Pre-speaking Test

It is important to note that the transcription of students' performance is written in the way they pronounced it.

Participant (1):

“ Why I'm learning English.....because English language it's the most important language....er.... and that's why I'm.... learning it .But thethe....main porpose is to get better in the language. Put I ...I'm....learning English cause I like it so much and..... I want speak...er...speak in it with my frands.....um.....I like it so much..... The advanges for the language it's ...er.....the advantage for the study English language has got many....., because all the world people can speak Englishum.....I must be in a pre-intermediate that will help me to get better job. And the disadvantages for learning English it's studying language will it help you to do well with the skills....., and that will destroy your language. Some people listen to the songs ..and there arelisten to the songs and there're....and there are songs uses.....the grammar wrong, so this is disadvates.....er.....IEnglish will help me to do a lot of things.....ur..... I will be lecture at Benghazi university so that will help me. English language is important”

Participant (2):

“ I will be....erer..... a god in the future....er...er.... English ander... and I will be a god teacher. It is....it's..... nice lang...lang... language...er..... not difficult and not easy....er..... And I will be Berfict in the future.....er..... It is a god language.”

Participant (3):

“ I should enter course English..... was fery imbortant...to help you. More beoble like learning language... English languageEnglish language very....was very imbortant in your life....learning more focabulary, learning more focabulary”

Participant (4)

“ Advantures ...the chold (unclear word) into course English and the visit out cantry and learn more English and more..... reading. The wor rearing English because help you work. And disadvantages they shold enter.. yes...ok”

Participant (5):

“I English language because....er.... when I’m a child I like and bfai (unclear words). This language the best language in the waid....er..... And my habat learning this language. I haven’t ...any problem in this language. I haven’t any disadvange because I can successful in every...er.... subject in the English language. My advange there’re...there’re have a lot poem... um.....I like this language because I talk with any one ..from other country... When I’m travel or go... for my country I....I will be do a good relation with other people from other ways....er.... English language help me in....the..... the a lot of thinks like learn a lot of subjects in grammar listening speaking reading writing,I can in the future ...er.....future work translator ...or anything because I have the best language in the waird. ”

Participant (6):

“.....and to understand grammar very well, and to...modifying between.... and to entipyed between what the present or the past is....er...for me the English language it's a good well....it's useful language and it's makes you different from the other people it's... good language cause it can understand for all over the world. It's useful language cause you can communicate with other people that..... they have any different language. And I studied ..a..a...at future center that I learning.... ...it's a helpful...er... but I have a difficulty with the pronunciation of the....of this language, but it's a good and useful language in the world. I think it's the best language in the world, it's good and useful language.”

Participant (7):

“ I learning English because it is...er..... international language of the world, and I..... like watch movie in English. in..... future I will finish my study in bratch,..... so I like learning English. Advantage of learning English, is international language of the world...er... example...er...um.....let me give an example, like, different inter.....nationalities meets...meet together so they can talk with each other with their mother language.....er...so..... someone is japaneese.... someone is from Egypt someone from Libya, so..... the language it will be English. And English there's a lot of.....things..... of English language like... in ... the internet website...er.....website..... Learning English help....

me to understand many things like...um.... newspaper in....in...in... American or Britain.... And learning English help me.”

Participant (8):

“ I...er....I ... learn.... English.... becausefery.... imbordand in....in.... future.”

Participant (9):

“ Why are you....are you learning English I learning English because I love the language English. Advantageser...the advantages...er.... I know it...I know it to how speak berfict and didavantage, it is difficult I didn't have teacher is god to teach English..... What would learning English help you to do, it will be benefit me into future becauseI... help me ...will help me to totch the student in the future.”

Participant (10):

“ The advantage for English it's language now uses more set for life especially in work. Dissessadvantageer...I ...we don't have help me in work.”

Participant (11):

“.....er.....um... I....I...um...(speaking Arabic words).”

Participant (12):

“ Advature ...er...help to god speak with beoble and lean to words. Disadvanture it is difficalt but the language bitu...er.....beautiful to help future work it. But I....I... study sairious to learn many words to...to... know speak English.”

Participant (13):

“I’m learning English because it’s my habby...er.... and it’s my favourites language ever, and I was born in England The main reason I’m learning it is because,.....er....., my spelling is very good clear and excellent..... The advantage of learning English, well, for nowadays it’s very.....an important everyone now is speaking in English....the..... The internet is in English, combuter, and the networks. The disadvantage..... well, it’s difficult because English is not our mother tongue language,..... so it will needs a hard-working, learning new vocabyoulary and understand them and the definition of them..... So learning English is so..... fun, nobody can get bored of it.....um..... Learning English will help... will help me to....to.... work in an international companies andand....also helps you in your future and be a successaful and benefit to your country.”

Participant (14):

“ Why are you learning English because I love it..... What are the advantages and disadvantage,....er.... advantage I have learn and I can speak. Disadvantage not I have disadvantage....er.... What would learning English help to do, I haven't enough teacher and...er..... I learn in school in English and America”

Participant (15):

“ English language is the must imbordand language eround the..... world everyone learn it from children..... toto oldet and older beoble so..... it's god thing to learn.....it's It's will help me to get.... so many jobs in the future, and it's also helps me now to connect with beoble from different countries..... English is an...is an useful and god language but.....but.... It will be fery bad if you...you... always speak English and....and..... forget your...your.. basic language.”

Participant (16):

“ Why are you...why are you learning English, because beautiful English.....(unclear words). What are the advantages and advantage of learning English,er advantage ...er...um....grammar and writing, disadvantage grammar reading....er..... and Arabic. What would you learning English help you to do,

.....er.... help...help me student.....er.....university family home.....friend street.....”

Participant (17):

“I like English because when I was read at the sacandry school there was a teacher her name is Asma she was teach us at English subject. I like the way she was teach us, so I decide to learning English..... and go to the English department in the university and graduate and pe like my teacher. Advantage and disadvantage,..... you can talking in English in a, and English would pe your second language.... and you can travelling to any world without needed to someone to translated to you what you are said to other people....to other person or.....what..... what you are needed. Disadvantage, there’s a one disadvantage here in Libya, there’s not a lot of people talking English,... so this is disadvantage of learning English... What would learning English help you to do, learning English would help me to pe a better person, So this is ...er...English....learning English help me to do..... I can travel to any waird I won’t and talking in any way I won’t to talk in.”

Participant (18):

“ I... learning English..... because....he helped me..... to continue with other people.... He helps me..... to continue with other peopleand when you..... go to.... other countryEnglish is..... the language of the world”

Participant (19):

“ I learn English because I’m interested to be a good speaker know the grammar and pronunciation very well, because I choose to be an English student I must be...very carefully about thethe....grammar and pronunciation. Learning English help me when I’mwhen I’m in trip to the... to an foreign country ...er...I can speak to them directly and helped my family if they didn’t understand any words in Englishum..... I can.....I could.....(She repeated what she said before). English helped me a lot to learn...English history....er... English history and reading the stories and novels in English. There’s some disadvantage from learning English I start forget some Arabic grammar I need to be more care...I need to care more for about my mother tongue.”

Participant (20):

“ Hello, why are you learning English because the most important language in the Arab world.....er.... Is very most important the language today in twenty century. It’s most important you can work. The most important and the advantage the language it’s communication...er...communication

another....and..... another language and you can work...er....and you can....can... work anywhere, and you can communication another people, it's fery most imbbortant and learning. You can understand another word in....in.... the language....you can speaking ...it's the very most imbbortant language. I have in the future in the teach ...I have in the future speak English”

Participant (21):

“I want to be learn English language because.... I want be doing that. I love this language... because English language is..... the best language in the world and the first....er.... on the..... list of the..... Bigger...er.... speaking of that language..... than Arabic..... so I want to be learn English because.....er..... it can helps me in the...er.... this century...this century is modern century...so the modern have English language. What are advantage? The advantage of English language it can helps you iner.....problem.....when you visit another country you can't speak you....e.... first language like Arabic language.... you visit france you can't speak Arabic because ...don't understand you...so when use English language you don't understand france...you will be ...you will make easier...and..when you... speak English. This advantage it have ...er...we don't havedoctors English ...inmy country ...and... we have.....we have.... a words we don't have a... meaning ...so we need look vocabulary in..... thethe.....dictionary and we don't understand it ...so we need English language disadvantage. And I won't be

doctor English in my country....what learning English help you to doI don't know but..... I will make by it واجد things.... Thank you."

Participant (22):

"I'm learning English because....er... I want to be good speaker, when I...er... complete my study I want be a translator. The advantage of learning English that when you travel to countries you can talk English with them so they can understand you and you can understand them."

Participant (23):

"I'm helping to beoble in the...in the future because.... You are not learning English and your can't speaking language.... Advinshes learning English advinshes, I'm advansh in the future. Disadvansh I haven't deeded a teacher language English, I will be help me to teach my children in the future."

Participant (24):

" English in future,, It's international language and it's helping us communicate with other people in the world. It's.... very important at work.... NoI think....that.... that there's disadvantage of learning language and every one should...should learn it"

Participant (25):

"I learn English because...er... I like English, and ...er... English language now...er... to use in very different work, and it's can be...er....it's can be work in another ...er...in another ...er...in another ...er...in another work...er... advantage for English have more advantage actually ...er....to learn new languageer....learn new vocabulary word. Can you communication another

...er..., another people...er...it's not same country...er...another country can you communication. It's very very easy. Disadvantage don't have disadvantage for English language...er... may be we have hard....we....we find difficult in the secondary because we don't have learn in thein...in the....in the first time when enter universitywe enter ...can I work by...can I transeet..it help me for my furutre ...that just for English language.

Participant (26):

“ I learning English because it will be useful for me in our life. I want it for my future work, I want it because...because.... I think the adventages of learning English I think it's very easy for me, and...er... many countries in the world talking English. And...er...I don't think there is any disadvantages in English language because I love it, and it's very easy, and...er...anyone can learns it , it will help you in....er... in future, for me I think it will helps me in my work ...er.... . And if I wanted ...wanted to work I must be can talk English that's very important.”

Participant (27):

“because I want to speak English and....and....and.... I want to understand british people, and I love English so much....so much.... and my advantage in English is reading and grammar but my disadvantage is in listening and speaking. I.... learning English to help me to....to.... listen write speak it easier.”

Participant (28):

“When I gra...gra...graduate from high school, I choose English because my passions. my dad... told me it’s good to you. My advertise...advertise is apout how speak to another world so I would like connection to another...to another cunties. My disadvansh is apout teachers not good to give us more information. And I have problem at home there’s no ones talk with me when I use English language only my sister she have some information apout English. I used to ...I use so...so I use pook, music, and TV to get perfect. my cousin give me advice when I go to university how to work with teacher and new friends, I found it’s difficult put I work with this.”

Participant (29):

“because speak English I’m go to(unclear word). Advashe it’s very nice English...the dis...difficultdivantis difficult speak with friends and beoble.”

Participant (30):

“ I learn english cause I like to be a good speaker..... there’s no disadvanshes of learning English ...er... but....but thereer..er.....er....but there are good advanshes to learn English...er...for...for example when I going to talking about ...er...some people who...who have...have... different mother tongue I....I think Ican connect with them and heconnect with him...and he can understand me py English....um...um... the English language helped me when I’m goingwhen going outside my country I think...um...I can ...er... for

example when I'm going to france, spain, I can...I can connect...er... with people py talking with him in English language I think it ...er...good for me and...and.... I hope to be a good English speaker. And that's it .”

Appendix C

Samples of the post-listening test, tape scripts of the listening passages, the test's correct answers, and samples of students' performance in the post listening test are all provided in this appendix:

The Post-Listening Test

(40 marks)

Time allowed: 40 minutes

Q1. Listen to a woman talking about fashion. Number the sentences in the order you **hear** them. Write numbers in the space at the beginning of each sentence. (10 marks)

____(A) Some people carry these fantasies into their_____ clothing. I sometimes go to a coffee shop in my neighbourhood for breakfast. There's often a man wearing a_____ hat and jacket and riding boots.

____(B) She doesn't wear them every day, but she does wear them on _____ occasions. When she does, she looks very elegant just like a movie _____ from the old days.

____(C) His point was that we often dress to look like the people we want to be. This is why people _____ like celebrities.

____(D)The people in the coffee shop call him _____. He probably never lived in Texas, he was never a cowboy on a real cattle ranch.

____(E) A friend of mine at the _____ is studying the history of film. She's especially interested in the _____ of 1930s and 1940s.

____(F) A fashion commentator once said "People dress like their fantasies.

____(G) In his real life he owns a little _____ store in the neighbourhood, but he lives his dream of the cowboy life with his clothes.

____(H) For her, women styles of that time were much more elegant and sophisticated than _____ style.

____ (I) It is also the reason that people _____ costume parties. When you go to a costume party you _____ to be.

____(J) She often goes to vintage clothing _____. Stores that sell old clothing from different time period. To buy clothes. She has a collection of dresses and _____ from the 30s and 40s.

Q.2 Listen again to the same passage, then complete the sentences in question one. (14 marks)

Q.3 Listen to an interview with some students, then circle the correct answer. (6 marks)

1. The unit's question is about.....
 - a. Clothing
 - b. Colors
 - c. Symbolic reasons
2. In some countries wear white dresses
 - a. Bridges
 - b. Brides
 - c. Birds
3. Younas has a note book with.....
 - a. One color
 - b. Two colors
 - c. Different colors
4. Restaurants are painted with colors to help people
 - a. Organize
 - b. Relax
 - c. Feel comfortable
5. Marks says that colors.....attention

- a. Attack
- b. Attract
- c. Attrite

6. How many students are interviewed in the audio
- a. Two
 - b. Four
 - c. Five

Q3. Listen again to the previous passage, and complete the sentences. (10 marks)

_Today we'll discuss the unit two question. How can colours be _____. Let's think about the question and clothing for a _____. Sofee, how can colours be useful in _____?

_You can use colours for symbolic _____ like in some countries brides wear white dresses or like the _____ colours we wear on our sweat shirts.

_That's _____, how else can we use colour Youna? I see that you have different coloured _____ books, how are you using colour?

_To organize, different _____ for different _____.

_So we can use colours for symbolic reasons, and we can use colours _____.

GOOD LUCK

The Test's Correct Answers

Q1. (A) 4

(B) 10

(C) 2

(D) 5

(E) 7

(F) 1

(G) 6

(H) 8

(I) 3

(J) 9

Q2. (A) Every day / cowboy

(B) Special / star

(C) Dress

(D) Tax

(E) University / movies

(F) _

(G) Books

(H) Today's

(I) Enjoy / want

(J) Stores / hats

Q3. 1. Colors 2. Brides 3. Different colors 4. Feel comfortable 5. Attract 6. Four.

Q4. Useful _ minute _ clothing _ reasons_ school _ true_ note_ colors_

Subjects _ to organize.

A Transcription of the Post-Listening Test's Passages

The First Passage: A Short Presentation on Personal style

A fashion commentator once said "People dress like their fantasies. "

His point was that we often dress to look like the people we want to be. This is why people dress like celebrities. It is also the reason that people enjoy costume parties. When you go to a costume party you can be a prince or a princess, a caveman or a cowboy whatever you want to be. Some people carry these fantasies into their everyday clothing. I sometimes go to a coffee shop in my neighbourhood for breakfast. There's often a man wearing a cowboy hat and jacket and riding boots. The people in the coffee shop call him Tax. He probably never lived in Taxes, he was never a cowboy on a real cattle ranch. In his real life he owns a little book store in the neighbourhood, but he lives his dream of the cowboy life with his clothes. A friend of mine at the University is studying the history of film. She's especially interested in the movies of 1930s and 1940s. For her, women styles of that time were much more elegant and sophisticated than today's style. She often goes to vintage clothing stores. Stores that sell old clothing from different time period. To buy clothes. She has a collection of dresses and hats from the 30s and 40s. She doesn't wear them every day, but she does wear them on special occasions. When she does, she looks very elegant just like a movie star from the old days.

The Second Passage: An Interview About Colours

_Today we'll discuss the unit two question. How can colours be useful. Let's think about the question and clothing for a minute. Sofee, how can colours be useful in clothing?

_You can use colours for symbolic reasons like in some countries brides wear white dresses or like the school colours we wear on our sweat shirts.

_That's true how else can we use colour Youna? I see that you have different coloured note books, how are you using colour?

_To organize, different colours for different subject.

_So we can use colours for symbolic reasons, and we can use colours to organize.

_How else can colour, be useful Failiks?

_Colours can affect people's moods. For example, hospitals are painted colours that patient relax, and a restaurant can use colours to make people feel comfortable, so they want to stay and eat.

_What do you think Marks? How else can colours be useful?

_You can use colour to attract attention. You know, like big red letters on a sign, or something noticeable like black on yellow.

Appendix D

Samples of the post-speaking test, and samples of students' performance in this test are all provided in this appendix:

The Post-speaking Test.

Time allowed: 15 minutes

Which do you prefer to live in a big city or a small village? What are the advantages and disadvantages of living in a big city or in a village?

GOOD LUCK

Samples of Students' Performance in the Post-speaking test

It is important to note that the transcription of students' performance is written in the way they pronounced it.

Participant (1):

” “ I prefer ..prefer to live in a pig city, cause...er... you will find...er... everything there. You will find stores , restaurants, community building , and it's easy to transport and move from place to another. Put the living in the village it's welly welly poling, you cannot find anything...er....there's lot of...er...there's nothing to do there...er ...the opposite of the living in a big city. You will got ...er...you will finder... you will got ...er....lots of things to do entertainment places....and....um....living in a big city it's much more funnier than living in a ...in a village. And the edr disadvantages of living a big city it's crouded there's....er... always lots of traffic. Put the disadvantage of living in a ...um... in a village...er you will be far of the comun places..er.. aduca (unclear word).... Organisation....er.... so the transport will be hard for you ...um.... There's another disadansh for a big city it is always has a lot of noise there.

Participant (2):

“ I like to leeve in a small village the ...um...advintage in a small village is a good people and fre...er...fresh vegetable I like to leeve in a small village. In a small village you take your freedom...and...there no one say to you anything you don't like. There no noise... many animals and trees...people are poor...no cars...no noise...freedom....I like to leeve in a small village”

Participant (3):

“ I live in a big city. I like to live in a big city because I like it. Some beoble like to live in a big city to prefer live in it. I like shopping, Ilike malls, I like to go to university, I like internet, Facebook, Instegramme, all beoble need internet. I live in a small village some beoble you don't live in a small village because ...you....they don't needed anything.”

Participant (4):

“I like live in a big city becauseI.....I like life in big city because I like more people, I like big places, I like big shopping and I like zoo. Advantage of life in a big city there's the best university,,the best school, the best learn English,,,the best school learn English, there's the best zoo, the best streets, and I ...er ...and talking about the disadvantages of life in a big city ...um...it's very dirty and more cars and more beoble...er...and many disadvantage and the last I love life in a big city.”

Participant (5):

“ I will be talking about...er... big city. I prefer....I prefer live in a big city because...er... where I was porn in the...er... because I' m afraid in another city, in another country, in another place, because I meet with my friends, I meet with my cousin everyone in my family live in a big city. I have a big ...er...house in a big city....ww..(an Arabic word means and) I meet with my friends there. in my home I have a big home because we meet there in my big garden in the house .we are very well....um...we get we get we get nice time there. so I can't imagine I live in another place...in another place ..so..er... I

love it, I love it, I love iter...stay and live in the big city with my brothers, with my cousin, with my friend. Big city there's have my school, every life is in big city. There's have advantage we meet in the coffee, in the mall, we ..er... we're going by car in the big city. Disadvantage in that city crowded and noisy, we can't sleep there, but we love it this because we was porn...er...because I was porn there. So I prefer this life for ever inshaallah. Ok ...um...for me I love this life, I will be die inshaalah in that city where I was porn. Sothere's....er...for me there's haven't disadvantage just crowded and noisy there now we have Bom Bom, but inshaalah everything it so peace in the future. I love my country, I loveer...stay there, there's have.”

Participant (6):

“I prefer.....I prefer to live in a small village, because it is a quiet place and there's no traffic on it, and there's a natural shapes like plants, mountains, and...er.....mountains surrounded with trees. We can do anything like farming and looking for animal. But the advantage of a big city there's big malls on it, people go upstairs and downstairs and next doors, the disadvantage of a big city it's crowded so people don't like to live in it. The advantage of a small village it's quiet and free and you can live anywhere that you like surrounded with green plants and trees. The disadvantage on it maybe there's an...er....there's an empty place and there's a lot of people to live on it. For me I prefer to live in a small village which's quite small and I like a natural place.”

Participant (7):

“Firstly I prefer to live in a big city because there’s a lot of advantage to live in. When you live in a big city there’s a lot of coffees, restaurants and also internet, so you can connect ...er.....connected to your friends strongly by internet. And there’s a lot of hospitals whereas in a village there’s no hospitals ..so... when you have a patient you tired to get a hospital. But in big city there’s a lot of hospitals...yes...er....put no we’re talking about disadvantage of big city...there are a lot ofer....there’s few of disadvantage of big city. First of all there’s no pure air ...so the air is not clear because industry in the big city and a lot of carsso the air is not clear. And there’s very very bad to smell it. If in the garbage they make smell ..very bad smell. And there’s a lot a lot of noisy in big city the sounds of ...er of.....the sounds of the cars., and firstly you can’t comfort even when you sleep. Secondly now we talk about small village when you live in small village there’s a disadvantage like there’s no internet...and I love internet...so... when you live in a small village I can’t live in it because there’s no internet. Even the phones there’s no service...so... this is personallyer...the disadvantage of living village. Yes.....er.....andum...there’s no mosques so someone the man or woman ...the man ...yesexactly the man. Men have to pray five prayers on the mosque...so there’s a few few mosques in the village this is big problem in village whereas in the city

there's a lot of mosque so the men easily to go to pray in it. Ok..now...and...we talk about advantage of village it's very nice iayar and around the trees plants and...er...a lot of animals very very comfortable and very relax....um... sleeping is more more more relax .village is very very very comfortable to leeve in. And you can see the sun's rise there's clean ayiar. It's perfectly to leeve in and to comfortable and to relax. Our parents also love to leeve in village because it's comfortable to leeve in. As a result there's advantages and disadvantages of big city and small village. Everywhere have advantage and disadvantage there's no have just advantages, everythings have advantage and disadvantage.

Participant (8):

“ I like ...I like live in.... a big..... city because I can go to the job, I can go to the university, I can go to the coffee...I can go to the internet.... I can go to the zoo.... and I can go to the supermarket....in the village ...I can sleep...I can see birds...I can see trees...I can see mountains...er...but...er...but...no internet....no.....no.....university ...no ...I like live in a big city”

Participant (9):

“ The house is a big place, I like a big house in the city because it's comfortable, and I love it contains a big kitchen and two bathroom and four bedroom and two large sitting room and a garden and parking for cars.

Advantage it's comfortable and you.....you can do anything in your mind.

Disadvantage it's hard to clean”.

Participant (10):

“ The advantage in the in the living in big city...er... I want live in the big city because I want go shopping and ...er....I go for the coffee, many beoble see them in the...in the coffee. And communication in the internet...facebook...chat...and...er...I go for the university....I study....I learn English.....in the living in country advantage.....er....peace...no noise...er...”

Participant (11):

“ I prefer to leeve in a small village because it's calm and open place. In small village you can feel peaceful, and you can enjoy the beauty of the nature. But also it has disadvantage, in village you can't use internet, and there's school and there's not a lot of jobs. But living in the cityer.....I don't prefer living in a city because there's much noise, there's not cars, but also have jobs and you can education at university...you haveyou can use...you can use internet and you have a lot of places to go when you feel bored.”

Participant (12):

“I prefer ... I prefer to leeve in the country ...the advanture you look to the natural and plant in the environment and I like nice feeling and clean and organise...er...the around moment and the mountains...and the trees....and the

weather...er...and the weather is beautifuler...er.....there's...er... there's disadvantage in city is crowded ...I don't prefer city is dirty and noisy, a lot traffic, but like live in city it's beautiful and connection with people and...er...and...er...connection with people ...and..er.....”

Participant (13):

“I prefer to live in a big city. The advantage of living in a big city you can have many places to work, supermarkets are everywhere, you can always find help in a big city. Big city have more services than the village. But the disadvantages of living in a big city the only one is there's a lot of traffic. The advantage of living in a village, quietness there, and you can get more privacy. People who love gardening they can enjoy your hobby. The disadvantage of living in a village you can get bored, you can't find help easily, services are barely found.”

Participant (14):

“I love a big house in a big city it has dining room, bathroom, library, kitchen, a garden and a garage. And the garden is very big, and the garage fits two cars. And I love gardens in my house because in the big house green is beautiful.”

Participant (15):

“ I prefer to live in a small village near the beach; for example, so I can have my own world and it feels like I have privacy. The biggest disadvantage of

living in a big city is that the traffic jam and beoble around ...around....me and around my house....er... But living...but living in a small village where I can have fun with my family and spend a time...and spend a funny time and make memorise without annoyed voices. But the biggest also disadvantage of a big city there can't find a place where you can having some fun alone. And you can't find enough time to go where you want to be and do things you want to do. And so small village is betterto live...(pause)... because it seems like I have my own words with my own persons and my own family. So I hate big city because now I live in it and noises around me is make me angry always and all the time.”

Participant (16):

“ The city is big. In the city I use internet and go to shops, and many supermarkets, many shops, many beoble,the city is beautiful and big ...many cars...many building....many beoblethe village ...it is simple and quiet no noisy. Disadvantage there's no animals, in the village building beoble not educated, ..and...er...(long pause) ...er.....in the village no internet no malls ,,very little building.”

Participant (17):

“ I prefer...er....which do you prefer to live in a big city or small village, I prefer to live in a big city...er.... there’s a lot of advantage of it. Firstly ,I can do what I want, I can go to stores every day, I can shop and pe a perfeshonaple person no one...er...no one should....er...no one should told me what to do, I do all theengs that I want and I pop my own rose. There’s a lot of hospitals...and...er....schools that I can go to ...er...my....my....my work would be near to me ...near to me. I shouldn’t....I should have especially especially.....especially especially if I live in apartment I can know a lot of personser... I met new persons that I never know. Because it’s big city and a lot of person that I knower....I can go out for....er...forI can go out for celab.....er.... I can go out for parties with my friends...er... and I can pe late....er...I can be late ...er... .lot advantagein living in a big city...for example ...for instance if I need...If I need ...er... if I need medicine for flue I can go out to the pharmacy and pout it I shouldn’t have to ..er..to..er...using car just walking with myself...with myself because people in big city do not sleep until until late late hours.. the advantage...the disadvantage of living in big a city it’s the crowding all the nights at ...at....lating hours people do not sleep there and lot of people staying awake. The pollution...er....the pollution of garbage...of garbage and trash and manufacturing it’s a bad idea...the...the..... If I want to sleep some days I felt tired I want to sleep early put I couldn’t because of the

crowd....crowding of traffic...crowding of car ..crowding of ...er...of lower voice of people that are still wake up ... some peoples ...er...some peoples hates that they're sometimes want to live in small village but that's not a good idea because if you live in small village you're out of the ...of the daily life you can'tyou can just travel just travel from small village and big city...there's no internet ...there's a lot of ...there's a lot of ...of...er of disadvantage of that ..so I prefer to live in a big city it's a sortwar (unclear word) it's a sortwar place to live in"

Participant (18):

" I wantI want to live in.... a big..... city because I can... study in university, I can ...I can go to the coffee, I can go to the internet, and I can go to the supermarket. Big city is beautiful.... Many cars...many beoble ...many jobs"

ملخص الدراسة

تهدف هذه الدراسة إلى تقصي مدى تأثير دمج مهارات الإستماع والتحدث على تطور كفاءة التواصل لدى الطلاب ، و تحاول هذه الدراسة ايضاً اكتشاف ما اذا كانت عملية دمج تعلم مهارات الإستماع و التحدث ، في جامعة بنغازي تزيد من قدرات التواصل لدى الطلاب أم أنه من الافضل تدريس هذه المهارات كل على حدة.

و من اجل الإجابة على هذه الأسئلة ، قامت الباحثة في هذه الرسالة بإجراء بحث تجريبي على مجموعة قبل الدراسة حيث تم إختيار مجموعة من طلبة الفصل الأول في جامعة بنغازي ، و تم إعطائهم اختبارات في مهارتي الاستماع و التحدث مباشرة بعد بدء الفصل الدراسي . كان الهدف من وراء الاختبارات المذكورة هو تقييم مستوى التواصل لدى الطلاب قبل اخضاعهم لتجربة دمج مهارتي الاستماع و التحدث داخل المعامل اللغوية في جامعة بنغازي

بيّنت نتائج الاختبارات السابقة أن طلبة الفصل الأول لم يتدربوا ، قبل التحاقهم بالجامعة ، على مثل هذه الإختبارات المتعلقة بمهارتي الاستماع و التحدث ، لذلك لم يكونوا قادرين على معرفة ترتيب الأحداث او المناقشات ، و لم يتمكنوا من تكملة الكلمات الناقصة بناء على استماعهم لشريط التسجيل ، و لا على اختيار اجابة صحيحة من عدد من الاختيارات . كذلك لم يستطيعوا محاكاة شريك التسجيل و التعبير عن آرائهم و أفكارهم .

أوضحت نتائج البحث أن طلبة الصف الاول ، في جامعة بنغازي ، الذين تم تدريسهم – مواد الإستماع والتحدث المدمجة بناءً على طريقة الدمج في تعلم و تدريس اللغة ، تطورت كفاءتهم التواصلية ، و من ثم قدراتهم في التواصل حيث أصبحوا يتحدثون الإنجليزية بثقة اكبر و بدون تردد و بنطق واضح ، وأستخدموا قواعد اللغة بشكل دقيق ، وبدأ أن حظهم من المفردات بات مناسباً ،وتنامت لديهم ، علاوة على ذلك ، الأفكار اثناء الكلام حيث كانت متطورة متماسكة.

أخيراً ، توصل هذا البحث إلى خلاصة أن دمج مهارات الاستماع و التحدث في تعليم اللغة الإنجليزية ، كلغة ثانية ، يؤدي إلى تطور كفاءة التواصل التي ستساعد على الفهم و التأويل و التفسير ، و من ثم تنظيم الافكار و التعبير بالرأي في أي موضوع. كان الوصول إلى هذه الخلاصة من خلال ما أظهرته نتائج الدراسة .