

The Neglect of Listening Activities Among Egyptian Preparatory School EFL Teachers

Mohamed Eltawila
B.A., Tanta University
Tanta, Egypt

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Date:

Project advisor: Bonnie Mennell

Signature:

Project Reader: Becky Field

Signature: *Dr. Rebecca Field* *3/18/09*

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ABSTRACT

This thesis is divided into four chapters. Chapter one describes the reasons for this study, the learning environment in which this study was done--La Seifer Prep School which is the school in which I teach, the general aims for TEFL (teaching English as a foreign language) at Egyptian preparatory schools which is a foreign language context, the ten teachers of English who have been working or have worked at La Seifer Prep School who were interviewed for the study, and the textbooks used at the school and how they address listening. The second chapter is devoted to reviewing the literature about teaching listening. It describes the meaning of listening, its importance, listening acquisition, teaching listening focusing on the bottom-up/top-down processing, and suggested listening lesson and tasks. Chapter Three presents the answers to the interview questionnaire with my ten colleagues. The fourth and final chapter presents the data analysis and final recommendations regarding the teaching of listening in this context.

ERIC DESCRIPTORS

Listening Comprehension

Listening Skills

Language Teachers

Teaching Skills

Table of Contents

	Page
Acknowledgements.....	ii
Abstract.....	iii
Chapter 1: The Learning Environment	1
The La Seifer Prep School Setting.....	1
General Aims for TEFL at La Seifer Prep School.....	2
The Foreign Language Context.....	3
The Teachers.....	4
The Text Books Used And How They Address Listening	4
Chapter 2: Teaching Listening Comprehension	7
What Listening is And Why It is Important.....	7
Listening Acquisition.....	8
Teaching Listening.....	10
Listening Preparation.....	12
Field's Listening Lesson Format.....	13
Chapter 3: Results of the Survey	16
Chapter 4: Analysis of Data, Results And Recommendations.....	24
Analysis of Data.....	24
Results.....	30
Recommendations.....	31
Appendix 1: The research Questionnaire	37
Appendix 2: Permission to Use my Colleagues' Names	39
Appendix 3: The Last Exam at The School	40
Bibliography	43

CHAPTER ONE

THE LEARNING ENVIRONMENT

“Listening ought to be naturally acquired Sadly, this apparently natural process doesn’t seem to produce the desired results.” (Brown and Yule, 1983:11)

This project explores the reasons for the neglect of listening skills by Egyptian English language teachers. As a teacher of preparatory school students, I noticed that my colleagues were neglecting listening skills in their teaching. I considered this question for a long time, discussed it with former supervisors, colleagues and students, but never reached a convincing answer. Listening exercises are in the textbooks and there is time to teach them during the classroom period. It is not appropriate to focus on the speaking, reading and writing skills, without listening. Therefore, I decided to interview ten colleagues at school to find out the reasons why they didn’t teach listening. A survey questionnaire was used. Based on the results of this questionnaire and my reading on the teaching of listening, I make a set of recommendations for Egyptian teachers of the English and their supervisors of English regarding the teaching of listening in this context.

The La Seifer Prep School Setting

The school where I conducted the project is called La Seifer Prep School. It is located in rural Egypt. It has three floors and has seven classes. The school has thirty teachers. There are more than 300 boys and girls at the school. The school subjects are Arabic, Maths, English, Social Studies, Science, painting and Physical Education. It is a public school following a fixed curriculum prescribed by the Egyptian Ministry of Education. There are two classes for the 1st year prep, two classes for the 2nd year prep and three classes for the 3rd year

prep. The school has three computer rooms, one science lab, a library, a garden, and a sports playground. I have been teaching, including English, since 1994. The school is very interesting to me because it is the same school where I was a student. I feel I belong to it and it is like home to me. I also chose the school because it is in a rural area and no one is interested in doing research at the school in the field of English. I started my interest in teaching listening while I was taking the Four Skills class at the SIT Graduate Institute MAT Program in 2007. I began to reflect on the English language teaching at my school in Egypt. I found out that my colleagues at the school are not interested in teaching the listening comprehension exercises in the prescribed textbooks. I decided to choose the teaching of listening at the school to be the topic of my IPP.

General aims for TEFL at La Seifer prep school

According to the guidelines of Ismail Makhoulf, the English language supervisor at La Seifer Prep School, the main aim of TEFL is to teach students to communicate confidently in English, using spoken language as well as written. New language is introduced gradually, so that students have the chance to learn and use the language thoroughly before they move on to learning more. The program's goals are to

- Develop positive attitudes towards learning foreign languages,
- Enable students to appreciate the importance of English in Science and Technology at both national and international levels,
- Encourage openness to foreign cultures,
- Develop skills in listening, speaking, reading and writing in an integrated way with the focus on the development of communication skills,
- Develop the ability to extract information from a listening or a reading text or through

different forms of mass media,

- Train pupils in the skills of logical and critical thinking,
- Train students to participate positively in dialogue and to respect the opinions of others e.g. through debate and discussion and the exploration of concepts,
- Give students the ability of problem-solving, collaborative learning, and usage of different learning resources,
- Develop skills for learner-autonomy by enabling students to acquire a set of learning strategies e.g. discovery-learning, creative thinking and critical reading, and
- Develop moral and social values in students by encouraging attitudes of tolerance, cooperation and teamwork.

(See La Seifer Prep School English language Handbook for the academic year 2008/2009:86)

The foreign language context

Foreign language contexts are those in which students do not have other contexts for communication beyond their classroom. Such contexts could be available through language clubs, special media opportunities, books, or an occasional tourist, but efforts must be made to create such opportunities where the language is not native. Teaching English in Egypt is clearly a context of English as a foreign language (EFL). Classroom hours are sometimes the only hours of the day when students are exposed to English.

The teachers

Over the past few years, there have been ten Egyptian teachers of English at La Seifer Prep School who were involved in the teaching of English. The teachers were Abd Elsattar, Ahmed, Nazih, Mahmoud, Khaled, Nagy, Soaad, Abd Elsamad, Hanan, and Mounir.

Their cultural backgrounds are similar. They were born and raised in the same

countryside in the Nile Delta in Lower Egypt. However, their professional backgrounds differ slightly. Abd Elsattar has 17 years of experience teaching English. Ahmed has 30 years OF teaching experience. He is currently the principal at the school. Nazih has 20 years experience teaching English and is a senior teacher. Abd Elsamad has 19 years experience and is currently a senior teacher. Hanan 15 fifteen years experience. Mahmoud has 14 years experience teaching English language. Khaled has 10 years experience IN teaching English. Nagy and Soaad have seven years experience teaching English. Mounir has four years experience teaching English.

The text books used and how they address listening

The course text used to teach English is called ***Hello! English for preparatory schools***. The course was written by Don Dallas. It was first published in 2006 by Egyptian International Publishing Company. The course uses a standards-based approach to learning English; students are encouraged to use and integrate four skills in meaningful situations from the beginning. Because students are expected to acquire “tools” and not to memorize “rules”, standards are valuable and effective as tools for good learning. This is because they express clear expectations for what all students should know and be able to do. The teacher is also clear that the language is a means by which the student can achieve a standard, and in this environment rote-learning becomes inevitable. When teachers devise standards-based curricula, language learning is intentional and more purposeful than in most other curricula. “Standards communicate shared expectations for learning and provide a common language for talking about the processes of learning and teaching. As a result, parents, community leaders and business people become more effective partners in, and monitors of, young people’s education.” (El-Naggar, 2003:144)

The Student's Book consists of 24 units based on a structural and communicative syllabus covering topics which will be interesting to children of this age. Each unit covers the four skills: listening, speaking, reading and writing, and includes exercises to practice many sub-skills such as reading for main ideas of a text, or listening to identify the purpose of an oral text. Each unit contains five pages, one for each day of the week. Each page is designed to be a lesson, which is then complemented, at times, with one page from the Workbook. The first page lays out, in context, some of the new structures and vocabulary of the unit. It always contains a listening exercise.

The course Workbook is intended to accompany the Student's Book, reinforcing any language and grammatical structures learned. The exercises are designed so that the students can practice new language, new structures, reading and writing. When a new language is introduced, it is intended to elaborate or continue something which has just been presented in the Student's Book. The Workbook is primarily for reviewing language covered in the Student's Book, but with focus on providing students with extra practice in both reading and writing. There are 24 units and every third unit there is a Revision Unit, which gives a total of 32 units. At the end of the term, there is a Practice Test, which was set according to the Ministry of Education specifications. It not only tests the students' progress, but also prepares them for the end-of-term exam environment.

The course Cassettes contain recorded dialogues from the Student's Book and Workbook, as well as songs and rhymes. They also contain listening exercises. If the teachers are unable to obtain the cassettes, all exercises can be read aloud. Tape scripts are included in the Teacher's Guide.

The course Teacher's Guide contains lesson plans of all the units in the Student's Book

and the Workbook. Each lesson plan has a summary box of targeted language: the aims of the lesson, the structures and new vocabulary, and the functions. There is a warm-up activity for each lesson which reviews previous lessons and introduces the next. Tape scripts contain all recorded material. Answers to all exercises are provided. Detailed step-by-step notes on how to effectively use the material and how to manage the class are given.

In the first chapter I have described the reasons for this study, the learning environment in which this study was done--La Seifer Prep School which is the school in which I teach, the general aims for TEFL (teaching English as a foreign language) at Egyptian preparatory schools which is a foreign language context, the ten teachers of English who have been working or have worked at La Seifer Prep School who were interviewed for the study, and the textbooks used at the school and how they address listening. In chapter two, I will review the literature about teaching listening. It will describe the meaning of listening, its importance, listening acquisition, teaching listening focusing on the bottom-up/top-down processing, and suggested listening lesson and tasks.

CHAPTER TWO

TEACHING LISTENING COMPREHENSION

In this chapter, I consider the teaching of listening comprehension. As an essential component of teaching English, it is necessary that we have an idea of what listening is, and the importance of listening. I introduce a link to listening acquisition. Focusing on the teaching of listening, I consider the bottom-up and top-down techniques and how to prepare for listening. A format for a good listening lesson is included. I conclude the chapter with some tasks my colleagues teaching listening can do before, during and after a listening activity.

What Listening is and why it is important

Helgesen (2003:24) states that “listening is an active, purposeful process of making sense of what we hear. Language skills are often categorized as *receptive* or *productive*. Speaking and writing are **productive** skills. Listening, along with reading, is a **receptive** skill. That is, it requires a person to receive and understand incoming information (input).”

When we hear a text, our brains process the information in two ways. One way involves interpreting the sounds. For example, if we hear the sounds *a book of mine*, we can use our knowledge to break this into four words *a book of mine*. So, one part of our understanding comes from skills and knowledge that we have **inside our head**.

Another way of understanding involves our knowledge of the world, or knowledge **outside our head**. For example, imagine that we hear a sentence about food *Ali was very hungry, and so the meat tasted delicious*. If we know the meaning of all the words in the sentence except *delicious*, our experience tells us the hungry person would have been happy

when he ate, and that therefore *delicious* is probably a word with a positive meaning, something like *very good*. In real life, of course, we often use both the knowledge **inside our head** and the knowledge **outside our head** to listen and understand: one kind is not better than the other; both are useful.

Some students will be able to speak quite well, but they will never be able to communicate if they can't understand what is said to them. This is one reason why listening is so important. A second reason for listening being important is that through listening students learn vocabulary, grammar patterns, word order, rhythm, and intonation. In other words, listening can help students to build a model of the sounds, words and grammar of English through what they hear. Thirdly, listening to spoken English in real life may also be important to students and a way of acquiring the language; listening to the radio or TV, understanding foreign visitors, and studying are all possible examples. The fourth reason is that speaking cannot be developed unless we also develop listening skills. These reasons for the importance of listening show why we need to teach listening as a skill to our students.

Listening Acquisition

It is common sense that we can learn nothing from listening to a language unless we understand it. I can listen to a foreign language for many hours, but will not learn a word unless I have some understanding of what is said. Schmidt (1990:129) has drawn attention to the role of consciousness in language learning and in particular to the role of noticing in learning. His argument is that “we won't learn anything from input we hear and understand unless we notice something about the input.” Consciousness of features of the input can serve as a trigger which activates the first stage in the process of incorporating new linguistic features into ones language competence. As Slobin (1985:1164) remarked of L1 learning:

“The only linguistic materials that can figure in language-making are stretches of speech that attract the child’s attention to a sufficient degree to be noticed and held in memory.”

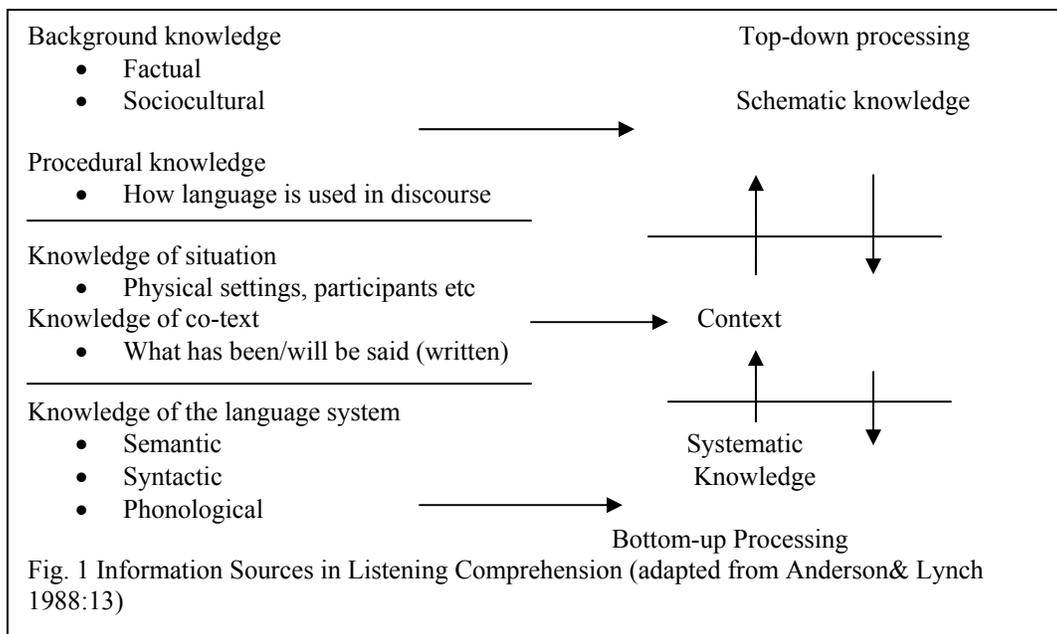
Schmidt (1990:139) further clarifies this point in distinguishing between input “what the learner hears” and intake “that part of the input that the learner notices” from the input. Only intake can serve as the basis for language development. Krashen (1985:2) proposed the comprehensible input hypothesis which states that “people acquire language best by understanding input that is slightly beyond their current level of competence”. Hence, input can best serve as the basis for intake when it contains features not already in the learners’ linguistic repertoire and which are at an appropriate difficulty level for his or her communicative needs.

In order for language development to take place, noticing features of the input seems not to be enough. The learner has to try to incorporate new linguistic items into his or her language repertoire. This involves a process that has been referred to as restructuring, complexification and producing stretched output. Van Patten (1993:436) suggests that restructuring refers to “those [processes] that mediate the incorporation of intake into the developing system”. Since the internalization of intake is not mere accumulation of discrete bits of data, data have to “fit in” in some way and sometimes the accommodation of a particular set of data causes changes in the rest of the system.” Complexification and stretching of output occurs in contexts “where the learner needs to produce output which the current interlanguage system cannot handle [and so] pushes the limits of the interlanguage system to handle this output” (Tarone and Liu, 1995:120-121). All in all, learners need to take part in activities which require them to try out and experiment in using newly noticed language forms in order for new learning items to become incorporated into their linguistic repertoire.

Teaching Listening

The learners need to listen to spoken texts and they also need to interpret and respond to the language they hear in ways that develop listening skills and strategies. Hinkel (2006:117) pointed out that “during the 1970s, listening pedagogy largely emphasized the development of learners’ abilities to identify words, sentence boundaries, contractions, individual sounds, and sound combinations, that is, bottom-up linguistic processing. The 1980s saw a shift from the view of L2 listening as predominantly linguistic to a schema-based view, and listening pedagogy moved away from its focus on the linguistic aspects of comprehension to the activation of learners’ top-down knowledge.” Consequently the bottom-up approach to the teaching of listening in general begins with the details and works up to the highest linguistic level. On the contrary, the top-down approach to the teaching of listening begins at the highest linguistic level and works down to the details.

The difference between the bottom-up and top-down is based on the way learners try to interpret the language they hear. “With bottom-up processing, students start with the component parts: words, grammar, and like this” (Helgesen, 2003:26). Top-down processing is the opposite. Learners start from their background knowledge, either content schema “general information based on previous learning and life experience” or textual schema “awareness of the kinds of information used in a given situation” (Long, 1989:32-40). The complexity of listening, involving bottom-up processing while listeners attend to incoming language and top-down processing as learners use background knowledge and expectations to create meaning simultaneously, requires learners to tap knowledge from various sources (Fig.1).



Morely (1991:87) points out that bottom-up processing proceeds from sounds to words to grammatical relationships to lexical meanings, etc., to a final “message.” Top-down processing is evoked from “a bank of prior knowledge and global expectations” and other background information that the listener brings to the text. Hence, bottom-up techniques focus on sounds, words, grammatical structures and other components. Top-down techniques are interested in the schema activation, deriving meaning, global understanding and the interpretation of a text. For learners, it is important “to operate from both directions” (Brown, 1994: 246).

The integration of both sides can happen in the listening lesson. Before listening, learners can brainstorm on vocabulary related to a topic or invent a short dialogue relevant to language functions. In the process, they base their information on their knowledge of life “top-down information” as they generate vocabulary and sentences “bottom-up data”. The result is a more integrated attempt at processing. This use of top-down and bottom-up data is called “interactive processing” (Peterson, 2001:113)

To help learners cope with the demands this processing poses, teachers have long been aware of the importance of providing “adequate preparation, adequate support and the provision of appropriate tasks” (Sheerin, 1987:126) when designing listening tasks.

Listening Preparation

Preparation, before listening, helps learners activate schematic knowledge: of interactional rules and scripts of the speakers, and their relationships and intentions “to limit the range of possible utterances they are about to hear” (Sheerin 1987:126) and is a common feature of most published materials these days.

Brainstorming the topic, answering topic-related questions, discussion and speculation of visuals are helpful, particularly when they also provide a purpose for listening, as when learners check what they hear against their predictions. However, their value of these exercised has been questioned recently by those designing programs to actually teach the skill of listening. Notably Field, who advises re-thinking the conventional course book lessons which he feels are “top heavy” (Field 1998:112), devoting too much time to listening preparation and not enough to exploring misunderstandings while listening. He believes listening instruction should more closely reflect real-life encounters with spoken language. Field recommends that teachers instruct learners in “the formation and testing of informed guesses” as they listen so that they “come to accept it as normal and not as a mark of their inadequacy” (Field 1998:116).

A typical lesson format involves a three part lesson sequence consisting of pre-listening, while listening and post-listening phases. The pre-listening phase prepares the students for practice in listening for comprehension through activities involving activating prior knowledge, making predictions, and reviewing key vocabulary. The while listening phase focuses on comprehension through exercises which require selective listening, gist listening, sequencing,

etc. the post-listening phase typically involves a response to comprehension and may require students to give opinions about the topic, etc. Field (2005:245) proposes the following as the format of a good listening lesson:

1. **Pre-listening**

Set context: Create motivation

2. **Listening**

Extensive listening (followed by questions on context, attitude)

Pre-set task/ Pre-set questions

Intensive listening

Checking answers

3. **Post-listening**

Examining functional language

Inferring vocabulary meaning

From my experience as an EFL teacher, I propose some tasks for my colleagues to be performed before, during and after listening:

Before listening:

- Introduce the topic before students listen.
- Present new vocabulary
- Give guiding questions

During listening:

- Divide listening into stages:
 1. First listening: students listen for main idea only, to answer the guiding questions.
 2. Second listening: students listen for details.

3. Third listening: students answer questions.

- Stop the cassette and play a phrase or part of a dialogue over again.
- Check comprehension of vocabulary items.
- Ask students to write down the vocabulary items they don't understand and encourage them to guess the meaning from context.
- Ask students to guess what they are going to hear next (prediction).
- Ask students to take down notes while they are listening.

After listening:

- Have students role-play a dialogue.
- Put students in groups and have them discuss the questions on the listening
- Students then put their answers in writing.
- Hold a debate about an issue related to the listening topic.
- Have students write a composition on a topic related to the listening text.
- Ask students to ask each other questions about the topic they have listened to.
- Ask students personal questions related to the listening topic.

In the second chapter I have described the meaning of listening, its importance, listening acquisition, teaching listening focusing on the bottom-up/top-down processing, and suggested listening lesson and tasks. In chapter three, I will offer the data collected from the questionnaire I designed to study the reasons why preparatory school teachers of EFL at La Seifer Prep School neglect the teaching of listening.

CHAPTER THREE

Results of the survey

In this chapter I offer the data collected from the questionnaire I designed to study the reasons why preparatory school teachers of EFL at La Seifer Prep School neglect the teaching of listening. Ten teachers at the school completed the questionnaire. There were 11 questions on the questionnaire. See Appendix 1 on page 39 for a copy of the questionnaire. See appendix 2 for my colleagues' written permission to use their names. I hoped their responses would give me insight into the reasons Egyptian preparatory school teachers in general seem to neglect the listening activities in prescribed textbooks. I will speak about my conclusions in chapter 4.

Question 1: What comes to your mind when you think of listening? (You may define it, make a mindmap, draw a picture, whatever!)

1. Abd Elsattar: At once I start how useless the other three skills are without listening as we all know one step leads to the other.
2. Ahmed: Very important before any other step.
3. Nazih: When I think of listening, the first thing to come to my mind is that the students' background and how they are ready to listen. Then the previous knowledge on the side of students has an important role to play in listening lessons.
4. Abd Elsamad: The ability to understand the speech.
5. Hanan: Lack of concentration.
6. Mahmoud: It is a very difficult skill and needs a lot of practice.
7. Khalid: I think of a process that needs fluent sender and good receivers with clear message and a suitable atmosphere.
8. Nagy: The skill of listening.
9. Soaad: Listening is very important in teaching and learning languages.
10. Mounir: Something that makes students keep up with what the teacher wants to explain in the main topic.

Question 2: What comes to your mind when you think of teaching listening?

1. Abd Elsattar: Focus is very important. Without paying attention, there may not be a perfect end.
2. Ahmed: I hope the school setting can help teach listening.
3. Nazih: It comes to my mind that it is to evaluate students' comprehension of spoken words. It is also to teach students to follow up speech acts, stress, intonation, etc.
4. Abd Elsamad: How to pronounce the words and the students' ability to realize the words of the English language.
5. Hanan: Not important.

6. Mahmoud: I must give the students chance to listen. I should give the students prequestions related to the topic.
7. Khalid: I think of how to convey my message clearly.
8. Nagy: It's a wonderful skill to teach.
9. Soaad: The best way to learn languages is through listening. Learning is very effective with listening and the participation between the teacher and the learner becomes more enjoyable.
10. Mounir: I think some of the students don't want to study listening.

Question 3: Do you like teaching listening?

1. Abd Elsattar: Sure, I do.
2. Ahmed: Yes.
3. Nazih: Yes, I teach listening comprehension exercises included in the students' text books in each unit.
4. Abd Elsamad: No.
5. Hanan: No, I don't like teaching it.
6. Mahmoud: Yes.
7. Khalid: Yes, I do.
8. Nagy: Yes.
9. Soaad: Yes.
10. Mounir: No.

(a) If yes, why do you like it?

1. Abd Elsattar: Sometimes, it's good to have a break. There is not too much efforts from the side of the teacher.
2. Ahmed: I think it is easiest way to get the information and it is free to teach.
3. Nazih: I like teaching listening because it is a chance to teach ideas, new words and grammar.
4. Abd Elsamad: ---
5. Hanan: ---
6. Mahmoud: Because it gives us a lot of enjoyment. It also gives us a chance to hear the language from native speakes.
7. Khalid: I think it is the base for the all other skills.
8. Nagy: To teach a language, listening is the only skill to understand other people.
9. Soaad: Any successful teacher likes teaching listening. The students are interested in listening exercises.
10. Mounir: ---

(b) If no, why don't you like teaching it?

1. Abd Elsattar: ---
2. Ahmed: ---
3. Nazih: ---

4. Abd Elsamad: Lack of the teaching aids and the complete compensation must be upon the teacher himself to teach without help.
5. Hanan: It's a waste of time and doesn't have results.
6. Mahmoud: ---
7. Khalid: ---
8. Nagy: ---
9. Soaad: ---
10. Mounir: Because it is not useful to some students.

Question 4: Do you teach the listening comprehension exercises included in the students' textbooks?

1. Abd Elsattar: Yes.
2. Ahmed: Yes.
3. Nazih: Yes.
4. Abd Elsamad: Yes.
5. Hanan: Yes.
6. Mahmoud: Yes.
7. Khalid: Yes.
8. Nagy: No, because teaching aids are not enough.
9. Soaad: Of course.
10. Mounir: Yes.

If yes:

(a) Are there enough teaching aids for teaching these listening comprehension exercises?

1. Abd Elsattar: Not very enough.
2. Ahmed: Not enough.
3. Nazih: Not enough.
4. Abd Elsamad: No.
5. Hanan: No.
6. Mahmoud: No. Almost no aids because no chance to go to the listening labs regularly.
7. Khalid: Not all the time.
8. Nagy: ---
9. Soaad: Not enough.
10. Mounir: No.

(b) If not, do you create your own aids?

1. Abd Elsattar: Yes, I design them myself.
2. Ahmed: Yes, I design illustrations, flash cards, etc.
3. Nazih: Yes, I do.
4. Abd Elsamad: Yes.
5. Hanan: No.
6. Mahmoud: I should, but honestly I don't.
7. Khalid: Sometimes.

8. Nagy: No.
9. Soaad: No.
10. Mounir: Yes.

Question 5: How do you feel, in general, about the effectiveness of the listening comprehension exercises in your textbook?

1. Abd Elsattar: sometimes they work.
2. Ahmed: They give me enthusiasm to work more.
3. Nazih: I feel hopeless because most students can't cope with the listening texts and need too much explanation.
4. Abd Elsamad: They are useful for over average students and not with weak students.
5. Hanan: Not effective.
6. Mahmoud: They are very effective.
7. Khalid: Not so much effective.
8. Nagy: If they are applied correctly, we can get the best results.
9. Soaad: The listening comprehension exercises are not enough in the textbook.
10. Mounir: Not effective to some students.

• **Do you feel anything is missing?**

1. Abd Elsattar: Some more teaching aids.
2. Ahmed: Not much.
3. Nazih: There is less motivation on the side of the students.
4. Abd Elsamad: Yes, the use of the technology in the listening lab
5. Hanan: The students don't know how to deal with the listening exercises in comparison with the other exercises on speaking, reading and writing.
6. Mahmoud: Yes, the listening exercises need more real life situations.
7. Khalid: No real tests for listening, no listening lab's time and not enough time to listen in the classroom.
8. Nagy: No.
9. Soaad: Short dialogues and the daily life situations are not existed.
10. Mounir: No.

• **Are students interested?**

1. Abd Elsattar: Not all of them.
2. Ahmed: It differs from a student to another according to their levels.
3. Nazih: No, because most of the listening topics are not relevant to the students' interests.
4. Abd Elsamad: 30% of the students are interested.
5. Hanan: The students are not interested.
6. Mahmoud: 20% of them at most are interested. The rest are lagging behind.
7. Khalid: A few students.
8. Nagy: No.
9. Soaad: The students are very interested in teaching through listening.
10. Mounir: No, they are not interested.

- **What are they learning?**

1. Abd Elsattar: Different accents.
2. Ahmed: Pronunciation and new words.
3. Nazih: They learn semantic and grammatical rules.
4. Abd Elsamad: They learn how to understand the spoken language quickly.
5. Hanan: They don't learn anything.
6. Mahmoud: They learn how to distinguish the voices and the pronunciation.
7. Khalid: How to communicate.
8. Nagy: Nothing because there is not enough teaching aids to benefit the students.
9. Soaad: They are learning how to pronounce correctly and how to speak fluently.
10. Mounir: They are learning new vocabulary and some grammatical rules.

- **What is difficult to teach?**

1. Abd Elsattar: When some students are not interested.
2. Ahmed: The old curricula didn't use to have listening exercises, and when it was developed it became difficult for the students to understand the listening exercises effectively. The students come from the elementary school weak at listening, so the teachers have to compensate the students accordingly.
3. Nazih: In listening lessons, they sometimes include new vocabulary that most students are unable to guess the meaning or realize what is being pronounced. The dealing with such problems is very time-consuming or in-class-work hindrance.
4. Abd Elsamad: The students don't understand because there are not enough aids.
5. Hanan: The listening exercises don't have tape scripts in the students' books, so they can practice and answer the questions.
6. Mahmoud: Listening is a big problem. The students do not easily understand the native speakers' speech and they don't try to pronounce correctly.
7. Khalid: Individual differences are not cared about in the listening exercises.
8. Nagy: The lack of teaching aids.
9. Soaad: In teaching listening exercises, the level of the students is a hindrance because the under average students who are 60% do not understand even if I repeat many times.
10. Mounir: The quickness of the listening texts makes the students don't understand the main ideas.

Question 6: Do you think it is important to teach the listening comprehension exercises included in the students' textbooks?

1. Abd Elsattar: Yes.
2. Ahmed: Very important.
3. Nazih: Yes, it is very important.
4. Abd Elsamad: Yes..
5. Hanan: No, it is not important.
6. Mahmoud: Yes, it is.
7. Khalid: Yes.

8. Nagy: Yes.
9. Soaad: It's very important.
10. Mounir: Very important.

If yes, why do you think it is important?

1. Abd Elsattar: It helps the students a lot.
2. Ahmed: Because the language without listening is useless.
3. Nazih: Because the listening comprehension exercises test the students' ability to understand oral communication.
4. Abd Elsamad: Because some of the students can benefit from them, but some of them don't understand at all.
5. Hanan: ---
6. Mahmoud: Because it's one of the four angles of the teaching process.
7. Khalid: Because listening is the way to pronounce correctly.
8. Nagy: Because listening is one of the four main skills of the language.
9. Soaad: Because through listening the students know the correct pronunciation, speaking and understanding the language fluently.
10. Mounir: Because some notes in the listening exercises are very important in language functions.

Question 7: Which of the four skills do you feel are most important for your students to be introduced to: listening, speaking, reading, writing? Why?

1. Abd Elsattar: Of course the first skill of learning a language which is listening, but as a whole unit they complete each other.
2. Ahmed: Listening is the most important. Because to communicate, you should know how to listen. For example, the Upper Egyptians who work in tourism don't know how to read or write English better than listening and speaking it with the tourists.
3. Nazih: The most important is listening because the better the students understand, the better they will be able to speak. The students will learn sounds, rhythm, intonation, good pronunciation, vocabulary, and grammatical details. Good listeners equal good English producers.
4. Abd Elsamad: Listening because if the students realize the listening, they will know the language. Listening is the best thing for the students to understand and learn the language.
5. Hanan: Reading and writing because they are practical.
6. Mahmoud: Listening because if you listen correctly, you will speak correctly.
7. Khalid: I think listening comes first as upon which based the other three skills.
8. Nagy: Listening and speaking in order to understand others.
9. Soaad: Listening and speaking because they are the most important to learn the language. Understanding the language means how to listen to the others and how to speak to the others.
10. Mounir: Reading, as the students don't want anything except how to answer the exams.

Question 8: How do students respond to the listening comprehension topics?

1. Abd Elsattar: Some are not interested.
2. Ahmed: The high level students respond quickly, but the uninterested students don't respond.
3. Nazih: Students respond to the listening comprehension topics in different ways ranging from being very interested and excited to being bored and indifferent according to their inside or outside knowledge.
4. Abd Elsamad: 30% of the students are interested, and the rest don't understand.
5. Hanan: The students don't understand.
6. Mahmoud: To somewhat they are not interested.
7. Khalid: The students form oral sentences relating to the topics.
8. Nagy: It depends on the interests of the students.
9. Soaad: Students are very happy when they listen to the topics because the mode of the listening lessons breaks the monotony of teaching differently.
10. Mounir: They asked me to replay the tape script several times. Some of them are interested. Others don't care.

Question 9: What do you feel they learn/take with them from these topics?

1. Abd Elsattar: Ear training.
2. Ahmed: The students who respond to the listening topics with interest excel in the English language subject. It would be easier to deal with them inside and outside the classroom.
3. Nazih: I feel students may take models of English sentences they have listened to. They take the correct word order in a sentence. They may look forward to seeing the words they listened to printed on paper.
4. Abd Elsamad: They learn how to pronounce correctly and extra vocabulary.
5. Hanan: They take vocabulary and grammar from these topics.
6. Mahmoud: They learn how to listen and correct pronunciation.
7. Khalid: The students learn correct pronunciation and how to communicate.
8. Nagy: New information and pronunciation.
9. Soaad: They learn how to speak correctly.
10. Mounir: They learn grammar, new vocabulary and arranging ideas.

Question 10: Are there any specific reasons why you do or don't teach the listening comprehension exercises included in the students' textbooks regarding the school administration, the examination system, or the supervisors?

1. Abd Elsattar: No listening tests from the first grade to the 12th grade, so why we are teaching listening.
2. Ahmed: The curriculum is very condensing and the levels of the students are weak in general. There is no listening test included. There should be listening part in the exam.
3. Nazih: The listening texts don't have questions in the exam and the students ignore them.
4. Abd Elsamad: No help in providing the teaching aid and lack of the listening tests make these exercises not cared about in a convenient way.
5. Hanan: The supervisors don't help us and the exam system doesn't include the listening test.
6. Mahmoud: No.
7. Khalid: The students form oral sentences relating to the topics.

8. Nagy: Listening is not included in the exam.
9. Soaad: No.
10. Mounir: Yes, the exams are not concerned with listening questions.

Question 11: Have you attended any seminars/workshops on teaching listening? (List the place, date, name, presenter of the workshops?)

1. Abd Elsattar: Never.
2. Ahmed: Yes, in Kafr Elsheikh in 1998. It had been for a week. My supervisors presented the workshops.
3. Nazih: I attended a workshop in Kafr Elsheikh in 1998. The senior supervisors Ahmed Barakat, Enshrah and Galal were the instructors.
4. Abd Elsamad: No.
5. Hanan: No.
6. Mahmoud: No.
7. Khalid: No.
8. Nagy: No.
9. Soaad: No.
10. Mounir: No.

If yes, did you learn anything there that changed the way you teach listening comprehension?

1. Abd Elsattar: ---
2. Ahmed: teaching methods.
3. Nazih: I learned new techniques in teaching listening and how to create links between the listening texts and the students' real life.
4. Abd Elsamad: ---
5. Hanan: ---
6. Mahmoud: ---
7. Khalid: ---
8. Nagy: ---
9. Soaad: ---
10. Mounir: ---

CHAPTER FOUR

Analysis of Data, Results and Recommendations

In this chapter, I will analyze the data. The results of my questionnaire are qualitative, so I can provide interpretation, but numerical analysis will be limited. My colleagues number ten, so I will use the percentage of 10% each. I will conclude the chapter with recommendations for my colleagues and the supervisors to improve the teaching of listening comprehension at my school and in EFL settings in other Egyptian Preparatory schools.

Analysis of Data

Question 1: What comes to your mind when you think of listening? (You may define it, make a mind map, draw a picture, whatever!)

In answering this question, the teachers connected listening directly to the teaching of listening. This means they connected it with the other skills and agreed that it is important in teaching and learning. From my point of view most of them didn't make a distinction between listening and the teaching of listening. However, Khalid gave a good answer saying, "It's a process that needs fluent sender and good receivers with clear message and suitable atmosphere."

Question 2: What comes to your mind when you think of teaching listening?

My colleagues have different answers for this question. Some of them concentrate on teaching pronunciation, speech acts, stress and intonation. Some of them stress the participation of the teacher and the student in teaching listening. Mahmoud and Khalid focus on the importance of the teachers' role in class and preparation. Ahmed hopes the setting of the school

could be made more appropriate. For the teaching of listening, Hanan did not think listening was important. Mounir thinks that some of the students are not interested in listening.

Question 3: Do you like teaching listening?

The answers are very clear to this question. Seven of my colleagues said “yes”. Three of them said “no”. 70% responded “yes”. 30% responded “no”. 30% of the answers have the no answer. The majority of the teachers like teaching listening.

(c) If yes, why do you like it?

The eight teachers who said they like teaching listening wrote about why they do. Some of them say that listening is enjoyable and both the teacher and the students like it. Nazih likes teaching listening because it is a chance to teach ideas, new words and grammar. Mahmoud thinks that listening is a chance to hear the language from the native speakers. Nagi focuses on the understanding of other people through listening.

(d) If no, why don't you like teaching it?

Hanan thinks that teaching listening doesn't give results, so it's a waste of time. Abd Elsamad mentions that the lack of teaching materials at the school places a heavy burden on the teacher by asking him to teach listening without any help. Mounir says that he doesn't like teaching listening because some of the students don't benefit from it.

Question 4: Do you teach the listening comprehension exercises included in the students' textbooks?

Nine colleagues teach the listening comprehension exercises. Nagi is the only colleague who doesn't teach listening. He mentions the reason directly that the teaching materials are not sufficient. So, 90% of them teach listening.

If yes:

(a) Are there enough teaching aids for teaching these listening comprehension exercises?

All of my ten colleagues, including Nagi, who doesn't teach listening, say that there are not enough teaching aids for teaching listening.

(b) If not, do you create your own aids?

Five of my colleagues say they create their own aids. Four of them say they don't. Khalid sometimes creates his own aids.

Question 5: How do you feel, in general, about the effectiveness of the listening comprehension exercises in your textbook?

Most of my colleagues say they feel the listening comprehension exercises are not effective and that there are not enough of them. Some of them mention that they are effective for some students who have good level of English. Mahmoud is the only colleague who says that they are very effective.

- *Do you feel anything is missing?*

Three colleagues feel nothing is missing. The other colleagues mention that the following are missing and needed: some more teaching aids, more motivation, the use of technology in the listening lab, real life situations, short dialogues, and real tests for listening. Hanan also mentions that the students do not understand the listening exercises.

- *Are students interested?*

Four colleagues say that the students are not interested at all. Five colleagues say that a few students, ranging from 20% to 30%, are interested. Soaad is the only colleague, representing 10% of the teachers, who says that the students are very interested

- *What are they learning?*

According to my colleagues' answers, students are learning different accents, pronunciation, new vocabulary, semantic and grammatical rules, and understanding the spoken language.

They are learning how to communicate and how to speak fluently. Hanan and Nagy say that the students don't learn anything from the listening exercises.

- *What is difficult to teach?*

I conclude that there are three main reasons why the teachers find it difficult to teach listening:

11. Some students are not interested and are weak at listening.
12. There are not enough teaching aids.
13. Individual differences are not cared about in the listening exercises.

Question 6: Do you think it is important to teach the listening comprehension exercises included in the students' textbooks?

Nine of my colleagues agree that teaching listening is important. Some of them even say that it is very important to teach listening. Hanan is the only teacher who says it is not important. Hence, 90% of my colleagues think it is important to teach the listening comprehension exercises.

If yes, why do you think it is important?

There are different reasons why it is important. Teaching listening helps the students a lot. The language without listening is useless. The listening comprehension exercises test the

students' ability to understand oral communication. Some of the students can benefit from them. Teaching listening is one of the four angles of the teaching process. Listening is the way to learn to pronounce correctly. Listening is one of the four skills of the language. Through listening, the students learn the correct pronunciation, and learn to speak and to understand the language fluently. Some notes in the listening exercises are very important in understanding language functions. All these reasons give me a view that my colleagues know the importance of teaching listening comprehension.

Question 7: Which of the four skills do you feel are most important for your students to be introduced to: listening, speaking, reading, writing? Why?

Eight of my colleagues feel that listening is the most important for their students to be introduced to. So, 80% of them agree with the importance of listening for various reasons. To communicate, you should listen. The better the students understand, the better they will be able to speak. Listening is the best thing for the students to understand and learn the language. If you listen correctly, you will speak correctly. Nagy and Soaad mention listening and speaking as the most important skills in order to understand others and understanding the language means knowing how being able to listen to the others. Only two colleagues feel that reading is the most important skill.

Question 8: How do students respond to the listening comprehension topics?

The students respond to the listening comprehension topics in two different ways. Some of them are not interested. My colleagues identify the reason: the students don't understand. Less than half of them are interested. Abd Elsamad gives a percentage of 30% of the students

who are interested. These students are interested because the mode of the listening lessons breaks the monotony of the teaching routine.

Question 9: What do you feel they learn/take with them from these topics?

My colleagues believe that students learn/take many things from the listening topics. The students train their ears to listen to English. They also learn chunks of sentences and word order they have listened to. They take on correct pronunciation, grammar and new vocabulary. Additionally, they learn how to communicate and how to speak correctly.

Question 10: Are there any specific reasons why you do or don't teach the listening comprehension exercises included in the students' textbooks regarding the school administration, the examination system, or the supervisors?

Two of my colleagues say that there are no specific reasons why they teach the listening comprehension exercises. Eight of my colleagues mention some specific reasons:

1. The curriculum is very condensed.
2. The supervisors do not support the teachers to teach listening.
3. The teaching aids are scarce or not available.
4. The lack of the listening tests from the 1st grade to the 12th grade.

Question 11: Have you attended any seminars/workshops on teaching listening? (List the place, date, name, presenter of the workshops?)

80% of my colleagues have never attended any seminars/workshops on teaching listening. Only 20% of them attended a workshop in Kafr Elsheikh in 1998. It seems that Ahmed and

Nazih have received the same workshop. The same supervisors presented the workshop.

From the reality that the teachers haven't attended any workshops since 1998, I can conclude that here is a shortage in the teacher education/training programs in the Egyptian schools.

If yes, did you learn anything there that changed the way you teach listening comprehension?

Ahmed and Nazih learned new techniques and methods to teach listening and how to create links between the listening texts and the students' real life. Such a workshop affects the way they teach listening. So, the training workshops are effective for the teachers and should be given great attention.

Results

Based on the responses of my ten colleagues at La Seifer Prep School, I am going to propose that the reasons Egyptian preparatory school EFL teachers in general neglect the listening activities in prescribed textbooks are the following:

1. There is a shortage professional training in the teacher education/training programs.
2. The supervisors do not give sufficient support for the EFL teachers in teaching listening.
3. The teaching aids for the listening exercises are not sufficient or not available.
4. The listening skill is not included in the examination system.

Recommendations

In Egypt, there is a common complaint about the low standard of EFL teachers in general. Mohamed (1987:4) stressed this view saying: "The Ministry of Education is not satisfied with the standard of EFL teachers." In the Egyptian context, Mohamed (1987:2)

pointed out that it is the teacher who creates proper conditions for learning the new language and who has the ability to affect all other variables involved in the process. As known, a skilled EFL teacher can make the best of even the worst textbook. He can make the best use of the available teaching/learning opportunities.

El-Banna (1989:25) reported that learners' failure to learn EFL, in most cases, is attributed to the failure of their teachers. It is the teachers' fault, not the learners'. Simply, learners do not enter schools as failures. Schooling variables lead to this and the teacher is the corner-stone of this process. That is why; Ashworth (1984:70) emphasized that: "No priority is more fundamental than to attract into the schools a steady stream of highly educated, gifted, knowledgeable, sensitive and dedicated teachers."

Jarvis (1987:180) claimed, "In countries where there is a lack of resources for language teaching, the teacher may be the only source of English." Obviously, such duty requires a staff of EFL teachers with certain preparation.

Bearing in mind the important role of the EFL teachers in teaching/learning the English language, it is essential to upgrade the teachers' standard. Five urgent actions must be accomplished. Badawi (1998:28-32) proposes the following three courses of actions. The first course of actions is related to pre-service teacher education programs which must provide the prospective teachers with more orientations on teaching listening comprehension exercises effectively. The second course of actions is related to in-service training programs which should be prepared to familiarize the in-service EFL teachers with teaching listening. The third course of action is related to improving the supervision system to encourage the teachers and support the teaching of listening comprehension exercises. I propose two additional courses of action—adding a fourth and a fifth course of action to Badawi's list. The fourth

course of action is related to providing the EFL teachers with the sufficient teaching materials, especially the Teachers' Guides. The fifth course of action is related to incorporating listening questions into the examination system.

1. Pre-service Teacher Education/Training

Pre-service teacher education programs are taken before engaging teachers in the teaching position. Ideally, these programs usually include work in both theory and practice (Ashworth, 1984:71). With respect to the courses taught at these programs, Ali (1996:17) made it clear that the English methodology course, nowadays, does not keep up with the current educational changes in Egypt. The graduates of these programs should receive specialized preparation in teaching listening comprehension and TEFL methodology.

2. In-service Teacher Education/Training

In-service teacher education is basically concerned with educating and training EFL teachers while they are on duty. To this point, Met and Rhodes (1990:436) reported: "All teachers regardless of the grade or subject matter they teach need opportunities for continued professional growth and renewal." Despite the importance of this training, some factors may restrict its effectiveness. Generally, the numerous variables of in-service training programs--i.e. financial resources, timing, place, trainers' qualifications, trainees' motivation and attitudes, topics to be taught, and teaching strategies--help create some drawbacks which may limit the effectiveness of this training kind. Gameel (1993:16) put it clearly that in-service training programs, in Egypt, are not adequate in quantity to meet the needs of trainees. Therefore in-service training programs should include effective workshops in teaching listening comprehension.

3. Improving the supervision system

Evidently, the EFL teachers at school are deprived of means of guidance towards teaching listening. Most of the EFL supervisors are veteran personnel who have done lots to improve teachers' attitudes, thinking and performance. The supervision system should provide the EFL teachers with linguistic and pedagogical guidance. Yet, Gameel (1993:17) pessimistically reported, "EFL supervisors disregard the positive aspects in teachers' performance and concentrate heavily on the negative ones to penalize them." I strongly agree that supervisors should change their attitudes and think over their supervision systems. They should encourage the EFL teachers to teach the four skills including teaching listening comprehension. From my experience I didn't have such adequate support to teaching listening.

4. Teachers' Guides availability as a main teaching aid

The lack of teaching aids for the listening comprehension exercises may be compensated by making the teachers' guides available for the EFL teachers. Simply, the availability of them means that the EFL teachers have a personal educational/training resource. They have great value in describing the teaching listening procedures, the tape scripts and the additional exercises. Coleman (1983: 86) pointed out that little attention is paid to teachers' guides in the literature, either by material writers or by textbook reviewers. Cunningsworth & Kusel (1991:128) confirmed this claim stating, "This topic [teachers' guides] is a neglected area in the literature." Along with this view Donoghue (1992:1) reported, "Some of the energy and time that currently goes into the production of materials for learners [must be] directed towards the improvement of materials for teachers." Beyond a doubt, ignoring the teachers' guides as such might not be acceptable

especially when the English language is taught in locations lacking a strong teacher-education program or an effective in-service follow-up. La Seifer Prep School represents this situation clearly. Once again, teachers' guides should not be overlooked in a context where: "English is being taught in a non-English-speaking environment and where teachers, for whatever reason, are heavily dependent on the teachers' guides for methodological guidance, for linguistic information, or insights into culture issues," (Cunningsworth & Kusel, 1991:129). The situation mentioned is typically similar to the TEFL situation in the Egyptian context. Thus the teachers' guides are significant and deserve to be available for the EFL teachers. They will help them teach English in general and listening comprehension in particular. They also contain detailed information on the course in use showing teachers the best and most effective use of the assigned course.

5. Incorporating listening questions into the examination system

The learning is not only a process. It is also a way to the product which is the exam at the end of each semester. As shown in Appendix 3 (See p.40), which represents the last first year exam that has been taken at La Seifer Prep School, the absence of listening questions is obvious. I think listening questions should be incorporated into the examination system. The English language has four main skills and it is not fair to assess three of them neglecting the skill of listening. This is general phenomenon in the Egyptian public schools. Teaching at the school is focused on preparation for the exam, not on the learning itself. The teachers don't care very much about teaching listening comprehension due to the disregard of listening comprehension questions in the examination.

In this chapter, I have interpreted the data I got from my colleagues. I have proposed the reasons Egyptian preparatory school teachers in general neglect the listening activities in prescribed textbooks. I have recommended five courses of action to develop the teaching of listening in general in Egyptian Preparatory Schools. Accordingly, the EFL teachers at the prep schools in Egypt need more training and extra support to teach listening comprehension effectively. They need to have sufficient teaching aids, especially the Teacher's guide. They also need to incorporate listening questions into the examination system.

I hope that these recommendations will be beneficial to my colleagues at school and to my EFL supervisors. I wish the teaching listening activities at my school would be more concerned with than before. The teachers at school would give more attention to the listening activities if they have sufficient professional training, encouragement, sufficient teaching aids and an examination system that has listening questions as well.

As a teacher myself, I am aware of how well I can teach listening. I will help my colleagues to be aware of where we stand in relation to the teaching of listening, and we can work on together to improve our teaching. I will help organize in-service teacher training workshops that focus on teaching listening comprehension.

Appendix (1)

Dear colleague,

My name is Mohamed Eltawila and I am conducting research as part of my Master of Arts in Teaching Independent Professional Project, the title of which is “The reasons Egyptian preparatory school EFL teachers neglect the listening activities in prescribed textbooks.” I would be very grateful if you would take the time to answer the following questions.

Question 1: What comes to your mind when you think of listening? (You may define it, make a mindmap, draw a picture, whatever!)

.....

Question 2: What comes to your mind when you think of teaching listening?

.....

Question 3: Do you like teaching listening?

(a) If yes, why do you like it?

(b) If no, why don't you like teaching it? **Question 4:**
Do you teach the listening comprehension exercises included in the students' textbooks?

If yes:

(a) Are there enough teaching aids for teaching these listening comprehension exercises?

(b) If not, do you create your own aids?

.....

Question 5: How do you feel, in general, about the effectiveness of the listening comprehension exercises in your textbook?

- Do you feel anything is missing?
- Are students interested?
- What are they learning?
- What is difficult to teach?

Question 6: Do you think it is important to teach the listening comprehension exercises included in the students' textbooks?

If yes, why do you think it is important?

.....

Question 7: Which of the four skills do you feel are most important for your students to be introduced to: listening, speaking, reading, writing? Why?

.....

Question 8: How do students respond to the listening comprehension topics?

.....

Question 9: What do you feel they learn/take with them from these topics?

.....

Question 10: Are there any specific reasons why you do or don't teach the listening comprehension exercises included in the students' textbooks due to the requirements of the school administration, the examination system, or your supervisors?

.....
.....

Question 11: Have you attended any seminars/workshops on teaching listening? (List the place, date, name, presenter of the workshops?)

.....
.....

If yes, did you learn anything there that changed the way you teach listening comprehension?

.....
.....

Many thanks for taking the time to answer the questions.

If you have any questions, comments and/or suggestions about this questionnaire, please contact me at either mhamedaiibrahim@yahoo.com or mohamed.eltawila@mail.sit.edu
Many thanks once again.

Appendix (2)

PERMISSION TO USE OUR NAMES

We, the undersigned, 10 teachers of English at La Seifer Prep School give our full permission to Mohamed Eltawila to use our names in his IPP titled, “The Neglect of Listening Activities among Egyptian Preparatory School EFL Teachers”.

1. Name: Abd Elsattar Elfeky

Signature: *Abd. El. Sattar. Elfeky*

2. Name: Ahmed Abd Elghaffar

Signature: *Ahmed A. Abd. Elghaffar*

3. Name: Nazih Abd Elshafy

Signature: *Nazih. Abd. Elshafy*

4. Name: Abd Elsamad Elbahnasawy

Signature: *Abd. El. Samad. Elbahnasawy*

5. Name: Hanan Mansour

Signature: *Hanan. Mansour.*

6. Name: Mahmoud Abd Elnaby

Signature: *Mahmoud. Abd. Elnaby*

7. Name: Khalid Elhamrawy

Signature: *Khalid. Elhamrawy.*

8. Name: Nagy Saad

Signature: *Nagy. Saad.*

9. Name: Soaad Elbeheiry

Signature: *S. Saad. Elbeheiry.*

10. Name: Mounir Rezk

Signature: *Mounir. Rezk.*

Appendix (3)

الورقة الأولى

A-Language Functions

1-Finish the following dialogue between Ahmad and Islam with these words:

school – father's – How – name – teacher

Ahmed:(1)..... are you, Islam?

Islam: I'm fine thanks.

Ahmed: What is your.....(2).....job?

Islam: He is a(3).....

Ahmed: Where does he work?

Islam: He works at a (4).....

2- Supply the missing parts in the following mini-dialogues:

Hala: What would you like to be?

Hadeer:

Eman:?

Donia: My favorite subject is English.

B-Reading Comprehension

3- Read and match:

1-my dad's father.

2-is a very long river.

3-I'm 80 kg.

4-works in a company.

5-to a doctor.

a- My sister is married

b- A businessman

c- How heavy are you?

d- My grandfather is

e- The Nile

f- 1.5 m tall.

4- Read the following and answer the questions:

Every summer holiday, Salem goes to Alexandria with his family. They usually spend about two weeks there. They live in a small hotel near the sea at sisi Bishr. Every morning, they go to the sea. Salem's children play, run and swim. Their mother watches them. Their father spends his time in fishing. At three o'clock they go back to the hotel to have their lunch.

Answer the following questions:-

1-When does Salem go to Alexandria?

2- Where do they have their lunch?

Choose the correct answers:-

- 1- Salem's family spends..... in Alexandria.
 a- 7days b- 14 days c- 10 days
- 2-Salem spends his time in.....
 a- eating b- fishing c- playing
- 3- The children spend their time on the beach.....
 a- studying b- fishing c- playing and swimming.

الورقة الثانية

C- Writing and Usage

5- Choose the right answers from a, b, c or d:

- 1- You shouldn't your homework.
 a-forget b-have c-do d- be
- 2- I saw a lot of tourists in the
 a-sea b-zoo c-museum d- park
- 3-if you.... four and four, you'll get eight.
 a-add b-divide a-multiply d- take
- 4- Ahmad ran quickly to the train.
 a- hold b- stop c - catch d- have
- 5-She the film when her father arrived.
 a-was watching b-watched c-watches d- watch
- 6-We went to Aswan.....we spent good time.
 a-which b-where c-when d- who
- 7-they visited Aswan two years.....
 a-for b-since c-ago d- just
- 8-..... I study hard, I will succeed.
 a-but b-if c-while d- so

6- Write questions using the words in brackets:

- 1- I have five books. (How many)
 2- I'd like to drink tea. (What)
 3- I usually go to school on foot. (How)

7-Read and correct the underlined words:

- 1- We buy bread at the butcher.
 2- Alaa is happy so he gets high marks.
 3- If we divide ten by two, we will get twenty.

8- Look at the picture and write a paragraph of four sentences:

You may use the following words (live - desert / carry – heavy things/drink- many litres of water/ run-50km/h)

Camels are useful animals.....

.....

.....



D-Punctuation

9-Punctuate the following sentences:

2- ahmad and ali bought a present for their fathers birthday

10- **Two marks are allotted to good handwriting and neatness**

تخصص درجتان لحسن الخط وتنظيم ورقة الإجابة

Best of luck

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