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**"A CONTRIBUTION TO THE
PROMOTION OF THE TEACHING OF
LISTENING IN MALAGASY LYCEES,
USING INFORMATION AND
COMMUNICATION TECHNOLOGY
TOOLS AND MATERIALS"**

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GENERAL INTRODUCTION

0.1. REASON FOR THE CHOICE OF THE SUBJECT

During our training practice and class observation, we learnt that lycée teachers (such as those at lycée Nanisana, Andohalo, Jules Ferry, and LMA) choose to develop skills like reading, writing and sometimes speaking when teaching the English language; they rarely include listening as part of their teaching. Since listening cannot be done without tools, materials or electricity, the lack of one of these elements may prevent teachers from conducting a listening class unless it is the teachers themselves who are going to be listened to. In other situations, they may be conscious that students need listening Comprehension but do not know where to find interesting listening materials nor affordable machines. The fact that Listening is not tested at the official examination can be a reason as well.

Students are rarely or never in touch with the language they are learning in its oral form. Some teachers usually forget to take into account that listening matters when teaching a new language especially that a language is meant to be spoken. Teachers sometimes do not realize that knowing a language means understanding what the speakers of it mean as well as being able to use it in its oral form.

Moreover, the Malagasy syllabus suggests that a lycée student should be able to express himself in English in various situations as well as to understand English both in written and oral form, then to react to it properly. However, we think these objectives would never be reached without developing the four language skills in an equal way. Considering the advantages of listening to native speakers in language learning, we believe that each barrier should be overcome. In order to improve student's language acquisition, we think listening should be considered and included in language teaching. All these reasons led us to write this work entitled "A CONTRIBUTION TO THE PROMOTION OF THE TEACHING OF LISTENING IN MALAGASY LYCEES, USING INFORMATION AND COMMUNICATION TECHNOLOGY TOOLS AND MATERIALS".

0.2. AIMS OF THE DISSERTATION

This work aims at showing teachers how important listening is so as to invite them to help students develop this skill by giving the latter chance to have listening comprehension activities at lycées.

0.3. SCOPE AND LIMITATION

This work is mainly aimed at promoting listening at lycées. We wished to conduct a national investigation about our topic, but due to some reasons, we could only carry out our field investigations in 2 regions which are Antananarivo and Fianarantsoa. However, we tried to have all the levels, “Seconde”, “Première”, and “Terminale”, included as part of our studies.

In spite of the numbers of listening materials we could use, we had to choose those that are related to the unit with which the classes we worked with were dealing. It is also worth mentioning that we had to select quite short passages in English version that lycée learners may appreciate and follow.

0.4. GENERAL STRUCTURE OF THE WORK

This work will be divided into three parts. The first one will deal with a literature review of listening as well as its teaching with the use of the Information and communication technology or ICT. The second part will show us how listening is developed in different Malagasy lycées. That part is also accompanied by the report of the questionnaires with which we collected data concerning the teaching of listening there. As for the third part, it will consist of some suggestions based on the results of the investigations and which will end with some lesson plans for teaching listening. As our dissertation aimed at helping teachers deal with listening, we will present with this work some passages appropriate to each lesson plan.

Part I: LITERATURE REVIEW

Part1. A LITERATURE REVIEW OF LISTENING AND THE USE OF INFORMATION AND COMMUNICATION TECHNOLOGY WHEN TEACHING IT

The first part of our work is mainly focused on the presentation of some theoretical considerations about the keywords of our research work. Since our dissertation deals with the teaching of listening, the first section of this part will include some theories about the listening skill in general as well as its teaching.

1.1. Listening

-For UNDERWOOD (1987), listening refers to the activity of paying attention to and trying to get meaning from something we hear.

-As for the Oxford Advanced Learner's Dictionary (1989) to listen means first «to concentrate or to try to hear somebody or something", second "to pay attention".

-According to MENTS (1990), listening is an active interpretation of what we hear. It is a process of making contact with the mind of another.

In listening, pupils need to listen to their teachers, other pupils, and oral versions of texts or passages. The above definitions point out that hearing and listening cannot be separated. It is when we are interested in what we hear that we start to listen. This conscious effort we give in hearing is what we mean by listening. Listening involves identifying information or a message. Listening skill is then the ability to identify information or a message that the listener receives.

The English language, not being our mother tongue, but learnt at school, is considered as a second language in this end- of- study dissertation. The next chapter will focus on the evolution of L2 teaching approaches as well as the place of listening in each of them.

1.1.1. The evolution of l2 teaching approaches and the place given to listening in them

There have been at least four different approaches related to the teaching of L2. They are the Audio-Lingual Method, The communicative Approach, The Total Physical Response, and The natural Approach. Each of them has their good points and weaknesses.

1.1.1.1. The Audio-Lingual Method

This method was developed in the United States during WW II. At that time there was a need for people to learn foreign languages rapidly for military purposes. This method is the combination of *behaviorism* and *structural approach*. It consists in memorization and repetition of language patterns based on dialogues. In the Audio-lingual Method, certain sentence patterns and grammar points are included within the dialogue. These patterns and points are later practiced in drills based on the lines of the dialogue (LARSEN-FREEMAN, 1986). Such drills are repetition, backward build-up, chain, substitution, transformation, question-and-answer, etc. Students are not allowed to use their native language. They also learn to use the language automatically without stopping to think. Generally, students are imitators of the model provided by the teacher or speakers on tapes.

Students were required to listen to the teacher or the tapes but the goal was only to be able to repeat what they hear. In fact, this method does not prepare students to communicate as they usually “parrot” what they hear.

The audio-lingual Method is based on repetition and mechanical drills in order to acquire perfect pronunciation and new expression, but do not develop communication.

1.1.1.2. The communicative Approach

In the 1970's, the communicative Approach came as a reaction against the structural language teaching methods. Many teachers and linguists such as HYMES, LITTLEWOOD, WIDDOWSON, and many others realized that learners need communicative competence which will enable them to use the language in real and natural contexts. LARSEN – FREEMAN (1986) confirms that adherents of the Communicative Approach acknowledge that structures and vocabulary are important. However, they feel that preparation for communication will be inadequate if only these are taught. Students may know the rules of language usage, but will be unable to use the language”. One major principle of the Communicative Approach is that “students must be able to apply the knowledge of target language forms, meaning, and functions in negotiating meaning” (LARSEN – FREEMAN, 1986). The listener gives the speaker feedback as to whether or not he understands what the speaker has said. In this way, the speaker can revise what he has said and try to communicate his intended meaning again, if necessary.

Communicative activities include role-plays, information gap, and problem solving activity, etc. in order to maximize the amount of the learners' participation.

The communicative approach, being different from the previous one, gives place to listening in order to be able to communicate. Students are required to listen, to think and then to use the language in their own and not only to repeat what they hear without thinking. The third approach, the total physical response, will be dealt with in the next part.

1.1.1.3. The Total Physical Response

“The Total Physical Response is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical activity” (RICHARDS and RODGERS, 1986). This method is also known as “the comprehension approach” because of the importance it gives to listening comprehension. Here, RICHARDS and RODGERS (1986) say that “listening should be accompanied by physical movement. Speech and other productive skills should come later”. In Asher's view, this method which involves game-like movements reduces learner stress and creates a positive mood in the learner which facilitates learning. This technique consists in giving commands to students and having them actually act out what the teacher says. The major classroom activity in the Total Physical Response is imperative drills which are typically used to elicit physical actions and activity on the part of the learners. So, the students listen attentively and respond physically to commands given by the teacher. Since the students are not forced to produce responses in the target language, they are able to focus their entire attention on comprehension of what is said.

In other words, due to the fact that the Total Physical Response approach is applied through game-like activities, the students at the same time play and learn the target language. As far as this approach is concerned, listening in order to understand what is being said to them really matters to the students. The next approach is also as important as the previous ones, it is the Natural one.

1.1.1.4. The Natural Approach

This method was developed by KRASHEN and TERRELL in 1983. RICHARDS and RODGERS (1986) affirm that in the Natural Approach there is an emphasis on exposure, or *input*, rather than practice. There are four major principles of the Natural Approach. First,

comprehension precedes production, i.e. listening (or reading) comprehension precedes speaking (or writing) abilities. Second, production is allowed to emerge in stages which consist of – response by non-verbal communication; - response with a single word; -- response with phrases and then sentences; and finally – more complex discourse. Third principle, the course syllabus consists of communicative goals in which the classroom activity focuses on topics not on grammatical structure. And the fourth principle is that the activities done in classroom must aim at lowering the affective filter on the students. So, in the Natural Approach a lively atmosphere is a necessity in which the teacher and the students can carry on their respective tasks in a more natural way.

Listening as well as the three other language skills are given their real value in this approach. Listening and reading go first and serve as source of input for the students, and then come the speaking and writing skills without which students will not be able to express themselves.

In spite of the differences or similarities between the four approaches, they are all needed for the teaching of L2. The ones have the features that the others do not. It is obvious that they are complementary. They all require the students to listen; however, the goal of listening could be different according to the respective goal of the approach.

The four skills were many times mentioned in each of the four existing approaches. Each of them contributes in helping learners to reach the ability to speak a second language. However, listening which is part of the spoken language differs from the other skills. The features of the spoken language, including listening, make the next part of our work.

1.1.2. Features of the spoken language

According to Buck (2010), most people might think that spoken texts and written texts share almost the same features in their linguistic system. As a matter of fact, there are some differences between them. One of the significant points of a spoken text is that people do not usually speak in sentences, instead, we use a lot of short phrases or clauses put together, especially in informal situations. In addition, the vocabulary and the grammar tend to be far more colloquial and much less formal when we speak. That means many words and expressions that are used in speech, seldom or never occur in written text. Moreover, speech takes place in real time, so the text is heard only once, and then it is gone. It is almost impossible for a listener to

rehear a piece of speech while readers are able to go back to the text to clarify their understanding. He adds that speakers generally speak very quickly: three words a second is quite normal so that to understand speakers at this speed, the listening processes must be almost entirely automatic.

According to Buck (2010), the spoken language, being different from the written language, is ephemeral. People tend to speak quickly especially when it is their mother tongue. Therefore, it would create problems for L2 learners to understand native speakers. Nevertheless, after a while, with practice, the problem will disappear and the learners would cope with the second language. The next part of our work will be about what MENDELSON (1994) proposed to be needed by students in order to be able to deal successfully with understanding native speakers: the listening comprehension.

1.1.3. Listening comprehension

For MENDELSON (1994) listening comprehension is to have the ability of understanding the spoken language produced by its native speakers. Furthermore, RIVERS puts forward that teaching the comprehension of the spoken speech is therefore of primary importance if the communication goal is to be reached.

The study of listening comprehension in second language learning focuses on the role of individual linguistic units (e.g., phonemes, words, grammatical structures) as well as the role of the listener's expectations, the situation and context, background knowledge and topic, he adds.

Listening comprehension really contributes to understanding L2 in order to be able to communicate with native speakers. That importance of listening comprehension is the next part of our work.

1.1.3.1. The importance of listening comprehension

Looking at the existing approaches, the value of listening in language learning has changed over the past years. Listening used to be overlooked in some of them; however this skill is really valuable.

Listening comprehension is taking a greater and greater importance since it is one of the skills mostly used in oral communication. RIVERS (1981) agrees with that by saying that "Listening is used far more than any other single language skill in normal daily life. On average,

we can expect to listen twice as much as we speak, four times more than we read, and five times more than we write”. Our brains are well programmed to learn languages through sound first then speeches. That is, we need to listen first before producing the language. Abilities to listen play an equal role as abilities to speak in successful communication. There are a lot of examples illustrating how important listening is. Firstly, babies make acts attention and concentration to explore sounds and speak their first words, to learn language and communicate through listening. Secondly, pupils at basic schools are encouraged to develop good listening abilities in their mother tongue so that they can be successful in everyday communication. Thirdly, students have to develop effective listening strategies that will enable them to learn another language.

It is clear that we always need listening comprehension. This skill is important from our childhood when we learn to speak our first words until we become adult and need to learn new languages in order to communicate with its native speakers. Knowing the importance of listening comprehension, we will have a look at the purposes for this part of the communication skills which is listening.

1.1.3.2. Purposes for listening

In real situations we rarely listen to somebody without any expectations what we are going to hear. This means that we usually have preconceived ideas of the content and these ideas are based on our knowledge about the heard information. These expectations are usually connected with the purpose of listening e.g. if we want to know what the time is we have to ask somebody.

BROWN and YULE divided the purposes for listening into two main categories which are interactional and transactional. Interactional purpose convey social reasons of communication such as chatting at a party whereas transactional is used to express exchange of information such as to follow instructions (HEDGE, 2000).

As for Galvin, as quoted in HEDGE (2000), there are five main reasons for listening such as to engage in social rituals, to exchange information, to enjoy yourself, to share feelings and to exert control.

And according to Underwood teachers should prepare their students for these situations:

- ❖ Attending a lesson or a lecture which aims at understanding the main concept and to being able to distinguish the main information.
- ❖ Listening to announcements, news and weather forecast in order to get relevant information.
- ❖ Listening to live situation in which one takes no part. The person listening to the conversation is usually unaware of the context so that he or she cannot interfere into the conversation.
- ❖ Listening to or watching plays, watching TV or listening to radio for pleasure.
- ❖ Listening to someone giving a speech.

We can say that for each time we listen we have and should have a purpose for it to be successful. Teachers should accustom their students for at least five different situations. Having purposes for listening and Understanding the listening process can help us to best understand how the sounds which we hear become meaningful words. The next part exactly consists of the explanation of the listening process.

1.1.4. The process of listening

When listening to somebody or something, listeners use different strategies in order to understand the message. According to HEDGE (2000), there are two main views of listening which are bottom-up process and top-down listening process:

➤ Bottom-up process

This type of process is linear as the meaning is gained at the end of the process.

HEDGE (2000) points out that we use our knowledge of the language and our ability to process acoustic signals to make sense of the sounds that speech presents to us. In other words we create the message from the individual parts e.g. from sounds to words, to grammatical units to lexical meaning. And at the same time with this process we use any clues that can help us with the meaning. Hedge claims that there are several clues such as the stress implied on certain meaningful units, relationship between stressed and unstressed syllables which help listeners to understand what they hear. Furthermore, we also use our lexical and syntactic knowledge to get the meaning of the words.

In other words Bottom-up processing means using the information we have about sounds, word meanings, and discourse markers like first, then and after that to assemble our understanding of what we hear one step at a time.

There exists another process totally different from the first one to understand what we are listening to; it is the top- down process.

➤ Top-down process

Previous background knowledge of the topic of the conversation helps the listener to explain and interpret what the speaker is talking about and this prior knowledge enables him or her to predict what may come next. CELCE-MURCIA (2001) asserts that the top-down process allows the listener to avoid some aspects of the bottom-up process.

The listeners must put the language in a context of situation to get the meaning. Native speakers usually use their background and cultural knowledge; and their previous knowledge for listening situations as they expect that certain situations are connected with typical features and language. These facts make the listening comprehension easier as they help them to interpret what is being spoken about and what will probably follow (UNDERWOOD 1989).

In the two existing listening processes, teacher's role consists in teaching their students to pay attention to what they hear, to get the main idea and interpret it as well as subsequently respond to the information. The teaching of listening itself will be dealt with in the following part of the work.

1.1.5. Teaching listening

To teach listening is to integrate listening into the course. RANDRIANASOLO (1996) stated that when the teachers choose listening activities, they should consider techniques that are interesting and intrinsically motivating.

These techniques include:

- Using authentic language and contexts.
- Consider how students will respond to indicate whether their comprehension is correct or not.

→ Check whether the instruction was clear and match the level of the pupils.

In brief, there are many reasons for focusing on teaching listening, not least of which is the fact that we, as humans, have been learning languages first through our ears for thousands of years, far longer than we have been able to read.

Listening is a skill that is meant to be developed; it can and really needs to be taught as well. To best teach listening, teachers should know about lesson planning, which is the focus of our next point.

1.1.5.1. Lesson planning

UNDERWOOD (1989) suggests that before the lesson itself teachers should think about several steps. First of all they have to choose appropriate listening text and check the quality of the recording since bad quality recordings can cause serious problems to the listeners. Secondly, they have to take into consideration visual support as the visual aids are helpful for majority of the learners. Thirdly, they ought to think about special equipment which their students will need e.g. scissors, coloured pencils and so on. If the teachers decide that their students will need them it is their responsibility to tell them in advance. Lastly, teachers have to consider the listening procedure e.g. how to organise the stages, whether to use real-life recording or not and so on. The following section will best explain the stages which need to be followed when teaching listening.

1.1.5.2. The stages in listening with their respective criteria and features

According to UNDERWOOD (1989) listening is divided into three stages or phases which are called pre-listening, while-listening and post-listening. Now let us see further explanations of the criterions and features of each of the three stages.

○ Pre-listening stage

As its name suggests, pre-listening is the phase which comes before having students listen to any material. According to Hedge, an important objective of pre-listening phase, which is crucial in listening activity, is to contextualize the text (2000).

UNDERWOOD (1989) as well as YAGANG (2008) both assert that this first stage can consist of a variety of activities. They aim at helping the teacher to focus the students' minds on the topic by narrowing down the things that the learners anticipate to hear and stimulating

relevant previous knowledge and already known language. In this stage, the teacher provides background information. He or she can also ask the students to read something relevant to the listening text, ask them to look at some pictures, and discuss the topic or situation that would appear in the listening text together.

In general, the exercises in the pre-listening are supposed to help students think about how the while-listening activity will be organised. The role of this stage is to make sure that students have an idea of what will be required of them so that they can carry out the activities in the next stage. That next stage, the while listening, is the focus of the next part of our work.

- The while-listening stage

This stage contains activities done by the students as they listen to the listening passage. The aim of the activities done during this phase is to help the students to catch the main meaning of the text so that they have enough information to interpret it.

During this stage, the teacher plays the listening material or read a passage. The while-listening stage refers to the central part of a listening comprehension session. According to RAKOTOMALALA (2013) the activities of this stage fall either into recognition, prediction or interpretation.

When choosing a while-listening activity teachers should consider several criteria. UNDERWOOD (1989: 46) points out that good while-listening activities help listeners find their way through the listening text and build upon the expectations raised by pre-listening activities. The while-listening activity should be short enough and be interesting by bringing different types of listening exercises, since it would be unsatisfactory and maybe boring to do the same activity over and over again.

Furthermore, the tasks that the teachers offer to the learners should be graded. This means that the learners start with listening to the main gist and then move to more and more complex listening activities; in other words from easy to more difficult exercises and from a lot of teacher's support to little.

UNDERWOOD (1989) suggests some examples of while-listening activities. Teachers can ask the students to compare the listening passage with what they predicted in the pre-listening stage. Then, students can be given a set of instructions and are supposed to show whether they

understood them by a physical response. Filling exercises can be done as well; students listen to a dialogue and are asked to fill in the missing information. Another type of exercise is asking students to spot the difference; in it learners make responses only when they hear something different to what they already know about the topic or the speakers. Then, information transfer can be adopted, that is asking learners to fill or form lists, maps or plans from what they heard. The next exercise type is sequencing or giving learners a set of pictures to be put into the correct order. Finally, teachers can just ask learners to focus on specific items during the listening or more; ask them to match items according to the recording.

It is also important for teachers not to forget to give their students immediate feedback. That can be done by providing them with the correct answers, by asking them to talk the solutions over in small groups or by both. It would be quite problematic, not only for the teacher but also for the students, to talk about the listening tasks during the following lesson.

The objective of the while-listening stage is then achieved if students understand the material and are able to talk about it with their own words. Students wouldn't do so without achieving the supposed well-designed activities proposed by the teachers. The last stage, on which focuses the next part of our work, is also as important as the two firsts. This phase is the follow-up.

- Follow-up stage

There are a number of purposes why we need to incorporate follow-up activities into the lesson plans. One of them can be checking if the learners understood the listening passage or whether they finished the task successfully. This could be done by a decision making or asking them to express their views. BROWN (2006) puts forward that teachers can use post-listening activities to check comprehension, evaluate listening skills and use of listening strategies, and extend the knowledge gained to other contexts. A post-listening activity may relate to a pre-listening activity, such as predicting; may expand on the topic or the language of the listening text; or may transfer what has been learnt to reading, speaking, or writing activities.

According to UNDERWOOD (1989) a follow-up activity can help reflect on why some students have not been successful or missed some parts of the text. A good activity for finding a solution to this problem can be a discussion about the problematic parts of the listening text; teachers can draw students' attention to various lexical forms or features of the sound system.

When dealing with some grammar forms teachers can find the examples of the grammar structures in the listening text extremely useful as this shows their student the natural form and usage.

During the follow-up phase learners can be given a possibility to think about the attitude of the speaker or speakers since this can be found very difficult to them.

The teacher can also ask students to summarize a story they heard. This activity can be linked with problem solving. Then, role play can also be adopted; students can be asked to try out newly acquired things. Finally, students can be asked to write the end of the story.

As a conclusion, three phases are supposed to ensure the understanding of the L2 through listening. Those stages consist respectively in the activation of prior knowledge for improved listening comprehension, listening and making inferences, and presentation of extensive listening tasks leading to personalized speaking to reach the goal in the students' second language learning.

The next part will introduce ranges of exercises that teachers can include as part of the pre, while and post-listening activities.

1.1.6. Types of listening exercises

According to UR (1991) types of listening exercises can be divided into four main groups: listening with no respond, with a limited respond, with a long respond and with an extended respond:

1.1.6.1. Listening without any respond

This shows a real-life situation as there are some situations when no response is demanded. Listening without any respond involves these activities:

- Reading a text and listening to it at the same time: It allows students to acquire the pronunciation of different phrases and words but on the other hand students will not develop strategies for listening comprehension without any text support.
- Listening to book based materials: this is mainly based on students' previous knowledge about well-known stories. Although it is quite difficult to find out how good or bad the students were in the listening comprehension this type of activity is useful as hearing a familiar material can make the students' task easier (UR, 1991).

- Listening with visual support: the visual support involves pictures, graphs, maps and so on. While listening to a passage students have to follow the visual aid.

- Listening for pleasure: such activities contain listening to songs, stories watching films and TV programs. The advantage of these activities is that students will enjoy them and the target language is presented in a different way but on the other hand students can just listen for pleasure without any willingness to understand it (UR). That may happen when students only listen to English songs for the melody and do not pay attention to what they are about nor the vocabulary items in them.

1.1.6.2. Listening with a limited respond

Exercises that are based on limited responds are usually made of long listening parts but are cut into short chunks and students are supposed to give a limited response to them. During these exercises, students give short and simple verbal or non-verbal answers.

Listening with limited respond exercises are those that we have presented previously as part of the while-listening stage, they are:

- Following the instructions and acting to them by physical movements or drawing a picture.
- Ticking off the words they heard: especially for vocabulary practice.
- True or false activities- students have to decide whether the information was true or false.
- Spotting the difference- students listen to a text and when they hear wrong information they make a response.
- Guessing- teachers or students describe somebody or something and the class guesses what it can be.
- Describing pictures, maps and so on then ordering them or identifying the main features (UR).

1.1.6.3. Listening with a long respond

For these activities students are asked to give comprehensive answers that prove that they understood the main idea of the text. They can be done either in while or post-listening stages.

Listening with long respond involves these activities:

- Summarizing, paraphrasing and translating- the main ideas of the text or retell the story in their own words in the target language or in their mother tongue.
- Gap filling- during the listening students are supposed to fill in missing information according to what they heard.
- Answering questions- students are asked to answer questions according to the listening text. The most common form of this exercise is a multiple choice exercise where only one answer is the correct one. This activity represents one of the most difficult ones as the listener has to store the information from the recording for a long time (UR).

1.1.6.4. Listening with an extended respond

This last group involves more skills than just listening since students are demanded to analyse and interpret the listening text (UR). They are recommended for the post- listening stage.

- Jigsaw listening: students are divided into groups and each group is given different part of a listening text. After the listening they find partners from different groups and exchange the information in order to complete the task. It is worth mentioning that this skill does not necessarily require an extended answer.
- Interpreting the listening text: students are asked to interpret various areas of the listening text such as the speaker's attitude, the meaning of the passage and so on (UR).

This sub-chapter provided a list of the most common listening activities used in language classes for teaching listening comprehension. Every teacher who is planning a listening lesson are required to take into consideration not only the above mentioned list of listening activities but also graded tasks since this will enable their students to develop their listening skills. However, some of the activities we have mentioned would be very difficult for some lycée students and some not.

Whatever the exercises, listening passages, and machines used by the teacher are, there would always be difficulties that students would face when they are listening. The next point deals with those problems.

1.1.7. Difficulties during listening

According to UNDERWOOD (1989), cited in OSADA (2004), students' understanding of the spoken languages may be prevented by different problems.

BLOOMFIELD's report on what makes listening difficult summarizes that three aspects affect L2 listening comprehension: (1) characteristics of the listener, (2) characteristics of the language including the passage, and (3) characteristics of test-taking conditions.

1.1.7.1. Problems caused by the characteristics of the listeners

In terms of characteristics of the listeners, the report concludes that there are three factors beneficial to listeners: greater L2 proficiency, greater working memory capacity, and use of meta-cognitive strategies. CHEN (2005) agrees with Bloomfield and says that some human emotions such as anxiety, distress, frustration, and resistance of the learners may become an obstacle to the listening process.

The listeners' limited word stock or vocabulary may also become a barrier to understand what are being said. Furthermore, they may fail to concentrate to listen and miss some points that can be vital to the understanding of the passage. Without concentration, students are not able to use the strategies which are supposed to help them deal with listening, then would not be able to interpret what they have heard.

The students' learning habits can also cause problem. UNDERWOOD (1989) and CHEN (2005) agree that the way teachers pronounce words carefully and repeat everything over and over again at school may cause trouble to the students. Therefore, they may have trouble recognizing the pronunciation and the meaning of the spoken words when listening to native speakers.

Sometimes learners' inability to identify the signals of the target language may also cause problem. UNDERWOOD (1989) puts forward that it is not usually easy to recognise the indications of giving examples, repeating a point and so on.

In sum, students' feelings, their knowledge of the language as well as the way they were taught it, can cause barriers to the English language learning. But the understanding of the l2 does not depend only on the learners, sometimes the language itself as well as the passages given to them cause problems. The next point focuses on how the language and the passages present barriers to the learners.

1.1.7.2. Problems caused by the characteristics of the passage and the language itself

BLOOMFIELD (2010) suggests that the characteristics of the passage also influence L2 listening comprehension. Actually, redundancy or the use of discourse markers on what they hear can help the learners of the English language. However, unfamiliar accents or noise distortion in the passages may also appear and cause trouble to the learners. Together with the overall length and syntactic features such as negative forms of the target language, students would be lost in their learning.

Real life listening is not only about hearing some information. They are also about seeing the other people e.g. their gestures and body language. But in classroom environment the materials being used are usually audio not video ones. Thus, the lack of visual support can cause problems to some learners since they must focus only on what they hear, which can be restricting for them.

Still about the passage, the tracks used in classrooms have these characteristics: slow pace of the speech with very limited variation, clear intonation patterns, carefully articulated words; whereas natural speech is often very fast. Moreover, native speaker's intonations are natural and, the language you hear outside the classroom contains colloquial words as well as background noises.

The English language itself can also cause a problem to its learners because of its pronunciation. The pronunciation of the English language can cause students problems in recognition, and therefore in comprehension. Furthermore, as there is a difference between the spoken and written form of words in English, students can also fail to identify the pronounced form of words they know in written form.

The different characteristics of the English language as well as the characteristics of the passages given to the students often cause trouble to the learners. BLOOMFIELD (2010) adds that the test- taking conditions may also prevent the students to understand the language they are learning.

1.1.7.3. Problems caused by the characteristics of the test-taking conditions

At the end, BLOOMFIELD adds that difficulty in listening comprehension would also appear or reduced by the characteristics of the test-taking conditions. The multiple hearings as well as note-taking may help the students but is the short time limits would cause trouble to them.

The next part of our work will deal with the different solutions or preventions of the misunderstanding that can happen to students while listening.

1.1.8. Developing the listening sub-skills in order to facilitate second language listening comprehension

We mentioned earlier in this work that listening is difficult. However, we can solve or reduce the problems that are preventing students from understanding what they hear by developing the listening sub-skills. Understanding the message in an utterance is the goal in listening. To do so, the listener needs to be able to predict, to select, and to infer what he is listening to and these are what form the listening sub-skills:

1.1.8.1. The predicting skill

When listening, we always have some expectations; and prediction is the result of our expectation. UNDERWOOD (1989) says that “if the listener knows what is being spoken about, and preferably what is going to be spoken about, and something about the speaker and the speaker’s intentions, comprehension is much easier. We often predict what will follow after hearing only a part of an utterance, and then try to “match” what we actually hear with our prediction. We expect also some kind of language to be used in relation to certain topics (such as football, music, cars, etc.).

Apart from the context which helps us to predict, we are also helped by the linguistic elements of the language. The use of intonation and stress can help us predict. Our prediction may also depend on our familiarity with the clichés, collocation, idioms, and proverbs commonly used. We can also predict when listening to songs thanks to the context and the rhyme.

After predicting, we need another skill, the selecting one, to achieve an effective listening.

1.1.8.2. The selecting skill

All along the listening process a listener does a kind of filtering because his memory cannot retain everything he has heard. So, the listener selects the information which is relevant to his purpose and expectation, and rejects the rest he judges as minor and unnecessary. To make a good selection the listener needs to recognize the “signals” in an utterance indicating when it is necessary to listen attentively and when it is safe to ignore what is being said. In spontaneous conversations, a speaker uses different intonations to indicate whether he/she is introducing a new idea or saying something that the listener already knows.

In fact, the listener’s ability to select a relevant message depends on his familiarity with the language elements such as pronunciation, grammar, lexis, and expressions like that of contrast, cause and effects, or comparison, and the organization of speech in general.

We need to consider the next skill which is very important in listening as well.

1.1.8.3. The inference skill

Inference skill is a complex skill; it is characterized by the listener’s capacity to form a judgment from his logical reasoning. Often the context and the speaker-listener relationship help us “fill in” the detail of what is not said but merely implied. Of course, interpretation may be wrong but the listener will be able to construct the right one all along the listening activity.

Inference is then interpretative and subjective at the same time. Thus, to make a good interpretation the listener must consider who is speaking, what he is talking about, when and where, how and why. From the speaker’s voice, gesture, facial expression, intonation, we can deduce that this person is sad, happy, angry, etc.

We conclude from the listening sub-skills cited previously that even if listening in second language seems hard, there exist clues that will help us on understanding what is meant by the native speakers of the language.

The pedagogical implications of the teaching of listening which includes the listening materials will be dealt with in the next part.

1.1.9. Using authentic listening materials

This section will deal with how much authentic materials are valuable for the teaching of listening. We will begin with a few definitions of authentic teaching materials

1.1.9.1. Definition of authentic listening materials

GEBHARD, (1996) reported that materials that teachers select for their learners greatly influence the tasks and approaches they are going to use in the classroom. We will define authentic listening materials.

TOMLINSON (1998) defines “teaching materials” as anything which is used to help teach language learners. Also known as teaching aids, teaching materials are “tools that classroom teachers use to help their students learn quickly and thoroughly”. A teaching material can be as simple as a chalkboard or complex as a computer program.

Teaching materials play a very important role in teaching and learning process. To do so they need to be authentic. Authentic materials are what most experts often recommend for language teaching.

ROGERS and MEDLEY refer to authentic materials as “language samples both oral and written that reflect a naturalness of form and appropriateness of cultural and situational context that would be found in the language as used by native speakers” (OMAGGIO- HADLEY, 2000). BRINTON claims that authentic materials could tightly connect the “direct relationship between the language classroom and the outside world”. Students’ learning could be thus reinforced by offering them “a valuable source of language input”, instead of being exposed only to the language presented by the text and the teacher. In other words they are language produced by native speakers and intended to exhibit features that have a high probability of occurrence in genuine acts of communication.

Authentic listening materials can be audio recordings of actual communications or conversations or dialogue, all containing content not intended to be used for language instruction. Therefore, authentic listening materials are those which provide more examples for English teachers to take reference: TV commercials, quiz shows, cartoons, new clips, comedy show, movies, and soap operas.

Furthermore, many researchers highlight in their work more advantages of the use of authentic materials. The next point focuses on them.

1.1.9.2. Advantages of the use of authentic materials

The classroom is often said to be an artificial environment for learning and using a foreign language. We should put the learners in a context as close to real life as possible; thus, the need for authentic materials.

There are several benefits of employing authentic materials for language learning and teaching. First, they can provide examples for learners of how to communicate in real life situations through exposing them to the sorts of messages they will likely face in everyday conversation. CATHART et al (1994) point out that non-authentic text materials often give students false impression of the common usage of given words or phrases.

Second, authentic materials can help the learner focus on the language skills and language elements such as the rate of delivery, intonation, false starts, slang, reduced forms, abbreviations, and other characteristics of spoken language they truly need for their job or studies. In addition, authentic materials can strengthen learning strategies which can then be employed in different situations. Those learners with training in self-access learning tend to possess knowledge of what language learning strategies they can best use. LITTLE, DEVITT & SINGLETON (1988) cited in GUARIENTO & MORLEY (2001) stated that authentic texts motivate learners and promote language acquisition. They tend to be more interesting than invented text. Authentic text motivates learners to pay attention to meaning instead of only form or structure. And according to LITTLE ET AL, language acquisition occurs when learners activate their background knowledge of the world, of discourse, and of the language system.

1.1.9.3. Reducing difficulties while dealing with authentic listening materials

OMAGGIO- HADLEY advance discussion to show that authentic materials were hard to accept in English classrooms in the 1980's. It is difficult for teachers to integrate these materials in the curriculum. They may not be designed for beginners and so can frustrate them and be anxiety producing. However, in spite of the difficulty of some listening materials, teachers can still make the students benefit from them.

“The success of using authentic materials in listening does not depend on the materials themselves but on instructor's ability to design the listening activities”, says VAN DUZER.

She adds that as long as instructors know that “level of difficulty can be controlled by the selection of the task”, even low achievers could practice listening by taking advantage of these authentic materials. “The language should reflect real discourse (...) it does not need to be constantly modified or simplified to make it easier for the level of the listener”, she says. Field shares the same opinion when saying that instructors should grade the difficulty of tasks to fit to the comprehension level of the listeners.

In one word, the success of the integration of authentic materials depends on the instructor’s competence in designing the listening tasks.

In order to develop listening skills, effective materials used in English as a Foreign Language (EFL) classes are among the crucial aspects of the teaching method. Technology has played an increasingly important role in the methods of instruction. These days the new technology offers a wide variety of resource material and tools to be employed in EFL classrooms. We can exploit them to improve students’ listening comprehension. There exists what is called ICT or information and communication technology that many teachers already use when teaching. The information and communication technology as well as how to use this to obtain a good result in teaching listening make the second point of this first part of our research.

1.2. ICT: INFORMATION AND COMMUNICATION TECHNOLOGY.

Information and communication technology or ICT is a force that has changed many aspects of the way we live. It has been used worldwide to help people such as in business, trade, marketing, science, education and others (BRIAN 2000). Apart from their use in our daily life in the latter fields, nowadays comes the time of the use of new Technology to best learn and teach language, English included. Educators and researchers have examined the challenges of using ICT and think of new ways to integrate it into the curriculum.

This second subpart of our work aims at exploring the advantages and effectiveness of ICT to support the teaching of the English language, especially the teaching of the listening skill. To start this subpart let us first define ICT.

1.2.1. Definition of ICT

RICHARD ANDREWS et al (2006) claim that ICT is taken to include stand-alone computers, networked technologies with a multimodal interface, mobile phones with the capacity for a range

of types of communication, and other technologies which allow multimodal and interactive communication. According to the “Professional English in use for computers and internet”, ICT or Information and Communication Technology describe the technologies we use in our daily lives to communicate.

There exist different types of ICT. They are to be dealt with in the next paragraphs.

1.2.2. The different types of ICT with their respective contribution to language teaching

ICT has been largely associated with computer and Internet usage. However, ICT also includes TV, radio, LCD, audio devices, etc. Generally, there exist three types of ICT: the visual aids, the audio files, and the technological devices.

1.2.2.1. Visual aids

ICT can be used to generate a wide range of visual support materials and graphic organisers including: maps, diagrams, charts, tables, semantic webs, graphs, time-lines, outlines of causal sequences, videos, computer graphics, web pages, etc. Visual aids play an essential role in helping students understand the language they learn. We are not to deny that seeing what you learn or information that you can see really help to understand things. Even though visual aids are that rich, audio files also bring much benefits to learners.

1.2.2.2. Audio files

Audio facilities enable learners to listen to texts in English and/or their preferred language using headphones and record themselves reading texts. Listening to pre-recorded material to accompany fiction and non-fiction is a supportive practice for independent reading. There is a range of pre-recorded material including bridged stories, songs, and shortened texts with restricted vocabulary that one can use. Audio files can go alone to ensure learners’ gain of new knowledge. However, we need ICT devices to listen to them.

1.2.2.3. Technological devices

Laptops and tablet PCs as well as smartphones are among the most employed worldwide in terms of teaching and learning through ICT. Our dissertation being about the use of ICT to teach listening, we will insist on a particular device that can be adopted to teach and learn listening.

- The Tablet PC

The Tablet PC is claimed to combine the power of a laptop, the mobility of a personal digital assistant (PDA) and the ease of use of a pen and paper. Although similar in appearance to the laptop, it is quite different in terms of functionality. The most noticeable difference is that there is no keyboard; the users can operate the Tablet PC through a digital pen which is used to write on the touch sensitive screen, they can also directly write on the touch sensitive screen. The tablet, being easy to handle can be shared to students for them to listen to passages by their own. ICT offers a variety of elements that cover the teachers and students need in terms of English language learning. The next point of the present work will be concerning what is called “Hypermedia.”

1.2.3. The hypermedia notion

The methodology of language learning has developed a new way of using ICT in teaching, it is called Hypermedia. Multimedia, the use of computers or related devices such as smartphones to present text, audio, video, animation, etc. has been replaced by Hypermedia. What is more with the latter is using the World Wide Web where you can have a wider range of data. This is because documents are interconnected as in a network. Hypermedia provides the language teacher and the language learner with multimedia resources, such as texts, graphics, sound, animation, video linked together.

1.2.3.1. Advantages of hypermedia

Hypermedia offers an authentic learning environment, it combines listening with seeing. Skills can easily be integrated in the teaching/learning process; reading, writing, speaking, listening can be combined in task- based learning.

Another major advantage of hypermedia usage is that the learner can focus on the content and access different links with grammar explanations, exercises, vocabulary, pronunciation, etc.

Thanks to hypermedia, students get used to learning the foreign language in a new and pleasant way, not just by interacting with the teacher and reading from the book. Besides, the application of hypermedia gives more opportunities for communication between learners: they can exchange information in real time, they can participate in blog discussions, work in teams on different projects, exchange emails, search for information, etc. They can find, alone the meaning

of new words, synonyms, antonyms or can communicate with the rest of the group online, via e-mail or in any other ICT environment.

1.2.3.2. Supporting listening Comprehension and Vocabulary Acquisition with Multimedia

A study conducted in UK showed that students remarked that they struggled with listening comprehension activities when there was a lack of choice for information. In particular, students struggled with aural exercises when they had no preference for the pedagogical design nor could receive any relevant contextual assistance to help them better comprehend the passage. The absence of choice compromised their ability to understand the spoken message. GUILLORY (1998) believes that technology-based language learning environments which present short and interesting authentic video modules and a lexicon containing the keywords in the captions for use as a resource while listening may well motivate learners to spend time exploring the language outside the classroom.

In that study in UK, several students confirmed that they liked going to the listening lab, to have computer-based activities. They find that it is really helpful to be able to hear and see the text and pictures and words.

These remarks reflect the educational implication of this study, that we should provide students with the option to select from and process visual and verbal elements that accompany an aural passage in a multimedia environment. As stated by the students themselves, the presence of visual and verbal annotations helped them to link information with the aural message and thus better retains information for later comprehension and vocabulary recall. In sum, we can say that to effectively teach listening with multimedia require using visual aids, verbal and aural presentations at the same time.

Our work, being focused on teaching listening using new technology, the next part will deal with the usefulness of technology to teach listening.

1.2.4. How the technology is useful to teach listening

Technology is useful to teach listening because each type of technology provides opportunities for students to explore their ranges of listening strategies. And it allows for more emphasis on certain aspects, such as cross-cultural, interactional, critical, and contextual dimensions of

listening, to be developed. Technology also makes learning process of listening more entertaining.

Using media, for example radio, could be an effective way to develop students' listening skills and build up students' confidence in listening since they did not have sufficient access to native speakers.

1.2.5. The very part of listening ability we can develop by using technology

1.2.5.1. Hearing the sounds

By using technology, for example radios, we would have an access to know how native speakers pronounced their words, at a normal or near-normal speed. Therefore, it would help us to be able to distinguish between two similar words, like, think and thing, etc.

1.2.5.2. Understanding intonation and stress

The English system of stress, intonation and rhythm, though perhaps less difficult than problems of the actual sounds, can interfere with the foreign learners proper understanding of spoken English.

1.2.5.3. Predicting

If the listener can make a guess as to the sort of thing that is going to be said next, we will be much more likely to perceive it and understand it well. We may even be enabled to do without altogether

1.2.5.4. Understanding colloquial vocabulary

Much of the vocabulary used in colloquial speech may already be known to the foreign learner; but this does not mean that we are familiar with it. Therefore, technology helps us to be more familiar with vocabulary in colloquial speech, for example by using video. Students can ,for example have common vocabulary such as politics, economy, science in technology, military matters, proper names and acronyms, etc.

1.2.5.5. Understanding different accents

The students are introduced to a variety of different accents, speech patterns and voice types. We can differentiate various accents spoken by native speakers, for example by watching movie. Movie provides different people for different accents.

The next focus of our work will be the advantages of using ICT.

1.2.6. Advantages of using ICT

Information and communication technology (ICT) presents a diverse set of technological tools and resources used to communicate, create, disseminate, store, and manage information. Computers, mobiles, Internet, radio, TV, and such devices help us do that. A wide variety of audio as well as visual materials can be found online. Therefore, the first point of this part will be about the advantages of the use of the latter: the online materials.

1.2.6.1. Advantages of using online materials

The use of online materials presents many advantages for teachers as well as for students. It is time saving as well as energy saving. Teachers do not have to read texts, to write on the board or to design teaching aids or talk too much. As a result, the teacher's talking time decreases.

By using the authentic material provided by the Internet, we will have a better insight into the culture of the country and people whose language we study. The Internet also offers a wide variety of reference materials like online dictionaries, encyclopedias and search mechanisms very helpful for developing students' individual work.

Furthermore, online materials are full of updated information and materials. ICT gives learners immediate access to richer source materials that draw on the previous learning and experiences. Because the materials are presented in real contexts provided through ICT facilities, not only teachers may get informed about things going round the world on time but teachers and learners can also feel it easier and more interested in teaching and learning them. They will both realise that they are having fun; especially that pupils are greatly influenced by motivating teaching aids. Learning with video in the classroom would also be an enjoyable moment for them.

Moreover, as it is impossible to do linguistic bathing which is said to be the best way to learn a language, pupils have the opportunity to experience the culture, or more, the everyday life of the native speakers thanks to online materials. Information and images from a variety of cultures can be found on the internet and on CD-ROM. These can be easily integrated into teaching using interactive whiteboards, instructional tools that allows computer images to be displayed onto a board using a digital projector, and downloaded to create collaborative learning activities for use away from computers. To avoid boredom in listening to the same voice (teacher's voice) in the classroom, pupils have the opportunity to use what they or their teacher took from the internet and listen to other people's voice and see different persons.

Not only are the content of the online materials interesting; but pupils also find it easier to learn when using ICT because they do not feel they are making great effort to learn because they are having fun. In fact, they have at hand the technology which most of them are fond of. After dealing with the benefits from using online materials, the next point will be about what we can gain from ICT in general.

1.2.6.2. Advantages of using ICT in general

In other words, the advantages of ICT usage in Foreign Language Teaching can be grouped as follows:

Capacity to control presentation. This capacity marks the difference between computers and books. Books have a fixed presentation, unlike computers, which can combine visual with listening materials, text with graphics and pictures.

Novelty and creativity. A teacher can use different materials for each lesson, not like in teaching with textbooks, where all classes presenting a certain topic are the same.

Feedback. Computers provide a fast feedback to students' answers through error correction. It not only spots the mistake but also corrects it, sometimes even giving the appropriate advice.

Adaptability. Computer programs can be adapted by teachers to suit their students' needs and level of language knowledge. In other words, teachers can choose activities that suit their students, not too difficult nor too easy.

ICT presents great enhancement in teaching and learning a foreign language. Both the materials and tools it includes offer teachers as well as students the possibility to reach their respective goals toward the teaching and the learning of the language words.

1.2.6.3. The role of computers in a classroom using ICT

A computer is the mostly used ICT device in classrooms. In a language classroom the computer may have the following roles:

- **Computer as a teacher**

In the early years of Computer assisted language learning (CALL) in schools some reluctant teachers made assumptions that in a few years teachers would no longer be needed in schools, their role being taken over by computers. It is not the case, as we can very well see. Computerized teaching (computer as a teacher) uses multimedia CD ROMS. In such programs, students can listen to recordings, watch videos, speak into the microphone, record their progress or learn words by clicking on pictures and hearing their pronunciation. An alternative to CD ROMS is the World Wide Web. Students can practice all their skills there and it is more useful for the teacher than the CD ROM because teachers can intervene with their own ideas or materials.

- **Computer as a tester**

Students can practice their knowledge of a specific language using different Internet websites. A problem these sites have is the fact that the practice programs are very limited in terms of practice materials. Basically, the practice material refers to multiple – choice exercises, dual – choice exercises, true or false. The only answer the computer can give is *Right* or *Wrong*. Despite these limitations computer grammar or vocabulary practice is enjoyed by students because the latter feel like playing and get the feedback without fearing the teacher's criticism.

They can also work in groups, sitting at the same computer and discussing the answers.

- **Computer as a tool**

Computers are seen as tools because they provide tools for acquiring a foreign language. The large numbers of web-sites, pictures, projects, exercises, audio and video materials are all tools in the teaching and learning.

Little should be said about computers as information providers because we all know that, due to computers and the Internet, we can access almost any information we need. A particular aspect that we want to highlight is random Internet navigation. It refers to students surfing the web with no particular aim. That is why teachers should offer them a number of useful websites and guide them in such a way as to find out information as soon as possible and solve their tasks.

Nowadays the Internet is the principal medium by which students can communicate with others. This can be done by e-mail, by chatting, or by participating in discussion forums. Teachers can set up discussion forums and use them to communicate with their students. Or students can exchange didactic e-mails, discussing a topic presented in the classroom or any other topic of interest.

ICT was perceived as having a beneficial effect on pupil's grammar skills and listening skills.

1.2.7. Challenges and problems on the use of ICT

Despite the several advantages we can obtain from ICT we are not to deny that there are also some problems that arise with it.

1.2.7.1. The availability of online materials

Internet is changing all the concept of teaching and learning, but the main problem is that not all teachers and pupils have access to this tool.

Some materials are not free though they are that rich in information. Sometimes we have to pay in order to get them.

1.2.7.2. The interdependence between the tools you need

Free or not, before we get a hold of online materials, the following materials are necessary:

- Computer with all the necessary applications we need to download the materials.
- Internet connection, we may also go to a cybercafé or a small informal place where you can pay to use the internet.
- Above all, we need to store the materials we have downloaded online onto the hard disk, a flash disk or a compact disk.

They are interdependent, meaning that you would not reach your aim if one of them is missing. Furthermore, many possible problems may arise from these necessary materials such as problems related to the computer applications or the internet connection but we would not go into further details.

1.2.7.3. The complexity of the use of ICT

The integration of information and communications technology in teaching and learning is considered as a medium in which a variety of approaches and pedagogical philosophies may be implemented. However, ICT as a teaching aid is more complicated than it demands more specific skills from the teachers. According to many survey, the most discouraging factor that prevents teachers to use ICT in teaching activities is the time needed to learn using them. Furthermore, the non-existence of social exchange when using ICT also causes teachers and learners not to use it.

1.2.7.4. Lack of social exchange

GRAHAM DAVIES (2008) puts forward that learners, like teachers, are human beings with social needs. That is to say no matter how efficient it is to be taught by a machine such as a computer, being taught by a human being is better due to the fact that it allows the teacher-learner exchange and discussion. Students can be bored with the machine and would just leave their class even though the content the latter offers are interesting.

He adds that what matters is how the ICT is integrated into a language classroom practice. In other words, there's no formula, no magic spell, when it comes to conjuring up a perfect lesson. It's a combination of good planning, good relationships and good luck.

“People in the world of ICT are so dazzled by technology that they lose sight of what it's all about, namely teaching children to understand and communicate in a foreign language. And only a teacher can do that”, DAVIS G. (2008) says. That is, teaching can only be ensured by a teacher even though ICT presents such interesting improvement to teaching.

We have pointed out the advantages of using ICT in the classroom. But we also want to state that they cannot replace traditional teaching methods. Textbooks and any other printed materials are very necessary in the teaching/learning process. However, ICT lessons can alternate traditional classes, or, traditional activities can be improved by using the computer or the Internet. The integration of ICT will lead to diversification not only in English content, contexts and

pedagogical methods, but also in teaching environment. ICT will extend the boundary of English teaching and characterize it as interactive, flexible and innovative. It is hoped that some major obstacles in the listening procedure will be removed and better progress in listening ability be achieved for students.

Conclusion

The integration of information and communications technology in teaching and learning is considered as a medium in which a variety of approaches and pedagogical philosophies may be implemented. However, ICT as a teaching aid is more complicated in that it demands more specific skills from the teachers. Moreover, teachers are faced with some barriers that prevent them to employ ICT in the classroom or develop supporting materials through ICT.

CONCLUSION TO PART I

In this part of our work we made a report on the listening skill as well as its teaching using ICT or Information and Communication Technology.

In the first subpart, we defined listening with its importance. We learnt that listening is a skill that is rarely taught at school. Students are most of the time taught speaking, reading, and writing skills, but, in general, there are a few courses devoted to the subject of listening. Listening, as we have presented in the first subpart, is known as one element that provides the right conditions for language acquisition and the development of other language skills.

Then we showed the difficulties that would prevent the understanding of the material as well as the possible ways to lessen them. Listening in another language is said to be a hard job but we can make it easier by applying what we know about activating prior knowledge, helping students organize their learning by thinking about their purposes for listening, and if speaking is also a goal of the classroom, using well-structured speaking tasks informed by research. Because listening is so challenging, teachers need to think carefully about making the activities successful and the content interesting. Teachers also need to capitalize on the knowledge and interests they already possess. Then we need to help the students apply that knowledge and those interests so they can become effective listeners. All of these things lessen the considerable demands that listening comprehension makes on students.

In the second subpart, we had a look at the modern ways of teaching listening that is using ICT or Information and Communication Technology. ICT presents a variety of listening material as well as tools you can use to deal with the listening teaching. Furthermore, both the teachers as well as the students can benefit from their use. However, despite the advantages, ICT users would also face problems because using ICT would be a challenge for many.

As teachers aim at helping students being in touch with the genuine language that native speakers use, it is recommended to teach listening. Doing so wouldn't be always easy but researchers convince people on the importance of listening. Many of them even show that it is the most important among the four skills, id est. compared to Reading, Speaking and Writing.

Part II: INVESTIGATION

Part II: A FIELD INVESTIGATION CONCERNING THE TEACHING OF LISTENING IN MALAGASY LYCEES

Introduction to part two

The first part of our dissertation is exclusively theoretical, whereas this second part will deal with the results of the investigation. Our main purpose in the investigation was to find out if the teachers teach listening; if they do so, how do they proceed, which tools and materials do they use, and do they use ICT? To best evaluate the current teaching of listening in Malagasy lycées, we have used two ways in order to collect data. The first subpart focuses on the answer to the questions we have asked to both teachers and students. Then, few pages will be devoted to the report of the class observations in different lycées and some private schools in Antananarivo and its suburbs. The latter is aimed at finding out how English teachers proceed when they teach listening and if the way they taught were really a success.

2.1. The questionnaires

“A questionnaire is a written list of questions that are answered by a number of people so that information can be collected from the answers”. (OXFORD ADVANCED LEARNER’S DICTIONARY, 2006). We have included that form of data collecting in order to confirm the idea we had on teacher’s teaching of listening. In order to have meaningful idea of how that skill is taught in Malagasy upper secondary schools, we think we should include the teachers as well as the students in our investigation. Thus, we have given questionnaire to the two groups of people who are concerned.

2.1.1. The questionnaires for the teachers

This section will report how we carried out the collection of data through the questionnaire. Then, these answers will be analysed.

2.1.1.1. Distribution and problems encountered

The questionnaires really helped us in our investigation.

We tried to collect data from as much as different schools as possible. Therefore, we went to lycées in Antananarivo and Fianaranantsoa; including schools in the two cities (such as

Lycée Moderne Ampefiloha, lycée Jean Joseph Rabearivelo Analakely, lycée FJKM Ambohitato Avaratra, Collège Saint Michel Amparibe, Lycée Privée Aceem Ankadivato, Lycée Rahevivo Ramamonjy Fianarantsoa, Collège Saint François Xavier Fianarantsoa), and their suburbs (such as Lycées Andrianampoinimerina Sabotsy Namehana, lycée Ivato Aéroport, lycée Andoharanofotsy, lycée Ampitatafika, lycée privée Soamahiritra and the public lycée of Ambohimangakely, lycée Mahazengy and lycée Jean Ralaimongo Fianarantsoa II). Apart from being private and public ones, we also took into consideration the fact that some of them already possess the tablets whereas some don't.

We have dispatched 60 questionnaires for the teachers in those lycées, but only 27 of them were returned. Furthermore, we wished we could have distributed the questionnaires to more lycées in Madagascar but due to some reasons, we couldn't do so.

We will first focus on the teachers' questionnaire reports.

2.1.1.2. Process of the questionnaire study

We have asked the teachers 18 questions. They are numerous, however; we think they are all needed in order to gain the information that concern the teaching of listening in Malagasy lycées.

As far as the types of questions are concerned, they are all closed ones (for both teachers and pupils questionnaires). In general, teachers and pupils did not have to write long sentences. They were asked to underline or to tick the chosen answer. However, one or two questions require the teachers to write a sentence for more personal opinions.

2.1.1.3. Analysis of the data collected through the questionnaire for teachers

As we have mentioned, our questionnaire for the teachers includes eighteen questions. They are generally divided into three: about the teacher, about their teaching of the listening skill, and about the teacher's use of ICT. For a better understanding of the gathered data, each question will be presented and analysed. Then, we will give comments on each result. After that, we will draw some general conclusions at the end of the questionnaire study.

Comment upon question 1

Question 1: **How long have you been teaching listening?**

- a- < 1 year
- b- 1 - 5 years
- c- 6 - 10 years
- d- > 10 years

We have asked this question to know how many years the teachers have been teaching. Our main goal in asking this question was to evaluate the teacher's experience in term of English language teaching according to the duration of their exercise of this job. From the answers we have collected, none have been teaching for more than one year, 11 teachers between one to 5 years, 3 between 6 to 10 years, and 13 have been teaching for more than 10 years. We can say that almost all the teachers who filled in our questionnaire are experienced ones since none of them is new in the job. We think being a teacher for more than one year already means that you are an experienced one. Therefore, we think that reason would influence their way of teaching as well as the importance the teachers would give to each of the four language skills. The next question will be about the teacher's opinion about the rank of importance of the latter.

Comment upon question 2

Question 2: **What do you think is the most important among the four language skills? Please number them from 01 (for the most important) to 04 (the least important).**

- a- Writing
- b- Reading
- c- Speaking
- d- Listening

According to Adler et al. (2001), adults spend an average of 70% of their time engaged in some sort of communication. Of this an average of 45% is spent listening compared to 30% speaking, 16% reading, and 9% writing. This question is therefore intended to know how much important the teachers consider each of the four language skills, especially listening.

After we turned into numbers the answers to this question, we obtained the following table:

Rank Skills	First	Second	Third	Fourth
Writing	5	2	5	9
Reading	0	4	11	6
Speaking	8	9	1	3
Listening	8	6	4	3
Total	21	21	21	21

Table 1: By the present author

All those figures allow us to say that while 8 out of 26 teachers say the most important language element is listening, 8 others say it is speaking. That means that the teachers focus on listening as they focus on speaking. Listening is not considered to be the most important skill as said by ADLER et AL. Besides, speaking is not only considered as the first, the latter is still the second most important language skill say 9 teachers. Reading is the third, according to 11 teachers, and finally writing is the fourth as far as 9 teachers out of the 26 are concerned.

Apart from the ones who gave the order of importance of the 4 skills, 5 teachers said they are all the same and shouldn't be classified in term of importance; other 2 teachers both numbered them and added that it's not a matter of importance but the order of acquisition of the four language skills which should have been asked through this question. In fact we agree with them and it is according to their rank of acquisition that we think listening should be considered as the most important since acquiring a language start with it, not with speaking, reading, nor writing. It is also the most used skill in our everyday life as we have mentioned earlier.

Comment upon question 3

Question 3: **Do you teach listening? (Tick your answer)**

a-Yes

b-No

Knowing how important listening is, we would like to know from their answers if teachers include listening as part of their teaching, not only the three other skills. According to their answers, 62% of 26 teachers claim to teach listening whereas 38% do not. That can be represented by the following graph:



Figure 1: by the present author

We can say that although not many teachers answered the previous question by saying that listening is the most important, many of them still teach it. That means that teachers are also aware of the importance of this skill and still care about teaching it. Many are the reasons that would prevent a teacher from teaching listening. The next paragraph will exactly deal with them.

Comment upon question 4

Question 4: If no, why?

- a- You think it is difficult for your students.
- b- It is not tested at the examination (Bacc, final exam...).
- c- You do not have time for that.
- d- There is no electricity at school.
- e- You do not know where to find resources.
- f- Other reasons (Please mention).

This question is for teachers who do not teach listening at school. There are many possible reasons why an English teacher does not teach listening. Here we propose them five reasons and they have to tick. If the reason why they do not teach this skill is not mentioned, they can tick the sixth alternative and tell what it is. The answers give the following:

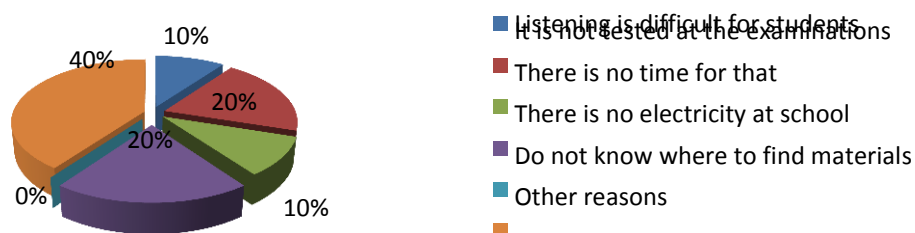


Figure n°2: by the present author

Among the 10 teachers, 10% say they do not to teach listening because they think it is a difficult task for the students. 20% say it is not tested at the final examination so do not need to be taught, and other 10% say not to have time to teach this skill. Shortage of electricity is said by 20% of the teachers to be the reasons why teaching listening. No teacher ticked the fifth alternative; do not know where to find materials, as the reason why they do not teach this important skill. However, 40% teachers didn't tick the alternatives but give the reasons why they do not teach it: 30% of them agree that doing so is a waste of time because students do not even understand the most used words by the teachers in the classroom then they will not be able to understand anything from a BBC material or whatever authentic material, and 10% claim that if students do not handle speaking, reading and writing first it is quite impossible for them to be efficient in listening.

By the teachers' answers, we can say that still many are convinced that teaching listening shouldn't go before the other skills. For them, finding materials is not really a problem, instead, they think understanding what native speakers is a kind of impossible thing for the students, therefore helping students to do so wouldn't lead anywhere. As far as we are concerned, those teachers say so due to the fact that they do not realise the importance of listening and that they think the aim of teaching listening can be reached if teachers manage to use the right techniques.

One of the teachers who we have asked questions wrote at the end of the questionnaire that he says definitely no to teach listening for all the above reasons. But for teachers who do teach listening, we would like to know how often they do so and asked the next question.

Comment upon question 5

Question 5: If Yes, How often do you teach listening?

- a- Now and then
- b- In each session
- c- Every week
- d- Every month
- e- At the end of each unit

The question here suggests 5 alternative and the teachers have to tick the one which corresponds to them. According to the teachers answers we can have the following graph:

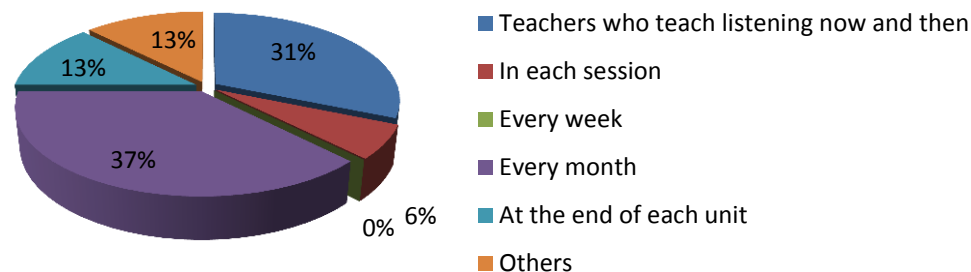


Figure n°3: by the present author

Among the 16 teachers who answered yes to question number 3, 31% of them say they teach listening now and then, 6% claim to do so in each session, which is really a good thing since he or she allows his students to learn the English language as it is spoken by the native speakers. None of the questioned teachers teach listening every week whereas 37% do so every month. Teaching it at the end of each unit is also a good thing and it is done by 13% of the 16 teachers. 13% of the teachers ticked none of the 5 first alternatives, however, one teacher says he or she teaches listening within each unit but not necessarily at the end as in the fifth alternative, that answer is then part of the sixth alternative ‘Others’.

In our opinion, although teaching listening as frequent as possible is the best way to teach it, all the propositions here are important since we think what really matter is to have learners realising that the English language that their teacher use in the classroom can be or most of the time is different from the way it is spoken by the native speakers and that they need to understand the latter as they understand their teacher speaking English. Many teachers teach listening now and then or once a month; and although one month is long, we think it is already a good thing to have students taught listening that frequent. Moreover, listening to English from time to time would be profitable to them. The best way is to teach it in each session since we think the teacher do so with the other skills in each English class; therefore they have to also deal with listening that way. However, teaching listening in each session is done only by 6% of the teachers.

Comment upon question 6

Question 6: **How do you proceed when teaching listening?**

- a-You read and the students answer questions
- b-You play a tape and the students answer questions
- c-Others (please, specify)

In this dissertation we mention from time to time that using authentic materials is the best way to teach listening, however, we are not to blame anyone. By asking this sixth question we would like to know how many teachers do so and how many prefer to use their own voice to teach their students listening. The answers showed us that 31% of the teachers read the script of the listening passage themselves whereas 44% play tape and ask the students to answer questions after. Other 25% of the teachers say their teachings vary from the two first alternatives, which is reading the text sometimes and playing tapes sometimes. The result of the answers being transferred into a graph is the following:

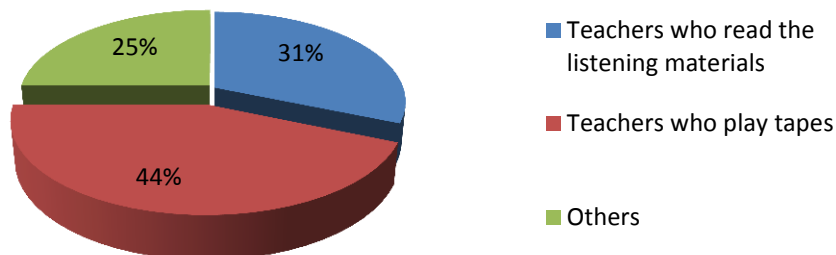


Figure n°4: by the present author

Purely using tape, the best way to teach listening, is unfortunately done only by less than half of the questioned teachers. We can conclude that still many teachers read text even though the ideal way is to play tape in order to have the students being used to listening to native speakers. We think not realising the benefit of using tapes as well as the lack of tools would prevent teachers from doing so. Simplifying their task can be a reason as well since fetching the tools somewhere at school or bringing them from home as well as the searching for materials would be an extra job for the teachers.

Comment upon question 7

Question 7: Do you give exercises (pre-listening, and post-listening) to your students before and after having them listening to a passage?

a- Yes

b- No

As we have mentioned previously, this questionnaire not only focuses on asking if teachers teach listening but we would like to know as well how they do so. It is exactly the answer of that which we aim to know by asking this 7th question. As teaching listening consists of three stages, we would like to know if the activities that teachers ask their students to deal with before listening to the passage or the pre-listening stage, and the ones after having them listening to the latter or the post-listening stages are respected. 87% of the teachers say they include the three stages when teaching this skill whereas 13% of them say they don't do so.

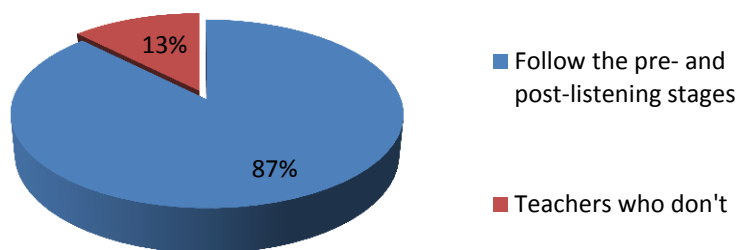


Figure n°5: by the present author

Turning the numbers into the graph really show us the difference between the two ways of teaching listening. It is really a good thing that many of the teachers (87%) respect the three stages. Since teaching listening wouldn't be effective without respecting the three stages, then, we think the way 13% of the teachers teach listening should be changed. Some teachers may not yet use the techniques because they do not know their existence.

Teaching listening without techniques would be just a waste of time since being introduced the topic and then being able to talk about what has been said really matter in dealing with language learning. And without techniques, students wouldn't reach that aim.

Comment upon question 8

Question 8: If yes, what kind?

This question is for the 87% who answered yes to the previous one. This is an open question because it asks teachers to say which kinds of exercise they give their students in order to prepare them for the listening and then to evaluate their understanding of the listening passage, in other words the pre- and post-listening activities.

The answers we have gathered allowed us to know that teachers find several activities to ensure the pre and post listening stages. As for the pre-listening: teachers use guessing games that lead to a discussion about the topic, sometimes speaking and for the others yes or no questions. Moreover, one teacher says he just gives students warm-up or jokes as pre-listening stage. Some give students true or false exercise or blank-filling in order to help them predict what the listening passage will be about. As for the other teachers they choose to explain vocabulary or give students matching exercise. About the post listening activities, although the best goal of teaching listening is to help students to produce the target language, only one teacher says he or she adopts that way as part of the post-listening activities by asking them to talk about what they understood in the listening passage. Discussion and answering questions are also used by many as post-listening activities. One teacher replied this question by asking what we mean by “kinds of activities”. That means that the person doesn’t understand the question.

We can conclude from the teachers’ answers that they can find different and interesting activities for pre-listening whereas the post-listening which we consider as important as the first one is somehow poor. We say so because after listening, students should be helped and given the opportunity to tell the teacher or to tell one another what they obtained, then to use the target language while doing so. As we said earlier, listening should be used as source of input to the learners.

Comment upon question 9

Question 9: **Listening include four sub-skills, which one do you try to develop the most in your students when teaching?**

- a- Predicting what the passage will be about
- b- Being able to select and retain the more important information of the passage
- c- Being able to form their own judgment from what they hear along the passage
- d- Being able to interpret their understanding of the passage with their own words.

Each teacher can have their own goal when teaching listening. This question is asked to know which of the four alternatives the aim of the teachers is. In other words the latter are the four listening sub-listening. The teachers' answers allow us to know that 12% of them say they would like to help their students to focus more on predicting what the listening passage will be about, in other words they focus on the predicting skill. 69% of the 16 teachers, meaning many of them, think the most important is helping the students to be able to select and retain the more important information of the passage, they are the selecting and retention skills. No teacher ticked the third alternative which is to develop in or students the ability to form their own judgment from what they hear along the passage, whereas only 6% for being able to interpret their understanding of the passage with their own words. In fact we gave the teachers four alternatives; however 13% of the teachers say they aim at helping their students on acquiring the 4 sub-skills without underestimating the one from the others and didn't tick any of the four given. In the following graph we have added e to mean that alternative.

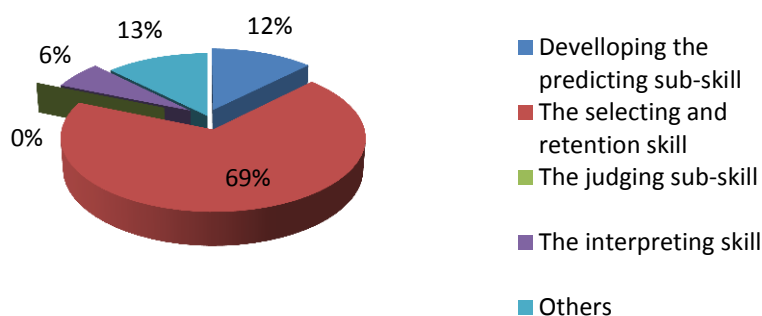


Figure n°6: by the present author

In fact, all these sub-skills are all important however a large number of the teachers choose to develop the selecting and retention skill. It is a good thing to retain information however; we

think being able to have their own judgement as well as interpreting what they heard with their own words are as important for the learners. It is a pity that no teacher ticked the one and only 6% did with the other.

Comment upon question 10

Question 10: **Do you use authentic materials (materials produced by native speakers ex: BBC...) when teaching listening?**

- Yes
- No

Still for those who teach listening, this question is asked in order to know if teachers use materials produced by native speakers or not. As we repeat from time to time the ideal way to teach listening is by allowing learners to listen to authentic materials. Among the 16 teachers we have asked, 87% say they do so whereas 13% say the opposite. That can be presented as following:

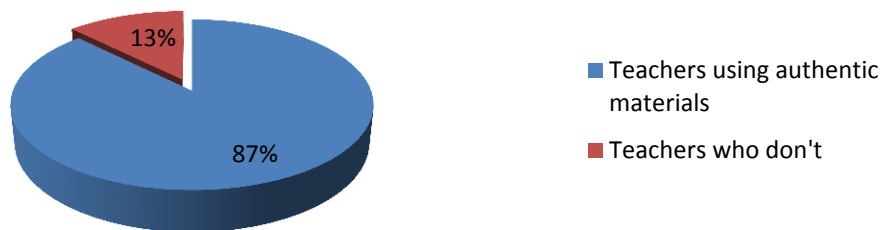


Figure n°7: by the present author

The answers that we obtained show us that many teachers already use materials that were produced by native speakers. As we mentioned earlier authentic materials offer such numerous benefits to learners. They can provide examples for learners on how to communicate in real life situations in everyday conversation, they help the learner focus on the language skills and language elements such as the rate of delivery, intonation, false starts, slang, reduced forms, abbreviations, and other characteristics of spoken language. In addition, authentic materials are motivating, interesting, etc.

It is exactly to hear these benefits from the teachers that we asked the next question.

Comment upon question 11

Question 11: If “yes”, why?

a-They expose the students to the sorts of messages they will likely face in everyday conversation.

b-They motivate the students

c-They facilitate your task (ready- made)

d- Others (please specify)

As we explained in the previous part, using authentic materials is beneficial for the students as well as for the teachers. This question is then intended to ask the teacher which of the three alternatives is the most meaningful for them, if not they can write their own answers. 50% of the teachers then answered that they choose authentic materials because the latter expose the students to the sorts of messages they will likely face in every day conversations; 36% think they are motivating and 14% others think using materials produced by native speakers facilitate the teacher’s task. None of them mentioned other reasons.

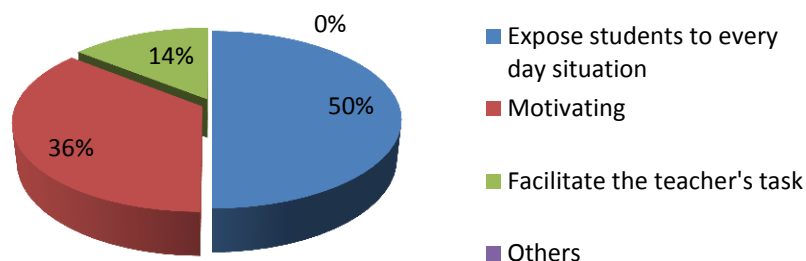


Figure n°8: by the present author

By choosing the first and the second alternative, we can say that the teachers really care about the development of their students in terms of acquiring the target language. Even though ticking the third alternative would mean the teachers focus on facilitating their task, we think what is important is the fact of using the authentic material and the profit that students would gain from that.

Although few teachers claim not to teach listening, we think we need to know the reason of their choice. That is to be dealt with in the next paragraph.

Comment upon question 12

Question 12: *If “no”, it is because:*

- a- You do not like using them.*
- b- You have no time to use them in class.*
- c- You lack adequate materials.*
- d- You think they are too difficult for the pupils.*
- e- You do not know how to deal with them.*
- f- Others, (please specify)*

This time we would like to know the reasons why some teachers do not want to teach listening. They are given 5 choices. They can however, add their own reasons if not mentioned. As result to this question, the two teachers who answered no to question 10 say they do not use authentic materials because they think the latter are too difficult for the learners. We don't agree with those teaches because as it is reported in the first part of this work, the level of difficulty of an authentic material can be controlled by the selection of the task. Therefore, we think these teachers say no to authentic texts because they ignore that there exist ways or techniques on how to use the authentic materials although they seem difficult.

The next question will be about where the teachers take the listening passages they use from.

Comment upon question 13

Question 13: Where are the listening passages that you use taken from?

- a- From the internet
- b- From a friend of yours
- c- From an English language center
- d- You have ever had them.

This question is intended to know the origin of the listening passages that teachers use to teach listening. They are given four alternatives to be ticked. The teachers' answers show us that 37% of them take the materials from the internet, 31% use materials they have asked from a friend

whereas 19% have taken them from an English center. Finally, 13% teachers use materials that they have ever had.

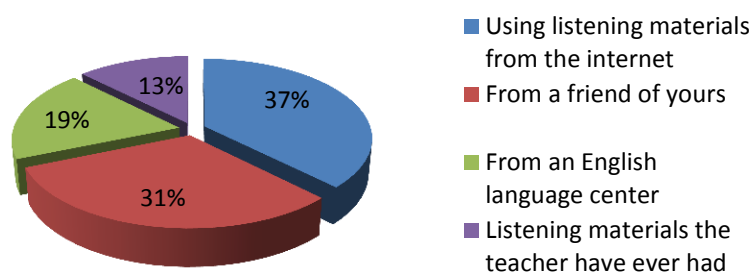


Figure n°9: by the present author

Taking materials from the internet means that the teachers use authentic materials. As we said in the first part of this work, online materials are good and full of important features. We hope that the other ones; from a friend, or from an English center and those that the teachers have ever had would help the students as the online ones. Materials produced by BBC can be found in forms of CD or online. They are free and authentic and of course rich in terms of content. The next question will ask teachers if they have ever used them.

Comment upon question 14

Question 14: **Have you ever used materials from BBC?**

- a. Yes
- b. No

The British English being taught at school, BBC is considered to provide good listening materials. That is the reason why we ask teachers if they have ever used such materials.

From the teacher's answers as shown in the following graph, 64% teachers say they have ever used materials from BBC whereas 36% say they haven't yet.

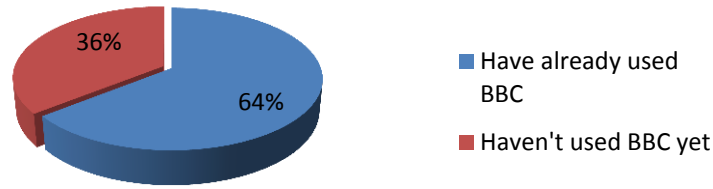


Figure n°10: by the present author

The teachers' answers allow us to know that many of them already use BBC however, still many don't. One reason why teachers do not use the latter would directly result from the fact that they are considered to be difficult.

It is exactly that difficulty of BBC which we are going to check by the teachers' answers to the next question.

Comment upon question 15

Question 15: If yes, considering your students' level, how do you find them?

a- They are too difficult

b- They are not that difficult

c- They are not difficult at all

Knowing that BBC is among the authentic materials, we have asked this question to know how difficult teachers find them according to their students' level. In general we would like to know if according to the teachers Malagasy students would be able to understand English spoken by its native speakers.

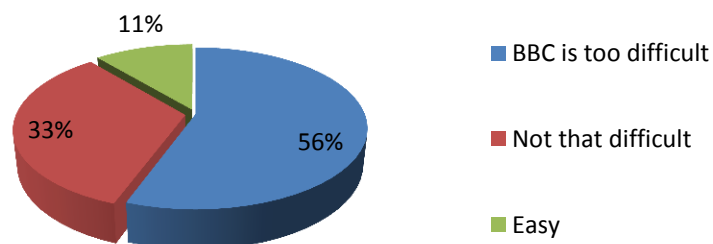


Figure n°11: by the present author

We can conclude from the teacher's answers that five of them say BBC is too difficult for their students; they realize these kinds of authentic materials would never fit their students and shouldn't be used. 3 of them say they are not that difficult meaning that although BBC is difficult they can anyway be used in the classrooms and that a student can be able to understand them. Finally one of them say BBC materials are not difficult at all, in other words they are easy and wouldn't present any difficulty for Malagasy learners to understand them. Our dissertation being related to teaching listening by the use of ICT, the next few questions will be about the teaching of listening and the use of ICT.

Comment upon question 16

Question 16: Which tool do you use when teaching listening?

- a- A radio K7
- b- A television
- c- A DVD player
- d- A computer
- e- A tablet

Different tools can be used to teach listening. From the teacher's answers presented by the following graph, 29% of the ones we have asked say they use Radio K7, 2 a television, 3 a DVD player, 4 a computer and 1 uses a tablet. In fact the aim of asking this question is to know which ICT devices the teacher use to teach listening.

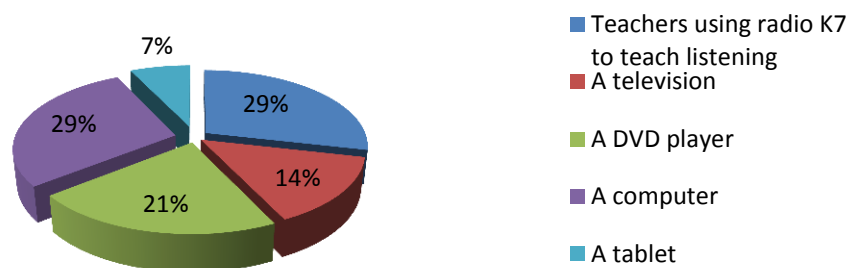


Figure n° 12: by the present author

We can conclude from their answers that teachers are still teaching listening with old machines such as Radio K7 whereas there already exist high-performing ones such as computers

and tablets. Only few of them use ICT devices. Teachers do not use them for some reasons that we do not really know although some lycées in Madagascar have been provided tablets by the government.

Comment upon question 17

Question 17: **Have you ever used the tablet provided by the government as a tool to teach listening?**

- a. Yes
- b. No

Recently the Malagasy government represented by the ministry of Education and its collaborators offered tablets to many public lycées. Tablets are ICT devices which can be used to teach listening. Here, teachers' answers allow us to say that they are not willing to use these devices to teach listening to their students. We can say so because 15% of them did not answer the question maybe because they were not yet given the tablet. Only 12% say they have already used the tablet and 73% claim that even though their school already possesses the tablet, they haven't used them to teach listening yet. A teacher added that he or she doesn't use the tablet because its battery can't stand longer. The reason can be due to the fact that they don't know how to use them or that they can't find materials, or more, that they do not know how to teach listening. It is exactly to solve these problems that pushed us to ask the next question.

Comment upon question 18

Question 18: **If you have never taught listening; would you be convinced to do so if someone wrote a book on how to do it and if you were provided the tool and the listening materials you need?**

- a. Of course
- b. Yes
- c. I don't know yet

This question is intended to know if teachers would be convinced to teach listening if they are helped on how to or if they are given the tools and materials they need to do so. In other words we would like to know if the reasons why they don't teach listening is from themselves or due to the lack of competence and tools or the passages. When being proposed all those help 50%

of the teachers say they are eager to teach listening and ticked “Of course”, 19% by ticking yes are ready to do so, none of them say they don’t know yet but 8 teachers didn’t tick anything. We think the latter know that they are not willing to teach listening; however they are ashamed to say so and preferred not ticking anything. These teachers somehow say that for them teaching listening would not be possible. It is really a pity since they will not allow their students to benefit from the advantages of listening to native speakers through authentic materials.

2.1.1.4. Conclusion to the study of the questionnaire for teachers

As we have mentioned earlier this questionnaire was aimed at asking about five different matters. First about the teachers who are questioned themselves. As far as the age during which they have taught English are concerned, they are experienced ones, meaning all being a teacher for more than one year. Concerning the listening skill and its importance, we can say that even though listening is the language element through which human beings acquire the capacity of speaking a first or a second language, the latter is not given its real value. Only few teachers accept that listening is that crucial to language learning. However, many teachers say they teach listening even though they don’t consider it to be that important. Most of the ones who do not teach listening confirm that teaching listening is a waste of time. They say that this skill should not come before the other skills because it is too difficult.

We aimed to know how teachers consider the materials and tools they use to teach listening. We were then told that still many teachers read the passages instead of playing authentic tapes. In another hand, the ones who use them claim to do so to let their students benefit from the advantages of authentic materials, however some say they do so to simplify their work. Besides, some teachers do not use them for they consider such materials to be difficult for students. Moreover, about the tools teachers use, we know that not many teachers are familiar with the Information and Communication Technology because some teachers still use old machines such as a radio K7. Furthermore, it is a pity that only few teachers are using the tablet that the government has provided in spite of the advantages their students and themselves would gain from them. Finally, in spite of their previous answers, teachers show their eagerness to teach listening at the end of the questionnaires. They say to do so under the condition that they are being taught how to teach listening, being given the tablet, and showed or given the materials. In one words, we can conclude that teachers are waiting for everything they need to begin to teach

listening; maybe because they underestimate this skill or because they are interested but have no resources, no tools and no knowledge concerning it.

2.1.2. Report of the questionnaire for the students

Knowing that students are as concerned as the teachers with the developing of the listening skills, we think their opinion about that matter should be taken into consideration. We have designed 9 questions for them. We chose to ask the questions for the students in Malagasy to avoid misunderstanding since we guess it would create problems for some students to understand and answer them in English. We were not able to give the questionnaires to the students of all lycées mentioned before even though we think that would be the ideal way. The dispatching was done only in eight lycées.

It is worth mentioning that we have not shared the questionnaires to a whole class. Due to the fact that they have the same teacher, we think their answers for many of the questions would be alike. Therefore, we thought it would be better to take samples. We have given about 10 papers for each class that we visited. The students then volunteered to answer, some of them worked in pairs. We shared the questionnaires to students of the three levels, that is Seconde, Première, and Terminale. We think students are all concerned with listening as we repeat that this skill is not to be neglected in spite of the length of the syllabus, the preparation of the Baccalaureat exam or whatever.

As we have done with the teacher's questionnaire results, we will give in the following pages the students' answers in forms of graphs with their interpretation when possible.

Comment upon question 1

Question 1: In your opinion which of the following skills is more needed than the others in order to know how to speak English? Number them from 1(what you consider to be the most important) to 4(the one that you consider to be the least important).

1. Reading
2. Speaking
3. Listening
4. Writing

We have asked this question in order to check students' opinion about the rank of importance of the four language skills. In fact, we somehow wanted to check if they are aware of what Adler, R. et al. (2001) say about how much each of these skills are used. The latter say that adults spend an average of 70% of their time engaged in some sort of communication, of this an average of 45% is spent listening compared to 30% speaking, 16% reading and 9% writing. Even though the 4 skills are all important to know, listening which is much more used should be mastered than the three other skills if your aim is to speak the target language.

When converted into numbers, the answers of the students give the following chart:

	First	Second	Third	Forth
Listening	20	22	24	11
Speaking	27	9	14	30
Reading	14	28	24	10
Writing	16	18	15	26
Total	77	77	77	77

Table 2: By the present author

This chart shows that 31% of the students consider speaking to be the first skill to be mastered if your aim is speaking a second language, that instead of listening. Reading is considered to be the second. Again, the latter as well as listening have the same rank, the third skill to be mastered if your aim is to be able to speak the English language. The students are not aware that listening is the skill you first need in order to reach that goal, as babies who learn their mother tongue. The fact that teachers do not teach them listening can be the reason why students react that way. Finally, speaking is again considered as the fourth skill considered being the most important in term of acquiring a language. We can say then that speaking and reading are the ones their teacher told these students to be the basis to be mastered if they want to speak English.

Comment upon question 2

Question n°02: **Have you ever heard or listened to people talking in English? (Next to you, on radio or on television e.g BBC, or on cd) Tick your answer.**

a-Yes

b-No

This question was intended to know if the students have ever had the chance to be exposed to the target language in its oral form. No matter if it was inside or outside the classroom, and no matter if the students heard it voluntarily or the opposite. The graph here shows that 96, 67% of the 91 students who answered have ever heard native speakers talking, 3, 30 % haven't yet.

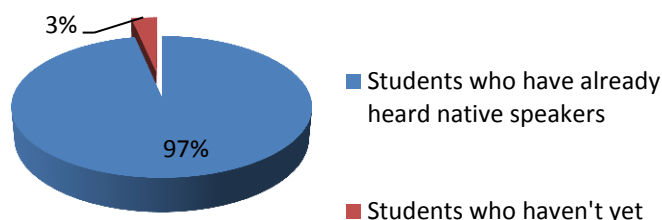


Figure n°13: by the present author

According to the figure we have here, most of the students say they have already heard native speakers speaking, whether it was next to them, on radio or on TV. This question was also asked to let us know later if they would be able to understand a native speaker. That is exactly the focus of the next question.

Comment upon question 3

Question n° 03: **If yes, how did you understand it?**

a- I understood nothing

b- I could have understood everything if I were used to listening to native speakers

c- I understood almost everything I heard

By asking this question we wanted to evaluate the students' level of listening, if they understood what they heard. If they tick n° 01 that means that their listening is poor, n°02 their listening level is fair, and finally, their English is good if the students ticked proposition n°03. The graph which concludes the students' answers is the following:

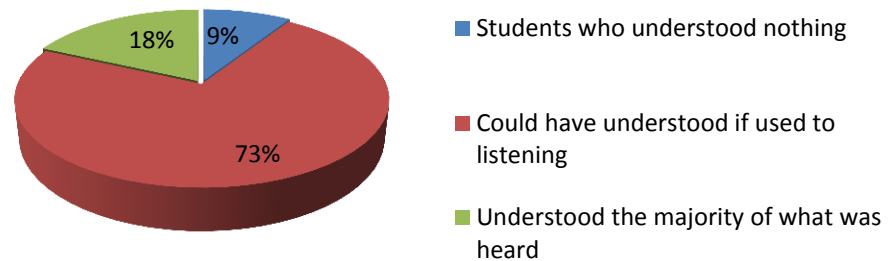


Figure n°14: by the present author

It let us know that 9% of 88 students understood nothing from what they heard, in other words they experienced that English listening is difficult. Furthermore, 73% of them understood some points of what they heard and think they would have understood more if they are used to listening to English native speakers. Finally, only 18% of the 88 students claimed that they understood almost the totality of what they heard. We can conclude that student's understanding of what native speakers say in order to communicate with the latter depends on their practice. Moreover, we think both the students who ticked n° 01 and 02 can be able to best understand English if they are taught listening at school during English classes.

Comment upon question 4

Question n°4: **Does your teacher teach you listening at school?**

a-Yes

b-No

Knowing that teaching listening means to let the students listen to the language they learn, here English, this time we insist on the fact that it is the teacher who asks or lets the students to listen to the target language. It is shown here that 74, 73 % of the students accept that they are taught listening at school whereas 25, 27 % of them are not.

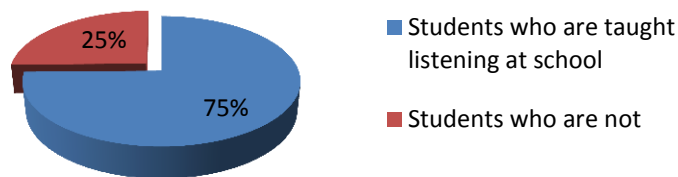


Figure n°15: by the present author

We can conclude that many students are not yet taught listening at school despite the importance of this skill. In other words their teachers do not give these students the opportunity to hear listening as it should be spoken by the native speakers. As the teachers said earlier the reasons why these students are not taught listening could be because the teachers look down on them and think they would not be able to understand genuine English. Besides, that would also result from the fact that the teachers do not know where to find the listening materials or the tools, and do not know how to teach listening.

Comment upon question 5

Question n°05: **If yes, how does he/ she do so?**

- a- He/ She reads a text in English then asks you to answer some questions related to it
- b-He/ She plays a recording such as on a radio K7 and then asks you to answer some questions related to it
- c-Others (Please mention here)

This question is for the students who are taught listening by their teacher. Related to question n°05, this question focuses on how the teacher teaches listening. We would like to know how many students have their teacher using the simple way of reading texts to teach listening and how many look for some tools to let his or her students listen to someone else's voice, no matter if it is a native speaker or not.

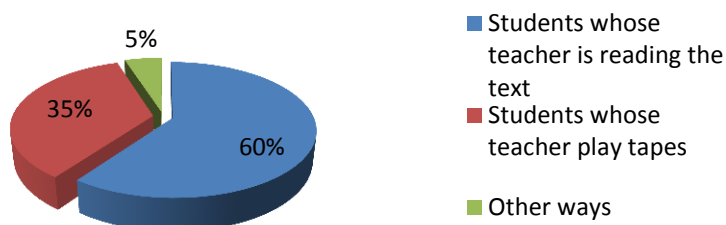


Figure n°16: by the present author

The answer for this question let us know that 60% of the students have their teacher reading text to teach their students listening. 35% are taught listening through the use of tapes, and 5% have their teachers use other ways to teach listening such as reading and explaining the lesson or exercises. The percentages we have here show that still very few students are taught listening by the use of tapes although it is proved to be the best way to teach listening; especially when the materials are authentic ones.

Comment upon question 6

Question6: **If no, would you like if he/ she does so?**

a-Yes

b-No

As opposed to question 5, this one is for the students whose teacher does not teach listening. We wanted to know if the students would like to be taught listening at school or not. Then we obtained this graph:

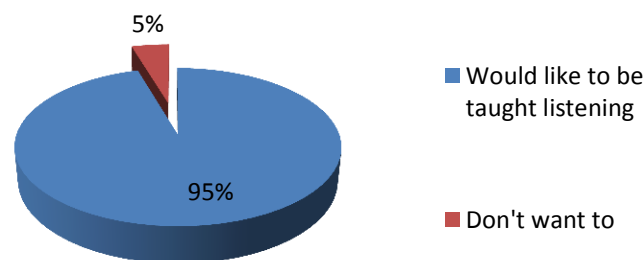


Figure n°17: by the present author

Their answers show us that most of the students want to be taught listening. The percentage we have here, we think, would result from the fact that they are interested and would go deeper in learning this language. However, few students still said they do not want their teacher to teach listening. The next section will show us the reasons why they say so.

Comment upon question 7

Question 7: **If no, why?**

- a- It is a waste of time
- b- It's too difficult for students
- c- Listening is not needed at final examinations
- d- Other reasons

This question is for students who think being taught listening is not needed. We ask the students to tell us the reasons why they don't need listening by ticking one of the alternatives. Among the 22 students who are not yet taught listening, the one who says he doesn't want to be taught listening says there is no need to teach this skill since it is too difficult for Malagasy learners. It is really a pity because that student considers not only himself to be very bad at English but all the Malagasy learners as well. Besides, the student does not realise the immensity of the benefits he would obtain from listening.

Comment upon question 8

Question 8: **Are you familiar with the tablet? (Many tablet have been shared to many public lycées in Madagascar, apart from that many people possess it)**

Nowadays, people use more and more Information and Communication Technology devices. Tablet is one of them. Knowing that tablets are already available to some public lycées and that they are widely used, we have asked this question to know the students' familiarity with them. The answers we obtained gives the following graph:

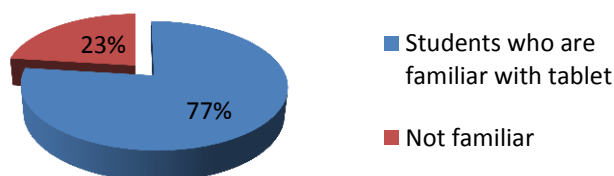


Figure n° 18: by the present author

The answers we have from this question let us know that there still exist some students who are not familiar with tablets yet; here they are 23% of those we have asked the question. However, 77% claim to know more about this kind of personal computer. Many don't even know yet that there have been distributions and asked where their parts are.

Comment upon question 9

Question 9: Apart from being used to connect on facebook, tablets are also used to listen to music, for taking pictures, etc. Would you be interested if your teacher uses the tablets that were given to your lycée by the ministry of education and its sponsors to teach listening? (For those who are already in possession of them)

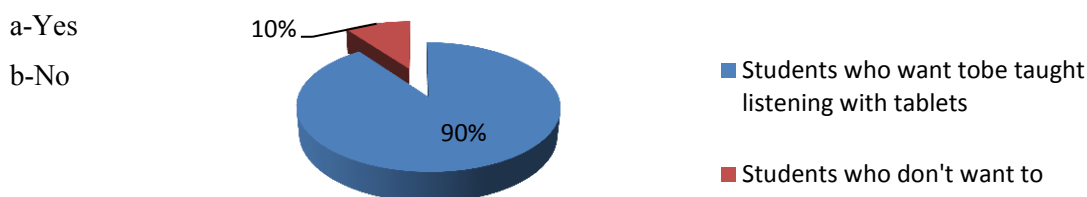


Figure n° 19: by the present author

90% of the students ticked yes to answer this question whereas only 10% said no. In other words most of the questioned learners show that they are eager to be taught listening using the tablets which were provided by the local government for lycées in Madagascar. However, they need their teacher to help them and fight for them to be able to do so. Even though these learners want to be taught listening at school everything depend on their teacher. Their English listening comprehension development depend on the decision of their teacher to teach listening.

2.1.3. Conclusion to the study of the questionnaire for students

As we have done with the questionnaire for the teacher, this one is also combining several points. First, concerning the rank of the four language skills, the students think speaking is the most important. Instead of listening, students take speaking as the first skill to be mastered in order to be able to speak the English language. Secondly, many students say they have ever heard English spoken by native speakers. Although some say it is too difficult to understand what are being said, many of them claim that they would cope if they are used to listening to the authentic language. Furthermore, many of the students confirm to be taught listening at school; however most of their teachers do so by reading passages aloud to their pupils. For those who are not yet taught listening, almost the totality is eager to and replied yes to our sixth question. Only one says he or she doesn't want teacher to teach him or her listening since such a thing would be very difficult for Malagasy students. Finally, most of the investigated students admit to be familiar with tablet and would appreciate if their teacher uses them to teach listening during English classes. To summarize, the learners are claiming to really need listening.

2.1.4. Comparison of the teachers and students answers in the questionnaire

After having compared their answers we noticed that the teachers as well as the students who were questioned have opposite point of view on almost everything and agree on very few points. Concerning the teaching of listening for example, the teachers say it is not a good idea since Malagasy learners would not be able to cope with this whereas the students claim to really need to be taught in order to enhance their skill. In spite of that both of them say that listening is not the first skill to be mastered even though the four of them are all important.

As far as the way how teachers teach listening is concerned both the learners as well as the teachers say still many teachers read the listening passage themselves instead of playing tapes. Moreover, teachers are not yet using ICT to teach listening whereas the learners say they had better do so to allow their students to be competent in understanding the English language in its genuine form.

In sum, the students would like to be taught listening and have their teacher using the tablets to do so however, the teachers wait for much help concerning everything before taking the initiative to do that. The ones seem to concentrate on the difficulty of listening however the others would like to go beyond that barrier and focus on the benefits they would obtain from this skill.

2.2. Class observation report

Class observing is among the best ways to evaluate how teachers teach listening since it allows visitors to directly see how teachers proceed when teaching. Our aim in visiting classes was then to see how a teacher teaches listening. We would like to know which process they use, if they follow the three stages (pre-, while-, and post- listening). Furthermore, as we have mentioned in the first part, we would like to check if the listening that the students are taught at school really help them to produce and speak the target language.

We will report in this sub-part four class sessions that we have assisted and observed in different lycées here in Antananarivo. Each classroom observation will be fully reported and then will be followed by some comments of our own. (T= teacher Ss= students bb= blackboard)

2.2.1. Class Observation N°1

Date: March, 7th 2016

School: LMA

Level: Classe Terminale (TA3 with 45 students)

Duration: 30min

Topic: Protecting the environment

Teaching objectives: - Students will be able to recognize the causes and consequences of the environment destruction.

-Students will be able to find solutions for the destruction of environment.

Materials: - Pictures illustrating a very nice landscape

- Video of *Earth Song – Michael Jackson*

- Computer and loud speakers

PRE-LISTENING

Step 1: Warm-up

As a warm-up activity, T asks the students to have a look at the picture then tells everything they can see in it

Ss: trees, forest, mountain, river, water, rock, etc.

T: Can you tell me what our lesson today will be about?

Ss: Environment

T: Do you think there still exist many marvelous places like this in the world nowadays?

Ss: Yes, No

Step 2: Introducing the video

T: In fact our environment is being destroyed by ourselves.

T makes everybody watch the video.

T: While watching the video, think of what we are going to talk about today.

She plays the video once and everybody watches it carefully.

WHILE-LISTENING

After the video was finished this time T turns the screen to him and tells Ss they should only listen to the lyrics of the song and try to answer to the following questions.

T: With your own words, answer the following questions:

- According to Michael Jackson, who destroys the environment?
- What did they do?
- What does Michael Jackson mean by ‘What about’?
- What does he want people to do?

T plays the songs three times and then deals with the correction together with Ss after.

POST-LISTENING

T divides the class into two and ask the first half to talk about the causes of the destruction of the environment and the other half the consequences.

T: The first half work in group of four and find the reasons why the environment is destroyed. And the second half will also work in group and find the consequences of this destruction.

After 15mn, T asks Ss to write on the board what they have found and show the pictures at the end to help Ss add the missing facts or correct the name of some facts.

Comments on classroom observation n°1

It is worth mentioning that we attended this class during our observation practice.

The teacher told us after the class that she chose the song because it was neither very old nor very recent but could suit his students’ level. Moreover, she asked students to summarize the message in the song since first they might have probably heard about it before and second this kind of activity illustrated what was meant by ‘listening comprehension’ and suited the required activity for Classe Terminale. The teacher wanted to motivate her students, and true, the students were dynamic, enthusiastic and participated a lot. In fact, this class has a higher level, so they did not face any difficulty to fulfill the teacher’s orders or to understand the lyrics of the song. We can also say the idea of watching a video was great because it helped students have an idea of

what would come after and prevented them from being lost or stuck when the teacher asked the questions and find the causes and consequences of the destruction of environment.

2.2.2. Class Observation N°2

Date: March, 7th 2016

School: Lycée Ampitatafika

Class: Seconde 2

Number of students: 43

Duration: 30min

Lesson: SOCIALIZING

Materials: USB radio, USB key

Structure: Wh- questions

Objective: Pupils will be able to recognize Wh- questions and find their answers

PRE-LISTENING

Step 1: Warm-up

The teacher and the students greet.

T: what was our last lesson?

Ss: Socializing

T: Could you tell me how to introduce someone? Raise your hand if you would like to answer.

S1: You say, let me introduce you my friend, her name is...

S2: This is my friend...

T: Very good! Today we have a visitor, so let me introduce you my friend, her name is Ando, she is a student from ENS Ampefiloha and she is going to be an English teacher like me!

S: Don't say anything

T: What should you say?

Some students whispered "Faly mahafantatra anao!"

T: Open your book and tell me what you say when someone is introduced to you?

Students: Nice to meet you/ Glad to meet you/ Happy to meet you/ How do you do!

Step 2: Teacher introducing the listening

T: Today we are going to play a game, it is a quiz; do you know what a quiz is?

S: Yes, quiz Airtel.

T: Yes, we are going to listen to a list of questions and they are about general knowledge. It is like « Question pour un champion! »

S : I see!

WHILE-LISTENING

Step 1

T: I will stop after each question so think to the answer quickly. You don't need to copy the questions

(The students listen to the questions)

Step 2

-T: "Let's correct it now. Let's listen to the question again. Ready?"

-Ss: "yes"

(Now T plays and stops after each question and asks students to repeat the question)

-T: What is the first question?

Students: "Who was the first man to walk on the moon?"

-T: Exactly!

T: "what is the next question?"

Ss: "What is the capital of ...?"

T: "Sweden, What is the capital of Sweden!"

Let's continue. What is the next question?

Ss: "Where does the president of the United States live?"

T: "Nice, that's true" Then, what is question n°04?

Ss: "Who went from Europe to America in 1492?"

T: "Yes! I think you learn that in History and geography! Next question?"

Ss: "Who wrote Romeo and Juliette?"

T: "Good, and the sixth question?"

Ss: "How many planets are there in our solar system?"

Ss: "Which planet is ...?"

T: "It is: which planet is the nearest to the sun? And the next question, what is it?"

Ss: "How many players are there in a football team?"

T: "Yes, sure you all know that one. What is the next question?"

Ss: (Few of them) "Where is the Taj Mahal?"

T: "Exactly, now tell me the last question"

Ss: "What's the name of the ...?"

T: "What is the name of the most famous British band of the 60's?"

-T goes very fast with the correction and some pupils can't follow.

-Only some of PP in the front benches can follow. The boys in the back seem lost. At the end the teacher gives them time to compare their answers of the questions and ask them what theirs are before listening to the answers in the tape.

Step 3: Dealing with the correction and pronunciation

The teacher asks the students to repeat their understanding of the question and then she gives the correct questions. Students give their answers then she plays the tape to check and ask them to repeat the right pronunciation.

Comments

Before the listening class itself, it is worth mentioning that the teacher told us she often teaches listening to her students in seconde because the syllabus of the latter is rather short whereas she "wouldn't have time to teach the première and terminale such extra".

This class was very fun since the students listen and play at the same time. The teacher tried to do her best in helping the students by giving them time to listen to the questions, then, to think of and compare their answers. She tried to explain what a quiz is and she quite did well. However she would have done better if she took profit of what students said about the airtel quiz to let them know what it is exactly. Doing so consists of stimulating students' prior knowledge about the matter.

Moreover some students didn't understand anything from what they heard. We can say so because some of them didn't write anything and said nothing when being asked what they got. That can result to the fact that some questions are very difficult. Students for example would not know that it was the Beatles which was the first famous British band of the 60's, or that it is Stockholm which is the Capital of Sweden.

Due to the fact that they lack general knowledge about things around the world some students were not listening but talked or did something else instead. The teacher did not manage how to put the students in, she seemed not pay attention to the talkative students and continued her teaching.

Even though the teacher planned to deal with asking and answering questions through this lesson, we think she didn't really reach her goal. She didn't explain anything about the different types of questions in English or whatsoever though she could have explained for example the Wh- questions many of which were used in the quiz questions. However, we think she couldn't do so due to shortage of time. Finally, the class didn't expand to speaking at all though listening should inspire students to speak and use the language by their own. They could have done so if the teacher led them to.

2.2.3. Classroom Observation N°3

Date: Tuesday, March 20th 2016

School: Lycée Privé ACEEM Ankadivato

Class: 2nd I

Number of the students: 36

Duration: 2h

Lesson: SPORTS

Material: a computer, speakers, USB key

Objective: by the end of the lesson, pupils will be able to talk about Sports.

Warm-up/ PRE-LISTENING

The teacher writes a few words on the blackboard and asks students to repeat after her their pronunciation.

T: football, basketball, tennis, rugby

T: What are these words related to?

Ss: They are names of sports.

T: Tell me other names of sports that are not yet written on the blackboard.

Ss: beach soccer, volley-ball, handball, swimming, ski, etc.

Then she draws different figures on the blackboard and asks the students to repeat the names of the articles

T: Repeat after me: a net, a bat, a ball, a goal, a racket

Ss: a net, a bat, a ball, a goal, a racket

T: These are names of equipment that are used when practicing some sports.

After that the teacher wrote on the blackboards verbs that are related to sports and asked the students to repeat after her: to hit, to kick, to throw, to catch and to score

She explained them by doing the gestures!

WHILE- LISTENING

Step 1: Use of a tape recorder

The teacher gave the students hand-outs on which are written the questions related to the passage.

T: Now, you are going to listen to Brendan talking about his favourite sport during an interview. Listen to him and try to find the answers to the questions written on the hand-outs while you're listening.

Step 2: 2nd listening

T: Let's listen to it again but this time I will stop the passage after each sentence and ask you what you heard.

Step 3: 3rd listening

T: Let's now check your answers. When I'll stop the passage you repeat what you hear in order to know a response to which question that is. Ready?

Ss: Yes teacher.

The interview

Interviewer (A): Do you like sport Brendan?

Brendan (B): Yes, I do

A: What sports do you play?

B: I play quite a lot of sports but my favourite is five-a-side football. I usually play it two or three times a week

T: (Pauses the tape) Which question is that related to?

Ss: How often does he play?

Yes, good!

A: Where do you play it?

B: At the local sport center.

T: And that one?

Ss: Where does he play?

A: How do you play a five-a-side?

B: Well it's like normal football: there are two teams but are only five players in a team, there are eleven in normal football.

B: Huh, are there any other differences?

A : You don't play it outside in a big football pitch, you play it indoors, we actually play on the basketball court at the sport center, the goal is small in five-a- side too. But otherwise it's the same as normal football: there is a goal with a goal keeper, you have to kick the ball, you can't throw it or touch it with your hands and so on.

A: Why do you like it?

B: It's quite fast, so it's good exercise. You play it indoors so you can play it all year and you don't need a lot of expensive equipment like rackets and things like that

A: Who do you normally play with?

B: I play with a group of guys from work, we've got our own team and we play against other local team.

T: That one is related to which question in your hand-out?

Ss: Who does he play with?

T: Yes, so he plays with his workmate.

A: Are you any good?

B: Not bad, we won our last game. We beat a very good team. The score was 3/2 and I scored the winning goal. So that was good.

T: The answer to which question is that?

Ss: What happened in the last match.

T: Exactly.

POST- LISTENING

Dealing with pronunciation.

The teacher plays the tape and stops at each sentence to make pupils repeat in chorus then she correct when there are mistakes.

Step 3: Pair work

The pupils practice the dialogue in pairs. The bell rang.

Comments

As opposed to the previous observation, this time, the teacher gave her students written part related to the dialogue. The dialogue is quite long however, she didn't give her students its full tape script but a hand-out containing the questions.

The most interesting element in this lesson is that pupils could listen to native speakers. They could hear the right pronunciation. Furthermore, both the teacher and the students are good. The teacher managed to explain the verbs by making the gestures, which is a very good and simple way. As for the students, they could answer the questions without having the script of the listening at their hand without difficulty. We think that means that these students are already good at listening.

Thus, it is certain that pupils appreciated much the lesson since the context could motivate pupils them to participate. Another positive point which, we think, stimulated pupils' brains was the pictures that the teacher drew on the blackboard. She could use these pictures to explain to her students some sport equipment. It really helped them to understand exactly what the teacher was talking about. Besides, the warm-up in question was closely linked to the lesson.

However in the last part of the session, we noticed that pupils could not express freely their ideas. They were not given the chance to talk about their favourite sport, for example, though we guess some of them are good at some sports and would be pleased to let others know more about it. They just practiced the cue words given by their teacher. In addition, the teacher did not give clear instructions before starting the task, maybe due to the fact that she has written the instructions on a hand-out. We acknowledge the big effort invested by the teacher to make pupils participate, but it was not efficient at all as the activities were limited and still controlled.

2.2.4. Classroom Observation N°4

Date: Monday, May 2nd 2016

School: Lycée Sabotsy Namehana

Class: TA

Duration: 2h

Lesson: HEALTH

Material: Tape recorder, laptop

Objective: by the end of the lesson, pupils will be able to talk about Sports.

Warm-up

T: How was your week-end? Did you go to "Coliséum"?

Ss: Yes we did/ No we didn't

T: There was a terrible traffic because of you and that show

Ss: No we were not the responsible, we didn't go there.

PRE- LISTENING

Step 1: Introducing the listening passage

What was our last lesson?

It was about health.

T: Yes, Health, to be specific the well-being of our body without diseases.

T: Give me vocabulary items that you remember with gestures.

Koloina: to faint, to inject, to contaminate

T: Today we are going to have a listening class related to health. What should we do when having a listening class?

Ss: Pray/ Be quiet/ Listen/ Take notes/ Compare notes/ Correction

T: Correct the pronunciation of pray

T: The title of this passage is “A visit to the Doctor’s”, repeat after me.

Ss: A visit to the doctor’s

WHILE- LISTENING

T: Are you ready to take notes?

Ss: Yes

Step1: First listening

A: Good morning Mrs Johnny

B: Good morning Doctor

A: Now then what seems to be the trouble with this young man?

B: He’s got a very bad cough doctor; I think his ears are hurting him, too, because he keeps touching them and crying and he’s off his food.

A: Uh huh. Has he got temperature?

B: No, I don’t think so.

A: Well, can you undress him? I’m going to have a look. Can you hold his hands please? Thank you. Yes. You can put his clothes on again now. Well there’s nothing to worry about. He’s got a slight infection in his right ear. I’ll give you a prescription for some drugs.

B: Is it alright if I take him to playground?

A: Avoid taking him out if you can. It's nothing but you should keep him warm and quiet for few days. Make an appointment for the end of the week. I'll see how he is getting on. Of course if there's any problem before then, give me a ring

B: Yes, of course doctor. Thank you.

Step 2: Second listening

T: Now I'll give you time to compare your notes then we will listen to it again and I will stop after each sentence for you to check your notes.

T: Now I give you time to go out and prepare role-playing the dialogue. Then you come back after 15 minutes and do it at the front. Before performing, you write two utterances or two lines of the dialogue on the bb.

Ss go out and prepare the acting- out. Two or three groups could perform then the bell rung.

Comments

The warming-up which had the form of a discussion between the teacher and the students was a good point because the teacher made the latter speak, those who didn't go to the show could manage to defend themselves. Another very good point was that the teacher was speaking the target language from the beginning of the class till the end. She managed to use English except for some words which she had to translate into Malagasy due to the fact that the students did not understand them at all in English. Besides, she managed to ask her students their prior knowledge about expressions or words that are likely to be heard during a conversation before a doctor and a patient.

After three listening, the teacher asked her students to form a group of three people each and go out prepare the dialogue for about 15 minutes then to come back to the classroom to perform it and write on the blackboard two sentences of the script according to their choice. However, the teacher didn't deal with words that might be unfamiliar to the students. The activity that she asked them after the listening itself had nothing to do with speaking since the students were only asked to perform the dialogue, and not to produce anything, it was only dialogue reading instead of speaking. Another big problem was that the teacher was not able to correct the students' script by following the listening passage due to the fact battery of her laptop was low.

As for the students, many of them raised their hand when the teacher asked a question, meaning that they are motivated to answer. Despite all the positive points, we observed some negative points as well. Though the pupils in this class are active as we have mentioned above, there were some exceptions: some pupils in the back did not seem interested in the discussion done in the pre-listening stage and talked about something else. Thus, it would be a good idea to design these students to speak in order to integrate them in the activity. Even though the students were good in general, some students at the back did not really care about speaking English, they just spoke Malagasy from the beginning till the end and the teacher did not stop them doing so but rather paid her attention to the good ones most of whom were at the front.

2.2.5. Classroom Observation N°5

Date : March, 7th 2016

School : Lycée Moderne Ampefiloha

Class : Terminale C

Number of the students: 49

Duration : 1h

Lesson: COMPLAINING

Objective : Pupils will be able to complain in English.

PRE-LISTENING

Step 1: Warm-up

The teacher shows the students a photo on which can be seen many people. Then, she asks where these people are.

Ss: They are en “grève” in the street.

T: Yes, they are in the street, going on strike. In your opinion why do people go on strike?

Ss: When they are not happy/ when they are angry.

T: Yes, when people are not satisfied, they complain, and the title of our lesson today is Unit 9: complaining

T : Let's suppose that you bought a very big T.V, you turn it on when you arrive home, but it doesn't work. What will you do? Throw it? Pay someone to repair it? Or What?

Ss: No, if there is a warranty with the T.V, I go to the shop and complain to the seller

Step 2: Introducing the listening passage

T: Exactly, in the dialogues that I am going to share, we will see an example of someone complaining.

Then the teacher reads the dialogue and asks the students to repeat.

The expressions that are likely to appear when complaining are in bold types. What are they?

Ss: read the expressions together.

T: You can also complain about something else, but not only about items that you buy at a shop. Now we are going to listen to someone complaining about many things. I play the tape twice and at the third time I will stop after each sentence so that you can take down notes of the script. It is a jazz song entitled “My feet hurt”.

The jazz song:

My feet hurt/ Take off your shoes

My hands are cold/ Put on your gloves

It’s cold in here/ Put on your sweater

It’s hot in here/ Take off your sweater

My feet hurt/ My feet hurt

Step 2

The teacher pauses the listening passage after each complaint and asked the students to repeat and then copy what they hear.

Since there are two people in the conversation, the students were asked to separate the complaints of the one and how the other person deals with them by proposing solution appropriate to each complaint.

Comments

From the beginning of this class we think the teacher really made a good job when dealing with the warming-up. Showing the students a picture was really interesting since it

allowed them to understand what they are talking about. The teacher knew how to attract the students' attention from the beginning. Besides she managed to find a warming-up exactly related to the topic that is going to be dealt with. She also managed to introduce the dialogue. However, we think the time given to deal with it was not enough; that could be due to the fact that she wanted to go quickly to the listening part of the lesson in order to show us how she teaches the latter.

About the students, they were active in general. They participated in answering questions and reading the dialogue. However, the students were shy to sing when the teacher asked them to. It was shown that they were not really used to listening. Although she managed to cope with introducing the lesson, teacher didn't really know how to attract the students' attention and enjoy the song which would have been very fun. What's more, the teacher kept using the target language and spoke aloud although some students reacted to her questions in malagasy. Finally, we also noticed that the session was mostly dominated by the listening skill. There was a total absence of speaking since the learners were not really given time to express themselves. In fact, that would be the result of time shortage.

Conclusion to the class observations

We know observing five listening classes would not be enough to give a general conclusion on the way teachers teach listening. However, due to the fact that listening is rarely taught at school and that many teachers prefer reading the text themselves, we could not find more than these four classes to observe. Moreover, teacher did not really have time to give us since the final exam was near. Therefore, here we would like to thank the teachers who allowed us to observe their classes. We are thankful especially because teachers, generally do not like being disturbed with such reason as to be observed.

Visiting classes allowed us to see how teachers teach listening. We could notice some good and bad points. We noticed that teachers try to make effort on helping their students to deal with activities in order to get the main point of the listening passages. They generally did well although some instruction were not clear enough sometimes, or that the students were not given time to produce the language after listening. Besides, the activities were not really well-prepared sometimes.

CONCLUSION TO PART II

The data gathered through the questionnaire and class observations made us aware of the problems encountered by the students and teachers of English in Madagascar. The questionnaire made us realise that the time devoted to listening is not enough to cover the syllabus. Then, as listening is not tested in the national examination, many teachers tend to neglect this skill. As far as ICT is concerned, most of the teachers do not use them, many teachers still use old machine to teach listening. We could observe that listening skill is rarely taught. The lack of appropriate listening materials makes the matter worse. Besides, many teachers do not teach listening, as they think this skill is too difficult; therefore, teachers prefer to concentrate on teaching the other skills.

During the school visits, we realized that teachers fairly managed to teach listening and their students could cope with understanding what they heard. In fact the teacher's doubt about the students' incompetence was not proved. In spite of some bad choice or not enough activities we think the teaching of listening should be improved and not neglected or stopped.

The next part of the present work will deal with some solutions to the problems that teachers say to prevent them from teaching listening. Therefore, we do not pretend to be able to solve all the difficulties. Still, we will provide what we think is necessary. Observing teachers teaching listening is not enough to know the fact. As a result, we experimented some lesson plans to see how it really is to teach listening to Malagasy learners.

These solutions and experimentations are the subject of the next part of the present work.

Part III: EXPERIMENTATIONS AND SUGGESTIONS

PART III: EXPERIMENTATIONS AND SUGGESTIONS

This part of the work is mainly devoted to practical teaching suggestions. The data collected in the second part of this present work helped us to design these practical teaching suggestions. They are meant to help the lycée teachers to improve their learners' listening skills through the teaching of listening. We are very grateful to teachers who have already proposed some solutions to some problems in the second part of this work and we have included their suggestions in this part. Of course, the solutions we propose here will not solve all the problems that prevent teachers from teaching listening, but we try to give suggestions which we think are common to all teachers. Thus, in this third part, we present and report some lesson plans that we experimented in schools as well as some suggested lesson plans to improve the learners' listening skills. Before tackling the experimentation and suggested lesson plans, we will provide general suggestions and solutions to the problems raised by teachers during the investigation.

3.1. Solutions and suggestions to the problems that often prevent teachers from teaching listening

In the second part of our work, the teachers mentioned a few reasons why they do not teach listening. Among them, firstly, they cited that it is a waste of time. Secondly they do not know where to find materials. Some teachers say they lack tools; however the ones who are in possession of the tablets do not use them yet, especially to teach listening.

As a reaction to those problems, we will propose solution to them one by one. First, we will deal with why teaching listening is far from being a waste of time.

3.1.1. Teaching listening, far from being a waste of time

English is taught at most four hours a week in the lycées and the official syllabus does not particularly suggest the teaching of listening. These reasons make the teachers reluctant to teach listening, saying that it could be a waste of time. Moreover, teachers think Malagasy students would not be able to get anything when listening, especially to native speakers. They think the latter who do not even understand some expressions that are repeatedly used in the classroom are far from being able to understand native speakers. Nevertheless, RAKOTOMALALA (2013) say in her work that it is essential that, as soon as students begin to be capable of understanding quite small pieces of structured English, he should be exposed to some English as it is normally

spoken. Therefore, teachers do not need to have their children mastering the other skills or understanding every English word that is said in the classroom before they need to be taught listening through the use of tapes.

Moreover, though listening (especially to authentic English) is difficult this does not mean that the pupils cannot manage it. In fact, as we said earlier there exist methods and types of activities that the teacher can grade so that their teaching of listening would be successful. Furthermore, as P. HUBBARD et al stated, "Without actually having been taught to listen, a pupil may be able to express himself orally, but he will never be able to communicate with speakers of English if he is unable to understand what is said to him". It means that learners will encounter great problems understanding the language when they will be needed to express themselves in English, especially to native speakers, if they are not taught to listen to the language in its genuine form.

Listening is proved to have an important role in second language acquisition. Receptive languages (listening) abilities precede expressive language (speaking) abilities, so English language learners need to spend a lot of time listening while developing their speaking abilities.

In sum, teaching listening is not just a waste of time, teachers need to do it. Some teachers claim that even though they want to teach listening the shortage of electricity prevents them from doing so.

3.1.2. Using affordable machine such as USB radio, to teach listening

As teachers said and as we witnessed in some lycées, some schools do not have electricity yet in each room. We know it requires a lot of money and a long procedure to install electricity but we think that should not prevent teachers from teaching listening. Teachers can bring tools such as a laptop or an USB radio which has a chargeable battery that they charge in advance at home or elsewhere. However, it depends on the standing of the battery. A teacher, whose class we visited for example used his computer that he fully charged at home. He could use it during the 2h English classes.

The USB radio which possesses a chargeable battery is a tool which teachers can really use to teach listening. It can be used both with and without electricity. However it should be used with a USB card and its reader, or a USB key. These radios are not expensive at all compared to a laptop or a MP3 or MP4 player. We can say so because with 30. 000 Ar you can have one of the medium quality. But you need a USB key or the USB card at about 15.000; if you use the latter

you need about 3000Ar to buy its reader. Your investment is beneficial because all these items are used in our everyday life. They are not condemned to only teaching listening. Apart from their low price, you can take them everywhere and using them do not require the use of speakers anymore. As we witnessed they can cover a whole room if you put the volume at the maximum.

Another reason why teachers say they do not teach listening is that they do not have the adequate materials to do so. This problem can be solved as we will see in the next point.

3.1.3. Downloading listening materials from the internet

RAZAFINDRAKOTO M.C. (2008) as well as HARIMANGA MINOSOA B. (2013) both stated in their CAPEN dissertations that: “As Madagascar is still a developing country, listening materials are very rare and insufficient in schools. Some schools do not even possess any such materials as a cassette recorder to practice listening”. Both of them continue that: “The Ministry of Education has a very important role to play because materials and equipment should be among the first concern of the Ministry of Education”.

In term of tools, the problem is partly resolved now because many lycées in Madagascar already possess the tablets which teachers can use to teach listening to their students. In general, each lycées which possess them were given 40 tablets each. (You will see the details in appendices.)

The learners can use a tablet each if they have the same number as the latter, or they can work in pairs or in groups of three people if the tablets are not enough. Teachers, therefore, need to charge all the tablets if they want to do so. If not, if they want to use only one tablet, teachers need speakers to amplify the sound of the audio material, but this time they need electricity power even though the tablet is charged. The energy in the tablet is no enough to make the speakers work.

In spite of the effort done by the government, the school administrations also should take into consideration the teachers’ needs and should do their utmost to provide teachers with the materials they need.

Apart from the school administration, teachers can and should also do their best to find materials by their own. Now, we can find many different audio-materials such as laptop, CD players, MP3, MP4 players or USB radio, etc. Some cell phones also can be used to play songs in class. However, teachers have to make sure that the sound is loud enough for the whole class to hear. Teachers may also bring their own materials to school. It is very encouraging to find that in some classrooms we visited the teachers used their own laptop or radio to teach songs.

Instead of bringing their own materials teachers can also borrow some from resource centres near them which can lend some tools. Moreover, the pupils can possibly bring their own materials, they can be asked to bring their MP3 or MP4 or other materials to play the tapes in class. Borrowing from friends or colleagues is also possible. It is worth mentioning that some of the public schools we visited possess an ICT room where you can find many computers and other devices; among them The Lycée JJ Rabearivelo Analakely or The Lycée Moderne Ampefiloha.

It is a pity that some teachers still do not teach listening although they are such well-equipped. Only one teacher from the 26 questioned claims to have used the tablets, but it was only once.

As far as the audio materials are concerned, teachers can have them from the internet. As we have said earlier, online materials offer great benefit to users and are adaptable to teach listening at school. To take them teachers need to go to the cyber if they do not have Internet at home, they can also have all of these from their mobile phone if they use internet especially that the internet is almost free nowadays. Teachers also need a USB key or a SD card and its reader to bring the tapes they took from the internet and copy them on the tablets, but they need a computer for that transfer.

For the listening passages teachers can go for example to:

-www.bbclearningenglish.com; or -www.bbc.co.uk/worldservice/learningenglish

Download is free in these sites as a representative of BBC said. BBC offers lots of short passages that teachers can use to teach listening. You can also find a variety of activities and recorded radio program that suggest helps to learners and teachers of English there. “The English we speak”, “what’s in the news”, “6minutes English”, etc. are programs that teachers can download. The next problem that we are going to consider is the fact that listening is not tested at the examinations.

3.1.4. Teaching listening even though it is not tested at the examinations.

Some teachers think that teaching English only consist of preparing the students for final or official examinations. Therefore, some of them add that they do not have time to teach listening. They are quite wrong since as it is mentioned in the English Syllabus of the “classe de” Seconde, Première and Terminale: “A student should be able to express himself in English in various situations as well as to understand English both in written and oral form, then to react to it properly at lycée”. However, we think these objectives would never be reached without developing the four language skills in an equal way. Listening should be taught as same as the three other language skills for all the reasons we have already said previously. Moreover, we

think the teacher's role should not be only limited on teaching them some skills and underestimating the other. There will always be some knowledge which are lacking if they do so.

To conclude, we think each skill is important and should be equally taught. The barriers that prevent teachers from teaching listening should be overcome if the teachers' aim is really to help their students to be able to communicate in English successfully. Neglecting this skill would be one of the reasons why Malagasy learners are not able to communicate in English although they learn the language from Sixième to Terminale meaning seven school years.

3.1.5. The use of the tablet to teach listening

Once aware of the importance of using taped materials for listening activities, teachers need to be familiarised with the effective use of either the tablet or the USB radio for their language classes. To free teachers from the uneasiness of using a tablet or a USB radio often face, we try to bring solutions on how to handle the two types of audio equipment effectively:

First, the teacher should find the right volume so that each part of the class could hear the listening passage distinctly. This implies frequent repositioning of the loud speakers and a rearrangement of the seating for students at the back to hear as well as those in the front rows.

Secondly, the teacher should know how to find the listening passage. In other words, the teacher should remember the name of the passage or its possible place among the files or its number. Fortunately, the tablet has a large screen with which we can see the name or number of the file to be read, and to locate the listening passage. Anyway, the teacher should be able to use this device appropriately. However for the USB radio, the best way to locate directly the listening passage is by having only the one file or files that you need in the USB key or SD card. If not you will get into trouble trying to listen to the files in the device until you find the one(s) that you need for your teaching.

The teacher should be able to handle the controls properly. The teacher does not waste much time if she knows how to control the machine at her disposal. The teacher should know and be careful about the button she should press for each purpose, for example when she wants to pause she should press pause button.

Use of the controls on the machine

For the tablet, it is better to copy the listening passage under a mp3 format on the screen to simplify things, later it can be stored in the English pre- copied files of the tablet. Copying the

file requires copying the file into a computer first then using the USB cable to transfer the data from the computer to the tablet. To read it:

Double click the listening passage icon and it will be on.

The NEXT button: to skip a file

The PREVIOUS button: to return to a previous file

For the USB radio, when we insert the USB mass into the machine, it automatically and immediately plays the first file.

-PLAY button: to play the file

-PAUSE button: to stop the file for a short time (e.g.: When we want to give time for students to answer a comprehension question.)

-PREVIOUS button: to return to a previous file in the USB mass

-NEXT button: to skip a file in the USB mass

-REW button: to rewind the file (e.g.: When we want to replay a short part.)

-FF button: to skip some parts of the passage (FF = Fast Forwards)

-STOP button: to stop the file

-EJECT button then you can remove the USB key

3.2. Experimentations and comments

In this section, we will report the experimentations we carried out in some Lycées. Here again, we would like to put out that we could not experiment all the activities we suggested though we were willing to do so. We did not have opportunity to try them all due to time constraints. In fact, the Lycée teachers we talked to wanted to cover the syllabus and did not give much time for the experimentations. Therefore, some teachers gave us time only almost at the end of the school year.

In this section, we will report the experimentations we carried out in some Lycées. Here again, we would like to put out that we could not experiment all the activities we suggested though we were willing to do so. We did not have opportunity to try them all due to time constraints. In fact, the Lycée teachers we talked to wanted to cover the syllabus and did not give much time for the experimentations.

Our aim in experimenting on these lesson plans was really to discover by ourselves the actual reality of teaching listening and using tablets to do so in lycées. In making these lesson plans we follow the usual procedure to teach listening which includes the pre-listening stage, the while-listening stage, and the post listening stage.

3.2.1. Experimentation N°1

Date: Friday, 27th May 2016

Place: Lycée Ambohimangakely

Level: Classe de Première (PA1)

Duration: 1h

Organization: - Individual work for the while-listening

- Pair work for the post-listening

Materials: - USB key + a tablet with loud speakers +A listening passage “The White elephant” from BBC (The English we speak)

Language focus: Expressions connected to panic

Teaching objective: Students will develop their listening skills and will be able to use expressions connected to panic

Pre-listening stage

Step 1: Warm-up: Simon says

Step 2: Introducing the listening

T: Do you like going to restaurant?

EA: Yes

T: What do you eat when you go there?

EA: Soup, rice, “composé”

Step 3: T teaches new vocabulary items that are related to the listening passage.

- Chill out: relax; don't panic
- Keep your hair on: stop being angry or upset

- Don't get your knickers in a twist: don't get angry or upset

Step 4: T gives two minutes for Ss to remember the new vocabulary area.

Step 5: T tells Ss what the passage is about and invites them to listen to it carefully.

While-listening stage

Step 1: T shares hand-outs and gives Ss one minute to read the activity.

Step 2: T plays the file for the first time, pauses at each sentence, and Ss try to complete the missing part of their script individually.

Step 3: T ask Ss to compare their answers with their neighbour.

Step 4: Two minutes later, T plays the file for the second time and Ss correct or deal with what they missed. Then T asks the students if there are words they do not understand in the text and explains them.

Step 5: T tells the students to have a look at the questions, asks them to find the answers while they are listening, T plays the file for the third time without any pause.

Step 6: Correction: T asks for volunteers to do the correction and T monitors.

Step 7: Pronunciation session: T plays the file, pauses at each sentence and Ss repeat after the person in the listening passage.

Post-listening stage

Step 1: T asks the students to use one of the expressions in a sentence.

T corrects when there are mistakes in the Ss' sentences

Step 2: T asks Ss to work in pairs and build up a dialogue of four or six utterances, and she monitors them.

Step 3: T points out the groups to perform since there are no volunteers. T corrects the mistakes if there are.

Comments on experimentation n°01

The game that we asked the students to do at the pre-listening stage helped us very much attract students' attention and have them concentrated.

Even so, some negative points are worth mentioning. First, students argued about the answer of sentence n°3 and some of them hesitated, so we decided to rewind the listening passage in order to listen to the correct answer. Second, we realized that students did not participate much during the post-listening stage since the answers they gave and what some of them had in mind but did not say were too obvious.

We are not to boast that it was a full success since we had to speak Malagasy and repeat some explanation many times. Moreover, the main teacher of the class did not allow us to work alone but intervened a few times during the class. However, we can eventually conclude that the use of this listening passage really helped us to strengthen students' acquisition of the vocabulary items, the use of the expressions taught during his presentation stage and especially the actual pronunciation of the items plus the intonation of Englishmen.

It is worth mentioning that it is the only school where we could use the tablet. The teacher even encouraged us to use them all. However, the students were fifty- five and using all of them require more time. Since we didn't have time to charge all the tablets and copy the file in each of them we have used only one tablet and amplified it with a loud speaker.

3.2.2. Experimentation N°2-3-4

It is worth mentioning that we did three experimentations at Lycée Catholique Saint Michel Amparibe. They were three, however we had to use the same lesson plan. In fact, the three classes are in the same level and have the same teacher; therefore she would have her students to be taught the same lessons. The lesson plan was the same; however we changed some of the procedure. We have, for example asked volunteers to read the dialogue in pairs in the later classes.

Date: Monday, 06 June/ Wednesday 8June 2016

Place: Lycée Catholique Saint Michel Amparibe

Level: Classe de Première (1^{ère} S1), (1^{ère} S2, S3)

Duration: 1h 30min

Organization: - Individual work for the while-listening

- Group work for the post-listening (For 1^{ère} S2, S3)

Materials: - USB radio+USB key

- A listening passage entitled “To butter someone up” from BBC English

Language focus: Revision of verb tenses and vocabulary learning

Teaching objective: Students will be able to recognize and be confident with the verb tenses and be able to use the expression “To butter someone up”

Pre-listening stage

Step 1: Warm-up activity

T: What comes to your mind if I say “a blonde girl”?

EA: Stupid

T: Let me tell you a joke about a blonde and a brunette. One day two girls met and talked.

The Brunette: Where were you born?

Blonde girl: in USA.

Brunette: Which part?

Blond girl: My whole body!

Step 2: Introducing the listening passage

T: Today we are going to listen to a passage. Before that let me write some vocabulary items on the blackboard.

T teaches new vocabulary items that are related to the listening passage. For example:

Landlady: the woman who is the owner of the house or room that you rent.

Due to be: supposed to be..., arrangement made in advance

(to be renewed/ You’d better/ to bake/ insincere/ Connotation)

Step 3: T gives ten minutes for Ss to copy the vocabulary area.

Step 4: T tells Ss what the passage is about and invites them to listen to it carefully.

While-listening stage

Step 1: T writes the questions on the bb and asks Ss to take them down in their copybooks.

Where are the two people?

What are their names?

Why is the woman in rush?

What is the expression that the two people use?

Step 2: T plays the tape through without pause for the first time, and Ss listen without taking down anything yet.

Step 3: T plays the tape for the second time and pause at the end of each sentence so that Ss can think or write down the answers to the questions.

Step 4: Few minutes later, T plays the tape for the third time and Ss try to take down words they missed.

Step 5: T asks Ss to compare their notes to correct their mistakes or fill their missing part.

Step 6: T plays the CD for the last time for Ss to repeat what they heard then correct if there are mistakes.

Post-listening stage

Step 1: T asks Ss to repeat the example of how to use “to butter someone up” at the end of the dialogue.

EA: A: I was impressed with your presentation Mrs Beany. You are really intelligent and perceptive and...

B: Don't waste your time buttering me up Johnny. I am not raising your salary anytime soon.

Step 2: T asks Ss to give example on when they butter up someone.

Step 3: T corrects if Ss make mistakes.

Step 4: Review of verb tenses and sentence form

T writes on the blackboard the following phrases: I didn't know/ Usually I don't/ She's coming/ If I baked a cake it would probably be horrible!

T asks students which tense or form they are then asks students when each of them is used.

Step 5: T write on the blackboard the first stanza of a famous song which is related to the Conditional part II

Step 6: The teacher asks the Ss to stand up and sing together then say goodbye.

Comments on experimentation n°02-03-04

This experimentation was carried out before the students were to sit for their semester exam. Therefore, we think we could help them to be confident on using or recognizing the verb form or tenses we raised up.

At the beginning of the class, students were amazed looking at the materials, but we tried to attract their attention and make them concentrated on the listening passage. Then, we could notice that the students were very silent and calm at the beginning but participated a lot when they were asked to speak.

As a result, students seemed to understand the passages they were listening to. We can say so from their reaction and that they succeeded in expressing themselves during the post-listening activity.

3.2.3. Experimentation N°5

Date: Thursday, 12th June 2016

Place: Lycée d'Enseignement Général Ampitatafika

Level: Classe de Terminale

Duration: 2h

Organization: - Individual work for the while-listening

Materials: - USB key + USB Radio

- One listening passage from “English for Life”, Intermediate student’s book (Tom Hutchinson)

Unit 10: Wishes and regrets (Third conditional)

Teaching objective: Students will be able to use the third conditional correctly

Pre-listening stage

Warm-up

Step 1: T writes on the blackboard two tongue twisters then ask Ss to repeat them after her.

Step 2: Introducing the listening passage

T tells Ss what the passage is about and invites them to listen to it carefully.

While-listening stage

Step 1: T writes on the bb the questions related to the passage

T: Take down the questions and try to find their answers that you will hear and please, give the answers in form of full sentences.

Step 2: T plays the CD through Ss listen and try to find the answers.

Step 3: T plays the tape for the second time and pause after each sentence.

Step 4: T plays the CD for the third time and asks Ss to check what they might have missed.

Step 5: T asks for volunteers to say one piece of information according to the list of questions

Post-listening stage

The Third conditional

T: Now that you understand the text, we will deal with a structure.

Step 1: T shares a hand-out with lesson and exercises about the third conditional.

T: How many types of conditional are there in English?

EA: Three

T: Can you tell me what their forms are?

EA: Conditional type 1: If+Simple Present, Future

Conditional type 2: If+Past conditional, Would

T: Here we have the third conditional; can you read on your hand-out when it should be used?

EA: We use the third conditional to imagine past events, and their results, happening differently.

T: The form of the third conditional is: If+ Past perfect, would+have+past participle

T: Can you read the underlined sentence in the text?

EA: If it hadn't rained, I would have gone to the beach.

T: Use this example to show the students the form of the third conditional on the bb.

Step 2: T asks Ss to do the exercise in the hand-out individually then to compare their answers.

Step 3: T asks some volunteers to go to the bb to write their answers

Step 3: T corrects if there are fault.

Comments on experimentation n°05

We must say that we gave much background information during the pre-listening stage. This was because we had been told in advance about the students' level.

Same during the while-listening, we had to give some more details or examples to make everything clearer since students might not necessarily be on the same level. For instance, we had to speak Malagasy for the students to understand what we explained since their reaction showed us they did not.

At the end, we think they could manage since most of them could use the third conditional when being asked to give examples of sentences. Even though these students are not used to listening, we can say that the listening sessions was satisfactory.

3. 2. 4. Experimentation N°6

Date: Monday, 4th July 2016

Place: Lycée Privé Aceem Ankadivato

Level: Classe de Seconde

Duration: 1h 30mn

Organization: - Individual work for the while-listening
- Group- work for the post-listening

Materials: -A desk computer +USB key containing the listening passage +speakers

-A listening passage from "English for Life", Intermediate student's book (Tom Hutchinson)

Unit 03: OPINIONS

Teaching objective: Students will be able to talk about likes and dislikes.

Pre-listening stage

Step 1: Warming-up

The teacher sticks on the bb a craft where you can find two drawings (See the appendix). They seem similar but contain small differences. The teacher asks students to raise their hand and say the differences between picture A and B using sentences.

Step 2: Presentation:

T shows the students a black and white photo and asks students who the person there is.

EA: Charlie Chaplin

T: Yes, it is Charlie Chaplin? Can you tell me what he is famous for?

EA: Film

T: writes on the bb vocabulary related to films: comedy, cartoon, thriller, western, romantic... then asks Ss to read them after her

T: what kind of film is your favourite?

EA: comedy, cartoon, thriller, western, romantic, horror

T: introducing the listening passage and invites them to listen to it carefully

While-listening stage

Step 1: T gives the students a hand-out with the questions about the text.

T: Now, listen to an interview about film making. Listen carefully and write the answers individually.

Step 2: T plays the file through, pausing after each sentence and Ss try to take down the answers of the question.

Step 3: T plays the file for the second time and pause at the end of each utterance again.

Step 4: Correction: T asks for volunteers to do the correction and she plays the passage after each sentence to check the correct answer.

Post-listening stage

Step 1: T writes on the blackboard the first question and its answer then asks students what tense is used in them.

EA: The past simple

Step2: T takes profit of that moment to conduct a review on the simple past.

Step 3: T divides the class into groups of 5 or 6 Ss and asks them to talk and choose a film then write two paragraphs corresponding to this:

Paragraph 1 – facts about the film

The last film that I saw was ...

It starred ... and ...

It was directed by ...

It's a comedy/thriller/horror/ ... film

It's about three people/a man/ ... who ...

Paragraph 2 – your opinion of the film

I really liked/didn't like the film.

It was very interesting/boring/ ...

The actors were excellent/ ... and the special effects/clothes/ ... were amazing/ ...

However, the story was very sad/a bit too long/ ...

Step 4: T allows Ss to work for 10 minutes and monitors them.

Step 5: T asks a representative from each group to report the details of a film they have seen recently or their favourite film.

Comments on experimentation n°06

The picture that we showed at the pre-listening stage helped us very much attract students' attention and have them concentrated on the session. At the beginning, we felt very at ease explaining the lesson because not only students were so motivated, but they also participated and did not hesitate to ask question when they needed more clarification. Besides, since the listening passage was not difficult to them, they showed seriousness and enthusiasm when we asked them to deal with the while-listening activity and focus on the answers to each question. In fact, we didn't ask the learners to take down the whole script; however they managed to find out the answers of all the questions just by listening.

During the post-listening stage, we noticed that most of the students interacted in English and when we asked one person per group to report their work, many of them volunteered to add some details or answer our questions asking for more details. We can say that, this experimentation was a fully success and efficient. We think it was not only thanks to the students' high level but also because they were interested by the topic we chose.

3.2.5. General comments on the experimentations

The experimentations allowed us to see not only how effective a listening comprehension session would be with the use of authentic materials such as the BBC, but also have our suggested activities reached the aim of teaching with a listening comprehension session. They also allowed us to try teaching with the tools that we suggested so far: the USB radio and the Tablets. Moreover, we noticed in our experimentation that even though students are not yet used to being taught listening, they are able to deal with the activities that the teacher planned. They have come up with understanding the passage even though they are not given the whole tape script.

Despite the imperfection of our suggested activities, positive outcomes from teachers and reactions from students have resulted from all the experimentations we carried out. Therefore, the correction implied by the teachers and the self-evaluation that was mentioned in some of the comments will bring us to improve our suggested activities.

3. 3. Suggested lesson plans

The next lesson plans are those that we could not teach at lycées due to some reasons. There are four of them. We tried to find different source to take the listening passages from. We downloaded some of the passages whereas we have ever had the others. As far as the materials are concerned, we suggest the tablet as well as the USB radio since they are the ones that we used during our experimentation sessions. However, teachers can use the materials they have. Moreover, we often propose hand-outs in the lesson plans we propose because we think they facilitate your work, helps to save time, and makes the learning more interesting. However, using them require money because you need to print and photocopy the sheets. It is then up to the teacher to use them or not. Not using hand-outs does not mean that your teaching would not be efficient.

3. 3. 1. Suggested lesson plan n°1

Level: Classe de Seconde

Unit 01: SOCIALIZING

Teaching objective: Students can introduce themselves, introduce the others and reply to introduction

Listening materials: - Dialogues from “English for life Pre-intermediate” by Tom Hutchinson

- USB radio + USB key Or Tablet containing the listening passage

Organization: Individual work and group work for role-playing

Duration: 60mn

STAGES + SPECIFIC OBJECTIVES + TIMING	TEACHER’ ACTIVITIES	STUDENTS’ ACTIVITIES + EXPECTED ANSWERS
<p><u>Pre-listening:</u> Warm-up -to plunge Ss into the context -Students will be able to introduce themselves and introduce another person 5 mn</p>	<p><u>Game:</u> Simon says T explains the game to the students invites them to play.</p> <p>- <u>Questions</u> Do you know the person next to you? What do you need to do then? <i>T: There are expressions that you use to introduce yourself or introduce someone and replying to them.</i></p> <p><i>T shares to the students hand-outs containing the dialogues.</i></p> <p>- Now, listen to a dialogue about someone introducing herself, the expressions are missing.</p> <p>- Listen carefully and complete the dialogue individually.</p> <p>- <i>T plays the CD twice, pause at each sentence.</i> <i>T does the same thing for the second listening.</i></p> <p><u>Correction:</u> <i>T asks Ss to do it.</i> <i>T checks the answers by playing the CD for the last time then write on the bb the expressions on the tape then</i></p>	<p><i>Ss play the game</i></p> <p>EA: yes/ no</p> <p>EA: Introduce myself to him or her</p> <p><i>Ss listen and try to take down the expressions</i></p> <p><i>Ss take down the correction in their copy book</i></p>
<p><u>While-listening:</u> 4 times to expose Ss to the actual use of the expressions related to introducing oneself or someone else 35 min</p>		

<p>Post-listening: Discussion to make Ss apply what they have acquired so far and expand their imagination. 20mn</p>	<p><i>expand</i></p> <p>-My name is/ <i>I am</i> -Pleased to meet you/ <i>Glad to meet you/ happy to meet you/ How do you do</i> -It's -Nice to meet you -Where are you from?/ <i>What nationality are you?</i> -I'm from+ <i>country/ I am+</i> <i>nationality</i> -Whereabouts? -Do you know it?</p> <p>- <i>T introduces the second dialogue about introducing someone else then proceed as earlier</i> - <i>T writes on the bb the expressions and asks students to copy them in the lesson copy book</i> - <i>This is/ Meet my.../ Let me introduce you to/ I'd like you to meet...</i> -Nice to meet you, too/ <i>glad to meet you too</i> -What about you... - ...Canadian too?/... <i>American too?/...Malagasy too?</i> -I'm not, I am Chinese/ <i>Polish/ English/ American/ Malagasy</i></p> <p>T: Now, work with a partner and role-play the first dialogue. Change the name of the two people into your name. Then find a third person and role-play with him or her the second dialogue. Change <u>my</u> <u>wife</u> into <u>my friend</u>, change the names into your names.</p>	<p><i>Ss listen and try to take down the expressions</i></p> <p><i>Ss role-play the two dialogues</i></p>
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	<i>T monitors the students</i>	
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Activity 1

Michael: Hi. Michael.

Zofia:, Michael. I'm Zofia.

Michael: Sorry. What's your name again?

Zofia: Zofia Z-O-F-I-A

Michael: Oh, OK., Zofia.

Zofia:, Michael?

Michael: Canada. And you?

Zofia: I'm from Poland

Michael: Oh, really? ?

Zofia: Krakow. ?

Michael: Yes, I do. I was there last year with my wife.

Activity 2

Michael: Zofia my wife Mia.

Zofia: Pleased to meet you! Sorry, what's your name again?

Mia: It's Mia. M-I-A. Zofia!

Michael: Zofia is

Mia: Oh really!

Zofia: you Mia? Are you..... ?

Mia: No.... I'm

Zofia: Oh, that's interesting!

3. 3. 2 Suggested lesson plan n°2

Level: Classe de Première

Unit 3: RELATIONS

Teaching objective: Students will be able to be confident on using the comparative and the superlative

Listening materials: - Texts about the comparatives from "English for life pre-intermediate" by Tom Hutchinson

- USB radio + USB key Or Tablet containing the listening passage

Organization: individual work and pair-work for the post-listening

Duration: 1h

STAGES + SPECIFIC OBJECTIVES + TIMING	TEACHER' ACTIVITIES	STUDENTS' ACTIVITIES + EXPECTED ANSWERS
<p><u>Pre-listening:</u> Warm-up to plunge Ss into the context, 10mn</p>	<ul style="list-style-type: none"> - <u>Singing a jazz song</u> - T writes on the bb the lyrics of the song then plays it and asks the Ss to sing <p>T draws on the bb 3 apples having different size. Question: T: can you compare the three apples</p> <p><i>T writes on the bb the title of the lesson: Comparatives and superlatives</i></p>	<p><i>Ss sing the song with the tapes</i></p> <p>EA: Apple n°2 is bigger than n°1 and n° 3 is biggest.</p> <p><i>Ss take down notes and follow what T says</i></p>
<p><u>While-listening:</u> 3 times to expose Ss to the actual use of the comparatives and superlatives 20mn</p>	<ul style="list-style-type: none"> - Now, listen to two people comparing 3 restaurants. - Listen carefully and individually take down notes on what you hear. <p><i>T plays the CD once, pauses at each sentence and makes Ss work in pair after.</i></p> <ul style="list-style-type: none"> - Compare your answer with your partner. <p><i>T does the same thing for the second listening.</i></p> <p><i>T plays the passage for the third time without any pauses.</i></p> <p>T: Now underline the adjectives that you have in the paragraph. Take a pencil and write the comparative of superiority of each adjective.</p> <ul style="list-style-type: none"> - T asks what the students have - T says the next part will be a comparison of the Red Dragon with another restaurant: Sandy's. 	<p>EA: small, popular, busy, good, bad</p> <p><i>Ss listening to the passage and do what T says</i></p> <p><i>Ss do what teacher says</i></p> <p>EA: bigger, more popular, busier, better, worse</p>

<p><u>Post-listening:</u> to expand Ss' knowledge on the issue. 20mn</p>	<p>- T asks Ss to listen carefully and take down the text again and check if the adjectives they've written and those of the tape are same.</p> <p><u>Correction:</u> T helps Ss to get the correct script and let them know the correct text.</p> <p><u>The superlative:</u> --T tells the students to write the superlatives of the adjectives in part I then make them listen to the last part of the tape to check the answers.</p> <p>- T asks students what they have as superlatives of the adjectives in the two paragraphs.</p> <p><u>Drawing the lesson</u> T draws a chart on the bb to recapitulate with the students the rule of the comparatives and superlatives based on the listening passage</p> <p><u>Reading session:</u> Silent for understanding + Loud for pronunciation</p> <p><u>Activity (Practice) :</u> T asks ss to compare the given things by using the adjectives in brackets then do the correction with them.</p> <p><u>Activity (Production):</u> T asks students to find a partner and ask each other the questions about comparison in our everyday life.</p> <p>-T monitors the students.</p>	<p>EA: biggest, most popular, busiest, best, worst</p> <p>Ss take down the lesson in their lesson copy book.</p> <p>Ss do the activities</p> <p>Ss work in pairs and do the activity</p>
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1-Recapitulation of the lesson:

	Adjective	Comparative	Superlative
1 one syllable	small	smaller	the smallest
2 -e	large	larger	the largest
3 -y	easy	easier	the easiest
4 short vowel + consonant	big	bigger	the biggest
5 two or more syllables	popular	more popular	the most popular
6 irregular	good bad far	better worse further	the best the worst the furthest
Brown's restaurant is smaller than The Red Dragon. Mount Etna is the smallest restaurant in the town.			

2- Practice Activity

Give your opinions. Compare these things. Use the adjectives in brackets.

I think cats are friendlier than dogs.

OR

I think dogs are friendlier than cats.

- 1 cats and dogs (friendly)
- 2 tea and coffee (good)
- 3 letters and emails (nice)
- 4 TV and the radio (interesting)
- 5 English and your language (easy)
- 6 men and women (tidy)
- 7 trains and planes (safe)
- 8 a headache and toothache (bad)
- 9 football and athletics (popular)
- 10 the USA and Australia (big)

3- Production activity

Your life What (or Who) is ... ?

- the largest room in your house
- the most popular sport in your country
- the nicest meal that you've ever had
- the most difficult thing in English
- the most famous person in your country
- the worst school subject
- the best car in the world
- the most expensive thing that you've ever bought
- the best thing that you've ever done
- the worst thing that you've ever done

3.3.3. Suggested lesson plan n°3

Level: Classe de Terminale

Unit 5: PROTECTING THE ENVIRONMENT

Teaching objective: Students will be able to talk about problems of the environment and use vocabulary items related to it.

Listening materials: - Pictures

- BBC Learning English "Words in the News" Ozone layer recovering
- USB key + USB and card reader

Duration: 30mn

Organization: Individual work

STAGES + SPECIFIC OBJECTIVES + TIMING	TEACHER' ACTIVITIES	STUDENTS' ACTIVITIES + EXPECTED ANSWERS
<p><u>Pre-listening:</u> NEW VOCABULARY TEACHING</p> <p>To plunge students into the context using new vocabulary items</p> <p>Students will be able to use expressions related to environment and its problems</p> <p>5mn</p>	<p><i>T shows a photo of a city under smoke and asks students what they can say about it.</i></p> <p>T: Exactly, let us see new vocabulary items related to the environment and its destruction.</p> <p><i>-T shares a hand-out and gives students 10 min to do the matching exercise, and then points students to give their answer.</i></p>	<p>EA: air pollution, destruction of the environment</p> <p><i>Ss do the matching then take down the correction.</i></p>
<p><u>While-listening:</u> 3 times to expose Ss to the actual use of the expressions acquired about Ozone layer recovering, to improve their pronunciation and intonation</p> <p>15mn</p>	<p><i>-T gives the correction.</i></p> <p><i>-T tells students that ozone layer is starting to repair itself, according to United Nations scientists. The main reason behind its recovery, they say, is the fact that certain chemicals, such as those used in aerosol cans such as perfume or deodorant, were gradually banned since the 1980s.</i></p> <p><i>-T gives 1mn for Ss to read the activity and invites them to fill in the blanks with the previous vocabulary of the matching exercise. T then invites Ss to listen to the passage.</i></p> <p><i>- Now, listen to the report about Ozone layer recovering and check if your answers are correct.</i></p> <p><i>-T plays the CD once, pauses at each sentence then asks students to Compare their answers with their friends'.</i></p>	<p><i>Ss read the activity and follow what T says</i></p> <p><i>Ss fill in the blanks with the learnt vocabulary</i></p>

<u>Post-listening:</u> Checking the correction and pronunciation 10min	<i>-T does the same thing for the second listening.</i> <i>-T plays the passage for the third time and pauses after each sentence then asks students to repeat in order to check the both the answers and the pronunciation.</i>	<i>Ss listen, correct if there are mistakes, and repeat after the person in the listening passage.</i>
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Activity 1: Matching

Vocabulary	Definition
a) aware	1- light from the sun humans can't see and which can cause cancer
b) harm	2- (here) recovering
c) UV light	3- carbon dioxide and other gases which cause climate change
d) Warned	4- having knowledge of something existing
e) climate change	5- alerted about danger
f) healing	6- hurt or injure
g) greenhouse gases	7- significant variation in the Earth's temperature

Activity 2: Completion

It was in the 1980s that many of us became ...**1**... that small individual actions could ...**2**.. the planet itself. Hairsprays were cited as one of the causes of the hole in the Antarctic ozone layer. People were told to wear sunscreen to avoid skin cancer as the layer thinned and more ...**3**...got through.

By 1987 world governments had agreed to ban most of the ozone-eating chemicals. The World Meteorological Organisation say at last the ozone layer is showing signs of thickening, although it will be a while before they know if the hole is actually ...**4**... . The same organisation ...**5**.... earlier this week that ...**6**..... was heading in the opposite direction with ...**7**..... in the atmosphere at a record level.

3. 3. 4. Suggested lesson plan n°4

Level: Classe de Seconde

Unit 10: INVITATIONS


Teaching objective: Students will be able to telephone

Listening materials: - Listening passage n°29 (“On the phone”) from the “Listening activities (1)”

- Tablet and speakers Or USB radio + USB key containing the listening passage

Organization: Individual work in the while-listening then pair-work at the post-listening stage

Duration: 40mn

STAGES + SPECIFIC OBJECTIVES + TIMING	TEACHER' ACTIVITIES	STUDENTS' ACTIVITIES + EXPECTED ANSWERS
<p>Pre-listening:</p> <ul style="list-style-type: none"> -to plunge Ss into the context of telephoning -Students will be able to recognize whether it is the one who calls or who answers who use the expressions <p>10mn</p>	<ul style="list-style-type: none"> - Teacher makes his or her phone ring then asks students what she should say to answer the phone. -<i>T introduces today's lesson which is telephoning.</i> -<i>T asks students who use the phrases then write C next to them if it is the caller and A if it is the one who answers.</i>  <p>T: very good. Now copy them on your lesson copy book. T copies the answer on the bb and ask Ss to copy</p>	<p>EA: Hello/ Allo/ It's me</p> <p>EA:</p> <p>C: a) Can I speak to...please? b) Could I leave a message? c) Is that 0208 741 8233?</p> <p>A: a) How can I help you? b) Can I take a message? c) She isn't here I'm afraid.</p> <p>Ss copy the lesson in their copybook</p>

While-listening:
3 times to expose Ss to the actual use of the expressions related to telephoning
15mn

Now, listen to four telephone conversations, listen carefully and try to fill the chart about the information that you hear individually first.

	Phone call 1	Phone call 2	Phone call 3	Phone call 4
Who answers?	Sports International			
Why can't Paul speak to Silvia?				
What phone numbers do you hear?	None	Silvia's flat: Silvia's work:	Paul's number:	Silvia's mobile:
What does Paul decide to do?			To ring Silvia's flat	

Ss work individually then compare their answer

Post-listening:
WRITING and ROLE-PLAYING
- to have students apply their knowledge on how to make a phone call
15mn

T plays the CD once, pauses at each sentence.

- Now, compare your answer with your partners.

T does the same thing for the second listening.

Correction: *T asks 4 different Ss to deal with each of the 4 phone calls and check the correct answers by playing the passage for the last time.*

Ss listen to the conversations

T: Now suppose that Simon finally leaves a message on Sylvia's voice mail to invite her somewhere. Imagine then write down his message.

T asks three volunteers to read their messages and correct if there are mistakes.

Ss work individually to create the message

- T: finally, for 5 minutes imagine a telephone conversation where one of you is a caller and the other one answers, the aim of your phone call is to invite the person somewhere that you like.

Ss work in pairs and build up the dialogue

T monitors the students then asks volunteers to perform at the front.

CONCLUSION TO PART III

We could see all along this part of the research work, including the solutions to the problems that were mentioned in the second part, our experimentations, and suggested materials, that the teaching of listening helps students in comprehending spoken English. As there are variations of listening passages, any teacher of English can feel free to choose what she thinks fit her students' level. Designing listening comprehension activities from authentic materials remain very important if we want to expose students to English spoken by native speakers. Likewise, even though teachers of English are proficient English speakers, they may not sound as native speakers; clearly, they are not. Thus, we should make it our duty to invite and make students listen regularly to the English language if we want to increase students' in-class participation and improve their results in terms of fluency and pronunciation.

Nevertheless, the effectiveness of the lesson will always depend on the teacher's way of performing it and methodology as well. As an example, the teacher should be careful in handling the audio equipment to be used because her competence to handle it plays a great part in her teaching. The teacher should also be careful in choosing the activities depending on her purpose, of course. If the teacher can cope with different variables, teaching listening comprehension will not be time consuming like many think it is.

GENERAL CONCLUSION

Listening has been rarely taught in Lycées. Many are the reasons. We devoted this research work into promoting the teaching of listening comprehension sessions in Malagasy Lycées. Listening, if we are to mention just one reason, is important since it is the first skill human beings use before being able to utter their mother tongue or a second language. Listening needs to be taught and doing so with ICT is more efficient. The latter is proved to bring more efficacies to the teaching especially if teachers manage to use them often and correctly.

Moreover, by means of questionnaire and classroom observations we had done in some rural, urban, state and private Lycées in Antananarivo and Fianarantsoa, we could notice that many teachers are not still convinced that teaching listening can and should be done. Moreover, choosing interesting activities for teaching listening constitutes a problem for the some who already teach it. This has been due to the practically-nonexistence of motivation as well as the know how to teach listening. Students are then taught only Speaking, Reading and writing although they claim to really need the other skill their teacher does not expose them to.

Apart from all these, we could notice during the experimentation of our suggested materials and activities that students became motivated, concentrated and listened attentively to the listening passages due to the use of taped listening materials. What added up to students' attention was the fact that they participated more after the listening activity. We never doubted that they would not manage to understand the passage we gave them. Clearly, we could not get but positive results from all the experimentations. Henceforth, we feel totally convinced that teaching listening, especially by using ICT tools and listening materials will spice up the teaching of English and increase much students' effectiveness on the language.

On the whole, the experimentations enabled us to put into practice our suggestions and show the importance of teaching listening comprehension as well as student's competence to deal with authentic materials. In addition, the feed-back provided by some teachers helped us develop a new orientation on the way to design the lessons and activities, better next time.

In short, We hope that the suggested activities could contribute to the improvement of English Language Teaching in Malagasy Lycées since English is the first language of communication, so the most spoken language in the world. Business, job prospects and others require nowadays if not fluency in English, at least its comprehension.

We are convinced that even though listening is such a hard task, especially in second language learning, it can ensure student's ability to understand native speakers then to communicate with them. We hope then that the very innovative tools such as the tablets which were given to lycées will be used to teach listening. We think the goal set in the Malagasy syllabus is going to be reached if teachers devote more time to teach listening comprehension.

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SYLLABUS

MINESEB: Programmes Scolaires : Anglais (Second cycle du Secondaire); Antananarivo;
CRESED - CNAPMAD - UERP, 1998- 1999.

Appendices

Appendix One:
**The introduction of ICT into the
education in Madagascar**

The present work is related to the teaching of listening. We suggested the tablets to be used while teaching listening with ICT. These two pages are then meant to talk about the sharing of new technology devices done by the ministry of National education and its collaborators.

As result to an African Ministerial forum held in Abidjan, in 2014 on which Madagascar participated, it was decided that our nation is launching its National policy on introducing ICT at school. The forum entitled « It is urgent to accalerate the integration of ICT into the education in order to develop the society of knowledge and to realize the objective of the African 2063th agenda and the Durable Development Objective (ODD)” is then the source of the existence of the project.



The effort of the Ministry of Education has been proved by implementation of online library into 23 schools, sharing of tablets that are connected to the internet to 160 lycées. 3000 tablets were distributed in 2015 and the project is now still going on. This year, the aim is to distribute 5000 other tablets for lycées and, 800 solar panels and 800 digital TV sets for EPP and CEG. The spoke- person of the Ministry says these tools are aimed at improving the teaching in Madagascar, favoring teacher- learner interaction, retaining pupils at school, and lowering early school- leaving cases. The project is going to last till 2018. On photo is the Minister of National education: Paul RABARY looking at a

tablet



Photo 2: Mr RABARY Paul, the minister of Education

It is worth mentioning that the sharing wouldn't have been possible without the collaboration of the Ministry with the United Nations Organisation for Education Science and Culture (UNESCO) as well as the ministry of Post, Telecommunication and Technology



Photo 3: The items provided by the ministry



Photo 4: Students trying the tablets



Photo 5- 6: The students and teachers trained on how to use the tablets

The ministry did not only give the items but took in charge the training of the teachers and students on how to use them, as we can see on the two pictures above.

It is hoped that the shared tools will be used correctly and that both the teachers as well as the students will benefit from them. Thanks to the donors and good job to we all!

Source of the document and photos: The website of the Ministry of National Education (In French)

More information on: www.assemblee-nationale.mg

www.hcc.gov.mg

www.primature.gov.mg

www.presidentie.gov.mg

Appendix Two:
The questionnaires:
- For the teachers
(In English)
- For the students
(In Malagasy)

In order to achieve writing our CAPEN dissertation entitled “A CONTRIBUTION TO THE PROMOTION OF THE TEACHING OF LISTENING IN MALAGASY LYCEES, USING TABLET as a tool AND THE BBC ENGLISH as materials” we would like to collect teacher’s opinion about the teaching of listening. Therefore we invite you to contribute to this work by answering the following questions. We thank you in advance for accepting.

1- How long have you been teaching English?

- ☐ < 1 year
- ☐ 1 - 5 years
- ☐ 6 - 10 years
- ☐ > 10 years

2- What do you think is the most important among the four language skills? Please number them from 01 (for the most important) to 04 (the least important).

- ☐ Writing
- ☐ Reading
- ☐ Speaking
- ☐ Listening

3- Do you teach listening? (Tick ☐ your answer)

- ☐ Yes
- ☐ No

4- If no, why?

- ☐ You think it is difficult for your students
- ☐ It is not tested at the examination (Bacc, final exam...)
- ☐ You do not have time for that
- ☐ There is no electricity at school
- ☐ You do not know where to find resources
- ☐ Other reasons (Please mention)

5- If Yes, How often do you teach listening?

- ☐ Now and then
- ☐ In each session
- ☐ Every week
- ☐ Every month
- ☐ At the end of each unit

6- How do you proceed when teaching listening?

- ☐ You read and the students answer questions
- ☐ You play a tape and the students answer questions
- ☐ Others (please, specify)

7- Do you give exercises (pre-listening, and post-listening) to your students before and after having them listening to a passage?

- ☐ Yes
- ☐ No

8- If yes, what kind?

9- Listening include four sub-skills, which one do you try to develop the most in your students when teaching ?

- ☐ Predicting what the passage will be about
- ☐ Being able to select and retain the more important information of the passage
- ☐ Being able to form their own judgment from what they hear along the passage
- ☐ Being able to interpret their understanding of the passage with their own words

10- Do you use authentic materials (materials produced by native speakers ex: BBC...) in teaching listening?

- ☐ Yes
- ☐ No

11- If “yes”, why?

- ☐ They expose the students to the sorts of messages they will likely face in everyday conversation.
- ☐ They motivate the students
- ☐ They facilitate your task (ready- made)
- ☐ Others, (please specify)

12- If “no”, it is because:

- ☐ You do not like using them
- ☐ You have no time to use them in class
- ☐ You lack adequate materials
- ☐ You think they are too difficult for the pupils
- ☐ You do not know how to deal with them
- ☐ Others, (please specify)

13- Where are the listening passages that you use taken from?

- ☐ From the internet
- ☐ From a friend of yours
- ☐ From an English language center
- ☐ You have ever had them

14- Have you ever used materials from BBC?

- ☐ Yes
- ☐ No

15- If yes, considering your students’ level, how do you find them?

- ☐ They are too difficult
- ☐ They are not that difficult
- ☐ They are not difficult at all

16- Which tool do you use when teaching listening?

- ☐ A radio K7
- ☐ A television
- ☐ A DVD player
- ☐ A computer
- ☐ A tablet

17- Have you ever used the tablet provided by the government as a tool to teach listening?

- ☐ Yes
- ☐ No

18- If you have never taught listening; would you be convinced to do so if someone wrote a book on how to do it and if you were provided the tool and the listening materials you need?

- ☐ Of course
- ☐ Yes
- ☐ I don’t know yet

Ho famitana ny “Memoire de CAPEN” mitondra ny lohateny hoe “A CONTRIBUTION TO THE PROMOTION OF THE TEACHING OF LISTENING IN MALAGASY LYCEES, USING TABLET as a tool AND THE BBC ENGLISH as materials” adika tsotsotra hoe “Fandraisana anjara amin’ny fanentanana ny mpampianatra amin’ny fampihainoana ny teny Anglisy rehefa mpianatra io taranja io eny amin’ny Lycée Malagasy amin’ny alalan’ny fampiasana Tablet sy BBC” dia mila ny hevitra ny mpianatra voakasik’ izany izahay. Asaina ianao noho izany mba hamaly ireto fanontaniana manaraka ireto. Misaotra anao mialoha.

1. Araky ny hevitrao, inona amin’ireto no manatsara kokoa ny fahaizana ny teny Anglisy? Omeo laharana 1(izay heverinao ho ilaina indrindra) hatramin’ny 4(izay heverinao ho fanampin- javatra ihany)
 - ☐ Mianatra ny fomba famaky
 - ☐ Miresaka amin’ny teny Anglisy
 - ☐ Mihaino olona miteny Anglisy matetika
 - ☐ Mianatra manoratra teny Anglisy
2. Efa nandre vazaha miteny Anglisy niresaka ve ianao? (mivantana, tamin’ny onjampeo sy fahitalavitra ohatra hoe BBC, na cd). Mariho ☐ izay valiny mety aminao.
 - ☐ Eny
 - ☐ Tsia
3. Raha Eny, ahoana ny fahazoanao azy?
 - ☐ Tena tsy misy azo mihitsy
 - ☐ Mety ho azo ihany raha toa ka efa zatra mihaino
 - ☐ Azoko tsara ny ankamaroan’ izay lazainy
4. Mampihaino teny Anglisy anareo ve ny mpampianatra mandritra ny fampianarany io taranja io?
 - ☐ Eny
 - ☐ Tsia
5. Raha eny dia ahoana no anaovany izany?
 - ☐ Mamaky zavatra amin’ny teny Anglisy izy dia ianareo mamaly fanontaniana momba an’iny
 - ☐ Mandefa zavatra(ohatra hoe amin’ny radio K7) izy dia ianareo mamaly fanontaniana momba an’iny
 - ☐ Fomba hafa (Soraty eto azafady)
6. Raha tsia, tianao ve raha mampanao izany izy?
 - ☐ Eny
 - ☐ Tsia
7. Raha tsia, nahoana?
 - ☐ Mandany fotoana fotsiny izany
 - ☐ Sarotra be amin’ny ankizy mpianatra izany
 - ☐ Tsy ilaina amin’ny fahafahana fanadinana na fifindrana kilasy
 - ☐ Antony hafa (Mba soraty eto azafady)
8. Mahafantatra tsara ny TABLET ve ianao? (Ankoatra ny olon- tsotra manana azy dia sekoly maromaro eto Madagasikara no efa nizaran’ny Ministeran’ny fampianarana sy ny mpiara-miasa aminy izany)
 - ☐ Eny
 - ☐ Tsia
9. Azo ampiasana anaovana facebook, ihainoana hira, akana sary sns...ny tablet. Mahaliana anao ve raha ampiasain’ny mpampianatra ampihainoana teny Anglisy ny mpianatra ireo nozaraina tamin’ny sekoly?(Ho an’izay efa nahazo)
 - ☐ Eny
 - ☐ Tsia

Appendix three: Photos used as warm-up

If two witches were
watching two
watches, which witch
would watch which
watch?

a big black bear bit a big
black bug and the big
black bug bled black blood

Tongue Twisters

Group #1

Fuzzy wuzzy was a bear,
Fuzzy wuzzy had no hair.
Fuzzy wuzzy wasn't fuzzy.
Was he?



Group #2

A Tutor who tooted a flute
Tried to tutor two tooters to toot.
Said the two to their tutor,
"Is it harder to toot
Or to tutor two tooters to toot?"



Group #3

I thought a thought.
But the thought I thought wasn't the thought
I thought I thought.



Group #4

Say this sharply, say this sweetly,
Say this shortly, say this softly.
Say this sixteen times in succession.

Group #5

She sells sea shells by the sea shore.
The shells she sells are surely seashells.
So if she sells shells on the seashore,
I'm sure she sells seashore shells

Photo 7: Tongue twisters- Experimentation 5

A



B



Photo 8: Spot the differences- Experimentation 6



Photo 9: A polluted environment

Appendix Four:
**Authentic hand-outs used in the
experimentations and suggested lesson
plans that can be adopted to teach
listening.**

The White Elephant 1: Panic

Gordon That's it! It is exactly one week since The White Elephant opened and still not one...

Peter ...customer!

Ceilia What? A customer! Are you sure?

Peter Yes. He's in there sitting down.

Gordon Well, what does he want?

Peter I don't know. I didn't ask him.

Mary Chill out! I think it would be a really good idea to go and ask him.

Peter Right. OK. Wait there.

Peter Right, he says he wants the duck eggs and polenta fries but with a small change...

Gordon Yes?

Peter He wants a hen's egg instead of a duck's and... potato fries instead of polenta fries.

Gordon What?! So he wants egg 'n' chips. I have not worked in some of the world's top restaurants to end up cooking egg and chips!.

Ceilia Gordon, Gordon **keep your hair on!** Customer's is always right – and thank goodness we've got one. So, let's try to keep him happy and - who knows - he might bring his friends next time.

Gordon Keep them happy?! It's alright for them to be happy, what about me? Egg and chips... I ask you...

Ceilia **Don't get your knickers in a twist** Gordon.

Mary Look, why don't I go and speak to him and see if wouldn't rather have Gordon's duck egg and polenta fries.

Ceilia Thank you Mary. **Gordon** Well?

Mary He's gone.

Vocabulary

chill out! relax; don't panic

keep your hair on stop being angry or upset

don't get your knickers in a twist don't get angry or upset

Questions

1. How many customers had visited The White Elephant before the one in this episode?
(Hint: Check the first few lines of the transcript.)

- a) 1.
- b) 0.
- c) 5.

2. Why doesn't Gordon want to cook egg and chips?
(Hint: Gordon seems a very proud man.)

- a) Because he thinks egg and chips is too basic a meal to prepare for a chef with his experience.
- b) He doesn't have a hen's egg in the kitchen.
- c) He doesn't know how to cook a hen's egg.

3. Mary tells Peter to 'chill out'. Why?
(Hint: It's not connected to the temperature?)

- a) He's too hot.
- b) She wants him to leave.
- c) She wants him to stop panicking.

Answers

1. How many customers had visited The White Elephant before the one in this episode?

a) 1. Sorry that's not right. Gordon says, "That's it! Exactly one week since The White Elephant opened and still not one..."

b) 0. That's right.

c) 5. That's the wrong answer. He doesn't say that he hasn't got a hen's egg.

2. Why doesn't Gordon want to cook egg and chips?

a) Because he thinks egg and chips is too basic a meal to prepare for a chef with his experience. Well done! That's the right answer.

b) He doesn't have a hen's egg in the kitchen. That's the wrong answer. He doesn't say that he hasn't got a hen's egg.

c) He doesn't know how to cook a hen's egg. That's the wrong answer. Gordon is very confident about his cooking ability.

3. Mary tells Peter to 'chill out'. Why?

a) He's too hot. That's not right. 'Chill out' means 'relax'.

b) She wants him to leave. Sorry, that's the wrong answer. 'Chill out' is not the same as 'get out.'

c) She wants him to stop panicking. Well done! That's the right answer. 'Chill out' is an informal way of telling someone to calm down.

A- The White Elephant 1: Panic

Ceilia/Gordon/Mary 5... 4... 3... 2... 1...

Language focus: expressions connected to panic

Gordon: That's it! It is exactly one week since The White Elephant opened and still not one...

Peter: ...customer!

Ceilia: What? A customer! Are you sure?

Peter: Yes. He's in there sitting down.

Gordon: Well, what does he want?

Peter: I don't know. I didn't ask him.

Mary: **Chill out!** I think it would be a really good idea to go and ask him.

Peter: Right. OK. Wait there.

Peter: Right, he says he wants the...1... ..2... and polenta fries but with a small change...

Gordon: Yes?

Peter: He wants a hen's egg instead of a duck's and... potato fries instead of polenta fries.

Gordon: What?! So he wants egg 'n' chips. I have not worked in some of the world's top restaurants to end up cooking egg and chips!.

Ceilia: Gordon, Gordon **keep your hair on!** Customer's is always right – and thank goodness we've got one. So, let's try to keep him happy and - who knows - he might bring his friends next time.

Gordon: Keep them happy?! It's alright for them to be happy, what about me? Egg and chips... I ask you...

Ceilia: **Don't get your knickers in a twist** Gordon

B- The White Elephant 1: Panic

Ceilia/Gordon/Mary 5... 4... 3... 2... 1...

Gordon That's it! It is exactly one week since The White Elephant opened and still not one...

Peter ...customer!

Ceilia What? A customer! Are you sure?

Peter Yes. He's in there sitting down.

Gordon Well, what 1..... 2..... want?

Peter I don't know. I didn't ask him.

Mary **Chill out!** I think it would be a really good idea to go and ask him.

Peter Right. OK. Wait there.

Peter Right, he says he wants the duck eggs and polenta fries but with a small change...

Gordon Yes?

Peter He wants a hen's egg instead of a duck's and... potato fries instead of polenta fries.

Gordon What?! So he wants ...3.... I have not worked in some of the ...4... top restaurants to end up cooking egg and chips!.

Ceilia Gordon, Gordon **keep your hair on!** Customer's is always right – and thank goodness we've got one. So, let's try to keep him happy and - who knows - he might bring his friends next time.

Gordon Keep them happy?! It's alright for them to be happy, what about me? Egg and chips... I ask you...

Ceilia: **Don't get your knickers in a twist** Gordon.

Mary Look, why don't I go and speak to him and see if 3... 4... .. rather have Gordon's duck egg and polenta fries.

Ceilia Thank you Mary.

Gordon Well?

Mary He's gone.

Vocabulary

chill out!

keep your hair on

don't get your knickers in a twist

QUESTIONS

1. How many customers had visited The White Elephant before the one in this episode?

(Hint: Check the first few lines of the transcript.)

a) 1.

b) 0.

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2. Why doesn't Gordon want to cook egg and chips?

(Hint: Gordon seems a very proud man.)

a) Because he thinks egg and chips is too basic a meal to prepare for a chef with his experience.

b) He doesn't have a hen's egg I the kitchen.

c) He doesn't know how to cook a hen's egg.

3. Mary tells Peter to 'chill out'. Why?

(Hint: It's not connected to the temperature?)

a) He's too hot.

b) She wants him to leave.

c) She wants him to stop panicking.

Mary Look, why don't I go and speak to him and see if wouldn't rather have Gordon's duck egg and polenta fries.

Ceilia Thank you Mary.

Gordon Well?

Mary He's gone.

Vocabulary

chill out! relax; don't panic **keep your hair on** stop being angry or upset **don't get your knickers in a twist** don't get angry or upset

QUESTIONS

1. How many customers had visited The White Elephant before the one in this episode?

(Hint: Check the first few lines of the transcript.)

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c) He doesn't know how to cook a hen's egg.

3. Mary tells Peter to 'chill out'. Why?

(Hint: It's not connected to the temperature?)

a) He's too hot.

b) She wants him to leave.

c) She wants him to stop panicking.

Hand- out1: Experimentation 1

BBC Learning English The English We Speak 23

September 2014 *Butter up*

The English We Speak © British Broadcasting Corporation 2014 Page 1 of 2 bbclearningenglish.com

(Feifei and Finn bump into each other at the supermarket)

Finn: Hello Feifei. I didn't know you shopped at this supermarket too.

Feifei: Hi Finn. Usually I don't. But it's close to the office and I have to rush home to welcome an important guest.

Finn: Who is it? Someone I know?

Feifei: No, it's my landlady. She's coming to collect some of her post and... well, I want to make her like me because next month, the contract on my flat is due to be renewed and she might want to increase the rent.

Finn: Yeah, I see what you mean. So you'd better butter her up then!

Feifei: Butter? Oh, yes. But I'm a pretty bad cook. If I baked a cake it would probably be horrible!

Finn: No. I don't mean butter for a cake. In English, when you say you'll 'butter someone up', you mean you'll be especially nice to them in the hope they'll do something good for you in return.

Feifei: Oh, I see. So I'll be nice to her and pay her compliments so that she likes me and keeps the rent low. I'll 'butter her up'! But isn't it a bit insincere?

Finn: Well, it can have a negative connotation, yes. Let's hear some examples of how to use 'to butter someone up' or 'to butter up someone', which is today's expression in The English We Speak.

Examples

Johnny: I was very impressed with your presentation, Mrs Beany. You are really intelligent and perceptive and...

Mrs Beany: Don't waste your time buttering me up, Johnny. I'm not raising your salary anytime soon.

The director was always ready to butter up Angelina Jolie. He knew she was looking for her next role and he wanted her in his movie.

Feifei: Oh, look. It's 6pm already. I'm very late. I might not be on time to meet my landlady and she'll be angry with me. She's a very busy woman.

Finn: Yeah, well, then you are in a jam!

Feifei: Jam?!

Finn: In English, when you say someone 'is in a jam', you mean they are in a difficult situation – but that's a different kind of jam!

Feifei: All these expressions about food!

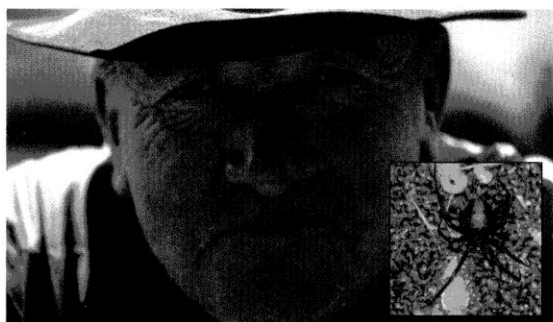
Finn: I know. We have a huge appetite for food expressions. But let's leave some for another day. Bye!

Feifei: Bye!

70 GRAMMAR

Third conditional

1 70.1 Read and listen.



Saved by a spider

Theo Minsk remembers the day that a spider saved his life. 'If it **hadn't rained**, I **would have gone** to the beach. However, it rained all day, so I tidied my garage instead. While I was doing it, a spider bit my neck. My wife was worried about me, because some spiders in Australia are very poisonous. So we went to the hospital. When the doctors examined me, they noticed a lump on my neck. But it wasn't the spider's bite. Tests showed that I was suffering from cancer.' Today, after several months of treatment, the cancer has gone. 'Life can be strange,' says Theo. 'My wife **wouldn't have taken** me to the hospital if the spider **hadn't bitten me**. Then we probably wouldn't have found the lump in time. If I **had left** it for a few more months, it **would have been** too late. That spider saved my life!'

2 Read the examples. Study the rules on page 114.

Third conditional

We use the third conditional to imagine past events, and their results, happening differently.

Real event

It rained, so I didn't go to the beach.

Imagined event

If it **hadn't rained**, I **would have gone** to the beach.

Real event

My wife took me to the hospital because the spider bit me.

Imagined event

My wife **wouldn't have taken** me to the hospital if the spider **hadn't bitten** me.

3a Complete the third conditional sentences. Use *had/hadn't* and *would have/wouldn't have*.

- Susan ate too much, so she felt sick.
If she hadn't eaten too much, she wouldn't have felt sick.
- Marco missed his appointment, because he didn't get up on time.
He wouldn't have missed his appointment if he had got up on time.
- I went to a party and I met my boyfriend.
If I _____ gone to the party, I _____ met my boyfriend.
- I complained about the taxi, because it arrived late.
I _____ complained about the taxi if it _____ arrived late.
- It wasn't very warm, so we didn't go out.
If it _____ been warm, we _____ gone out.
- You didn't work hard, so you didn't pass your exams.
If you _____ worked hard, you _____ passed your exams.

b 70.2 Listen, check, and repeat.

4 Look at the series of events in Theo's story. Make conditional sentences.

- The weather wasn't nice.
- He didn't go to the beach.
- He tidied the garage.
- A spider bit him.
- His wife took him to the hospital.
- The doctors found a lump on his neck.
- They started cancer treatment.
- He didn't die from the disease.

- If the weather had been nice, he would have gone to the beach.
- If he had gone to the beach, he wouldn't have tidied the garage.

5a Your life Think of a turning point in your life, when something changed. Make a flow chart of the events.

- I had toothache.
- I went to the dentist's.
- I read a magazine there.
- I saw an advert for a job.

...

b Change the events into third conditionals.

- If I hadn't had toothache, I wouldn't have gone to the dentist's.
- If I hadn't gone to the dentist's, I wouldn't have read ...

Saved by a spider

Theo Minsk remembers the day that a spider saved his life. If it hadn't rained, I would have gone to the beach. However, it rained all day so I tidied my garage instead. While I was doing it, a spider bit my neck. My wife was worried about me because some spiders in Australia are very poisonous, so we went to the hospital. When the doctors examined me they noticed a lump on my neck but it wasn't the spider's bite. Test showed that I was suffering from cancer. Today, after several months of treatment the cancer has gone. "Life can be strange", says Theo. My wife wouldn't have taken me to the hospital if the spider hadn't bitten me. Then we wouldn't probably have found the lump in time. If I have left it for a few more months it would have been too late. That spider saved my life.

I-Questions

1. Why didn't Theo go to the beach that day?
2. What happened while he was tidying his garage?
3. Who is the woman that Theo mentions in his report?
4. Where did they go?
5. What would have happened if they haven't gone there? Why?

II- Review

The third conditional

We use the third conditional to imagine past events, and their results, happening differently.

Real event 1

It rained all day, so I didn't go to the beach.

Imagined event

Real event 2

My wife took me to the hospital because the spider bit me.

Imagined event

-

III-Complete the third conditional sentences. Use had/ hadn't/ would have/ wouldn't have.

- 1- Susan ate too much, so she felt sick.
➤ If she.....1..... eaten too much, she.....2.....felt sick.
- 2- Marco missed his appointment because he didn't get up on time.
➤ He.....3..... missed his appointment if he.....4..... get up on time.
- 3- It wasn't very warm, so we didn't go out.
➤ If it5..... been very warm, we6..... gone out.

Hand-out 4: Script of the previous listening and the hand-outs for the students- at oup.com/elt/englishforlife

1a 59.1 Listen and repeat.



1 a comedy



2 a western



3 a cartoon



4 an adventure film



5 a musical



6 a thriller



7 a romance



8 a horror film



9 a science fiction film

b Write your answers to these questions.

- 1 How often do you go to the cinema?
- 2 Do you watch films on TV and DVDs?
- 3 What kind of films do you like best?
- 4 What's your favourite film?
- 5 What was the last film that you saw?

c Discuss your answers with a partner. Do you like the same things?

2a 59.2 Listen. You will hear somebody talking about the history of the film industry. Tick ✓ the topics that the speaker talks about.

- | | |
|-------------------------|------------------------|
| 1 how a film works | 5 the first sound film |
| 2 the first films ✓ | 6 cartoons |
| 3 silent films | 7 special effects |
| 4 the first colour film | 8 the future of films |

b Match these names with the topics you have ticked in 2a.

- a *Gladiator* _____
- b Charlie Chaplin _____
- c *The Jazz Singer* _____
- d The Lumière brothers 2 the first films
- e *Star Wars* _____

c Listen again and check.

3 Which of these predictions does the speaker make about the future of films?

- 1 The film industry will disappear.
- 2 Directors won't have to use actors.
- 3 You'll be able to change the ending of a film.
- 4 People will make their own films with computers.

4 Listen again. Answer the questions.

- 1 When and where were the first films shown?
- 2 Why did Hollywood become the centre of the film industry?
- 3 How could film companies make films very quickly?
- 4 Why did sound make film-making more difficult?
- 5 Why did the director have to use computer technology in *Gladiator*?

5 Writing Write a review of a film that you have seen recently. Follow this pattern.

Paragraph 1 – facts about the film

The last film that I saw was ...

It starred ... and ...

It was directed by ...

It's a comedy/thriller/horror/... film

It's about three people/a man/... who ...

Paragraph 2 – your opinion of the film

I really liked/didn't like the film.

It was very interesting/boring/...

The actors were excellent/... and the special effects/clothes/... were amazing/...

However, the story was very sad/a bit too long/...

English in the world

Bollywood

India produces more films than any other country, including the USA. People call the Indian film industry 'Bollywood'. The name comes from Bombay (the old name for Mumbai), which is the centre of the industry, and Hollywood. Bollywood makes over 800 films a year. Most are made in Hindi, but more and more are in English, and they are becoming popular internationally. The films are usually musicals and have traditional stories about love, families, heroes, and villains. However, nowadays a lot of the films are about city life in modern India.

**What types of film are popular in your country?
Who are the biggest directors and stars?**

INTERVIEW

A: When did the first real film appear ?

B: The first film appeared in 1885. They were shown in Paris by the Lumière Brothers. The film were less than 1min long.

A: Why did Hollywood in California become the center of the film industry?

B: Well, their weather was very good there so they could make films outside all year round.

A: I see! Now today films can take years to make but in the early days film companies made them very quickly, didn't they?

B: Yes they did. In fact Charlie Chaplin the world's first movie star once made eight films in just two months.

A: Wow! How were they able to do that?

B: Well, there were two reasons: firstly, films were still very short, only about 6 to 10 minutes long. And secondly, they were silent, so directors didn't have to worry about noise. In fact film companies could make two films in the same street at the same time.

A: When did the first film with sound appear?

B: In 1927, it was a musical called THE JAZZ SINGER. It was more difficult to make film with sound because the microphone had to follow the actors. That was a big problem for films like westerns.

A: In the late 1970's computers appeared. How did they change things?

B: With computers directors could create amazing special effects. The science fiction film STAR WARS was the first film to really use this.

A: And what about the future?

B: Well perhaps in the future directors won't have to use actors because they will be able to create whole films with computers.

A: Really? Is that possible?

B: Yes, in the film GLADIATOR one of the actors died while they were making the film. Computers were used to put him into later parts of the film.

A: Well we've come a long way since the first short silent films.

B: Yes, but the magic of the movies will never die.

Hand-out 6 : Tape script of the interview : "The film company from oup.com/elt/englishforlife

1

VOCABULARY

Introductions and nationalities

1a **1.1** Read and listen. Where are Michael and Zofia from?



Michael Hi. My name's Michael.

Zofia Pleased to meet you, Michael. I'm Zofia.

Michael Sorry. What's your name again?

Zofia It's Zofia - Z-O-F-I-A.

Michael Oh, OK. Nice to meet you, Zofia.

Zofia Where are you from, Michael?

Michael I'm from Canada. And you?

Zofia I'm from Poland.

Michael Oh, really? Whereabouts?

Zofia Krakow. Do you know it?

Michael Yes, I do. I was there last year with my wife.

b Work with a partner. Practise the conversation.

Language note Whereabouts?

A Where are you from?

B I'm from Italy.

A Whereabouts?

B (I'm from) Rome.

A Where is she from?

B She's from New York.

A Whereabouts?

B (She's from) Brooklyn.

Whereabouts? means 'Where exactly?'.

2 **1.2** Listen. Michael introduces a woman to Zofia. Choose the correct answers.

1 She's

a his boss.

b his wife.

c his girlfriend.

2 Her name is

a Mia.

b Soshi.

c Olivia.

3 She's

a Polish.

b Canadian.

c Chinese.

3 **Your life** Greet some people in your class. Use the conversation in exercise 1.

4a Write the countries.

Country

Poland

Canada



Nationality

Polish

Canadian

Chinese

Brazilian

Irish

Greek

Russian

American

French

Egyptian

Japanese

Spanish

b **1.3** Listen, check, and repeat.

5 **1.4** Drill. Listen. Say the nationalities.

1 Hello. I'm Felipe. I'm from Brazil.

His name's Felipe. He's Brazilian.



1 Felipe



2 Effie



3 Akira



4 Kate



5 Ahmed



6 Olga

6 **Your life** Work in a group of three.

Introduce each other. Follow the pattern.

A Hi, Niran. This is my friend, Judit.

B Pleased to meet you. Sorry. What's your name again?

C It's Judit. Nice to meet you, too.

A Niran's from Thailand.

C Oh, really?

B What about you, Judit? Where are you from?

C I'm from Hungary.

B Oh, that's interesting.



Now I can ... introduce people and name some nationalities.

Student's Book p.1

1 46.1 Read and listen.



The Red Dragon is a small restaurant. It's very popular, so it's usually busy. The food is good, but the chef has got a bad temper.

Sandy's restaurant is smaller than The Red Dragon, but it's more popular, so it's usually busier. The food is better, but the chef has got a worse temper.



Mount Etna is the smallest restaurant in the town, but it's the most popular so it's always the busiest. It's got the best food. Unfortunately, the chef has got the worst temper.

2 Read the examples. Study the rules on page 110.

	Adjective	Comparative	Superlative
1 one syllable	small	smaller	the smallest
2 -e	large	larger	the largest
3 -y	easy	easier	the easiest
4 short vowel + consonant	big	bigger	the biggest
5 two or more syllables	popular	more popular	the most popular
6 irregular	good bad far	better worse further	the best the worst the furthest

Brown's restaurant is smaller than The Red Dragon.
Mount Etna is the smallest restaurant in the town.

3 46.2 Drill. Listen. Make the comparatives.

- 1 It's a noisy restaurant.
This one's noisier.
- 2 It's an interesting restaurant.
This one's more interesting.

4 Give your opinions. Compare these things. Use the adjectives in brackets.

I think cats are friendlier than dogs.

OR

I think dogs are friendlier than cats.

- 1 cats and dogs (friendly)
- 2 tea and coffee (good)
- 3 letters and emails (nice)
- 4 TV and the radio (interesting)
- 5 English and your language (easy)
- 6 men and women (tidy)
- 7 trains and planes (safe)
- 8 a headache and toothache (bad)
- 9 football and athletics (popular)
- 10 the USA and Australia (big)

5 46.3 Drill. Listen. Give the response.

- 1 This is a big restaurant.
Yes. It's the biggest restaurant in the town.
- 2 This is an expensive shop.
Yes. It's the most expensive shop in the town.

6a Your life What (or Who) is ... ?

- the largest room in your house
- the most popular sport in your country
- the nicest meal that you've ever had
- the most difficult thing in English
- the most famous person in your country
- the worst school subject
- the best car in the world
- the most expensive thing that you've ever bought
- the best thing that you've ever done
- the worst thing that you've ever done

b Compare your answers with a partner.



Now I can ...
compare people, places, and things.

Student's Book p.46

The Earth's protective ozone layer is starting to repair itself, according to a panel of United Nations scientists. The main reason behind its recovery, they say, is the fact that certain chemicals, such as those used in aerosol cans, were gradually banned in the 1980s. The BBC's Roger Harrabin reports.

It was in the 1980s that many of us became **aware** that small individual actions could **harm** the planet itself.

Hairsprays were cited as one of the causes of the hole in the Antarctic ozone layer. People were told to wear sunscreen to avoid skin cancer as the layer thinned and more **UV light** got through.

By 1987 world governments had agreed to ban most of the ozone-eating chemicals.

The World Meteorological Organisation say at last the ozone layer is showing signs of thickening, although it will be a while before they know if the hole is actually **healing**.

The same organisation **warned** earlier this week that **climate change** was heading in the opposite direction with **greenhouse gases** in the atmosphere at a record level.

aware	having knowledge of something existing
harm	hurt or injure
UV light	light from the sun humans can't see and which can cause cancer
healing	(here) recovering
warned	alerted about danger
climate change	significant variation in the Earth's temperature
greenhouse gases	carbon dioxide and other gases which cause climate change

Read and listen to the story and the vocabulary online:

http://www.bbc.co.uk/worldservice/learningenglish/language/wordsinthenews/2014/09/140912_witn_ozone.shtml


Related story:

<http://www.bbc.co.uk/news/science-environment-29150917>

1. You are going to hear ten questions.


▶ Listen to each question carefully then circle the correct answer.

1



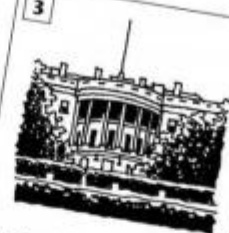
A Louis Armstrong
B Yuri Gargarin
C Neil Armstrong

2




A Copenhagen
B Stockholm
C Amsterdam

3



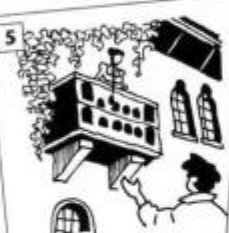
A The White House
B The Green House
C Buckingham Palace

4




A Sir Francis Drake
B Marco Polo
C Christopher Columbus

5




A Charlotte Brontë
B Charles Dickens
C William Shakespeare

6



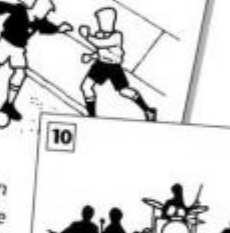
A Nine
B Eleven
C Seven

7




A Venus
B Mercury
C Jupiter

8



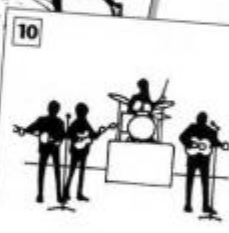
A Eleven
B Twelve
C Thirteen

9



A China
B Egypt
C India

10



A The Bugs
B The Beatles
C The Spiders

2. Now listen and check your answers.

3. Write five more quiz questions. Then give them to your partner to write the answers. You must know the correct answers yourself!

Example:

Who was the first man to walk on the Moon?	Neil Armstrong
1	
2	
3	
4	
5	

29 ON THE PHONE

Announcer: On the phone – One.

Receptionist: Sports International. Good morning.

Paul: Hello, this is Paul Roberts speaking.
Could I speak to Silvia Simons?

Receptionist: Silvia doesn't work here any more.

Paul: I see. I'll try ringing her at home.

Announcer: On the phone – Two

Paul: Oh hello. Is that Mr Simons?

Mr Simons: Yes.

Paul: This is Paul Roberts. Could I speak to Silvia, please.

Mr Simons: Hello, Paul. Silvia isn't here, I'm afraid.

Paul: Could I leave a message for her?

Paul: Oh, thanks.

Mr Simons: It's oh two oh eight, six two four, seven five three seven.

Paul: Oh two oh eight, six two four, seven five three seven.

Mr Simons: That's right.

Paul: Mr Simons, have you got Silvia's new work number?

Mr Simons: Yes. She works for Health Magazine now. Wait a minute. I'll get you the number.

Paul: Thanks.

Mr Simons: OK. Her new work number is oh two oh seven, nine one nine, oh six four two.

Paul: Oh two oh seven, nine one nine, oh six four two.

Mr Simons: That's right.

Paul: Thanks, Mr Simons. I'll try both these numbers.

Mr Simons: Good luck.

Announcer: On the phone – Three

Receptionist: Health Magazine. Good morning.

Paul: Good morning. Can I speak to Silvia Simons, please?

Receptionist: She isn't in the office today. Can I take a message?

Paul: Yes, please. Can you tell her Paul Roberts rang? My number is oh two oh seven, six double four, three eight one nine.

Receptionist: Oh two oh seven, six double four, three eight one nine?

Paul: That's right.

Announcer: On the phone – Four

Answering

machine: Hello. This is Silvia and Tara's answering machine. We aren't at home to take your call. Please leave a message after the tone. Or you can try Silvia's mobile number: Oh double seven one three, one five, three two, six eight.

Paul: Hello, Silvia. This is Paul Roberts. Do you remember me?

Appendix five:

The suggested tools to use to teach listening

- 1- The tablet + Speakers + SD card**
- 2- The USB radio + USB key or + SD card and its reader**



Tablet

+



Speakers

+



SD card



USB radio

+



USB key

+



card reader & SD card

“A CONTRIBUTION TO THE PROMOTION OF THE TEACHING OF LISTENING IN MALAGASY LYCEES, USING INFORMATION AND COMMUNICATION TECHNOLOGY TOOLS AND MATERIALS”



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This research work is devoted to promote the teaching of listening in Malagasy lycées using Information and communication Technology (ICT). In fact, listening is rarely taught at lycées, however it is one of the aspects of putting the students in contact of the English language that they learn in its natural form.

One of the steps for the present research work enabled us to put into practice our suggestions and show the importance of the teaching listening as well as the use of the ICT tools offered by the ministry of National Education and its collaborator as support for listening comprehension sessions. As for the listening passages, the authentic materials were also proved not to be very difficult for Malagasy learners while the experimentation sessions. In addition, the feed-back provided by the other teachers helped us to develop a new orientation on the way to design the lessons and activities, better next time.

We hope that the suggested activities could contribute to the improvement of English Language Teaching in Malagasy lycées since English is the first language of communication, so the most spoken language in the world. Business, job prospects and others require nowadays if not fluency in English, at least its comprehension.

Keywords: Listening comprehension, teaching listening, ICT

Figures: 14

Tables: 2

Bibliography, Appendices