

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter, the writer was discussed about the review of related study that consisted of The Related Studies, Listening in Teaching English as Foreign Language (EFL), Listening Comprehension, Principles for Teaching Listening Skills, Stages of Teaching Listening, and Types of Listening Strategies.

#### **A. The Related Studies**

The writer was reviewed some related previous studies before conducting the study. These previous studies give a view about the issues that is discussed in this study.

First, related to this study, the writer was taken a study conducted by Kyung-Ae Jin about The Effect of Teaching Listening Strategies in the EFL Classroom. The present study has attempted to explore the effect of teaching listening strategies to the high school students. The subject of the study is the total of 46 high school 1st year students in two classes (23 students in each class). The high school is located in the Kyung in area, and it is a science high school. The listening strategies include listening for the main idea, listening for details, listening for specific information, listening for numerical information, listening with inferences, listening for cause and effect. The results showed that the two groups were significantly different on their performance in the listening test at the pre-test. However, the two groups became similar after the additional treatment to the experimental group, showing no significant difference in their mean score. This is rather significant result that supports the effect of teaching listening strategies to the students.<sup>1</sup>

Second, the study is conducted by Ali Gholami Mehrhad and Mohammad Reza Ahghar. They evaluated about EFL Students' Language Learning Preferences at Islamic

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<sup>1</sup> J.M., O, Malley at al, *Learning strategies used by beginning and intermediate ESL students*. Language Learning, 1989 in , Kyung-Ae Jin, *The effect of teaching listening strategies in the EFL classroom*. Language Research 38(3), 987-999, 2002

Azad University-Hamedan Branch. The data for their study were obtained from questionnaire adapted from Brindley and containing questions on Learning, Error Correction, and Assessment and/or Evaluation. The subjects were 174 EFL students at English Language Department of Islamic Azad University of Hamedan. The result of their study showed that students' inclination to work in small groups and/or in pairs, students seem to enjoy doing home works and would like to do more outside, students mostly prefer to learn through listening while their teachers think they would like to copy from the board, and almost all students seem to enjoy watching instructive television/ video/ films most of the time.

Third, study is conducted by Huei Chun Teng. He was analyzed teaching EFL Listening Strategies to College Students in Taiwan. This research purpose is to look into the instruction of EFL listening strategies to Taiwanese college students. The subjects of research were 46 students from a freshman class at a University in Central Taiwan. Then, he used a listening strategy questionnaire and weekly learning diary. The result of study was indicate that there is significant difference in the subject' use of listening strategies. And then, it was the positive effect of keeping learning journal in using listening strategy.

Based on the previous study above, in this study the writer's subjects were students of English education at The Fourth Semester, the Sixth Semester, and the Eighth Semester. The writer was intended to survey the students' preference EFL Listening Teaching Strategies at English Education Program in State Islamic Institute of Palangka Raya. To get the result of the study, the writer used quantitative method especially by survey design.

## **B. Listening in Teaching English as Foreign Language (EFL)**

Listening is the foundation for speaking. Many people can not develop oral skills in any language if they can not listen. As listening represents the oral input a person receives to be able to produce output, we can say that listening comes before than speaking. According to Weaver states on Gray claims that: "listening is the selection and retention actually received

data”.<sup>2</sup> It is one of the skills that very important in learning English. This is not an active skill, but it is a passive skill. Rather, it places demand on us because when we are participating in face-to-face or telephone exchange, we need to be receptive to others, which include pay attention to explanation, question, and opinion.<sup>3</sup> Due do that, we have to understand the nature of listening.

According to Michael Rost who argues that “Listening in language teaching refers to a unique complex process that allows the listener to understand spoken language by employing pacing, units of encoding, and pausing factually”.<sup>4</sup> In other hand, J. Mc Dowel declares: “Listening is a complex skill which operates at various levels. It is a skill which involves a series of different strategies and micro-skills that we use at different times for different purposes.”<sup>5</sup>

According to Harmer that listening helps second-language learners to develop pronunciation because listening provides learners with the opportunity to appropriate sounds, stress, and intonation. He points out that spoken communication is not only related to being able to speak, but also with the capacity to listen to the spoken discourse effectively.<sup>6</sup>

Although, the importance of listening has being recognized by many studies, this skill does not seem to receive enough attention in many EFL classrooms. According to Call states: “In foreign language teaching and learning, the listening skill has attracted the least attention of the four skills, in terms of the amount of research in the curricula of most foreign language

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<sup>2</sup> Coral Gray, *Handbook of Veterinary Communication Skill*. P.16 (online) Accessed on january 2015.

<sup>3</sup> Jerry G. Gebhard, *Teaching English as a Foreign Language*, USA: The University of Michigan Press, 2000, p. 143

<sup>4</sup> Michael Rost, “Listening”, in Ronald Carter and David Nunan, *The Cambridge Guide to Teaching English to Speakers to Other Languages*, Cambridge, Cambridge University Press, 2001, p. 7.

<sup>5</sup> Brno, *The Use of Music in Teaching English*, 2007, p.23

<sup>6</sup> Jeremy Harmer, *How to teach English*, London: Longman, 2007.p. 228

programs”.<sup>7</sup> Morley claims that: “In many classrooms listening does not obtain the attention it deserves, and that it is regarded as the least important skill”.<sup>8</sup>

From those perspectives, the writer was concluded that Listening is an effort in recognizing speaker’s attention and attitude where the listener must be able to understand and identify relevant information and at the same time getting the words or phrases.

### **C. Listening Comprehension**

Many authors, for example Buck have explained that listening comprehension is an interactive process in which the listener receives the acoustic input and then his brain engages in a process of understanding in which the sounds given by the speaker are understood.<sup>9</sup> He argues that in the process of understanding on listening comprehension, there are interactive processes which the listener receives the acoustic input.

According to Brown statements that listening comprehension is the psychomotor process of receiving sound waves through the ear and transmitting nerve impulses to the brain.<sup>10</sup> It’s mean that listening is not a one-way street. It is not only the process of unidirectional accepting audible symbols.

Based on the definition above about Listening Comprehension, the writer concluded that Listening Comprehension is processing of receive and construct the information in the brain toward sounds source.

### **D. Listening Processes**

As noted by Rubin definitions: “Listening is the skill that makes the heaviest processing demands because students must store information in short term memory at the same time as

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<sup>7</sup> Call, E. M, *Auditory short-term memory, listening comprehension, and the input hypothesis. TESOL Quarterly, 1985.*

<sup>8</sup>J, Morley, *Aural comprehension Instruction: Principles and practices*, In Marianne. C-M (Eds), *teaching English as a second or foreign language* (pp. 69-85). Boston: Heinle & Heinle, 2001.

<sup>9</sup> G, Buck, *Assessing Listening*. Cambridge: Cambridge University Press, 2004 online: [http](http://), accessed on December 2015

<sup>10</sup> D, Brown, *Teaching by Principles*, Cambridge: Cambridge University Press, 2001, p. 249

they are working to understand the information”.<sup>11</sup> Understanding the listening process can help us rethink the methods of teaching listening. In addition, there are two components of listening process: the first is bottom-up and top-down processing; the second is schema theory.<sup>12</sup>

### 1. Bottom-up and Top-down Processing

According to Richard explains as follows:<sup>13</sup>

#### Bottom-up processing

*“Bottom-up processing refers to the use of incoming data as a source of information about the meaning of a message. From this perspective, the process of comprehension begins with the message received, which is analyzed at successive levels of organization- sounds, words, clauses, and sentences – until the intended meaning is arrived at Comprehension is thus viewed as a process of decoding”.*

#### Top-down processing

*“Top-down processing refers to the use of background knowledge in understanding the meaning of message. Background knowledge may take several forms. It may be previous knowledge about the topic discourse, it may be situational or contextual knowledge, or it may be knowledge stored in long-term memory in the form of “schemata “and “script” – plans about the overall structure of events and the relationships between them”.*

Based explain above the writer was concluded that bottom up processing is the process of decoding the sounds that one hears, from to organize the smallest meaningful units (phonemes) to complete texts. Then, top-down processing is the listener relies on his or hers prior schemata or background knowledge to understand the meaning of what the speaker may say.

According to the explanation above in an English class teachers should use both processes providing listening activities in which the students can practice both of them: Bottom-Up and Top-Down. Brown suggests that learners should be exposed to both Bottom-Up and Top-down processes in order to understand the spoken language.<sup>14</sup> Applying Bottom-

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<sup>11</sup> Rubin in Koichi Nihei, *How to Teach Listening*, Japan: Fukushima Prefecture, 2002,p.7

<sup>12</sup> *Ibid*,p. 7

<sup>13</sup> *Ibid*, p. 8

<sup>14</sup> H.D. Brown, *Teaching by principles: An interactive approach to language pedagogy (2<sup>nd</sup>ed.)*, White Plains, NY: Pearson Education, 2001, p. 260

Up and Top-Down processes, learners face diverse difficulties that make the spoken discourse difficult to understand.

## 2. Schema Theory

Schemata, or scripts, are closely related to top down processing in listening comprehension. Based on Brown states: “Background information (schemata) is an important factor in listening”.<sup>15</sup> Moreover, Nunans asserts that “without these schemata, nothing in life would be predictable, and if nothing were predictable, it would be impossible to function”. Other author, for example Richards concludes that “our knowledge of dentist’s script, school scripts, meal scripts, and so on, enables us to interpret a great deal of the language of everyday life”.<sup>16</sup>

Based on the definition above, the writer was concluded that schemata is the listener acknowledge to build information in process listening. So, it is as important factor in listening process.

## E. Principles for Teaching Listening Skills

Based on Douglas Brown states that a great many teacher’s choices are decided in determine principles of language learning and teaching. In teaching listening, there are some principles teacher must be give attention. These principles from the core of an approach to language teaching based on Brown:<sup>17</sup>

### 1. *Include a focus listening in an integrated-skill course*

The curriculum is dedicated to the integration of all four skills, but each of the separated skills deserves special focus in appropriate quantity. Spoken

Comprehension cannot be overtly “observed”, teachers sometimes incorrectly assume that the input provided in the classroom will always be transformed into students mind.

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<sup>15</sup> *Ibid*,p. 258

<sup>16</sup> Koichi Nihei, *How to Teach Listening*, Japan: Fukushima Prefecture, 2002, p. 10

<sup>17</sup> H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, USA: Longman, 2005, pp 310-312

2. *Use technique that intrinsically motivating*

Appeal to listeners' personal interest and goals, teachers should try to construct a technique that use background knowledge in such a way that students are caught up in the activity and feel self-propelled toward its final objective. The most powerful rewards are those that are intrinsically motivated within the learner. Because the behavior stems from needs, wants or desires within oneself, the behavior itself is self-rewarding; therefore, no externally administered reward is necessary.

3. *Utilize authentic language and context*

Authentic language and real-world task allow students to see the relevance of classroom activities to their long term communicative goals. If the teacher gives natural text and artificial material, students will more readily dive into the activity.

4. *Carefully consider the form of listeners' responses*

It is important for teacher to design techniques in such a way that students' responses indicate whether or not their comprehension has been correct. There are some different ways to check listeners' comprehension:

- a. Doing; the listener responds physically to a command.
- b. Choosing; the listener selects from alternatives such as pictures, objects and texts.
- c. Transferring; the listener draws a picture of what is heard.
- d. Answering; the listener answers questions about the message.
- e. Considering; the listener outlines or takes notes on a lecture.
- f. Extending; the listener provides an ending to a story heard.
- g. Duplicating; the listener translates the message into the native language or repeats it verbatim.

- h. Modeling; the listener practices what they have heard.
- i. Conversing; the listener engages in a conversation that indicates appropriate processing of information.

5. *Encourage the development of listening strategies*

One of the teacher jobs is to equipt students with listening strategies that extend beyond the classroom, draw their attention to the value of such strategies as:

- a. Looking for key words. The listeners asked to find the key word which given by speaker.
- b. Looking for non-verbal cues to meaning. Teacher should instruct students to take advantage of these visual cues in listening lessons. Predicting a speaker's purpose by context of spoken discourse.
- c. Associating information with one's existing cognitive structure (activating background knowledge).
- d. Guessing at meanings. In this strategy the students have to guess what they can not understand or what whould come next by using many clues.
- e. Listening for general gist. Listening for the gist is an easy task for a one-pass-over of the listening passage.

6. *Include both bottoms-up and top-down listening techniques*

Bottoms-up processing proceeds from sounds to words to grammatical relationship to lexical meaning to a final message. Top-down processing is bring from "a bank of prior knowledge and global expectations" and other background information (schemata) that listener bring to text. Bottom-up technique typically focuses on sounds, word, intonation, grammatical structures and other components of spoken language. Top-down techniques are more concerned with the activation of schemata, deriving



meaning, global understanding, and the interpretation of a text.<sup>18</sup> So, listening techniques consist of bottom-up and top-down which has different technique on process.

## **F. Stages of Teaching Listening**

In teaching listening, there are three stages must be followed. The stages of listening are: pre-listening activities, whilst-listening activities and post-listening activities. The explanations of those stages are:<sup>19</sup>

### **1. Pre-listening Activities**

Pre-listening activities will help the learner prepare what they will hear. This stage helps to set the context, generate students' interest, and activate student' current background knowledge on the topic. According to Brown suggests that "a pre-listening task should consist of two parts: Students should be provided with an opportunity to learn new vocabulary or sentence structures used in the listening material and a change to activate their prior knowledge.

### **2. Whilst-listening activities**

Whilst-activities are usually designed to help learners develop the skill of eliciting messages from spoken language. In this stage, teacher must prepare for question or task. Then the learner finding the answer or doing the task. For example: answering questions-comprehension (multiple choice, true or false), completing task (form, grid, chart, pictures, etc) using information that learners hear, following direction on a map, matching what will be said with a set of pictures, doing something in response to what learners hear.<sup>20</sup>

### **3. Post-listening**

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<sup>18</sup> *Ibid.*

<sup>19</sup> Cora Lindsay with Paul Knight, *Learning and Teaching English*, UK: Oxford University Press, 2006,p 49-50

<sup>20</sup> *Ibid.*, p. 53

At the third stage, the activities which are checking learners' comprehension of what they have been listening to, give feedback and strengthen what they have been learnt. The first thing to do as the teacher checks learners' answers after they carried out the listening. The learner can compare the answers with each other and then the teacher can check the answer with the whole class.<sup>21</sup>

## **G. Types of Listening Strategies**

In foreign language listening, most times the learners can not comprehend all what the native speaker says. In fact, we guess when we do not completely understand something that we have heard and predict what will come next. Based on Mendelson concludes that some strategies such as guessing, inference, etc., should be taught to the learner to cover the lack of understanding.<sup>22</sup>

Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input.<sup>23</sup>

Koichi Nihei's Listening strategies, these are<sup>24</sup>:

### 1. Listening for the gist (main ideas)

Students are not asked detailed questions. For example, they might just be asked the following general questions: "Where are the speakers talking?" "What are they talking about?" "Why are they talking?" In short, students have to understand the main ideas without worrying about the details.

Listening for the gist is an easy task for a one-pass-over of the listening passage. It is important to set up the task before the tape is played because doing so has students listen

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<sup>21</sup> *Ibid*, p. 54

<sup>22</sup> Mendelson in Koichi Nihei, *How to Teach Listening*, Japan: Fukushima Prefecture, 2002, p. 18

<sup>23</sup> NCLRC. The Essentials of Language Teaching. Strategies for developing listening skills. 2003. Online: [www.nclrc.org/essential/listening/stratlisten.html](http://www.nclrc.org/essential/listening/stratlisten.html). Accessed on April, 20 2016 at 09.29

<sup>24</sup> Koichi Nihei, *How to Teach Listening*, Japan: Fukushima Prefecture, 2002, P.19

with a purpose, expectation or agenda, similar to the way we listen in real life.<sup>25</sup> Following with some sort of feedback so the students can feel assured that they extracted the info successfully. An example of gist task for a listening lesson: Answer the questions with 'True' or 'False'.

- a. Bob will go to Hawaii.
- b. He will stay at a hotel
- c. He will go with his girlfriend
- d. He will come back in a week

The typescript for listening lesson

A: Hi Bob! It's almost summer vacation! Do you have any plans?

B: Yea! I'm gonna go to Hawaii!

A: When?

B: Next Tuesday.

A: Who are you going with?

B: Nobody. I'm travelling alone.

A: Wow! You must be rich! Where did you get all that money?

B: no, I don't have that much money. I have a reservation at a youth hostel!

A: Aren't those places kind of dangerous? What if your money gets stolen?

You don't have a credit card, do you?

B: No, I don't. I'm going to take travelers checkers. They are safe.

A: Well, have a good time! When are you coming back?

B: In about a week.

A: Ok see ya!

## 2. Listening for specific information

In this listening, students are asked the following more detailed questions, such as "What time did this even happen?" "Who are they talking about?" In this strategy the teacher can then gap-fill the target language and students listen, write down what they hear or having replaced certain words and phrases with ones of his/ her own, and the students have to write ones of his/ her own, and the students have to write in the correct word or phrase as they listen to the tape. Sometimes, cuts the dialogue so that the students have to order the lines of dialogue they hear. The students have to identify the sentences they hear, for example:

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<sup>25</sup> Matthew Walsh's EFL ESL website. Online: <http://www.walshsensei.org/listening.html>. Accessed on April, 20 2016 at 09.37

- *Listen to six speakers. For each short extract, write down the phrase you hear which is synonymous with the idea.*
  - a. Make money =.....
  - b. Lose money =.....
  - c. Owe money =.....
  - d. Spend money =.....
  - e. Argue about a price =.....
  - f. Earn according to what you sell =.....

### 3. Listening to predict

It is impossible for students to catch all the informations as they listen. So, they have to guess what they can not understand or what would come next by using many clues, such as speaker's gesture and facial expressions, rhetorical markers, key words, their own word or topic knowledge, etc. For example, if listeners hear the words "one of the most important things is...."they can predict that the speaker will say an important thing next. In this listening activity students would be asked the following questions: (after listening to a conversation) "Can you guess what words will be said next?"; (after watching a film without sound) "By observing speakers' gestures and facial expression, can you guess what words are being said?" An example of listening to predict strategy as follow:

*From the pictures below, what can you predict about the contents of the listening texts? How would you guide the students to make predictions based on the pictures? When you are ready, go into groups of four and share your ideas!*



Question: Where are they? What are they doing? What is the relationship between them?

### 4. Listening to make inferences

Inferences are different from predictions. Take the following example:

A= a son    B= a mother

A: I'm going out to play tennis.

B: It's cold outside, isn't it?

To understand this brief exchange listeners must infer, and then possibly conclude, that since it is cold outside, the mother's intonation is that the son should not go out. If students listen to the above dialogue, the following question would be asked; "what does the mother mean?" That is, in this type of listening, students need to understand that "everything is comprehensible, but there is meaning to the discourse that exceeds the understanding of each of the utterances or parts of it". An example of listening to make inference task:

*Narrator: Listen again to part of the conversation. Then answer the question.*

Student B: Well, I can tell you what she went over.

Student A: Oh, OK. Did you take down any notes?

What does the student mean when he says this:

Student A: Oh, OK. Did you take down any notes?

*Question: What does the student mean when he says this:*

*[heard again]: Student A: Oh, OK. Did you take down any notes?*

- A. He would like to compare notes.
- B. He would like to borrow his friend's notes.
- C. He wants to make sure that his friend's notes are correct.
- D. He always copies his friend's notes.

##### 5. Using non-verbal cues

Using non-verbal cues means paying attention to paralinguistic signals. Paralinguistic signal include body language, gestures, facial expressions, speaker's lip movement, setting of where conversation take place, etc. Although, this visual cues are very important to understand what speaker say, in teaching listening the importance of these signals is often ignored. However, given the fact that listening on the telephone is

very difficult for the learners, the significance of using the visual cues should be clear. Teacher should instruct students to take advantage of these visual cues in listening lessons. To do so, using and analyzing videos will be necessary.

Moreover, Lee, Choi, and Hong in Kyung Ae Jin research, which explicates the nature of the College Scholastic Ability Test (CSAT) listening items. They were used six strategies on their research. These strategies are listening for the main idea, listening for details, listening for specific information, listening for numerical information, listening with inferences, listening for cause and effect.<sup>26</sup>

Lee, Choi, and Hong's Listening strategies, these are:

1. Listening for the main idea

The strategy involves "Listening for main ideas or important information and/or distinguishing that from supporting details or examples. This includes distinguishing fact from opinion when clearly marked." It requires more careful listening but the solution is still to be found in clearly stated information in the input text and there is no need for making inferences or deductions in order to identify the correct answer.

The test takes may, however, sometimes have to distinguish fact from opinion, which is a cognitive process worth practicing and being familiar with, because the ability to do so frequently plays an important role in productive activities following listening (and reading) processes.<sup>27</sup>

- *Before- listening activity*

While anticipating the content of what student will hear answer the following questions:

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<sup>26</sup> J.M., O, Malley at al, *Learning strategies used by beginning and intermediate ESL students*. Language Learning, 1989 in , Kyung-Ae Jin, *The effect of teaching listening strategies in the EFL classroom*. Language Research38 (3), 987-999, 2002.

<sup>27</sup> Claudia Mewal, Otmar Gassner, G. Sigott, *Testing Listening Specifications for the E8-Standards Listening Tests LTC Technical Report 3*, bm:uk: Austria, 2007, p. 8

- When a friend of yours leaves for a foreign country, what present do you want to give to him?
- What would you say to this friend?

- *While-listening activity*

- What is the purpose of the dialogue?

[telephone ring]

J: Hello

S: Hello, this is Park Shin Hye. Can I speak to Song Jong Ki?

A: Hi, Shin Hye, What's up?

J: hi, I'm calling to say good bye. I leave Korea next week. My father started a new business in Sydney, Australia.

S: Really? Then we should have farewell dinner before you leave.

J: Thanks, but i'm pretty busy. I have so many things to do.

S: That's so bad. Take care of yourself, and give my best regards to your parents.

J: Thanks, I will.

2. Listening for details

This activity set before the listening to the same passage a second time asks the students to listen for more specific, but relevant information. A typical example would be who, when, or why, but you could use contextual questions aimed at the grammar target if there was one. Again, it is important to have the task understood before the tape is played so that is listening with a purpose. As a closing, follow up with some sort of feedback. Students listen for groups of words and phrases at sentence level.

- Step 1

The following advice is about safe driving. Listen and fill in the blanks with an appropriate word from the box below.

Speed	Safer	Driving
Danger	Yield	Traffic signals

Today I'd like to talk about what you should do when (...). First, always observe the (...). If you run a red light, you are running the risk of killing others as well as yourself. Second, do not (...). Driving too fast means putting other people in (...). it also cause noise pollution. Finally, (...) to other drives. Always be polite to other drivers, and you will enjoy (...) and more pleasant driving. In conclusion, you should think of others when driving.

## - Step 2

Listen again and complete the following chart.

Rules for safe driving
1. Always observe the (.....)
2. Do not (.....)
3. (.....) to other drivers.

### 3. Listening for specific information

“Listening for specific information” includes the recall of important details. For example, if we have asked for instructions on how to get somewhere, we have to listen more carefully in order to understand the information we have inquired about. We may well have some very specific information in mind, waiting for this particular item of information to come.

In real life we often need to understand nearly everything when listening for specific information, for example in public announcements at railway stations or airports. However, it may still not be necessary to understand every word to get the specific information required. Moreover, important announcements are often repeated so that the listeners can separate the essential information from the non-essential one.

While in real life there is an authentic aim to follow, i.e. to learn about the gate number where a plane is going to depart from, in the test situation the aim will be defined by the task set, i.e. the question will draw the attention to a specific piece of information.<sup>28</sup>

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<sup>28</sup>*Ibid*, p. 9



- Step 1

The following is what you'll hear. However, some parts are not readable. Listen and decide if each of the statements is true or false.

- He is wearing glasses.
- He is wearing a tie.

C: What Picture is that, Mery?  
M: Look. My father's here.  
C: which one is him?  
M: have a guess.  
C: does your fathher were glasses?  
M: No, he doesn't. He's in a grey suit with a checked tie.  
C: A checked tie? Then this gentleman must be your father.  
M: Yes, that's right.  
C: Umm. He's taking notes. He looks busy.

- Step 2

Listen and choose the one the man is looking for.

4. Listening for numerical information

This strategy attempt to focus more attention on numbers which some important. Listening for numerical information is an important skill to practice because conversations, interviews, and lectures often include this type of information.<sup>29</sup>

- Step 1

Listen to the dialogue that takes place at the hotel front desk. Circle the numbers you've heard.

J: what's your name' please?  
T: Tomy  
J: Is that T-O-M-Y?  
T: yes, that's right  
J: and what's your address?  
T: 809 Oak Avenue, Apartment 1204, Westwood, New York.  
J: And what's your phone number?  
T: it's 706-1568  
J: Thank you very much  
T: You're welcome.

- Step 2

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<sup>29</sup> Education, Listening for Numerical Information, Life is Society, July. Online: <http://etd-stu-edu.com/life-in-society/listening-for-numerical-information.html> Accessed on April, 26 2016 at 10.31

Listen again and correct any mistakes in the following registration form.

Hotel Registration						
NAME	STREET	APT	NO.	CITY	STATE	PHONE
Tomy	890 oak street	1202		Now York	New York	760 1658

#### 5. Listening for cause and effect

This strategy attempt to understand cause-effect relations in a text, giving special attention to expressions of transition. It is the student's job to recognize the implications and make the connections.

##### - Step 1

The following is what you'll hear. However, some parts are not readable. Listen and check any expressions you've heard.

- This evening
- What do you think?
- What's the matter?
- School essay test
- Study a little and relax
- Going out to celebrate
- Got the first prize
- Want to finish the homework.

T: Jemy! What are you doing this evening? J: Maybe study a little and relax. Why? T: What do you think about going out to celebrate? J: What's the occasion? T: Well, I got the first prize in the school! Essay contest J: You won the contest? Congratulation! You'll be a famous writer. T: Thanks. Just forget about the homework and let's party.
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##### - Step 2

Why is the man so happy?

#### 6. Listening with inferences

Listening with inferences attempt to draw an inference regarding implied information such as the place in which a conversation takes place. Inference questions ask you to use context clues and implied information to make educated guesses about the

subject matter. Usually, the question will include a word like “imply” or “infer”, which should be a hint that the speaker will not directly state the answer.

Sometimes, the question will replay a sentence from the recording for you; other times, you will need to rely on your notes and memory to answer the question. The information is in the recording—never draw from your own thoughts or experiences if they’re not also spoken about in the recording.

M: Su-mi is lost a foreign city while travelling, she is staying at a hotel near the Central Station. The Central Station is on subway line No. 7. Su-mi sees police officer coming towards her. She wants to ask for his help to find the nearest subway station. What should she say to the policeman?

Listen again and choose the one that best completes Su-mi’s response:

Su-mi: Excuse me...

1. What seems to be the problem?
2. When does the train leave?
3. Where is the subway station?
4. How long will you stay here?
5. Where is the police station?

According to Koichi Nihei and Lee, Choi, and Hong strategies, the writer was decided to use six listening strategies. Those are listening for the main idea, listening for specific information, listening to predict, listening to make inference, listening for details, and using non-verbal cues. Because some of the strategies have similarities, such as listening for the main idea, listening for specific information, and listening to make inferences. So, the writer merged all of them. In other hand, listening for cause and effect and listening for numerical information are part of listening for details.