The Effect of Communicative Language Teaching in the Development of Listening-Speaking Skills for the Students of Media

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Introduction

1.1 The Problem of the Research and its Significance

Communication is an exchange of meaning between people occurring either through language or non-verbally, and varying with different degrees of knowledge, motivation, and attitudes. Used within academic disciplines in an increasingly technological context (Page, 1980:76).

Communicative competence is the ability to converse or correspond with a native speaker of the target language in a real life situation, with emphasis on communication of ideas rather than on correctness of language form (Ibid: 76).

Communicative approaches are approaches to language teaching in which the focus is on the processes of communication rather than on the structural, functional, or notional items (Nunan, 1992:158).

The ability of communication requires more than mastering linguistic structures. Students may know the rules of linguistic usage, but be unable to use language (Widdowson, 1978:121). It becomes clear that communication requires that students perform certain functions as well, such as promising, inviting and declining invitations within a social context (Wilkins, 1976:128).

In short being able to communicate requires more than linguistic competence; it requires communicative competence (Hymes, 1971:128)- knowing when and how to say what and to whom. For many reasons, almost all students at the college of media don't have the communicative competence that enables them to correctly communicate through the English language. The present research attempts to underline these reasons and solve them.

1.2 The Aim

The present research aims at:

Finding out the effect of CLT approach on the development of students' communicative competence to communicate through the target language.

1.3 The Hypothesis

The present study hypothesized that:

There are no statistically significant difference between means score of the experimental group which is taught by the CLT, and the control group which is taught by the traditional method in listening-speaking skills.

1.4 The Limits

The present research is limited to:

2 First class students at press department in the College of Media.
3 The teaching content is the Interchange course book2 by Jack C. Richards.
4 The academic year is 2012-2013.

1.5 Procedures

The adopted procedures will be:

1- Randomly choosing the sample of the study which consists of 60 students at 1st class in the department of press.
2- Randomly dividing the sample into two equal groups ─ control group 30 students and experimental group 30 students.
3- The control group is taught by the traditional method while treatment is applied on the experimental group.

4- Pretesting the two groups.
5- Post testing the two groups.
6- Finding out the face validity of the pretest and the posttest by exposing a copy of posttest to a number of experts in ELT
7- Finding out the reliability of the pretest and the posttest by using Alpha-Cronbach method.
8- Statistically analyzing the data and finding out results.
9- Stating suitable conclusions, recommendations, and suggestions for the further studies.

Theoretical Background

2.1 View of the Concept of Competence.

To design a model for specifying the communicative competence of a foreign language participant, it would be appropriate to work within a theoretical perspective or framework, which will be derived from a particular view of the concept of competence.

1- Chomsky (1965)

Chomsky's view of what means to know a language is reflected in his distinction between linguistic competence and linguistic performance. He expresses that linguistic theory is concerned primarily with an ideal speaker-listener, in a completely homogeneous speech community, who knows its language perfectly and unaffected by such grammatically irrelevant condition as memory limitations, distractions, shifts of attention and interest and errors (random or characteristic) in applying his knowledge of the language in actual performance (Chomsky, 1965:20).

The perfect system of rules by which a person is able to understand and produce any and all of the well-formed sentences of his language, i.e. his linguistic competence.

The actual use of language, affected by mentioned irrelevant conditions, and identified with the criterion of acceptability not grammatically, is the domain of linguistic performance (Munby, 1978:7).

2- Habermas (1970)

Habermas argues that universal distribution of meanings and even meaning components is not a sufficient criterion for the priorism and monologism of general semantic strived for by Chomsky school of linguistics. He differentiates between semantic universals which process experiences, and semantic universals which make this processing possible in the first place, and also between semantic universal which precede all socialization and semantic universals which are linked to condition of potential socialization (monologic\ intersubjective) (Habermas, 1970:7).

He illustrates four classes: for example, dialogue-constitutive universals include personal (pronouns, formations for question imperative, negation, certain classes of performatory speech act etc; cognitive schemes of interpretation include causality and exemplified by the system of kinship words; universals of perceptive constitution by system of colour words. He also argues that it is not enough to understand language communication as an application-limited by empirical conditions-of linguistic components.

On the contrary, producing a situation of potential ordinary language communication belongs to the general competence of the ideal speaker. The situation depends on a structure of intersubjectivity which in turn is linguistic (Ibid: 7). In order to participate in normal discourse, the speaker must have-in addition to his linguistic competence-basic qualification of speech and of symbolic interaction (role-behavior) at his disposal which we may call communicative

competence. Thus communicative competence means the mastery of an ideal speech situation (Munby, 1978:8).

Communicative competence relates to an ideal speech situation in the same way that linguistic competence relates to the abstract system of linguistic rules. The dialogue constitutive universals generate and describe the form of intersubjectivity which makes mutuality of understanding possible. Communicative competence is defined by the ideal speaker's mastery of the dialogue-constitutive universals irrespective of actual restrictions under empirical conditions. He sees his initial ideas for a theory of communicative competence as providing the kind of basis necessary for developing general semantics and the possible application of such a theory for social analysis (Ibid: 8).

3- Halliday (1963)

Halliday is concerned with language use to account for the language functions realized by speech. Language functions are defined in term of formal features of language which enable communication to take place. He has developed a socio-semantic approach to the language and the speaker's use of the language. At the heart of this approach is his language defining notion of 'meaning potentia', the set of options in meaning that are available to the speaker-hearer (Halliday, 1963: 9).

The meaning of potential relates behavior potential to lexico-grammatical potential:

what the speaker can do ⟶ can mean ⟶ can say.

These stages display semantic options at the disposal of speaker. (What the speaker can do) options are translated linguistically as the semantic options, (what he can mean) options are encoded as options in linguistic forms, (what he can say) are organized as networks of

systems (Ibid: 9). The interactional aspect of Halliday's notion of meaning potential has pedagogic possibilities for the language learning experience (Munby, 1978: 11).

4- Hymes (1971)

Hymes presents the notion of communicative competence and he points out that linguistic theory should be integrated with theory of communicative and culture that are judged under fourfold that must be started in a sufficiently generalized way:

1- Whether (and to what degree) something is formally possible.

2- Whether (and to what degree) something is feasible in virtue of the means of implementation available.

3- Whether (and to what degree) something is appropriate (adequate, happy, successful) in relation to a context in which it is used and evaluated.

4- Whether (and to what degree) something is in fact done, actually performed and what it's doing entails.

Those four sectors of communicative competence reflect the speaker-hearer's grammatical (formally possible), psycholinguistic (implementationally feasible), sociocultural (contextually appropriate) and de facto(actually occurring) knowledge and ability for use. The fact the grammatical sector is only one of four parameters of communicative competence. Hymes clarifies the term of competence, knowledge and ability to use: competence is the most general term for the capabilities of a person; it is dependent upon both knowledge and use. Knowledge is to be understood as a subtending all four parameters of communication just noted (Hymes, 1971:12).

Ability to use also may relate to all four parameters. The specification of ability to use as a part of competence allows for the role of non-cognitive factors such as motivation, as partly determining competence. Hymes also points out that effective communication requires more than linguistic competence: to communicate effectively, a speaker must know not only how to produce any and all grammatical utterances of a language, but also how to use them appropriately. The speaker must know what to say, with whom and when and where (Ibid: 12).

2.2 The Goals of the Communicative Movement

The goals of the communicative movement- communicative competence embraces more than just grammar, and implies a focus on meaning as well. It may be that communicative competence best achieved through communicating, through making meanings, and that grammar is a way of tidying these meanings up. If so, the teacher's energies should be directed mainly at providing opportunities for authentic language use, employing grammar as a resource rather than as an end in itself (Thornbury, 1999:21).

2.3 The Purpose of the Communicative Competence

Communicative competence purpose might be to find something out, or to get someone to do something, or to offer to do something. It follows that the exchange is a reciprocal one- there is as much a need to listen as there is to speak. This means the speakers have to be mutually intelligible (not always a condition in drill-type activities). Furthermore, there is an element of the unpredictable involved- what if you don't have to answer I am looking for, or you refuse my request, reject my offer? All these elements of purposefulness, reciprocity,

mutual intelligibility and unpredictability are features of real-life communication (Ibid: 25).

Classroom tasks that incorporate these features are known as communicative tasks and help prepare students for the cut-and-thrust of real communication but more than that- because they are message focused they serve to shift the learner's attention away from a concern for form, and in this way help develop fluency (Ibid: 25).

2.4 Communicative Language Teaching (CLT)

There is more to knowing a language than knowing its grammar. It is one thing to know Do you thing? It's a present simple question. It is another thing to know that can function as an offer. This simple observation is the heart of what is now called Communicative Language Teaching.

2.5 The Principles of Communicative Language Teaching

1- The goal of the teacher of CLT:

The goal of the teacher of CLT is to enable students to communicate in the target language. To do this students need knowledge of linguistic forms, meaning, and functions. They need to know that many different forms can be used to perform a function and also that a single form can often serve a variety of functions. They must be able to manage the process of negotiating meaning with their interlocutors. Communication is a process; knowledge of the forms of language is insufficient (Freeman, 2000: 121).

2-The role of the teacher and the role of the students:

The teacher facilitates communication in the classroom. In this role one of his major responsibilities is to establish situations likely to promote communication. During the activities he acts as an adviser, answering students' questions and monitoring their performance. He might make notes of their errors to be worked on at a later time during more accuracy-based activities. At other times he might be a co-communicator engaging in the communicative activity along with students (Littlewood, 1981: 13).

Students are above all, communicators. They are actively engaged in negotiating meaning- in trying to make themselves understood and in understanding others- even when their knowledge of the target language is incomplete. Also, since the teacher's role is less dominant than in a teacher-centered method, students are seen as more responsible managers of their own learning (Freeman, 2000: 129).

1- The Characteristics of Teaching\Learning Process:

The most obvious characteristics of CLT are that almost everything that is done is done with a communicative intent. Students use the language a great deal through communicative activities such as games, role play and problem-solving tasks. Activities that are truly communicative, according to Morrow (1981: 25), have three features in common: information gap, choice feedback (Murcia, 2001: 57).

True communication is purposeful. A speaker can thus evaluate whether or not his purpose has been achieved based upon the information the receiver has from the listener. If the listener doesn't have the opportunity to provide the speaker with such feedback, then the exchange is not really communicative. Forming questions through a transformation drill may be a worthwhile activity, but it is not in

keeping with CLT since a speaker will receive no response from a listener, so is unable to assess whether the receiver question has been understood or not (Ibid: 57).

Another characteristic of CLT is the use of authentic materials. It is considered desirable to give students an opportunity to develop strategies for understanding language as it is actually used. Activities in CLT are often carried out by students in small groups. Small numbers of students interacting are favored in order to maximize the time allotted to each student for communicating (Freeman, 2000: 130).

4-The Students' Feelings in a CLT Classroom

One of the basic assumptions of CLT is that by learning to communicate students will be motivated to study a foreign language since they will feel they are learning to do something useful with language. Also, teacher gives students an opportunity to express their individuality (Ibid: 130).

5- The Functions of the Language and the Language skills:

Language functions might be emphasized over forms. A variety of forms are introduced for each function. Only the simpler forms would be presented at first, but as students get more proficient in the target language the functions are reintroduced and more complex forms are learned. Students work with language at the suprastential or discourse level. They learn about cohesion and coherence. Students work on four skills from the beginning. Just as oral communication is seen to take place through negotiation between speaker and listener, so too is meaning thought to be derived from the written word through an interaction between the reader and the writer (Nunan, 1992: 158).

The writer is not present to receive immediate feedback from the reader, of course, but the reader tries to understand the writer's intentions and the writer writes with the reader perspective in mind meaning does not, therefore, reside exclusively in the text, but rather arises through negotiation between the reader and writer (Ibid: 158).

6- **The Evaluation of the Accomplishment:**

A teacher evaluates not only the students' accuracy, but also their fluency. The student who has the control of structure and vocabulary is not always the best communicator. A teacher can informally evaluate his students' performance in his role as an adviser or co-communicator for more formal evaluation, a teacher is likely to use an integrative test which has a real communicative function. In order to assess students' writing skill, for instance, a teacher might ask them to write a letter to a friend (Freeman, 2000: 131).

7- The Correction of the Students' Errors:

Errors of form are tolerated during fluency-based activities and are seen as a natural outcome of the development of communication skills. Students can have limited linguistic knowledge and still be successful communicators. The teacher may note the errors during fluency activities and return to them later with an accuracy-based activities (Ibid: 131).

3. Procedures and Methodology

3.1 The Experimental Design

Before revealing the type of the experimental design it is necessary to define it briefly. To this, Good (1973: 174) defines the experimental

design as "the plan according to which experimental groups are selected and experimental treatments are administered and their effect is answered".

Moreover, "selection of particular design is based upon the purpose of the experiment, the type of variables to be manipulated, and the conditions or limiting factors under which it is conducted (Best, 1981: 68).

Therefore, the pretest-posttest control group is adopted experimental design. This design involves at least two groups, both of which are formed by random assignment; both groups are administered a pretest of dependent variable, one group receives a new, or unusual treatment, both groups are posttested. Posttest scores are compared to determine the effectiveness of the treatment. The combination of random assignment and presence of pretest and a control group serve to control for all sources of internal invalidity. Random assignment controls for regression and selection factors; the pretest controls for maturation; and the control group controls for history, testing and instrumentation. Gain data are analyzed by comparing the posttest scores of the two groups. The pretest is used to see if the groups are essentially the same on the dependent variable.

Experimental group	**Control group**
Pretest	Pretest
T	O
Posttest	Posttest

3.2 The population and the Sample of the Study

The population of the research consists of 209 students at 1st Class of Press Department\College of Media\ Aliraqia University for the

academic year 2012-2013 (see Table 2). The sample of the research which is randomly chosen includes 60 male and female students from morning study.

Table (2)

Table of the Population of the Study

Study / Gender	Morning	Evening	Total
Male	56	78	134
Female	48	27	75
Total	104	105	209

3.3 Application of the Experiment

The experiment started on the 16th December, 2012 and end on the 3rd February 2013. As a criterion, the researcher in teaching CLT has utilized the student's book and workbook of Interchange course book 2 by Jack C. Richards. This student's book has 16 units, each unit is divided into sections, and each section has its own purpose. The snapshot usually introduces the unit's topic with real world information. The word power presents new vocabulary. The conversation is a natural, fun dialogue that introduces new grammar. Students then see and practice this language in the grammar focus. The pronunciation exercises help students sound like native speaker.

In the listening section students hear people speaking in many different contexts. Students talk in pairs, in groups, or as a class with the many speaking activities. Frequent progress checks let students check their own development. In these self-assessment exercises

students decide what material they need to review. However, the workbook has more exercises about each section of unit.

3.4 Equalization between the Two Groups

The aim of making equalization between the two groups is to neutralize any secondary and controlled variables and in order to ensure that the scores obtained may not be affected by such variables. Therefore the following variables have been controlled for both groups:

1- Age of testees,

2- Sex of testees,

3- The Academic level of father,

4- The Academic level of mother,

5- The testees level on the pretest.

3.4.1 The Age of Testees

For the first variable, that is the age of testees table (3) signifies that there are no statistically significant differences among the testees of both the experimental and control groups since the calculated X^2 value is 0.99 which is found out to be lower than tabulated X^2 value which is 5.99 when the level of significance is 0.05 and the degree of freedom is 2.

Table (3)

**The Equalization between Experimental and Control Groups on
the Age of Testees Variable**

Group	No.	1993	1994	1995	Calculated X^2	Tabulated X^2	d.f	Level of significance
EG	30	10	7	13	0.99	5.99	2	0.05
CG	30	12	9	12				

3.4.2 The Sex of Testees

With respect to the sex of testees variable, table (4) shows that there
are no statistically significant differences among the testees of the
experimental and control groups on the sex variable since the
calculated X^2 value is 0.34 which is found to be lower than tabulated
X^2 3.84 when the level of significance is 0.05 and the degree of
freedom is 2.

Table (4)

**The Equalization between Experimental and Control Groups on
the Sex of Testees Variable**

Groups	No.	Male	Female	Calculated X^2-Value	Tabulated X^2-Value	d.f	Level of Significance
EG	30	9	21	0.34	3.84	2	0.05
CG	30	7	23				

3.4.3 The Academic Level of Father

For the academic level of the father, table (5) shows that there are no statistically significant differences among the testees of both groups, the experimental and control, since the calculated X^2 value is 0.55 which is found to be lower than the tabulated X^2 value which is 5.99 when the level of significance is 0.05 and the degree of freedom is 2.

Table (5)

The Equalization between Experimental and Control Groups on the Academic level of the father Variable

Group	No.	Illiterate + reads and writes+ primary	Intermediate + secondary	Institute + College + Higher studies	Calculated X^2	Tabulated X^2	d.f	Level of significance
EG	30	10	7	13				
CG	30	12	9	12	0.99	5.99	2	0.05

3.4.4 The Academic Level of Mother

As for the academic level of the mother, table (6) shows that there are no statistically significant differences among the testees of both groups, the experimental and control, since the calculated X^2 value is 0.55 which is found to be lower than the tabulated X^2 value which is 5.99 when the level of significance is 0.05 and the degree of freedom is 2.

Table (6)

The Equalization between Experimental and Control Groups on the Academic level of the mother Variable

Group	No.	Illiterate + reads and writes + primary	Intermediate + secondary	Institute + College + Higher studies	Calculated X^2	Tabulated X^2	d.f	Level of significance
EG	30	7	16	7				
CG	30	12	13	5	1.96	5.99	2	0.05

3.4.5 The Testees Level on the Pretest

Before equalizing the two groups in their achievement on the pretest, it is necessary to illustrate the main steps of choosing this test and achieving its psychometric features, i.e. validity and reliability.

This test intends to measure the level of testees at both groups in listening-speaking skills. Therefore the test consists of listening to written conversation and the rest of the conversation is just recorded. This conversation is taken from the Interchange student's book 2 by Jack C. Richards (2005).

To achieve its face validity, test has been exposed to panel members (see table 7, App.1) in the field of ELT, and it proved, as a result, to be valid and suitable for the level of the 1st class college students at the department of press since it gains a 100% agreement of the total number of panels.

Table (7)

Name of Panel Members

	Academic Rank	Name	College
1	Professor	Al-Rifai, Fatin Khairi	College of Education Ibn Rush\Baghdad University PH.D. in ELT
2	Assistant Professor	Saed, Muayyad Mohammed	College of Education Ibn Rush\Baghdad University PH.D. in ELT
3	Assistant Professor	Al-Khafaji, Saad	College of Education Ibn Rush\Baghdad University PH.D. in Literature
4	Assistant Professor	Aljbury, Najat	College of Girls Education\Baghdad University PH.D.in ELT
5	Instructor	Al-zubaidi, Ali Arif	College of Languages\Baghadad University PH.D. ELT
6	Instructor	Heijel, Mansour Kadhim	Ministry of Education PH.D in ELT
7	Instructor	Mahdi, Ahmad Abd Al-Wahab	College of Media\Al-Iraqia University M.A. in ELT

As for reliability coefficient and by using Alpha- Cornbach Formula, the reliability coefficient has been found out be 0.78 and which is considered acceptable for this study.

After the two groups have been matched in there level on the speaking-listening test. Therefore as shown in table 8, it has been

found out by using t-test for two groups that there are no statistically significant differences among the experimental group testees and those of the control one, since calculated t-value is found to be 0.551which is lower than the tabulated value which is found to be 2.000 when the degree of freedom is 58 and the level of significance is 0.05.

Table (8)

The Equalization between Experimental and Control Groups on the Achievement on the Pretest Variable

Groups	No.	mean	Std. Deviation	Calculated t-Value	Tabulated t-Value	d.f	Level of Significance
EG	30	5.63	1.50	0.55	2.000	58	0.05
CG	30	5.40	1.77				

3.5 The Validity of the Posttest

First of all the term validity refers to the degree to which the test actually measures what is intended to measure (Brown, 1987: 221). Whereas McNamra (2000: 138) views validity as the relationship between evidence from test performance and inference about candidates capacity to perform in criterion that are drawn from that evidence. On the other hand, Harris (1969: 19) puts his view of validity within two questions: (1) What precisely does the test measure? and (2) How well does the test measure?

There are several types of validity such as face validity, content validity, construct validity, etc. Thus face validity is the suitable type to find out whether the instruments are valid to achieve the aim of the present study or not.

Lado (1964:169) believes that face validity is the degree to which a test measures what it claims to measure. More precisely, face validity according to McNamara (2000: 133) is the extent to which a test meets the expectations of those involved in its use, e.g. administrators, teachers, candidates and test score users. Moreover face validity is very important from the learner's perspective to be convinced that the test indeed testing what it claims to test (Brown, 1987: 222).

A copy of abstract, methodology and procedures part, pretest, and posttest is submitted to panel of experts in ELT (see table 7, App.2) to test the face validity of the posttest and it proved to be valid and suitable for 1st class college of media students since it gains a 100% agreement of the total number of panel.

3.6 The Reliability of the Posttest

Reliability is the suitability of test score─ a test cannot measure anything well unless it measures consistency (Harris, 1969:14). Furthermore, Al-Mutawa and Kailani (1989: 166) define reliability as the degree to which a test produces similar conditions. Reliability as believed by Harmer (2001: 322) can be enhanced by making the test instructions absolutely clear, restricting the scope for variety in the answers, and making sure the test conditions remain constant. In sum, reliability coefficient refers to a static, usually on a scale from 0 to 1, expressing the extent to which individuals measured consistently by a test (McNamra, 2000: 136).

The reliability coefficient of the posttest has been found out to be 0.916. it has calculated by using the Alpha-Crombach Formula. This result is acceptable according to Mehrens and Lehmann (1991:255).

3.7 The Pilot Administration of Posttest

A group of 60 students at the 1st class in the Press Department of Media College are taken as a sample of the study. The sample is divided into equal groups the experimental and control groups for the sake of conducting the pilot administration of the posttest. 16th January 2013 is the date which is devoted to conduct the posttest for experimental and control groups. And 3rd February 2013 is the date which is devoted to conduct the repetition of the posttest. The time which is allotted to both posttests is 60 minutes.

3.8 Scoring Scheme

The test consist of a conversation, has 4 items about its' unwritten part. The test is also consisted of a listening practice that has 6 items. Thus the total of items is 10 items. The scoring scheme which is adopted is to give one mark for each correct answer. While incorrect answer takes zero mark. The total mark is 10.

4. Results, Conclusions, Recommendations, and Suggestions

4.1 Results and Discussion

Results obtained will be presented according to the aim of the presented study which is finding out the effect of CLT approach on the development listening-speaking skills for the students of media.

4.1.1   Verifying the Null Hypothesis

Results of statistical analysis have shown that mean value for listening-speaking skills of the control group is 2.2 with a standard deviation of 76.9 while the mean value of experimental group is 8.56 with a standard deviation of 2201.6.

In order to find out the differences between the mean scores of two groups, t-test formula for two independent samples has been used. The calculated t-test value is found to be 2.43 which higher than the tabulated t-test value which is 2.000 when the level of significance is 0.05 and the degree of freedom is 58. This means that there are statistically significant differences between experimental group and control group and in favor of the experimental group as shown in table 9 below.

Table (9)

t-value of the Exp. And Con. Groups

Group	No.	Mean	Sd.	Calculated t-Value	Tabulated t-value	d.f.	Level of significance
EG	30	8.56	2201.6				
CG	30	2.2	76.9	2.43	2.000	58	0.05

Thus, the null hypothesis is rejected and an alternative hypothesis is accepted which states that there are statistically significant differences between the experimental group which is exposed to the suggested remedial CLT approach, and control one which is exposed to the traditional approach in favor of the experimental group.

4.2 Conclusion

In the light of the pretest and posttest results we can conclude that:

1- CLT approach has an observed influence in improving students' listening-speaking skills.

2- Through CLT approach students can improve their accuracy-fluency in the using of the target language and retain their knowledge.

3- The subjects of the experimental group of the present study have dealt positively with the suggested instructional techniques, showing high degree of interest and motivation.

4- They show high involvement in the classroom activities rather than passively receiving information from the teacher.

4.3 Recommendations

From the presented research we can make some recommendations for the further studies in the field of CLT:

1- CLT approach can be used to teach language for English language students and students of other fields.

2- It can be used as a training course in the institutions and companies.

3- It can be used to teach language for students from their basic level until their more advanced one.

4.4 Suggestions

1- The study is needed to find the effect of the remedial CLT approach at intermediate and secondary level stages.

2- The study is needed to find the effect of the remedial CLT approach on the development of not only listening-speaking skills but all language skills.

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Appendix

App.1

Conversation: Could you tell me…?

A) listen and practice

Erica: Excuse me could you tell me where the bank is?

Clerk: Theirs is one upstairs, across from the duty-free shop.

Erica: Do you know what time it opens?

Clerk: It should be open now at 8:00 A.M.

Erica: Oh, good. And can you tell me how often the buses leave for the city?

Clerk: You need to check at the transportation counter. It's right down the hall.

Erica: Ok and just one more thing. Where the rest rooms are?

Clerk: Right behind you. Do you see where the sign is?

Erica: Oh. Thanks a lot.

B) Listen to the rest of the conversation check (/) the information that Erica asks for.

☐ The cost of the taxi to the city

☐ The location of the taxi stand

☐ The cost of the bus to the city

☐ The location of a restaurant

Erica: Excuse me, it's me again. I'm sorry; I need some more information if you don't mind.

Clerk: Not at all.

Erica: Thanks, do you know how much a taxi to the city cost?

Clerk: Well, it depends on the traffic. Of course but it usually costs about 40$.

Erica; 40$, I guess I'll take the bus. That means I have almost an hour to the next one.

Where can I find an inexpensive restaurant in the airport, may be a fast food place?

Clerk: Go upstairs and turn to right you'll see a snack on your left.

Erica: Thank you very much and have a nice day.

Clerk: You too.

C) Instructor makes questions out of the unwritten rest of the conversation:

Questions

  Q1\ how much a taxi to the city cost? (The clerk said)

  Q2\ then, about what Erica asks?

  Q3\ where the snack place is?

Listening: Capsule hotel

A) Listen again. In addition to a bed, what else the hotel provides? Write four things.

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B) Instructor makes questions out of the listening practice

Tokyo is an exciting but it's also very separate out. It can sometimes take hours to get from one part of the city to another when I feel don't

like go home or I miss last train home, I stay in the capsule hotel. It is a hotel with lots of small rooms. Actually, they are not really rooms. They are spaces, they are 2m by 1m and 1m high, in other words they are very cramped, but hotel is cheap and convenient.

And what each room or I should say each space has?

Each room has bedroom, TV, reading light, radio, alarm clock, and locker to keep personal belonging.

Q1\ How each room size is?

Q2\ How does Brad describe Tokyo?

App.2

Listening: Tempting snacks

A) Listen to people explain how to make these snacks. Which snacks they are talking about? Number the snacks from 1 to 4.

☐ Toasted bagel

☐ Guacamole dip

☐ Slice of pizza

☐ Popcorn

B) The instructor makes questions out of this listening.

Q1\ what do you do when you see the corneal are starting to pop?

Q2\ what do you sprinkle on the mixture of mashed avocado?

Q3\ what is the city of her friend who taught her how to make this first?

Q4\ what do you do after you put the cheese over the dough?

Q5\ beside dough what are other things you need to do the snack?

Q6\ describe how to make your favorite snack?