

TEACHING LISTENING AT JUNIOR AND SENIOR HIGH SCHOOLS AS DEMANDED BY CURRICULUM 2013

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Abstract

This paper is aimed at discussing the way how to teach listening to the students of junior and senior schools as it is demanded by curriculum 2013 nowadays. Based on the syllabus of curriculum 2013 for both junior and senior high schools, most basic competences are concerning with listening and reading skills. For transactional and interpersonal texts, for instance, listening competences are dominant. As it is known, the four language skills – listening, speaking, reading and writing—are taught by using integrative model. For this purpose, the lesson might be started with listening or reading, and then integrated to speaking and writing. This condition makes most teachers find difficulties in applying this curriculum in the classroom. That is why; the teacher should really understand how to integrate these skills in EFL classes. In this paper, it is discussed the way how to teach listening skill and how it is integrated to speaking skill. In curriculum 2013 the teaching paradigm changes from teacher-centered teaching to student-centered model. For this reason, the students should be active, creative and have high fighting spirit in learning English. To do so, the teacher is required to apply scientific approach in which the students are active to seek information by themselves. For this case, there are three teaching models that are suitable to use, that is, problem-based learning, discovery-based learning and project-based learning. Finally, the teacher's success in obtaining his/her instructional objectives will be much dependent on activities he/she selects and arranges in the classroom.

Keywords: curriculum 2013, EFL, junior high school, senior high school, teaching listening.

A. INTRODUCTION

Theories of language acquisition explain that the first important skill needed in acquiring language is listening. Sounds are the first touch of human with the language. People listen first, imitate, then remember the meaning of the words and at the last, they are able to use the word to communicate effectively. That is why, in learning English as foreign language, listening should be taught from the beginning level. By studying listening skill at early stage, it is hoped that the students will be able to learn the language better. This skill can be used to perceive the language production such as word production, pronunciation and grammar.

As an important skill, listening becomes one of English language skills that is taught to the students in Curriculum 2013 at junior and senior high schools in Indonesia. It can be seen from the syllabus of both level of education. Most of teaching activities for the two levels are about listening activities. This is true because most of the texts in basic competences (Kompetensi Dasar; KD) are concerning with transactional and interpersonal texts. The students are given listening and speaking materials about various transactional and interpersonal texts. It means that the lesson should be begun by listening activities and then integrated to speaking ones.

Based on the writer's observation as instructor of Pendidikan dan Latihan Profesi Guru (PLPG) and Curriculum 2013, it was found that most teachers got difficulties in determining listening activities and how to integrate them to speaking skill. They were still influenced by Kurikulum Tingkat Satuan Pendidikan (KTSP) in which listening was taught in segregation way. On the other hand, in Curriculum 2013, listening and speaking are required to teach in integration way. This condition requires the teacher to change his/her way of teaching from KTSP to Curriculum 2013 or K-13. It is not an easy task to do the sudden change in a short time. That is why, the teachers should work hard to overcome this problem. One of the ways is to find ways and techniques how teaching jobs can be done according to the current demand in the classroom.

The appropriate ways of teaching listening will help students to get listening skills better. Listening is not an easy skill to acquire. Most students complain that they didn't get good mark on listening test. This fact is supported by expert's opinion. Brown (2004: 122) says that there are some factors that make listening difficult. These factors can be seen in the following list.

- a. *Clustering*: attending to appropriate "chunks" of language—phrases, clauses, constituents.
- b. *Redundancy*: recognizing the kinds of repetitions, rephrasing, elaborations, and insertions that unrehearsed spoken language often contains, and benefiting from that recognition.
- c. *Reduced forms*: understanding the reduced forms that may not have been a part of an English learner's past learning experiences in classes where only formal "textbook" language has been presented.

- d. *Performance* variables: being able to “weed out” hesitations, false starts, pauses and corrections in natural speech.
- e. *Colloquial language*: comprehending idioms, slang, reduced forms, shared cultural knowledge.
- f. *Rate of delivery*: keeping up with the speed of delivery, processing automatically as the speaker continues.
- g. *Stress, rhythm, and intonation*: correctly understanding prosodic elements of spoken language, which is almost always much more difficult than understanding the smaller phonological bits and pieces.
- h. *Interaction*: managing the interactive flow of language from listening to speaking to listening, etc.

Based on the explanation above, it is clear that listening lessons should be handled well in order that all difficulties in listening can be overcome and instructional objectives be obtained in each listening class. It is expected that this paper will help the teachers in their listening class as it is demanded by K-13 today.

B. THE NATURE OF LISTENING

In understanding the nature of listening, some theories about listening are given in this chapter. It is expected that these theories will provide the readers with general description of listening concepts and definitions. Buck (2009:1-2) states that listening comprehension is a process, a very complex process, and if we want to measure it, we must first understand how that process works. In listening, a listener needs linguistic knowledge and non-linguistic knowledge. Linguistic knowledge is of different types, but among the most important are phonology, lexis, syntax, semantics and discourse structure. The non-linguistic knowledge used in comprehension is knowledge about the topic, about the context, and general knowledge about the world and how it works.

Naturally, people acquire the language firstly by exposure of sound as the language input. Every sound they heard than become a model for their output later after they already have sufficient ability to produce their own. The more language exposures they experienced the better language output they may produce.

Furthermore, Buck (2009:31-32) says that many of the important characteristics of listening comprehension are actually characteristics of all forms of language comprehension, and while listening ability is unique in some respects, it also shares many characteristics with reading. Listening is an important skill, and due to the practical complexities of providing spoken texts, it is neglected in many language-learning situations. In listening, a listener should be able to identify spoken texts better. There are some factors that influence the understanding of spoken texts, such as phonology, accents, prosodic features, speech rate, hesitations and discourse structure.

Meanwhile, Celce and Murcia (2001:89) say that one view of listening comprehension describes comprehension of a speaker's message as the internal reproduction of that message in the listener's mind, so that successful listening reproduces the meaning much as the speaker intended. In order to be able to listen well, a listener should apply some principles in listening.

Nation and Jonathan (2009: 37) say that listening is the natural precursor to speaking; the early stages of language development in a person's first language are dependent on listening. That is why is regarded as a skill that plays an important role in language learning. This emphasis on listening was related to a corresponding drop in the importance given to speaking. Some people now believe that learning a language is not just learning to talk, but rather that learning a language is building a map of meaning in the mind. These people believe that talking may indicate that the language was learned, but they do not believe that practice in talking is the best way to build up this cognitive map in the mind.

Harmer (2006:228-229) suggests two types of listening—intensive and extensive listening. Students can improve their listening skills through a combination of extensive and intensive listening. Listening of both kinds is especially important since it provides the perfect opportunity to hear voices other than the teacher's enables students to acquire good speaking habits as a result of the spoken English they absorb, and helps to improve their own pronunciation.

Concerning the listening, Rost (2011:1-2) states that listening is a topic that has relevance to all of us. As one of the crucial components of spoken language processing – there is no spoken language without listening – listening is also an area that is interconnected with numerous areas of inquiry and development. Listening is quite apparently relevant in humanities and applied sciences such as linguistics, education, business and law, and in social sciences such as anthropology, political science, psychology and sociology. At the same time, the processes of listening are relevant to natural sciences such as biology and chemistry, neurology and medicine, and to the formal studies of computer sciences and systems sciences.

In listening, a listener does several efforts in order to understand the message. First, he tries to know what the speaker actually says, then he constructs and represents meaning based on the spoken message, next he negotiates the meaning with the speaker before responding, and at last he creates meaning through involvement, imagination and empathy. That is why, listening is a complete thinking process that needs total

involvement. It can be concluded that listening is defined in terms of overlapping types of several processes, such as neurological process, linguistic process, semantic process and pragmatic process.

Listening actually occupies a very important position in the language classroom nowadays. When a teacher does not use his/her time for teaching listening, the students will not acquire the language fully. Field (2008:1) says that there is still a question given by some people: Why teach listening? This question seems an odd question. In fact, it is standard practice nowadays for language teachers to provide sessions that focus on this particular skill. There is a wide choice of listening materials available with accompanying CDs, and DVD or video is used in many classrooms. Nevertheless, there is still plenty of evidence that listening is undervalued. When there is pressure on contact hours, it is often the listening session that is cut. Students are rarely assessed on their listening skills, and the problems of many weak listeners pass undiagnosed. The methodology of the listening lesson has been little discussed, researched or challenged; and there is a tendency for teachers to work through well-worn routines without entire conviction.

Field (2008:4-5) also states that in setting priorities for skills teaching, a teacher needs to take account of learners' perceptions of their needs. If the students are asked to rate the relative difficulty of the four language skills, they will say that listening is the area about which they feel most insecure.¹ There are several possible explanations for this concern. One is the lack of tangible evidence that they are making progress in acquiring the skill. Another is the fact that listening takes place in real time. If a stretch of speech is not understood at the moment it is heard, it is extremely hard to relive it in memory. Failure at a basic level (matching speech to words under the pressure of time) often leads to a loss of confidence, and to the belief that listening is too difficult or that L2 speakers speak too fast. If teachers omit to address these and similar concerns, they create insecurity which may seriously affect learners' motivation for acquiring the second language.

Furthermore, listening is used in daily life by the students. They will do communication by listening to others. This is another, and equally compelling, argument for paying greater attention to listening as part of language learning. One of the central goals of the language teacher must be to provide for life after the classroom. Much has been written about the concept of autonomous learning, which is usually taken to refer to the sort of learner training.

Communication requires a two-way traffic, and unless the non-native speaker has a listening competence as developed as his/her command of speech, then it will simply not be possible to sustain a conversation. This may seem a blindingly obvious point. But the briefest review of listening proficiency in a language class will identify more than a few learners whose ability to interpret what is said to them lags well behind the level of language that they are capable of producing.

Fluency forms one side of the coin in developing speaking skills; the other being accuracy. But how often do teachers make a concerted effort to develop the equivalent competencies in listening? These might be regarded as (for fluency) the acquisition of patterns of listening which approximate to those of a native listener and (for accuracy) the possession of an ability to decode pieces of connected speech, word by word. The prevailing tendency in the teaching of listening is to provide practice and more practice without clearly defined goals. How comfortable would we feel about an approach to speaking which told learners simply to 'get on with the task' and provided no pronunciation teaching, no modelling, no controlled practice, no pragmatic input and little feedback?

Concerning the interest in oracy, Hedge (2000:229) states the ability to understand and participate in spoken communication is one of several more recent concerns in education which have generated a stronger focus on listening in the classroom. Even in first language education, oracy projects have aimed at encouraging school children to pay attention and to develop good listening habits and strategies. A second impulse for interest in listening has come from those involved in training students for English medium education, particularly at the tertiary level, given the very high proportion of time students spend attempting comprehension in classrooms and lecture halls. A third impulse has come from second language acquisition research into the role of input. Input gained from listening can have a key role in language acquisition, so the development of effective strategies for listening becomes important not only for oracy but also for the process of acquiring language.

Listening is one of the subjects that should be mastered by students in English. Listening also has function to accept the information or idea from the speaker. Underwood (1990:1) argues listening is the effort of understanding the meaning of what people hear. In getting the meaning process, listener does not know the words only; they also have to understand the real meaning. There are some factors influences the meaning in the spoken language such as the stress and intonation.

According to Wear (1990: 51) listening is reorganization, intonation, and stress using short item rather than continuous passages of discourse or dialogue. He also mentions that the ability of listening comprehension depend on student`s ability to discriminate phonemes, to recognize stress and intonation pattern what they have heard.

C. LISTENING ACTIVITIES IN THE CLASSROOM AND ITS INTEGRATION WITH SPEAKING SKILL

According to K-13, listening activities should be based on scientific approach. In this approach, the students do five steps in getting the understanding of the materials. The steps are as follows: First, the students do observation through media displayed by the teacher on the screen or whiteboard. The media can be the form of pictures, real objects, video, television, audio cassette, power point slides, simulation, role play or the others. These displays must be tailored to the topic or lessons the students are learning. Next, the students take notes about what they are observing. While observing, the students formulate questions toward their observation.

Observing and questioning can go together simultaneously. The students do this activities individually or in group. After that, they try to answer the questions they have made already. They try to collect information from any possible sources. These sources can be students' books, teacher's made materials, internet, magazines, newspaper, nature, experts, or their own experiences. They do these activities by themselves independently. All information they get is used to find the answers of questions in questioning step.

The next step is making association. In this step, the students try to do the following things: First, make definition of the lesson, develop examples, give explanation and draw conclusion about the materials. The teacher gives help and guidance where it is necessary. When they finish these activities, the students report the results of their work to their friends and the teacher.

The teacher then gives corrections toward the students' mistakes. After that, the teacher gives explanation about the lesson until all students understand. By this way, the students are given chances first to think about the materials before the teacher takes time to explain the lesson. This student-centered teaching and learning process can increase and intensify the students' thinking ability.

After giving explanation, the teacher then provides the students with exercises and assignments. These exercises and assignments should be done in the classroom. The teacher might give some other listening texts. By this, the students' ability in listening will increase. The students' works are presented in front of the classroom. The teacher and other students give comments, corrections and suggestions toward their friend's works.

The teacher goes to the next step, that is, communication step. Here, the students will be provided with speaking activities. For this purpose, the teacher firstly gives models to the students how to do conversation as given in listening activities. The teacher asks some students to come in front of the class to do dialogue with him. This is done as a sample dialogue. After that, the teacher asks some pairs of students to do conversation in front of the classroom. Then, all students do dialogue on their seats in pairs. By doing these activities, the students can practice the materials through conversation directly. This way of teaching can stimulate the students to speak. They can practice in the classroom and know how to communicate. In short, the materials are not only learned as knowledge, but also as real communication competence.

D. LISTENING TASKS AND ACTIVITIES TO SUPPORT LISTENING CLASS

Brown (2004: 118-121) states that in listening, a listener processes the sounds through his/her brain. The speech sounds heard by the listener will be kept in short-term memory in the form of a temporary "imprint." The listener, then, simultaneously determine the type of speech event (monologue, interpersonal dialogue, transactional dialogue) that is being processed and attend to its context (who the speaker is, location and purpose) and the content of the message. Next, the listener uses (bottom-up) linguistic decoding skills and/or (top down) background schemata to bring a plausible interpretation to the message, and assign a literal and intended meaning to the utterance. In most cases (except for repetition tasks, which involve short-term memory only) a listener delete the exact linguistic form in which the message was originally received in favor of conceptually retaining important or relevant information in long-term memory.

According to Brown, listening performance can be categorized into four kinds. First category is intensive listening. In this case, listening for perception of the components (phonemes, words, intonations, discourse markers, etc) of a larger stretch of language. Second category is responsive listening. In this stage, a listener listens to a relatively short stretch of language (a greeting, question, command, comprehension check, etc) in order to make an equally short response. Third category is selective listening. In here, a listener processes stretches of discourse such as short monologues for several minutes in order to "scan" for certain information. The purposes of such performance is not necessarily to look for global or general meanings, but to be able to comprehend designated information in context of longer stretches of spoken language (such as classroom directions from a teacher, TV or radio news items, or stories). The last is extensive listening. In this stage, listening is to develop a top down, global understanding of spoken language. Extensive performance ranges from listening to lengthy lecturers to listening to a conversation and deriving a comprehensive message or purpose. Listening for the gist, for the main idea, and making inferences are all part of extensive listening.

A listener should acquire two main types of listening skills, namely micro skills and macro skills. Micro skills consist of the followings:

1. Discriminate among the distinctive sounds of English.

2. Retain chunks of language of different lengths in short-term memory.
3. Recognize English stress patterns, words in stressed and unstressed positions, rhythmic structure, intonation contours, and their role in signaling information.
4. Recognize reduced forms of words.
5. Distinguish word boundaries, recognize a core of words, and interpret word order patterns and their significance.
6. Process speech at different rates of delivery.
7. Process speech containing pauses, errors, corrections and other performance variables.
8. Recognize grammatical word classes (nouns, verbs, etc.), system (e.g. tense, agreement, pluralization), patterns, rules and elliptical forms.
9. Detect sentence constituents and distinguish between major and minor constituents.
10. Recognize that a particular meaning may be expressed in different grammatical forms.
11. Recognize cohesive devices in spoken discourse.

Macro skills consist of the followings:

1. Recognize the communicative functions of utterances, according to situations, participants, goals.
2. Infer situations, participants, goals using real-world knowledge.
3. From events, ideas, and so on, describe, predict outcomes, infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
4. Distinguish between literal and implied meanings.
5. Use facial, kinesic, body language, and other nonverbal clues to decipher meanings.
6. Develop and use a battery of listening strategies, such as detecting key words, guessing the meaning of words from context, appealing for help, and signaling comprehension or lack thereof.

Designing assessment tasks according to types of listening.

No	Types of Listening	Tasks
1	Intensive Listening	<ol style="list-style-type: none"> 1. Recognizing phonological and morphological elements. <ol style="list-style-type: none"> a. Phonemic pair, consonants. b. Phonemic pair, vowels. c. Morphological pair, -ed ending. d. Stress pattern in can't. e. One word stimulus 2. Paraphrase recognition <ol style="list-style-type: none"> a. Sentence paraphrase b. Dialogue paraphrase
2	Responsive Listening	<ol style="list-style-type: none"> 1. Appropriate response to a question 2. Open-ended response to a question.
3	Selective Listening	<ol style="list-style-type: none"> 1. Listening cloze 2. Information transfer <ol style="list-style-type: none"> a. Multiple-picture-cued selection b. Single-picture-cued verbal multiple-choice. c. Chart-filling 3. Sentence repetition
4	Extensive Listening	<ol style="list-style-type: none"> 1. Dictation 2. Communicative stimulus response tasks <ol style="list-style-type: none"> a. Dialogue and multiple-choice comprehension items b. Dialogue and authentic questions on details. 3. Authentic listening tasks <ol style="list-style-type: none"> a. Note-taking b. Editing c. Interpretive tasks from song lyrics, poetry, news or oral account from an experience d. Retelling

Discussing about listening strategies, Field (2008:296) argues that real listening is listening to real world situation or conversation. For this reason, a listener should know the features of conversational speech in daily life listening. These features can be seen in the followings.

There are some features of conversational speech for listening practice

Filled pauses: Sounds such as *er, erm*. These sounds are specific to English; and there is a strong possibility that a non-native listener will identify the sound *er* as the indefinite article, *a*.

Fillers: Words such as *well* or sequences such as *you know, I mean* inserted into a sentence carry no real meaning but, like *er* and *erm*, serve to give the speaker time to plan what to say. The L2 listener sometimes tries to incorporate them into the meaning representation.

False starts: The speaker begins a sentence in a particular way, then has a change of mind and begins again (*I don't think you could, erm, I don't think there's any taxi-driver...*).

Repetitions: The same word or phrase is said twice or three times (*I, I...*).

Contracted forms: In addition to verbal contractions (*I've, he's*), the word *them* is often shortened to *'em* (*know 'em*).

Ellipsis: Subject pronouns are sometimes omitted. In the extract above, there is an example of a dropped relative pronoun (*there's anybody in the world could remember...*).

Besides introducing learners to these features of authentic speech, it is useful to give them practice in dealing with those that might most impede understanding. The procedure can follow the lines of the decoding exercises proposed earlier in the book. The exercises can be small-scale, with the teacher asking learners to listen to short pieces of input and to write down what they think they hear. The material for transcription is much more effective if it is excised from recordings of authentic speech rather than delivered by the teacher. The ideal approach is to pick out several short sections of a recording which exemplify a single conversational feature. This helps learners to identify some of the features when they encounter them and trains them to ignore others (e.g. fillers and filled pauses) which contribute nothing to the meaning of the passage.

The teacher can base listening class activities on pre, while and post listening steps.

a. Pre-listening

1. *Task evaluation:* matching the amount of strategy use to the depth of listening that is required
2. *Rehearsing:* anticipating in one's head the words that a speaker might use
3. *Activating appropriate schemas,* related to the topic
4. *Anticipating likely issues:* forming questions in advance

b. During listening

5. *Counting points:* mentally numbering the main points
6. *Retrieval cues:* associating a word or an image with a main point made by the speaker

c. Post-listening

7. *Review:* mentally rehearsing the main points made by the speaker
8. *Application:* relating the main points to information from elsewhere
9. *Reflection:* thinking about the angle taken by the speaker

For the real activities in listening class, the teacher can choose the following tasks. Those tasks are arranged from the simple activities to the more complicated ones.

- recognizing phonological and morphological elements (phonemic pair, morphological pair, stress patterns)
- paraphrase recognition (sentence paraphrase, dialogue paraphrase)
- appropriate response to a question (prepared answers in multiple choices)
- open-ended response to a question. (free answer)
- listening to cloze (cloze procedure)
- information transfer (multiple-picture-cued selection)
- information transfer (single-picture-cued verbal multiple choice)
- information transfer (chart-filling)
- sentence repetition
- dictation
- communicative stimulus-response tasks (dialogue and multiple-choice comprehension items)
- stimulus-response (dialogue and authentic question on details)
- authentic listening tasks (note taking, editing, interpretive tasks, retelling)

Meanwhile, speaking tasks can be chosen from the following tasks. These tasks are arranged from the simple activities to the more complicated ones.

- word repetition task
- phonepass test (test-taker can repeat the dictated sentence, answer question through phone, arrange jumble words or sentences given through telephone, talking about job, family, etc in very short time)
- directed response task (ex. tell me he went home, tell me that you like rock music)
- read-aloud tasks

- sentence or dialogue completion tasks
- oral questionnaires
- picture-cued task. Here test takers choose pictures mentioned by testers. (picture-cued elicitation of minimal pairs, picture-cued elicitation of comparatives, picture-cued elicitation of future tense, picture-cued elicitation
- of nouns, negative responses, numbers and location, picture cued elicitation of responses and description. map-cued elicitation of giving direction.
- translation from Indonesian into English
- question and answer
- giving instructions and directions (describe how to make a typical dish from your country or what's a good recipe of making?)
- paraphrasing (paraphrase story, paraphrase phone message)
- interviews
- role play
- discussion and conversation
- games
- oral presentation
- picture-cued story telling
- retelling a story, news events
- translation,

E. CONCLUSION AND SUGGESTIONS

In teaching listening skill a teacher should be able to provide the students with some listening activities to help them increase their listening comprehension. As it is demanded by Curriculum 2013 in Indonesia, listening skill should be integrated with speaking skill in the classroom. This is aimed at giving the students chances to practice the language directly in real communication in the classroom. By doing so, the students are expected to acquire the language after finishing their study in senior high school level.

To gain the instructional objectives, the teacher should provide the students with needed activities. The students will start class works from observing, then go on to questioning, collecting information, associating and communicating. These five steps force the students to think independently about the concept of materials they are learning. The teacher takes portion of explaining the lesson only at the middle of teaching and learning process. It means that in Curriculum 2013, the teacher reduces their time for explaining the lessons. This way of teaching is known as student-centered teaching paradigm.

Listening skill should be integrated with speaking skills. To do this, the teacher tries to arrange both activities—listening and speaking— as well as possible, so that the teacher has enough time for finishing the materials according to the time given. In choosing the activities, it is suggested that a teacher should consider the students' level of ability, social background, characteristic of listening texts, students' interest and needs and level of text difficulty. The success in teaching listening will chiefly be dependent on teachers' preparations, methods or techniques and media chosen.

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