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# TEXT BOOK EXTENSIVE LISTENING



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Muhammad Ilham Ali, S.S., M.Pd.

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Fivy A. Andries, S.S., M.Pd



**Tahta Media Group**

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## PREFACE

This book is designed to be your comprehensive guide to developing proficiency in listening comprehension. Listening is a fundamental skill in language learning, and mastering it can significantly enhance your ability to understand and communicate effectively in real-life situations.

In this textbook, you will find a structured approach to practicing extensive listening, which involves listening to a wide range of authentic materials such as lectures, interviews, conversations, and broadcasts. Each unit is carefully crafted to provide you with ample opportunities to hone your listening skills across various contexts and topics.

Whether you are a student aiming to improve your academic listening skills, a professional looking to enhance your communication abilities in the workplace, or simply someone passionate about learning languages, this book is tailored to meet your needs. Each chapter is thoughtfully organized to progressively challenge and support your listening comprehension, guiding you from foundational concepts to more advanced strategies.

Additionally, this textbook integrates practical exercises and activities that encourage active listening, critical thinking, and reflection. Through these exercises, you will not only develop your ability to understand spoken language but also strengthen your overall language proficiency.

We hope that "Textbook Extensive Listening" becomes an invaluable resource on your language learning journey, equipping you with the skills and confidence to engage with spoken language authentically and effectively. Whether you study independently or in a classroom setting, this book aims to empower you with the tools necessary to become a proficient and confident listener.

Happy learning!

Tondano, July 2024

Author

# INTRODUCTION

Welcome to "Textbook Extensive Listening," a comprehensive resource dedicated to enhancing your listening skills in the realm of language learning. Listening is not just about hearing words; it is about understanding meaning, grasping nuances, and interpreting context—all essential components of effective communication.

This textbook is designed to cater to learners at various stages of their language journey, from beginners to advanced speakers. Whether you are studying a new language for academic purposes, professional development, or personal enrichment, mastering listening comprehension is crucial for achieving fluency and confidence in communication.

In this introduction, we will explore the importance of extensive listening and how this book can help you develop and refine this skill. We will delve into the structure of the book, the types of materials you will encounter, and the methodology employed to maximize your learning experience.

Throughout the chapters of "Textbook Extensive Listening," you will encounter a diverse range of authentic listening materials, including dialogues, interviews, lectures, and more. Each unit is carefully crafted to expose you to different accents, speech patterns, and vocabulary, reflecting the rich diversity of real-world communication.

Moreover, this textbook emphasizes active engagement with the content through interactive exercises and reflective activities. These

exercises are designed not only to improve your listening comprehension but also to strengthen your ability to respond appropriately and thoughtfully to spoken language.

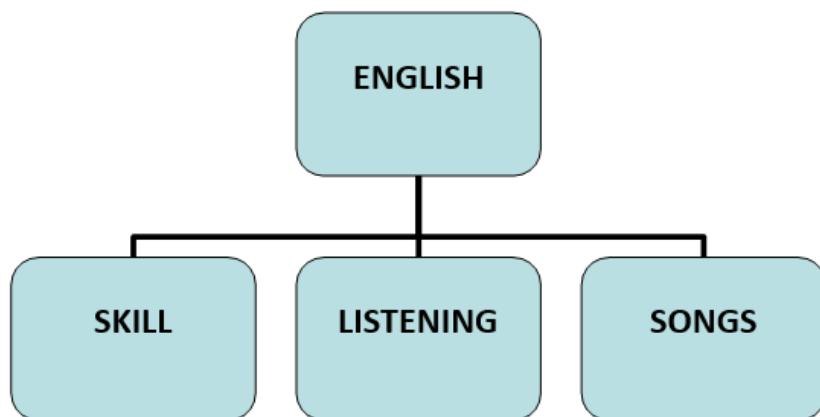
Whether you are studying independently or under the guidance of an instructor, "Textbook Extensive Listening" provides a structured approach to developing and honing your listening skills. By the end of this journey, our aim is for you to feel more confident and proficient in your ability to understand and engage with spoken language in various contexts.

Let us embark on this learning adventure together, as we explore the world of extensive listening and its transformative impact on your language proficiency.

## TABLE OF CONTENT

|   |             |
|---|-------------|
| <b>Preface .....</b>                    | <b>iv</b>   |
| <b>Introduction .....</b>               | <b>vi</b>   |
| <b>Table Of Content.....</b>            | <b>viii</b> |
| <b>Main Point.....</b>                  | <b>ix</b>   |
| <b>Activity in The Classroom.....</b>   | <b>x</b>    |
| <b>Chapter I Listening.....</b>         | <b>1</b>    |
| I.1 Listening .....                     | 1           |
| I.2 Listening Skill .....               | 1           |
| I.3 Types of Listening .....            | 3           |
| I.4 Intermediate Listening.....         | 6           |
| <b>Chapter II Songs.....</b>            | <b>9</b>    |
| II.1 Songs.....                         | 9           |
| II.2 Songs in Teaching Process .....    | 9           |
| <b>Chapter III Kinds of Songs .....</b> | <b>11</b>   |
| III.1 Kinds of Songs.....               | 11          |
| III.2 Using Songs From Youtube .....    | 71          |
| III.3 Exercise Model 1.....             | 76          |
| III.4 Exercise Model 2.....             | 99          |
| III.5 Exercise Model 3.....             | 112         |
| <b>References .....</b>                 | <b>118</b>  |
| <b>Author Biography .....</b>           | <b>120</b>  |

## MAIN POINT

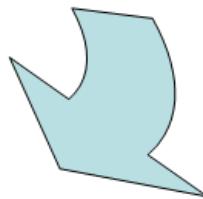
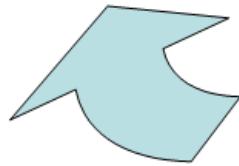


# ACTIVITY IN THE CLASSROOM

LISTEN THE SONGS WITHOUT  
WATCH ON YOUTUBE AND READ  
THE LYRICS

LISTEN THE SONGS WITH VIA  
MEDIA PLAYER WITH THE  
LYRICS

LISTEN THE SONGS VIA  
YOUTUBE WITH SUBTITLE



# **CHAPTER I - LISTENING**

## **I.1 Listening**

In listening A good listening comprehension lays the corner-stone for developing other skills in foreign language learning. But it is also the most difficult among all the language skills for novice to master. While listening to a native speaker, in most cases we find their speech running smoothly just like a river, even not fast, so that EFL learners may fail to catch them. A justification for this is that learners have for too long been accustomed to speak word by word without reducing, liaison, loss of explosion and so on which are quite common in a native speaker's ordinary speech (Ali, et al, 2024). Native speakers talk word by word only under special circumstances, like talking to a baby. For example, few native speakers will say "not at all" as the phonetic transcriptions that the dictionary has offered—/n t æt ſl/. Most often than not, they say /n t tſl/. Not only are the consonants and the following vowels glued together as we call liaison, but /t/ are also voiced, which makes it sound like /d/, and / æ t/ is reduced to / t/. Listening to English songs will prepare EFL learners to the genuine English language they are to be faced with. Teachers can devise special exercises to assist students in improving their listening comprehension. A gap- fill task as follows can be used to help students notice and absorb the phonetic reality in native English speakers' speech.

Comparing listening in one's native language, listening in a foreign language is a more challenging task: "How well L2 listeners cope with

these limitations will depend on their ability to make use of all the available resources to interpret what they hear" (Vandergrift, 2007, p. 193). Therefore, in a listening phenomenon, the use of appropriate listening sources has a crucial effect in comprehension. Various listening sources can be used in a language classroom. These are teacher talk, student talk, guest speakers, textbook recordings, TV, video, DVD, radio, songs and the internet (Wilson, 2008). Teacher talk is valuable input for learners of a foreign language. The teacher can regulate the pace of speaking according to the students' level and interest, repeat important parts and change the input as desired. Teacher talk can also be evaluated in terms of its quality. It should be clear, coherent and interesting for listeners. Teacher talk should be interactive in a way that students can ask questions and get an answer, which facilitates and supports student talk. Another way of exposing students to an authentic conversation is inviting guest speakers to the classroom, which provides learners a chance to interact in a more authentic way. Technological improvements have increased the types of listening resources in recent years. Both teachers and students can access listening materials easily via the internet. The computer and interactive technologies allow teachers to select materials of all kinds, support them as learners' needs dictate, and use the visual options of screen presentation or the interactive capabilities of computer controls to help students develop good listening techniques (Garrett, 1991, p. 95).

## **I.2 Listening Skill**

Listening skill is essential for learning since they enable students to acquire information and knowledge, and to achieve success in communicating with others.

There are various types of listening sub-skills to help listeners make sense of the listening text. Most commonly used listening sub-skills in language classrooms are: Listening for-gist: listening to get a general idea Listening for specific information: listening just to get a specific piece of information Listening in detail: listening to every detail, and try to understand as much as possible Listening to infer: listening to understand how listeners feel Listening to questions and responding: listening to answer questions Listening to descriptions: listening for a specific description.

## **1.3 Types of Listening**

Wolvin and Coakley (1995) different types of listening for these four purposes:

1. Discriminative listening to distinguish sounds
2. Aesthetic listening for enjoyment
3. Efferent listening to learn information
4. Critical listening to evaluate information

### **Discriminative Listening**

People use discriminative listening to distinguish sounds and develop sensitivity to nonverbal communication. Teaching discriminative listening involves one sort of activity in the primary

grades and a different activity for older students.

Children use discriminative listening as they develop phonemic awareness, the ability to blend and segment the sounds in spoken words, identify rhyming words, and spell words. Children also learn to "listen" to the nonverbal messages that people communicate. For example, young children quickly recognize the unspoken message when a parent's expression changes from a smile to a frown or when a teacher expresses puzzlement. Older students learn the meanings of more sophisticated forms of body language, such as people folding their arms over their chest to signify stubbornness or an invasion of their space. They also recognize how teachers emphasize that something they are teaching is important, such as by writing it on the chalkboard, speaking more loudly, or repeating information.

### **Aesthetic Listening**

People listen aesthetically when they're listening for enjoyment to stories being read aloud, as Mr. Hernandez's students did in the Classroom Close-Up. The focus of this type of listening is on the lived-through experience and the connections that listeners make to the literature. As students listen to the teacher read aloud well-crafted stories such as Charlotte's Web (White, 1980) and Thunder Cake (Polacco, 1990), they engage with the text and step into the secondary world of the story. In Charlotte's Web, they feel the unlikely friendship between Charlotte and Wilbur, and in Thunder Cake, they understand the granddaughter's fear of thunderstorms and the urgency with which she and her grandmother collect the

ingredients and prepare the thunder cake. The outcome of aesthetic listening is an emotional response. In addition to listening to teachers read stories aloud, children also listen aesthetically when they:

1. listen to storytellers tell stories
2. listen to poets recite poems
3. view puppet shows and plays
4. listen to singers sing songs
5. participate in choral reading and readers theatre
6. view films and videotaped versions of stories

### **Efferent Listening**

People listen efferently to understand a message and remember important information. This type of listening is required in many instructional activities, particularly in thematic units. Students determine the speaker's purpose, identify the big ideas, and then organize the information in order to remember it. Children often use efferent listening as they listen to teachers read books aloud or view videos as part of social studies and science thematic units.

### **Critical Listening**

People listen critically to evaluate a message. Critical listening is an extension of efferent listening: As in efferent listening, listeners seek to understand a message, but they also filter the message to detect propaganda and emotional appeals. Students use critical listening to listen to debates, commercials, political speeches, and other arguments. Teachers can help students think more critically as they

read aloud and discuss books.

## **1.4 Intermediate Listening**

Listening comprehension is an active process in which the listener digests aural information into relatable chunks that contain meaning (Corrales & Call, 1989; O'Malley, Uhl Chamot, & Kupper, 1989). The more advanced listeners are in their second language, the more easily they can process the information. The work of EL learners is twofold in that they have to understand grammar and vocabulary in their first language before they can understand it in their second language (Corrales & Call 1989). When the EL learner is in the beginning or intermediate stages of language learning, the listening process slows. The working memory is using more of its energy on defining new vocabulary. Successful listening comprehension consists of understanding academic 12 conversations with peers and teachers as well as understanding read alouds and lecturebased learning from the teacher.

Listening is part of four Basic English language skills. It seems like the other skills such as writing, reading, and speaking. These basic skills are divided into receptive skilllistening and reading- and productive skill, speaking and writing. Listening is the activity of paying attention to the speaker and trying to find meaning from something that is heard (Underwood, 1989:1). Listening is the most important language skill and also a part of communication through listening we can share our ideas with other people. According to Brown (2001:24), "Listening is the major component in language learning

and teaching because in the classroom learners do more listening than speaking." It means that listening is an important thing in daily life. Listening is often considered as the most difficult skill. This is because in ELT the teachers tend to prioritize the speaking, reading and writing skills. The students realize that listening comprehension is not easy to learn, they mostly ignore it. This becomes an issue in the world of education, especially for students. Moreover, the conditions worsened with the people assume if someone is able to speak well it is meant that someone can communicate well. In social life, some people believe if they learn English it can be seen from their ability to speak, to write and to read. Actually, someone's language skills it also determined into their listening ability. Wilt (1990) reported that *Yavana Bhāshā: Journal of English Language Education* 35 August 2019, Volume 2, Issue 2 people listen to 45 percent of the time they spend communicating. Schwartz (2004:2) states that adults use half from communication activities to listening, while students receive 90% information in school from listening carefully from the teacher and from other people. However, Adnan (2012:2) states that the learning process of listening skills is not balanced with teaching other language skills such as speaking, reading and writing.

According to Lo and Fai Li (1998:8), learning English through songs are able to change the tedious ambiance in the class, and they can provide a pleasant class environment so that students can develop their lingual skills more easily. Songs are one of the most enchanting and culturally rich resources that can easily be used in language

classrooms. Maley (1987) stated songs provide many things that are able to 36 Yavana Bhāshā: Journal of English Language Education August 2019, Volume 2, Issue 2 strengthen student memories such as sounds, poems, and melodies. It is mean that songs can improve functionality in English Language teaching (ELT). When a student listens and memorizes a song involved in the class, the lyrics are embedded in his long-term memory. Songs are one kind of listening activity that has broad potential. Music and songs are crucial parts of growing and learning. Some of the significant characteristics of songs are that they are fun and can keep the students excited. There are many advantages to using songs in the classroom. Through using contemporary popular songs, which are already familiar to teenagers, the teacher can meet the challenges of the teenage needs in the classroom. Since songs are highly memorable and motivating the students. The most important feature of songs is repetition. Songs are contained the language patterns, and also develop listeningskills, pronunciation, and rhythm, and provide a fun atmosphere. In addition, songs are very beneficial types of activities. It can be used at any stage of a lesson and there are many ways to incorporate them into a lesson. Sometimes, songs are used just as gap fillers and warm-ups, sometimes as the main part of alesson, but sometimes they are there to provide a fun atmosphere.

## **CHAPTER II - SONGS**

### **II.1 Songs**

In addition, Anna (2016) states that Songs are appreciated for their linguistic, pedagogical, cultural and entertaining features and they are precious language learning materials.

Research on psycholinguistics reveals that songs can activate language acquisition and learning in both hemispheres of the human brain (Carroll,2000; Larsen-FreemanandLong, 2000; Williams and Burden,1997).

The human brain is divided into two hemispheres. The left hemisphere is responsible for expressing the thought in oral or written words. In other words, this hemisphere stores all the concepts that afterwards translates into words. The right hemisphere, on the other hand, is specialized in the non-verbal faculties, such as feelings, emotions and special artistic and musical abilities.

### **II.2 Songs in Teaching Process**

The use of music and song in the English language-learning classroom is not new. It has been proven by many researchers that music and songs become one of the effective ways in English classroom. According to Brand and Li (2009) teachers of English as a second language (ESL) from around the globe enthusiastically report contributions to music education about their successful use of music and associated song lyrics with students. Various teaching methods

are used to teach ESL learners and, according to research, music is the most important method to enhance the learning of ESL (Horn, 2007, p.7).

Brand & Li (2009) advocated that using song lyrics in helping to create a natural speaking environment that more closely to the intercultural communication skills is necessary for students to understand English and to be understood by others. Song lyrics are embedded within a culture, its values, symbols, and beliefs. Thus, according to them, exposure to song lyrics also teaches vocabulary, grammar, rhythmic speech, phrases, and meanings.

# CHAPTER III - KINDS OF SONGS

## III.1 Kinds of Songs



### 1. Swear It Again

I want to know

Who ever told you I was letting go

Of the only joy that I have ever known

Girl, they're lying

Just look around

And all of the people that we used to know

Have just given up, they want to let it go

But we're still trying

So you should know this love we share was never made to die  
I'm glad we're on this one way street just you and I just you and I

I'm never gonna say goodbye

'cause I never want to see you cry

I swore to you my love would remain

And I swear it all over again and I

I'm never gonna treat you bad

'Cause I never want to see you sad

I swore to share your joy and your pain

And I swear it all over again

All over again

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This book is designed to be your comprehensive guide to developing proficiency in listening comprehension. Listening is a fundamental skill in language learning, and mastering it can significantly enhance your ability to understand and communicate effectively in real-life situations.

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