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EVALUATION OF LISTENING SKILLS IN PRACTICAL ENGLISH HANDBOOK1

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Abstract : This article evaluates activities or tasks likely to develop listening skills by first years undergraduate students in all the fields of studies (objective assigned by the designer) in the Democratic Republic of Congo in "Practical English Handbook1". This material was certified and recommended by Higher Education Minister for the enhancement of English as a second official language of Higher Education in DRC since 2011. The author used a documentary study and has not almost found activities or tasks likely to help learners develop listening. That is why, he suggests the revision or adaptation of this material by incorporating activities like dictation, summarizing, reproducing, listening for some objectives, etc.

Keywords: Listening, course book, activities, traditional, communicative.

EVALUATION DES HABILITES D' ECOUTE DANS " PRACTICAL ENGLISH HANDBOOK1"

Résumé : Cet article s'efforce d'évaluer les activités ou taches destinées à développer la capacité d'écoute des étudiants des premiers graduats de toutes les filières (objectif assigné par le concepteur) en République Démocratique du Congo, dans le manuel intitulé « Practical English Handbook1 ». Cet outil a été certifié et recommandé par le Ministre de l'Enseignement Supérieur et Universitaire pour l'amélioration de l'anglais comme deuxième langue officielle à l'ESU depuis 2011. Pour ce faire, l'auteur a utilisé la méthode documentaire et n'a presque pas trouvé d'activités ou taches capable d'aider les apprenants à développer cette habilité d'écoute. C'est pourquoi, il propose que ce document soit révisé ou adapté en insérant les activités adéquates telles que dicter, résumer, reproduire, écouter pour certains objectifs, etc.

Mots-clés : Comprendre, manuel de cours, activités, traditionnel, communicatif

Introduction

Teaching English as a professional activity is gaining more and more ground in the world. Taking into account the state of English as one of the world Lingua Franca, the Democratic Republic of Congo (henceforth DRC) is one of the countries where the government has decided to generalize English learning as an enhancement of the program from 2011 for all the university students from the first year undergraduate up to master and doctoral levels. This new program enhancement was recognized by the Higher Education circular note n°1503/MINESU/CAB.MIN /LM/GM/2011 (Mashako, 2011).

Sheldon (1988) Abdi and Mohammadi (2014) argue that when a new curriculum is implemented, new textbooks (being heart of ELT) are published as well. In DRC, Practical English Handbook₁ First year undergraduate Level Reference Handbook₁ (PEH1 henceforth) is the first English teaching material of its kind to be designed, certified and recommended by the Minister of Higher Education to be used for the implementation of the ESP teaching program in all the first years undergraduate in all the fields of studies in the public and private Higher Education Institutions in the country (Mundala, 2011, p. 7). The professed goals assigned to this handbook are to help learners to speak, listen, write, read and get acquainted with literature and documentation in their fields of studies (Mundala op cit).

When a course book is designed there is a need to identify its particular strengths and weaknesses to adopt or reject it. The identification of strengths or failures is done through an evaluation. The main question that this study raises is : “What are activities or tasks that this material contains to help learners develop listening skills? “

Given the benefits connected with the use of textbooks in teaching and implementation of language new program on the one hand and the importance of coursebook evaluation, the problem at stake in this paper is to see to which extent the PEH1’s content can help teachers/learners in matching with one of its professed objectives that is, listening. This calls for an evaluation of this document in order to suggest some activities likely to cope with this objective.

Many researches have been conducted in the past about how culture, genre, curriculum, language skills...are presented in English textbooks. Listening activities evaluation has received my attention in analysing PEH1 since any language acquisition or learning starts by listening. As such, it provides a footing for all aspects of language acquisition or learning.

The present paper aims at evaluating the actual situation of PEH1 as far as listening materials are concerned. It is hoped that both weaknesses and strengths

are going to be considered to adapt this teaching material in the form of suggestions so as to meet the learners' needs in listening skill.

Listening and coursebook

Listening

In simple terms, listening is the capacity that a person has to identify, decrypt and understand what others are saying. Bohlken (1997, p. 2) describes listening as "The process of receiving, constructing meaning from, and responding to spoken language and/or nonverbal". Moreover, Beatty (1999, p.47) specifies that listening is an intellectual as well as a moral skill where the good listener pays an adequate amount of attention to comprehend the message in order to interact effectively with the speaker. For Devito (2004, p. 8) listening is an active process of receiving, understanding, remembering, evaluating and responding to communicative discourse. Operationally, listening is an energetic, complex and intellectual process in which learners collect sounds, build meanings, and respond to the verbal as well as nonverbal messages.

Listening can equally be viewed as a communicative behaviour, in which a listener tries to create a reasonable interpretation of a text for some communicative purposes. It is the first skill and has been recognised as a primary vehicle for the language acquisition process. In the course of language acquisition or language learning, listening comes first, then speaking. For one to speak, be it in a formal or in an informal context, s/he starts by listening. People know and comprehend the meaning of something by listening.

Listening and hearing

Listening has been misleadingly and simply defined as hearing, but a more thorough distinction should be made between the two concepts. Listening is making sense of what is heard and it entails the individual to constantly pay attention, interpret, and remember what is heard. Hearing is passive and listening is active. Put clearly, hearing is just noticing that someone is speaking. Brown (2004 p.72) "discloses that many people confuse the term "listening" with the term "hearing" and explains that the difference between these two terms is that hearing is merely a sense while listening is a learned behaviour". This author adds that, just as decoding the written word is not the same as comprehending its meaning. Hearing a sound is not the same as understanding and correctly interpreting what is being said. Listening involves more than just hearing, and is therefore an active process involving perceiving and organizing oral language input. Widdowson (1996) and Koneru (2011, p.3) on their side, describe both listening and hearing, elucidating the difference between them when they

explain that hearing is the activity of recognizing the signals conveyed through the oral medium which have certain significance, that is, sound is going on around us and our ears catch it. Listening is the activity of recognizing what function sentences have in an interaction, what communicative value they take or convey on as instances of use. They state that listening comprehension is the receptive skill in the oral mode. By listening is meant listening to and understanding what we hear. Listening is associated with the inference of the message conveyed by the speaker.

Hearing is the actual physical ability to hear; it is the act of receiving sounds through the ears without interpreting. Listener is broader than hearing since it involves not only sensing but also interpretation/decoding and evaluation of the received message or code. It follows that listening is with mind and is therefore conscious whereas hearing entails senses that is, while hearing there is perception of sound waves only without caring about the carried message by sounds. Hearing being a door for listening, we hear to listen and not the opposite.

Significance of listening skill

Being one of the most basic language skills that should be given attention to in the language teaching-learning process, listening is crucial to people's everyday communication. Listening is the basis for building up relationships, making others feel important, and for communicating understanding. Furthermore, research results in Rivers (1989), Temperly (1987), Oxford (1993) and Murica (1995) indicate that more than forty-five per cent of total communication time is spent listening, thirty percent speaking, sixteen percent reading and nine percent writing. Talking of communication, the importance of listening is unquestionable. Smith, Finn and Dowdy (1993) mention that social interaction, and even most jobs, require the ability to listen and to receive information. They state that without the ability to listen, individuals cannot participate in verbal exchanges and therefore, are at a major social disadvantage. Highlighting this view, they argue that individuals in a social setting will not be able to interact if they have limited listening skills. Moreover, Schilling (2002) adds that listening is a needed skill at work; it reduces errors and wasted time. In the home, listening develops resourceful, self-reliant children who can solve their own problems. Again, Johnson (1996) refers to the fact that when someone is willing to stop talking or thinking and begin truly listening to others, all of his/her interactions become easier, and communication problems are all eliminated.

Knowledge used in listening

For listening to take place there is a need to get linguistic and non-linguistic knowledge involved. Current researchers believe that listeners use a wide range of knowledge to understand the spoken word. They need what Widdowson (1983) calls semantic knowledge, which involves knowledge of phonological (sound), syntactic (grammatical), and semantic (meaning) aspects of the language system. Listening also requires schematic knowledge, or knowledge of the world or context. In the first case, the listener must have among the most important aspects of phonology, lexis, syntax, semantics and discourse structure knowledge and; in the second case, the listener must have knowledge about the context and the general knowledge about the world and how it works.

Moreover, two important views that is, the bottom-up view and the top-down- view, have attempted to reflect the order in which different types of knowledge are applied during comprehension.

In “bottom-up” processing, the listener attends to data in the incoming speech signals whereas, in “top-down” processing the listener utilizes prior knowledge and expectations to guide the process of understanding Rost (2005) cited by (Salwa 2008:42). This simultaneous bottom-up and top-down processing takes place at different levels of cognitive organization that is, phonological, grammatical, lexical, propositional and discorsal.

Process of listening

The process of learning depends on cognitive processing in the mind of the listener where there are five-stage self-generated activities. Koneru (2011) explains that the first stage which is known as hearing, is the reception of sound waves through ears. The second stage consists in relating the sound to sound system of language, the third is comprehending the utterances. In the fourth stage, the listener interprets the message in the context and in the last stage, he reacts to the message answering. In the line with the author, the process is as follows: Listening=Hearing + Relating + Comprehending + Interpreting + Responding. At the other side, in the attempt to describe steps involved in the process of listening, Babita (2013) came up with the same number of stages though under somewhat different labelling, he explains as follows: hearing (to receiving), understanding (to learning), recalling (to remembering), judging (to evaluating) and answering (to responding).

In the first step of the process, listening is concerned with sound waves perception stimulating the sensory receptors of the ear; as physical response, hearing. At this level there is sound reception and constitutes a pre requisite to listening.

Understanding as the second step, helps to apprehend symbols we have seen and heard. Here, there is meaning analysis of the perceived sounds or symbols; the meanings attached to these symbols are a function of our past associations with the context in which the symbols occur. It is a learning stage. As a third stage in the listening process, remembering is important in listening process because it means that an individual has not only received and interpreted a message, but has also added it to the mind's storage bank. This is recalling.

In the fourth stage, evaluating only active listeners participate in listening as they weigh evidence, sort fact from opinion, and determine the presence or absence of bias or prejudice in a message. The effective listener makes sure that s/he does not begin this activity too soon; beginning this stage of the process before a message is completed requires that we no longer hear and attend to the incoming message-as a result, the listening process ceases. This is also called judging.

Responding as the last stage requires that the receiver completes the process through verbal and/or nonverbal feedback; because the speaker has no other way to determine if a message has been received, this stage becomes the only obvious means by which the sender may determine the degree of success in transmitting the message, this is an answering step.

Listening contexts

Listening can take place in various contexts and thus according to the content, complexity, authenticity, sphere, theme, quantity, linguistic and thematic level of listening input and its adequacy to general teaching purposes or concrete goals of each lesson defined by a sort of criteria. Based on these views, Kadagidge (2006) enumerates different contexts where listening takes place: listening to live conversations, listening to announcements,(at the airport, railway stations), listening to the news, watching the news on a television or a phone, listening to radio for entertainment, watching the television for entertainment, watching a live performance of a play ,watching a film in a cinema, listening to records(songs.....), following a lesson, listening a lecture,(a report of a foreign guest or a lecture in a college), listening on the telephone (to take a message or to hold a conversation following instructions (by a sport coach or dance instructor), listening to someone (a political leader) a public address.

Barriers to listening

Some of the following may obstruct one's listening: attitudes, lack of rapport between the speaker and the audience, pre-conceived notion of the speaker or physical topic environment, inappropriate use of language ,physical

as well cultural barriers, lack of attention to homophonic, as well as homonymic and then prevent one from listening in one way or another. Here are explanations: (1) attitudinal barrier as they are qualified, these barricades are concerned with the attitude the speaker or the listener have while talking or listening. Quoting Koneru (2011) when one is pre-occupied with personal or work related problems, these may make it difficult to focus one's attention completely on what a speaker is saying, even if what is being said is of top importance (2) the lack of rapport between speaker and audience can prevent one from listening and this calls for a good relationship between the speaker and the listener; otherwise communication fails. Babita (2013) sustains that inadequate physical conditions such as extraneous noise conditioner, cigarette smoke... talking of (3) pre-conceived notion of the speaker or physical topic environment. Babita cited above explains that people may have genuine hearing problems or deficiencies that prevent them from listening properly and can be treated. Some people may have problems in processing information or retaining information in the memory. And whenever there is (4) inappropriate use of language through words, phrases, racial, stereotypical or culturally insensitive words sensitive words in an insulting or joking manner, listening can fail Koneru (2011). (5) physiological Barriers, the same Koneru (2011) and Ntambua (2015) insist that inappropriate pronunciation of sounds and words, lack of knowledge on stress patterns of words and sentences may also prevent one from listening. the chaotic nature of English spelling, the assimilation and dissimilation of sounds in connected speech, the aspiration of voiceless stops in English, the strong and the weak forms realisation, clusters and intonation in English. An illustration by Koneru (2011) is CONduct a noun, meaning a person's behaviour, especially its moral aspect while conDUCT, a verb (V), meaning directing, controlling and managing. These are physical because they for the use the speech organs. Again geographical dispersions, accents can be barriers to listening, since they interfere with the ability to understand the meaning of words that are pronounced differently, this is (6) Cultural Barriers (Babita 2013). The problem of different accents arises not only between cultures, but also within a culture. For Koneru (2011) in a country like India where there is enormous cultural diversity, accents may differ even between regions states. This can create misunderstanding and so listening. (7) the lack of awareness of homophonic words which are described as two or more words that are identical in sound, but different in spellings. This feature of English leads to a confusion in understanding. For instance: bow /baʊ/ meaning to bend the head or body as a sign of respect or as a greeting, bough /baʊ/ as any of the main branches of a tree.

Finally (8) the lack of awareness of homonymic words that are referred to as spelt alike but different in meaning and sometimes pronunciation. Koneru gives this: Invalid /In'v@lId/ stressed on second syllable, adjective not officially acceptable and /'Inv@lId/ stressed on first syllable a noun meaning a person made weak by illness or injury.

To these Babita (2013) adds interrupting the speaker, completing the speakers sentences in advance, the habit of stopping another person's story with your own is demeaning and relegates the speaker's story to something less important ,dominating conversations (a person who dominates conversations probably commits all of the above mistakes and is not listening at all), lack of concentration, gender barriers (gender can be barrier to listening, studies have revealed that men and women listen very differently and for different purposes. Women are more likely to listen for the emotion behind a speaker's words, when men listen more for the facts and the content. However, hearing of sounds of the English language is often influenced by the sound system of our mother tongue. This influence leads to ambiguity in communication. These phonetic features may cause ambiguity in the spoken language affecting listening comprehension skill. Phonetic ambiguity may arise from the phonetic structure of the word, phonetic structure of the sentence and substitution of one sound for another sound (Koneru 2011, p.5).

2.8. Improving listening skill

Some positive attitudes, concentration and willingness are recommended for one to enhance his/her listening so that s/he can be smart enough to bring all these requirements to the listening situation, s/he will gain much more in classes, in his/her job and in everyday communication.

Koneru (2011, p.10) advises the following guidelines for the enhancement of listening skill. She cites thinking about the topic in advance, developing a desire to learn, focussing on listening and not on delivery, determining the personal value of the topic for the listener, resisting distractions, concentrating on the matter being spoken, carefully identifying the main topics, depersonalising listening to decrease the emotional impact of what is being said, holding one's disproof until s/he hears the total message, concentrating on subject while listening, not letting thoughts wander while listening, keeping an open mind by asking questions that clarify one's understanding, listening for main points as well as for facts, knowing the difference between the fact and principle, idea and example, evidence and argument; making meaningful notes which should be brief and to the point, be flexible in one's views, staying ahead of the speaker by anticipating what will be said next and by thinking about what

has already been said, paying attention to speaker's non-verbal skills which help to comprehend the message, evaluating and criticising the content, not the speaker ;distinguishing the important points from the unimportant ones, trying to accept other person's views that will build understanding and mutual respect, practising listening by attending lectures, public speeches and T.V. programmes.

To what precedes Babita (213) adds facing the speaker and maintaining eye contact, being attentive, but relaxing, keeping an open mind, listening to the words and try to picture what the speaker is saying, avoiding to interrupt and impose solutions, waiting for the speaker to pause, then ask clarifying questions ,asking questions only to ensure understanding, trying to feel what the speaker is feeling ,giving the speaker regular feedback and pay attention to what isn't said to nonverbal cues.

Coursebook

-A course book, book, handbook and textbook

A course book is generally a book including some materials of certain subjects used by students in the learning process in the classroom. To cite Ur (2012), the term 'Coursebook' is used to mean a textbook of which the teacher and, usually each student has a copy,and which is in principle to be followed systematically as a basis for a language course".

As a formal manual of instruction, it is designed to be used both by the teachers and students, it is required to accompany a specific course having a purely educational purpose while a book may have different purposes.

On the other side, a handbook is a book capable of being conveniently carried as a ready reference for a course. For Tomlinson (2003), a language textbook is seen extensively as a tool that provides the core materials for a language-learning course. Likewise (Buhendwa,2016) sustains that "A textbook is a teaching document or a set of documents and related objects used by the teacher for successfully carrying out teaching or learning subsequent to specific objectives as stated by the curriculum". It follows that a textbook is the chief reserve to deliver the material outline that is designed in the curriculum and then acting as the main teaching aid. Equally Banyongi (2018) views a textbook as an important contract between the teacher and the learners since it contains what the teacher thinks of the learners and what learners expect of the teacher. As a flashlight, it allows the learners to enter and deepen the field with a clear understanding as they have already got the basics. Rewording Sheldon (1988, p.237), the heart of ELT programs is professed through coursebooks. Therefore, the coursebook aims at providing as much as possible in one book and is designed so that it could serve as the only book which the learners necessarily

use during a course, including work on grammar, vocabulary, pronunciation, functions and the skills of reading, writing, listening and speaking as well as exercises.

In conclusion, according to (The Oxford Advanced Learner's Dictionary (2000), the terms coursebook, handbook and textbook are all synonyms and have been understood as a book used to teach a particular subject, especially in schools and colleges. As synonyms they are therefore, used interchangeably.

-Types of coursebooks

Coursebooks are classified according to whether they are traditional or learner-centred and communicative or teacher-centred. However, Grant (1990) recognizes that it is not always possible to place a coursebook within either of these categories.

-Traditional versus communicative coursebooks.

The term traditional is not used to describe the date when a coursebook was published, but rather a type of coursebook. Therefore, traditional textbooks might be still published today. For Grant (1987, p.13) and Antal (2020), traditional coursebooks are described as those which try to get learners to learn the language as a system. They mention the followings as characterizing traditional coursebooks:

- They emphasise the forms, or patterns, of language (the grammar) more than the communicative functions of language;
- They focus on reading and writing activities;
- They use a great deal of L1 (speaker's first language);
- They emphasise the importance of accuracy;
- They focus rather narrowly on the syllabus and examinations

Nevertheless, traditional coursebooks might be easy to use by teachers and learners together, but the result of using them is that on completion of the studies learners know the grammar (the system) of a language, but they cannot talk or use it.

By contrast, communicative course books try to construct opportunities for the students to use the language in the classroom, as a sort of halfway house before using it in real life Grant (1987). Here are the features they all should have in common according to Grant (1987):

- Emphasis on the communicative functions of language;
- Reflection of students' desires;
- Emphasis on four language skills and good balance among them;
- Reflection of the authentic language of everyday life;

- Encouraging working in groups or pairs;
- Emphasis on fluency and not only on accuracy

For Grant (1987) some of the communicative activities that can be contained in such a coursebook and that can help learners to use the language they learn in real life are namely listening to authentic language (like recording of an airport announcement, phone call), implementing information-gap drills (giving learners a purpose for communication), reading a text in order to find a particular information, and expressing themselves in writing in a real situation (e.g. writing a postcard or completing an application form).

Grant's (1987, p.15) ideas, even some non-communicative activities might be useful as well if they suit the learners' learning styles - or teachers' teaching styles. These activities, suggested by Grant (1987, p.15) are dictations, grammatical explanations, accuracy exercises such as blank-filling and sentence completion. In conclusion to decide whether a coursebook is traditional or communicative, Grant offers a quick test which is comprised of four easy steps:

- Primarily, the language used in the coursebook is examined. If the dialogues used in the coursebook seem artificial and unnatural, then it is probably a traditional one. On the other hand, if the dialogues are real-life examples of communication, then the coursebook is communicative. Again, if the content of language exercises and activities presented in the coursebook are likely to befall in real life as well, it is a communicative coursebook. Thirdly, the test examines if the activities highlight accuracy rather than fluency. In case most of the activities are tightly controlled by the teacher so that the learners do not make any mistakes, then it is a traditional coursebook. On the contrary, when the coursebook provides enough fluency practice, making learners talk to each other in pairs or groups and expressing what they really want to say, there is a risk of their making mistakes. However, communicative coursebooks accept this risk. Finally, the test focuses on the question of whether the coursebook underlines study or practice. A coursebook which spends much time studying particular language forms without providing enough practice in real-life situations is not communicative.

-Learner-centred versus teacher-centred coursebook

A learner-centred coursebook is the one which involves learners with interactive learning activities with automated marking. This type of teaching material encourages students to learn anywhere and at any time. By contrast teacher-centred coursebook is the one which engages teachers almost in talking (excessively) while students continue to listen and remain silent. The

students' focus is completely on the teacher, whereas in learner-centred coursebook, both the learner and teacher have equal attention.

PEH1 overview

A Practical Handbook1 is the first reference English pedagogical support that has been designed, certified and recommended by the Higher Education Ministry of the Democratic Republic of Congo, to teach English to first year undergraduate students. The handbook has 182 pages and has been structured in four parts each of which is divided into sessions, in addition to the bibliography and appendices. The first part is basic English grammar, the second is origin and importance of English, the third is English for general and social purposes and the last is English for specific purposes. The objectives assigned to this handbook are to help learners to communicate that is, to listen, speak, read and write.

Findings and suggestions

Textbook plays a vital role in teaching English language. Among others, one of the objectives given in the introduction of the handbook as suggested by Mundala (2011, p.7) is to help develop learners' listening abilities. This objective is not aligned with teaching instructions and activities provided for listening practice. The listening skill has been totally ignored as no activity was designed to enhance listening skills. Moreover, the book is not accompanied with any audio material such as; cassette, CD, or DVD for listening practice.

From what precedes, PEH1 needs to be revised according to the latest patterns of communicative language teaching and learning. Listening material should be included in this handbook, as listening is the basic input skill which helps students in strengthening other language skills.

Language teaching experts have mentioned many reasons behind handbook evaluation. One of them is to identify particular strengths and weaknesses in textbooks already in use (Cunningsworth 1995). In evaluating, the aim is not to find out the best possible coursebook that will fit and be appropriate to a particular learner group but to see the one which is nearly acceptable to be adapted and adopted to suit learners' needs. That is, to reflect the concern of the coursebook objectives as well as learning atmosphere and students learning achievement. As the possible problem is recognised, there is a need to adapt and determine what activities must be added. However, as PEH1 has mentioned no listening activity or task so as to help learners develop this skill and given that its designer and the government in the national curriculum have stressed the teaching and learning of this skill, I suggest it to be revised with the following

activities as mentioned in Koneru (2011, p.4) and Babita (2013). Better to mention that these activities differ one from another according to the objectives they are set for. Here they are:

- Dictation

Dictating is a good training activity to the ear and as well as motor training to the learners.

For Patel and Jain (2008, p.132), dictation offers many advantages of which training learners to repeat in writing what they have listened, giving a good aural practice to the learners and developing the habit of listening thoughtfully, enabling learners to understand the part of each sentence and word phrases empowering learners to write at good reasonable speed, it is also enabling learners to understand spelling and punctuation, enabling learners to develop the habit of listening spoken language and getting used to the sound of system of the English language.

- Paraphrasing

In paraphrasing learners are required to express or restate the meaning of a given passage or a text, in other words, giving more explanations by changing words and sentence structures in order to make it easier to understand, Koneru (2011, p.300). Learners re-write or report a text passage or a text in different words without changing or distorting its original meaning. This technique is included in post listening activities where learners rewrite or report the listening texts in using their own words (different words).

- Answering questions

This task is applied in post listening activities where students answer questions orally or by writing based on what they have listened and then correct together in class to know the right answer.

- Summarizing or reproducing

This activity can be included in post listening activities where learners are given several possible summary sentences and are asked to say which of them fits the text they have heard. In other words, the teacher asks the learners retell the story based on their own words after they have listened to it.

- Filling in blanks

This task is included in while listening activities where students are given the transcript of a passage or a dialogue with some words missing and must fill in the blanks while listening.

- Answering to show comprehension of messages.

This task is included in post listening activities where the teacher asks the students to give, tick or cross to indicate which is the correct answer from a list (A,B, C, D) for the questions about the text they have listened to.

Content listening

In this type of listening activity, learners will be expected to understand and retain the information to get the main aspects of the topic. This type can be applied in classroom lecture or with professionals listening to paper presentations in seminars, conferences or lawyers listening to legal arguments Babita (2013) .

Critical, judgmental or evaluative listening

The purpose in this type is to train learners to evaluate the validity of conclusions critically; accept or reject the message, find the strength or logic of the argument of an oral text . This would happens when listening to a lawyer's argument while arguing the case, politicians election campaign. This is passing judgement on what someone else says

Appreciative listening

With this kind of activity learners would be asked to look for ways to accept and appreciate the other person through what they say for praising. The purpose of this type of activity is to train learners to derive aesthetic pleasure, to understand the speaker's feelings, needs and tone, to appreciate his/her point of view listen to a musician as well as lawyers arguments. This is appropriate with songs.

Active listening

This task aims at training learners to engage in listening with interest and encourages sustained speaking.

Attentive listening

In this type of listening learners must be obviously and carefully listening, and showing attention to a text.

Biased listening

For this kind learners are trained in listening through the filter or personal bias that is, learners hear only what the teacher want them to listen.

Casual listening

Learners are involved in listening without obviously showing attention to what they are listening unexpectedly.

Comprehension listening

Here, learners would be required to understand, seek meaning from an oral text.

Deep listening

Contrary to the preceding type, here learners would be seeking to understand the persons their personalities and their real unspoken meanings and motivators.

Discriminative listening

The purpose of this activity would be listening to discover something specific but nothing else (e.g: baby crying).

Empathetic listening

It is seeking to understand what the other person is feeling, demonstrating empathy. This is therapeutic listening. Inactive listening is pretending to listen, but actually spending more time thinking.

Sympathetic listening

This type consists of listening with concern for the well-being of the other person.

Total listening

It is listening in paying very close attention in active listening to what is said and the deeper meaning is found as to how it is said

Relationship listening

It is an activity where learners are listening in order to support and develop relationship with the other person

Secondary listening

It is listening to music that accompanies rhythms or folk dances or enjoying music while participating in certain types of school activities such as painting and working with clay.

Conclusion

Textbook plays an important role in teaching English language. The analysis of PEH1 can be concluded that this textbook does not align with the objective assigned to it as far as listening skills are concerned, in the introduction. From the scrutiny of this teaching material recommended by Higher Education Ministry to all first undergraduate learners in the country, it has surprisingly been found that listening tasks have been totally ignored, nor any activity was designed to enhance listening skills. Moreover, the book is not accompanied with any audio material such as; cassette, CD, or DVD for listening practice. That is why this paper pleads for the revision or adaptation of this coursebook by incorporating post-listening activities or tasks such as dictation, summarising, reporting content listening and critical listening.

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