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**The Role of Listening Skill in Improving  
Telephone Conversation**

**Case Study: First Year Business Master Students at Kasdi  
Merbah University of Ouargla**

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# DEDICATION

*I dedicate this modest work first:*

*To the light of my life without whom I would never finish this  
work, to you:*

*The Dearest father Mouhamed El-aïd and the Sweetest Mom  
Aïcha with my love may Allah protect you.*

*To my great family:*

*Amîna, Ahmed, Abed Almouman, Abed Alsattar, Lahcen, Houcine  
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*Last and not the least, to my cuisine Mary for her helps and*

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## List of Abbreviations

**1-EFL:** English as foreign Language

**2-ESL:** English as Second Language

**3-ESP:** English for Specific Purposes

**4-2<sup>nd</sup> L:** Second Language learner

**5-2L Learning:** Second Language learning

**7-Sb/Sth:** somebody/something

**8-&:** and

**9-2<sup>nd</sup>:** Second

**10- CD:** Compact Disc

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# *Introduction*

## **Introduction**

### **1. Aims of the Study**

Listening skill is considered as the best way for ESP students to improve their proficiency in classrooms and at work as a future managers and decision makers. Also this skill contributes in measuring the student's competence as well as paving the way to the academic proficiency particularly in making successful and standard telephone conversations, in addition to the exploitation of the listening abilities-in English-to develop business calls. In other words, listening skill can be more effective than the other skills: speaking, reading and writing in the English classes when telephone conversations are used in formal way.

Hence, the objective of this study is to shed light on the role listening skill in improving and enhancing English telephone conversations.

### **2. Limitation of the Study**

The study takes first year Master business students at Kasdi Merbah University of Ouargla as a sample representing: Financial Enterprise, Marketing and Finance & Banks fields. The participants are supposed to respond to the study's questionnaire.

### **3. Statement of the Problem**

ESP teachers and ESP examiners need to use successful strategies of listening skill in order to help students to improve technical telephone conversation as an effective business material and formal activity. So, the overall problems of this study are: "How does the listening skill improve the telephone conversations?", "Is there any relationship between listening skills and telephone conversation?" and "Do ESP learners follow successful strategies in conducting telephone conversation relaying on listening skill?"

### **4. Hypothesis**

This research is focused on the following hypothesis: the use of listening skills may improve the telephone conversation as one of the most well-liked business topic in ESP classroom.

### **5. Definition of variables**

#### **A-Listening**

it is derived from the verb to listen which means paying attention to somebody or something that you can hear. Oxford Advanced Learner's Dictionary p.783. According to Yangang (1993) listening skill is the aptitude to comprehend what is heard by the other persons, he claims that: "listening is the ability to identify and understand what others are saying" p189.

### **B-Skill**

In the point of view of Richard and Schmidt (2002) "the skill is an acquired ability to perform an activity well, usually one that is made up of a number of co-ordinate processes and actions" p.489. In Collins Cobuild Learner's Dictionary definition: "the skill is a type of work or activity which requires special training and knowledge" p.1031. Furthermore, according to the Oxford Advanced Learner's Dictionary the skill is defined as: "a particular type of ability" p255.

### **C-Telephone**

It is derived from the verb to phone which means to communicate or to talk by telephone. The word "telephone" adopted from the old Greek "Tele" that means afar, far off or at a distance, and the word phone comes from the Greek "Phone," which means a sound or a voice. Telephone technology allows people to speak with each other regardless of where they are live. (Eatman, 2006)

### **D-Conversation**

Generally, the conversation is closed to an informal talk involving small group of people or only two; the activity of talking in this way. The verb to converse refers to talk or to have a conversation with somebody. (Advanced Oxford Learner's Dictionary, 2002) P89.

## **6. The Structure of the Dissertation**

Many topics and studies are dealt with listening skill from different points of views, but none of them gave the listening skill its real valuation in learning and teaching foreign languages especially ESP. In academic terms, teaching business learners how to improve their phone conversation's abilities relying on listening skill could be one of the most attractive researches' topics that would not be discussed yet as a result of the thought that the other language skills especially: reading and speaking improve telephone conversation as one of the most well-liked business tasks in ESP classrooms.

The emphasis of the study is to investigate the role of listening skill in the improvement of telephone conversation skill in ESP classrooms taking business first year Master students as

subjects as well as spotting the lights on the relationship between the two variables listening skill and telephone conversation and their contributions in the proficiency of business students.

The study is based on two sections: the theoretical and the practical part. Two chapters are represented in the theoretical section; the first chapter entitles the listening skill devotes the definition of listening skill ,terms in listening skill, the motivation for this process, the role of listening in second language learning, the relation between listening skill and speaking skill, the listening problems in business classrooms and the main strategies that make the student a successful listener, ending by teaching assessing and developing listening skill with formal tasks as practice.

The second chapter entitles the use of telephone conversation explores the meaning of telephone conversations, the important terms in telephone conversation. Including essentials in telephone conversation, this chapter explores teaching business telephone conversation in addition to making a distinction between formal and informal telephone conversation .also it investigates the strategies for successful business calls giving various practical examples and illustrations about this type of conversations and ending by the role of listening skill in improving telephone conversation.

The last chapter is related to the practical section, concerning the case of first year Master business students at Kasdi Merbah University of Ouargla, it presents questionnaire, the methodology of the study, data analysis and the discussion of the findings.

# CHAPTER ONE

## Introduction

**Listening** is one of the four main [language skills](#), it is a key to all effective communication, and without the ability to listen effectively messages are easily misunderstood. **In any daily life communication, listening is the most frequent activity used among human beings**, in other words, it is a complex process that is often confusing matter for foreign language learners, there are number of reasons for this partly because of the various divisions which make up listening skill. (Gupta, 2002). Earlier in teaching language, the listening skill was neglected and considered as a passive process, but it comes into light in the virtue of several developing theories which estimate the importance of this skill.

**This chapter sheds light on listening skill, its definition, terms in listening skill, the motivation or reasons for this process, also the role of listening skill in second language learning is presented, the relation between listening skill and speaking skill is introduced, in addition to the listening problems in business classrooms and the main strategies that make the ESP student successful listener and then teaching, assessing and developing listening skill with formal tasks as practice are dealt with.**

### 1-Definition of Listening Skill

**Listening is not the same as hearing.** Hearing refers to the sounds that the person hears, this is related to unconsciousness behaviors, whereas listening requires more than that: it requires focus, thinking and understanding. Listening means paying attention not only to the message, but how it is told, the use of language and voice, and how the other persons use their body. In other words, it means being aware of both verbal and non-verbal signals. The ability to listen effectively depends on the degree to which a person perceives and understands these messages. More indeed **listening is considered as an important element in the processes of communication's learning in foreign language classrooms.** (Harmer, 2001)

**Many linguists and psychologists presented many definitions to this skill from different sides and points of view. Nunan (2002) points out that: "In order to develop appropriate approach to teaching listening skill, it is first necessary to understand the nature of listening" p235. He adds that** listening is the main skill that plays an effective role in teaching second language, he describes it by (the Cinderella) and he demonstrates: "listening is the Cinderella skill in second language teaching." p.238. Egan Gerard **writes down: "You**

do not listen with just your ears. You listen with your eyes and with your sense of touch. You listen with your mind, your heart, your imagination”p.201 .According to him this means the wide sense of listening comprehension which could not restrict in the passive process of hearing. However it provides the integration of all senses to make the listener gets the message’s meaning. According to Celce-Murcia, listening is an effective element, it plays an important role and it is the most useful skill, (2002) she states that: “listening is the most frequently used language skill in everyday life.” P.102. In other side Yagang (1993) claims that: “listening is the ability to identify and understand what others are saying”P.189. This means the capacity to understand utterances produced by speakers, also Rost says that: “listening is a vital mental capacity-one of the principal’s mean by which we can understand and take part in the world around us” (1994) p.01.According to him, listening skill is the mental ability to decode messages, comprehend and communicate effectively with others. But for Anne Anderson & Tony Lynch embrace listening skill with speaking skill. Furthermore, the integration of both Bottom-up and top-down processes plays a successful roles in listening skill, the first refers to the process of using knowledge in a way of speech to make the person comprehends the meaning of the spoken tracks and this process includes links between words, sentences and clauses .whereas the second is related to the ability of linking meaning from the contextual clues (inside competence) of the message with the background knowledge of the listener.

## **1.1The Terms in Listening Skill**

First of all knowing the general terms in listening skill is considered as the main bases for learners in classrooms to reach communication goals. Those terms are essential in listening skill and context.

### **1.1.1-Listening Comprehension**

This includes the integrations of both bottom-up and top-down strategies that make the listeners comprehend the communication message. (Richards, 2008)

### **1.1.2 Bottom-up processing**



Bottom-up process refers to the deriving of the message meaning based on the incoming language data, from sounds, to words, to grammatical relationships, to meaning, stress, rhythm, and intonation.(ibid)

### **1.1.3 Top-down processing**

Top-down process refers to the use of schemata (background knowledge and global understanding) to derive meaning and interpret the message.

Learners need to be aware of both of those processes Top-down and Bottom-up that affected their listening comprehension, so they need to be given opportunities and chances to practice employing each of them. (ibid)

## **1.2 Reasons and Motivations for Listening Skills**

There are many reasons for listening process which are affected of course by strong motivation of learners to reach the success in listening comprehension. So, people listen to improve relationships with each other in society, classrooms or workplaces and so on. Also they listen to improve their knowledge, correct their concepts and renew their ideas or improve their understanding, answer questions and find the underlined meanings in what others say. (Tracy, 2012)

Listening prevents escalating problems that happen during the speaking process, as a result listening leads to better results in general life. Moreover, it builds support and shows positive reaction with other side (audiences). It creates work team based on environment relationships which lead to positive attitudes. Also a self-confidence of the listener promotes them to use language spontaneously and appropriately in their usual conversations. Listening skill also can save time, energy and money. In addition to that, the interesting topics of the conversations make the listeners automatically being attracted to the speaker. Also the way of speaking and presentation containing: accent, tone, temper and voice motivate the listener to focus his eyes on the speaker only. (Franklin, 1999)

The mannerism or the style of speaker appearance plays an important role in listening motivation .Furthermore, the acoustic and the environment impression encourages both speaker and listener to exchange information and communicate effectively.

## **1.3 The Role of Listening Skill in Second Language Learning**

There are few researches that dealt with the important role of listening skill in second language learning; in other words, there was a lack in discussion of the problems that face learners in listening to second language tasks and conversations. So for 2nd language learners there is a double effort of listening comprehension, it is obvious that learning a first language

will affect on learning a second or a foreign language. Thus, the acquisition of language through listening skill is the key element in student's way of proficiency inside and outside classrooms. (Gupta, 2002)

Listening is one of the most important communication skills that people can acquire. It is the primary way that human understand each other, enrich their own lives and learn important and often vital information. If the learner is a non-native speaker, some understanding of how to further develop his listening skills can speed his progress as an effective listener. Researchers suggest that second-language listening development requires two skills: vocabulary comprehension and meta-cognitive awareness. (Ur, 1991), (Richards, 2008)

Vocabulary comprehension is more than memorizing lists of words; it is strengthened by recognizing the sounds of terms and associating those sounds with their meaning. Learner's interests in this new culture will assist them in developing such connections, particularly if learners seek out and engage in professional conversations or use standard telephone conversations with native speakers, television and other media can also be used to broaden learner's listening experiences.

Meta-cognitive skill is the ability to use "mental strategies" to assist in quickly determining the meaning of words. Learning to decipher words by drawing inferences on their meaning from the context and other words around them is one such strategy. (ibid), (Richards, 2008)

ESP/EFL teachers have to make the development of learner's listening skill a key aim of primary teaching and equip them with the best strategies for effective listening (Ur, 2001). They should be aware of cross-cultural differences and orient their students to know much more about the foreign language culture, so learners can listen to the language that the native speakers use when they are making a telephone conversations, listening to TV programs or watching movies, also a video play can permit learners to go deeply in the true life of English native speakers. More clearly, there are several items that are related to listening in second language learning which include background knowledge about the discussed topic, text, structure, schema, and culture (Gupta, 2002). Therefore, in teaching listening skill in ESP classroom teachers' use authentic materials and formal tools to improve their students level and make them professional. According to Harmer (2001) those tools and techniques are considered as major ones in teaching and improving listening skill in SL classrooms:

### **1.3.1 Using the Language/Discourse**

Teaching method in listening skill, ESP teachers may wrap the whole screen, turn the monitors of data-show far away from students or turns the brightness control right down. Then the students listen to a conversation or dialogue between two persons (native speakers)

they guess where and when the speaking takes a place, which the speakers are and even can they guess their ages or genders? In other words what the speakers are look like in fact.

ESP teachers may also use visual materials such as:

### **1.3.2 Using the Television**

Students do not just hear language with TV, but also they see it too; facial expressions, gestures and other visual clues are all paralinguistic features which keep valuable meaning clues and help viewers to see beyond what they are listening to and thus; interpret the text more deeply and this happens in watching TV programs such as; films, news, etc. (Meskill, 1996)

### **1.3.3 Using the Tape Recorder**

Teachers invite students to listen to different topics from native speakers tracks represented in the form of cassettes .According to Doff the tape recorder is very useful for students, because it has many advantages including: it gives the students the opportunity to listen to different voices, regularly they will accustom to hear native speakers a voice, the tape recorder allows students to rehear, repeat words and it could be stopped at any time of the recording track of the conversation. (1988),

### **1.3.4 Using the Internet**

The use of the internet in education, generally, and in teaching of English in particular is becoming popular nowadays. Thus, the internet creates enormous sources for learners to develop their communicative abilities, either by individualizing practice or by communicating with other learners. Many listening activities are presented online in different web sites; these activities help learners to improve their listening skill (Nuan, 2002). In general, ESP teachers have to use the internet in their classrooms to encourage and motivate learners to use English inside and outside classes also to make English a memorable part of their daily life. (Meskill, 1996)

All in all, it is obviously that listening comprehension plays an important role in second or foreign language learning applying the previous techniques and relaying on those listening authentic materials need to be practiced regularly in teaching sessions to achieve success and profession in learning listening skill. (ibid)

## **1.4 The Relation between Listening Skill and Speaking Skill**

In fact , there is a supplementary relationship between listening and speaking skill ,this means in other terms, each one of those two skills cannot stand up lonely without the other

,they play their role interchangeably, in any conversation there is speaker and listener ,in any presented play there is an audience and actors, teacher and student and vice versa.

It is obviously truth that the effective speaking depends on successful listening. For ESP learner, it is important to be skilled in both speaking and listening to become proficient collaborator in conversation. (White,1982) Thus, in ESP classrooms teachers should give opportunities to the learners to interact with each others in form of dialogue, turn taking, telling stories, moreover teachers can enhance the use of other outside techniques as: watching movies, plays, role playing and so on, those techniques and strategies will-of course-improve student listening and speaking skills. (Hudson, 2007), (Motlhaka, 2012)

It should be noticed that even spoken problems affect on listening comprehension as in the areas of ; accents, sounds, tone, voice ,hesitations...etc and vice versa when listening problems affect on speaking process as; distractions (noise),interrupting and the lack of awareness about conversational rules. In scientific terms, it is approved that the most effective spoken performances come from speakers who were previously been effective listeners and this relationship is the outcome of adopting successful strategies for listening comprehension when they are in conversations.( Riverers and Temperly,1978)

#### **1.4.1 The Listening Problems in Business Classrooms**

Listening plays a major role in second language instruction in general. But in business classrooms particularly, it is considered as an effective skill in the learning process. A variety of internal and external barriers prevent many business students from being effective listeners, some of those problems are related to the learner himself, others are due to the teachers and others are related to the environment. Before the analysis of the main problems of listening skill, it should be notice a general view to the amount of this skill in business classrooms. Rost shows the importance of listening skill in second language classrooms (2001):

- Listening is fundamental unit in language classrooms because it provides input for learners.
- Listening exercises provide a teacher with a means of drawing learner's attention to interesting new forms as: grammar, vocabulary and language interactions.
- Listening adds enjoyment and stimulates cultural interests, because it engages learners in participation with the target culture through: TV, songs, videos, movies and so on.

One barrier of success listening is the noise, which includes both physical distractions and internal distractions. Physical distractions are any audible noises in the communication environment, the internal noise is restricted here in the term of physical anarchy or the inside

and outside distributions in classrooms caused by students, teacher or any ambient sounds, in addition to that, there is another noise caused by a temporary lack of attention on the part of listener, or by the fact that a word or phrase was not understood due to the mispronunciation or misuse of the sound track because the learners do not know them or the first time that they heard them. Also, the most common barrier to effective listening is jumping into a conversation before the other person has finished. This includes talking loudly to others in the audience. (Yagang, 1996), (Gupta, 2002)

Precisely, here are the main technical problems that face the business learners in ESP classrooms:

1. Students of business do not find areas of interest in what they are listening to; this means a lack of interest in the speaker topic which creates a bored and difficult situations. This is released to the lack of teacher's motivation or the way of teaching.
2. Students do not even try to control their mind ability to think faster than the teacher can talk. Neither summarize they-mentally-and review what have been said, nor use a mentally organization to information, thus, they do not find connections to what they already know or are currently learning. (Bloomfield and Wayland, 2010)
3. Business students let distractions distract them as the anxiety and worry. They do not monitor their attention when it is waning. Even if they become distracted, learners do not refocus their attention on the teacher. (Kline, 1996)
4. Students do not listen and focus on the central themes of what is being presented, they interested in the sub-themes and ignore the main ideas of the conversation or the spoken track that they are listening to, this means jumping to conclusions or completing the speaker thoughts without conscious. (ibid), (Rost, 1994)
5. Teachers are not aware of the importance of verbal cues: *Now, So, I see that, the important idea here is...*etc to extract their learner's attention.
6. Negative reaction to the speaker's appearance or delivery style .Some listeners are quick to find fault, any fault, with the speaker's dress, voice, or mannerisms. This tendency to hasty judgment makes it difficult to concentrate on the speaker's message.
7. Feeling too tired, anxious, or angry to pay attention in addition to being in a hurry and rushing through the conversation are also an obstacle to the success of listening process in business classrooms. (ibid), (Yagang, 1996)
8. Business student faces many problems in understanding a colloquial vocabulary, slangs, native speakers' idioms and informal styles of language.

2. Redundancy which is used by inexperienced teachers makes students lost in getting the real ideas of the target tracks, this includes ambiguity, meaningless terms and so on. (Bloomfield and Wayland, 2010)

Overall, the good listeners try to find useful information in any presentation or message by being faithful and professional during listening. Listeners with a negative attitude about the message or the speaker will have a tough time being effective as a listeners, a good way to increase listening effectiveness is to maintain a positive attitude about the speaker and really work at listening for useful information.

### **1.4.2 Strategies for Successful Listening Skill**

In scientific terms, there are many steps and instructions governed by particular listening rules; they allow students to be successful listeners in order to reach the communication goals. A good listener will listen not only to what is being said, but also to what is left unsaid or only partially said. Listening skill involves observing body language and noticing inconsistencies between verbal and non-verbal messages. Listening requires students to concentrate and use their other senses in addition to simply hearing the words spoken. It is not the same as hearing in order to listen effectively it is needed to use more than just ears. (Andrew and Vincent, 1996)

Here are some important points that should be followed by the business students to become good listeners:

#### **. Stop Talking**

“If we were supposed to talk more than we listen, we would have two tongues and one ear.” Mark Twain .(Harmer, 2001) p.201. First do not talk, listen when somebody else is talking ,listen to what they are saying, do not interrupt, talk over them or finish their sentences, paying attention to what the other persons are trying to say, consciously focus your attention on the speakers. (Tracy, 2012)

#### **. Prepare the self to listen**

Relax, focus on the speakers and put other things out of mind. The human mind is easily distracted by other thoughts – outside and inside distractions – try to put other thoughts out of mind and concentrate on the messages that are being communicated.

#### **. Put the Speakers at Ease**

Help the speakers to feel free to speak, remember their needs and concerns, look at the speaker and help him feel free to talk.

#### . Remove Distractions

Focus on what is being said: do not doodle, shuffle papers, look out the window, smile with your classmates and pick your fingernails or similar. Avoid unnecessary interruptions, these behaviors disrupt the listening process and send messages to the speaker you are disagree with what he said or he will suppose that you are bored or distracted.

#### . Empathy

Try to understand the other person point of view. Look at issues from their perspective; person should go into preconceived ideas by having an open mind he can get more fully empathize with the speaker. (Van Dozer, 1997)

#### . Be Patient

Be patient and let the speakers continue in their own time allow plenty of time for the speaker to convey ideas and meaning. Be courteous and give the speaker adequate time to present the full message. Sometimes it takes long time to formulate what to say and how to say it.

#### . Avoid Personal Prejudice

Try to be impartial more clearly do not become irritated and do not let the person habits or mannerism distract you from what they are really saying. Focus on what is being said and try to ignore styles of delivery

#### . Listen to the Tone

Both volume and tones add to what someone is saying, in other words they attach to the spoken track a special print. A good speaker will use both volume and tone to their advantage to keep an audience attentive.

#### . Listen for Ideas not for words

Students need to get the whole picture, not just isolated bits and pieces of words maybe one of the most difficult aspects of listening is the ability to link together pieces of information to reveal the ideas of others and reach the message's goal.

#### . Wait and be aware of non-verbal communication

Finally, gestures, facial expressions, body posture and eye-movements are an important in speaking and listening processes. Do not jump to conclusions about what you see and hear. (Bloomfield, Wayland, 2010)

## **1.5 Teaching Assessing and Developing Listening Skill**

### **1.5.1 Teaching Listening Skill**

When ESP teacher prepares formal tasks, tests and activities for students, he makes in the front of his eyes their needs in order to motivate and cultivate them, assess their performance or knowledge and develop or improve their profession. Ur (1984) claims that: “listening exercises are most effective if they are constructed round a task that is to say, the students are required to do something in response to what they hear that will demonstrate their understanding”. p25

Generally, teaching listening skill is a complex process that needs hard work by teachers as well as students. Teachers should take into consideration the needs of the learners, appropriate topics and their authenticity, classroom's size and student's number and other factors to make students satisfying about what they are obtaining.

### **1.5.2 Materials**

Materials should be authentic, authenticity should be evident in tasks, the language should reflect real discourse, including hesitations, rephrasing, and a variety of accents. The use of authentic material as a teaching tool not only represents the familiarity of the institutional environment, but increases transferability to listening outside the classroom. ( Celce-Murcia, and Olshtain,1991)

#### **1.5.2.1 Authentic Audio Material**

Telephone conversation, movies, radio, TV programs, radio, taped conversation, meeting and normal talks.

#### **1.5.2.2 Authentic Visual Material**

Books, drawings & painting, photographs, magazine pictures, post card and stamps.

#### **1.5.2.3 Authentic Printed Material**

University catalogues, restaurant menus, maps, letters, newspapers, magazines, street signs, song lyrics, email and so on. (Kline, 1996)

## **1.6 Assessing Listening Skill**

After long teaching, ESP teachers should assess and test their student's performance. For that purpose, teacher will be an examiner and assessor who will conduct the test and do either the summative or formative assessment to evaluate student's knowledge by the use of listening exercises and tasks such as: filling in the gaps, complete by the appropriate words



,listen and repeat, choose the best answer and cross the unnecessary items...etc. Those types of assessment allow ESP teachers to know the main listening weaknesses and problems that their learners fall in and try to solve them immediately. (ibid)

### **1.7 Developing Listening Skill**

ESP teachers need to develop their student's skill by relaying on the successful strategies which have been discussed previously. Teachers encourage learners to participate in real life conversation with their peers, listen to native speakers' conversations, telephone calls, TV news, and radio. (Ur, 1991)

The following tips are some suggestions by ESP teachers and examiners about developing and improving listening skill according to their own experiences and methods:

1. Make eye contact and do not talk too much.
2. Use affirmative nods and appropriate facial expressions
3. Avoid distracting actions or gestures. (Hudson, 2007)
4. Ask questions questioning helps ensure clarification of what the speaker is saying, facilitates understanding, and lets the speaker know that the listener is engaged.
5. Paraphrase means restating what the student has said in different words. This technique allows the listener to verify that the message was received correctly.
6. Avoid interrupting the speaker; be polite, try to avoid vague and general statements. (ibid), (Motlhaka, 2012), (Celce-Murcia and Olshtain , 1991)

### **1.8 Formal Tasks for Teaching Assessing and Developing Listening Skill**


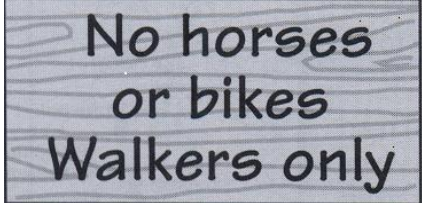

ESP teachers need to create meaningful tasks tailored to address learning needs and achieve student's communication goal inside and outside classrooms. Thus, teachers should allow their students to make choices about what is right for themselves in order to enable them to develop ownership over their learning and to improve their skills which lead to an increased desire to participate in an ESP classroom and beyond the classroom (Harmer, 2001). This view promotes learners autonomy and motivates students to further learn ESP outside the classrooms using any learning material at their disposal such as listening for English TV and radio programs of their choice or use ESP to share their views with their peers and family members in the form of daily conversation or participating in call conversation. (Bloomfield and Wayland , 2010)

This section will examine some formal tasks and activities suggested by ESP teachers to develop and assess listening skills among ESP students:

#### **Sample Tasks**

# INSTRUCTIONS.

a) Answer all the questions.





A	B	C
		

b) Before you begin to listen, read the questions quickly and get familiar with the questions.

## Part - I

1. Transcript of the police announcement:

Here is an announcement by a police officer on a local city channel. This is regarding an alleged criminal who is evading the arrest. Anyone who has a clue can come forward and inform the police at 100. So, here is the description- the criminal has a broad face with a thick moustache and a beard. Which one of the following faces are they describing? A. B. C. D. (Van Dozer, 1997).

A	B	C	D
			

2. Here is another situation, listen to it carefully. This is about the garden of Suresh.

Transcript:

Sami does not want people walking around in his vegetable garden that he has nurtured with great care. What sign board should he put up? (ibid) P132.

A. \_\_\_\_ B. \_\_\_\_ C. \_\_\_\_ D. \_\_\_\_

3. Michal wants a pen pal. Listen to his description of himself and fill in the columns given below:

Transcript:

Hi! My name is Michal and I'm from India. I live in Raipur near a lake. Since I have always lived here, I love water sports. I am twelve years old and love reading about plants and animals that live in the water. My box number is P.O. Box 002200.

Fill in the blank: (ibid) p 134, 135.

Age	
Nationality	
	Water sport
	002200

## Part - II

Instructions:

- You will now listen to the talk by Dr. Peter Olz on healthy foods.
- There are five questions to be answered. Read the questions quickly before you listen to the talk.
- Now listen to the talk and write your answers.

‘Nature has given us everything that our body needs. If we take care we can avoid pills. Did you know that Mushrooms not only make tasty dishes but are a rich. You must have heard of the Banana smile. Believe it or not this fruit can actually put a smile on your face. It contains tryptophan, a protein which once digested converts into a chemical neurotransmitter called serotonin which is a very important mood regulating chemical and works like an antidepressant. Broccoli has also come to be called a disease busting vegetable. It can prevent cancer. Did you know that Mushrooms not only make tasty dishes but are a rich source of Vitamin D so essential for healthy bones? Regular consumption of mushrooms aids in better hearing power too. About 2000 years ago the curative powers of Ginger for all stomach related problems were discovered. It helps digestion, cures nausea and prevents bowel tumors Cheddar cheese is a very rich source of calcium and phosphate. These strengthen bones and muscles and reduce risk of osteoporosis. Grapes, which look so much like the lobules in the lungs, are rich in Proanthocyanidin a chemical which helps circulate fresh oxygen to the blood stream thereby reducing the risk of cancer and also reduce the severity of asthma. If you cut a tomato into half, you will notice that it has four chambers just like our heart. Tomatoes are a great source of lycopene, a plant chemical that reduces the risk of heart disease and several cancers. This also helps lower the unhealthy effects of LDL cholesterol. The gnarled look of a walnut, mimicking the appearance of a human brain, is perhaps the only fruit rich in Omega - 3 and Fatty acids tend to ward off dementia and to some extent Alzheimer’s disease.

### I. Fill in the blanks with a word or phrase

- ..... is rich in Vitamin D and help in good hearing.
- .....mood regulating chemical can make you feel happy.
- Broccoli keeps away .....

11. In the talk, Dr is advising people to.

- A. eat a balanced diet
- B. be happy; live healthy
- C. live close to nature
- D. eat healthy food

Transcript:

City London often depends on cars, buses or metros to travel from one place to another. Bicycles used to be a popular mode of travel once. I think we need to popularize them once again if we need to tackle the pollution problem. The speaker advocates the use of ... Now; listen to an environment activist who repeats the previous passage to one of his friends.

What is the popular mark of London city?

- A. cars
- B. buses
- C. bicycles
- D. metros (Franklin, 1999)

### **Conclusion**

As a conclusion, Listening has been identified as one of the most used and one of the most important communication skills in personal, academic, and professional settings. The vital role of listening in communication begins with the identification that listening is the first language skill to be acquired. It is different from hearing which is considered as unconscious, passive and natural process.

It can be said that, listening is a key skill in successful learning for second language students which needs motivation by the speakers or the environment itself to make this process an effective one. For ESP students active listening makes them overlap their classroom's comprehension barrier and problem, therefore, they follow several techniques and strategies to reach the success in their daily conversations inside and outside classrooms.

Linking both speaking and listening skills can be a turn point in teaching second or foreign languages, because those two skills shape the frame of transforming language's message in simply form of input and output knowledge. Applying formal tasks and activities in the form of listening allows ESP teachers assessing and developing the students' competence which is reflected after on creating new techniques of teaching listening skill using a kind of authentic material. Listening is an essential skill for students of second language (L2) to master as part of learning to effectively communicate in that language. ESP teachers should take every opportunity to maximize students' exposure to authentic spoken English such as television, videos, songs and telephone conversation, this later material is very important task that measure the listening abilities, it will be discussed deeply in the next chapter.

# CHAPTER TWO

## **Introduction**

Communicating via telephone can be a very difficult task for native English speakers or non-native ones, it is complicated for ESP learners to manage phone conversations especially business ones without relying on teachers or authentic listening materials .As a result there are common phrases and words used in conducting such conversation particularly in English language.

This chapter will explore the meaning of telephone conversations, the important terms forming the telephone conversation. Moreover, essentials in telephone conversation are dealt with. It travels around the distinction between formal and informal telephone conversation .The chapter also spots the light on strategies for successful business calls, discussing deeply the role of listening skill in improving telephone conversation and giving many practical examples and illustrations about this type of conversations.

## **2 Definition of Telephone Conversation**

Telephone is a tool that converts voice and other sound signals into a form that can be broadcast to remote locations and receives or reconverts waves into sound signals.(won,2012) The verb to phone refers to communicate (talk) by telephone. More indeed, the word “telephone” comes from the old Greek “Tele” which means afar, far off or at a distance ,while the word phone comes from the Greek “Phone” that means sound or voice. Telephone technology allows people to speak with each other regardless of where they are live. (Randy, 2013)

In addition to that, the meaning of Conversation is closed to an informal talk involving small group of people or only two; the activity of talking in this way. The verb to converse means to talk or to have a conversation with somebody. (Advanced Oxford Learner’s Dictionary, 2002)p.89.For some reasons, phone calls in English are much more hard than talking to people face to face, as a result, the calling person could not read or feel the person's expressions or gets cues about their meaning from their gestures.

Therefore, many people and especially businessmen, the telephone is the first contact that they have with their friends, bosses and business makers. Talking on the phone or making a successful conversation is determined by several steps and techniques which will be followed to consider the phone call a successful one. But for ESP students, talking on the phone in English may be even more daunting than talking to others face-to-face; making a telephone conversation in English is something stressful for them. . ( Eatman, 2006)

Generally, EFL student should know the typical rules of such conversations to avoid ambiguity, spelling mistakes and syntactic or grammatical problems which will effect on the success of conversation process .So preparing in advance for a phone call in English using formal vocabulary, technical terms or expressions and even phone's etiquette is one of the best ways to overcome these difficulties and problems that occurred during a phone calling. (Wong, 1991)

## **2.1 Terms in Telephone Conversation**

### **2.1.1 Terms**

This section explores the general terms that are used in any phoning process .it includes the technical words and phrases applying by English at the beginning of phone conversation, during it and at the end of those conversation.

1-Caller: is the person who telephones, calls or dials.

2-Pick up: means answering the phone.

3-Dialing a number: when a person presses the number's button on the phone to call someone.

4-Answer the phone: this means saying "Hello" into the phone when it rings, it is the first terms that showed the beginning of the conversation.

5-Answering machine: machine that a person can record a message on when the addressee is not home.

6-Ring: is a sound that the phone makes when someone calls; to make that sound.

7-Phone booth/pay phone: a place where persons can pay to use a telephone in public.

8-Receiver: the piece on the phone that the person speaks into and listens from.

9-Pager: a small machine persons can wear which makes a noise (or vibrates) when someone wants to call them.

10- Busy signal: a beeping sound tells the caller that the other person is already on the phone with someone else.

11-Call back/phone back: to call someone who called first. ( Leonet , 2008)

### **2.1.2 Important Phrases**

- How may I be of help - This is a formal phrase used to show politeness. It means 'Can I help you?'

-I am calling - 'I am telephoning'.

-Out of the office - not in the office.

-Take a message - to write down a message from the caller.

### 2.1.5 Other useful phrases/words

- The number is busy.
- My I hold on the line.
- I sorry cannot hear you.
- I sorry I cannot understand you.
- Please speak slowly; I am having a difficult time understanding you.
- Who am I speaking to?
- Who is calling?
- The line was disconnected.
- Please connect me to .... (Give the name or the person, or the extensions). (ibid), (Wiki How.2011)

## **2.2 Essentials in Telephone Conversations**

In any English phone calls, there are common phrases and structures for the person who makes the phone conversation (caller).they are called essentials because the phone conversations will not be considered complete or professional one without their existence:

### **Greeting**

Hi – Hello – Hello, how are you?

Good morning – good afternoon -good evening

### **Introductions**

This is .... (Give your name)

This is .... (Give your name, from (state place, or company).

Hello this ... (give your name)

### **Giving the reason for a call**

I am phoning for some information...

I would like some more detailed material...

I would like to meet someone from CNT...



I need some information...

I need to talk to an accountant. (Eatman , 2006)

### **Requesting Someone**

May I please speak to .... (Give the person's name)

I would like to speak to... (Give the person's name)

Is .... (Give the person's name) available.

Is it possible to speak to .... (Give the person's name).

I need to speak to .... (Give the person's name)

### **Making offers**

Shall I arrange for ...?

Would you like me to send them ...? (Liang and Rice, 2012)

### **Promising action**

I will put you through ...

I will send them to you ...

I will contact you ... (ibid)

### **When the person you are calling is Unavailable**

May I leave a message, please?

Do you know when he/she will be available?

Do you know when he/she will return to the office/home?

I will call back latter/in an hour/tomorrow (fix a date).

Please tell him... (Give your name) called, and I will call latter/call again.

Please have him/she call me back.

May I leave my telephone number? My phone number is... (Give your number)?

Please have him/her contact at (state a place or a phone number).

Where/How can I reach him/her?

What is her/his mobile phone number/Cell/Cellular phone number? (Liang and Rice ,2012)

### **Faxes**

May I send you a fax?

What is your fax number?

Did you receive my fax?

I send a fax to..... (Give person's name), did he receive it? (Wiki How, 2011), (Kenneth, 2013)

## **2.3 Teaching Business Telephone Conversations**

In fact, teaching business telephone conversations in English is much complex than making business calls. Thus ESP teachers should be aware of several techniques in teaching those types of conversations, following the needs analysis approach of their ESP learners and applying authentic materials related to listening sense such as: cassettes, videos, native speaker phone conversation and so on. (Kenneth, 2013)

Before starting teaching business calls, ESP teachers should improve confidence on their learners when they use the phone, they must teach them what to say in business conversations, how to deal with such kind of conversation. (Randy, 2013). This confidence will occur only by improving telephone communication ability while starting out gradually learning simple vocabulary and phrases in English. Start by knowing different greetings, representing objectives and so on. Students have to begin with small, gradually developing skills and slowly working up to something more difficult. In ESP classrooms teachers should apply the following methods in teaching business telephone conversations:

The first step that will be done is: a warm-up activity which means discussing the difficulties, problems, or concerns that ESP students face in making business telephone calls in English. Teacher has to make students listen, record and transcribe the opening segment of two or three real business telephone conversations between native speaker and nonnative speaker. ESP teacher may need to explain how to do successful listening relaying on business calls or provide a sample of an oral (video or transcribed telephone conversation using authentic spoken language data for the development of language teaching materials). (Naterop and (Revell, 2008)

Then, ESP teacher discusses with students the four sequence types in English business telephone conversation: namely, summons-answer, identification/recognition and greeting. Particular attention should be paid to how the interactional job of identification and recognition is accomplished in business telephone conversation especially openings of calls, ESP learners often rely on one type of caller's first turn, namely, "May I speak to \_\_\_?" after that, teacher asks learners to repeat slowly every tracks playing role with their partners .The teacher should point out that in English business telephone openings; callers typically position themselves to be the askers of the first how are you" sequence. (Wiki How, 2011)

All in all, ESP teacher makes a summarizing activity. The teacher returns to the discussion of problems, difficulties, or concerns in business telephone interaction, asking students to reconsider how the telephone activities performed clarify or contribute to their understanding and awareness of telephone conversations in English native speaker. ESP teachers should fix the following tips in teaching any English business call; they should paying attention to these pieces of information and remind their learners about them in every section:

### **2.3.1 Organize the call before making it**

When someone calls for business, he respects the time and acts efficiently. Caller should know the purpose of calling and what it needs to accomplish before dialing, caller has to create a brief agenda for himself. If caller has several questions to ask or topics to discuss, try to write them down and do not lose focus. (Hill, 2007)

### **2.3.2 Dial calls carefully**

Because misdialing numbers creates unnecessary interruptions, teachers should fix in students mind taking care to look at the keypad and double check the phone number as people enter it. If accidentally one misdial, politely apologize and explain that he has the wrong number. Simply hanging up is not only impolite, but it can alarm the person answering the call. (ibid)

### **2.3.3 Let the telephone rings**

When student makes calls, he should let the phone rings at least six times before hanging up. If the person he is calling not at his desk, he might be nearby. It is frustrating to run for a telephone call and hear a dial tone when he answers it. (Friedman, 1995)

### **2.3.4 Introduce yourself immediately**

Unless the calling person is a close friend who recognizes caller voice, ESP teachers emphasis on starting every telephone call with a greeting followed by person's name and the name of organization. If the call is answered by a receptionist or someone else, ask for the person you want to speak with by name. For example, "Hello, this is Inna Abraham with Quest Specialty Travel. May I please speak with Gorge Olson?" (ibid)

### **2.3.5 Follow up with the purpose of your call**

Unsolicited business calls are not occasions to make light conversation as person would with friends. Follow an introduction with a short explanation for the reasons of calling (why). Ask if this is a convenient time for recipient. If not, arrange a time to call back. (ibid), (Kenneth, 2013)

### **2.3.6 Conclude your calls promptly**

if you initiate a telephone call, you are responsible for concluding it. Keep business calls short and listen carefully for signals suggesting that the other person wants to end the conversation. Thank people for taking the time to speak with you and for any help they have provided. (ibid)

## **2.4 Formal and Informal Telephone Conversation**

Generally, the language used for speaking on the telephone is basically very similar to that of ordinary conversation; however, it is limited in certain important respects by the special situation, which imposes a number of restrictions. More deeply the remark that should be taken in this type of conversation is the chief differences between formal and informal telephone conversations.

The most notable difference is that a formal telephone conversation is conducted at a much more formal level because the people speaking are taking care to maintain the high level of politeness and prestige usually felt appropriate in this kind of discussion they use formal structures, good grammar and well pronunciation as well as the telephone etiquette which is closed to the formal kind of phone conversations which is different in every culture ,there is a set of etiquette stock phrases used to negotiate telephone conversations in any language. (Hill, 2007)

Another difference is that the formal discussion is very precise and factual; it is guided by factual events and real boundaries which make the speakers fixed their terms and phrases, keeping to the point and never straying off into the chatty vagueness which is found mostly of times in the informal telephone conversations.

Finally, there is of course a considerable difference in the vocabulary, with more technical terms than one would expect to find in the average informal telephone conversation, and a mixture of formal and informal words and phrases. Informal telephone calls usually take place between friends and families who have nothing in particular to discuss and are simply engaging in a bit of social pleasantness or wasting time, in this kind of telephone conversation there is a great deal of informal idiom, slangs ,informal sentences structure and so on. (Randy, 2013)

In simple words, the main remarkable difference between formal and informal telephone conversations is that the first type takes a place in business organizations; companies and works field .the formal calls intend to achieve a global general services for example: economic profits making interchanging links between human resources and products .but the

second type is related to friend regular conversations, wedding, parties, love and ...etc or the daily talks of families and relatives which intend to achieve only social goals . (Kaznanie, 2011)

#### **2.4.1 An Example of Formal Telephone Conversation**

A: "Microsoft, this is Steve."

B: "Hi Steve, this is Richard from Third Hand Testing. I'm calling in regards to the MSN assignment. Do you have a minute to answer a couple of questions?"

A: "Sure. What can I help you with?"

B: "We originally agreed on 5 testing procedures, but our program manager received a mail indicating 4 testing procedures. Is 4 the correct number?"

A: "Yes it is. We found that we can do the last one here."

B: "Great. Does the timeline change because we reduced one of the testing procedures?"

A: "We don't have to change the timeline. Our original timeframe was very aggressive."

B: "That makes our job a little easier."

A: "Do you have any other questions?"

B: "No. That's all I had. Thanks for your time."

A: "No problem."

B: "Ok. Good bye."

A: "Bye." (E-How, 2012)

#### **2.4.2 An Example of Informal Telephone Conversations**

*Joe:* two-seven-one.

*Bob:* Hello, is that you, Joe?

*Joe:* Yes.

*Bob:* Bob here. How's a thing?

*Joe:* Oh, hello, Bob .Fine. How are you?

*Bob:* O. K. Listen, I've decided to apply for that job I was telling you about. You remember?

*Joe:* Yes. I remember. Croydon, wasn't it? What was it, a car factory?

*Bob:* No, night engineering. Rather like that place I was at in Leeds.

*Joe:* Oh yes, of course. Light engineering. I remember now. And it was for a manager, was not it.

*Bob:* Yes. Personnel manager.

*Joe:* Very nice too. Do you feel optimistic about it?

*Bob:* Well, I would not say I exactly feel optimistic, but at least my training and experience have put me in with a chance. So perhaps I could say I feel reasonably optimistic about getting short-listed. But the interview — that's different.

*Joe:* Why, for goodness sake? You are not scared of interviews, are you?

*Joe:* Yes. You are bound to get an interview. What is the pay like incidentally?

*Bob:* Oh, the pay is good.

*Joe:* Mm!

*Bob:* But then it is in London, and the rates tend to be a lot higher there, anyway.

*Bob:* I will think of what said. Now, I am busy .Cheerio.

*Joe:* Cheerio, Bob. Thanks for ringing. (Randy, 2013)

## **2.5 Strategies for Successful Business Calls with Examples**

In fact, introducing a telephone conversation is very difficult process either for native speaker or foreign language learner; hence business students should be aware of the technical steps and strategies of conducting such calls. If the students do not know what to say, it is very common to feel nervous and lose control in certain point of the phone conversation. This is true even when speaking in the native tongue. One of the main reasons students get nervous is because they are not prepared so that they might make mistakes during the conversation.

Before business students make any business call, they should build self-confidence and prepare themselves to any sudden situation which makes them distract or get nervous. First, determine the objective of the conversation– the outcomes wanted to be achieved by the end of the conversation (a meeting with a contact, specific pieces of information). (Kenneth, 2013)

- Students should write an agenda in the same way that they would for a meeting and use it as a prompt.

\* Students prepare themselves for any sudden situation that blocks the conversations progress.

They should remember that making a good impression will be the key for staying long with the caller after the call is completed. (Wong, 1991)

Here are in details the main successful strategies in conducting business calls in whatever business positions. ESP teachers have to draw the following plan to any business call: (Kenneth, 2013)

\* Answer the phone

- Company X, good morning.
- Company X, how may I help you?
- Company X, Janet Jones speaking.
- This is Janet Jones of company X, good morning.

\* Introduction

- Good morning, Kevin Black speaking.
- Hello. This is Kevin Black here.
- Good morning. My name is Kevin Black.
- This is Kevin Black speaking.

\* How to Greet Customers on the Phone

- Give your first and last name.
- Identify your department.

\* asking for someone

- Could I speak to Mr. Smith, please?
- I'd like to speak to Mr. Smith, please?
- I am trying to contact Mr. Smith.
- Is Mr. Smith available?
- Could you transfer me to extension 34, please?
- Could you put me through to sales, please?

\* someone is not at the number you called

- I am sorry, but he does not work here anymore.
- I am afraid we do not have anybody here by that name.
- Sorry, there is no one of that name working here.
- He is not at this number any longer. His new number is 122 078
- I am sorry but this is extension 232 not 323.
- Sorry, I think you've got the wrong number.

\* transferring a call

- I will check if he is in.
- Just a moment please, I will put you through to Mr. Smith.

-One moment please, I'll transfer you...

-Just connecting you now.

\*the person is unavailable

- I am afraid Mr. Smith is not available right now.

- I am afraid Mr. Smith is in a meeting.

- I am sorry, but he is out of town.

- He is not available this morning but if you could phone again this afternoon he should be in the office by then.

\*available

-He will be back tomorrow morning.

-He will be back next week.

\*asking someone to repeat

-Sorry, I could not hear what you said.

-Sorry, I cannot hear you. We have a bad connection.

-I am afraid it is a bad line. Could you speak up, please?

- Could you speak a bit more slowly, please?

\*asking for the caller's name

-May I ask who is calling?

-Who is speaking, please?

-Who shall I say is calling?

-May I have your name, please?

\*asking the person to clarify their name

-Could you spell your name, please?

-How do you spell your name, please?

-Would you mind spelling that, please?

\*the person is on another phone call

-I am sorry, but the number's engaged.

-I am sorry, but the line is busy.

-Would you like to hold?

-Could you call back later?

\*Messages

-Would you like to leave a message?

- Could I take a message for Mr. Smith?

-Can I give him a message?

-Shall I ask Mr. Smith to call you back?

- I will pass on the message as soon as he gets in.



- Could you take a message for him?

\*starting the conversation

-How are you, Mr. Smith?

-Nice to hear from you, Mr. Smith. How are you?

-How are things going over there?

-I am phoning you about...

-Sorry to call you away from your meeting, but...

\*ending the conversation

-It was nice talking to you, Mr. Smith.

-Thank you for calling, Mr. Smith.

-I am glad you called. Thank you for the information.

-I look forward to hearing from you soon.

-I will look forward to getting your confirmation next week.

\*Answering service

-This is company X is automatic answering service.

-Our office hours are from 8am to 4 pm.

-Our office is closed for the holidays.

-We will be open for business from January 2nd.

-If you would like to leave a message press 1.

-Thank you for calling and have a nice day.

## 2.6 Examples and Illustrations

Here are sets of telephone conversations. Read the conversations in each set so that business students will become familiar with the typical words frequently used in telephone conversations. Only over the period of time and after more practice hours, students could master how to converse in telephone in proficient way, so listen and focus:

### 2.6.1 Example One

A: "Hello, ABC Company."

B: "Hi, this is Janet from Consult R Us. May I speak with Alex please?"

A: "He's in a meeting right now. Would you like to leave a message?"

B: "Yes. Can you have Alex call me back when he is available? My name again is Janet, and he can reach me at 555-987-6543."

A: "It's Janet at 555-987-6543. Can I tell him what this is regarding?"

B: "He sent over a fax, and the last page didn't print out. I will need for him to resend the fax to me."

A: "I'll let him know."

B: Thank you.

A: "Thank you for calling ABC."

B: "Good bye."

A: "Bye." (Liang and Rice, 2012)

### **2.6.2 Example Two**

Mr. Davis: Hello, Mr. Davis is speaking.

*Mr. Stock:* Hello, Tom Stock here.

Mr. Davis: You are just the man I wanted to speak to.

*Mr. Stock:* Well, here I am. What's it all about, then?

Mr. Davis: Well, you know that emergency delivery to Stockholm we were talking about the other day?

*Mr. Stock:* Yes - you mean the "one they wanted delivered by the 25th?"

Mr. Davis: Yes, that's the one. They've been on the telex about it to us only this morning and now they say they must have it by the beginning of next week. I do not know. What with the 1st at and this big French order we have got coming up, I have been up to my ears in it.

*Mr. Stock:* I see. Then we would better get it off pretty soon, had not we?

Mr. Davis: Yes, they are counting on us.

*Mr. Stock:* That is right. I know old Gustafson pretty well, actually, and I should not like to let him down either.

Mr. Davis: We will have to think of something, then, shall not we? What is old Gustafson like, by the way?

*Mr. Stock:* Bit difficult to describe, actually. Round fortyish and a little bit heavy-going perhaps. Got his head screwed on the right way, though.

Mr. Davis: That was my impression too, actually.

*Mr. Stock:* Anyway, to get back to this delivery job, is there anything in particular that's holding us up? Have not we got all the things we want on hand?

*Mr. Davis:* Sorry to interrupt you *Mr. Stock* but my boss is calling me right now.

*Mr. Stock:* Bye. (E-How, 2012)

### **2.6.3 Example Three**

F: Hello Mary, Maya here.

M: Hi Maya, how are you doing?

F: I'm good but busy as always. Actually, I'm completing a project with John. In fact I wanted to talk to you as

I'm looking for an assistant – any ideas?

M: Is it the database project?

F: No, it's about developing our brand.

M: I see. Do you know what kind of person you are trying to find?

F: The person needs excellent qualifications – it's more the creative side of things.

M: You could give Nana a call. She will help you as she is doing all kinds of consultancy work. Currently she's an advisor to a couple of large companies I believe. I can email you her details if you like. (Friedman, 1995)

## **2.7 The Role of Listening in Improving Telephone Conversation**

People use communication skills and specially listening ones in every field of life. They use it at home with their families, in the workplace with their bosses and coworkers and on the telephone when they order services and dealing with business cases. Thus, listening skill is an important tool that could not be ignored or disregarded its role in life domain. Taking the business field in general and telephone conversation as an example in analyzing such importance, it is obviously that there is a strong relationship between the listening skill and telephone conversation, this relation represented in equation that if the student is a good and professional listener he is surely a good telephone conversation maker (Wong, 1991)

As a result, ESP teachers follow the strategies of successful listening during teaching phone calls, applying -only- authentic listening material as: cassettes, tapes record in native English language, this will improve the level of students and make them professional businessmen as well as good communicators. Business students must practice good listening skill to become better and reach what they want concerning the control of English language in business studies as well as being fluent communicator with English business calls.

## **Conclusion**

As a conclusion, it is obviously that telephone conversation is the first number in the equitation of business fields, in other words, making a good phone calls is considered as the best way to evaluate the person communication skills and performances. Thus, ESP teachers focus on teaching phone calls in their business classes; they insist that the telephone conversation plays a major role in improving other language skills if the teachers relay objectively on the authentic listening materials, emphasizing on the successful strategies that make the students professionals in conducting such conversation.

ESP teachers should teach their students the formal structures, vocabulary, grammar and etiquette tips concerning the bases of English calls, they need those essentials when they start a call, leave a message and finish a business phone conversation. According to the technical strategies of reaching the success in making business telephone calls, students will –for sure– avoid language problems, informal obstacles and other language difficulties which prevent the formative progress of their communication goals.

# CHAPTER THREE

## **Introduction**

The third chapter represents the practical part of this study .It contains the analysis of the questionnaire given to first year Master business students at Kasdi Merbah University of Ouargla. It includes all the procedures concerning the present study including: research design, sample selection, research instruments, the analysis of results and ending by the discussion.

The business students' answers make up the collected data of the presented questionnaire in order to examine the role of listening skill in enhancing telephone conversation. The result of each question will be shown in formal tables using ordinal numbers and statistical techniques as an analysis of percentage also graphs and diagrams are introduced to facilitate the result's reading.

### **3.1 Methodology**

The practical study followed a descriptive analytic method in analyzing the questionnaire of first year Master business students to tackle the real reaction of the target ESP sample about the importance of listening skill in improving telephone conversation. All data are measured through counting the student's answer about the ten (10) questions considering listening skill and telephone conversation. Moreover, the study's questionnaire analysis includes precise and concise summary to each question of the tenth ones shown in the questionnaire; also the statistical data and the analysis of this study are introduced in the form of simple tables, graphs and diagrams to measure all records concerning the recent study.

### **3.2 Sample Selection**

The sample of the study takes the first year master business students at Kasdi Merbah University Ouargla, thirty (30) students representing three main branches: Financial Enterprise, Marketing and Finance & Banks whom are selected randomly to investigate the present study which tends to convey the idea that listening skill can improve telephone conversation.

### **3.4 Research instruments**

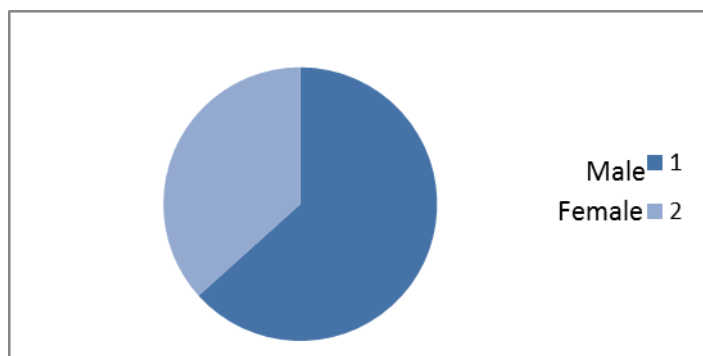
Investigating the role of listening skill and its relation with improving telephone conversation, a questionnaire is planned for this reason, this technique includes: Yes/No a question, choosing the appropriate answers .it contains ten (10) questions concerning the two main variables: listening skill and telephone conversation. Individually all business student's sample is experienced during an English lecture.

### 3.5 Data Analysis

The data analysis of the present study gets hold of questionnaire which will be analyzed later on to appraise the hypothesis of the study. Each question of the questionnaire has presented its results as follows:

Gender	Number	Percentage (%)
Male	19	63,33%
Female	11	36,67%

**Table (A): the gender of students**



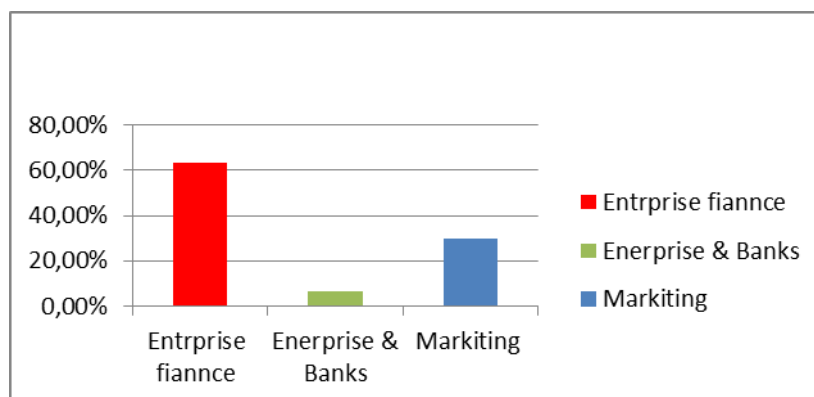
**Figure (A) the gender of the students**

As it is shown in the figure (A), it is clearly that the male numbers of students are more than the female ones, this is attributed to the nature of the specialty which is likely attended by males than females; males want to obtain business jobs, getting opportunities in commercial companies and so on.

Specialty	Number	Percentage (%)
Enterprise finance	19	63.33%
Enterprise & Banks	02	06,67

Marketing	09	30%
-----------	----	-----

**Table B: Student's specialty**



**Figure B: Student's specialty**

In the figure (B), it is noticed that the majority of students (63.33%) are taken from Enterprise finance. whereas (30%) of students are belonging to Marketing branch and the last ones (6.67%) are taken from Enterprise & Banks. This presents variety of branches in the business field in order to make the study objective.

**Question 1-Are you interested in learning English?**

	Number	Percentage (%)
Yes	30	100%
No	00	00%
No answer	00	00%
Total	30	100%

**Table (1) the interest of learning English**

The fundamental number of students (100%) has the interest of learning English; and their motivation to learn English language is due to many factors, some of them are:

Most of them know that English language is the first and the most dominant language of the globe; it is the language of technology, business and money. Some of them want suitable jobs in international companies with attractive salary as well as getting rich knowledge from

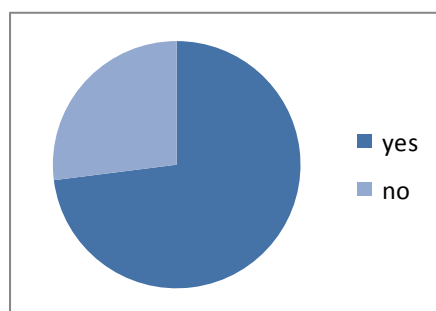


various English needs. Others see that English is the gate which will help them to engage in English community in the sooner future.

**Question2-**Do you practice listening skill in class rooms?

	Number	Percentage (%)
Yes	22	73,34%
No	08	26,66%
No answer	00	00%
Total	30	100%

**Table (2) the practice of listening skill in ESP classrooms**



**Figure (2) the practice of listening skill in ESP classrooms**

The majority of students (73, 34%) practice listening skill in their classrooms. They listen as the result they like English language, they interested in learning English for several purposes, and first of all: it provides inputs for them, practicing listening makes them closed and familiar with various aspects of knowledge such as: pronunciation, grammar, syntax and so on. They want to get good marks as well as controlling English fluently. However (26, 66%) of the sample do not practice listening in English classrooms at all, this may be related to the conception that the listening is not the basic skill during lectures, also the lack of ESP teacher's motivation makes students lose their attentions and that reflects on their listening process.

**Question: 3-**What kind of listening tasks or activities do you apply in classrooms?

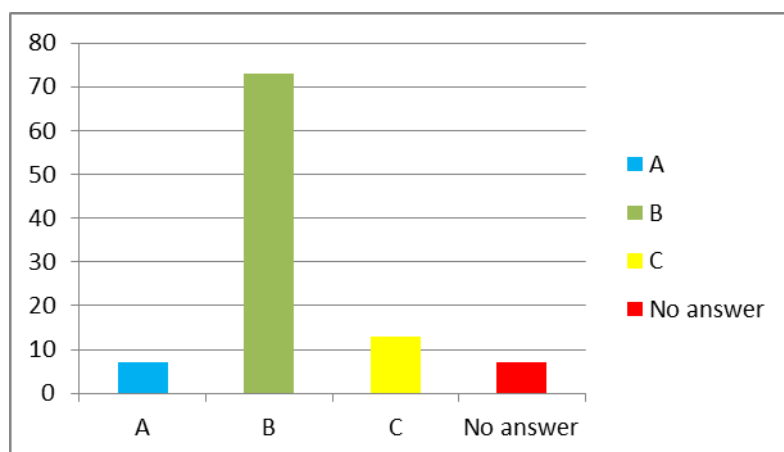
A-Interviews

D-Reading loudly

C-Conversations

	Number	Percentage (%)
A	02	06,67%
B	22	73,33%
C	04	13,33%
No answer	02	06,67%
Total	30	100%

**Table (3) tasks and activities applied in ESP classrooms**



**Figure (3) tasks and activities applied in ESP classrooms**

As shown in above table (3), (73,33%) of the students claim that they apply reading loudly tasks, teachers read loudly certain English text while students listen carefully, after they will be questioned and assessed according to their listening comprehension .

Other students (13, 33%) declared that they follow the conversation tasks in classrooms .because they fell weak when they make English conversation with their peers and their teachers oblige them to do so. While a few of them (06, 67%) claimed that they follow interviews during the lectures.

**Question: 4** -What kind of listening material do you use during lecture?

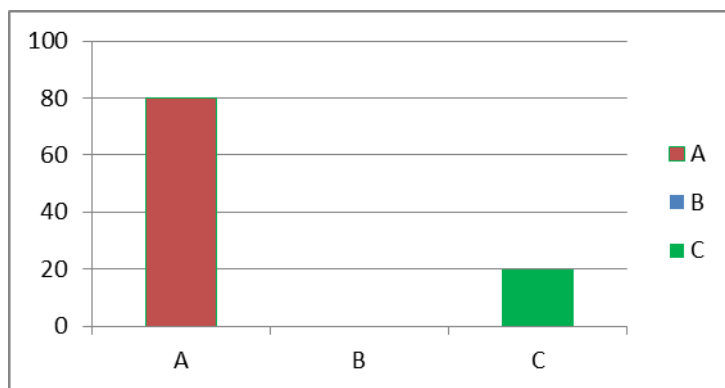
A-printed material

D-audio material

C-visual material

	Number	Percentage (%)
A	24	80%
B	00	00%
C	06	20%
No answer	00	00%
Total	30	100%

**Table (4) the listening materials used during English lectures**



**Figure (4) the listening materials used during English lectures**

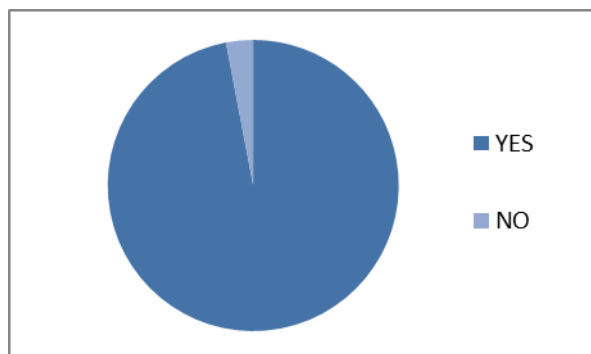
The majority of the business students (80%) agreed that printed material is the dominant ones during English lectures, ESP teachers used: texts, newspaper articles, books...etc. Those are called the accustomed materials; they are practical, faster, time saver and low priced. Others (20%) showed that during lectures they use visual materials represented in the form of data show when teachers allow them to see and listen to various business dialogues and conversations produced by native speakers concerning their business domain.

**Question: 5-**Do you think that learning listening skill in ESP classrooms is important?

	Number	Percentage (%)
Yes	29	96,67%

NO	01	03,33%
No answer	00	00 %
Total	30	100%

**Table (5) the importance of learning listening skill in ESP classrooms**



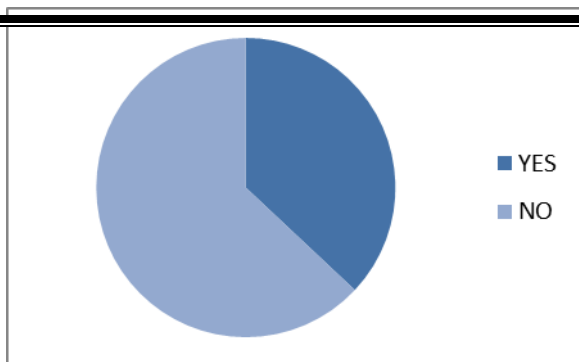
**Figure (5) the importance of learning listening skill in ESP classrooms**

All most majority of the sample (96, 67%) finds that it is very important to learn listening skill in the business classes this includes the learning of the strategically methods and professional ways of the success in listening skill. Whereas (03, 33%) of the students find that is not important.

**Question: 6-**Do you face any difficulties in listening to English spoken tracks?

	Number	Percentage (%)
Yes	11	36,67%
No	19	63,33%
No answer	00	00%
Total	30	100%

**Table (6) the faced difficulties in listening to English spoken tracks**



**Figure (6) the faced difficulties in listening to English spoken tracks**

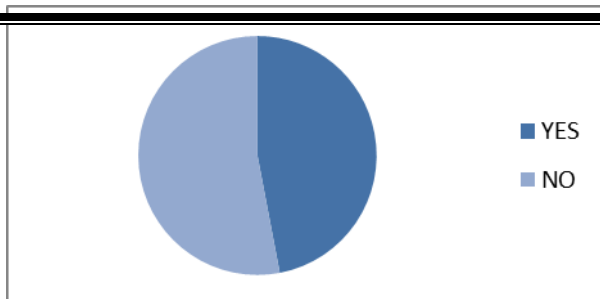
It is mentioned in the table (6) that (63, 33%) of the students have no difficulties in listening to English spoken tracks because they spent long period in learning English language as well as they are accustomed to listen to English movies and songs.

(36, 67%) of the students insisted that they face difficulties in listening to English spoken tracks as a result they could not concentrate on the native speakers' terms, they find it difficult to understand native speakers language or they have no interest in listening to English language.

**Question: 7-**Do you know how to make technical English telephone conversation?

	Number	Percentage (%)
Yes	14	46,67%
No	16	53,33%
No answer	00	00%
Total	30	100%

**Table (7) the awareness of making a technical telephone conversation**



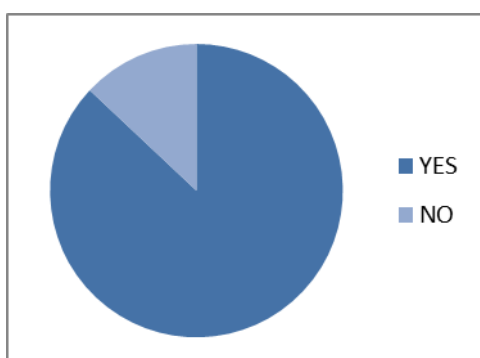
**Figure (7) the awareness of making a technical telephone conversation**

The table (7) shows that (53, 33%) of ESP students know how to make technical telephone conversation in English; they argued that it is essential for them to know how to make such conversation because they will need that in their work as a future businessmen and decision makers. They know the bases of telephone conversation as a result they read many books about this type of conversation. While (46, 67%) of business learners do not know how to make technical telephone conversation.

**Question: 8-**Do you think that listening telephone conversation improve telephone conversation?

	Number	Percentage (%)
Yes	26	86,67%
No	04	13,33%
No answer	00	00%
Total	30	100%

**Table (8) the listening skill in improving telephone conversation**



**Figure (8) the listening skill in improving telephone conversation**

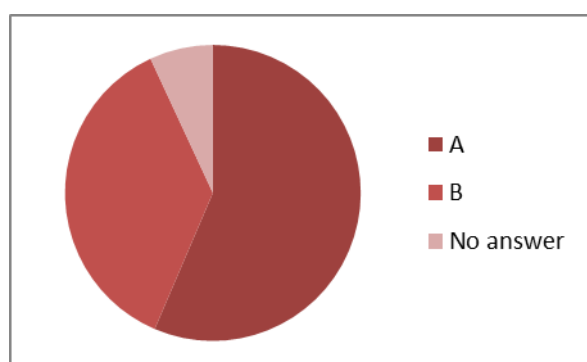
Through the table (8) above, it is obviously that (86, 67%) of the learners think that listening skill improves telephone conversation, it plays an important role in such process, they think

that the more they listen to English the more they improve their telephone conversation abilities relying on real and available listening materials .only (13, 33%) of the learners think the opposite, they believe that listening skill do not improve telephone conversation.

**Question: 9-**Which skills attract you in telephone conversation?

	Number	Percentage (%)
A	17	56,67%
B	11	36,67%
No answer	02	06,66%
Total	30	100%

**Table (9) the attractive skill in telephone conversation**



**Figure (9) the attractive skill in telephone conversation**

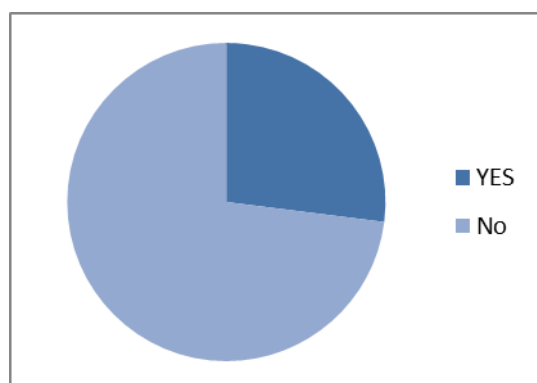
It is noticed through the table (9) that (56, 67%) of the students prefer speaking skill rather than other skills when they deal with telephone conversation , only (36, 67%) of the students like listening skill .

**Question: 10-**Do you face any problems in listening to English telephone conversation?

	Number	Percentage (%)
Yes	22	26,67%
No	08	73,33%
No answer	00	00%

Total	30	100 %
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**Table (10) the faced problems in listening to English telephone conversation.**



**Figure (10) the faced problems in listening to English telephone conversation**

According to the table (10), it is showed that (73, 33%) of the business students do not face any problem when they listen to English telephone conversation, they are used to listen to business calls as an extra-activity in the university laboratories. They emphasis that listening to English phone calls is the first step that makes them professional businessmen in the future. (26, 67%) of the students claim that they face problems in listening to the telephone conversation, those problems include: pronunciation, syntax, accents and somehow grammar.

### **3.6. Discussion**

This chapter investigates the importance of listening skill and its role in improving telephone conversation in ESP classrooms .the results are constituted on the responses of the first year Master business students at Kasdi Merbah University of Ouargla.

Through the answers of the question concerning the practicing of listening skill in ESP classes, (73, 34%) of students practice listening skill during English lecture, they know the value of listening skill in making and developing every language. They listen to communicate like Englishmen, listening skill allows them to contact with the others, dealing with business affairs and services through the formative listening activities; they believe that good listeners produce a good communicators.

Furthermore, the majority of the business students (96, 67%) agreed that it is very essential to learn listening skill in the ESP classes by relaying on authentic materials. The results show that (73, 33%) of the business students did not have problems while they listening to English telephone conversation because they are used to listen to business calls in the university



laboratories in the form of CDs or the online lectures . They claimed that listening to English phone conversation is considered as the gate of the success in the business field in the sooner future.

Moreover,(86, 67%) of the learners think that listening skill improves telephone conversation,, they think that when they listen to English tracks, interviews ,conversations and so on...They improve their telephone conversation abilities and skills, they do not have such big problems while listening to English phone conversation. But they could -for sure- conduct simple business phone calls in professional way.

The most noticeable point in business classes is the lack of focus on listening skill while presenting English lectures and especially introducing phones' calls as a practical task, there is an intention to relay on speaking, reading skills rather than listening ones. The majority of the business students (80%) agreed that the printed materials are the dominant ones during English lectures, ESP teachers used: texts, books, business newspaper's article and magazines commentary...etc.

(20%) of learners showed that during lectures, they use visual materials symbolize on data shows or videos. Thus neither teachers nor students could ignore the role of listening skill in improving telephone conversation, but ESP teachers do not use authentic listening materials when presenting English telephone conversation to their students, the findings showed that it is easier for teachers to use printed telephone conversation as text form rather than tape recorder voices of native speakers calls conversation ,as a result the printed materials are more academic-according to the sample and few ESP teachers-in addition to that, they (the printed materials) are easy to conduct, they save time and energy, while the listening materials are not preferable. Students do not like to listen only to tape recorders for long period of time while they take notes, it is a boring activity ,also ESP teachers find it difficult to use cassettes of business phone calls during their lectures because the university could not obtain such high cost materials, and even so the lecture time cannot allow that.

## **Conclusion**

To conclude, from the whole previous analysis, it can be noticed that the hypothesis of this study is confirmed; however there is a total agreements on the role of listening skill in improving telephone conversation, and no one can ignore this important role, it is proved that listening skill affects on telephone conversation abilities, but the results show that the target sample do not relay on the listening skill as first skill in learning telephone conversation in

ESP classrooms. More precisely, the sample understudy of business students are not (real) users of the listening authentic materials, this means that, ESP teachers teach listening skills

in theoretical way not by practicing method .That is to say, teaching the listening skill stays in the fourth class after all the language skills: speaking, reading and writing not a matter of lack of listening importance but a case of teaching use.

# *Conclusion*

## **Conclusion**

The emphasis of this study is to cast light on the role of listening skill in improving telephone conversation; in order to accomplish this study, first year Master business students at Kasdi Marbah University of Ouargla are taken as a scientific sample to carry out the investigation.

Through the research findings, it is revealed that the listening skill has a great important role in ESP classrooms, in this case, Nunan (2002) asserts that: "listening is assuming greater and greater importance in foreign language classrooms [...].By emphasizing the role of comprehensible input, second language acquisition research has given a major boost to listening."(p238).In the light of those facts, it is obviously the value of listening abilities in ESP classes among the other teaching skills. The questionnaire's analysis confirms the hypothesis that listening skill improves and develops telephone conversation, however there is a kind of ignorance to the use of listening skill in the ESP classroom sample and this is attributed to the teacher's role .When presenting phone conversation ESP teachers prefer to relay on reading or speaking skills instead of listening ones, there is a lack of using listening authentic materials, all of that could not prevent students to obtain extra-listening tasks using other available listening materials in their laboratory's college, media classes and scientific & cultural clubs.

Telephone conversation provides ESP learners with a native speaker way of articulation, accent and even the contextual situation where and when the phone calls take a place. It allows them to attach directly with business field by using both listening and speaking skills, the phone calls considered as the practical test to the students' performance concerning the language skills particularly the listening skill. So, ESP teachers cannot treat listening skill and telephone conversation separately, each one complete the other, the more students improve their listening abilities the more they develop their telephone skills relaying on strategies of the success in listening skill as well as the professional techniques in conducting phone conversation.

It is essential to mention the following proposals as a result to the problems shown in the study findings:

1-ESP teachers have to well motivate their learners before starting out listening processes.

Also, they should be confident that students would like the chosen listening tasks and fit their needs.

2-ESP learners should be aware of the role of listening skill in improving other skills so that should focus during ESP lectures.

3-ESP classes should be contained of listening materials especially concerning telephone conversations represented in the form of: tape recorders, CDs and videos.

4-ESP teachers should relay on real authentic listening material, avoiding any kind of cheating by replacing printed materials instead of listening ones.

5-ESP teachers should focus on teaching the successful strategies of listening skill and telephone conversation, making sure that students follow those strategies and practice them.

All in all, since the aim of the study is showing the important role of listening skill in enhancing telephone conversation, teachers, students and college stuffs should play their role effectively to achieve the drawn goals of communication. **Nunan (2002) claimed that listening skill is** the Cinderella “listening is the Cinderella skill in second language teaching.”p238. This means in brief the importance of listening skill in teaching EFL simultaneously the abandon value of its role by teachers in the form of practice and this is attributed to teaching habit and use.

# APPENDIX



*People Democratic and Republic of Algeria*

*Kasdi Merbah University-Ouargla*

*Faculty of Letter and Languages*

*English Language Division*

### **QUESTIONNAIRE**

**Dear students:**

We are investigating the role of listening skill and its effect in improving telephone conversations, your honest answers to the following questions would be a great help to us .put a cross (x)in the appropriate box.

Gender	Male <input type="checkbox"/>	female <input type="checkbox"/>
What is your specialty?		
How many years do you spend in learning English?		

### **General Concepts :**

**Telephone conversation:** محادثة هاتفية

**Tracks:** اصوات

**ESP:** لغة انجليزية التخصص

**Task:** واجب, تمارين

**Visual:** مرئي      **Audio:** سمعي      **Printed:** مطبوع

1-Are you interested in learning English?

Yes ☐

No ☐

2-Do you practice listening skill in classrooms?

Yes ☐

No ☐

3-What kind of listening tasks or activities do you apply in classroom?

**A-Interviews** ☐

**B-Reading loudly** ☐

**C-Conversations** ☐

4-Which kind of listening materials do you use during lectures?

**A-Printed materials** ☐

**B- Audio materials** ☐

**C-Visual materials** ☐

5-Do you think that learning listening skill in ESP classrooms is important?

Yes ☐

No ☐

6- Do you face any difficulties in listening to English spoken tracks?

Yes ☐

No ☐

7-Do you know how to make technical English telephone conversations?

Yes ☐

No ☐

8-Do you think that listening skill improve telephone conversations?

Yes ☐

No ☐

9-Which skills attract you in telephone conversation?

**A-Speaking** ☐

**B-Listening** ☐

10-Do you face any problems in listening to English telephone conversations?

Yes ☐

No ☐

**Thank You for Your Time.**



## Abstract

The study aims to investigate the role of listening skill in improving telephone conversation in business classrooms. It is aimed to shed lights on the importance of listening skill in enhancing telephone conversation and the relation between them. The understudy sample is taken from thirty (30) business students first year Master including: Marketing, Financial Enterprises and Finance & Banks branches at Kasdi Merbah University of Ouargla. The study has applied a descriptive method for the reason of discussing the present situation of the listening skill in ESP classrooms and its effect on the telephone conversions taking business students as a sample. In addition to that, the current study has followed in collecting data the quantitative approach through conducting a questionnaire. All data analysis are represented in the form of tables, figures and graphs. In the overall conclusion, the results show obviously that the listening skill plays a major role in enhancing telephone conversation in the business classrooms. However, it is revealed a lack in relaying on listening skill as practical element in business classes; listening skill stays close to theoretical part of ESP lectures. The study ends by some proposals to overcome the faced problems during the analysis.

**Key words:** listening skill, telephone conversions, ESP, business classrooms, proficiency, listening materials.

## ملخص

تهدف الدراسة إلى تبين دور مهارة السمع في تحسين المحادثات الهاتفية في أقسام التجارة والعمل. كما تسلط الضوء على الرابط الموجود بين مهارة السمع ودوره في تحسين وتطوير المحادثات الهاتفية، اخذين (30) طالبا سنة أولى ماستر أقسام التجارة والعمل بجامعة قاصدي مرباح ورقلة ممثلين في التخصصات التالية: التسويق، المالية و البنوك بالإضافة إلى المؤسسات المالية كعينة ميدانية لهاته الدراسة. ومن جهة أخرى تهدف الدراسة إلى تبين مدى وجود تأثير أكاديمي بين مهارة السمع وأهميته في تحسين مستوى المحادثات الهاتفية للطلبة. كما تركز على معالجة الصعوبات التي يواجهها الطالب التي تخص مهارة السمع وانعكاسها على مدى احترافيته في إدارة المحادثات الهاتفية وكذلك الاستراتيجيات الناجحة المتبعة من قبل الأساتذة لتحقيق الاحترافية. اتبعت الدراسة الحالية منهجا وصفيا في تحليل النتائج من خلال وصف أهمية المتحولات في أقسام الإنجليزية التخصص. وكذلك المنهج الإحصائي والتحليلي ممثلا في أعمدة ومنحنيات وتحليل أهم التغيرات. كما اعتمدت على تقديم استبيان موجه للطلبة أقسام التجارة والعمل لمعرفة آرائهم حول أهمية دور مهارة السمع في تحسين المحادثات الهاتفية في أقسام الإنجليزية التخصص. خلال تحليل نتائج الاستبيان، تبين أن مهارة السمع لها دور فعال في المحادثات الهاتفية إذا ما اعتمد أساتذة الإنجليزية التخصص على مهارة السمع تطبيقيا و ليس فقط نظريا أي بمعنى آخر توفير معدات مادية تخدم مهارة السمع شكلا ومضمونا. في الأخير تختم الدراسة ببعض المقترحات لتحقيق أهداف هذه الدراسة.

**كلمات مفتاحية:** مهارة السمع، المحادثات الهاتفية. أقسام الإنجليزية التخصص. أقسام التجارة والعمل. الاحترافية. معدات سمعية.