

1. What does “listening in different ways” mean? Why should it be encouraged for students? Explain.
2. What are the requirements of an effective listening in the classroom? Explain.
3. How can you relate the curriculum of MEB for 9th-12th grade students’ to teaching listening skill? Explain.
4. What are the merits of using drills in speaking classes? Explain.
5. Fluency or accuracy? Which one(s) should be preferred for 9th-12th grade students? Why?
6. Who is “responsible” teacher in listening courses? Explain.
7. Who is “responsible” student in speaking courses? Explain.
8. The eclectic approach adopted in the curriculum of 9th-12th grades comprises elements of mostly functional syllabus and skill-based syllabus. What should be the reflections of this curriculum for teaching speaking? Explain.
9. Regarding the A1/A2 levels of the CEFR program, what should be done/we do to activate their listening skills? Explain.
10. What makes “speaking” challenging according to the new English curriculum?
11. Why should “listening and speaking” go hand-in-hand in classes?
12. “To reflect the real-life experiences of learners, echo the multisensory nature of language learning, and increase the level of practicality as well as management of data in assessment, the use of instructional technology is extensively used throughout the grades and units in the curriculum”. Regarding this explanation, what type of classroom set up, environment, students, activities, materials,... you need for effective speaking and listening skills?