1. Introduction

For the past decade, listening has occasionally been considered a neglected skill of focus for both the second and foreign language classrooms. As a result, there is lack of research in this area. On the contrary, speaking, reading and writing have always been considered required skills to concentrate on in the language classroom. Of course, there is no need to repeat that a majority of the research has been conducted on those skills.

However, we often forget about the role of listening; indeed, listening plays an essential role in daily life. In other words, language learning depends on listening since it provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication. According to several scholars (Morely 1991; Rivers 1981; Weaver 1972), listening is used far more than any other language skill. On average, "we can expect to listen twice as much as we speak, four times more than we read, and five times more than we write". Considering this, it should go without saying that language learning truly depends on listening.

Here, the question arises: why have researchers spent a considerable amount of research to develop methods of teaching reading, writing, and speaking and not listening as well? The reason may be due to the preconceived opinion that listening skills can naturally be acquired as long as one is extensively exposed to the language environment. That is to say, learners can pick up something related to the language naturally.

However, since the turn of the century, more and more emphasis has shifted to communicative competence and has brought many changes to the listening skill. In this light, a greater awareness of the significance of listening skills has been raised and many practical and theoretical texts have been published (Mendelson and Rubin 1995; Nunan and Miller 1995; Nunan, 1997; Buck 2000; Rost 2002). Nevertheless, in reality, many teachers tend to say that they do not have time to prepare a 50-minute lesson that applies such theory or texts into their own curriculum or schedule. The situation here at DLIFLC does not differ from other language institutes or schools. The Korean program at DLIFLC is designed to help
military students pass a language test, called DLPT, which combines reading, listening, and speaking, and to improve their general language skills. Students are expected to receive 2+ on both listening and reading skills and 2 for speaking for PEP class and 2 and 1+ for regular class after completing a 63 week–long intensive course. For helping them receive a better score on listening, the 4+2 program, afternoon classes that are organized by topic, was created: my course title was ‘Tune-in Everyone’, and it focused on listening skills. It began on January 10, 2008. At that moment, I began thinking of ways I could help teachers who needed a strategy or technique to develop a listening skills lesson plan. How could I help them apply such texts/theory to an actual listening class effectively?

In this article, I will demonstrate how to help learners develop effective listening skills. In doing so, I will present sample listening lesson plans for helping learners develop their listening skills. At the same time, I will suggest reasons why teachers should use these techniques to assist their students.

2. Framework

The ‘Tune-In-Everyone’ listening class consists of four segments, ‘Warm-up’, ‘While you listen: Pre-listening’, ‘While you listen: Focus on your listening’ and ‘After you listen’.

2.1. Segment 1 (Warm up)

In the ‘Warm up’ stage, a teacher needs to motivate the Ss to get involved in the topic that they are about to listen to. In this stage, the teacher initiates a short conversation with Ss as to their thoughts of the topic before they listen to the texts.

2.2. Segment 2 (While you listen: Pre-listening)

‘While you listen: Pre-listening’ is the preparation stage for ‘While you listen: Focus on your listening’. This stage frequently includes reviewing vocabulary or grammar structures and looking at visual images, such as pictures, maps, diagrams, graphs, or illustrations for ‘contextualization,’ which is vital before the students begin to listen.

2.3. Segment 3 (While you listen: Focus on your listening)

In ‘While you listen: Focus on your listening’, a teacher helps the Ss to focus their listening through a careful selection of tasks that are useful or meaningful rather than by measuring performance through exam–oriented exercises. In presenting listening materials, a teacher helps the Ss use listening 4 strategies,