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٤. عنوان البحث

The Effect of Listening Comprehension as a Teaching Technique on Developing English Language Skills of Arab University Learners

اثر الاستيعاب الاصغائي كاسلوب تدريسي في تطوير مهارات متعلمي اللغة الانكليزية العرب (في المرحلة الجامعية).

٥. خلاصة البحث:-

ملخص الرسالة

لقد ظهر الاستماع الاصغائي في بداية السبعينات كمكون مهم في العملية التعليمية لتدريس طلبة اللغة الانكليزية كلغة اجنبية. و لعل هذا العمل قد ادى الى بروز الفهم الاصغائي و وجة الانتباه للدور الرئيس الذي يلعبه كاداة للفهم و كمفتاح في تطوير كفاءات الطلبة اللغوية.

و يعد السمع الاصغائي مهمة مختلفة في تعليم اللغة الاجنبية كونه يتطلب اكثر بكثير مما قدمته الاساليب التقليدية التي لم يتعدى دورها محاكاة و تكرار بعض الانماط و الحوارات.

ان تدريس السمع الاصغائي يحتاج الى انتباه من نوع خاص معني بتطوير الاصغاء بحد ذاته و بشكل عملي. مما يحتم على المدرسين خلق انواع متعددة من التقنيات السمعية مصممة بشكل محدد لتلبية حاجات طلابهم و أنشطة ابداعية مختلفة تعكس مهام ذات مغزى و تؤتي نتائج صريحة و واقعية.

لقد ثبت ان طلبتنا يفتقرون الى القدرة على فهم محدثهم باللغة الانكليزية لا بل اننا نراهم في المواقف الارتجالية ينعقد لسانهم و تضيع منهم الكلمات. و بناء على ما تقدم فقد و ضع لهذه الدراسة الهدف التالي:

(تحري اثر تقنيات السمع الاصغائي على تطوير المهارات اللغوية التي تظهر في انجاز الطلبة) . و من خلال تحقيق الفرضية الاتية (هناك فروق واضحة في الانجاز بين اولئك الطلبة الذين يدرسون وفقا للتقنيات التواصلية مادة اصيلة سمعية و مرئية و اولئك الطلبة الذين يدرسون المادة ذاتها وفقا للاساليب التقليدية).

و لتحقيق هذه الدراسة قام الباحث باجراء تجربة من نوع اختبار قبلي-مجموعة تجريبية-استخدام الاساليب التواصلية(المرئية و المسموعة) --- اختبار بعدي.

اختبار قبلي_ مجموعة ضابطة—استخدام الاساليب التقليدية—اختبار بعدي.

تحدد مجتمع البحث بطالبة السنة الثانية—قسم اللغة الانجليزية في المعهد العالي لاعداد المعلمين في جالو-ليبيا، و كانت العينة الاجمالية لهذه الدراسة هي (١٢٠) طالبة، تم استثناء (١٥) طالبة من التجربة لكونهن من المعيدات للسنة الدراسية و(٤٥) طالبة لغرض الدراسة التجريبية اي ما يعادل (٣٧،٥%) من اجمالي العينة، بقي (٦٠) طالبة هنّ عينة هذه التجربة، تم توزيعهن عشوائيا على فصلين دراسيين، بعد ان كوفئن من حيث مستوى الوالدين و مستوى تحصيلهن في الامتحان القبلي. كل فصل ضم (٣٠) طالبة الاول سمي المجموعة التجريبية و الاخر كان المجموعة الضابطة.

بدأت التجربة في الاول من شهر تشرين الاول للعام الدراسي ٢٠٠٣/٢٠٠٤ و انتهت في العاشر من شهر شباط، موعد تطبيق الاختبار البعدي و المؤلف من ثلاثة اسئلة (٤٠) بندا، قام بتصميمه الباحث و عرضة على لجنة من الخبراء للتأكد من صدقة و ثباتة. طبق الاختبار و عولجت النتائج احصائيا. فظهر الاتي

١. كان متوسط درجات المجموعة التجريبية (٦٨،١٣٣) و متوسط درجات المجموعة الضابطة (٦١،١٦٦) في الاختبار البعدي. و قد بينت درجات الاختبار التائي لعينتين مستقلتين وجود فروق ذات دلالة احصائية لصالح المجموعة التجريبية.

٢. الاستيعاب الاصغائي ليس بالمهارة التي يمكن اجادتها من خلال تدريس المهارات اللغوية الاخرى.

٣. لا بد من تدريس الاستيعاب الاصغائي كمهارة مستقلة بذاتها.

٤. تدريس الاستيعاب الاصغائي يجب ان يسبق تدريس المهارات الاخرى. اذ كيف للطالب ان يقول ما لا يعرف.

٥. الاستيعاب الاصغائي يدرّب آذان الطلبة على سماع اللغة الانكليزية حيث انها تختلف عن اللغة الانكليزية المكتوبة كثيرا بما فيها من توقفات للتفكير و تكرارات لبعض الافكار.

و في ضوء هذه النتائج تم صياغة النتائج و عدد من المقترحات و التوصيات لمعالجة العملية التدريسية للاستماع الاصغائي .

In English:

ABSTRACT

In the early 70's, listening has emerged as an important component in the process of teaching EFL learners. Work provides support for the pre-eminence of listening comprehension in teaching English as an FL and brought

attention to the role of listening as a tool for understanding and a crucial factor in the development of an FL competence.

Teaching listening comprehension in the foreign language is a difficult task since it requires more than the conventional techniques which did not take notice of listening beyond its role in the imitation-repetition of patterns and dialogues. Teaching listening needs special attention to aural comprehension in its own right.

Teachers should create a wide variety of innovative listening techniques specifically designed to meet the needs of their students, and various activities reflecting meaningful tasks and real-life communicative outcomes.

Students lack the ability to understand the spoken English and become tongue-tied or lost for words in unexpected situation.

On the basis of the above statements, the aim sets for this study is investigating the effect of listening comprehension teaching techniques on developing English language skills as manifested in the students' achievement through verifying the hypothesis that there are significant differences in the achievement between those students who were taught the material according to the conventional techniques, and those who were taught according to the communicative techniques and authentic audio-visual materials.

In the present study, the researcher experiments the use of one-way-directional communication in which students receive a comprehensible input (audio- visual materials).

Students engage in two-way interactive tasks i.e. role-plays, problem-solving. Self talk, or a self-generated technique in which students can be encouraged to recreate, think through and rehearse alternatives, and make decisions by talking and listening to themselves.

The population of this study is limited to the second-year university students of the Department of English in The High

Institute for Training Teachers for one term during the academic year 2003-2004.

The total population is 120 students. Repeaters were excluded and 45 students were allotted for the pilot study which represents 37.5% of the original sample.

Sixty students only represent the study sample. The experimental group consists of (30) students, which represents 25% of the original population, whereas the control group consists of (30) students, which represents 25% of the original population.

Students have been chosen randomly and distributed into two equal groups, the control and the experimental. Both groups have been equalized in achievement scores in the pre-test and educational level of parents.

A survey of literature is first introduced on the techniques currently used for teaching listening comprehension as well as the suggested techniques.

In conducting the experiment, the experimental group is given fourteen units selected from the students' prescribed textbook. The same units are given to the control group, and it is taught according to conventional techniques. The researcher himself has taught the two groups for one term.

At the end of the instruction period, a unified achievement test is constructed for the purpose of measuring the students' achievement of both groups. This test is first given to a jury to determine its face validity. Then it is given to a sample of 45 students from the study population with the purpose of determining a number of features. These are:

1. Face validity
2. Content validity
3. Suitable level of difficulty
4. Satisfactory reliability

The test in its final version is then given to both the experimental and control groups.

1. The results revealed that there are significant differences between the two groups, in favour of the experimental one. The mean score of the experimental group in the achievement test was 68.133, and the mean of the control one was 61.166.
2. LC is not a skill that can be picked up through teaching the other language skills.
3. Listening comprehension should be taught alone as a separate skill. It should precede production skills. Students cannot produce what they do not understand.
4. Listening comprehension trains students' ears. Spoken language has a high percentage of redundancy, pauses for thought, hesitations and repetitions of the same ideas.

In the light of the results, certain conclusions are drawn and a number of suggestions are put forward for remedial work in teaching listening comprehension.

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The Effect of Listening Comprehension as a Teaching Technique on Developing English Language Skills of Arab University Learners

A Dissertation

Submitted to the Council of the College of Education
Ibn Rushd, University of Baghdad in Partial Fulfilment of the
Requirements for the Degree of Doctor of Philosophy in
Education in Methods of Teaching English.

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بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

((... وَ قَالُوا سَمِعْنَا وَ اطَعْنَا غُفْرَانَكَ
رَبَّنَا وَإِلَيْكَ الْمَصِيرُ))

صدق الله العظيم
(سورة البقرة: من الآية ٢٨٥)

To

MY family

With respect & love

We certify that this dissertation was prepared under our supervision at the University of Baghdad, College of Education/ Ibn-Rushd/ as a partial Fulfilment of the requirements for the degree of Doctor of Philosophy in Education Methods of Teaching English.

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ABSTRACT

In the early 70's, listening has emerged as an important component in the process of teaching EFL learners. Work provides support for the pre-eminence of listening comprehension in teaching English as an FL and brought attention to the role of listening as a tool for understanding and a crucial factor in the development of an FL competence.

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ABBREVIATIONS

CA Communicative Approach

EFL English as a Foreign Language

FL Foreign Language

LC Listening Comprehension

LTM Long-Term-Memory

L2 Second Language

NL Native Language

SLA Second Language Acquisition

STM Short-Term-Memory

TEFL Teaching English as a Foreign Language

TL Target Language

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CHAPTER ONE

Introduction

1.1 Statement and Significance of the Problem

In spite of the claims that LC is given priority as compared to other language skills, and despite the fact that it is the natural way for all people to learn their languages, researchers give due attention to other skills namely speaking, reading, writing more than listening.

"Listening is used far more than any other single skill in our daily lives, we listen twice as much as we speak, four times as much as we read, and five times as much as we write" (Morely; 1996: 6).

LC is a complex, active process in which the listener must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, retain what was gathered in all of the above, and interpret it within the immediate as well as the larger socio-cultural context of the utterance (Vandergrift, 1999: 53).

According to Gary and Gary (1981: 88) giving pre-eminence to LC in EFL teaching/learning provides advantages of four types:

1. Cognitive advantage

Emphasis on LC is the natural way to learn a language. Decoding auditory input requires recognition knowledge, whereas encoding speech output requires retrieval knowledge. Asking students to produce what is not yet assimilated in LTM leads to cognitive overload. This means that it is difficult for students to speak while they are listening, particularly in the early stages because STM is not capable of retaining all the information.

2. Efficiency advantage

A preliminary focus on LC is more efficient, because students are exposed only to good language models (the teacher and realistic recordings). Students can use all of the limited attention resources of STM to concentrate on meaning.

3. Utility advantage

EFL students might make greater use of comprehension skills. Whereas speakers can use paralinguistic and other communication strategies to maintain communication, listeners must adjust to the speaker's speed and active vocabulary.

4. Psychological advantage

Eliminating the pressure of early oral production, students can relax and focus on developing listening skills, and on internalizing the rules which facilitate learning. LC results in earlier achievement and a sense of success. Students have great motivation to continue their learning.

In fact, neither the British model of Situational Language Teaching nor the predominant American model of Audio-Lingual instruction took particular notice of listening beyond its role in the imitation-repetition of patterns and dialogues. Vandergrift (1997: 98) points out that to place speaking before listening, as advocated by the Audio-lingual Approach is to put the cart in front of the horse.. Nowadays, research has demonstrated the pivotal role played by learner participation in the interactive input-output, listening-speaking chain. It is well documented that the importance of well-structured attention to aural comprehension establishes two crucial features in FL learning:

1- The systematic development of LC is of critical importance not only as input for learning to speak the language, but also as a premier skill in its own right (Morely; 1996: 80).

2- Proficiency in LC makes a central contribution to the learner's overall development of competency in the FL. Strickland (1957:116) points out that FL listening competence is

much complicated than any other skills that need to be developed consciously.

The best way for teachers to develop listening is with practice when students reflect on the process of listening without the threat of evaluation.

Haycraft (1978:76), Byrne (1976:9), and AlHamash et al.

(1985:137) assure that the basic objective of the materials designed for LC is to give students practice in listening to English spoken by native speakers and to enable them to understand as much of what they hear as possible. One aspect of listening, which is may be the most essential to a foreign as well as a native student, is LC because this skill brings learners into contact with the appropriate things done by different Speakers from different areas.

Surveying several studies on listening, and its importance in TEFL, which are limited in number, it appears that:

1- LC is a testing rather than a teaching skill as has been paid to it little attention than it should have been. Al-Fatlawi (1989:31) states that LC is given less than ten minutes per lesson out of fifty minutes spent in teaching the other language aspects, which does not give ample opportunity to practice LC systematically, attain satisfactory level of comprehension.

2- Ignoring teaching LC as a separate skill. Sabii' (1988:1) clarifies two main important problems concerning the field of neglected LC.

a- Teachers usually avoid teaching this skill fearing that they would not be understood by their students.

b- They avoid teaching LC because of the lack of the relevant materials and methodology.

Al-Douri (1994:21) said that Iraqi students who spent eight years of instruction in English in schools lack the ability to comprehend English lessons.

A combination of extensive and intensive listening techniques may enable our students to gain valuable language input and improve their skills, students need special techniques and authentic tasks that enable them to have full comprehension of the topics they have listened for. The significance of the problem lies in the fact that such techniques provide effective teaching/ learning which enables students to understand, discuss, negotiate, express ideas, and develop their listening strategies in a safe, interested environment. Such techniques can be adopted and carefully presented.

The present study is an attempt to find out the most effective techniques used in teaching this critical basic skill, which underlies all of language learning, and in the same time it is an attempt to answer questions like How to help learners develop effective listening skills? What methods should be used? What type of materials should be introduced to learners? and above all, where should students practice LC?

1.2 Value of the Study

The value of the present study stems from the following aspects:

1. It is an attempt to shed light on the effectiveness of LC teaching techniques on developing English language skills of students.
2. It is an attempt to draw the attention of English teachers to some important aspects and acquaint them with up-to-date developments that have taken place in the field of TEFL.
3. Giving students the opportunity to practice English in an authentic communicative setting.
4. Giving students an opportunity to hear voices other than the voice of the teacher.

1-3 Aim of the Study

The study aims at investigating the effect of LC teaching techniques on developing language skills as manifested in the students' achievement.

1.4 Hypothesis of the Study

It is hypothesized that there are significant differences in the LC achievement between those students who were taught the LC materials according to the techniques used; and those who were taught LC according to the suggested techniques, an authentic audio-visual materials.

1.5 Limits of the Study

The sample selected for this study is limited to second year students in the High Institute for Training Teachers, English Department, Libya, during the academic year 2003-2004.

1.6 Definition of Basic Terms

1. Listening Strickland (1957:135) defines listening as the intake aspects of language; the means by which one enriches himself and adds to his stock of interest and knowledge.

2. Comprehension it is the act of understanding the meaning of printed or spoken language as contrasted with the ability to perceive and pronounce words without reference to their meaning (Good, 1959:117).

3. LC The ability to comprehend the total message being conveyed by the speaker (Chastain, 1979:81).

4. Skill: The ability of one's knowledge, practice, aptitude, etc., to do something well (Webster's; 1985: 1791).

5. Teaching technique: it is defined as “an instructional procedure designed to relate to the students the materials being presented in order to facilitate learning” (Good, 1959:591).

6. Conventional Teaching Techniques refer to a wide variety of well-established techniques. These techniques reflect actual

procedures used by practitioners and are generally not dependent on one specific theoretical framework of EFL approaches.

7. Communicative Teaching Techniques refer to the use of the FL at all the class time. It also denotes establishing pleasant relationships, i.e. a favourable atmosphere for learning.

Those definitions have been adopted in the study since they achieve the aim of the present study.

1.7 Plan of the study

The dissertation consists of five chapters, and a number of appendices. Chapter One introduces the problem, and outlines the aim and the main procedures of the present study. Chapter Two discusses the importance of teaching listening skill. Chapter Three surveys some of the related previous studies. Chapter Four outlines the procedures used for carrying out the experimental work and the test. Chapter Five is a discussion of the analysis and the main results; concludes the study, and offer some pedagogical recommendations and suggestions for further studies.

CHAPTER TWO

Listening Comprehension: A General Survey

2.1 An Introductory Note

It is now generally recognized that LC plays a key role in facilitating language learning, and perhaps teaching this crucial skill is the natural way for learners to learn an FL. In this chapter, the researcher tries to shed light on the importance of this active skill, the techniques of teaching LC which underlies all of language learning, and how it improves the other language skills.

2.2 The Nature of Listening

2.2.1 Listening as a Skill

Vandergrift (1997:55) states that "LC is a complex process in which the listener discriminates between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, retain what was gathered in all of the above, and interpret it with the immediate as well as the larger socio cultural context of the utterance".

The idea of the priority of listening over other skills is supported by the theories which stress the similarities between FL learning and L1 acquisition. Anderson and Lynch (1995:33) point out that "current approaches to the role of LC have their

roots in the observation of two essential features of L1 acquisition":

1. Young children are typically allowed a 'silent period' in the early part of their lives during which they do not attempt to produce adult-like language.
2. Even, after they have begun to attempt linguistic production, children clearly understand more than they can say. See Rubin, J. (1994:199-221); Feyten (1991: 173-80); and Ellis, R. (1986:19)

Rost (2002:10) defines listening in its broadest sense, as a process of receiving what the speaker actually says, constructing and representing meaning; negotiating meaning with the speaker and responding and creating meaning through involvement, imagination and empathy.

Before the 70's listening was labelled as a passive skill no doubt it is a receptive skill, but it cannot be fully and correctly characterized as a passive skill. There is a need for an active involvement of the self for the efficient performance of listening. Listening is a complex, active skill "in which listeners match what they hear with what they already know"(Vandergrift; 1997b:30).

In view of all the above and other activities that are involved in listening, listening should be considered as an active skill demanding active participation of the listener. "Learning to understand the FL simply cannot be left to chance, but it is

rather attained through systematic training in identification and selection"(Byrne; 1976:13).

2.2.2 Listening as a Process

Listening is an internal process that cannot be directly observed. Nobody can say with certainty what happens when listen to and understand another person (Nicholas, 1988:19) "The impulses coming from the ear are accepted as sound sequences of constantly changing quality and characteristic length, pitch, loudness"(O'Connor, 1977:12).

According to Rivers (1978:75-80) listening has three stages:

1. Perceiving a systematic message

In this stage, the listener is going to recognize some characteristics of the delivered message such as sound sequences, and rising and falling of the voice. Those segmentations go into the 'echoic memory' in which they are organized into meaningful units.

2. Imposing a structure

In this stage the listener processes the new information by his/her STM. He imposes some kinds of structure on the material he hears, he matches what he hears with his prior knowledge. This process depends on the listener's knowledge of the grammatical system of the language.

Underwood (1989:2) states that "if a second chunk of information arrives in the STM before the previous one has been processed, the confusion may be held and the listener may be unable to process the incoming information fast enough and he will fail to extract meaning from it".

3. Selecting and Recording

In this stage the listener selects the important information and transfers it to his LTM, where he records the message and stores it. The process of recalling the stored information might be proved through remembering the gist of what has been heard.

In general, listening is a mental process which demands more concentration. To understand the message, the listener should match what he hears in the following levels:

1. The phonological level: the listener hears a sound or combination of sounds, but his stored knowledge tells him is not permitted in the language. He rejects the data and looks a round for something similar; e. g., sty-, he rejects them because the sty-, is not a sequence used at the beginning of English words. He either replaces it by, e.g., str-, which makes the sequence acceptable or he requests a repetition.

2. The grammatical level. If the listener hears (the boy are...) it is not a permitted form; and he therefore reconstructs it, as the boys..., or as the boy is...

3. The lexical level. If the listener hears (he swallowed it hook, line and tinker), he rejects it because of his knowledge of what words are likely to go with what.

4. The contextual level. The utterance must be matched against the situation in which it is functioning.

5. The cultural level. The utterance must be matched against the general cultural background. For example; my wives just told me..., occurs in a generally monogamous culture it will be rejected, because of failure to match cultural expectations.

See (Paplia, 1976:78; Clark and Clark 1977: 45; O'Connor, 1977:12-3 Richards, Jack C. 1985: 189 Nicholas, 1988:19; Underwood, 1989:23; Nunan, 1991:25).

2.2.3 Levels of LC

The levels of LC can be classified as:

1. The Literal Level

This level may be defined as "the basic sense of a text 'spoken or written', which can be directly understood, or it is the explicit sense that is stated or clearly implied in a given text (Harris and Hodges; 1982:183). It involves three main types of skills: phonological, syntactic, and lexical skills, in addition to other types related to literal identification which involve the recognition or recall of main ideas, details, sequences, cause and

effect relationships, and of character's traits (quoted by Al-Musalli, 1999:38-39).

2. The Inferential Level

It is defined by Durkin (1978:444) as "arriving at something that was not directly communicated. It depends on the explicit content. It may be a conclusion and inference, a prediction or identification".

The Inferential level includes all the types of inferences made by the listener/reader to understand the delivered message.

3. The Critical Level

In this level, listeners do not pay attention to everything; they listen selectively according to the purpose of the task (Richards; 1985:165).

It is more applicable to teaching LC activities, and considered higher than the other two levels. This level of comprehension is suitable for advanced learners who have already a high degree of sophistication in the target language, since it includes, making assumptions, drawing conclusions, and successful decisions. (Rubin; 1982:208).

4. The Creative Level

When a learner is able to recognize the phonological, syntactic, semantic codes, and had the ability to understand the delivered message without conscious attention to individual parts, it is said that he had reached the creative level.

This level needs not be regarded as a separate one, but rather as a function of the literal, inferential and critical levels (Al-Marsumi; 1994:54).

2.3 The characteristics of listening

The characteristics of listening were studied by Wilkinson et al. (1974); Brubridge (1986); Nicholas (1988), and Brown and Yule (1983). They pointed out that listening comprehension is not a "100 percent notion"; students should therefore be trained to operate with partial reasonable interpretations of what they are listening to and not be expected to process every word.

Brubridge (1986:7) lists six characteristics of listening and their implications for teaching listening:

- 1- Spoken language is different from written language. Spoken language is not organized, does not consist of complete sentences and is full of interruptions, hesitations and repetitions and does not necessarily contain a lot of information. Hence students should be exposed to authentic speech instead of an artificial dialogue or a written speech which is read.

2- Listeners would have expectations about how a conversation might go, what they are going to hear and what their interlocutor is going to say. The implication is that there should be pre-listening activities to prepare student for what they will hear.

3- The listener is usually helped by visual information, which facilitates understanding. Students can see the speaker and his expressions. Therefore, a lot of visuals (slides, maps, photographs etc) should be used or native speakers could be invited to class.

4- Listeners have contextual knowledge about the speaker and the situation. Thus, pre-listening activities should ensure that students are privy to contextual knowledge.

5- Learners listen for a purpose and they have a specific reason for listening. Hence, it is vital that students are asked to listen for something during while-listening activities.

6- Often a spoken language is simply for social interaction and not for exchange of ideas or information. Therefore, students should not be asked to listen for facts all the time. Students should be encouraged to listen for gestures, attitudes and feelings too.

2.4 Comprehension Difficulties

The following factors may cause problems in understanding spoken texts:

1. Speed of Speech

Students are often 'left behind' by the speaker when they are listening to an FL. They have to struggle to understand the delivered message. Students should concentrate on the basic words not inflections.

Rixon (1993:5) suggests "pointing out features present in the tapes they have heard or demonstrating the features that are causing difficulties." Dealing with the problems as they arise and providing little practice in pronunciation should be done.

2. Accent of Speaker

Sesnan (2000:85) defines accent as an indication of social class as well as which part of the country the speaker comes from. Wilcox, G. (1978) studied the effect of accent on LC in Singapore. The results of the study revealed that the subjects of the study comprehend oral English best when it is spoken with a Singaporean accent.

3. Unfamiliar Words

Students complain about not always being given the meaning of all the new words. It takes time to make students understand that unknown words can quite often be ignored. To overcome these recurring problem teachers should help their students by giving them meanings of the unfamiliar words.

4. Explicitness of Information

Explicitness and sufficiency of information are relevant features in grading listening input. Anderson and Lynch (1996:48) claimed that information structure can make the text easier or more difficult for the learner.

Texts may be considered difficult to process if they:

1. Contain a variety range of referring expressions.
2. Contain not only stated but implied information (Ibid).

2.5 Relation of Listening to Other Language

Skills

2.5.1 Listening vs. Pronunciation

Listening will continue to play a large part in pronunciation training, with authentic activities, with a variety of accents. Explicit teaching of pronunciation rules will be reduced and more opportunities for free practice and training will continue to be emphasized. Pronunciation will be taught within other skills, not as a separate subject, but as a string of the communicative process.

Wong (1987: 109) argues that "absent from most materials is the opportunity for freer practice which allows students to participate in discourse situations that exemplify a variety of supra-segmental features, such as the free conversation and 'fluency workshop' activities.

Several educators have attempted to integrate pronunciation practice into communicative tasks (Celce-Murcia & Goodwin 1991: 137). By simply altering the language in texts used in activities such as the names of dishes on a menu or the names of streets on a map. Language is best taught when it is being used to transmit messages. This has been echoed in relation to pronunciation teaching by researchers as Pennington and Richards (1986: 82), who point out that 'it is artificial to divorce pronunciation from communication and other aspects of language use, in order to become a competent speaker and listener. A language learner needs to attend to not only the strictly mechanical, articulator aspects of pronunciation, but also to the meaningful correlates of those articulator features in the immediate linguistic context, as well as the larger context of human communication" (Pennington ;1996: 20).

It is obvious that creating a link between pronunciation and communication can increase learners' motivation and encourage students' awareness of its potential for making their language easier to understand and more effective. To achieve the aim of this study, the researcher taught pronunciation 'not phonetics' to help his students recognize and discriminate between the sounds of the TL. The students' common difficulties in the pronunciation of the TL sounds are:

1. Pronouncing sounds that do not exist in the student's language such as those which are phonemes in English and allophones in Arabic.
 2. The use of diphthongs- some students use simple vowels instead of diphthongs.
 3. They give all syllables equal stress, and flat intonation.
- (Doff 1988:112)

Students should know what a syllable is, able to identify the syllables in an utterance, words with two or more syllables have one stressed syllable and the other syllables are unstressed. In general, only nouns, verbs, adjectives, adverbs, demonstratives and interrogatives are stressed. The vowel in the unstressed syllable is pronounced as /ə/ as in apart, attack or as /ɪ/ for example in bet, and wanted. The vowel "a" is pronounced as /ei/ in words as able and table, but in 'vegetable, and syllable' it is reduced to /ə/. (O'Conner, 1977:164; Ladefoged, 2001:39)

Conjunctions and prepositions are normally unstressed, but they are stressed for meaning conveyed as in the construction Ahmed and Salem, both of them.

Strong (primary) stress is one of the distinguishing features of the English language. Stress is the key to the pronunciation of an English word. If a speaker stresses the wrong syllable, it may be impossible for any listener to understand what the speaker is trying to say.

For this purpose, teachers should teach their students what is meant by stress and show them how strong syllables are more prominent than the weak syllables. Teachers should prepare exercises to demonstrate how stress changes the meaning. Such exercises goal should be to increase students' ability to recognize and place stresses (Harmer 2001: 32).

Students should remember that English is a stress-timed language. This means that the length of time between unstressed syllables is always the same. For example, (she wrote a letter. She wrote a short letter. She wrote a very short letter). In each of these sentences the unstressed syllables (a, a short, a very short) should be said at the same amount of time (Doff, 1988: 112), (Harmer 2001: 30).

2.5.1.1 Intonation

It is the way our voice goes up and down. Intonation is a very important in expressing meaning, in showing feelings, such as anger, surprise, etc. see Harmer 2001: 28); Doff (1988:112)

Intonation patterns should be acquired naturally. That is, teacher modeling and students' imitation should be done in an unconscious way.

Rising intonation is used to express the speaker/writer's feeling. The voice rises sharply on the stressed syllable.

Is she your friend?

Falling intonation. The voice rises slightly earlier in the sentence, and then falls on the key word. It is used for normal statements, commands, and for WH-questions. What's your name?

We need to emphasize that students should weaken the unstressed vowels, blend words together, and fix the intonation in their mind, ear, and speech habits. For this they should repeat the short sentences themselves until they sound natural to them (Prator et al.; 1972: 47).

2.5.1.2 Assimilation

It is the phonetic process in which one speech sound comes to resemble or become identical with a neighbouring sound between words or within a word.

Such as news /njuz/+paper /pɛpə / = /njuspɛpə /

Assimilation may stem not only from the action or inaction of the vocal cords. The production of the two sounds is short cut, resulting in economy of effort and a change in the sounds themselves e., g. length / lɛŋθ / in which the velar nasal / ŋ / has become the alveolar / n/. In the first form / lɛŋθ / the tongue back is raised to the velum for / ŋ / then the tongue tip is placed at the bottom of the upper teeth for / θ /. Two tongue movements are needed, but in / lɛnθ / the two tongue movements are reduced to one. The tongue tip goes to the bottom of the upper teeth to produce a dental / n / instead of an alveolar / n /. Remains in the

same position for /ə/. See (Harmer 2001: 30; O'Conner 1977: 169).

2.5.2 Listening vs. speaking

There is no doubt that listening plays an extremely central role in the development of speaking abilities. Speaking feeds on listening, this precedes it. Usually, one person speaks, and the other responds through attending by means of the listening process. During interaction, every speaker plays a double role as a listener and as a speaker.

While listening learners must comprehend the material by retaining information in memory, integrate it with what follows and continually adjust their understanding of what they hear in the light of prior knowledge and of incoming information Mendelsohn and Rubin (1995:35).

If a person cannot understand what is said (the message). He/she is certainly unable to reply Geddes (1981: 78). Speaking is closely related and interwoven with listening, which is the basic mechanism through which the rules of language are internalized. The fleeting of speech, together with the features of spoken English loosely organized syntax, incomplete forms, false starts, and the use of fillers undoubtedly hinders EFL learners' comprehension and affects the development of their speaking abilities, as well. Byrne (1986:11) and Yapping (1988:37) emphasize that speaking cannot be isolated from listening. A speaker and a listener constantly exchange roles in

any interaction, even if the listener does not speak, he/she can explain his/her understanding by using gestures, body movements, and verbal noises i., e. m, hum, oh.... etc. Rivers (1987:79) said that "communication derives essentially from interaction". See (Wilkins, 1975: 136; Mclean et al., 1978:85).

Teachers should provide learners with opportunities for meaningful communicative behavior about relevant and appropriate topics by using learner-learner interaction, initiate discussions among learners as the key to teaching language for communication (Leeneberg; 1975: 265).

Out of interaction, learners should learn how to communicate verbally and nonverbally as their language store and language skills develop. The give-and-take exchanges of messages will enable them to create ideas that convey their intentions in real-life communication. As the learners get more experience, they will be able to use some simple exchanges and know how to open conversations. "Teachers must arouse in the learners a willingness and need or reason to speak" (Wang; 1986: 109).

A possible way of stimulating learners to talk might be to provide them with extensive exposure to authentic language through audio-visual materials and with opportunities to use the language, providing a wealth of information about communicative strategies to raise learners' awareness about

their own learning styles. Nunan (1989: 72) points out that "in designing activities, teachers should consider all the skills conjointly as they interact with each other in natural behaviour, for in real life as in the classroom, most tasks of any complexity involve more than one macro skill. In other words, learning from auditory and visual experiences enables EFL learners to develop flexibility and demonstrate the optimal use of different learning strategies and behaviours for different tasks.

2.5.3 Listening vs. Reading

Although reading and listening involve different decoding skills, the cognitive strategies of reading have much in common with those used in listening. Current views of LC propose that listeners actively process language input. Rivers (1983b:72) points out that listening is an act of construction rather than reception. This observation is consistent with the views of the reader who is involved in an interactive process while constructing the meaning of a written text. She (Ibid) claims that there are three stages of constructing a message which are basically the same for both the aural and the graphic medium.

- 1- Sensing-the first rapid selection of segments people hear/listen, which for comprehension must be identified as meaningful segments of phrase structures.

2- Identification-through segmentation and grouping at various levels applying syntactic and lexical collocation rules.

3- Rehearsal and recoding of the material. This takes place before the perceived message enters the long-term memory. Rehearsal means that the material is re-circulated through the cognitive system, related to what follows and is readapted if necessary.

In view of this similarity of processes, learning to read fluently could be considerably facilitated by combining it with a program for listening comprehension Rivers (1983:72-3).

Teachers may improve students' understanding of the reading process and facilitate reading fluency by encouraging a transfer of processes and techniques of listening comprehension to reading comprehension and exercises similar to those for listening comprehension can be developed for reading too. Rivers (1990: 79) said that "all good teaching is teaching for transfer; and teaching of listening comprehension should be no exception".

The close relationship between the two receptive skills, listening and reading, has been a main area of L1 research. Anderson and Lynch (1996:18) proved experimentally that good listeners are good readers and poor listeners were usually poor readers.

Lee and Peterson (1986: 26) studied the reading and listening performances of 77 fourth graders and 89 sixth graders.

Performances on comprehension tests were measured by a sentence verification technique. Results support the theory that suggests strong relationship between reading and listening. The interdependence of reading and listening was true for all ages (Royer; 1986:77).

2.5.4 Listening vs. Writing

Writing is more individual effort than speaking; the speaker does not have to pronounce each word exactly according to one standard of pronunciation or one model of structure, while the writer is expected to produce according to one model of spelling, and usually a reduced range of structures, with 100 percent accuracy (Brown et al., 1985: 252).

Teaching productive skills is closely bound up with receptive skills. They feed off each other in many ways:

1. Output and input; when a learner produces a piece of language and sees how it turns out, that information is fed back into the acquisition process. Output becomes input in various forms;

What is written/ said is based on how effective students think. In a telephone conversation the listener can ask the speaker or show him/her through his/her intonation, and tone of voice that he has not understood him. Teachers should provide feedback not only at the end of the task but during it. Harmer's figure

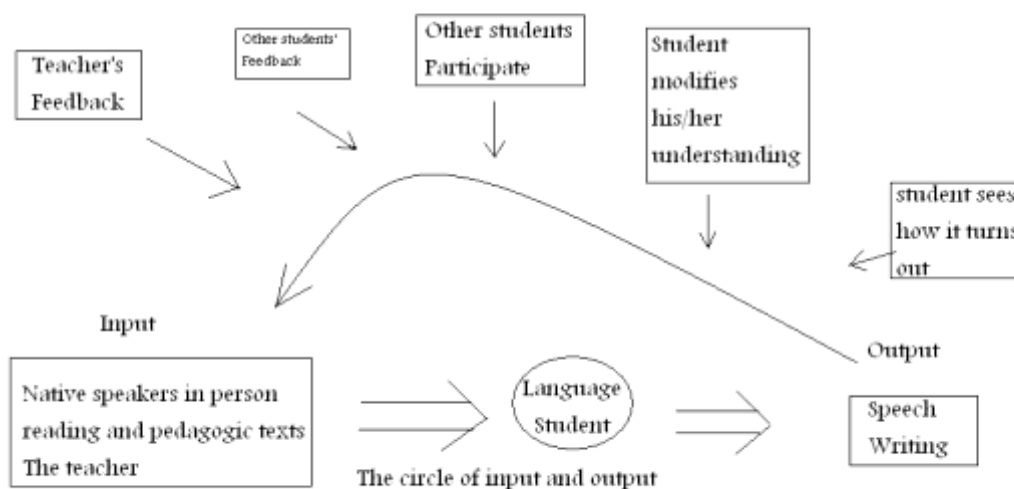
(2001:250) below explains the relationship between input and output;

Texts as model; written and spoken texts are a vital way of providing models to fellow. In a speech task, teachers may give students spoken directions. Students will benefit from hearing others doing it first. While, in a writing task the best way is to show students some reports and help them to analyze its structure and style.

Texts as stimuli; most of the language production grows out of texts. Those learners hear and see in class. Listening to a tape may provide the necessary stimuli for learners to think aloud, or it may be the basis for their writings.

Reception as main part of production; production can only continue if it is accompanied with the practice of receptive skills. In writing, what students write is about what they read. In general, students write or speak about what they have read or listened to. It should be a "prior knowledge" about the same subjects.

The circle of input output according to Harmer (2001: 250) can be seen in the diagram mentioned below



Harmer, 2001:250

2.6 Teaching LC

Listening as a separate and important component of FL learning/teaching only came into focus after the 70's, when many researchers and language specialists gave LC more importance over other language skills, which has led Dunkel (1991:431) to assert that the study of LC has become the 'polestar' of language acquisition, theory building, research and pedagogy (quoted by Vandergrift 1999: 168).

LC helps students understand according to the emotional state of the speaker, comprises an ability to predict information based on linguistic context, situation, and topic of the message conveyed as well as expectations about the world. Dirven (1981:49) states that " foreign learners experience a huge gap between the grammatical rules and lists of words they have

learned, and a natural conversation in the TL skills, are artificially separated". Furthermore, Krashen (1978:43) points out that " LC is not only necessary to production skills, but may be an end of it". This means that LC precedes production. No one can produce something he does not know or understand.

This logical contribution is supported by language scientists who believed that new linguistic information is made available to the language learner through listening.

Nation (1985:17) says that "learning a language is building a map of meaning in the mind, and to achieve this goal is to practice meaningful listening".

Anderson (2000:8) defines language as "the systematic association of sound to image, not the systematic association of sound to written word, as all textbooks would have us believe". He adds that although reading and writing are important skills, a reader/writer will be successful only after having learned the sound to image association.

Listening should be taught from the beginning and not to be postponed for special treatment at a later date or for special occasions. Fluent listening is important from the beginning, and results only from wide exposure to the TL.

Listening is an integral part of any type of language performance. Teachers should enable their students to listen to native speakers' speech if they wanted them to succeed in using English outside the classroom.

Teachers who taught English through the eyes rather than through the ears may succeed in developing their students reading and writing with some relative competence, but their skills in listening and speaking to natural and native English will be poorly developed.

LC should be taught in all places and in all lessons. Listening is not mere recognition of linguistic units and their meanings. Listening helps students to understand and act according to the emotional state of the speaker. Language classrooms are usually directly aimed at "increasing conscious linguistics knowledge of the target language " Dirven (1981:49).

Dirven (ibid) says that "the learner almost never experiences the FL as an absolutely natural and necessary instrument of social interaction. The classroom learner is left alone with a grammatical system without being enabled to experience the natural cultural context in which all human interaction takes place". Researchers suggested that an integration of training in LC in classroom practice can accomplish conscious learning and intuitive acquisition simultaneously. A central theme of this is the notion of cognitive and meta-cognitive skills.

Rost (1996:8) points out that "those skills text users employ to create plausible expectations about the text and to sense the type of inferences they need to understand.

According to Morley (1991:90-92)" in developing or choosing materials for listening appropriate to EFL learners, she suggests three principles; relevance, transferability, and task-orientation. The materials must be relevant to the interests and level of the students. The content, structures, and words used in the listening material should be of such a nature that these are transferable and utilized in other classes and outside the classroom.

Broughton et al. (1987:78) categorize listening into extensive and intensive listening. Extensive listening is concerned with the freer more general to natural listening. It serves the function of letting the student hear the vocabulary items and structures which are unfamiliar to him, interposed in the flow of language which is in his capacity to handle.

Extensive listening keeps the students' motivation and interest high, as well as gives valuable extra contact with English in its spoken form. It is the motivational power which increases dramatically when teachers encourage their students to choose for themselves what they listen to and to do it for pleasure and general language improvement. Story telling is an example of extensive listening.

In contrast, intensive listening is much more controlled, with one or two specific points. Intensive listening can be primarily for language items as part of the language-teaching programme.

Listening of both kinds (extensive and intensive) is very important for many reasons;

1. Listening provides students with perfect opportunities to hear voices other than the teacher's voice.
2. Listening helps students to improve language pronunciation.
3. Listening enables students to acquire good speaking habits.

Ideal listening material can be found from a multi sources; They can listen to tapes of authentic materials.

Tapes that accompany textbooks are relevant to students' level. Videotapes may encourage interaction by providing 'live listening'. Ur (1996: 108) "one of our tasks is to encourage students to get as much information as is necessary/ appropriate from a 'single hearing'.

Intensive listening can take the following forms:

Reading aloud; this allows students to hear a clear spoken language.

Story telling; teachers could tell their students stories which provide excellent listening material. They can ask their students to predict what is coming next, comment on it, etc.

Interviews; are the most motivating listening activities in which students are really listen for the answers they have asked for.

Conversations; teachers may invite their colleagues to come to their class to hold conversations with them. Students then have the opportunity to watch the interaction as well as listen to it.

This kind of listening is not a substitute for audiotapes, but it does offer an extra dimension to the listening experiences.

. Task- orientation materials focus on performance based on what is presented as a listening material.

2.6.1 Teaching aids

Teaching LC as a crucial skill which underlies all language learning required using all the technology devices to facilitate the process of teaching/learning an EFL, and create a motivating, interesting atmosphere in classroom.

a. Audio books:

The advantages expected from using audio books in teaching EFL students;

1. Audio books increase language skills through several ways. It allows students to hear language, providing models of pronunciation, sentence structure, and vocabulary building.

2. Audio books helps students to differentiate between language as written and spoken- provide a link between text and speech.

Student may comprehend more easily by learning with their ears, not their eyes.

3. Audio books are source of comfort and pave the way to greater confidence and knowledge.

4. Audio books are source of pleasure and knowledge. The accessible format of audio books expands the diversity of

students' interests. As a result, students become capable of classroom involvement, and are happy to actively participate.

b. Video-tapes:

There are many reasons why video-tapes can add a special, 'extra dimension' to the learning experience;

1- Seeing language-in-use. Video aids comprehension greatly. Students can observe how interaction can match all facial expression. All such paralinguistic features give valuable meaning clues and help learners to see beyond what they are listening to.

2. Cultural awareness. Video is a useful tool for learners if they want to see 'typical British' life style. It gives students a chance to see what kinds of food people eat and what they wear.

3. Creation. Video making can provoke genuinely creative and communicative uses of the language, with learners find themselves 'doing new things in English' (Doper et al., 1991:6).

4. Motivation. Most learners show a high level of interest when they have the opportunity to see language in use as well as hear it, when this is combined in an interesting activity.

c. Music:

Music is a powerful stimulus for learner's engagement. It touches their emotions while still allowing them to use their minds effectively. A piece of music may change the atmosphere

in class and prepare learners for the next task. It may entertain learners and bridge the gap between the realm of leisure and the realm of learning.

The appreciation of music is not complex; numerous patterns of music from different cultures have become popular all over the world through the Internet and satellite TV. Most students have not much trouble perceiving changes of mood or style. In class, we can play music and can ask students to write stories based on the music they hear or discuss with each other what the piece of music describes, what 'colour' it is and so on.

Teachers have the choice to play the songs which are relevant to their students. They may choose old songs and initiate discussions whether they think that older songs still have the merit or not. (Do they like them, 'despite their antiquity' to solve this problem I prefer to ask students to bring their favourite songs to class. This way gives the time to listen to the songs and understand their lyrics.

2.6.2 Authenticity of LC Materials

The question of authenticity seems to have been a controversial issue in teaching listening. There is no mutual agreement on how to define "authenticity". Besse (1981:24-25) introduced a new concept which may be considered of a central importance in the teaching practice: "The classroom use of text can be more or less authentic according to how far the proposed

activities are similar to those which would have been suggested to the original receivers".

Forman (1986) as cited in Underwood (1993:98) claims that "any text is authentic if it was produced in response to real life communicative needs rather than as an imitation of real life communicative needs.

Nakic (1981:8) says that "It is the inappropriate presentation and the misuse of the authentic text by teachers that causes most difficulties since being used to 'all-purpose' texts, they try to get the learners to understand everything and to be able to produce it". She argues that the traditional approach to an 'all purpose' pedagogical recorded text gives good results in developing 'hearing ability' but does not foster understanding of real spoken messages.

Underwood (1989:89) shifts the attention from the authenticity of the text to the tasks students are required to do. What the students are asked to do is as important as the simplicity or otherwise of the listening text itself. Whether these texts are always authentic is not such an important issue. What is important is that "a range of listening experiences should be introduced based on speech which is as near to authentic as possible".

Most writers argue for the use of authentic materials in the classroom and instead of simplifying and grading the text they propose the grading of the activities the learner have to do.

This view goes with Krashen's principles in which foreign language acquisition is based on meaningful interaction in the target language.

- 1- Concentrating on meaning rather than the form.
- 2- Providing authentic input made comprehensible by the context is the key component in FL teaching and learning.

2.6.3 Authenticity of LC Activities

Listening activities simulated 'life-style conditions' in the classroom and learners are expected to focus on meaning rather than on form. This means that the listening input is not intended to 'model language' that the students are to acquire.

Activities are just as important as the texts students are required to process for two reasons:

1. Activities could be the main source of motivation.
- 2- They have the potential of being used as grading factors.

The importance of activities is their potential to serve as links between classroom activities and functioning in real-life situations. Nunan (1993a:10) describes that as "a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the TL while their attention is principally focused on meaning rather than form.

It should have a sense of completeness, being able to stand alone as a communicative act in its own right.

Anderson and Lynch (1996:34) claim that listening activities should reflect the different strategies used by efficient native learners in a particular situation since the ability to switch listening tactics to match a particular situation is an essential skill.

2.6.4 Conventional Teaching Techniques

Teaching LC as a crucial skill requires using favourable teaching techniques to facilitate the process of teaching/learning an FL, and create a motivating, interesting atmosphere in classroom.

1. Initiating discussions about certain subjects students are going to listen to.

The goal of this pre-listening technique is to activate students' prior knowledge to prepare them for the coming information. (Richards; 1985:206)

2. Having students listen to a model.

Freeman (1986:41) states that the teacher is responsible for providing his/her students with a good model for imitation. A native-speaker teacher or a tape-recorder gives an opportunity to mimic the FL and be familiar with the native speaker's speech. This while-listening technique is recommended in the aural-oral and communicative approaches.

3. Having students listen to the tape-recorder for the second time or more.

Field (1998) as quoted by Harmer (2001:170) suggests that students far more benefit from a lot of listening than they do from a long pre-listening phase followed by one or two exposures to the listening task. So, teachers might replay the tape-recorder for detailed comprehension, and text interpretation to overcome learning difficulties, and to be familiar with the spoken language. This technique is widely used among EFL teachers in order to overcome comprehension difficulties. See (Steiner; 1975:97).

4. Establishing an encouraging atmosphere.

The classroom may be the only place where the students hear the English language. It should therefore be an environment which is as rich and stimulating as possible. This technique is regarded as one of the fundamental communicative techniques. The advocates of the communicative approach (CA) believed that students should be surrounded by security to overcome negative feelings. See (Byrne; 1976:14; Brown; 1978:61).

5. Encouraging students to answer different types of questions, such as multiple-choice, true/false, ticking off items, fill in the blanks, matching and ordering exercises.

These questions are considered the simpler and speedier ways of checking students' understanding. Muller (1980:4) states that "there will be ample scope for LC exercises. Varying questions especially true/false and multiple-choice questions can play a useful part in directing the students' attention in listening

and helping teachers assess the accuracy of their students' comprehension. See (Valette 1977:105; Rivers & Temperely; 1978:92; Ur; 1984:74-6; Byrne, 1986:19 ;).

6. Engaging students in role-playing, problem-solving activities based on the listening tasks.

Such techniques are considered the most important by the advocates of the 'CA', giving students opportunities to interact with the text, and with their interlocutors. Students need to understand enough, and not to be discouraged. These techniques bring interest and eliminate the routine of class activities. See (Dankin, 1973:123; Hawkins, 1981:203; Freeman, 1989:137).

7. Using audio-visual devices in classes.

This technique is used widely by EFL teachers to facilitate the process of teaching/learning. Seeing language-in-use aids comprehension greatly and gives students an opportunity to observe how interaction can match the paralinguistic features which give meaning clues and help students see beyond what they are listening to.

8. Correcting students' errors.

There is much debate between the adherents of the grammar translation, the direct method, and the aural-oral approach that students' errors should be corrected immediately from one side, and the adherents of the 'CA' who believed in holding correction or ignoring students' errors except those

which hinder communication from the other side. Dow (1980:52) states that the imaginary teacher has to learn not only to tolerate ambiguity, but he has to live with some errors, just as his students have to learn to recognize failure in themselves, for, there can be no success without failure. See (Wilkins,1972:209; and Chaudron, 1988:135).

9. Setting an appropriate passage followed by some comprehension questions.

This technique is used by most of the EFL teachers. All the approaches of teaching EFL emphasize it as a tool to check the students' understanding of what they have heard or read.

2.7 Phases of an LC Lesson

LC activities could be divided into three main phases:

1. Pre-listening

Pre- listening activities are useful in taking attention off continually checking listening and at the same time helping students to do multi-things with the information they gathered from the discussions which are initiated by teachers, especially those activities which reveal the context and let students rely on their background knowledge.

Effective interactive activities should be manipulative, meaningful, and communicative, involving students in using English for a variety of communicative purposes to meet students' needs and activate their personal knowledge, which is

the ultimate goal of pre-listening activities. Pre-listening activities should be based on

- a. authentic and naturalistic materials.
- b. enable students to practice specific features of the TL.
- c. allow students to rehearse in classrooms the communicative skills they need in the real life situations.
- d. activate psycholinguistic processes of learning.

See (Nunan, 1989:53)

Generally, the pre-listening activities are arranged as the following:

The teacher sets the scene, explains the context.

The teacher makes connections with students' experiences, and activates their prior information.

The teacher initiates a discussion about the task students are going to accomplish.

The teacher tells his students the purpose of listening, what to listen to.

The teacher models the aural comprehension strategies that the students might use while listening.

2. While listening

The teacher's role in this phase is limited to

- a. Making students comprehend the meaning of the content of the text. Concentrating on listening rather than worrying about other linguistic features.

b. Encouraging students to listen for the gist, to gather information about specific events or characters.

To accomplish the task successfully teachers should be aware of:

1. recorded materials are generally difficult to understand; students may need to listen more than once.

2. students should have a concrete task to accomplish, i.e. a form to fill in, a checklist to complete.

3. recorded materials should feature a variety of voices with different accents and different characteristics.

As students become proficient, they can be asked to go beyond literal comprehension.

In this phase students should be instructed to leave anything and try to listen carefully, only listen to the tape and see how much you can understand.

"Advanced students are geared towards following the flow of content of the message in away that they are not conscious of the mechanics or the processes of listening"(Morely, 1991:91).

Activities as think aloud in which students say what came to their minds may be useful in developing specific listening skills, more than test-like exercises which may hurt their emotions and feeling of confidence.

3. Post-listening

It is the reflective stage where students think about and discuss what they understood, what they learned, the strategies they used and how successful these were.

In this phase, the teacher may ask students to use the information they gathered from a text to have an extended discussion.

1. The results of decisions students made during the listening task should be evaluated and critical comment should be developed.
2. The new vocabulary and structures acquired from the oral text will be reused in different contexts.
3. The text form may be used as a model for texts the students will be producing.
4. The comprehension questions should be answered.
5. Students should be asked to write summaries to consolidate their understanding.
6. Students should be instructed to use meta-cognitive strategies such as self-monitoring or self-evaluation to control their comprehension.

2.8 FLT Approaches

In the field of TEFL, there has been much controversy between different methodologists who argue for or against the

best methods, materials, and techniques used in teaching LC in EFL.

The debate between proponents and opponents may continue without an end, since there is no single method which guarantees excellent learning in one hand and on the other hand, educators and language professionals agree that there are many factors which influence the methods used in TEFL.

2.8.1 The Grammar-Translation Method

This approach ignores listening and speaking and emphasizes reading, writing and translation from the native language to the FL and vice versa. (Al-Khuli, 2000:4)

The techniques that can be observed in a traditional class are:

- a. the teacher presents the material; and
- b. translates the new words to the NL; and
- c. asks students to copy the answers of the comprehension questions;
- d. raises few questions about the language;
- e. asks students to write a summary to a specific literal text. See Freeman (1986:13); Finocchiaro (1986:7).

This approach has been criticized for neglecting the speaking, listening and pronunciation skills. Students spend their class time talking about the FL instead of using the language itself.

2.8.2 The Direct Method

This approach gives priority to speech and pronunciation then reading and writing. The teacher follows some of these techniques in teaching a LC lesson:

- a. introducing the material;
- b. using several objects such as drawings, figures, pictures, body movements, facial expressions to help students get the meaning;
- c. encouraging students to raise and answer questions;
- d. helping students reach to a sort of self-correction;
- e. using activities such as fill-in blanks, tick the right answers;
- f. asking students to write a paragraph about what they have learned; and

4. avoiding the NL is avoided in classrooms. This avoidance leads to using what critics consider a time wasting. They said that using the NL to explain FL words is more time saving.

Freeman (1986:28); Richards&Rodgers (1986:10);

ALkhuli (2000:5).

2.8.3 The Audio-lingual Approach

Its main goal is to develop native-like speaking ability in its learners. Language mainly is speech; and writing is just a representation of speech. Thus, teaching the FL should follow the order of listening, speaking, reading and then writing. Learners speak what they have listened to, read what they have

spoken, and write about what they have read. See (Freeman, 1986:44; and Al-Khuli, 2000:6).

The techniques used in teaching an LC lesson are:

- a. the teacher reads the passage (or a tape) for the first time, while students listening attentively.
- b. Students listen once more to mimic the model, and memorize the material.
- c. The teacher uses actions, drawings, and figures to convey the meaning.
- d. He encourages questions, note-taking, class repetitions to build new habits.
- e. He praises correct responses, and initiates discussions in the class.

The opponents of this approach argue that the FL is not learned through habit formation, but through cognition.

Native speakers' teachers are not the best ones. If they did not know the students' NL, they could not predict their errors or areas of difficulty. Although languages are different, they have common features. See (Al-Mutawa and Kailani, 1989:123 Al-Khuli, 2000:19-20).

2.8.4 The Communicative Approach (CA)

The goal of this approach is to have one's students communicatively competent. A communicatively competent student should know how to produce a relevant, natural, socially

acceptable utterance in all contexts of communication. Communicative competence includes having a grammatical knowledge of the system, knowledge of the appropriateness of language use and spatial knowledge, and sensitivity to the level of language use in certain situations and relationships. (O'Grady et al., 1993:34).

Students should use the TL a great deal through communicative activities such as games, role-plays, and problem-solving tasks. According to Johnson and Morrow (1981:21) true-communicative activities should have three features: information gap, choice, and feedback.

The material used in the class should be 'authentic'. The proponents of this approach considered authentic materials and tasks, desirable and useful. It gives students the opportunity to develop strategies for understanding the TL as it is actually used by its speakers.

Students in small groups should carry out activities in order to maximize the time allotted to each student for learning to negotiate the subject- matter.

Students should be given the opportunity to express their individuality, and share their ideas and opinions. Students should be helped to integrate the FL with their own personality and thus feel more emotionally secure with it (Littlewood, 1981:94).

Everyday-life style speech of the NL speakers is emphasized. The use of nonverbal behaviour received more attention in the CA. As the oral communication takes place through negotiation between speaker and listener, meaning is derived through an interaction between the reader and the writer, and arises only through negotiation.

Although the four skills should be worked on from the beginning, the language functions are emphasized over forms, accuracy over fluency. Teachers should introduce a variety of forms for each function. The student who has the most control of the structures and vocabulary is not always the best communicator (Freeman, 1986:51). The TL is a vehicle for communication, not just as an object to be studied. The adherents of this approach believed that "students can have limited linguistic knowledge and still be successful communicators."

Krashen's view of the classroom language learning and teaching is expressed in the principles of the 'natural approach' summarised by Ellis (1994:59) as follows:

- 1-The goal is communicative skills.
- 2-Comprehension precedes production.
- 3-Production emerges when learner is ready.
- 4-Acquisition activities are central.
- 5-The affective filter needs to be kept low.

CHAPTER THREE: PREVIOUS STUDIES

3.1 An Introductory note

LC is recognized as a crucial skill for students learning English as a second language. (Rockey, 1983: 15).

Many educators and researchers are paying more attention to the LC skill in attempting to find out the successful ways to overcome difficulties which impede comprehension.

Investigations concerning LC are limited in number. Two of them are foreign studies whereas the others are Iraqi. Those studies are arranged chronologically from the earliest 1984 to 2004.

The researcher has found these studies are of relevance to the present study in their aims, procedures, and results.

3.2 Presentation of Previous Studies

3.2.1 Wilcox (1978)

This study aims at investigating the effect of speakers' accent on LC. The sample of the study includes 320 students who are enrolled in the second-year English course for Arts & Science in Nanyang University in Singapore. The 320 students are distributed into four groups. A test consists of four texts recorded by four different accents of English:

1. American English accent.
2. British English accent.

3. Singaporean English accent.

4. Australian English accent.

Therefore, each of the four groups of the students listens to sixteen recordings followed by eleven-multiple-choice-items and a cloze test.

The results of the test analysis revealed that:

1. The study subjects comprehend oral English best when it is spoken with a Singaporean accent.

2. The British accent is the best among the other three foreign accents.

3. The Australian speaker's accent is considered the most difficult.

3.2.2 Boyle (1984)

This study aims at finding out an answer to the following question: Which of the types of knowledge and skills are important to consider when teachers are attempting to improve LC?

The sample of this study consists of thirty university teachers, and sixty first-year students at the commercial college. They have completed between five and seven years before gaining entrance to this college, and come from several secondary schools. An interview with the teachers and the students is taken place. The testees are asked to list factors

which they consider the most important in aiding or hampering the effectiveness of LC.

The results of the interview revealed that

1. Teachers and learners consider lack of practice the most important factor.
2. LC receives little attention.
3. Students consider memory and attention as variable factors connecting between reading habits, and LC abilities.
4. Teachers consider linguistic features, such as syntactic structure, stress, intonation, and interference the most important factor in aiding LC improvement.

3.2.3 Sabii (1988)

The purpose of this study is to find out answers to the following questions:

- 1- What is LC?
- 2- How does the process of LC take place?
- 3- What are the factors that may affect the process of LC?
- 4- Is it true that LC can be taught through teaching other language skills?
- 5- Is it possible to teach LC as a separate skill at the intermediate schools in Iraq?
- 6- Does training in LC lead to the improvement of learner's performance in this skill?

7- Does training in LC contribute to the improvement of learning English in general?

8- What are the best materials, techniques and methods to be used in teaching LC?

9- Are the materials, methods and techniques proposed by the researcher for teaching LC applicable? How?

10- How is LC tested?

The sample of this study is sixty second-year intermediate pupils in Iraq. Two groups are chosen randomly, one is considered as an EG and it is given three-day-a week training in LC by the researcher; and the other is considered as a CG, and is taught by their original teacher according to the instructions in the NECI.

After six weeks period, the researcher conducted a test consists of different kinds of questions to measure the pupils' ability in LC as follows;

1. Matching between the heard utterances and certain pictures.
2. Twenty items are to be drawn by the testees while listening.
3. Pupils listen to a short story divided into sections. Each section is followed by a multiple-choice question. These questions are about different LC sub-skills;
 - a. Listening for the gist of the text.
 - b. Listening for specific information.
 - c. Listening to deduce meaning from the context.
 - d. Inferring opinion and attitude.

4. Four sentences are supposed to be heard with five blanks which are supposed to be completed with words mentioned in the related story.

5. Pupils listen twice to the monologue as it is spoken by the researcher. Then, they are asked to extract specific information to fill in the blanks.

6. A dictation type in which the pupils listen to a passage divided into meaningful units.

Generally, the test consists of two types of questions; the first type tests the pupils' achievement in comprehending the material in the literal level; the second type is the inferential level and is considered more difficult as compared to the first one.

The results show that there are significant differences between the two groups, in favour of the experimental one. The mean of the experimental group is (86.1), while the mean of the control group is (78.8).

The results revealed that:

1. LC is a complex process that demands interpretation of a message and ability of responding.
2. Thinking is important when a listener involves in the imitation and repetition process;
3. Pupils in Iraq are deficient in comprehending EFL because LC is not given attention when taught in the NECI;
4. Pupils should not be forced to speak until they are ready and willing to;

5. Linguistic features are more understandable if they are presented in context;

6. The materials in the NECI are not suitable for teaching LC because they do not focus on communication between the teacher and the pupils and among the pupils themselves;

1. LC should be taught separately as a skill in its own right.

In addition to the test, the researcher conducted a questionnaire to shed light on the actual state of teaching LC in Iraqi schools. This questionnaire is exposed to the authors of the NECI and twelve experienced teachers of English. The results indicated that:

2. LC should be taught systematically among other language skills.

3. Training in LC enhances the process of learning English in general.

4. It is better to design special methods and techniques for teaching English.

5. Repetition does not lead to better comprehension unless it includes some sort of thinking.

6. LC is an active process; it should be followed by oral practice and reading.

7. Pupils should be trained intensively in LC.

3.2. 4 Al-Fatlawi (1989)

The study aims at

- 1- Assessing the sub-skills of the levels of LC acquired by the 1st and 4th- year college students of English.
- 2- Comparing the 1st to the 4th- year college students of English in acquiring the sub- skills of the levels of LC.

The sample of this study is limited to the 1st and 4th –year male and female students of English at the College of Education /IbnRushd/ in the academic year, 1988-89. Only 100 male and female students were chosen randomly from the original population to take the final test. These 100 students represent the sample of the study, consisting 32% of the whole population of the 1st year and 23% of the whole population of the 4th year.

The researcher conducted an achievement test consists of two parts. Part 'A' represents a conversation between native speakers of English, whereas part 'B' represents specific ideas extracted from various daily life instructions. These two parts are derived from Das VHS Zertifikat English, which consists of twenty multiple-choice items measuring nine sub-skills. The test was given to a jury to approve its face validity. Then, the test reduced to (10) items that measure five sub-skills on the basis that each sub-skill is tested by two items.

The results of this study revealed that:

1- Students at the English Department, College of Education are deficient in comprehending the spoken English language, as revealed by their low marks that are below the pass level.

2- The mean score of the first year is (4.1), and the mean score of the fourth year is (4.84). T-test for independent samples records that there is no significant differences between the first and fourth-year. This means that students have not benefited much from the programme aiming at developing LC.

1- Students' ability in answering literal questions is better than answering inferential questions.

2- By using the t-test formula for dependent samples. It is indicated that:

There are no significant differences between sub-skills

(1. Recognizing the details, and 2. recognizing the comparisons),(1 and 3.recognizing the cause and effect), and(2 and 3) within the literal level of the fourth year.

There are significant differences between the literal level and the inferential level of each year.

It also indicates significant differences between sub-skills (1 and 2) and (1 and 3) within the literal level of the fourth year, and (4.infering supporting details, and 5.predicting outcomes) within the inferential level of the two years.

6. LC is not given time for practice, and is not incorporated in the programme of the English Department, therefore, students are not well-prepared to comprehend the spoken language.

3.2.5 AL-Douri (1994)

The study aims at investigating the problems that impede efficient teaching and learning of English language, assessing the sub skills of the levels of LC acquired by the 5th year secondary school students, and making pedagogical recommendations for text books writers, teachers, teacher trainers as well as the learners themselves.

The participants of the study were 100 Iraqi students of 5th year secondary school. The post-test is consisted of a passage followed by 15 multiple-choice items chosen from "teacher's guide book 7". Its results revealed that Iraqi students at secondary schools are deficient in comprehending spoken English language.

The researcher concludes that:

1. The material used is not suitable for teaching LC.
2. Students lack motivation, pleasure, and confidence in being able to understand the spoken language without reference to the written form.
3. Iraqi students suffer from the speed of speech.

3.2.6 Young (1996)

This study investigates the possible existence of a sequence of use of LC strategies by advanced ESL learners.

The participants of the study were 18 Chinese students studying English as an SL at the Chinese University of Hong Kong.

These anonymous participants, 8 males and 10 females, were on average twenty-one years old and had been studying English as a second-language for over 15 years. The study revealed that there were six strategies, which could be presented as a sequence. For those teachers who wish to strengthen the listening strategy use of their learners at the university level, such serial order of strategy use might inspire them to develop materials which help learners activate their background knowledge in the initial stage of listening, summarize their understanding of the text, and check their comprehension when processing the aural information.

3.2.7 AL-Abdali (2000)

The study aims at identifying the:

1. techniques used in teaching LC;
2. extent to which these techniques are effective as manifested in the students' achievement; and
3. favourable techniques in teaching extensive LC as seen by experts in the field of TEFL.

The sample of the study is (83) teachers of English of fourth-year secondary level in Baghdad, and (410) male and female students which represents (1.07) from the original population.

To fulfil the first aim of this study, the researcher conducts a checklist to record the teaching techniques used by teachers. After gaining the validity and the reliability of the unified checklist, the researcher observed the sample of the teachers through attending the classes.

All the techniques used by the observed teachers were recorded except those techniques that are not included in the checklist. The researcher classified the techniques used in teaching LC into favourable and unfavourable.

The checklist containing the techniques was exposed to a jury of (10) experts in the field of TEFL.

The researcher has constructed an achievement test measuring LC to fulfil the second aim. The unified test was administered to a sample of (410) students from the fourth-year secondary level. The test consists of two parts, the first is divided into (6) multiple-choice items, and (6) true/false items. The second is also divided into (6) multiple-choice items, and (6) true/false items.

The results revealed that: Concerning the first aim, i.e., identifying the techniques used in teaching LC is drawn from analyzing the data of the class observations. It has been found

that the techniques, whose χ^2 value is more than 5.99, and which are significant at 0.05 level are considered commonly used techniques, and the techniques whose χ^2 value is less than 5.99, are considered uncommonly used techniques.

The common techniques are divided into 9 favourable and 8 unfavourable techniques. While the uncommon techniques are divided into 5 and 7 techniques. The results of the test as regards to the second aim, which is identifying the extent to which the techniques used, are effective as manifested in the students' achievement. It is found that the difference between the grand mean obtained by the testees, and the theoretical mean is not significant. To conclude, that the teaching techniques are not satisfactorily effective.

3.2.8 Shabaan (2004)

This study aims at investigating empirically the effect of a tape recorder on Police students' achievement in LC. The sample of the study is (100) second level students of the Police college, divided into two treatment groups for six weeks experiment.

The researcher taught the E group LC by using a tape recorder, while he taught the C one according to the traditional techniques.

At the end of the experiment period, the researcher has conducted an achievement test consists of three questions; each

is sub-divided into (25) items. The first question is divided into (11) items, each one represents a question related to the passage and followed by (4) choices. The second question consists of (6) items about the given dialogue, which is followed by three options. The third one is that students listen to (6) statements to match them with certain pictures presented in the test-sheet.

The whole test consists of (25) items. The statistical analysis of the results indicates that the students' achievement of the E group is better than the students' achievement in the C one. The mean score of the E group is (19.020), whereas the mean score of the C group is (11.56). The results revealed that using a tape recorder in teaching LC has a positive effect on the students' achievement in learning EFL.

The researcher concludes that LC should be incorporated in the course as a separate skill and taught according to specific methods, materials, and techniques.

3.3 Discussion of Previous Studies

The relevance of these studies to the present investigation is embodied in the fact that the researcher has benefited from the designs, the methods, the procedures, and the instruments used in these previous studies.

1. Comparing the present study with these previous studies, there are many points of similarities and differences. Some of the previous studies attempt to find out the techniques

used in teaching LC as Al-Abdali (2000), and Sabii (1988). These are in consistency with the aim of the present study, which is to investigate the effect of LC teaching techniques on developing language as manifested in the students' achievement.

2. The previous studies have their own samples, which are determined according the subjects and the nature of the population under study. The sample of the previous studies range from 20 to 410 students. The sample of the present study consists of 60 female students drawn from the second-year in the 'High Institute for Training Teachers'. Some studies samples involve both teachers and students like Boyle (1984), Sabii' (1988), and Al-Abdali (2000). Other studies include only students such as Al-Douri (1994), and AL-Fatlawi (1989), like the present study.

3. The previous studies are different in the procedures being followed to achieve their aims. The study of AL-Abdali (2000) adopted a checklist prepared by the researcher himself, and applied it to the main sample after ensuring its validity and reliability. Others adopted either a ready made tests as AL-Douri (1994), or made by the researcher himself such as AL-Fatlawi (1989). The present study, also Sabii (1988) adopted an achievement test to find out the effectiveness of LC teaching techniques.

4. The results of some studies agree with the present study in the following:

1. The necessity of teaching LC, as a separated skill.
2. The more exposing (listening) to EFL, the better understanding of English, which demands active exposure in or out of the class.
3. Teaching LC needs enough time, effort, special materials, useful activities, using multi- technology devices, and above all carefully graded explicit and sufficient data presented according to the communicative techniques.

CHAPTER FOUR: PROCEDURES

4.1 Population and Sample

The population of this study is the students of the second year of the Department of English in the High Institute for Training Teachers. Jalo-Libya, during the academic year 2003-2004

Their total number is 120 female student; fifteen students have been excluded because they are repeating the year for the second time. The rest totalling 105 students represent the actual sample. Forty-five Students have been drawn randomly for the purpose of the pilot study. Those have been excluded from the experimental work.

Sixty Students have been chosen randomly to act for both the experimental and control groups. Those represent 50% of the whole population. The 60 students are distributed randomly into two sections. Section (A) which included 30 students was the experimental group, and the other was the control group; it was section (B) which included 30 students. Steps are taken to equalize them according to such variables as socio-economic variables, and their scores in the pre-test.

4.2 Equalization of the Subjects

To increase the sensitivity of the experiment, and thereby increase the probability of detecting the effect that actually occurs, the researcher equated the learners on three variables:

1. The learners' Achievement scores in the pre-test.
2. The educational level of the learners' mothers.
3. The educational level of the learners' fathers.

4.2.1 The learners' achievement Scores, in the Pre-test

The mean scores of the experimental group, and the control group in the pre-test grade were (65.333) and (66.433). The t-test value was (0.257), which indicated no significant difference between the experimental group, and the control group. (See table 1 and appendix B)

t-test statistics for learners' achievement scores in the pre-test:

Table (1)

Group	No. of Subjects	Mean	Variance	Standard Deviation	t-value
Experimental	30	65.333	260.367	16.135	0.257
Control	30	66.433	290.874	17.055	

4.2.2 The Level of Mothers' education

Both of the groups are equalized in the level of mothers' education. χ^2 value was used to find out the significant differences among the students in this variable. The calculated χ^2 value is 0.484 while the critical χ^2 value is 7.99 under 2 df. At 0.05 level of significance. As in table-2-and Appendix-C-

The level of mothers' education:

Table (2)

group	Primary + Intermediate	Secondary+ Diploma	BA + MA+ ph.D	Computed χ^2 Value	Table χ^2 Value	d.f	level of significance
EG	7	13	10	0.484	7.99	2	0.05
CG	11	12	7				

4.2.3 The Level of Fathers' Education

By using χ^2 Value, it was found that there were no significant differences between the two groups. The calculated χ^2 value less than 0.563 at 0.05 level of significance, while the critical χ^2 value is 6.78 under the 2 df. See (table3).

The Level of Fathers' education:

Table (3)

group	Primary + Intermediate	Secondary+ Diploma	BA + MA+ ph.D	Computed χ^2 Value	Table χ^2 Value	d.f	level of significance
EG	10	12	8	0.563	0.678	2	0.05
CG	7	13	10				

4.3 Selection of Materials

Audio-visual fourteen units were chosen from a programme prepared by Dr. Franka & Miss Eman Al-Khaleedi to the English Department, University of Garyounis, Libya. See appendix D. The content of these units' outlines is limited to:

Unit1. Hello everybody; ask and answer questions about the people, the use of the verb "to be".

Unit2. Meeting people; questions and negatives, Yes/No questions, Everyday English, i.e. in a café.

Unit3. The world of work; present simple, Jobs.

Unit4. Take it easy; present simple. Leisure activities. Social expressions.

Unit5. Where do you live? Is/ are prepositions, some / any, this / that, furniture, directions.

Unit6. Can you speak English? Can/Cannot, Could/ could/not, was/ were, Words that sound the same, on the phone.

Unit7. Then and Now. Past simple, regular verbs, irregular verbs, silent letters, special occasions.

Unit8. How long ago? Past simple, negative/ ago, which word is different? What's the date?

Unit9. Food you like! Count/uncount. Nouns, much/ many, food, polite requests.

Unit10. Bigger and Better! Comparatives and Superlatives, have got. Town and Country. Directions.

Unit11. Looking good! Present continuous. Whose? Clothes. Words that rhyme. In a clothes shop.

Unit12. Life's an adventure! Going to (future). Infinitive of purpose. The weather. Making suggestions.

Unit13. How terribly clever! Question forms. Adverbs and adjectives. Describing feelings. Catching a train.

Unit14. Have you ever? Present perfect + ever, never, yet, just. At the airport.

4.4 Experiment Application

In this study, the length of the instruction period spent on teaching the two groups is nearly the whole first term of the academic year 2003-2004 (equivalent to fifteen weeks)

The researcher taught the control group according to the traditional techniques while he taught the experimental

group according to the communicative techniques. Each of the two groups the experimental and control met twice a week in class periods of 120 minutes in length each for one term, and were taught by the same instructor.

4.4.1 The Control Group

Throughout the period of instruction, the following sets of conventional techniques were used:

1. Selecting the teaching points.
2. Introducing the topic by discussing a familiar subject's which has a relationship with a certain piece of information students are going to listen to.
3. Giving guide questions and initiating discussions before presenting the teaching topic.
4. Giving reason. Students should know how, Why, and when to listen.
5. Re-playing the listening topic twice or more to help students infer something from the text.
6. Enhancing students' expectations about what they are going to hear by using visual aids i.e., pictures, drawings, etc.
7. Dividing the listening topic into several sections, and checking comprehension after each section.
8. Encouraging students to answer different types of exercises, i.e., true/false, multiple-choice, etc.
9. Helping students give a brief summary of the listening topic.

10. Engaging students in role-play based on the listening topic, i.e., peer and group working.

4.4.2 The Experimental Group

The aural comprehension instructional model can be discussed according to the following terms:

A. the learner goals: students are engaged in processing spoken discourse for functional purposes. Their practice is focused on LC, carrying out real tasks and using the information received.

B. The instructional materials: the class activities are based on a cognitive communicative technique "listening and doing". Students listen to the tape, then act in the light of the information they received.

Students are asked to use the new information in activities such as completing a task, solving a problem, or listening and taking lecture notes.

C. Procedures: students are asked to listen, process, and retain, to use the transmitted message to complete a task.

D. Commentary: The context is completion of a communicative task where success or failure is judged in terms of whether or not the task is performed (Johnson, 1979:34).

E. Values: the focus is on engaging students in using the content presented in the tape, not just answering questions about it.

Instruction is task-oriented, not question-oriented. Students are encouraged to develop cognitive and meta-cognitive strategies.

Candlin and Murphy (1987:46) say that " the central process is language learning, and tasks present this in the form of problem-solving negotiation between knowledge that the learner holds, and new knowledge received". This activity is conducted through language use, and may be looked at as a negotiation of meaning.

Throughout the instructional period, the following sets of communicative techniques were used.

1. Listening and performing actions. " Ask directions".
2. Listening and performing operations. "Constructing a figure, drawing a map, etc".
3. Listening and solving problems. " Riddles, numerical, spatial, etc."
4. Listening and transcribing." telephone messages, writing notes, etc."
5. Listening and summarizing information.
6. Interactive listening and negotiating meaning.

Nunan and Miller (1995:110) look at the class-techniques for developing listening under these major heads:

1. Developing cognitive strategies such as listening for the main idea, for details, and predicting.

2. Developing listening with other skills, i.e., listening and speaking, listening and pronunciation, language and vocabulary.
3. Listening to authentic material such as weather reports, TV news, discussions, advertisements, etc.
4. Using technology- phone, mail, tapes, videocassettes.
5. Listening for academic purposes.
6. Listening for fun.

Students were informed that their listening required that they should be aware of the following strategies while listening to interact with the activities more effectively:

- 1- The student should know why he is listening. (Reason)
- 2- The student may predict the information he expects to be included. (Prediction)
- 3- The student may assess how much of the expected information will be new to him. (Monitoring)
- 4- The student should think what he already knows about the subject. (Matching against his framework)
- 5- The student should know what to ignore and what to select. (Filtering the message for relevance).

4.5 Test Design

At the end of the instruction period both the experimental and control groups were given the same achievement test to measure their improvement in LC.

It is necessary to indicate that LC test is usually different from other language skills since it is used to test the ability to comprehend English spoken by a native speaker. Valette (1977:74) states that "the main object of a listening test is to evaluate comprehension. The students' degree of comprehension will depend on their ability to discriminate phonemes, to recognize stress and intonation, and to retain what they have heard".

To fulfill the aim of this study as stated in chapter one 'the effect of LC teaching techniques on developing language as manifested in the students' achievement' an achievement test measuring LC has been constructed by the researcher to be administered to the sample of the study.

4.5.1 Validity

To secure the face validity of the test, it was exposed to a jury of eight university teaching staff members who are well known for their experience in the field of TEFL. (see Table 4). It is relevant here to refer to what Brown (1976:125) states "if the test items appear to an expert judge to represent the domain adequately, the test possesses content validity"(see Appendix E).

Concerning content validity, Harris (1969:19) claims that "the test has content validity if it is designed to measure the mastery of a specific skill or the content of a particular course of study".

The test designed for this experiment includes items almost all the structures that were covered during the experiment period. In order to ensure content and face validity of the test, the items of the test were exposed to a jury. The researcher discussed the test items with the jury mentioned below, see table 4 & appendix E. A list of the jury member who are well-known of their experience in the field of TEFL, arranged alphabetically according to their Academic Ranks:

A list of the jury member

Table (4)

	Academic rank	Name	College
1	Professor	Abdullatif Al-Jumaily	(College of Arts), Ph.D.
2	Professor	Abdulla Al-Musawi	(College of languages), Ph.D.
3	Assistant professor	Abdul-Jabbar Darwesh	(College of languages), Ph.D.
4	Assistant professor	Munthir M. Al- Dulaimi	(College of languages), Ph.D.
5	Assistant professor	Abdul-Karim Jamil	(College of Education), Ph.D.
6	Assistant professor	Muayyed M. Sa'id	(College of Education), Ph.D.

7	Assistant professor	Firas M. Awad	(College of Education).
8	Assistant professor	Nahida Al-Nasiri	(College of Basic Education), Ph.D.

4.5.2 The Pilot Study

Anyone who wants to prepare a multi- purpose test can not manage without an item analysis the test cannot take its final version before being tried to do this properly there has to be a preliminary study (Abbott & Wingard, 1981:183). After the validity of the test was secured, it was used in a pilot study and administered to a sample of 45 students. The purpose behind the pilot study is to:

1. determine the suitable level of difficulty of the items.
2. identify the discrimination power of the test items.
3. determine the reliability of the test.
4. determine the average time needed to.

4.5.3 Item Analysis

On the basis of the results of the pilot study, the final version of the test is completed (see Appendix F). This final version of the test secured several essential features of a good test: content and face validity, suitability of the level of difficulty, satisfactory discriminating power, satisfactory

coefficient of reliability. This means that the test is now ready for the final application.

4.5.3.1 Difficulty Level of Items

To determine the difficulty level (DL) of the test items, the researcher used this formula:

$$DL = \frac{HC + LC}{N}$$

HC: High correction

LC: Low correction

(Madsen 1983:181)

The results indicate that the difficulty level of the test items in the present study ranges from 0.46 to 0.65. (see Table 5 below). According to Bloom (1971:66) any item difficulty level that ranges from 0.20 to 0.80 is acceptable.

Table (5)

Item Number	Difficulty Level (%)	Discrimination Power (%)
1	46	26
2	69	26
3	64	43
4	52	38
5	46	62
6	50	62
7	62	38
8	60	33
9	48	29
10	55	33
11	60	26
12	55	43
13	52	29
14	62	29
15	57	29
16	52	29
17	50	26
18	46	26
19	57	29
20	46	26

4.5.3.2 Discrimination Power (DP) of Testing Items

Brown (1981:104) believes that when the discrimination power of an item is (0.20) and above, it is acceptable, but if the item difficulty power of the item is less than (0.20), it is considered weak and it should be changed or modified.

To find out the discrimination power of each item, the following formula is used

$$DP = \frac{HC \quad (\text{high correction})}{LC \quad (\text{low correction})}$$

(Abbott et al, 1985:185)

Results of applying the above formula on the test indicate that discrimination power of the test items; items are demonstrated in Table (5). The DP of the test items ranges from (0.26) to (0.60). Which means that it is acceptable?

The Difficulty and Discrimination Factory of the E and C Groups (the Top 20% and the Bottom 25%) in the true-false items

Table (6)

Item number	Right frequency of the top group	Right frequency of the bottom group	Discrimination power	Difficulty level
1	10	7	0.27	0.47
2	15	10	0.26	0.65
3	18	9	0.42	0.56
4	17	8	0.40	0.51
5	18	3	0.64	0.40
6	17	4	0.60	0.48
7	16	9	0.38	0.62
8	17	4	0.33	0.80
9	15	8	0.30	0.50
10	14	10	0.33	0.55
11	15	9	0.27	0.62
12	16	8	0.44	0.54
13	13	7	0.30	0.50
14	16	11	0.29	0.62
15	16	9	0.29	0.52
16	14	7	0.28	0.57
17	12	8	0.26	0.50
18	13	7	0.29	0.45
19	15	9	0.28	0.56
20	13	8	0.28	0.48

4.5.4 Test Reliability

It is the accuracy of a test. It asks whether a test given to the same respondents a second time would yield the same results. A reliable test is one that essentially gives the same results consistently on different occasions when the conditions of the test are the same (Madsen, 1983:179).

There are four methods to estimate the reliability of the test; Split halves method, Equivalent forms method, Kurder-Richardson method, and the Test- retest method, which is used in the present study to refer to the stability of the learners' scores when the same test was given to them. After three weeks, 45 students from the High Institute for Training Teachers out of the sample were chosen to apply the test for estimating its reliability. The proper conditions of the good test concerning the place, the time, and the administration were taken into account. By using Pearson correlation formula results indicated that the correlation coefficient of the reliability was (0.887) which is considered a high stable correlation. According to Hedges (1966:22-3), the reliability coefficient of unstandardized tests would be considered good if it reaches 0.68.

4.5.5 Final Administration of the

The test in its final version was given for both the experimental and the control groups. Instructions were given on how to answer. Good examination conditions for the testees and complete control was exercised to ensure that no extraneous factor would interfere as a possible variable in the administration of the test. It took about three hours.

4.5.6 Scoring Scheme

To know not only the reliability of the test itself; but also the reliability of the scores. Scoring objective tests such as the multiple-choice and true-false items is easy. Thus any failure to tick any choice or to state true or false is considered wrong responses.

As to comprehension questions and completion items, any response which is relevant to the topic of the given passage or text has been considered correct. Full responses only given full scores.

1. The researcher and the second scorer.
2. The researcher and the third scorer.
3. The second and the third scorer, to the same responses by the same scorers. It was found that the correlation (Pearson Formula) between the researcher and the second scorer was 0.82, the correlation between the researcher and the third scorer was 0.80, and the correlation between the second and the third

scorer was 0.78. The correlation coefficient of the scorer reliability has been estimated by getting the average of the three correlations coefficient. It was found that the correlation coefficient of the scores reliability was 0.80, which was considered a high correlation.

4.6 Statistical Means

In order to fulfil the aim of the study, the following statistical means have been used:

1. Pearson Correlation Coefficient, to estimate the test and the scores reliability.

$$r_{xy} = \frac{N\sum xy - \sum x \sum y}{\sqrt{[N\sum x^2 - (\sum x)^2][N\sum y^2 - (\sum y)^2]}}$$

Glass and Stanley (1970:119)

2. t-test for two independent groups to find out the significance of differences between the two groups.

$$t = \frac{X_1 - X_2}{\frac{\sqrt{(n_1 - 1) s_1^2 + (n_2 - 1) s_2^2 [1/n_1 + 1/n_2]}}{n_1 + n_2 - 2}}$$

(Ibid: 295)

Where X_1 = The mean of the experimental group.

X_2 = The mean of the control group.

n_1 = The number of the subjects of the EG.

n_2 = The number of the subjects of the CG.

S_1^2 = The variance of the EG.

S_2^2 = The variance of the CG.

$$3. \chi^2 = \sum \left[\frac{(f_o - f_e)^2}{f_e} \right] \quad \text{Minium et al; (1999:385)}$$

Where f_o = The observed frequencies.

f_e = The expected frequencies.

CHAPTER FIVE

RESULTS, CONCLUSIONS, RECOMMENDATIONS, and SUGGESTIONS

5.1 An Introductory Note

The aim of the present study as it has been stated in chapter one is to investigate the effect of LC techniques on developing language as manifested in the students' achievement.

5.2 Results

Relevant to the aim and hypothesis of this study, at the end of the experiment period, and according to the procedures mentioned in Chapter Four, the researcher has analyzed the data of the post-test students' responses to determine whether there are significant differences between the two mean scores of the experimental and the control group. In this chapter, the results obtained by 60 second-university students of English will be presented and discussed.

5.2.1 Presentation of Results

The researcher has compared the mean scores of the two groups in the post-test; the mean of the experimental group is 68.133, and the mean of the control group is 61.66.

The t-value is calculated to find out if there are significant differences between the mean scores of the two groups. The formula used is that of two independent samples.

The t-value is 3.98; it is compared with the t-table value which is 2.3. This indicates that there are significant differences between the two groups. That is the experimental group is better than the control one, which means that the hypothesis that indicates that the achievement of the experimental group which is taught according to communicative techniques is superior to the control one which is taught according to the traditional techniques is accepted. See Table-7-and Appendix G.

Table (7)

The Students' Level of Achievement in LC in the Post-test

Group	Number of subjects	Mean	Variance	Standard deviation	t-Value
Experimental	30	68.133	171.296	13.088	3.98
Control	30	60.166	171.505	13.096	

5.2.2 Discussion of Results

The statistical analysis of the post-test data indicates that the students' achievement in the experimental group is significantly higher than that of the control one. In other words, the mean of the experimental group is (6.31) grades higher than the mean of the control one.

On the other hand, the researcher does his best to find out logical answers for the questions he had raised in Chapter One (18).

At the end of the academic year 2003-2004, the researcher has compared the mean scores of the two groups on the other subjects. The results revealed that the mean of the experimental group is 5.2 grades higher than the mean of the control one in 'RC' final-test. Also, in 'Phonetics' final-test the experimental group achievement is significantly higher than that of the control one. The mean of the experimental group is 70.5, while the mean of the control one is 66.7 which means that the mean of the experimental group is 3.8 grades higher than the mean of the control one. In writing and grammar the means of the experimental are not higher than that of the control one. See (Table 8).

Table 8

The Mean Scores of the Two Groups at the end of the Academic year 2003-2004

subject	E-group	C-group
LC	71.2	66.4
RC	70.8	65.6
Writing	68.4	68.1
Grammar	70.1	69.3
Phonetics	70.5	66.7

The crucial pedagogic claim of this comparison and its results is that teaching LC enhances students' achievement in the other language aspects. Since these results confirmed the theory of general text processing skill that underlie comprehension. By giving meaningful tasks which are motivating and challenging and based on authentic language input our students could be turned into active communicators.

This can be interpreted to mean that the 56-hour long listening course helped students in developing some text processing strategies that were used in other language fields and improved the other language skills.

The results of the present study, from the researcher's point of view, are due to the following:

1. The communicative techniques build up the students' confidence, and create an atmosphere of trust. The students feel that they are responsible for their learning to develop their communicative competence which requires meaningful interaction in the TL.
2. Audio-visual authentic materials and tasks. Providing authentic input made comprehensible by the context are the key components in FL teaching and learning.
3. Using the available technology devices offers a richer language learning experience and creates good listeners.

4. Giving meaningful tasks which are motivating, challenging and based on authentic language input, students turn into active listeners.

5. The LC course helped students in developing some text processing abilities that were used in other language aspects and improved other language skills. The results confirmed the theory of general text processing skill that underlies comprehension.

5.3 Conclusions

The present study in both of its theoretical and practical aspects has led to the following conclusions:

1- The traditional methods, techniques and materials are not valid in teaching LC.

2- The effect of the English situational approach and the American aural-oral approach is not beyond repetition and mimicry.

3- Memorizing lists of words and grammatical rules does not equip our students for spontaneous conversations.

4- LC is not a skill that can be picked up through teaching the other skills, but it should be taught for its own as a separated skill.

5. The spoken language has a higher percentage of redundancy than the written language; i.e., pauses for thought, hesitations, false starts, and repetitions of the same ideas.

6. LC increases the learner's ability to identify the significance of stress and intonation in addition to the familiarity of the message, prior knowledge, glances, body movements and facial impressions.

7. LC should precede production skills because new information is made only available to language learners through LC. A learner cannot produce what he does not understand.

8. The speed of speech and the accents of speakers may be considered the two major features of authentic spoken language that cause the most problems for students who are used to listening for English native speakers. The most important methodological implication of these recurring problems is that students should be taught pronunciation.

5.4 Recommendations

In the light of the findings of the study and the related literature, the following recommendations are formulated:

1. Text-book writers in Libya at all levels should take into consideration the importance of teaching LC which requires a complete change of materials, techniques, and methods.

2. Teaching LC as a skill in its own right requires a great deal of effort by the teacher to overcome the difficulties of understanding such as the speed of speech, the accents of speakers, background knowledge, cultural differences, and the text-type.

3. The listening programme should be given its due attention in terms of the number of hours of instruction. This requires a priori the construction of a comprehensive scheme and the design of general and specific objectives that aim collectively to prepare a highly efficient listener.

4. According to the practical value of practice in LC which can be seen by elaborating the process of learning an FL in general, students should be trained intensively in LC.

5. Teachers should be involved in teaching courses programmes designed for the purpose of acquiring and employing different techniques of teaching LC, being familiar with the nature of LC processes and appreciating its importance.

In addition, students should be given more autonomy over their language learning, and the links between classroom-activities and real- world learning such as watching movies, TV dramas, websites, should be made obvious to them.

7. It is necessary to expose learners to an audio-visual material as much as possible according to their various levels in understanding the TL and their competence and perception of the context.

8. It is essential to direct students' attention to the goals of the listening programme for example, listening for the gist, details, or the speaker's attitude.

5.5 Suggestions for Further Studies

Based on the findings of the present study, the researcher suggests the following studies to be conducted:

1. A study may be carried to examine the effect of teaching LC techniques at any stage rather than the university stage.
2. A similar study could be conducted to compare the results of using different types of language teaching techniques of LC with the conventional language teaching techniques for the purpose of finding out more suitable teaching techniques which will effect on the students' improvement in LC.

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Appendix (A)

Paralinguistic features of language

Those which take place outside the formal systems of language
"phonology, morphology, etc."

These fall into two categories:

A. Vocal paralinguistic features. David Crystal mentions five kinds of what he called 'tones of voice'.

1. Whispering to indicate the need for secrecy.
2. Breathiness to show deep emotion
3. Huskiness to show unimportance.
4. Nasality to indicate anxiety.
5. Extra lip rounding to express greater intimacy.

B. Physical paralinguistic features. One can convey many messages through using his body not language.

1. Facial expression is considered as a powerful conveyer of meaning. Such as,

Smiling which indicates pleasure.

Raising eyebrows suggests surprise or interest.

Biting lip indicates thought or uncertainty.

Compressing the lips indicate obstinacy.

Clenching of the teeth to show anger

2. Gestures

Shrugging shoulders indicate indifference, an attitude of I don't care, or I don't know.

Crossing arms indicate relaxation or boredom.

Waving indicate welcome and farewell

Scratching head indicates puzzlement.

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APPENDIX (B)

The Students' level of achievement in English in the pre-test

Experimental Group

Control Group

No.	Scores	No.	Scores	No.	Scores	No.	Scores
1.	80	16.	65	1.	85	16.	60
2.	40	17.	75	2.	90	17.	77
3.	90	18.	60	3.	57	18.	88
4.	55	19.	67	4.	41	19.	60
5.	60	20.	70	5.	48	20.	40
6.	45	21.	73	6.	45	21.	50
7.	48	22.	32	7.	67	22.	38
8.	40	23.	93	8.	87	23.	92
9.	70	24.	44	9.	91	24.	87
10.	65	25.	70	10.	77	25.	79
11.	60	26.	68	11.	75	26.	42
12.	87	17.	69	12.	74	27.	47
13.	80	28.	60	13.	71	28.	60
14.	88	29.	47	14.	69	29.	63
15.	80	30.	79	15.	68	30.	65

$$X = 65.333$$

$$S = 16.135$$

$$S^2 = 260.367$$

$$X = 66.433$$

$$S = 17.055$$

$$S^2 = 290.874$$

APPENDIX (C)

The level of Fathers' Education

Experimental Group				Control Group			
No.	Symbol	No.	Symbol	No.	Symbol	No.	Symbol
1.	2	16.	1	1.	3	16.	1
2.	3	17.	1	2.	2	17.	1
3.	3	18.	3	3.	4	18.	3
4.	4	19.	1	4.	3	19.	3
5.	3	20.	4	5.	2	20.	2
6.	2	21.	2	6.	4	21.	1
7.	1	22.	4	7.	2	22.	1
8.	2	23.	2	8.	3	23.	1
9.	2	24.	3	9.	4	24.	2
10.	3	25.	3	10.	4	25.	2
11.	3	26.	4	11.	4	26.	2
12.	2	27.	3	12.	3	27.	1
13.	4	28.	1	13.	4	28.	2
14.	4	29.	1	14.	1	29.	1
15.	3	30.	2	15.	2	30.	2

$$X_1 = 2.542$$

$$\Sigma X_1 = 75$$

$$\Sigma X_1^2 = 230$$

$$(\Sigma X_1)^2 = 5885$$

$$X_2 = 2.786$$

$$\Sigma X_2 = 80$$

$$\Sigma X_2^2 = 248$$

$$(\Sigma X_2)^2 = 6448$$

Appendix (D)

A Letter to the Jury Members

Dear Mr. /Mrs.

I would like to conduct a test of listening comprehension to Second-Year students, Department of English, the High Institute for Training Teachers. The test consists of three questions: a passage followed by five comprehension questions, true/false twenty items, and put in order six grammatical units. The purpose of conducting this test is to measure students' achievement in comprehension.

You are kindly requested to make comments, changes, and suggestions.

Thank you very much for your cooperation and support.

Barham AL-sayyed

Ph.D. Candidate

Appendix (E)

The High Institute for Training Teachers
English Department.

A post-test in Listening Comprehension
For 2nd Year Students

10-2-2004

Time: 3 hours

Student's name

A demonstration to students on the post-test of LC

Dear Students,

You are kindly requested to read the three types of the post-test items:

Comprehension, true/false, and put in order questions.

Your responses will highly be appreciated and applied to a scientific research. I hope that you respond to all items. Thanks.

Q1. Listen to the following passage carefully, and then answer the questions below.

Mrs. Brown was tired after her day's shopping in London, so she went into a restaurant for a cup of tea before catching the train home. When she had ordered her tea, she suddenly remembered

that she had bought some medicine for her husband who had a cough.

Is there a chemist's near here? She asked the waiter. Yes, madam, the waiter said, it is only about three minutes walk a way. Turn right when you go out of the restaurant, then; take the second turning to the left. You will find a big chemist about a hundred yards up the road on the right hand side. It closes at five, but if you hurry, you will just get there in time. She bought the cough mixture and started to make her way back to the restaurant but she had walked for about ten minutes and there was still no sign of the restaurant. Oh! I am stupid! Said Mrs. Brown I have left all my shopping in the restaurant and I am lost.

1. Why had Mrs. Brown come to London?
2. How far was the chemist from the restaurant?
3. When did Mrs. Brown realize that she had lost?
4. Why did Mrs. Brown go to the restaurant?
5. Choose a suitable title for the passage?

(30: marks)

Q2. Read each statement and decide whether it is true or false.

1. Adlai Stevenson had been welcomed warmly in Dallas a month before the president's visit.
2. The president's car was the first car in the parade.
3. The Warren commission decided that Oswald was the killer.
4. The author does not compare the burning log to a forsaken homeland.
5. The writer did not help the ants escape.

6. The author is most interested in the description of the ants.
7. The writer implies that the ants are like refugees from a country.
8. The police took the woman away in the straitjacket because they thought that she was crazy.
9. The woman told the police and psychiatrist to bring a straitjacket because she expected her husband to struggle when they tried to take him away.
10. The man's wife did not go down to the garden because she was afraid of the unicorn.
11. The story (the Unicorn in the Garden) began in the morning.
12. What happened to Senator Stennis 'mugging' could happen to any one.
13. Most crime in American cities is by poor against the poor.
14. Senator Stennis was going to work when he was shot.
15. It does not happen very often, but it does happen in the capital city of the United States. It refers to a burglary of a home.
16. Homer read the telegram to Mrs. Sandoval because she was crying and could not read it.
17. To Homer the Mexican woman was beautiful and patient.
18. Antonio practiced writing his name all morning on the first day of school.
19. Miss. Maestas knew how to speak Spanish.
20. Antonio was happy and excited when he got to the school grounds.

(40:marks)

Q3. Put this story in order and put in the correct forms of the verbs "ask, close, go, hold, notice, open, say, sit, start, take, throw, work".

The man _____ another orange out of his bag and _____ opening the window.

'But there are no elephants in these mountains' _____ the woman.

'Because we _____ through the mountains. Oranges _____ the elephants a way.

A woman _____ in a railway carriage when she _____ that the man opposite her _____ an orange in his hand and looking out of the window.

'You see?' says the man. 'It _____.'

'Excuse me,' the woman _____, 'but why did you do that?'

(30: marks)

With best wishes

Barham AL-Sayyed

APPENDIX (F)

The subjects' level of Achievement in English in the post-test.

Experimental group

Control group

No.	Scores	No.	Scores	No.	Scores	No.	Scores
1.	81	16.	51	1.	50	16.	60
2.	67	17.	37	2.	80	17.	65
3.	69	18.	63	3.	40	18.	57
4.	87	19.	44	4.	59	19.	64
5.	70	20.	90	5.	62	20.	94
6.	77	21.	95	6.	70	21.	43
7.	66	22.	81	7.	50	22.	38
8.	78	23.	85	8.	81	23.	60
9.	64	24.	78	9.	90	24.	55
10.	91	25.	69	10.	78	25.	44
11.	60	26.	97	11.	88	26.	47
12.	57	27.	48	12.	85	27.	64
13.	47	28.	45	13.	68	28.	51
14.	47	29.	60	14.	78	29.	53
15.	48	30.	55	15.	61	30.	50

$$X = 68.133$$

$$S = 171.296$$

$$S^2 = 13.088$$

$$X = 60.166$$

$$S = 171.505$$

$$S^2 = 13.096$$