

جامعة بغداد

كلية التربية للبنات

**اثر استعمال المعالجة التفاعلية كأسلوب تدريسي
في مادة الاستيعاب الأصغائي باللغة الإنكليزية
لطلاب المرحلة الإعدادية**

أطروحة مقدمة إلى

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الماجستير في التربية / طرائق تدريس اللغة الإنكليزية

من قبل

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الخلاصة

يعد الاستيعاب الاصغائي واحدا من المهارات المهمة الواجب تطويرها لما له وثيق الصلة بتطور القدرات اللغوية لدى متلمي اللغة الأجنبية في حياتهم المستقبلية فباكتسابهم عادات الاستماع الصحيحة يستطيع هؤلاء المتعلمين أن يحققوا نجاحا في كافة المواد المطلوب منهم سماعها واستيعابها .

نتيجة لما تشير إليه المعطيات التربوية من إن هناك ضعفا في القدرة على الاستيعاب الاصغائي لدى متلمي اللغة الإنكليزية في المراحل الدراسية كافة ومن ضمنها المرحلة الإعدادية، فإن الدراسة الحالية تهدف إلى استخدام طريقة حديثة

تدعى (أسلوب المعالجة التفاعلية Process-Based Technique) كأسلوب تدريسي في
تحصيل طلبة الرابع الإعدادي في مادة الاستيعاب الاصغائي في اللغة الإنكليزية و يهدف هذا
الأسلوب إلى تعليم الطلبة استراتيجيات الاستماع الصحيحة بالاعتماد على التفاعل ما بين
المعلومات المذكورة في القطعة المسموعة و المعلومات العامة او الخلفية العلمية للطلبة .

من اجل تحقيق هذا الهدف، افترضت الباحثة فرضية صفرية تنص على عدم
وجود فروق ذات دلالة إحصائية بين درجة أداء الطلبة اللذين يدرسون الاستيعاب الاصغائي
بطريقة (المدخل الذي يستند إلى تفاعل العمليات العقلية) وأولئك الذين يدرسون بالطريقة
التقليدية (الطريقة السمعية - بصرية Audio-Lingual Method) .

وعلى هذا الأساس أجريت تجربة على مجموعتين تضم كل منها (٣٠) طالبة تم
اختيارهن عشوائيا من بين طالبات المرحلة الرابعة سميت إحدى المجموعتين بالمجموعة
الضابطة والثانية بالمجموعة التجريبية. وقد تمت مكافئة المجموعتين من حيث العمر
والمستوى الثقافي والمهني للوالدين وتحصيل طالبات المجموعتين في اللغة الإنكليزية للسنة
الدراسية الماضية (٢٠٠٣-٢٠٠٤).

قامت الباحثة بتدريس المجموعتين بنفسها بغية تحييد متغير التدريس حيث تم تدريس
المجموعة التجريبية بواسطة التدريس الذي يستند إلى التفاعلات (P-BT)، بينما تم
تدريس المجموعة الضابطة بواسطة الطريقة التقليدية البنوية على (ALM). وقد استمرت
التجربة لمدة ١٢ أسبوع تناول مواضيع الاستيعاب الاصغائي نفسها لكلا المجموعتين

والمتضمنة القطع الأربعة والعشرين الأولى من (Hill-2000) والذي يقدم قطع لغرض الاستماع إليها والمزودة بكاسيت خاص بهذه القطع والتي هي مخصصة للاستيعاب الاصفائي للمراحل الأولية لطلاب تعلم اللغة الإنكليزية كلغة أجنبية .

تم التأكد من الصدق الظاهري للاختبار عن طريق عرضه على مجموعة من المتخصصين في مجال تدريس اللغة الإنكليزية ، علم اللغة الإنكليزية بعد ذلك تم تطبيقه في دراسة استطلاعية شملت ١٠٠ طالبة للتأكد من ملائمة الفقرات الاختبارية لطلبة مرحلة الرابع الإعدادي . وقد تم التأكد من ثبات الاختبار بطريقة إعادة الاختبار. وقد تم الاختبار القبلي لليومين ٢٠-٢١ من شهر ت ١ / ٢٠٠٤ والاختبار البعدي بعد انتهاء مدة التجربة للأيام ٢٨-٢٩ من شهر ك ٢ / ٢٠٠٤ .

ولتحري صحة الفرضية ، اعتمدت الباحثة النوع الآتي من النمط التجريبي (اختبار قبلي واختبار بعدي) وهذا يعني إن نفس الاختبار سوف يعطى للمجموعتين (التجريبية والضابطة) قبل بدء التجربة كاختبار قبلي لغرض معرفة مستوى أداء الطلبة في بعض مهارات الاستيعاب الاصفائي و كاختبار بعدي بعد إنهاء مدة التجربة لغرض قياس تحسن أداء المجموعتين (الضابطة والتجريبية) في مهارات الاستيعاب الاصفائي ذاتها:

- ١ . فهم الأفكار المذكورة بشكل صريح .
- ٢ . فهم الأفكار المذكورة بشكل ضمني .
- ٣ . أدراك تسلسل الأحداث .

٤ . فهم التركيب البنائي للمحتوى.

وعند تحليل النتائج إحصائيا وجدت الباحثة إن درجة أداء الطالبات في المجموعة التجريبية افضل من أداء الطالبات في المجموعة الضابطة . وقد تم استخدام (المعادلة التائية) للعينات المستقلة حيث أشارت نتائجها إلى وجود اختلافات ذات دلالة إحصائية بين المجموعتين وان الأفضلية في تعلم استراتيجيات السماع الاصغائي هي للمجموعة التجريبية وهذا بدوره يعني رفض الفرضية الصفرية .

وفي ضوء نتائج هذه الدراسة فقد تم وضع عدد من المقترحات والتوصيات :

(١) إعطاء الأهمية لتدريس الاستيعاب الاصغائي كما هو موصى به في دليل المدرس.

(٢) الآخذ بنظر الاعتبار معايير اختيار القطع السمعية لطلبة المرحلة الرابعة في اختيار بعض القطع .

(٣) لغرض تطوير القدرات اللغوية و المفاهيم العامة للطلبة والتي هي ليست بالمستوى

المطلوب، وذلك من خلال توفير مختبرات الصوت في كل مدرسة خاص لدرس اللغة

الإنكليزية وحسب ما هو موصى به في دليل المدرس .

الباحثة

We certify that this thesis was prepared under our supervision at the University of Baghdad/College of Education for Women as a partial fulfilment of the requirements for the degree of Master of Education in Methods of Teaching English as a Foreign Language .

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Abstract

Listening comprehension occupies an important position in English language teaching programme in Iraq because of its relevance to foreign language learners in their future life. It is a fact that if learners acquire the habits of good listening, they will be able to make good progress in almost every subject they will have the opportunity to study.

Due to the educational findings which clearly show that there are some weaknesses in the listening comprehension ability of foreign language learners throughout all the academic stages (including the preparatory stage) ,the present study aims at investigating the effect of using the Process–Based Technique on teaching English Foreign Language listening comprehension in 4th preparatory grade pupils in Iraq . This technique aims at teaching pupils the appropriate strategies of comprehending different types of texts depending on the interaction between the information presented in the text and pupils' background knowledge.

To achieve the purpose of the present study, it is hypothesized that there is no statistically significant difference between the performance of the students' who are taught by the Process–Based Technique and that of the students who taught by the traditional teaching technique which is built around the Audio–Lingual Method.

To fulfil the aim of the study, an experiment was designed where two groups each of 30 pupils were randomly chosen from the 4th grade preparatory pupils . One of these groups was assigned as a control group, and the other as an experimental group. Both groups were equilized in terms of their age, parents' level of education and the level of subjects' achievement in English for the

previous academic year (2003–2004). The researcher taught both groups to control the teacher's variable.

The test results were statistically analyzed and it was found that the achievement of the subjects of the experimental group was better than that of the subjects of the control group. t-test formula was conducted for the independent samples. The “t” value indicated that there was a significant difference between the two groups, which indicated that the experimental group, which was taught according to the Process-Based Technique was better than the control group, which was taught according to Audio-Lingual Method. Accordingly, the null-hypothesis was rejected.

On the basis of the results, the study concluded finally a number of suggestions. Some of these are:

- 1-Listening comprehension should be taught as any other language skills according to special methods, techniques and exercises.
- 2-Teachers should be involved in teaching course programmes designed for the purpose of acquiring and employing different techniques in teaching listening comprehension.
- 3-It is relevant to recommend that exposure to the native speaker of the foreign language is a real benefit since it facilitates student's learning proper pronunciation, and correct language habits . This can be done by using laboratories, tape-recorders,....etc.

The study recommends some of the aspects to be consider in teaching listening include the listening instruction programme,the english language teacher ,the learners ,the listening comprehension texts...etc.

List of Abbreviations

ALM	Audio-Lingual Method
BUP	Bottom-Up Processing
C.G	Control Group
DP	Discrimination power of the test items
DL	Difficulty level of the test items
E.G	Experimental Group
EL	English Language
IP	Interactive Processing
IL	Inferential Level
L1	First Language
L2	Second Language
LC	Listening Comprehension
LL	Literal Level
P-BT	Process-Based Technique
SL	Second Language
TEFL	Teaching English as a Foreign Language
TDP	Top-Down Processing

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Chapter One

Introduction

1.1 The Problem of The Study and Its Significance

Aural comprehension is the skill of listening, understanding and responding in an appropriate way. This skill provides us with the foundation for learning a foreign language (henceforth FL). Methodologist emphasizes listening as a vital part of the language acquisition process. Whenever the learner hears accurately and understands correctly, he /she will respond adequately. The skill of listening comprehension (henceforth LC) may be regarded as the first step in achieving oral fluency and accuracy.

Despite its importance as an essential language learning skill, LC is the least stressed skill in language classes; especially in conventional methods and traditional techniques. This neglect causes frustration on the part of FL learners. Thus, secondary school learners find it difficult to understand spoken language or to follow a conversation with native speakers of the target language, though many of them have a good grasp of grammar, vocabulary, reading ...etc. This may be attributed to a lack of listening materials, limited exposure to conversational English, shortcomings inherent in the Audio–Lingual Method on which the syllabuses have been built. As a result, this skill is regarded as a passive activity, and finally lack of well–trained teachers of English (Rivers and Temporally, 1978:62).

Hyslop and Bruce (1988) claim that “listening is the first language mode that learner acquires. It provides a foundation for all aspects of language and cognitive development, and it plays a life-long role in the processes of learning and communication essential to productive participation in life.”

LC is a central element in any language teaching programme whether native or foreign; it is the least understood of the four skills in which language functions in school and in life are listening, speaking, reading and writing (Al- Hamash, 1977:12). “Listening is receptive rather than productive, but an equally important to the other skills, speaking, reading and writing. Students need to learn how to listen, and to get the chance to listen to different types of English, so they will be able to listen with understanding to spoken English outside the classroom” (Willis, 1985:137).

Other specialists have recognized LC as an essential ability to all interactions in order to understand what others are saying. LC input is important to students studying FL. The provision of such comprehensible, meaningful, interesting and relevant aspect for the learner to understand is one of the keys of successful language acquisition (Krashen 1982:21); (Tylor 1982:33).

The critical role of aural input in language is now widely acknowledged, providing support for the importance of LC in instructional methods. This suggests that tools which encourage language learners to focus on the processes involved in successful L2 listening should help them build on the language input they receive and thereby enhance language learning” (Vandergrift, 2002).

It is impossible to expect a student to produce a sound or a natural sentence of a native speaker of the foreign language without providing him/her with a model of the form he/she is producing. Therefore, the first logical step, in attempting to achieve oral fluency or accuracy is to consider the learner's ability to listen (Broughton et al., 1994:65). Several studies on listening and its place in teaching English as a FL have been conducted in Iraq though they are limited in number, for example, Al-Abdali (2000: 3) maintains that LC is a testing rather than a teaching skill, and it should have been paid attention in spite of its great importance to the process of learning English as a FL . There is a problem in teaching LC (Al-Douri, 1994: 4). In this regard, Karim (1997:7) writes that :

Iraqi learners still face serious difficulties in LC and lack ability to comprehend the English lesson; this is due to many reasons one of which is certainly listening instruction , and does not give opportunity to practice LC systematically.

Because of the role of listening as indicated above, there is a growing feeling that the system of the traditional method of teaching listening based on Audio Lingual Method (henceforth ALM) is inadequate .As a substitute, some specialists have proposed the use of Process-Based Technique (henceforth P-BT) as a new technique in teaching LC in the light of modern trends of teaching English as a FL.

Herera (2003) described the values of adapting this technique in teaching LC;“ it develops the ability of LC with the use of language structures and discourse features found in different area and classroom area such as listening to explanation”. Paran (1998) evaluated the P-BT by saying that it is the system of constructing meaning on the basis of the listeners expectations and previous knowledge.

1.2 The Value of The Study

This study must be great value to:

- 1- Teachers of English language in the preparatory schools .
- 2- Ministry of education (the department of training of development).
- 3- The researchrrs and scholars who are intrested in teaching FL.

1.3 Aim of the Study

The present study aims at investigating the effect of using P–BT on teaching listening comprehension ability in 4th preparatory grade pupils in the light of modern trends of teaching English as a foreign language.

1.3 Hypotheses of the Study

It is hypothesized that:

1. There is no significant differences between the achievement scores of the experimental group and the control group in the pre–test.
2. There is no significant differences between the achievement scores of the experimental group and the control group in the post–test.
3. There is no significant differences in the achievement scores of the pre and post –test of the experimental group.
4. There is no significant differences in the achievement scores of the pre and post –test of the control group.

1.4 Limits of the Study

The present study is limited to:

- a) Teaching LC to the preparatory grade femal pupils .
- b) The experiment begins at the first semester of the academic year 2004-2005.
- c) Teaching the following LC passages from the (Introductory Steps to Understanding, by L.A.Hill, 2000 : (1-2-3-4-5-6-7-8-9-10-11-12-13-14-15-16-17-18-19-20-21-22-23-24).
- d) Teaching the experimental group through P–BT, and the control group according to the currently method.

1.5 Definition of Basic Terms

1.5.1 Processes–Based Technique

“ It is the interaction of two processes, one relatively automatic called the monitoring and the other relatively controlled called the operating process. These two processes operate in tandem in learning. It is a system made by performing mental operations i.e., perception, evaluation decision, experiencing, aspiration, execution or controlling processes or also such of feeling, recognition, imagination, thinking, cognitive, emotional and motorical processes” (Elliot,2004:85).

The operational definition of this term could be as it is the model that first component of it deals with the internal linguistic processing mechanism, in the case of learning English as a FL, this means learning English through reasoning and thinking in English.

1.5.2 Listening Comprehension

Listening: it is defined as “ the intake aspects of language ,i.e. the means by which one enriches himself and adds to his stock of interest and knowledge” (Hu, 1995).

Comprehension: Good (1959:117) defines comprehension as “ 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”.

LC: “The LC process is internal and thus not subject to direct , external observation , examination and correction” (Chastain ,1988:193).

Norris (1995) carried out that LC involves two distinct, but complementary processes: ‘Bottom-Up’ and ‘Top-Down.’. Bottom-up refers to decoding the sounds of a language into words, clauses, sentences, etc, and using one’s knowledge of grammatical or syntactic rules to interpret the meaning. Top-down processing refers to using background knowledge or previous knowledge of the situation, context, and topic to experience to anticipate, predict, and infer meaning. Listeners use both bottom-up processors (linguistic knowledge) and (top-down processors (prior knowledge) to comprehend .

LC could be defined operationally as an active complex process, crucial in the development of second language competence. Listeners use both bottom-up processors (linguistic knowledge) and top-down processes (prior knowledge) to comprehend.

1.5.3 Preparatory School

Good (1973:434) defines preparatory stage, as it is a school, the purpose of which is the preparation of students for entrance to another educational institution especially college .

Watson (1968:537) defines preparatory school as “ a school consisting of four years (or three , where the educational system has junior high school)of acadmic or vocational for those who have completed elementary school. (a state Secondary School).”

The researcher defiens this term operationally that in Iraq it refers to a stage of three–year study which comes after the intermediate stage.

1.5.4 Teaching Teachnique

Good (1959 :591) defines a teaching technique as “an instructional procedure designed to relate to students the material being presented in order to facilitate learning .”

Chapter Two

Theoretical Background and Related Previous Studies

2.1 An Introductory Note

This chapter provides support for the preeminence of LC as an instructional method, especially in the early stage of language learning. It reviews the nature of listening, the main points related to listening as a language skill, levels of LC, kinds of listening, theoretical background about the P–BT, types of text processing in LC, top–down, bottom–up and interactive processing. And finally a survey of some previous related studies dealing with the techniques used in teaching LC since they have a direct relevance to the present study.

2.2 Nature of Listening and Comprehension

Listening can be considered a unique and an active skill that not all communicators possess since it demands interpretation of the message, reconstruction of the message, and then responding in an appropriate way. Therefore, listening is not a simple skill as it involves a set of operations: understanding a speaker's accent or pronunciation, understanding his/her grammar, and recognizing the vocabulary and being able to grasp the meaning of what he/she says (Pahuja,1995:146). LC is a complex mental process which involves series of levels, and sub-skills that work together and are mentally performed to constitute the ultimate goal which is understanding the FL, which demands the learner to pay attention to the sound of the heard expression to reconstruct the message that the speaker intends (Richrds,1985:140).

Rivers and Temperly (1978: 63) maintain that “listening is a complex operation integrating the distinct components of perception (internalized knowledge of the rule of the language) and reception (or comprehension of the message) .” Listening is not a passive but an active process of constructing a message from a stream of sound with what one knows of the phonological , semantic , and syntactic potentialities of the language . And the two terms of perception and reception represent the two levels of practicing the student’s skill in interpreting messages intended by speakers. Weden (1998:57) defines listening as “it is more than merely hearing words . It is an active complex psycholinguistic and sociolinguistic behavioural process that deals with aural information . It is concerned with the listener as well as the speaker . Its final aim is to extract the meaning of a message and prepare an appropriate response.

Manzi (1994:110) states that “ comprehension is not understanding what words mean but is understanding what speakers mean . And it is necessary to figure out the real meaning . This means making inferences . Inferences are the core of comprehension .” Eugene (2000) identifies four different kinds of listening , that teachers can help students become effective listeners by making them aware of the different purposes of listening , and qualities of good listening :

1. Comprehensive (informational listening) : listen for the content of the message.
2. Critical (evaluative listening) : Students judge the message .
3. Appreciative (aesthetic listening) : Students listen for enjoyment.
4. Therapeutic (empathetic) listening : Students listen to support others but not judge them .

The teachers’ aim in TEFL is to attain the comprehensibility among students and the best way to examine this comprehensibility will be by showing their ability to recall successfully the information they have listened to and responded to it in the target language(Brown,1977:74).

2.2.1 Listening as a Skill

The skill of listening is an essential part of communication and basic to TEFL. The goal of the listening skill is to enable the learner to perceive the FL in the way native speakers perceive it . There is a need for listening practice that is not the usual kind of mimicry or memorization exercises often used in classrooms and language laboratories . The listening practice is that in which the learner “is to listen with full attention to something that interest and get the meaning , then to produce a response that he/she understood (Rivers ,1983: 96).LC involves series of levels ,and sub-skills that work together and are mentally performed to constitute the ultimate goal ,which is to understand the FL (Wipf,1984) .

Underwood (1989:73) states that “listening is a complex process which involves a number of skills that function together to achieve the goal in the listener’s mind.” Listeners construct a message from what they are hearing according to certain expectations. Listening as a skill needs little or no effort in mother tongues. On the contrary with FL, it requires a considerable effort. It is able to identify or recognize elements in the language especially common sound sequences and grammatical patterns which determine the meaning in different ways .

According to Clark and Clark (1977:43) LC includes the reception of the speaker’s sounds and using them to construct a message that matches the speaker’s. They state that listeners “...turn words into ideas, trying to reconstruct the perception, feelings and intentions they were meant to grasp.” In its broadest sense it is the listener’s storage of the extracted interpretation in memory.

Lynch (1988:196) suggests the following classification of LC skills:

1. The ability to recognize the topic of conversation from the native speaker's initial remarks .
2. The ability to make predictions about likely developments of the topic to which he will have to respond .
3. The ability to recognize and signal when he / she has not understood enough the input to make a prediction or response. These explicit signals are crucial, as they usually elicit a repetition or reformulation by the native speaker, and so give the listener another chance to make a relevant response.

Brown and Yule (1983:57) point out that listening skills must be targeted in language instruction. They also state that native speakers normally encounter spoken language in stereotypical knowledge.

LC has always been recognized as an essential skill for students learning English ,it can provide the input for further language activity. This skill when well-grasped will enable students to pursue their studies and interest in listening (Littlewood ,1981:76).

In both language learning and communicating in real – language situations , listening occupies a position of prerequisite importance to which teachers and students must direct greater attention to achieve communication goals . To learn to speak , learners must learn to understand the spoken language they hear . The input must be presented in a context because it provides learners with both linguistic and extralinguistic help which tightens and holds the meaning (Griffiee,1986:19).

2.2.2 Levels of LC

2.2.2.1 The Literal Level

This level is the lowest and simplest level of comprehension which focuses on the information and ideas that are explicitly stated in the text . It can be defiend as the skill of getting the direct meaning of a word , idea or sentence in a text (Abott,1977:33).It is defiend by Etten (1978:43)as “gaining the facts and literal meaning from the text.”

“ It requires a lower level of thinking skill as it represents the ability to obtain a low–level type of understanding by using only information explicitly stated” (Rubin,1982:208). According to Sheng (2000) , training students in literal comprehension requires two types of tasks,namely ,recognition task and recall task. The recognition task, on the one hand requires students to identify the main points in listening text or exercises that use explicit content of the listening text .The recall task on the other hand , requires learners to produce from memory explicit statements from the text . To him (Ibid.) the difficulty level of these two tasks depends on various conditions such as learners’ linguistic abilities and the number of events or points to be recalled . Also , the recall task is more difficult than the recognition task when the two tasks deal with the same content.

Some types of literal comprehension tasks are those that require recognition and recall of :

1. Details,
2. the main idea,
3. sequences,
4. character traits , and
5. cause and effect reationships .

2.2.2.2 The Inferential Level

In this level the listener is required to go beyond the text and to use his / her own backgrounded knowledge and experience(Nicholas ,1988:19).Durkin(1978:56) defined it as “arriving at something that was not directly communicated. It depends on the implicit content . It may be a conclusion and inference ,a prediction or identification .” This level includes the following :

1. Inferential skills: These involve all the types of inferences or guesses that the listener makes to understand the message, which consists of the following two subskills :
 - a. Inferring supporting details.
 - b. Predicting outcomes.
2. Textual skills: These involve grasping the development of the text.

In these guidelines for FL teachers , teachers can train students in inferential comprehension through as Wallen (1987:110) explains as the following:

- a. Setting a purpose for listening.
- b. Asking learners questions that do not concentrate on facts that are explicitly stated in the text .

Some examples of inferential tasks are directed to inferring :

- 1) Supporting details ,
- 2) the main idea,
- 3) cause and effect relationships,
- 4) sequences ,and
- 5) character traits (Ibid).

2.2.2.3 The Critical Level

This level is suitable for learners who have already acquired a high degree of sophistication in the language acquired. Therefore, it is considered a higher level since it includes making assumptions, drawing conclusions and making evaluations (Sullivan and Zhong ,1989:34).

2.2.2.4 The Creative Level

This level is also called the appreciation level of comprehension, it needs not to be regarded as a separate level, but rather as a function of the literal, inferential and critical levels. This includes handling verbal and non-verbal communication strategies and responding in the proper way (Howe, 1995:94).

2.2.3 Kinds of LC

The distinction of two kinds of listening has been made by Broughton et al (1994:65-73) as the following:

2.2.3.1 Intensive Listening

It refers to careful listening and possible translation of the FL, with the ultimate goal of complete and detailed understanding . New words and new grammatical structures are included in the intensive listening material .The actual content of the text should be within the intellectual and maturational range of the learner . And it is necessarily under the teacher's direct guidance.

2.2.3.2 Extensive Listening

It means listening widely to a large amount of interesting texts for the purpose of enjoyment and getting a global understanding . The listening material here is usually within or probably a little below the learners' level . This type of listening is sometimes called supplementary listening because it is supposed to supplement intensive listening , it is not necessarily under the teacher's direct guidance .

For the sake of clarification, the following comparison between intensive listening and extensive listening is made:

1. Extensive listening material, within an action in a genuine, natural environment is an advantage of exposing the student to the old material in this way.
2. Intensive listening material is from everyday experience (daily life, current events, ...etc.).
3. Extensive listening could serve the further function of letting the student hear vocabulary items and structure which are unfamiliar to him that is within his capacity to handle.
4. Intensive listening, which applies equally to listening for language or to listening for meaning.
5. Extensive listening aim is to represent old material in a new way. And this can be done in the language laboratory, or with tapes provided for extensive listening.
6. Intensive listening is restricted to more advanced classes; it is possible to use an aural comprehension passage as a basis for question on the student's own experience (Ibid.: 75) .

2.2.4 Selecting LC Text

According to Widdowson (1997:368), teaching listening skills can make authentic texts more accessible in the early stages of learning a new language. This is because it is now an established practice to grade the “task” rather than the text. In the listening exercises, all the oral texts were purposely chosen from authentic situations according to the following instructional procedures :

1. The teacher through using a word, phrase or picture to initiate discussion introduces key concepts in the text.
2. Students brainstorm words about the topic. The teacher records students’ ideas on the board helping them to make connections among the brainstormed ideas.
3. The teacher presents additional vocabulary and clarifies any word.
4. While the learners listen to the text, the teacher stops at certain points to discuss the text with students and to clarify unfamiliar vocabulary and concepts.
5. After listening, students are asked to reflect on what they have listened to by relating the text to their own personal knowledge and brainstorm ideas.

Language teachers use a variety of criteria to guide them in selecting appropriate listening comprehension materials for use in their classes. Knowing the context of listening text and the purpose for listening greatly reduces the burden of comprehension. And the way in which listeners will approach to a task (Chastain, 1988:206) .

LC requires a conscious mental effort and specific purpose. The purposes for listening relate to “ types” of listening that students should be able to determine what their purpose should be in any given listening situation .

- . Listening to receive information.
- . Listening to follow instructions.
- . Listening to evaluate information.
- . Listening for pleasure.
- . Listening to empathize. (Eugene ,2000).

2.2.5 LC and Text Types

Oliver (1970:66) points out the following text types:

2.2.5.1 Narrative Text

It is that type which tells a story. It can be any kind of story whether true or imaginary: a historical evidence, an actual experience of the writer’s, or a brief account of the life of someone, etc. The writer is dealing with a sequence of events; and the order in which he unfolds these events will usually be their order in time.

2.2.5.2 Descriptive Text

Here the writer conveys to others an accurate impression of the chief characteristics of a thing. A description could be of various kinds, i.e., it may be quite simple as when the writer describes some common objects or products or it may be more difficult and complex as when he describes some well-known buildings, a famous picture, a person or some piece of natural scenery.

2.2.5.3 Expository Text

In an expository text, the writer explains something to those who know little or nothing of the subject with which he proposes to deal.

2.2.5.4 Argumentative or Persuasion Text

In this type, the writer tries to induce other pupil to think as he does on the particular subject at hand.

In the light of the above discussion, the texts taught in the present study and which are from the (Introductory Steps to Understanding, L.A.Hill 2000)are: {1-2-3-4-5-6-7-8-9-10-11-12-13-14-15-16-17-18-19-20-21-22-23-24}are of a narrative type.

2.3 Process–Based Technique

From the philosophical point of view, David Ausubel in 1960 describes the idea of ‘Top–down’ and ‘Bottom–up’ processing ; it is the information processing approach of meaningful verbal learning to education. It is stated to the structural concepts which form the information–processing system of the discipline, that each of the disciplines consists of sets of concepts, which are hierarchically organized. At the top of the discipline a number of very broad concepts, which include or subsume less inclusive concepts at lower tags of organization. These levels are hierarchically organized concepts that begin with perceptual data at the bottom and proceed through increasing levels of abstraction until the most abstract concepts appear at the top (Joyce and Weil,1972:165).In his discussion Paran (1998) gave a theoretical and historical background of the process approach:

1. The predominant approach in the 1950s and 1960s was “bottom–up,” based on the phoneme ,i.e.it is the smallest sound unit in a language which signals difference in meaning .
2. Through the late 1960s and 1970s the “top–down” approach is attributed to the ideas of Goodman (1967) who introduced an educational philosophy, where meaning takes precedence over structure.This approach became dominant. Although learners make use of sound –letter correspondence and syntactic knowledge, the learner draws his/her background knowledge (schema) to predict the meaning of the text, conform or correct predictions .Top–down processing is also referred to as ‘knowledge–based’, ‘inside–out’, and ‘concept driven’ processing. It is called knowledge–based processing as opposed to text–based processing. It is called inside–out–processing because the information, which is stored inside the brain of the learner affects the comprehension of the out- coming information of the text. These names reflect the importance of higher mental processing that enables the learner to form meaningful hypotheses based on the context .

3. Approaches that draw on schema theory are also referred to as interactive approaches. The learner and text interact as he/she uses prior background knowledge and knowledge from the text to derive meaning. It is profound by Rumelhart (1977) as a schema theory, whose efficient and effective learning in first or second language requires both top–down and bottom–up strategies operating interactively. The collection is to demonstrate that both top–down and bottom–up processing functioning interactively as interactive process, are necessary to and an adequate understanding of foreign language comprehension .

The brain can approach a subject from two different directions. In a data driven approach the brain begins with externally received stimuli and analyzes that information to arrive at its final interpretation. In conceptually driven approach the brain initiates processing with a general knowledge of the subject and proceeds to relate the information it already has to the new data it receives (Madden and Nebs, 1980:141).

Data–driven processing is often referred to as bottom–up processing and conceptually driven as top–down processing to reflect the direction of thought .In the first instance, thought moves from a specific piece of information to more general knowledge, and in the second, it operates from a knowledge base to work on a specific piece of information (Hunt, 1982:65).

2.3.1 Types of Text Processing in LC

In the early 70's, work by Asher, Postovesky, Wintiz and later Krashen brought attention to the role of listening as a tool for understanding and a key factor in facilitating language learning. It has emerged as an important component in the process of second language acquisition, most studies have been devoted to language learning in the early stages to listening (Field, 1998).

Rost (2000:61) defines listening as

A process of receiving what the speaker actually says (receptive orientation); constructing and representing meaning (constructive orientation); negotiating meaning with speaker and responding (collaborative orientation); and creating meaning through involvement, imagination and empathy (transformative orientation). Listening is a complex, active process of interpretation which listeners match what they hear with what they already know."

Byrne (1986: 60) summarizes that in the early 80s, it was popular that only top-down skills needed to be enhanced to improve L2 listening comprehension, and "researchers conclude that the act of comprehending is essentially meaning driven, holistic, top-down behavior that is highly selective in the futures it incorporates ". In this regard, Norris (1995) demonstrates that LC processes are two distinct, but complementary processes: "bottom-up" and "top-down".

Fromkin and Rodman (1988:430) state that, "the psychological stages and processes that a listener goes through in comprehending the meaning of an utterance are complex. Psycholinguists have found that speech perception and comprehension involve top-down (deductive or predictive) processing as well as bottom up (inductive) processing."

To improve L2 listening comprehension, listening skills should be integrated and explicitly treated pedagogically. The discourse level is in fact where top-down and bottom-up listening intersect to permit comprehension and interpretation to take place (Widdowson, 1997: 364).

Richards (1990:50) comments that the kind of exercises and listening activities used in teaching LC should reflect the processes and purposes involved in the listening :

1. BUP, TDP processes . and
2. Interactional and transactional purpose
3. Previous knowledge about the topic of discourse, it may be situational or contextual knowledge, or it may be knowledge stored in long – term memory in the form of schemata and scripts,i.e. plans about the overall structure of events and the relationships between them.

‘TDP’and ‘BUP’ models have become common metaphors for two different paths to comprehension. These metaphors presuppose that view comprehension in terms of a hierarchy, with lower or higher levels of processing. In such a hierarchy, lower levels of processing are connected to the stimulus (i.e. print or sound) and are concerned mainly with recognising and decoding it. Higher levels of processing are involved with comprehending and constructing the meaning of what is being seen, read or heard (e.g. integrating propositions). Bottom-up models view comprehension as proceeding linearly from the isolated units in the lower levels (e.g. letters, words) to higher levels of comprehension. Top-down models stress the influence of the higher levels (e.g. the message, which is comprehended,) on the processing of words and letters (Paran, 1998).

LC is an interactive, interpretive process where listeners use both prior knowledge and linguistic knowledge in understanding messages .The degree to which listeners use the one processor depends on:

- 1) Their knowledge of the language ,
- 2) familiarity with the topic or ,
- 3) the purpose for listening .

For example, listening for gist involves primarily TDP whereas listening for specific information, as in a weather broadcast, involves primarily BUP to comprehend all the desired details (Lingzhu ,2003) .

2.3.1.1 Top–Down Processing

In LC, TDP begins in the mind of the listener who already has some knowledge about the meaning of the text. i.e., the learner moves from using his prior knowledge to semantic cues then to syntactic cues and finally to other more specific information (Crow, 1979:96).

It refers to decoding of every symbol or even every word; the listener forms hypotheses about what might follow in the text and reviews or samples that text to determine whether the original hypotheses are correct or not. In speech understanding, it refers to the stored semantic, lexical, and syntactic information (Norris, 1995) .

The implication is that the listener listens for meaning rather than for linguistic forms.This approach is to listen to the whole message rather than to individual linguistic components of the message as the listener uses a TDP to recreate the speaker’s ideas (Chastain ,1988: 192).

Rost (2000: 65) states that “in listening, top–down theories are backed by the claim that the quantity of incoming information makes it impossible for the human auditory system to process all of it, and that therefore the flow of information being processed must be regulated by higher level cognitive processes, i.e. those parts of the system which are concerned with constructing meaning.” Thus, much of the incoming information needs to be sampled rather than accorded attention, and sampling is done on the basis of the listeners expectations, previous knowledge, and what has already been processed .

Top–down processing refers to using background knowledge of the situation, context, and topic to experience to anticipate, predict and infer meaning. Prior knowledge can be knowledge of the topic, the listening context, the text–type, the cultural or other information stored in long term memory as schemata (typical sequences or common situations around which world knowledge is organized) (Vandergrifit, 1999).

2.3.1.2 Bottom–UP Processing

BUP means that linguistic information be received, ‘scanned in’, as it were, and processed, beginning with the smallest unit and ending with larger units of meaning. The listener will process all the words in a phrase or a clause before constructing its meaning (Paran, 1998).

Listeners use BUP when they use linguistic knowledge to understand the meaning of a message. They build meaning from lower level sounds to words to grammatical relationships to lexical meanings in order to arrive at the final message. Bottom–up processing refers to decoding the sounds of language into words, clauses, sentences...etc (Vandergrifit, 1999), (Norris, 1995).

Among the many micro–skills ,listeners need the BUP level in order to:

1. Discriminate the sounds of English,
2. recognize the stress patterns of words,
3. recognize the rhythmic structure of English,
4. recognize the functions of stress and intonation to signal the information structure of utterances,
5. identify words in stressed and unstressed position,
6. recognize reduced forms of words,
7. distinguish word boundaries,
8. recognize grammatical word clauses, and
9. recognize typical word . order patterns. (Brown and Yule, 1983:60).

2.3.2.3 Interactive Processing

In psycholinguistics, cognitive psychology and information processing, a contrast is made between two different ways in which humans analyse and process language as part of the process of comprehension and learning. One way, known as a top-down process or approach, makes use of previous knowledge (higher level knowledge) in analysing and processing information which is received (words, sentences, etc.). The other way, a bottom-up process, makes use principally of information which is already present in the data (the words, sentences etc.). As applied to listening comprehension, bottom-up processing would be understanding a text mainly by analysing the words and sentences in the text itself. Top-down processing on the other hand would make use of the listener's previous knowledge, his/her expectations, experience, scripts and schemes (Richards et al., 1985:296).

Recent views see comprehension as drawing upon both top-down and bottom-up processing, in what is known as interactive processing. It is claimed that BUP influence TDP, and vice versa. Interactive processing is probably compensatory. That is, one type of processing will take over if there is a problem with the other type, and when the quality of the stimulus is good, bottom-up processing is preferred, and it is only when stimulus quality deteriorates that top-down processing takes over as a compensatory device (Kitao, 2001).

2.3.3 LC Information Processing

The physical changes in the brain during mental activities do not imply that everyone's brain processes information in exactly the same manner or same area. People are different and their brain functions in ways that are unique to their inherited characteristics and to their past experiences. Each person has his or her own individual cognitive style(McDonough ,1981:60).

Widdowson (1997: 368) organizes three stages that indicates data underlying the listening process:

1. An initial orientation period when the listener gets used to the speaker's voice quality and pronunciation, rate of speech and vocabulary ; this varies in length but the listener is not effective until she/ he gets oriented to the speech signal .
2. A search for the main idea that begins with the listener taking in words, phrases and clauses; these can then be decoded and pieced together to form a tentative message.
3. A new incoming information is matched against the perceived main idea; and the listener's previous knowledge; adjustments are made and problems of consistency are identified.

2.3.4 Levels of Text Processing

Foreign language LC includes two levels as Widdowson (1997: 360) describes.

1. Micro –level text processing . and
2. Macro-level text processing.

Microprocessing refers to the using of the acoustic information to perceive and segment the stream of speech , whereas macroprocessing refers to the using of a variety of schemata and contextual clues in the ongoing discourse to accurately interpret the message.

the fundamental principle of discourse processing theory holds that comprehenders actively construct a mental representation of their understanding of the meaning of a text on the basis of the information presented in the text and their own pre-existing background knowledge. Text-based comprehension processes include comprehenders' initial use of sentence parsing strategies to derive semantic representations of those sentences (micro-level text processing). Comprehenders then relate these semantic representations to those of previously processed sentences to form more general semantic representations (macro-level text processing) . They continue using micro-level and macro-level text processing strategies, integrating new information into their evolving mental representation and discarding irrelevant details in the process, until they arrive at an elaborated model of their understanding of the overall meaning of the text (Ibid.).

Carrol (1995:46) maintains that traditional approaches to FL listening comprehension generally emphasize low level information, asking students to recall (sometimes-minute) factual information contained within texts. A more understanding of texts clearly requires students to process information at higher processing levels.

Learners whose level of FL proficiency falls below the level of the style of language used in text tend to make predominant of either micro-level text processing strategies (bottom-up approach) or macro-level text processing strategies (top-down approach). Learners who use exclusively BUP strategies will typically develop a fragmented view of low level information presented in the text, and those who rely too extensively on the TDP strategies can easily create a highly idiosyncratic interpretation of the text. In either case, students who make inordinate use of one set strategies over the other will ultimately fail to arrive at an overall, accurate view of the text's meaning. To be successful comprehenders, most FL learners need explicit guidance in the appropriate use of both micro-level and macro-level text processing strategies. The use of such bi-directional text processing strategies should guide students to attend to specific information presented in the text (Ibid.) .

These two levels which are based according to the four principles of central importance to foreign language listening comprehension emerge from consideration of the finding of discourse processing theory and schema theory, as Fischer and Hager (1999) state that:

1. Comprehenders construct a mental representation of their understanding of the meaning of a text.
2. Comprehenders use their preexisting knowledge of the topic of communication to interpret information derived from a text.
3. Most FL students need guidance to follow lower order text processing strategies.
4. Comprehender's knowledge of the logical structure of a text facilitates their development of a coherent view of a text overall meaning.

2.3.5 LC Strategies

Elliot (2004:85) explains that in listening language learning and teaching, listeners use metacognitive, cognitive and socio–affective strategies to facilitate comprehension and to make their learning more effective. Teachers need to help learners organize their thoughts to activate appropriate background knowledge for understanding and to make predictions to prepare for listening. This significantly reduces the burden of comprehension for the listener. These strategies are important because they oversee, regulate or direct the language learning process.

Hu (1995) said that language learning is a meaning making process. Comprehension involves predicting, hypothesizing, conforming and inferring. In language comprehension ability, one needs to learn to use various cognitive and metacognitive strategies. In teaching EFL, instructors need to teach those strategies. Cognitive and metacognitive strategies are especially important when dealing with a difficult text and when comprehension on the initial listening fails.

2.3.5.1 Cognitive Strategy

It is the psychological approach of the explanation of perception and understanding. It is called the cognitive strategy or informational approach, because perception and recognition are regarded as an information processing procedure which is determined by the learning process that the learner controls individually, which builds on the individual learner's knowledge and may lead to various results; it is embedded in the social context . They must provide experiences that have an appropriate level of challenge and develop strategies that scaffold learners' acquisition processes (Elliot ,2004:88).

FL listener is an active participator in the learning process. “There is a fundamental of the two currently learning theories, one of these two theories is the cognitive code theory, it refers to the fact that the learner brings to the task of learning an innate mental capacity.” The learner brings his perception of relation of the ‘rules’ resulting from his discovery of the structure and organization of new material and from his perception of its relationship with known material (Finocchiaro, 1973:11). Cognitive strategies manipulate the material to be learned or applied as a specific technique used to collaborate with others to verify understanding or to lower anxiety (Vandergrifit, 2003).

2.3.5.2 Metacognitive Strategy

It is the ability to understand and monitor one’s own thoughts and the assumptions of one’s activities. Students must be metacognitive to the degree to which they are engaged in thinking about themselves, the nature of learning tasks, and the social contexts (Lin, 2001).

Wenden (1998:54) affirms that the learners are using metacognitive knowledge for successful listening comprehension. This is critical to the development of self – regulated learning. Metacognitive strategies are important because they oversee, regulate or direct the language learning process.

2.3.5.3 Social Strategies

According to Daniel Wegner (1994) as cited in Elliot (2004:85) defines it as it is “a successful thought suppression depends on the interaction of two processes, one relatively automatic and the other relatively controlled.” The automatic part of the system called the monitoring process and searches for an evidence that unwanted thought is detected, the more controlled part of the system, called the operating process, come into play. These two processes operate in tandem.

2.4 The Role of Background Knowledge in Text Processing

It is believed that “ the content of thought influence the process of thought , or that differing contents produce differing speices of process , so generalization about process becomes impossible without content’s being taken into account”(Carroll,1995:27).

The relationship of background knowledge to text processing has been studied under schema theory. According to this theory, human beings try to understand the elements of the new situation when they are able to bring to mind a schema that gives a good account of the objects and events in the situation. New information, new concepts, and new ideas have meaning only when they can be related to something the individual already knows. The sources from which human beings obtain information are unlimited. When they experience any situation or event, they acquire new information and experience added to the repertoire of information in their brains. That accumulation of information is referred to as background knowledge (Carrel and Eisterhold ,1988:73) .

Understanding the speaker’s intended message demands the listener’s active utilization of his linguistic and non-linguistic knowledge. Therefore, the majority of utterances that heard in daily life could carry different meanings in different circumstances and are actively involved in the communication process that can extract the single appropriate meaning (White, 1978:23).

2.4.1 What is a Schema?

Schema, (plural: schemata) is defined by Bartlett (1982:50) as “an active organization of past reactions and past experiences.” He (Ibid.) indicates that this organization directly influences comprehension and retention. He also regards memory as a creative process of reconstruction making use of such schemata.

“ it is a hypothetical mental structure for representing generic concepts stored in memory. These generic concepts comprise hierarchies of schemata , which are thought to express relationships among parts called “slots”. (also are known as nodes or variables). For example, the schemata for ‘country’ have slots for location on the globe, size ,geographical features ,etc (Andrews,1979:73).

2.4.2 Characteristics of Schemata

The following are the major characteristics of schemata suggested by Grow (1996) :

1. Schemata may be formed and used without the person’s conscious awareness.
2. Once formed, schemata are thought to be relatively stable over time.
3. Schemata are dynamic in that they change by what is assimilated to them.
4. Schemata arise in response to a situation.
5. Schemata also provide context and vocabulary for interpreting.
6. Schemata shape perception. for example, in the dark it is easy to mistake a bush for a bear.

2.4.3 Types of Schemata

Widdowson (1997:363) states that “both L1 and L2 models of the listening process have both top-down and bottom-up listening processes , which are referred to as macroprocessing , involve activation of schematic knowledge and contextual knowledge .”

2.4.3.1 Schematic Knowledge

Schematic knowledge is generally thought to be of two types Formal Schemata and Content Schemata :

1. Formal schemata

It is the knowledge of how discourse is organized with respect to different genres, different topics, or different purposes (for example, transactional vs. interactional).

2. Content schemata

Content schemata are the background information on the topic and relevant sociocultural knowledge.

2.4.3.2 Contextual Knowledge

Contextual knowledge which involves both of:

1. An understanding of the specific listening situation (i.e.who the participants are,what the setting is, what the topic, and the purpose are).
2. An understanding of the ongoing discourse or context(i.e. what has already been said and what is likely to be said next).

2.5 P-BT and Methods of Teaching LC

P-BT has greatly influenced the teaching of LC since the late 1970s. Many teaching techniques and methods have been developed which are mainly based on the notion that listening is a process of building meaning by integrating the listener's own background knowledge and experience with the information presented in the text. "As the idea of 'teaching the four skills' developed during the late 50s and the 60s, LC as one of those skills, began to be paid little attention"(Brown, 1990: 11).

So teaching LC becomes a must in language teaching.No language skill should be neglected at the expense of teaching other skills. In the past, it is believed that LC cannot be taught and on many occasions it is considered a neglected skill or it may be a skill that tends to get neglected altogether. Making the balance among the four language skills, namely listening, speaking, reading, and writing constitutes a good characteristic of classroom TEFL. And each skill should take its position in presenting the instructional process. This neglect stems from the following points:

1. Some audio – lingual courses give the impression that they are teaching LC while they are teaching other skills.
2. Those courses give a great attention to practice through pattern drills and dialogues. Those drills demand very little attention in real listening since it requires a single cue word in order to produce the required response.

(Abbott et al., 1981: 59)

It is advised that teaching LC should begin from the very beginning of teaching FL in order to make the learner familiar with this skill. In teaching LC activity, the teacher is responsible for bringing attentive listening with the immediate goal that of comprehension and creating situations in which the learners find themselves (Byrne, 1986:202).

The purpose of working with LC in the classroom is to offer an opportunity for the students to be able to function successfully in real –life listening situation. And listening to the real-life circumstances are usually defined as a sort of linguistic interaction (White, 1978:23). Real-life could be associated with visual stimuli, that is, the listener pays attention to the message and answers at intervals as the discourse is going on. When real- life situations are ignored, it becomes an artificial and purposeless task for the students (Pulsaton and Bruder, 1976:127).

“ FL listening comprehension is a complex skill that needs to be developed consciously with practice when students reflect on the process of listening without the threat of evaluation.” Using listening activities to only test comprehension leads to anxiety, which debilitates the development of metacognitive strategies. This strategy use positively impacts self-concept, attitudes, about learning and attributional beliefs about personal control (Lin,2001).

Guiding learners through the process of listening not only provides them with the knowledge by which they can successfully complete a listening task, but also motivates them and puts them in control of their learning (Vandergrifit, 2000).

2.5.1 The Traditional Method ALM in Teaching LC

In this method, the natural order of skills presentation is adhered to listening, speaking, reading and writing. The oral /aural skills receive most of the attention (Freeman, 1986: 44).

Hence, the techniques used in this approach will be practical to introduce a lesson of teaching LC. These are:

1. The teacher introduces the material for the first time and the students listen.
2. Sometimes the teacher uses actions, pictures, or realia to convey meaning.
3. The students are encouraged to take notes related to the material.
4. The students are given a chance to ask questions.
5. The teacher identifies difficult words in English, and gives his students a chance to adopt the role – play technique between them.
6. The teacher asks questions about the material. And The students answer oral or written questions.
7. The teacher corrects mispronunciation by modeling the proper sounds in the target language .
8. The teacher praises his students when they answer correctly(Sally,1974:35).

2.5.1.1 Implementation of ALM in Teaching LC

The traditional method ALM is adopted in teaching LC in Iraq according to the following procedures:

1. The teachers get **Teacher's Guide (1994)** with its cassette.
2. The teacher plays (or reads) the LC passage omitting the questions. The pupils should simply listen at this stage. At the end, the teacher should discuss any word or phrase that the students may have found difficult.
3. Play (or read) the LC passage again. At this stage, the pupils should be in position to answer questions on it.
4. The pupils listen to the questions on the passage. Pause after each question to enable the pupils to answer orally or to write it on a sheet of paper.
5. There are three types of questions: Yes / No questions, alternative questions and questions requiring short answers.

(AL- Hamash et al 1994:20-21).

2.5.2 Implementation of the P–B T in Teaching LC

Vandergrift (1999) states that listening lessons based on the P–BT is top-heavy. Compared to the conventional listening lesson, there is much more time spent in preparation before the actual listening exercises. Extended pre–listening exercises proceed the actual listening period. The focus should be on the learner building overall listening skills rather than learning the exact content of the oral text. Listening skills to be practiced through this technique include:

- a) Logical inference and appropriate use of elaboration or world knowledge.
- b) Word derivation skills.
- c) Other subskills such as skimming, scanning, prediction and inferring unknown words.

The balance between different types of processing is crucial for FL teaching, as the following points described by Cerber (1999:81):

1. Top-down processing should be viewed as an important strategy, as a goal to be achieved. It is likely to be used when linguistic ability is poor (whether in L1 or L2).
2. FL teachers should encourage the development in using bottom–up processes automatically, that help students to become good decoders.
3. Teaching of listening strategies such as predicting, guessing words from context, scanning and skimming is important, apart from words recognition skills, so that it is indeed the bottom–up skills that are practiced without the learners having to resort to top–down strategies.

2.5.2.1 Characteristics of the P–BT in Teaching LC

In recent years the approach to listening comprehension has changed. The changes reflect three developments in the way listening is viewed as what Field (1998) explains:

- a) A shift in perspective, so that listening as a skill takes priority over the details.
- b) The listening materials should be authentic (real–life situations).
- c) The importance of providing motivation and focus for listening. The listeners should be encouraged developing expectation, by presenting questions and tasks.

2.5.2.2 The Objectives of the P-BT in Teaching LC

Brindly (1998:17) states many objectives of PB teaching technique that :

- 1) In conventional listening lesson no attention is paid to what may have gone wrong in the process of listening, learners will not learn from their mistakes and will use the same unsuccessful techniques again. They will not have improved as listeners.
- 2) Under this approach to comprehension, success in listening is measured by correct responses to questions or tasks. Teachers focus upon the outcomes of listening rather than upon listening product rather than processes. It is obvious that until they make mistakes, teachers can only test the students, not teach them.

2.5.2.3 Techniques of the P-BT in Teaching LC

There are several ways in which the teacher can provide comprehensible input in the initial stages of language learning without resorting to the students' native language these include the following:

1. The teacher can maintain the students' attention on key lexical items by the 'total physical response' activities with appropriate gestures, and uses context to help them to understand.
2. Another useful activity is to talk about students' physical characteristics and clothing .The teacher may talk about color, size, shape, or any other characteristic that can be easily identified by the teacher and recognized by the students. He may also use visuals such as pictures from magazines to introduce new vocabulary or new grammar. The key in all these activities is to maintain a constant flow of comprehensible input .
3. Speed of speech is also an important factor in beginning language classes. Beginning students do not have the requisite skills to process speech at native speed. However, having them listen to speech that is not normal does not provide them with practice they need to comprehend native speech. The solution is to give them sample second language in which all characteristics are normal except that the speaker lengthens the pauses at the normal breaks to give the student's much time to comprehend.
4. Linguistic complexity is another factor-affecting listeners' ability to comprehend that language teachers should be conscious of. One phenomenon that occurs in real-language situations is that the speaker with greater skills adjusts his speech to accommodate the more . (Krashen and Terrell ,1983: 75).

2.6 The Plan of the P– BT in Teaching LC

Since the late of 1970s the interactive model of listening has greatly influenced the teaching of LC, many teaching techniques and methods have been developed, which are mainly based on the notion, that “listener’s own background knowledge and experience interfere with the information presented in the text.” A purpose for listening must be established so students know the specific information they need to listen for and the degree of detail required. Using all available information, students make predictions on what they might hear. Activities include brainstorming, prediction of the content from the information provided prior knowledge and a period of listening (Carrol ,1995: 55).

Gilman and Moody (1984:330) suggest four steps that teachers should consider as a means of developing LC skills:

1. They should place greater emphasis on listening, even to the point of offering special listening comprehension classes.
2. They should assume the responsibility of teaching students how to manage the listening comprehension processes.
3. They should focus on meaning as well as on language and should include more authentic materials in class.
4. Students can develop listening comprehension skills only participating in classroom communication activities that involve listening for meaning.

On the same trend, Tylor (1981:99) states that with LC practice, they can learn to listen for less in order to comprehend more and at the same time feel more comfortable and more confident. The transition from total incomprehension to functional comprehension is not acquired overnight. Students progress through various skill levels. Students should have to learn to predict content, to sample crucial components of the message, to verify or reject their predictions, and thus to recreate the speaker's message.

For choosing LC activities, Richards (1985:235) points out that the most important criterion is “ the degree to which they relate to teaching rather than testing objectives” .These criteria are :

- a) **Transferring Activities:** This requires that learners receive information orally and transfer it into another form. For example, they listen and write down what was heard. For example, they take a phone message for a roommate.
- b) **Scanning:** Which give learners an opportunity for practicing listening for specific information. For example, they listen to a newscast to find out the results of an election.
- c) **Condensing:** The learners listen to a lecture and prepare an outline. “Answering” involves listening to a passage and answering questions about the content. For example, they answer questions that require recall, deduction, evaluation, or reaction.
- d) **Predicting:** This activity provides practice listening to a conversation or a narrative and making guesses or predictions about causes, effects and outcomes.

Chastain (1988:199) states that effective language teachers maintain a manageable sequence of listening comprehension activities and incorporate listening activities into the class that contribute to the development of students' listening skills. Teachers organize classroom activities carefully by the following steps:

1. the first step is to prepare them for what they are to hear,
2. the second is to help them to complete the task successfully, and
3. the third is to select post-listening activities that provide feedback and additional communication practice.

The aim of P-BT as a teaching technique is to prepare efficient students who have flexibility in performing all listening tasks. This flexibility includes both fluency and comprehension. There are several activities or phases of LC lesson that help teachers achieve such aim. These activities can be divided by the stage at which they occur into: Pre-Listening Activities, During-Listening Activities and Post-Listening Activities (Ibid.) .

2.6.1 Pre–Listening Activities

The pre–listening activities could help the learners to make decisions about what to listen for and, subsequently, to focus attention on meaning while listening during the critical phase of the listening process, teachers prepare students for what they will hear and what they are expected to do, the following aspects are to be considered as Vandergrifit (2003) states:

1. Students need to bring to consciousness their knowledge of the topic, their knowledge of how information is organized in different texts and any relevant cultural information.
2. A purpose for listening must be established for the learners to know the specific information they need to listen for the degree of detail required. Using all the available information, students can make predictions to anticipate what they might hear. There are three stages in pre-listening:

Stage (1) : It is similar to brainstorming. Students will have a chance to apply their knowledge of the vocabulary to the oral texts. In this stage, students are asked to listen to one sentence and gather one bit of information from it, Who? When? What? .

Stage(2) : In this stage, for example, students will listen to a short conversation consisting of two sentences. This time, students will be asked together two bits of information contained in the conversation.

Stage(3) : In this stage, learners will listen to a longer conversation. Here, they will be asked to extract more information than in stage 1 & 2. However, the strategy will be the same. They will be using the skills obtained in the previous stages and applying them in a more sophisticated manner(Ibid.) .

Chastain (1988:200) explains that pre-listening activities are required to establish what is already known about the topic, to build necessary background, and to set purposes for listening. This phase is probably the most important aspect of any listening sequence because the success of all the other activities depends on the extent to which the teacher manages to give the learners the necessary background, guidance and direction to achieve the objectives of the activity. He (Ibid.) suggests the following factors affecting the pre-listening activities; those are :

1. **Linguistic Knowledge** : The teachers stress meaning, communication and TDP; the type and number of unknown linguistic forms and vocabulary items undoubtedly affect the students' ability to complete LC activity satisfactorily.
2. **Background information** : The listeners activate relevant schemata and use their background knowledge to comprehend what a speaker is saying. Thus, the teacher's responsibility is to make sure that the students are familiar with the topic treated in the upcoming LC passage.
3. **Interest** : The teacher's responsibilities during the preview is to arouse students' interest in the content of the upcoming listening materials. And to motivate the students to listen to the materials.
4. **Purpose** : The teachers establish a communicative purpose for the listening activity. He /she should plan to duplicate this crucial aspect of real language in the classroom. Linguistic purposes and specific language tasks seem more common in early stages of learning and in initial stages of many learning sequences, while communication activities are more common in later stages.
5. **Assigning a Specific and Realizable Task** : Language teachers should make clear to the students what they are to do in the second phase (during- listening activity and what they should be prepared to do in the subsequent follow-up activities in class. Prior to listening to the passage, students should know the topic that is treated, the specific information they should be listening for, and the exact task they are to perform.

2.6.1.1 The Role of the Teacher in Pre–Listening Activities

During pre–listening activities, teachers may need to recognize that all students bring different backgrounds to the listening experience. Beliefs, attitudes, and biases of the listeners will affect the understanding of the message. There are four different kinds of listening, that teachers can help students become effective listeners by making them aware of the different purposes of listening, and qualities of good listening (Ress,1986:45).

2.6.2. During –Listening Activities

During–listening stage the pupils listen to the material. Then, they are required to demonstrate whether they have understood the important information in the passage. They either use the minimum of words or they may not use words at all in answering questions. This means they concentrate on listening, rather than worrying about reading, writing, grammar and spelling. In this phase, learners need to understand the implications of rate in the listening process. Learners listen and think at four times the normal conversation rate. They have to be encouraged to use the “rate gap” to actively process the message. In order to use that extra time wisely, there are several things students can be encouraged to do this kind of mental activity ; that is what effective listeners do during listening(Eugene,2000).

Temple and Gillet (1989:55) maintain that during-listening stage listeners listen to the material . Then ,they are required to demonstrate whether they have understood the important information in the passage . They either use the minimum of words or they may not use words at all in answering questions . This means they concentrate on listening ,rather than worrying about reading ,writing ,grammar and spelling .

Because the aim of this stage is to understand the message of the text, learners should not be allowed to worry too much about not catching every word. They only need to understand and to collect the important information. The number of tasks during the while-listening depends on the teacher's purposes or the plan of the curriculum in general. When speaking or playing a tape for the class, teachers should stop now and then to check on pupils' comprehension to answer their questions or to recreate pauses for language processing (Pierce, 1988: 14) . Many activities that give the during-listening activities its important, as Brindly (1998:19) describes the following points:

1. **Connect:** Make connections with people, places, situations, and ideas they know.
2. **Find Meaning:** Determine what the speaker is saying about people, places and ideas.
3. **Question:** Pay attention to those words and ideas that are unclear.
4. **Make and Confirm Predictions:** Try to determine what will be said next.
5. **Make Inferences:** Determine speaker's intent by "listening between the lines"; infer what the speaker does not actually say.
6. **Reflect and Evaluate Respond :** to what has been heard and pass judgement.
7. **Transcribing :**Transcribing or writing down lives or recorded speech can sharpen students' listening spelling and punctuation skills.
8. **Critical Thinking :** Critical thinking plays a major role in effective listening in order to analyse and evaluate requires students to evaluate a speaker's arguments and the value of the ideas.

2.6.2.1 The Role of the Teacher in During–Listening Activities

The teacher may teach students the following :

1. Various structures (e.g., short story, essay, poetry, and play).
2. Organizational patterns (e.g., logical, chronological, spatial), and
3. Transitional devices.(Eugene ,2000)

Manzi (1994:114)describes effective listeners as they can follow spoken discourse when they recognize key signal expressions such as the following:

- a. **Example words:** For example, for instance, thus, in other words, as an illustration. This is usually found in generalization plus example (but may be found in enumeration and argumentation).
- b. **Time word:** First, second, third, meanwhile, next, finally, at last, today, tomorrow, soon. Usually found in narration, chronological patterns, directions (and when ever events or examples are presented in time sequence).
- c. **Addition words:** In addition, also, furthermore, moreover, another example. Usually found in enumeration, description and sometimes in generalization plus example.
- d. **Result words:** As a result, so accordingly, therefore, thus. Usually found in cause and effect.
- e. **Contrast words:** However, but, in contrast, on the other hand, nevertheless. Usually found in comparison and contrast (and whenever speaker makes a comparison or contrast in another pattern).

2.6.2.2 The Role of The Students in During Listening Activities

In during–listening activity, students monitor their comprehension and make decisions about strategy use. Teacher’s intervention during this phase is virtually impossible because of the ephemeral nature of listening. Periodic practice in decision–making skills and strategy use can sharpen inferencing skills and help students to monitor more effectively. Students need to evaluate continually what they comprehend and check:

1. Consistency with their predictions , and
2. internal consistency; i.e., the ongoing interpretation of the oral text or interaction.

Students need to evaluate the results of decisions made during a listening task. The teacher can encourage self–evaluation and reflection by asking the students to assess the effectiveness of strategies used. Group or class discussions on the approach taken by different students can also stimulate reflection and worthwhile evaluation. Students are encouraged to share individual routes leading to success; e.g. how someone guessed (inference) the meaning of a certain word or how someone modified a particular strategy. In order to help students consciously focus on planning, monitoring and evaluation before and after the completion of listening tasks, teachers can develop performance checklists. Instruments such as these help students prepare for a listening task and evaluate their performance (Harmer, 1983: 152); (Richards, 1985:206) .

2.6.3 Post–Listening Activities

Post-listening activities complete the sequence began in the pre–listening preparatory phase. The preview provides feedback on how well they understood the passage and gives them opportunities to use what they learned in other related communication activities. This phase of activity may be of two general types:

1. Those that deal with the possible answers to the pre–listening assignment provide feedback to the students on the quality of their work.
2. Those that are based on the listening passage provide additional communication practice.

These two types of activities are valid for different reasons. Learners need to receive feedback on all assigned tasks, and they should learn to use material in new contexts (Norris ,1995).

According to Harmer (1983:153), this task is an optional task. The teacher can draw the learners’ attention to relevant points about the grammar and vocabulary in the listening passage. He may concentrate upon pauses, stress, and use of intonation. He may ask his learners if they can remember anything from the text without hearing it again. In sum, wherever possible, the teacher tries to integrate LC to other language skills.

Eugene (2000) suggests that the post-listening activity is a very useful device that the students need to act upon what they have heard to clarify meaning and extend their thinking. Well-planned post-listening activities are just as important as those before and during ones. The following points clarify the importance of the post- test listening period :

- a) Students should talk what the speaker said , amplify certain remarks , and identify parallel incidents from life and literature. Students can ask questions of themselves that conform their assumptions and clarify their understanding .
- b) Students can summarize a speaker's presentation orally , in writing , or as an outline . In addition to the traditional outline format , students could use time lines ,flow charts, ladders ,circles ,diagrams ,webs ,or maps.Students can review their notes and add information that they did not have an opportunity to record during the speech .
- c) Students can analyze and evaluate critically what they have heard (Ibd.).

2.6.3.1 The Role of the Teacher in Post–Listening Activities

Post–listening activities may deal with linguistic or nonlinguistic purposes, or both. For example, the teacher may ask the students to listen to a passage between two speakers in which they agree on somethings and disagree on others. If the students are asked to listen for the phrases used to indicate agreement and disagreement, they may list them on the board and discuss how each is used, with whom, and under what circumstances. If they are asked to focus on the meanings conveyed among the speakers, they can discuss the points on which they agreed or disagreed. If the focus is on both language and meaning, they can comment on the points of agreement and disagreement and the words and phrases used by the speakers to express their position(Richards, 1985:206).

Teachers may organize post–listening activities in whole groups, small groups, or individually. The choice depends on several factors, including the teacher’s preference, the emotional maturity of the students, the objectives of the activity and so on. During feedback activities in which the teacher wishes to check responses and to give correct answers, working with the whole group seems the most efficient because the purpose is to disseminate information as quickly as possible, to give all students the opportunity to ask questions and to provide an open forum in which they can ask questions and learn from each other, organize the class into small groups seems more appropriate for oral communication activities, primarily because more students have greater opportunities for communication practice than is possible in a whole class arrangement. Related communication activities that involve reading and writing seem to lend themselves naturally to individual work (Manzi ,1994:118).

2.6.4 Assessment of Listening

Listening is one of the most difficult aspects of the language arts to assess. It can be measured only through inference. There are both informal and formal strategies and instruments that teachers can use to help them in their assessments. There are two kinds of assessment as Lingzhu (2003) describes :

2.6.4.1 Informal assessment

It is an effective assessment of listening may be teachers' observations and students' self- assessments. Students initially may not be aware of how well they listen and, therefore, need teacher guidance. Teachers can also videotape students while they are listening and follow up with discussion.

2.6.4.2 Formal assessment

More formal listening assessments can be prepared by teachers based on objectives and perceived needs. The following are examples for listening formal assessments:

- a. After placing ten details on the chalkboard, the teacher reads a ten-minute story aloud. After listening to the story, students are asked to jot down the four or five details that are most important to outcome. The responses provide insights into students' listening ability.
- b. Students listen to a story and afterwards, write down three key qualities of the character and their reasons for selecting these. While listening to the story a second time, the students listen to and record details that prove their assertions about the character. The feedback should be a specific, concise and as meaningful as possible. As with all evaluation, it needs to be continuous(Ibid.).

2.6.5 Evaluation of P–BT

Modern research on second and foreign language learner and learning strategies indicate that “ more effective language learners use more task strategies than less effective learners” and, learners in high school level can generally describe their thoughts as they plan, monitor and evaluate a language learning task (Ellis, 1994: 386).

Shelton (2002) provides tentative support for P-BT . It is important to provide numerous opportunities for students to practice listening skills and to become actively engaged in the listening process in the three phases of the listening process (pre–listening, during–listening, and post–listening). P–BT is important for three reasons:

- 1) It is much more interesting and motivating to produce an overt response than to listen passively.
- 2) It introduces and familiarizes the learner with certain kinds of meaning that helps them to build their knowledge.
- 3) It gives some kinds of responses that provide the learners with a framework for spotting the central meanings and integrating them to each other. Moreover, immediate responses may serve as a basis for some other activity.

(Nobblit,1995:40)

Ur (1996:189) uses the terms “ listening for perception” and “listening for comprehension” in categorizing activities for practicing bottom-up and top-down processing skills. These activities aim at improving “ listening for perception.” The eventual is to provide a basis for students to be able to make the transition from applying only bottom- up processing to including both bottom –up and top-down processing .

Teaching input techniques are important for listening comprehension, listeners can learn and practice effective learning strategies that will aid their listening comprehension (O'Malley ,2003).

P-BT is important in teaching FL listening to develop the learners' concepts . It shows the value of a range of early listening and planning techniques to sort out ideas and likely language . These could include :

- 1) Oraly brainstorming ideas ;
- 2) Making lists of key words in pre-listening essential vocabulary ;
- 3) Hearing dialogues , interviews , debates..etc, that give the students the opportunity to understand real-life situations.

(Moyles,1996:179–180)

2.6.6 The Two Approaches Compared

A comparison between the P-BT and ALM is shown in the following figure:

P-BT	ALM
Build their background knowledge on subject before listening	Start listening without thinking about subject
Have a specific purpose for listening and attempt to a certain speaker's purpose	Have no specific purpose for listening and have not considered speaker's purpose
Tune in and attend	Do not focus attention
Minimize distractions	Create or are influenced by distractions
Give complete attention to listening task and demonstrate interest	Do not give necessary attention to listening task
Using comprehension strategies to check their understanding of message by making connections, making confirming predictions, inferences, evaluating, and reflecting.	Do not use comprehension strategies and not check understanding
Search for meaning	Tune out that which they find uninteresting
Know whether close or cursory listening is required ; adjust their listening behavior accordingly	Do not distinguish whether close or cursory listening is required
Take fewer , more meaningful notes	Try to get every word down or do not take notes at all
Distinguish message from speaker	Judge the message by the speaker's appearance or delivery
Consider the context and "colour"of words	Accept words at face value
Will follow up on presentation by reviewing notes,categorizing ideas,clarifying , reflecting , and acting upon the message	just to receive message without reflection or action.

2.7 Previous Related Studies

2.7.1 O'Malley (2003)

The aim of the study was to focus on the processes of the second language learners who are effective listeners when engaged in listening task in their nonnative language. Researcher has emphasized the teacher role and little to look at the role of the student.

The sample subjects in this study were eleven high school students enrolled in ESL classes who were identified as having limited proficiency in understanding and speaking English and minimal skill in reading and writing English. Teachers of the selected students rated them as effective or ineffective listeners. All of the students were native speakers of Spanish.

Using “think aloud process” of data collection, the researcher asked students (participants) to describe their thoughts during a listening task. Following the pretraining, data were collected individually for each student by taping responses that were then coded. Each session was divided into three sections :

- a) warm up – students were asked general questions about where they were from and how long they had been in the United State;
- b) transition – students were given a math or logic problem and asked to think aloud while solving it;
- c) verbal report stage – students were given three listening task (activities), consisting items such as history lecture or science experiment, and periodically stopped and asked to describe their thoughts.

The results of the study were analyzed student’s responses to determine what strategies effective listeners used to enhance their comprehension. They found that during the perceptual processing phase of listening, attention is crucial, and were able to consciously redirect their focus. After hearing an unknown word or phrase, the inattentive listeners would stop listening and not recognize that they should try to redirect their focus.

2.7.2 Vandergrifit (2002)

The aim has pointed out the powerful role of metacognitive knowledge in learning and the potential for greater use of Metacognitive strategies of enhancing learning to foster learners' autonomy and to foster success in L2 listening. Guiding students to expand their knowledge of the learning process and help them become autonomous language learners.

The sample of the study was the beginning-level core French students (grades 4-6). A total of 420 students from 17 different classes completed at least of the listening task, an accompanying reflective exercise, and questionnaire on the formative qualities of the task and activities. Data were collected as part of a national field -test of formative evaluation instruments developed to assess all language skills core French students at the beginning level.

This study examines student responses to three different listening tasks and accompanying instruments. These instruments engaged students in prediction, evaluation and other reflective exercises on the process of listening.

The results of this study suggest the use of these instruments helped sensitize students to the processes underlying second language LC and tapped their metacognitive knowledge.

2.7.3 Imhof (2000)

The aim of this study was how to monitor listening more efficiently by using Listening Metacognitive Strategies. A strategy is a global representation of the means of reaching a goal. The concern of the current study was placed on the strategy level rather than on the skills level. The investigation tested the efficiency of metacognitive strategies in authentic listening situations to ensure the ecological validity of the result. Using a highly structured self –observation scheme which was to be administered stepwise, the amount of intrusion by the self – observation task should be controlled.

The sample of the study was a total of 42 education students participated. During class sessions, participants were informed about listening strategies and asked to apply them in two authentic listening situations.

the students obtained self –observation logs, which guided the learners through the listening situation, collecting comparative data for the perception of the listening process in the natural and the treatment condition. Interest monitoring, asking pre – questions and elaborate techniques were found to substantially facilitate listening. Listeners reported that they processed the material more open – mindedly and more comprehensively.

The result of the study gave the important use of these strategies to support allocating and sustaining attention, intensified understanding, and improved information retention. The perceived qualities of auditory information processing can be enriched by strategic mental activities, which are tied into the listening process.

2.7.4 Fischer and Hager (1999)

The aim of the study was to develop an authoring system enabling faculty to create multimedia lessons focused on foreign language listening comprehension. The instructional design is based on research in discourse processing theory and foreign language schema theory.

The sample of the study is over 200 faculty members from French to Russian and Chinese. In a carefully controlled experimental situation, students in the experimental group used lessons designed in accordance with the instructional principles, while students in the control group used lessons which followed a more traditional approach found in most conventional listening programmes. Students in the experimental group significantly outperformed students in the control group on all measures used in free recall protocol posttests .

The procedure of the study is to use a set of authoring templates consisting of basic expository displays and four question formats (multiple –choice, checklist, binary checklist, and icons sorting) supported by textual and multimedia feedback.

The result of the study affirms the effective use of the instructional lessons, which enable faculty to develop students' lessons whose instructional features reflect appropriate listening comprehension strategies and model their effective use. In sum, the lessons contain the instructional components and authoring procedures necessary to create rich learning environments in which to guide students' active use of listening comprehension strategies.

2.8 Discussion of previous studies

The relevance of these studies to the present study 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. The following observations can be drawn :

- 1) The previous studies investigated the effectiveness of different teaching techniques and methods. Fischer and Hager's study, for example, maintain the instructional design technique only, whereas Vandergrifit investigated the effectiveness of the instrument techniques that engaged students in prediction, evaluation and reflective exercises on the process of listening. O'Malley used "think aloud process" technique. Imhof uses the self –observation logs, which guide the students in listening situation for the perception of the listening process.
- 2) These techniques were used at different stages of listening. The present study has made use of most of these techniques either before or during listening. For example, it has made use of brainstorming activities before listening to the text to activate students' background knowledge and encourage them to participate in class discussion. Also, it has made use of reciprocal teaching technique in training students in the skill of predicting text content during listening .
- 3) The previous studies were conducted at different stages. Vandergrifit's study was conducted on beginning –levels language learners. O'Malley's study was conducted on the eleven high school students.

- 4) The type of experimental design followed in the previous studies was not the same. For example, in Imhof's study there is one experimental group that the listeners reported that they processed the material more open –mindedly and more comprehensively. Also O'Mally has one experimental group following the pretraining, data were collected individually for each student by taping responses that were then coded. The two other studies Fisher and Hager and Vandergrifit have experimental and control groups, the present study has adopted two groups also.

- 5) As for the sample, the previous studies differ in the size of the sample in Fisher and Hager, Vandergrifit, O'mally et al; and Imhof studies, the sample comprises (420), (11), (200), (42) students respectively. The sample of the present study consists of (60) pupils.

Chapter Three

Procedures

3.1 Preliminary Remarks

As stated in Chapter One, the aim of this study is to assess the effect of using the P-BT in teaching LC to the 4th grade preparatory school learners. The current chapter is concerned with the practical steps followed in carrying out the experimental aspects in order to achieve this aim, and to present the methods used in this investigation, including a discussion of the materials selection, the subjects involved, procedures followed in determining the validity and reliability of the test, and the statistical means .

The main purpose of the experiment was to test the researcher's hypotheses regarding the adequacy of the proposed method P-BT as compared study to the ALM in teaching LC to 4th grade preparatory school learners.

3.2 The Experimental Design

Following a new method in teaching English as a foreign language cannot be taken seriously unless its efficacy is stated. To do so, an experiment was conducted to check if the new method will give better results than the traditional one that is already in use.

The researcher used the “experimental control group design” (Lewin, 1979:52). The form of the design is shown in table (1):

Table (1)

Experimental Design

1	E.G	Pre-test	Independent Variable	Post-test
2	C.G	Pre-test	Post-test

3.3 The Population of the Study

The population of the present study is all the pupils of the 4th year preparatory grade in AL-Amaal secondary school for girls . The design of the experiment includes the selection of two groups randomly..

3.4 The Sample of the Study

Al-Doura sector has been chosen randomly from among the many sectors into which Al-Karkh 2nd is divided. After dropping the names of secondary schools for girls in Al-Doura sector, Al-Amaal Secondary School for Girls has been chosen randomly. (See Appendix A).

The total number of pupils at the 4th preparatory grade in this school was (135) pupils grouped in four sections. Two sections of the four groups were selected randomly. One group was selected as an experimental group (EG) namely (Section B), and the other group as the control group (CG) namely (Section C). The EG was taught LC by following P–BT, while the control group was taught LC following ALM that was recommended by the book itself (Teacher’s Guide).

The number of students in Section B was (33) and in Section C was (32). After excluding the repeaters from both groups, the total number of the whole population subjects was (60), (30) in each group. They represented (0.44) of the whole number of the students in the 4th preparatory level in the school.

3.5 Equivalence of the Sample Subjects

The researcher has equalized the two groups have been equilized by matching them in the following variables:

1. The age of the subjects.
2. The subjects’ level of achievement in English for the previous year 2003.
3. The level of parents’ education .
4. The level of parents’ career.

3.5.1 The Age of the Subjects

The age of the EG is compared to that of the CG. The “t” formula is used for the two independent variables. The average age of the subjects in both groups is roughly the same. The mean (X) value of the experimental group is (90.13) and that of the control group (90.26). The “t” value is (1.85). See table (2) and appendix (E).

Table (2)

**The Mean, Standard Deviation, and “t” value
of the Subjects’ Age**

Variable Group	No.	“X”	SD	t- Value		Degree of freedom	Level of significant
				computed	tabulated		
E.G	30	90.13	0.34	1.85	2.00	58	0.05
C.G	30	90.26	0.42				

3.5.2 The Equivalence Scores in English Language of The Previous Year (2003)

The mean value of the subjects' level of achievement in the previous year 2003 is found to be (66.86) for the EG, and (65.6) for the CG. The "t" value is found to be (0.707) and the level of significance is (0.05) which indicates that there is no significant difference between the two groups. See Table (3) and Appendix B.

Table (3)

The Mean, Standard Deviation, and "t" Value of the Students' Level of Achievement in EL of the Previous Year 2003

Variable Group	No.	"X"	SD	t- Value		Degree of freedom	Level of significant
				computed	tabulated		
C.G	30	66.86	11.15	0.707	2.00	58	0.05
E.G	30	65.6	7.7				

3.5.3 Level of Parents' Education

3.5.3.1 Fathers' Level of Education

The Chi-square was used for both of the independent samples to determine whether there were any significant differences between the two groups in the level of father education. The chi-square is found to be (3.246) at the level of significance of (0.05) which means that there is no significant difference between the two groups concerning this variable See Table (4).

Table (4)
Frequency and Chi-square Value or the Level of Fathers' Education of the Subjects of Both Groups

Stage of Education	Group		Total	Degree of freedom	Chi-square Value	
	E	C			Calculated value	Chi-square Distribution
Primary	8	7	15	5	3.246	11.07
Intermediate	4	6	10			
Secondary	7	8	15			
Institutes	2	3	5			
University	6	4	10			
Higher Education	3	2	5			
Total	30	30	60			

3.5.3.2 Mothers' Level of Education

As for the mothers' level of education, it was treated in the same way as with the level of fathers' education. The chi-square was found to be (9.2) at the level of significance of (0.05) which means that there is no significant difference between the two groups concerning this variable. See Table (5).

Table (5)
Frequency and Chi-square Value or the Level of Mothers' Education of the Subjects of Both Groups

Stage of Education	Group		Total	Degree of freedom	Chi-square Value	
	E	C			Calculated value	Chi-square Distribution
Illiterate	3	7	10	6	9.2	11.07
Primary	7	9	16			
Intermediate	8	10	18			
Secondary	2	1	3			
Institutes	2	1	3			
University	3	2	5			
Higher Education	5	0	5			
Total	30	30	60			

3.5.4 The Level of Parents' Career

3.5.4.1 The Level of Fathers' Career

The Chi-square formula was used also for the two groups to determine whether there was any significant difference between the two groups concerning this variable. The Chi-square value was found to be (0.992) at the level of significant differences between the two samples. See Table (6).

Table (6)
**Frequency and Chi-square Value of the Fathers' Career of
the Subjects of Both Groups**

Type of Career	Group		Total	Degree of freedom	Chi-square	
	E.G	C.G			Calculated value	Chi-square Distribution
Employer	10	7	17	2	0.992	5.99
Military Officer	9	12	21			
Self Employed	9	8	17			
Total	28	27	55*			

*There are (5) dead fathers.

3.5.4.2 The Level of Mothers' Career

As for the mothers' career, it was treated in the same way as with the fathers' education. The Chi-square value is found to be (0.19) at the level of significance of (0.05), which indicates that there is no significant difference between the two groups in this variable. See Table (7).

Table (7)
Frequency and Chi-square Value of the Mothers' Career of
the Subjects of the Both Groups

Type of Career	Group		Total	Degree of freedom	Chi-square	
	E	C			Calculated value	Chi-squar Distribution
Government Employer	19	17	36	1	3.014	3.84
Housewife	10	13	23			
Total	29	30	59**			

**There is (1) dead mother.

3.6 The Selection and Application of The Instructional Material

The instructional material selected for this study included the passages that have not been studied by the subjects from (Hill, 2000). These passages are untitled (See Appendix B).

The teaching of LC for both groups started on the 9th of October 2004, and lasted for 12 weeks, i.e., for about (24) class periods with a rate of two classes in one week one passage in each class period.

- A. The researcher taught the control group (Section C) according to the traditional method of teaching LC that is recommended in the “Teacher’s Guide” by AL-Hamash (1994:21-22). The traditional method was built around Audio-Lingual Method to language teaching. The researcher adopted the same steps described in “Teacher’s Guide” as explained in (2.5.1) the steps of the traditional method.
- B. As for the experimental group (Section B); the researcher has taught the same text according to Process-Based Technique. According to it, the presentation of every LC lesson was divided into three parts, pre-listening, during listening, and post-listening:
 - 1. **Pre-Listening Activities:** The teacher reads (or plays the recorder) the passage one time and explains the complex vocabulary and terms which are difficult to understand by the learners and writes them on the board and asks them to give the synonyms, to think about the sort of information and vocabulary they might expect to hear. Thus, the learners are helped to recognize the actual words used in the passage, to predict the content of what they will hear and to draw inferences. Then the teacher reads or plays the tape-recorder of the text another time with different speed with full part of sentences.

2. **While–Listening:** The teacher asks the student while they listen to the passage to explain the meaning and the events in the native language and then describe it in the English language. At this stage, the main important point is that the pupils are encouraged to gather detailed and specific information from the passage while they are listening to it .The teacher should regularly check on their progress so that recognition can be given to those who do well and those who have difficulty.

3. **Post-listening Activities:** The teacher copies questions related to the text (or passage) that is comprehended and gives them to the pupils to answer. At the first part of this stage, the teacher asks the students (pupils) if there are any questions about this passage.At the end, the teacher asks the pupils to give a better title that is related to the passage’s subject.See (Appendix C) for the full text of the sample of the lesson plan.

3.7 The Test

“Tests, like examinations , invite candidates concentrated fashion , so the results can be graded and inforces made from the standard of performance in the test about the general standard of performance that came to be expected from the candidate, either at the time of the test or at some future time”(Allen and Corder ,313:1974).

Before constructing the test, there must be a careful selection of a material to meet the needs to the objectives that are stated in the first chapter. In this respect, pointed out that “the first task in constructing a test is to decide what is to be tested ” (Brown,1977:12).

As the test was designed for the 4th preparatory pupils, the teacher (researcher) has to select her test materials carefully after having consulted many references dealing with LC materials. Thus, the test material was not restricted to the textbooks content but rather to test what might be reasonably thought as required for the test. In addition, the researcher prefers not to choose the material from the students' book (Teachers' Guide), which has clear idea and simple words that deal with LC passages for the preparatory stage, but unseen passage to enhance the abilities .

3.7.1 Tape –Recorder Technique

In order to produce materials which are pleasant and possible to listen by using the tape –recorder technique, the following consideration could be regarded :

- a. Arrange surroundings
- b. location ,set up a microphon ,
- c. position ,
- d. edit text ,
- e. content ..etc.(Best,1992:149).

Listening to a tape–recorder is a commonly used technique as a test of LC.The recorded material of the presented test consists of two passages; the first one is a narrative passage about an old man whereas the second is a conversation between an old woman and her interviewer as a descriptive passage. These two types represent the native speakers of English in unrehearsed, typical situations where natural language, with its pauses and natural intonation patterns are clearly reflected. Moreover, it moves from one situation to another that is concerned with specific ideas extracted from various daily life situations, for example, the weather, the nature, and life childhood memory, etc. Those situations demand from the listener to remember the situation quickly and with accuracy. These two types are samples of a large variety of different types of listening occurring in real life.

3.7.2 Selection of Test Materials

The researcher has constructed a written test that measures the comprehension ability of the students in everyday situations. This written test was constructed and administered on the sample of this study.

As mentioned previously, the same LC texts used for the pre-test are used in the post-test. The texts are untitled. At the end of the test, the teacher asked the students to give a suitable title. They are two texts; the first one is adopted from Hill's *Introductory Steps to Understanding* (2000). It is a series of practice books: introductory, elementary, intermediate, and advanced levels with instructional exercises. The researcher has chosen the passage from the first one that deals with the first stage of LC learning. These four books are intended to help students study English as a foreign language more easily and comprehendingly. They are provided with the cassette that can help the teacher in his/her work and enable the students to hear a native speaker. The second is a conversation extracted from a German book *Das VH5 Zertifikat English* that consists of a LC test presented in Germany to students who study English as a FL.

There are two points that should be taken into consideration when choosing the material:

1. It should be designed and written for students learning English as a FL and they are recorded by native speakers of English.
2. It should have the sense of reality. Moreover, it includes actual situations.

3.7.3 Constructing and Forming the Test Items

Forming instruction aims at developing a wide variety of LC skills and language aspects ,i.e., developing a variety of bottom-up processes and top-down processes skills (e.g. developing student's ability to understand : vocabulary items , grammatical structures , new ideas and thoughts , different text structures , etc.) . Hence , when designing the test items the researcher has chosen the literal and inferential levels to be the criteria in the light of which the test is constructed.The following are the LC skills listed by Rubin (1982:208) :

A. The Literal Level , which deals with the text explicit content, i.e., testing students' understanding information and gaining the facts from literal meaning , and getting the ideas explicitly stated in the text through five subskills . They are :

1. Recognizing the details.
2. Recognizing the main idea.
3. Recognizing the comparisons.
4. Recognizing the cause and effect relationship.
5. Recognizing character traits.

B. The Inferential Level , which deals with the text implicit content,i.e., Testing student's understanding information and ideas implicitly stated in the text through :

1. Inferring supporting details .
2. Inferring main idea.
3. Inferring the cause and effect relationships.
4. predicting outcomes.

3.7.4 Scoring

A score is defined as “the numerical or mark received by an individual on a test or part of a test based on the number of correct responses.” (Saleemi, 1988:6). So, the researcher has given one mark for the correct answer of each item, and a zero for the wrong one. There are (42) items in the test; thus, a high mark is (42) while a zero is the lowest. All the answer sheets were scored by the researcher herself .As for multiple-choice items, the failure to tick any choice has been considered a wrong response.

3.7.5 Test Validity

The term “validity” is defined as the “accuracy with which a set of a test scores measures what it ought to measure.” (Ebel, 1972:435).Validity has to do with how well a test actually measures what it is intended to measure (Madsen, 1983:178). The term validity implies two kinds :

- a) **Face Validity**, which is “the degree to which a test appears to measure the knowledge or abilities it claims to measure, it is based on subjective judgement of an observer ” (Richard et al., 1985:102).

Harris (1969:19) also defines face validity as “ the way the test looks to the examinees, test administrators, educators and the like”. This means how the test items look to the examiners, test administrators and educators.

In order to secure the face validity of the test and to avoid any ambiguity to check whether the test items are suitable and practical or not, the test has been exposed to a jury of experts for evaluation , a jury of university teaching staff members who are known for their long experience in the field of TEFL, Linguistics, language testing, and statistics.. Moreover, they were provided with cassettes that include the material of the test. The jurors are asked to modify, add or change anything they do not find appropriate in the test. After discussion with many experts in EFL and linguistics, they were asked to decide whether :

1. The two texts of the test are suitable or not;
2. each item is suitable or not,
3. the testing items do test LC or not.

b) **Content Validity**, which is “based on the degree to which a test adequately and sufficiently measures the particular skills or behaviour it sets out to measure.” (Richard et al., 1985:61). It is concerned with the relationship between test or examination content and detailed curriculum aim (Pilliner, 1968:32). The test has content validity since it is constructed to achieve the purpose of this study(Harris ,1969:18).

They all agreed that the test was within the accepted standards of the pupils’ knowledge of English at the 4th preparatory grade and that the test items test LC skills.

It is relevant here to mention that if the test items appear to an expert judge to be suitable for the purpose for which the test is to be used, the test has face validity (Lyman, 1971:18).See table (10) .

Table (8)**Names of the jury members**

No.	Name	College
	Prof.Sabah Al-Rawi,PhD	College of Languages, B.U
	Asst.Prof. Firas Awwad	College of Education /Ibn – Rushd , B.U.
	Asst.Prof.Lamia Al-Ani	College of Education /Ibn – Rushd , B.U.
	Asst.Prof. Dr, Abdul- Hameed Saad	College of Languages , B.U.
	Inst.Salam Hamid	College of Education / Ibin Rushed , B.U.
	Asst.Prof. Layla Al-Haj	College of Education for Women, B.U.
	Asst.Prof.Shatha Al-Saa'di	College of Education for Women, B.U.
	Asst.Prof.Nejat Al-Jubouri	College of Education for Women, B.U.
	Inst.Yasemin Hikmat	College of Education for Women, B.U.
	Inst. Ameera Abadi	College of Education for Women, B.U.

3.8 The Pilot Study

After securing the validity of the test, a pilot study has been carried out on 2nd of October, 2004. The test has been given to (100) pupils chosen randomly from the 4th grade that form the sample of the study. The pupils were from 4 schools for boys and girls; 2 schools from Al-Rusafa and the others from Al-Kharkh. The aims behind conducting the pilot study were to:

1. Determine the difficulty level of the items.
2. See whether distractors were suitable or not .
3. Estimate the discrimination of the items.
4. Limit the time needed for the test .
5. Modify or omit the items that were not suitable for those students.

In order to avoid any acoustic defection, the researcher has made several try outs to find the appropriate place, that is to say, playing the recorder inside some of the classrooms in order to check that there was no echo that might affect the students' listening. Furthermore, the experiment was carried out in the morning in order to avoid fatigue. Then a comfortable room was chosen—under the conditions mentioned above- for testing the students. Instructions concerning the testees were explained by the researcher in Arabic in order to avoid any ambiguity despite the fact that these instructions are recorded in English. Moreover, the students were given an example on the instruction page of the test in order to answer the questions. The test took about (40) minutes.

3.8.1 The Difficulty Level of the Items

One of the aims of the pilot study was to find whether any item was too difficult or too easy. In this respect, Cervants(1989:11) defines item analysis as “a means of estimating how much information each single item in a test contributes to the information provided by the test as a whole.It enables the test writer to find out how easy or difficult an item is,and how well it distinguishes the better students from the poorer ones.”

In addition to these two points (difficulty and discrimination level), there is another point that takes place in the process of item analysis that is the distracter level through which the researcher finds “which distracters are working as they should.” (Madsen, 1983:180).Wingard(1981:183-184) concludes that without item analysis, testing-especially multiple-choice testing –is shooting in the dark.” He continues to say that difficulty level (DL) means what proportion of the target population gets the item right. It can be expressed as a percentage, giving as a clear idea of the difficulty of the item in comparison with the difficulty of the other items”.

After scoring the test papers, the researcher has arranged the scored test in order of scores from high to low .She has separated two groups of test papers: an upper group consisting of (27) pupils of the total group who received the highest scores on the test and a lower group consisting of an equal number of pupils from those who received the lowest scores. In order to find DL of each item ,the following formula is used :

$$\text{DL} = \frac{\text{High Correct} + \text{Low Correct}}{\text{Total Number in Sample}} \quad (\text{Madsen, 1983:181})$$

According to Madsen's formula, the sample of the pilot study was divided into two divisions. Madsen formula for two independent samples has been used to check the discrimination power (DP) of the test items and their difficulty level (DL).

“A test is considered too easy if more than 90 % get it right .And an item is considered too difficult if fewer than 30 % get it right.” (Madisen,1983: 182).Therefore, two items were found to have an unacceptable DL,they were less than 30 % the item number (1) and the item number (27),so these two items were dropped.To this effect, Wingard (1981:184) concluded that “the pilot version should include more items than you need for the final version, so that you can throw out any items which prove unsatisfactory while still having enough tried and tested items for the final version.” In the present study the DL of the items of the pilot study ranges from 30% to 80%.

Table (9)
Item Discrimination Power (DP)

Item No.	DP	Item No.	DP
1	0.11	23	0.66
2	0.40	24	0.37
3	0.33	25	0.55
4	0.48	26	0.29
5	0.40	27	0.3
6	0.25	28	0.7
7	0.2	29	0.74
8	0.40	30	0.7
9	0.59	31	0.29
10	0.77	32	0.37
11	0.48	33	33
12	0.66	34	0.33
13	0.66	35	0.37
14	0.66	36	0.66
15	0.70	37	0.29
16	0.55	38	0.40
17	0.55	39	0.37
18	0.55	40	0.25
19	0.62	41	0.62
20	0.55	42	0.66
21	0.77	43	0.74
22	0.74	44	0.07

3.9 Test Reliability

It is an important characteristic for any test to check its reliability. It refers to the suitability of consisting the measurement of the test scores (Underhill, 1987:107). Reliability is defined through stating these questions “Are markers consistent with themselves in the scores they give, or do their standards vary from day to day? Are there big differences in the marks awarded by different markers? Does the test procedure itself seem to produce consistent scores? . Also, reliability is defined as a test whose scores remain relatively stable from one administrator to another. There are five methods to obtain test reliability, they are:

1. Yield reader reliability,
2. test–retest.
3. equivalent forms.
4. split halves.
5. Kuder–Richardson. (Ebel, 1972:410)

The researcher used test–re–test method in order to gain the reliability of the test. According to this method, the researcher has given the same students two times. To this effect,(Ebel, 1972 :412) says “This would provide two scores for each individual tested. The correlation between the set of scores obtained on the first administration of the test and that obtained on the second administration yields a test–re–test reliability coefficient.”

To establish the reliability of the test, 15 students were randomly selected and re-examined after 15 days of the first administration on 17th of October 2004 .The papers were corrected and, by using Pearson’s formula below, the reliability coefficient of the test computed was (0.97). The reliability coefficient of a LC test would be acceptable if it is not less than (0.50). The figure (0.97) above ensures the high reliability of the test.

Pearson's Formula reads as follows:

$$r_{xy} = \frac{n \sum XiYi - (\sum Xi)(\sum Yi)}{\sqrt{[n \sum Xi^2 - (\sum Xi)^2][n \sum Yi^2 - (\sum Yi)^2]}}$$

Where :

r = Correlation Coefficient

n = Sample size

$\sum Xi$ = The sum of x scores (odd items)

$\sum Yi$ = The sum of y scores (even items)

$\sum Xi^2$ = The sum of the squares of x scores

$\sum Yi^2$ = The sum of the squares of y scores

$\sum XY$ = The sum of the products of x and y scores for each pupil

On the basis of the results of the pilot test, the final version of the test has been prepared in full .The version secures the essential features of a good test: content and face validity, satisfactory discrimination power and difficulty level, and satisfactory coefficient of reliability. Accordingly, the test was ready to be applied.

3.9.1 Final Administration of the Pre –Test

According to the preceded procedures through which item analysis and reliability were obtained, the test was improved to have the qualities of a good test. This improvement is taken from the specialists' points of view in the field of testing. Therefore, the test is suitable for its final administration. The pre-test was conducted on 20th and 21st of October 2004 .The pre-test was administered on the sample of the study for both groups, Experimental (EG) and Control (CG).

The study subjects totaling (60) for both groups in Al-Amaal Secondary School for Girls. After the test papers were distributed, the instructions of the test are explained in Arabic in order to avoid ambiguity. The test is administered in two successive mornings and the responses are corrected by the researcher herself. The following are the achievement scores of the experimental and control groups in the pre-test arranged in a descending order.

Students were informed that their listening to the tape recorder might give themselves real assessment of the degree of understanding the SEL (speaking English language). The purpose was to motivate the students to interact with the test more effectively. The test lasted for (45) minutes for each passage. There are two aims behind carrying out the pre–test:

1. The first is to equalize the subjects of the control group, with that of the experimental group.
2. the second is to compare the students' achievement scores in the pre–test with that of the same students in the post test.

Table (11) explains the achievement scores of the EG and CG in Pre– test of LC.

Table (10)**Achievment Scores of The E.G and C.G in The Pre–Test of LC**

Pre -Test			
E.G		C.G	
Subjects	Scores	Subjects	Scores
1	12	1	9
2	19	2	11
3	13	3	12
4	14	4	10
5	12	5	10
6	11	6	9
7	19	7	7
8	15	8	17
9	17	9	5
10	15	10	8
11	17	11	8
12	15	12	13
13	10	13	7
14	10	14	10
15	38	15	12
16	38	16	17
17	34	17	40
18	41	18	35
19	19	19	30
20	15	20	38
21	23	21	37
22	15	22	37
23	17	23	16
24	11	24	18
25	40	25	17
26	28	26	20
27	14	27	19
28	13	28	15
29	11	29	22
30	5	30	12

3.9.2 Final Administration of the post –Test

At the end of the teaching period, the students of the CG and the EG were post-tested on the 28th, 29th of December, 2004. The same testing procedures were followed in conducting the test. After the end of the experiment, the post-test is administered to the two groups. The same LC texts are used for both the pre-test and the post-test. The test is administered in two successive mornings (28th, 29th of December, 2004). For motivation, the pupils are informed that a good score would be taken into consideration in the assessment of their class effort .

In addition, proper testing conditions are provided and full control is practised to avoid any extraneous factor that may interfere as a possible variable in the discrimination of the test.

Table (12) explains the achievement scores of the E.G and C.G in Post-test of LC

Table (11)**Achievment Scores of The E.G and C.G in The Post–Test of LC**

Post-Test			
E.G		C.G	
Subjects	Scores	Subjects	Scores
1	25	1	18
2	24	2	10
3	21	3	14
4	32	4	12
5	22	5	10
6	26	6	12
7	20	7	11
8	32	8	16
9	26	9	9
10	33	10	14
11	25	11	7
12	24	12	10
13	21	13	15
14	19	14	14
15	40	15	42
16	40	16	38
17	38	17	32
18	40	18	40
19	20	19	35
20	20	20	36
21	18	21	18
22	29	22	18
23	20	23	16
24	29	24	17
25	39	25	20
26	26	26	18
27	17	27	21
28	14	28	17
29	15	29	4
30	9	30	12

3.10 Statistical Formulas Used in the Study

Several statistical means have been used to achieve the objectives of the research .These include the following :

1. Percentage : This means has been used to find out the percentage of the corect answers of each level and subskill among the whole sample .
2. Person's Formula for correleation coefficient was used to measure reliability of the test .
3. T-Test has been used to determine whether there is any significant difference between the means of two sets of scores or between the coefficients of coreelation .(Sallemi, 1988:6).

Chapter Four

Analysis of Results

4.1 Introductory Notes

Statistical tools were used to analyze the results obtained from the test. The mean (\bar{X}), standard deviation (S.D) and “t” formula were used to determine whether there was a significant difference between the experimental group and the control group in the pre–test, and post–test. The same statistical tools were used to compare the scores of the pre-test and post test in the experimental group on the one hand; scores of the pre –test and post test in the control group on the other hand . The chapter tries to state the statistical procedures of the hypotheses .

- 1. Comparison of the E.G and C.G in Pre –Test Scores .**
- 2. Comparison of the E.G and C. G in Post – Test.**
- 3. Comparison of the pre –test and post –test scores :**
 - A. Comparison of the Pre –Test and Post –Test Scores of the E. G**
 - B. Comparison of the Pre-Test and Post –Test scores of the C. G .**

4.2 Comparison of the E.G and C.G in Pre –Test Scores

The mean score of the experimental group was compared to that of the control group in the total scores of the pre-test. The mean was found to be (18.6) for the experimental group and (17.366) for the control group.

The “t” formula was used to find out if there is a significant difference between the mean scores of the two groups. The “t” value was found to be (1.4) which indicates that there is no significant difference at (0.05) level of significance and a degree of freedom (58) between the two groups. This proves that the experimental group is equivalent with the control group in pre-test, which indicates that, the null hypothesis which sets in 1.3 number (1) is not refuted, because statistically there are no differences between the experimental and control group in pre – test. See table (13) and Appendix (F).

Table (12)

Mean, Standard Deviation and “T” Value of the Pre-Test Scores of Both Groups

Variable Group	No.of Subjects	“X”	SD	T- Value		Degree of freedom	Level of significant
				computed	tabulated		
G (B)	30	18.6	9.97	1.4	2.00	58	0.05
G(C)	30	17.366	10.522				

4.3 Comparison of the E.G and C. G in Post – Test

The mean score of the experimental group is compared to that of the control group in the total scores of the post-test. The mean is found to be (25.35) for the experimental group and (18.233) for the control group. The “ t” formula is used to find out if there is a significant difference between the mean scores of the two groups. The “t” value is found to be (4.108), which indicates that there is a significant difference at (0.05) level of significance and a degree of freedom (58) between the two groups. This proves that the experimental group is better than the control group, which indicates that the null hypothesis is refused . At the same time, this reveals the fact that the achievement of students taught listening according to “ P-BT” is superior to that of the students taught according to the traditional teaching of LC “ALM”, i.e., the “P–BT” is found to be more effective than the “ALM”. See table (14) and Appendix (G).

Table (13)

Mean, Standard Deviation and “T” Value of the Post–Test Scores of Both Groups

Variable Group	No.of Subjects	“X”	SD	T- Value		Level of significance	Degree of freedom
				computed	tabulated		
G (B)	30	25.35	8.26	4.108	2.00	0.05	58
G(C)	30	18.233	10.72				

4.4 Comparison of the Pre –Test and post –test scores

4.4.1 Comparison of the Pre and Post –Test Scores of the E. G

The “T” formula is also used to determine whether there is a significant difference between the mean scores of the pre –test, which is found to be (18.6), and mean scores of the post –test, which is found to be (25.35) for the experimental group. The “ t” value is found to be (0.454) at level of significance of (0.05) and a degree of freedom (58), which indicates that there is a significant difference between the two test scores. This means that the experimental group is much better in the post –test than in the pre –test. This is due to the type of teaching the experimental group they received which is built around “ P-BT”. See table (15) and Appendix (H).

Table (14)

Mean, Standard Deviation and “t” Value of the Pre–Test Scores of E. G

Variable Group	No.of Subjects	“X”	SD	t- Value		Level of Significance	Degree of freedom
				computed	tabulated		
E.G							
PRE-TEST	30	18.6	9.97	0.454	2.00	0.05	58
POST-TEST	30	25.53	8.26				

4.4.2 Comparison of the Pre and Post –Test scores of the C. G

The mean scores of the control group in the pre-test is found to be (17.366), whereas in the post test is found to be (18.233) to check if there is a significant difference between the scores of the control group in the pre and post – tests, the “t” value calculated is found to be (4.07) at level of significant of (0.05), which indicates that there is a slight difference between them, and the progress in the performance of the control group in the post test is a little better in the pre – test. See table (16) and Appendix (I).

Table(15)

Mean, Standard Deviation and “T” Value of the Post–Test Scores of C. G

Variable Group	No.of Subjects	“X”	SD	T- Value		Level of significanc	Degree of freedom
				Computed	tabulated		
C.G							
PRE-TEST	30	17.366	10.522	4.07	2.00	0.05	58
POST-TEST	30	18.233	10.72				

4.5 Discussion of the Results

The statistical analysis of the results indicates that the mean value of the experimental group is found to be (25.35), and it is higher than the mean value of the control group in the post-test which is found to be (18.233). This means that the achievement of the learners of the experimental group is significantly higher than that of the control group on the total scores of the post-test .

This indicates that “ P-BT”, which is used to teach LC for the E.G is more useful and more favorable to learning than the traditional (i.e., ALM) one.

The present study revealed the following :

1. The results of the present study revealed that there were significant differences between the subjects of the control group and those of the experimental one. This means that the achievement of the experimental subjects who were aware of instructional listening lesson that organize competence in the post-test was higher than that of the control group, who were unaware of the organizational listening lesson plan.
2. The results of the present study indicated that there were significant differences between the achievement of the experimental group in pre-test and post-test. this refers highly to the degree of comprehensiveness of the material, and listeners reported that they processed the material more open-mindedly and more comprehensively. Findings suggest that the perceived qualities of auditory information processing can be enriched by strategic mental activities, which are tied into the listening process.

3. There was a significant difference between the achievement scores of the pre and post-test of the experimental group. Student's comments evidenced a high degree of task and strategic knowledge and, to a lesser degree, person knowledge. Evidence from this study supports the argument that reflection on the processes of listening can help students develop metacognitive knowledge and potentially, achieve greater success on these types of L2 listening tasks.

4. The results prove that the effective listeners in the study were able to recognize when they became inattentive and were able to consciously redirect their focus. After hearing an unknown word or phrase, the inattentive listeners would stop listening and not recognize that they should try to redirect their focus.

Chapter Five

Conclusions, Recommendations, and Suggestions For Further Research

5.1 Conclusions

In the light of the findings of the study, the fact that the difference in the performance of the experimental group in the post-test has turned out to be statistically significant may be attributed to one or more of the following factors:

1. The improvement of the achievement of the experimental group over the control group led to the conclusion that within the limits of the design and implementation procedures of the study, teaching listening through P–BT proved to be more vital and useful for the EFL students, than through traditional teaching method ALM .
2. The use of the P–BT can improve the learners’ competence in the FL and transform the static description of structural items or instructions into dynamic process where the learner operates on the three stages (pre , during , and post–listening .
3. The use of tasks, which encourages thinking on the part of the learners with emphasis on the procedures rather than on the content enables students to learn the FL in a natural and realistic way.
4. It is also concluded that learners should focus on communicating an idea or opinion on authentic materials rather than on the language forms themselves. In such situations the speakers subconsciously use grammatical rules acquired to convey the message.

5.2 Pedagogical Recommendations

The study recommends some aspects to be considered in teaching listening. These include the following :

5.2.1 The Listening Instruction Programme

A lot of attention should be paid to the LC programme in terms of the period of instruction , i.e., (10) minutes once lesson in a week is not enough due to the various activities necessary for each stage of listening (pre,during,and post–listening activities) which can be exploited for the improvement of students’ strategies and their capacity in the FL.

5.2.2 The Teacher

Teaching LC according to P–BT requires a highly qualified teacher who should adopt every possible and proper fruitful and succesful intiative,i.e., he /she should give students the opportunity to express whatever they know about the topic of LC text ; and should also maintain students’ interest , attention and interaction by applying various activities such as questions ,discussion ,game ,etc.

5.2.3 The Learners

Through P-BT ,learners can improve their level of comprehension of LC text through participation in listening activities . They should also have self–confidence , free self–expression in which they relate what they already know about the text . All these things may help them fully comprehend the LC text .

5.2.4 The Texts

LC texts should be interesting and within student’s goals , background knowledge and level of comprehension , otherwise , students will have difficulty in comprehending such texts and mastering the appropriate strategies they can make use of in the future . the teacher needs additional time to familiarize students with the LC text ; a matter that will consequently lessen the time necessary for students to comprehend the text .Furthermore text–book writers should take into consideration the importance of LC .

5.2.5 Encouraging Extensive Listening

Extensive listening is very important for building up fluency and mastering various strategies the learner has aquired during the LC lessons ,i.e., the more learners listen , the higher their speed comprehend and automatic recognition skills . This leads to a better understanding and students may find more enjoyment in listening.

5.3 Suggestions for Further Research

In the light of the findings of the study , teaching LC activities suggested in the present study can be applied to :

- 1.A study is needed to investigate the effectiveness of P-BT on other levels /levels stages of learning:college ,and teacher's institutes.
- 2.A research on the effect of using P-BT on other skills is to be carried out .
3. A similar study may be conducted in colleges for both sexes (males & females).

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A Thesis

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Women /University of Baghdad in a Partial Fulfilment of the Requirements
for the Degree of Master of Education in Methods of Teaching English as a
Foreign Language**

By

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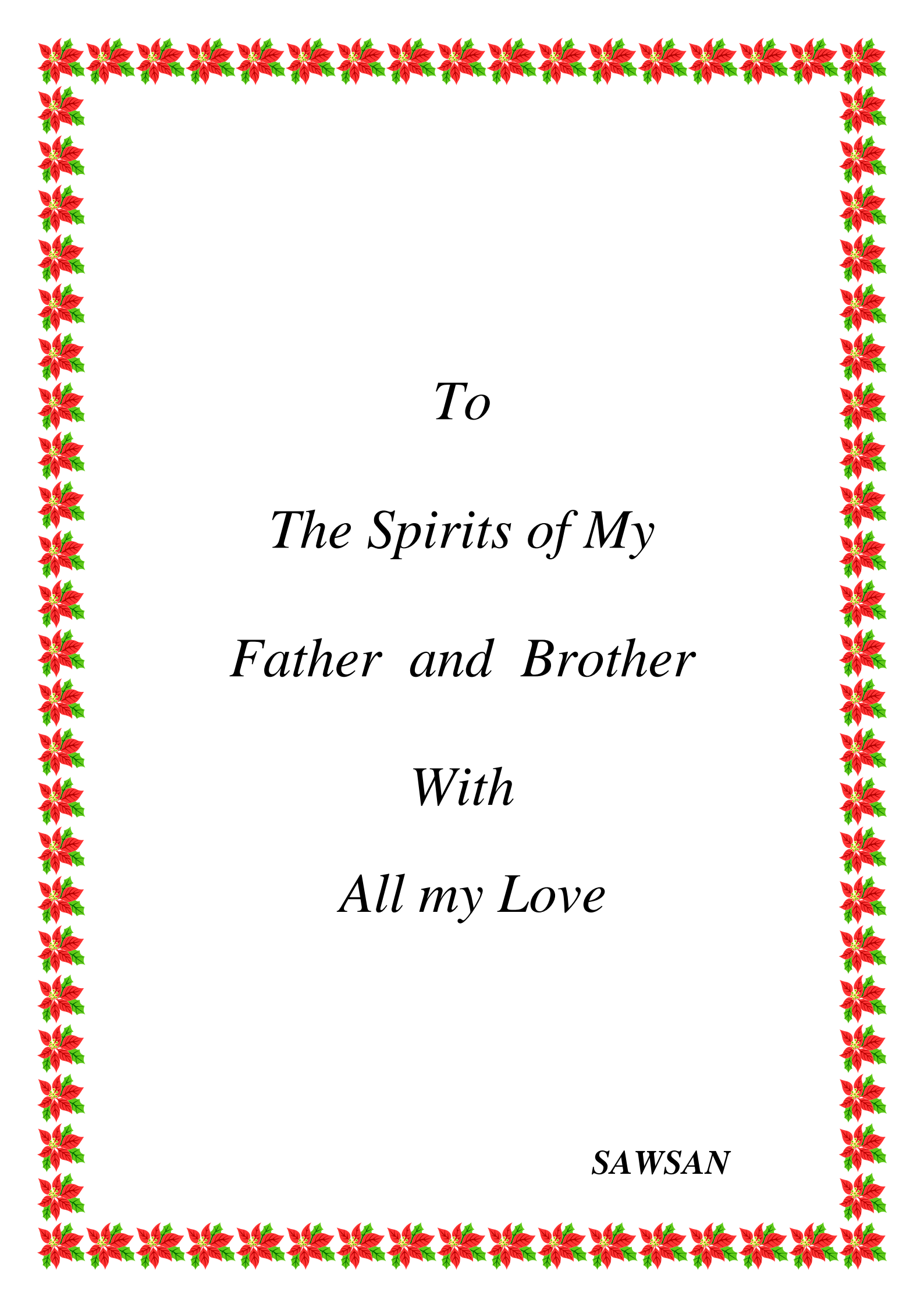
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

" وَقُلِّ رَبِّي زِدْنِي عِلْمًا "

صدق الله العظيم

(سورة طه/الآية ١١٤)



To

The Spirits of My

Father and Brother

With

All my Love

SAWSAN

