

**Diyala University**

**College of Basic Educational**

**Department of English Language**

**The Effect of Using Modified Lecture on Listening  
Comprehension skill for English Department Students at Diyala  
University**

أثر استخدام المحاضرة المعدلة في مهارة الاستيعاب السمعي لدى طلبة قسم اللغة  
الانجليزية في جامعة ديالى

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# **The Effect of Using Modified Lecture on Listening Comprehension skill for English Department Students at Diyala University**

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## **Abstract**

This study aimed at answering the following question :

- What is the effect of using modified lecture on the listening comprehension skill of second level students in basic education college at Diyala University ?

The study sample consisted of (50) students from the second level in the English language department/ College of Basic Education in Diyala University. It was distributed into two groups: the experimental group (25 students) was taught comprehension by using modified lecture , and the control group (25 students) was taught comprehension by using the traditional method.

The main instrument of the present study was: the listening comprehension skill is measured by using an achievement test. The researcher assured its validity and reliability of the instrument. Means, standard deviations ANCOVA were used to analyze the data.

The statistical analysis showed the following results:

- There are statistical significant differences in the mean scores between the experimental group students, and the control group students in favor of the experimental group.

In line with this, the researcher recommends using modified lecture to develop listening comprehension , among English majors.

The researcher also suggests that further studies should be conducted by using the Lecture Modified method in another variables rather than teaching method .

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جامعة ديالى

اعداد

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الملخص

هدفت الدراسة الحالية الى الاجابة على السؤال الآتي:

- ما أثر استخدام المحاضرة المعدلة في مهارة الاستيعاب السمعي لدى طلبة قسم اللغة الانكليزية بكلية التربية الاساسية في جامعة ديالى .

وتألفت عينة الدراسة من (٥٠) طالبا وطالبة من المرحلة الثانية في قسم اللغة الانكليزية بكلية

التربية الأساسية في جامعة ديالى، تم توزيعهم الى مجموعتين: المجموعة التجريبية وتم تدريس

مادة الاستيعاب باستخدام المحاضرة المعدلة، وتضم (٢٥) طالباً وطالبة، والمجموعة الضابطة وتم تدريس مادة الاستيعاب بالطريقة المعتادة السائدة، وتضم (٢٥) طالبا وطالبة.

وقامت الباحثة بقياس الاستيعاب السمعي باستخدام اختبار التحصيل كاداة رئيسية للبحث، وتم التحقق من صدقه وثباته، كما تم تحليل البيانات باستخدام تحليل التباين المصاحب (ANCOVA) .

وأظهرت نتائج التحليل الإحصائي الآتي:

وجود فروق ذات دلالة إحصائية في الاستيعاب السمعي في الاداء البعدي لأفراد عينة الدراسة، إذ أن هناك أثراً لاستخدام المحاضرة المعدلة في اختبار الاستيعاب السمعي لدى الطلبة الذين تم استخدام المحاضرة المعدلة معهم.

وفي ضوء نتائج الدراسة، أوصت الباحثة بأهمية تفعيل استخدام المحاضرة المعدلة لما لها من أثر على الاستيعاب السمعي لدى أفراد عينة الدراسة، مع ضرورة الاطلاع على الاساليب الحديثة التي يتم استخدامها في تطبيق المحاضرة المعدلة لتحسين مهارات اللغة الانكليزية الاربعة (القراءة، الكتابة، الاستماع، الكلام) لدى طلبة المرحلة الثانية في قسم اللغة الانكليزية.

إضافةً الى ذلك اقترحت الباحثة إجراء دراسات مشابهة تتناول اثر استخدام المحاضرة المعدلة في مهارات اخرى غير الاستيعاب بالإضافة الى اجراء دراسات تقويمية لمقررات مادة الاستيعاب لطلبة المرحلة الثانية في قسم اللغة الانكليزية.

## **Introduction :**

Many new ideas and methods have emerged to develop the educational process through transferring knowledge to the learner in order to motivate her. In addition to raise the level of the teacher, during teaching-learning process. All these processes aim to reach the best results desired by developed communities. Since the learner is the main focus of the teaching-learning process, it became necessary to use new methods that take in account individual differences between learners in regard to cognitive the methods.

Using modern teaching methods such as modified lecture regard one of the modern and important approaches to develop processes learning .

Taking care of strategies and methods that targets the improvement of the educational process has emerged, and the variety of implementing them has become a need and a must, since every teaching method has certain advantages and pros which make it suitable for a certain educational subject and unsuitable for another. This variety of implementation must correspond with the teacher's abilities, subject matters and the teaching context. (Klassen, 2002)

Therefore, the researcher believes that the importance of the study will be clear when utilizing modified lecture and getting its results about listening comprehension skill for English department students at Diyala University .

### **Statements of the Problem**

The comprehension subject- matter is a difficult one in English language department and this is attributed to reasons, including :Teaching reasons related to the methods used in teaching English language . Teaching this subject matter which contains passages are not taught except by modified lecture method which focuses on memorizing passages of the comprehension subject's terms contained in the traditional method that only consider modified lecture as a mean to interest students as well as enhance their listening comprehension level.

This current problem of the research emerged, which focuses on discovering the effect of using modified lecture in listening comprehension for English department students in basic education college at Diyala university .

### **Aim of the study:**

This study aims at answering the following question:

What is the effect of using the modified lecture method on second stage for English department students in listening comprehension skill in basic education collage at Diyala University .

**Hypothesis of the study:**

To answer the question of the study, the following hypothesis was tested:

-There are no significant differences at the level ( $\alpha \leq 0.05$ ) in the listening comprehension in mean scores of listen comprehension test of English language students that can attributed to using the modified lecture method.

**Value of the study:**

It is hoped that finding of the present study will be of some values to:

- 1- Supervisors to reconsider curricula and textbooks.
- 2- Teaching staff members of English language departments at the university level can benefit from the researchers work in preparing study units by using the modified lecture method.

**Limits of the study:**

This study is implemented to the second stage students at English language department in college of Basic Education college at Diyala University, during the second course of the academic year 2016 / 2017.

**Definition of Terms:**

The most important terms of the study are as follows:

**Modified lecture:** processes adding to traditional lecture for a period that lasts between (50-60) minutes, by asking a number of questions and discussing them with students, to activate the lecture or work on activating them. (Saadeh,2010)

**Listening comprehension:** "listening is not a one way street. It is not merely the process of a unidirectional receiving of audible symbols. One facet- the first step- of listening comprehension is the psychomotor process of receiving sound waves through the ear and transmitting nerve impulses to the brain". (Brown ,2001)

## **Procedures :**

This chapter addresses several related issues, such as methodology, population, sample, tools, variables, procedures and statistical methods. Below is the explanation concerning these subtitles :

### **Procedures of the study:**

Quazi-experimental Design has been used in this study with two groups: experimental and control, so that the modified lecture method is applied on the experimental group students, while the traditional method was applied on the control group students.

### **Population the Study:**

The study population consists of all the second level students in the English language department at the Basic College of Education / University of Diyala totaling 106 students.

### **Sample of the study:**

The sample of this study includes 50 students representing of 47% of the population are chosen purposefully from the second stage students . Two divisions (A,B) are chosen

randomly to represent the two groups of the study (the experimental group and the control group); division (A) included 25 students is chosen to be the experimental group and division (B) included 25 students to be the control group.

Table (1) below, shows the distribution of the sample according to the independent variables for the study and the number of students in each division.

**Table (1)**

**Distribution of the sample according to the independent variables and the number of students in each group**

<b>Total</b>	<b>Students</b>		<b>Independent variables</b>	<b>Group</b>
	<b>Female</b>	<b>Male</b>		
25	12	13	Modified lecture method	<b>Experimental</b>
25	14	11	Traditional method	<b>Control</b>
50				

**Instrument :**

The researcher developed a test to measure listening comprehension in the light of some previous studies like Al Maleki, (2013). In addition, after meeting all scientific demands (validity and reliability ).

The following can be a clarification for this tool:

**First: Test of Listening comprehension:**

The researcher set the goals for the study unit and analyzed the level of the comprehension material that is intended to be taught by using the modified lecture method

from the comprehension book of the second level students in the Department of English at the college of Basic Education of Diyala university .

**The reliability of reading comprehension test:**

The researcher applied the test on an exploratory sample 25 students of the second level of English language department in the college of Primary Education in Diyala university, and calculated the reliability coefficient Cronbach's alpha which was 0.82 as this value was considered suitable for meeting the aims of the study.

**Teaching method:**

A teaching plan was developed for four passages of the vocabulary prescribed in the book (Developing skills) that is assigned for the second level students of the department of English at the college of Basic Education in Diyala university for the years 2016-2017 .

The researcher prepared the lessons, and each included the following elements:

- objective teaching.
- Various activities.
- preparing the lessons.
- Methods of teaching.
- Evaluation.

**Study design:**

The current study includes the following variables:

- modified lecture method.
- traditional method

- Dependant variables:

All are represented in measuring listening comprehension .

The study will follow the pre-post test control group design, and it may be expressed by using the following symbols:

<b>Experimental group</b>	R	O <sub>1</sub>	X	O <sub>2</sub>
<b>Control group</b>	R	O <sub>1</sub>	–	O <sub>2</sub>

**Whereas:**

O1: The pre test of listening comprehension .

O2: The post test of listening comprehension .

X: The independent variables (modified lecture method).

– : Control group (regular method).

**Study procedures:**

The procedures of the study were as follows:

- Obtaining a formal letter of approval from the Department of English at the College of Basic Education at University of Diyala , to apply the tool of the study.

- Dividing the sample into two groups: experimental and control.
- Developing the listening comprehension test .
- Assuring the validity and reliability of tool .
- Applying the pre test of tool .
- Preparing an English lesson by using the modified lecture method .
- Applying the teaching plan using the modified lecture method.
- After completing the experiment, a post test of listening comprehension was conducted to the experimental and control group.
- presenting the data in tables.
- Displaying the results of the pre and post tests in the listening comprehension test .
- Discussing and explaining the results
- Proposing recommendations

### **Statistical Methods:**

These include the followings:

- 1- ANCOVA used to answer the two question of the study and to test the hypothesis related to them.
- 2- Simple correlation coefficient to check the reliability of the consistency of listening comprehension test.

## Findings of the Study :

This study aimed at answering the following question:

- 1- What is the effect of using the modified lecture method on the listening comprehension of second level students of English language department in Basic Education College at Diyala University .

### **Results concerning the question: (What is the effect of using the modified lecture on the listening comprehension of second level students of English language Department in Basic Education College at Diyala University .**

To answer the first question, means and standard deviations have been calculated for the students answers on the listening comprehension test for the second level students of the English language Department in the College of Basic Education in Diyala University differences between the average of the experimental group and the control group in both pre and post tests, and Table (2) shows that.

**Table (2)**

#### **Means and standard deviations of the sample answers on the pre-post tests listening comprehension**

Group	N	Pre-Test		Post-Test	
		Mean	Std. Deviation	Mean	Std. Deviation
<b>Experimental</b>	25	11.73	2.152	17.41	1.469
<b>Control</b>	25	11.83	2.352	13.47	1.728

Table (2) shows that the students who were taught by the modified lecture method have the highest mean on listening comprehension post test 17.41, while the mean of the control group was the lowest one 13.47. In order to answer the first question, the researcher used ANCOVA, and Table 3 presents the results as follows:

**Table (3)**

**The results of ANCOVA of the students' listening comprehension performance on the post test**

Source	Sum of Squares	DF	Mean Square	"F"	Sig.
Pre-Test	53.725	1	53.725	17.721	0.000
Teaching Method	302.633	1	302.633	126.153	0.000
Error	152.122	47	2.686		
Corrected Total	546.850	49			

Table (3) shows a significant differences with the level ( $\alpha \leq 0.05$ ) in the listening comprehension test, the value of " F " was (126.153) which means rejecting the null hypothesis that states the following:

**"There are no significant differences at the level ( $\alpha \leq 0.05$ ) of using the modified lecture method in the listening comprehension, when it is compared with the traditional method of the second level students of English language Department in Basic Education College, at Diyala University "**.

The adjusted means and the standard error on the post listening comprehension test were also calculated for the experimental group that studied the comprehension material by

using the modified lecture method and the control group that studied using the traditional method and Table (4) shows that.

**Table (4)**

**The adjusted means and standard error for the performance of the members of the study sample on the listening comprehension post test**

<b>Group</b>	<b>Mean</b>	<b>Std. Error</b>
<b>Experimental</b>	17.41	0.30
<b>Control</b>	13.47	0.30

Table (4) shows that the adjusted means for the experimental group was 19.34 and the standard error was 0.30 but the adjusted means of the control group was 14.76 and the standard error 0.30, which means that the significant differences was in favor of using modified lecture as teaching method.

## **Discussion and Recommendations**

- **Discussing the results of the question that states: "What is the effect of using the modified lecture method on second level English student' listening comprehension in basic education collage at Diyala University ?".**

The results indicated that there were statistical significant differences in the listening comprehension post test for the sample individuals, where there was an impact of

using the modified lecture on listening comprehension test to the second level students who used the modified lecture method. These results may be caused by many factors, one of these factors as follows:

Students have improved the four English language skills (reading, writing, listening, speaking) by doing different educational activities. The modified lecture method is a form of the active learning forms that gives the first role to the teacher, who tells the modified lecture to his students and asks them for deep thinking about its subject as well as focus on the values that indicate it, and comment on what it includes. Afterwards the teacher reinforces these comments as a special mental activity.

Some of the reasons that helped the modified lecture method to succeed according to the researcher:

- using the modified lecture interests the students, satisfies their natural liking of stories, and causes happiness among them.
- the modified lecture links the dry and unrelated facts and information, so the students study it with interest which helps to get rid of the sense of dullness within the material.
- It revives, which is necessary to develop the creativity among students.
- the modified lecture develops the students' linguistic and gives them information that adds to their experience through what the story holds of vocabulary and expressions.
- The modified lecture reveals some hidden feelings and emotions in some students' and because of the psychological stress that the students go through.

- The modified lecture encourages the students to face their friends in naturally inside and outside college.
- This method encourages the students in different levels to accept the comprehension material better than before, because of indulging the students in interesting, and that encourages expressing the opinions clearly, not as the control group that used the usual method in teaching the comprehension.

The researcher explains that there are differences with a statistical indication in the listening comprehension skill, because of the contribution in the modified lecture method in developing the listening comprehension. This done by generating a stronger motivation towards learning, investing the students' energy in developing their knowledge levels. It also leaves positive ideas about the comprehension material.

The results of the current study is the same as (saunders,1999) which indicates the superiority of both groups in reading and speaking the passages. Reading the story as the comprehension for the group that had the conversation only, where the control group results didn't indicate any progress.

These results are similar to those of (Al maleki, 2013) which indicated that there are statistically significant differences in favor of the experimental group that used a strategy based on the modified lecture over the control group in the listening comprehension .

### **Recommendations:**

Based on the results of the study, the researcher recommends the followings:

**First:** Activating the modified lecture method for its importance on the listening the second level students' listening comprehension in the Department of English language at the College of Primary Education in Diyala university .

**Second:** Having training programs to raise the awareness of the English language teachers about the importance of using the modified lecture method and its positive effect on the listening comprehension.

**Third:** The necessity of being aware of the modern methods that are used in applying the modified lecture to modify the English language four skills for the second level students in the Department of English language.

**Suggestions:**

**First:** Conducting studies relevant to use the modified lecture on other skills for students rather than listening comprehension , to get more results.

**Second:** Conducting evaluative studies for the comprehension materials of the second level students in the Department of English language at the college of Primary Education/ Diyala University according to the modified lecture method to be aware of how well it contains the four skills of English language (reading, writing, listening, and speaking) in percentages that agree with the level of thinking that the student is going through during his mental growth.

**Third:** Conducting other studies to compare the modified lecture method and other methods and strategies to realize which one is the most effective in developing the listening comprehension .

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