The Effect of Proposed Teaching Listening Strategies Programme on Iraqi EFL University Students Listening Comprehension

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The Effect of Proposed Teaching Listening Strategies Programme on Iraqi EFL University Students Listening Comprehension

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Abstract

Listening comprehension of Iraqi EFL college students are not given time for practice, and incorporate in the programme of the Department of English, therefore, students are not well-prepared to comprehend the spoken language also the Iraqi EFL College students are deficient in comprehending the spoken English. So, listening strategies require a larger amount of consistent practice.

The present study aims at finding out the effect of teaching the proposed listening strategies programme on EFL university students' listening comprehension.

The sample consists of 104 of 1st year college students at the Department of English Language, College of Education Ibn-Rushed for Humanities. The programme deals with the following strategies: summrazing-note taking, selective attention, elaboration-grouping-combining, analyzing-reasoning, imagery, inferencing-guessing, rehearsal-repetition, and translating-transferring.

Results reveal that there are statistically significant differences between the experimental group and the control group in six listening strategies, they are: analyzing/reasoning, imagery, inferencing/guessing, rehearsal/repetition, selective attention, and transfer/translate.

1. Review of Related literature
1.1 Defining Listening

One of the chief problems in the field of listening research is the lack of consensus on the definition of listening. Joiner (1984: 336) state that one of the fundamental reasons listening has been so difficult to define is that it is a covert activity. Byrnes (1984: 318) mentions that although listening literature in the past decades has attempted to unify all components of

listening found in related studies and to formulate a common base for a definition of a listening, the conceptualization of listening still needs more research since listening is a "high-complex problem solving activity" that can be broken down into a set of distinct sub-skills.

Coakley and Wolvin (1986: 15) insists that the stem of the difficulty in defining listening is in part from the complex relationship between listening skills and thinking skills since "the emphasis on comprehension in the tests used to measure listening skills illustrates how closely listening skills are related to thinking skills". Recently, Rost (2002: 12) maintains that the difficulty of defining listening may be due to the fact that most researchers' personal definitions of listening have typically drawn upon one of four perspectives; that is, receptive, constructive, collaborative, or transformative, which is changeably selected in relation to their theoretical interests in the studies.

Although researchers have expressed difficulty in defining listening, some researchers have introduced definitions of listening from various perspectives. They are:

- Purdy (1991: 11) defines listening as "the active and dynamic process of attending, perceiving, interpreting, remembering, and responding to the expressed (verbal and nonverbal) needs, concerns, and information offered by other human beings".

- Carroll (1993:364) describes listening as a set of activities that involve "the individual's capacity to apprehend, recognize, discriminate or even ignore".

- Rubin (1995: 151) conceives listening as "an active process in which a listener selects and interprets information which comes from auditory and visual clues in order to define what is going on and what the speakers are trying to express".

- Imhof (1998: 83) describes listening as "the active process of selecting and integrating relevant information from acoustic input and this process is controlled by personal intentions which are critical to listening".

- Buck (2001) writes that listening is personal and individual, and a series of processes which begin with deciphering incoming sounds and later make meaning out of them.
- Rost (2002: 3) states "listening is experiencing contextual effects" which can be translated as "listening as a neurological event (experiencing) overlaying a cognitive event (creating a change in a representation)".

1.2 Types of Listening

Taking into account the level of the cognitive process, listening purposes, listening contexts, types of input and the kinds of the listening activities, scholars have developed various taxonomies of listening. For example, Anderson and Lynch (1988: 4) distinguish between reciprocal and nonreciprocal listening. According to these writers, the former refers to listening activities which provide the listener with opportunity to interact with the speaker and negotiate the context of the interaction, while the latter refers to one-way listening in which the transfer of information is only from the speaker, for example, listening to lectures, news, public announcements. The main types of listening are:

1- Global listening is the thematic input to tasks which aims at helping students constructs an overall sense, or gist of a text. Well-constructed global listening exercises can be helpful in developing the ability to identify topics and transition points between topics.

2- Selective listening, on the other hand, means the informational input to tasks which aims to help students derive specific information from texts, even when the texts themselves are well beyond the student's current level of linguistic and content knowledge.

3- Intensive listening is the formal input to tasks which is aims at focusing learner's attention on features of the language system once text meaning has been established to some content.

4- Interactive listening refers to developing appropriate responses and focuses on helping listeners develop awareness of differences in cultural styles of listener feedback, and options for providing such

feedback. Awareness of listener options and strategies can increase the learners' effectiveness and ease in participating in collaborative discourses.

When listening is referred to during discourse, it tends to be connecting automatically to comprehension. This is due to the fact that "comprehension is often considered to be the first-order goal of listening, the highest priority of the listener, and sometimes the sole purpose of listening" (Rost, 2002: 59).

Wolvin and Coakley (1988, 193) identify five types of listening whose functions are correlated with general purposes of listeners:

1- Discriminative listening serves as the base for all other purposes of listening behaviors and indicates distinguishing behaviors for the auditory and/or visual stimuli and for identifying the auditory and the visual messages;

2- Listening for comprehension is relevant to the understanding of the information with avoiding critical judgment to the message through assigning the meaning intended by a speaker instead of assigning his/her own meaning;

3- Therapeutic (empathic) listening serves as a 'sounding board' for a speaker and is the act of discriminating and comprehending a message to provide necessary supportive behaviors and responses to a speaker;

4- Critical listening is identified as evaluating what is being said and discriminating and comprehending the message to form judgment about the message in order to accept or reject the persuasive appeals;

5- Appreciative listening is to enjoy or gain a sensory impression from the material.

Ur (1984: 33) is another EFL researcher who classifies listening by its function. She has distinguished listening as follows:

1- Listening for perception: indicates the act of listening to correctly perceive "the different sounds, sound-combinations, and stress and intonation patterns of foreign language".

2- Listening for comprehension is relevant to content understanding. Listening for comprehension is classified into two sub-categories, passive listening for comprehension and active listening for comprehension.

Rost (1990: 11) introduces four types of listening suggested by Galvin (1985), with a little modification:

1- Transactional listening means learning new information, which typically occurs in formal listening settings such as lectures. In transactional listening situations, a listener has limited opportunities to interfere or to collaborate with a speaker for negotiating message meaning,

2- Interactional listening is relevant to recognizing the personal component of a message. In interactional listening situations, a listener is explicitly engaged in the cooperation with a speaker for communicative purposes and focuses on building a personal relationship with the speaker,

3- Critical listening is similar to the one suggested by Wolvin and Coakley (1988, 193), indicates the act of evaluating reasoning and evidence,

4- Recreational listening requires a listener to be involved in appreciating random or integrating aspects of an event.

1.3 Listening Strategies

Studies of the LSs of successful language learners have identified a number of cognitive, metacognitive, and social/ affective strategies that are used by FL/SL learners. According to Derry and Murphy (1986: 23), cognitive strategies are behaviors, techniques or actions used by learners to facilitate the acquisition of knowledge or a skill. These strategies can be further divided into inferencing, elaboration, imagery, summarization, translation, transfer, and repetition. Metacognitive strategies are management techniques by which learners control their learning process via planning, monitoring, evaluating, and modifying their learning

approaches (Rubin, 1995: 43). They can also be divided into planning, monitoring, evaluation, and problem identification (Vandergrift, 1997: 389). McDonald et al. (1979: 14) who conducts a study of cooperative learning proposed a third type of strategy called social/affective strategies. O'Malley, et al., (1989: 420) also defines such categories as those that involve interacting with another person to assist learning or using affective control to assist a learning task. They are divided into cooperation, question, and self-talk.

Rubin (1994: 211) classifies research topics on LSs in the FL/SL field. These topics parallel those of general learning strategies. They include the types of the strategies used, contrasting strategy use at several proficiency levels, the use of cognitive and metacognitive strategies, the relation of the strategy use to text, activity, and setting, etc. These topics concern the types and applications of LSs and the relationship to other learning factors. There has been little research on the barriers that listeners face in acquiring LSs. Nevertheless, some of the existing studies do offer an understanding to the general application of LSs.

In the 1980s, the research by Murphy (1985, 180) explored the types of strategies used and the contrast of strategy usage at different proficiency levels. Murphy investigated college students by analyzing their oral and written responses to listening selections. Seventeen specific strategies were identified and categorized. The results show that both more and less proficient listeners could be distinguished by the frequency of the strategies they used. For instance, more proficient listeners used the strategies of elaborating, inferencing, anticipating, conclusion drawing, self-description, etc., more frequently than less-proficient learners. He also explores the sequential patterns of the strategies that both more proficient listeners and less proficient listeners followed. For example, more proficient listeners tended to apply "wide distribution" strategies (i.e., in relation to an open and flexible use of strategies) while less proficient listeners were found in use of "text heavy" strategies (i.e., in relation to reliance on the text and paraphrasing).

6

In the 1990s, Rost and Ross (1991: 240) examine the use of certain strategies correlated with language proficiency, and, with training, whether the use of LSs increased and LC improved. They focused on EFL listeners' feedback on paused texts. The use of clarification questions in native speaker vs. nonnative speaker discourse was also investigated. The results show that more proficient listeners resorted to "hypothesis testing" (asking about specific information in the story), "forward inference" (inquiring by using information already given in the story), and continuation signals or backchannel communication more frequently than "lexical pushdowns" (asking about word meanings), and "global reprises" (asking for general repetition, rephrasing, or simplification). After training, listeners at elementary as well as intermediate/advanced levels showed improvement on LC tasks and were able to ask more hypothesis-testing questions.

Goh (2002: 198) looks into the mental tactics or specific techniques through which a general strategy is operationalized. The subjects were Chinese learners of EFL in Singapore. Immediate retrospective verbalizations were conducted to collect data. It was found that, for instance, in order to operate the contextualization strategy, learners related new information to a wider familiar context by using tactics such as placing input in a social or linguistic context, finding related information on hearing a key word, or relating one part of text to another. Similarly, to operate monitoring strategy, the learners might use tactics such as identifying words or ideas not understood, checking current interpretation within the context of the message or prior knowledge, or confirming that comprehension has taken place.

The evidence from this study is useful for making pedagogical decisions and developing curricula to help Iraqi learners become more skillful in oral English communication.

2. Study Objectives

The present study aims at finding out the effect of teaching the proposed listening strategies programme on EFL university students' listening comprehension.

3. Research Design

The subjects of the present study include 104 English major first year students from College of Education for Humanities in Baghdad University. The present study selects a randomly samples of two groups (experimental and control) to meet the purpose of the present research. The sample represents 60% of the population of students in first year which is 172 students.

The present study used the programme and post-test, as instruments of research, which is one of the inquiring forms that *"includes data gathering instruments through which respondents answer questions or respond to statements in writing* (Best 1981: 167).

The type of the proposed programme is a communicative one which is learner-centred. Yalden (1983: 86-87) lists ten components of the communicative programme that should be included in the programme as follows:

1- The Purpose for which the learners wish to acquire the target language,

2- The setting in which the learners want to use the target language (physical aspects and social setting),

3- The society defined role of the learners assumed in the target language, as well as the roles of their interlocutors,

4- The communicative events in which the learners will participate: everyday situations, vocational or professional situations, academic situations, and so on,

5- The language functions involved in these events, or what the learner will need to be able to do with or through the language,

6- The notions involved, or what will the learner will need to be able to talk about,

7- The skills involved in the discourse rhetorical skills,

8- The variety or varieties of the target language that will be needed, and the levels in the spoken and written language which the learner will need to need to reach,

9- The grammatical content that will be needed, and

10- The lexical content that will be needed.

To some extent, Yalden (1983: 89) suggested steps are applied in constructing the present proposed LSs programme. The present programme has considered the following steps:

1- needs survey,

2- description of the objectives,

3- selection/development of the programme,

4- production of the programme,

5- implementation of the programme, and

6- evaluation.

The reasons behind adopting the above mentioned steps are:

1- The LSs programme is communicative.

2- The programme is learner-centered.

3- The activities are communicative.

4- Certain steps are not applicable in terms of the proposed programme, so they were left away.

3.1 Selection of Techniques and Activities

Certain communicative teaching techniques have been selected to be the corner stone of the basic teaching techniques adopted in the proposed programme such as:

1- Information-gap by giving students some sentences or phrases and ask students to fill the missing information after listening to the dialogue or passage;

2- problem-solving by making students listen to short dialogues and then asking them to solve the problem related to each dialogue;

3- diagram-completion by giving students some diagrams by maps and asking them to fill in that map or diagram with appropriate information depending on what they heard;

4- summarization is applied by asking students to summarize the short dialogue or passage that the students have listened to, in their own words;

5- finally, note-taking is applied in the same manner of summarization except for asking students to write some notes on specific information.

3.2 Preparation of Lesson Plans

For students, evidence of a plan shows them that the teacher has devoted time to think about the class. It strongly suggests a level of professionalism and a commitment to the kind of preparation they might reasonably expect. Lack of a plan may suggest the opposite of these teacher attributes. For the teacher, a plan – however informal – gives the lesson a framework of overall shape. It is true that he/she may end up departing from it at stages of the lesson, but at the very least it will be something to fall back on. Of course, good teachers are flexible and respond creatively to what happens in the classroom, but they also need to have thought ahead, have a destination they want their students to reach, and know how they are going to get there (Harmer, 2000: 121). Due to the fact the implementation of the proposed programme is carried out by the researcher himself only through conducting an experiment, the researcher himself has followed the self-training technique before the delivery of the lesson process based on the lesson plan set.

Table 1 below shows the yearly lesson plan prepared in the present study:

Table 1
The Proposed Programme: The Yearly Lesson Plan

Date	*Class Hours*	*Unit No.*	*Strategy*
Sunday 20th Nov. 2011	2 hours	Unit 1	Summrazing-note taking
Sunday 27th Nov. 2011	2 hours	Unit 2	Summrazing-note taking
Sunday 4th Dec. 2011	2 hours	Unit 3	Selective attention
Sunday 11th Dec. 2011	2 hours	Unit 4	Selective attention
Sunday 25th Dec. 2011	2 hours	Unit 5	Elaboration-grouping-combining
Sunday 8the Jan. 2012	2 hours	Unit 6	Elaboration-grouping-combining
Sunday 22th Jan. 2012	2 hours	Unit 7	Analyzing-reasoning
Mid year			
Sunday 19th Feb. 2012	2 hours	Unit 8	Analyzing-reasoning

Date	Class Hours	Unit No.	Strategy
Sunday 26th Feb. 2012	2 hours	Unit 9	Imagery
Sunday 4th March. 2012	2 hours	Unit 10	Imagery
Sunday 11th Mar. 2012	2 hours	Unit 11	Inferencing-guessing
Sunday 25th Mar. 2012	2 hours	Unit 12	Inferencing-guessing
Sunday 8th Apr. 2012	2 hours	Unit 13	Rehearsal-repetition
Sunday 15th Apr. 2012	2 hours	Unit 14	Rehearsal-repetition
Sunday 29th Apr. 2012	2 hours	Unit 15	Translating-transferring
Sunday 6th May. 2012	2 hours	Unit 16	Translating-transferring

3.3 Daily Lesson Plan (Experimental Group)

Time: 90 minutes

Objectives: Students will be able to

1- Use summarizing/note taking strategy,

2- Learn what to say when you want to take a taxi,

3- Learn what to say at a railway station,

4- Improve their listening comprehension, and

5- Determine the major facts and information about what they heard.

Material: textbook, tape recorder, a recording of listening passages or dialogue.

Procedures: each activity will be divided into three stages they are:

1- Pre-listening stage,

2- While listening stage,

3- Post-listening stage

Pre-Listening Stage: for all activities

1- Warm-up activities: Prepare the students by introducing the topic and finding out what they already know about it by using brainstorming and some discussion questions related to the topic.

2- Describing the activities by telling the students that they will listen to a conversation about Hawaii in the first activity and give some information about it. In the second activity, telling students that they will listen to four dialogues about asking the way with different expressions and they should answer two questions about each dialogue. In the third activity telling students that they will listen to a

conversation about eating habits and they should first listen to each person and decide why he/she change his/her eating habits and why.

3- Make students aware of the type of dialogues they will be listening to, the role they play, and the purpose of listening.

4- Regarding the first activity, asking students about the places they visit, in the second activity, asking students about some places in Baghdad. While in the third activity, asking students about their favorite food.

While-Listening Stage: for all activities

1- Play the tape

2- In the first activity, students should answer while they are listening.

3- In the second activity, students should answer the questions after hearing the dialogue once or twice, and during listening, writing should be minimal as much as possible, and students should listen only.

4- In the third activity, students should answer after hearing each dialogue and give some time to think about the answer, and if needed re-play the dialogue again.

5- Giving immediate feedback whenever possible to encourage students to examine how or why their responses were incorrect.

6- Make some pauses and ask questions (using both bottom-up and top-down skills)

Post-Listening Stage: for all activities

1- Asking students how they thought they did, i.e., was it easy or difficult?

2- Checking the answers of questions, and compare their answers with each other, students may listen again if they want to.

3- Asking students about the problems they faced while listening, i.e., was it the speed which the speaker talks with, or was it unknown or unrecognized vocabulary?

4- Summarizing and focusing on what is important to answer the question.

Activity 1:

Listen to a candidate talking about herself during job's interview.

Write some notes about:

1- Her educational background

2- Her plans for future

3- Her work experience

4- Her reason for applying

5- Her family

Activity 2:

A: Listen to the conversations about how to take a taxi and what to say at a railway station and then write some notes about what they are talking about.

B: Listen again and summarize each conversation.

Activity 3:

Listen to the conversation and answer the following questions:

1- Write some notes about :

   a- Where's the subway?

   b- Where is ATM?

2- Summarize the conversations you will hear.

3.4 Experiment Application

The application of the experiment has been started on the 13th / Nov./2011. On that date, the pre-test is applied, and ended on 13th/May/2012, the post-test has been applied.

3.5 The Control Group

The control group is the group that is taught according to the traditional technique of teaching conversation. The lesson usually starts with reading the dialogues from the prescribed textbook which is entitled "Situational Dialogues" by Ockenden (1989), by the teacher and then he asks two students to read one of the dialogues and then ask other students to do the same with the second dialogue and so on for the four dialogues.

The next step is explaining the whole meaning and situation of the dialogues by explaining some of the difficult expressions. Sometimes the teacher asks his students to make a conversation from their own words based on the same situations. The last step is doing the exercises of the prescribed textbook and these activities vary between grammatical and comprehension ones.

3.6 The Experimental Group

As for the experimental group, the LSs programme was taught to the students from 13th of November 2011 that is on Sunday and continued till the end of the first week of May that is on Sunday 6th, 2012, the experimental group was taught the proposed LSs programme for a period about six months (one academic year) by the researcher himself. LSs were taught within the usual class time devoted for teaching the course "Conversation "for the 1st year students at the College of Education/ Ibn-Rushd for Humanities which was two lectures per week. All LSs were taught in the usual college classrooms according to the schedule of their lectures.

The lesson usually starts with warm-up activities to prepare the students for the topic by introducing it and finding out what they already know about it and this could be done by using brainstorming, anticipation, or some discussion questions related to the topic.

Each class activity will be divided into three stages they are: Pre-listening stage, while listening stage, and post-listening stage. The pre-listening stage will start with describing the strategy and the activity by telling the students the purpose of listening, some information about the conversation they will listen to in order to make students become aware of the type of conversation they will be listening to, and the role they play.

In the while-listening stage, the first step is playing the tape and checking the voice whether clear for everyone in class or not, and telling students what they should do because some activities demand students to answer while listen to the tape, whereas some others demand to answer after finishing listening to the tape. So students should know their role and

what should they do while listening to the tape. Also sometimes they could make some pauses and ask questions (using both bottom-up and top-down skills) and give immediate feedback if needed.

       While in the third stage, the post-listening stage, the teacher asks his students how they thought they did, i.e., was it easy or difficult? And Check the answers of the questions, and let them compare their answers with each other. They may listen again if they want to. Also the teacher asks his students about the problems they faced while listening, i.e. Was it the speed with which the speaker talks, or was it unknown or unrecognized vocabulary? And so on for all of the activities occurred in class.

4. Results and Discussion

       In order to achieve the aim of the present study, which is finding out the effect of teaching the proposed LSs program on EFL university students' LC. Table 3 shows the mean scores, standard deviations, and the computed t-test values of both groups with respect to each of the eight strategies. Consequently, it is clear from the table that there are statistically significant differences between the experimental group and the control group in six LSs, they are: analyzing/reasoning, imagery, inferencing/guessing, rehearsal/repetition, selective attention, and transfer/translate since the computed t-test values is higher than the tabulated one which is 1.98 on a level of significance of 0.05 and a degree of freedom of 102.

Table 3

The t-value for the Students' Achievement in the Post-Test

Strategy		N	Mean	SD	Computed t-value	Tabulated t-value	df	Level of significance 0.05
Analyzing &reasoning	Exp.	55	2.18	1.18	2.66	1.98	102	Significant
	Con.	49	1.73	1.03				
ciati on/el abor	Exp.	55	3.16	0.89	1.29			Insignificant

Strategy		N	Mean	SD	Computed t-value	Tabulated t-value	df	Level of significance 0.05
	Con.	49	1.95	1.13				
Imagery	Exp.	55	2.41	1.27	5.07			Significant
	Con.	49	1.91	1.18				
Inferencing/ guessing	Exp.	55	2.76	1.01	2.03			Significant
	Con.	49	2.06	1.21				
Rehearsal/ repetition	Exp.	55	2.52	1.19	2.50			Significant
	Con.	49	1.87	1.28				
Selective attention	Exp.	55	3.21	0.68	2.06			Significant
	Con.	49	2.46	0.81				
Summarizing/ note-taking	Exp.	55	3.09	0.92	1.34			Insignificant
	Con.	49	2.65	1.33				
Transfer/ translate	Exp.	55	2.96	0.81	6.03			Significant
	Con.	49	2.51	0.96				

The mean scores of the two groups have been compared; where the mean score of the experimental group is 18.47, while the mean score of the control group is 9.86. This indicates that there is a significant difference in the total scores of LC of post-test between the experimental and control groups. This stresses that the experimental group is better than the control group. Accordingly, the first null hypothesis is rejected (see table 4).

Table 4

The Mean, Standard Deviation and T-test Value of both Groups in the Total Scores of the Post-Test

Group	No.	$\overline{X}$	SD	Df	Computed t-value	Tabulated t–value	Level of significance
Exp.	55	18.47	9.41	102	3.20	1.401	0.05
Cont.	49	9.86	8.64				

5. Discussion

In the current research, results indicate that there is significant difference in the subjects' use of LSs. That is, subjects have employed significantly more strategies after they have received the instruction in LSs. The results support those of some previous studies on strategy instruction. For example, O'Malley et al. (1985) indicated that strategy training can be effective on integrative language activities for EFL students. Moreover, Thompson & Rubin (1996) found that American students learning Russian who received listening strategy instruction improved significantly over those who had received no instruction. Vandergrift (1999) has also proposed that teachers can nurture the development of LSs for FL learners. Thus, the present study has confirmed the facilitating effect of strategy instruction on the use of LSs.

The results of the present study reveal that we need to focus upon LC. Students need to do more than merely listen to lectures in order to answer the questions. There must do some exploration and intervention into the LC. The point is that EFL students need to be guided toward the use of a variety of LSs while experimenting with a full range of the strategic options that are open to them as listeners.

6. Major Findings and Conclusions

Concerning the findings of this study two aims are put forward to be fulfilled and two hypotheses are presented either to be affirmed or rejected.

1- The first aim is to find out the effect of teaching the proposed LSs programme on EFL university students' LC. Analyzing results of post-tests imply that subject of the experimental group improve their performance on six strategies of the test they are analyzing/reasoning, imagery, inferncing/guessing, rehearsal/repetition, selective attention, and transfer/translation. In general, results indicate that the experimental group subjects improve their LC.

2- The most important thing is to incorporate strategy teaching in EFL listening instruction. The present study suggests that effective listeners employed significantly more LC strategies than ineffective listeners did. Consequently, the students should not only be exposed to EFL listening but also taught how to listen.

3- Since the goal of LSs instruction is to bring listening processes to learner's consciousness (Long, 1994: 112). For this reason, LSs need to be discussed in the classroom. Students need to be aware of appropriate strategies which suit individual differences and teachers need to encourage and motivate students to employ strategies.

4- Systematic guided activities of LSs should be integrated into the classroom syllabus to facilitate autonomous and active listening.

5- Finally, it can be concluded that in the current study, it is obvious that an increase in the learners' use of LSs, which is accomplished by an instructional programme, leads to an improvement in the learners' LC of the FL. So, teaching LSs explicitly influence positively the learners' EFL LC.

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Appendix 1:

Listening Comprehension Post-Test

Q1: Listen to the following two conversations and decide what they are talking about:

Q2: A: Listen to a candidate talking about herself during job's interview.

A: write some notes about:

1- Her educational background

2- Her plans for future

3- Her work experience

4- Her reason for applying

5- Her family

B: Listen again and answer the following questions. Write just one word for each answer.

1. How many years ago did she graduated   _____

2. How many jobs has she had   _____

3. Did she go to college in Melbourne?   _____

4. What sport did her mother and father used to play? _____

5. Is she hoping to work in television?   _____

Q3: Listen to people talking about places they visited.

   A: What did they like most about each place? Circle a, b, or c.

				Alone	Note alone
1	**a.** the scenery	**b.** the people	**c.** entertainment		
2	**a.** the cost	**b.** the accommodations	**c.** the culture		
3	**a.** the food	**b.** the activities	**c.** the shopping		
4	**a.** the scenery	**b.** the people	**c.** the season		

B: Listen again. Did the people travel alone? Check (√) the correct answer above.
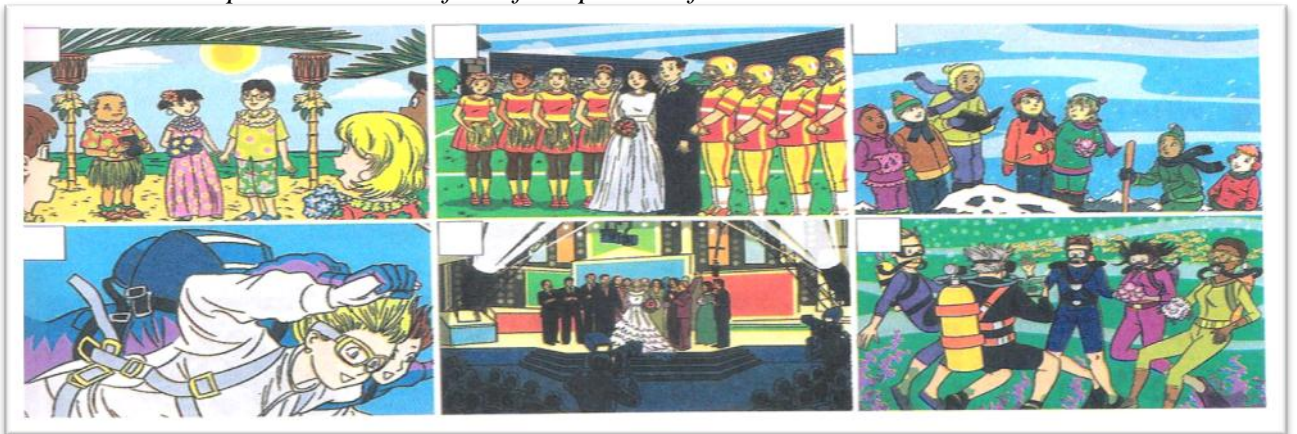
Q4: Listen to the conversation:

   A: Write some expressions about how we can make suggestions.

   B: Listen again and write a short dialogue to give other suggestions for the same problem.

Q5: Listen to the Following Conversations

A: Listen to people talking about unusual weddings. Match each conversation to the correct picture. Number five of the pictures from 1 to 5.

   B: Write what have you understood from the conversation in Arabic

   C: Listen again: write a conversation using your own words

Audio Script

Q1: Conversation 1:

Woman: Do you live at home?

Man: No. I moved out when I was 16.

Woman: When you were 16?

Man: Yeah, I got into a special music school in another city, so I went to live there.

Woman: Is that right?

Conversation 2:

Man: Do you still smoke?

Woman: No, I quit smoking

Man: You quit smoking? You used to be a heavy smoker

Woman: I know. I'm so glad I quit. It's disgusting habit.

Man: I agree.

Q2:

Man: So, why you do not tell me a little bit about yourself Miss Wan?

Woman: Let's see I graduated four years ago from City College in Millburn, majoring in journalism of course; my main area of study was print journalism

Man: Yes and after that?

Woman: Well, after the college, I got a job in Millburn Sun in sport section; I included some examples with my application

Man: Yes I see, you've written some interesting pieces, do you think you have good writing skills?

Woman: Yes I believe I do, I fell I that write quite well

Man: Ok and you have been in current job for four years now, has this been only job since you have graduated?

Woman: Yes that's right, I have been for the Sun for four years.

Man: And why do you want to leave your current position?

Woman: Actually it's a good job but I feel the opportunity her in the Sidney Mirror is better in sport area, I mean your paper is the leader in sport journalism

Man: Yes I see, Ok now of course you have to interview people as quite as write, how your communication skills?

Woman: Well, I think they quite good, I fell confidant talking to people

Man: All right, and you will have to work very hard if you want to succeed here, and are able to work accurately to met deadlines?

Woman: Yes I think I can, I have never missed a deadline in my job so far.

Man: Ok, I see you have mostly written about swimming, that's good but as you know we are looking for someone who also write about Tennis?

Woman: I feel I can cover Tennis very well, I play tennis myself and follow the sport, actually I grew up with it, my mom was a Tennis champion Sara Robert and my dad played for Singapore before he came for Australia.

Man: Oh, really, that's interesting, so you feel you are the right person for the job, do you miss Wan?

Woman: Yes I do, I believe I have the right qualification and skills

Man: And are you ready to leave home and move to Sidney?

Woman: Yes I quest so, I will miss Millburn to be honest, but I really want this job, I think I will be very good for my carrier

Man: So you say yourself stay in journalism, what would be like to be doing five years time?

Woman: I think I like to be staying in print journalism for a few more years and then I am hoping to move to television

Man: I see, OK well I think that's all, do you have any questions

Q3: Conversation 1

Woman: You've been away for Mark haven't you?

Man: I was away for three weeks, I visited my aunt and uncle in New Zealand in the South Island, they move there about ten years ago

Woman: New Zealand wow what was it like?

Man: It's amazing place, it were they filmed all the ring movies you know.

Woman: Are you series, I love those films

Man: And my aunt and uncle live right near some places where they made the moves, it was spectacular, you know, the mountains, the green fields and the lakes just like in the films, really awesome,

Woman: I did not know they are real places, I thought there are special effects or something,

Man: No, they where places, I took a lot of photos, do you want to see them

Woman: Yes of course

Conversation 2

Man: Hey welcome back Emma, how was your trip, did you have a good time?

Woman: It was great thanks.

Man: You were in valley, is that right, Woman:

Woman: I was there for two weeks, mostly in Obod, up in the mountains

Man: Oh I thought you would be at the beach every day, I heard the surfing would be good in the valley

Woman: I was going to go down to the beach but I like it up in the mountains so much that I stayed there the whole time

Man: Oh, so what did you do, lots of hiking or something?

Woman: No, not really, during the day I was just visited deferent villages, looking for beautiful handicraft, painting, and sculpture they do, and then in the evening watching all the fantastic dancing and listening to all the music

Man: Music, traditional music you mean?

Woman: Yes it is really beautiful and one day the local people invited me to a weeding which was really interesting, I had a great time.

Man: And how was your hotel?

Woman: Oh I did not stay in a hotel, I stayed in a small guest house, I think you get to know people better in that way

Conversation 3

Woman: Oh you are back Carlos

Man: Yeah I just got back last night

Woman: So, how was Bangkok, was it as good as you expected?

Man: Yes, it was awesome; it is amazing place I mean really busy and crowded but very interesting

Woman: And a lot of fun too I have heard.

Man: Yeah it is, I did so many things, I went to temples and palaces and when I was on a boot ride, I visited a snake farm and watch a traditional dancing show, everyday was jam backed

Woman: It sounds like it and it sounds you had a good time

Man: I really did, but do you know what I like best all the fantastic places to eat, the markets, the restaurant even the stores in the streets, actually that the place where you get best food to eat , right there on the street , unbelievable

Woman: Isn't Thai food is really spicy, I could not eat that.

Man: Oh, sure some of it is, which I really liked, but also they have different favorites, I ate so much but Jack did not like it so much

Woman: Oh, so you went with Jacky, how was that?

Man: Well let's just say we were both happy to back home

Conversation 4:

Conversation 4

Man: So, Malian are you glad to be backing home?

Woman: Oh yes definitely but I had a good trip.

Man: You went on a train trip did you across Canada?

Woman: Yes that's right from Vancouver to Cookery

Man: Cool, I heard the scenery is spectacular

Woman: Oh yeas it is amazing, the Rocky Mountains are so beautiful especially at this time of the year in the fall, I love traveling on the train especially long trips when you have lots of time to meet people and chat. I met so many different people and they all had interesting story to tell, I just loved it

Man: It sounds you are more interesting in the people than the scenery

Woman: Yeah, maybe I was, I thing that is the best part of the traveling

Man: And you do not mind traveling by yourself?

Woman: Oh no you meet more people that way

Q 4:

Man: I can't remember people's names.

It's so embarrassing. I do not know what to do.

Woman: Well, there are several things you can do. Why don't you write down people's names right after you meet them, and write a little bit about each person.

Man: OK, that's easy to do.

Woman: Another thing to remember is, when you meet someone for the first time, you should repeat their name silently to yourself several times.

Man: That's interesting idea.

Woman: Another thong to try is to connect their name to something. I would think of something their name reminds you of. For example, you can connect "Mike Green" with "my green car". When you meet him again, you first think of "my green car" and then remember his name.

Man: That sounds fun. Just one more thing, what did you say you name was again?

اثر تدريس برنامج مقترح لستراتيجيات الاصغاء على الاستيعاب لدى طلبة الكلية دارسي اللغة الانكليزية لغة اجنبية

بحث مستل لطالب الدكتوراة ضياء مزهر خريبط

اشراف أ.د. فاتن خيري الرفاعي

كلية التربية ابن رشد للعلوم الانسانية

الخلاصة:

الاستماع الاستيعابي لم يحظى بالوقت الكافي اثناء التدريس في اقسام اللغة الانكليزية ولذلك فان الطلاب لم يهيوا بالشكل الملائم لفهم ما يقال باللغة الانكليزية لدى الطلبة العراقيين الدراسين في الجامعات العراقية. لذلك فان ستراتيجيات الاصغاء تتطلب الكثير من الممارسة والتطبيق المستمرين.

الدراسة الحالية تهدف الى معرفة اثر تدريس برنامج مقترح لتدريس ستراتيجيات الاصغاء على استيعاب الطلبة الجامعيين دارسي اللغة الانكليزية لغة اجنبية. عينة البحث الحالي اشتملت على 104 طالب وطالبة من قسم اللغة الانكليزية في كلية التربية ابن رشد للعلوم الانسانية المرحلة الاولى. وقد تم تدريس الستراتيجيات الاتية: التلخيص/اخذ الملاحظات والتركيز المحدد والتضمين/التجميع والتحليل/السببية والتصور والاستخلاص/التخمين والاعادة/الاسترجاع واخيرا النقل/الترجمة.

اظهرت النتائج فروق ذات دلالة احصائية بين المجموعة التجريبية والمجموعة الضابطة في ست ستراتيجيات من اصل ثمانية وهي: والتحليل/السببية والتصور والاستخلاص/التخمين والاعادة/الاسترجاع والتركيز المحدد واخيرا النقل/الترجمة.