

أثر برنامج استماع تعليمي على تحصيل الاستماع لدى طلاب الثانوية

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المستخلص

تحقق الدراسة في أثر برنامج استماع تعليمي في تحصيل استماع طلبة الثانوية. ان هدف الدراسة هو تدريب الطلبة على كيفية ممارسة نشاطات الاستماع ليصبحوا مستمعين جيدين، ولتدريب المتعلمين على كيفية استخدام استراتيجيات قبل الاستماع، وأثناء الاستماع، و بعد الاستماع الى المواضيع. تم استخدام الاختبارين القبلي والبعدي لجمع بيانات الدراسة. كان عدد المشاركين ٧١ طالب (تم اختيارهم بالطريقة القصدية) من الصف الخامس الثانوي في مدرسة ثانوية العامرية للبنين. تم تقسيم الطلبة الى مجموعتين: تجريبية وضابطة. تم تطبيق البرنامج لمدة خمسة اسابيع. قام الباحثان بتقييم الطلبة بواسطة مناقشة وتفسير الملاحظة الذاتية للطلاب و تقارير فريق التدريس وتم تقديم التغذية الراجعة لهم. كشفت النتائج ان هنالك اثر ايجابي للبرنامج التعليمي على تحصيل استماع الطلاب. الكلمات المفتاحية: إستراتيجية الاستماع، صف خامس ثانوي، طلاب الغير ناطقين باللغة الانجليزية كلغة أجنبية.

The Effect of an Instructional Listening Program on Secondary Students' Listening Achievement

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Abstract

The study investigates the effect of an instructional listening program on Secondary students' listening achievement. The aim of the study is to train the students how to practice listening activities and become good listeners, to train the learners how to use listening strategies before, during, and after listening to topics. Pre-posttests were used to collect the data of the study. The participants were 71 male students (chosen randomly) from 5th secondary grade at Al-Ameria Secondary school for boys. The students were set in to two groups: experimental and control groups. The instructional program has carried out in five weeks. The researchers have assessed the students by discussing their self-observation and team-teaching reports and provide feedback. The results revealed that there is a positive effect of the instructional program on students' listening achievements.

Keywords: listening strategy, 5th secondary grade, EFL students.



Introduction

Today, EFL teachers are adopting communicative language teaching approach to language learning and teaching. As specialists in teaching English as a foreign language, the researchers realize that learning of English language is an a complex process as the students are hearing different styles, personalities, and preferences, thus it is time to search for a multiplicity of methods to respond to the teaching challenges. Seeking eclectic approach needs to be principled if instruction is to be effective, and techniques and activities need to be chosen intelligently to relate to specific program objectives (Richards and Rodgers, 1986)

Listening is a cognitive process that allows a learner to comprehend spoken language. Listening includes constructive, receptive, and interpretive aspects of cognition, that are used in both first language and second/ foreign language listening. In second or foreign language progressive, more direct intervention is necessary, because in most situations and habits in the first language have been established.

Listening consists not only a skill in performance, but also a primary ways of acquiring a second language (Rost, 2002: 503).

Listening encompasses "bottom-up" processing, in which the learner "listener" attends to data in the incoming speech signals as well as "top-down" processing, in which the learner "listener" uses previous knowledge and predictions to guide the process of comprehending. This simultaneous bottom-up and top-down processing takes place at different levels of grammatical, cognitive organization phonological, lexical, discoursal, and propositional (Ibid: 503)

1.1 Statement of the Problem

From the researchers' experiences in teaching English language at the university level, they recognize that EFL students who study English language at school lack the experience of how to listen to lectures presented in English language. This problem is considered a common problem among all EFL students due to the lack of listening competence.

The researchers are dissatisfaction with the instructional methods at schools, thus, they try to present a proposed instructional listening program to train the student to be an English language listener, to equip him/her with a technique to master listening skills at

secondary schools. The proposed program is a step toward developing students' listening competence at schools, to prepare them to be good listener and be able to comprehend speech in the target language.

1.2 The Hypothesis of the Study

The researchers seek to prove the following hypothesis: "There is no significant difference at ($\alpha = 0, 05$) between the students' mean scores of control group and experimental group in the post achievement test".

1.3 Significance of the Study

The study hopes to enhance EFL student ability to listen inside the classroom. The success of the program may encourage teachers to use it as a model in teaching listening skills for intermediate EFL students to overcome listening problems.

1.4 Objectives

The listening training program aims to:

- 1- Enhance student to receive knowledge in comprehending listening strategies .
- 2- Enhance students' experiential knowledge concerning listening tasks.
- 3- Acquaint the student with the importance of listening skill in learning English as a foreign language.
- 4- Familiarize student with the different types of listening strategies.
- 5- Improve the ability and quality of the student in learning listening inside the EFL classrooms.

1.5 Rationale

The training program is concerned with student (secondary/preparatory) strategies in learning listening skills. It is a practical and reflective training program, the program is carried out in five weeks, each week 120 minutes.

1.6 Target Population

The listening training program is intended to attract EFL students who learn English language at different levels at schools. Each training session should consist of no more than fifteen trainees.

1.7 The Need for the Training Course

The researchers believe that all EFL students and instructors need training courses to develop their competence and enhance their experience to become professional in their specialization.



The technology revolution, and the urgent demand to understand and to be understood in English language push the learners to learn and use English language proficiently, as one of the global language in the world. Thus, the events demand from the EFL learners to change and progress themselves to meet the new challenges of education. The training course will equip the EFL learners with a tool to overcome the listening problems and difficulties which may encounter EFL students inside the classroom.

1.8 Definition of Basic Terms

a- Listening strategies: The researchers define it as an active processes which help the learners to master listening skill in natural and smooth way.

b- Training Instructional Program: The researchers define it as an instructional activity which designed to achieve a pedagogical goal. It is intensive lessons to make change in the learners' listening behaviours.

c- Secondary Student: The researchers define this idiom as the stage which contains 3 levels. It is the stage that follow the intermediate stage and consists of three levels.

d- EFL Students: The researchers define them as all the students who learn English language as a foreign language.

2. Literature Review

This section presents the literatures that tackles the process of listening and teaching listening in a foreign contexts.

2.1 Processes in Foreign/Second Language Listening

Listening consists of three basic processing stages that are simultaneous and also Parallel: Decoding, Comprehension, and interpretation A fourth phase, listener response, is often included as well in descriptions of listening competence and performance.

Decoding includes speech perception, attention, word recognition, and grammatical parsing. Comprehension involves activation of previous knowledge, representing propositions in short term memory, and logical inference. Interpretation includes comparison of meanings with activating participation frames, evaluation of discourse meaning, and previous expectations.



The aim of decoding is to feed recognized lexical items and parsed propositions for comprehension. The aim of comprehension is to link the input with relevant knowledge sources for the further interpretation. The aim of interpretation is to give a set of viable listener response options to the listener (Rost, 2002:504).

2.2 Listener Responses

Learners' "listeners" responses are usually considered part of the listening process. They include display of uptake, back-channeling, and follow-up acts. The learner has the choice of "Up-taking" any initiating move or ignoring it. Back-channeling responses are short messages – verbal, semi-verbal, and non-verbal-that the listener sends back during the partner's speaking turn or immediately following the speaking turn such as "Yeah, right, u- huh, hmm"(Tsui, 1994). Follow-up acts are responses to a discourse exchange, and can be provided by either the listener or the speaker from the previous exchange, such as: speaker: " I'll see you tomorrow". Response: such as : Speaker: " I'll see you tomorrow". Response: " Okay, see you". It is a follow-up act. (Rost, 2002: 521).

2.4 Teaching Listening Comprehension

Richards (1983) proposes a listening process model that includes the following steps:

- (1) Determining the kind of interaction or speech event (such as discussion, a conversation, debate, or lecture) in which the listener is involved.
- (2) Recalling scripts relevant to the situation.
- (3) Making inferences about the aims of speaker.
- (4) Determining the propositional meaning of the utterance.
- (5) Assigning an illocutionary (functional meaning to the message).
- (6) Remembering and acting upon the information, while deleting the original form of the message.

Richards (Cited in Hadley, 2001: 184) provides a list of 33 micro skills that are needed in listening to conversational discourse, and adds 18 more that are used in academic listening.

2.5 Development of Listening Proficiency

When the teachers design an activity, they should keep in mind the purposes for which someone might listen to a given message. One



can expect that learners will be able to comprehend the gist and/or a few main ideas in familiar texts at the lower levels of proficiency. Intermediate EFL learners will need pre-listening activities to aid them anticipate and predict the relevant content in the text or message (Lund, 1991).

Lund (1990) build a taxonomic framework for listening comprised of two basic elements:

- 1- Listener function: It relates to what the learner attempts to precess from the message.
- 2- Listening response: it corresponds to the way in which the listener shows comprehension of the message.

2.6 Literature Review

Wilson (2008) states that novice teachers find teaching listening is very heavy duty due to the lack of information about the skill, and the difficulties of preparing a lesson. Thus, the novice teachers need a suitable training program to train them to teach listening skills effectively.

Imhof (2001) investigates the effects of using metacognitive strategies during listening activity. The participants were 35 undergraduate students. who enrolled in teacher-training program. Qualitative methodology was used to collect the data of the study. The results revealed that cognitive strategies interest management, asking pre-questions, and elaboration techniques) when appropriately use in the listening context, facilitate aural input.

Siegel (2013) investigates second language learners' perceptions of listening strategy instruction. Participants of the study were 54 university students. questionnaire and interview were used to collect the data of the study. The results revealed that learners view explicit listening strategy instruction positively process oriented approach to the teaching of listening have transferability beyond the second language classroom

Chang, and Millett (2014) investigate the effect of extensive listening on developing second language listening fluency. The participants were from Ten grade. The instructional program was based on three different modes: Reading only, reading while listening, and listening only. Pre and post test were used to collect the data of the

study. The results revealed that the reading while listening group show significant outcome compared with the other groups.

Al-Khayyat (2015) investigates the effect of CALL program on the Iraqi students' achievement in English. The participants were 38 students from the Second stage at the English Department at Cihan University in Sulaymaniya. The results reveal that using CALL had a positive effect on the students' listening achievement in the first round and followed the reading, writing and speaking skills.

Almoswai and Rashid (2017) conduct a study to identify and classify the effectiveness of using YouTube Video on EFL Iraqi college students' performance in Grammar at Missan University. The study shows that using audio and video enhance students listening performance, and there is positive attitude towards using audio-video techniques in teaching listening and other activities.

3.1 Population and Participants of the Study

The population of the study is all first Al-Karkh Directorate Education EFL students, during the academic year 2017-2018. The participants were 52 male students from Al-Ameria Secondary School for boys.

There are two sections of 5th grade. The participants were chosen randomly; the researchers selected from the students' list the first name then skipped three names and selected the fourth name and so on for the both sections. The selected students represented the experimental group and the rest students represent the control group.

Table 1 presents the distribution of students on the groups.

Table 1: Students distribution in the groups

Experimental Group	Control Group	Total
23	48	71

3.2 The Structure of the Instructional Program

The listening training program course has carried out in five weeks. The general content is presented in table 2. There will be assessment (formative assessment) during the course.

Table 2: Content of the Program

Day	Content	Time
1 st day	- Listening for gist - Break	120 minutes



	- Assessment + Feedback	
2 nd day	- Recursive Listening - Break - Assessment + Feedback	120 minutes
3 rd day	- Graphic Fill-ins - Break - Assessment + Feedback	120 minutes
4 th day	- Comprehension Checks - Break Assessment + Feedback	120 minutes
5 th day	- Summative Evaluation (Post achievement test)	90 minutes

3.3 Program Validity

The program has exposed to the English language instructors specialists in methodology as jury members in order to ensure the face validity of the tests. The jury made some amendments and provides recommendations.

3.2 Reliability of the Program

To prove the reliability of the program, the triangulations (Time, investigator, and theoretical) proposed by Burns (1999:164) were used as follows:



1- **Time triangulation:** The duration of the program is five weeks.

2- **Investigator triangulation:** There was more than one teacher inside the classroom to implement the program.

3- **Theoretical triangulation:** The program was implemented by the researchers who specialized in teaching English language.

3.3 Step for Applying the Program

First day: Listening for the Gist

1- Target Level : Secondary Level

2- Objectives: The learners identify "things" that are being presented by matching pictures of these 'things' to the passages heard.

3- Material:

1) Record a commercials advertisement from a native language radio-station.

2) Pictures relate to the topic.

4- Trainees performance:

The learners listened to the recorded material one at a time. As they listened, they associated what they listened to the pictures, in order to write under each picture its description.

Second day: Recursive Listening

1- Target Level: Secondary level.

2- Objectives: Students listen to a brief news to some specific vocabularies, then mention the details.

3- Materials:

1- Record a brief news.

2- Sheet of papers.

3- Sheet contains comprehension questions.

4- Trainees performance:

- First time listening: It is to extract vocabularies. The researchers informed the students about the topic they are going to listen to, and asked them to write some vocabularies they heard that relate to the topic.

- Second time listening: The researchers brainstormed the students' knowledge back- ground to see if they can predict the general theme of the topic.



- Third time listening: The students listened to the topic to answer the comprehension questions.

Third day: Graphic Fill-Ins:

Graphic Fill-ins consists of incomplete forms, diagrams, or other graphic material that can be completed as students listen to the topic.

- 1- Target level: Secondary level
- 2- Objectives: The students note down on a (calendar, form , diagram, map,...etc) the information they listen to .
- 3- Materials: (1) Record an activity.
(2) Maps, diagrams, calendars.
- 4- Trainees Performance:

The students have listened to an activity twice with pauses after each sentence, so that they can write down the needed information.

Fourth day: Comprehension Checks:

This activity is used to test EFL learners' comprehension of a listening text. Usually, the EFL teachers use comprehension questions which require from the EFL learner to extract detailed information from a test.

- 1- Target Level: Secondary level
- 2- Objectives: The students are be able to answer comprehension questions during, and after listening a text.
- 3- Materials: (1) Record a topic. (2) Questions' sheets.
- 4- Trainees performance:

The students have listened to a text to answer variety of comprehension questions, such as (Open-ended questions, true-false questions, multiple choice alternations, completion and summary.

Providing the sheets of questions serve as an advance organizer which gives the students an idea of the text. Also, when the students try to answer some questions while listening, it helps them to focus on relevant information of the discourse as they are being heard rather than requiring them to retrieve them from memory.

Fifth day: Closing Activity

- Time : 90 minutes

The Summative exam:

- The students conducted the final exam (post listening achievement test) for both groups.

4. Findings of the Study



To prove the hypothesis of the study " there is no significant difference at ($\alpha = 0, 05$) between the students' mean scores of control group and experimental group in the post achievement test", mean and Std. have been used. Table 3 presents the statistical analysis between the two groups in the pre and post test.

Table 3: The mean and Std. Deviation between the two groups in pre and post tests

Test	Control Group		Experimental Group	
	mean	Std. Deviation	mean	Std. Deviation
Pretest	15.25	1.63	16.78	1.36
Posttest	16.37	1.10	19.36	1.19

Table 3 shows that the students' mean scores in the post achievement test in the experimental group have gained (19.36) which is higher than the students' mean scores in the post achievement of the control group (16.37). Table 4 shows the computed t-value 5.19 is higher than the table t-value 2.00.

Table 4: T-value for the students' scores in Posttest

Computed t-value	Tablet-value	Level of sig.	Df
5.19	2.00	0.05	66

The results show that there is a statistically significance difference between the two groups under 66 degrees of freedom. So, the null hypothesis is rejected and the alternative hypothesis is accepted which states that " there is a significant difference at ($\alpha = 0, 05$) between the students' mean scores of control group and experimental group in the post achievement test for the favor of the experimental group".

5. Conclusion

The authors found that teaching listening skills is a dilemma that encounters most EFL instructors. In spite of presenting several training program by specialists or governments, but listening comprehension is still a big problem that face EFL learners and teachers at schools. The results of the present study can be considered as a tool which may be helpful for the EFL teachers to us it inside the EFL classrooms.

The authors hope that the present Training Listening program will aid the EFL students to achieve listening comprehension level.



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