

**Effectiveness of Teaching Listening Comprehension  
Strategies on Learners' Performance in Qals Area**

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## **Effectiveness of Teaching Listening Comprehension Strategies on Learners' Performance in this Area**

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### **Introduction :**

Up to the 50's the process of teaching English was influenced by the behaviouristic approach which focuses on listening to the teacher, imitating him and responding to controlled tasks. Listening was not taken seriously, and it was thought that it would develop automatically as a result of teaching other language skills. Later, it was found that spoken language was difficult to manage and that rote repetition would not lead to better language learning as it does not encourage learners to think over what they hear. Since the end of the 70'S research emphasis has shifted from behaviourism to cognitivism. The cognitive psychologists unlike the behaviourists emphasize the "Organism's covert" manipulation of the incoming stimuli in predicting response. Cognitive theory views second language learning as the acquisition of complex cognitive skills, since various component subskills must be practised and integrated into fluent performance. Researcher on LC have been directed almost exclusively to the improvement of teaching methods and designing specific exercises appropriate for the skill. However, much less consideration is given to the listener's role. The listener's role reflects the domination of the audio-lingual method which views learners as organisms , in the sense that they can be directed by skilled training techniques to produce correct responses,

## **Effectiveness of Teaching Listening Comprehension**

**Strategies on Learners' Performance in this Area - *Dr. Khalid S. Al - Obaidi***

(Dansereau, 1978, Richard and Rogers, 1986) However, there are other views which show that the learner plays different active roles in the communication process. This is an outcome of the emphasis laid on the process of communication and interaction between the speaker and the listener. In order to understand what he hears, a listener makes use of all available information (e.g. previous experience, knowledge of the language , etc.). It is through the interaction between the information brought by the listener and potential information that the message is understood.

Researchers (e.g. O'Mally and Chamot, 1990) mention that in processing received information listeners use two types of approaches : Bottom-up and top-down . By bottom -up processing it is meant that the listener starts listening by decoding syntactic clues in order to identify larger constituents and from them builds and connects propositions in an interpretation of the whole message (Marton , 1988, Nunan , 1980). Contrary to the bottom -up processing, the top-down processing means that the listeners starts with a general idea about what is included in the text by resorting to available information (linguistic and non- linguistic ). Content words and meanings are treated as primary clues for an interpretation of the message.

Some researchers (e.g. Riley , 1981, Krashen and terrel , 1983, Samuel and Kamil 1984) belittle the role of syntax in the process of LC. They argue that we focus on meaning and contextual clues rather than factual information.(Faerch and kasper 1986, and Bransford, 1979,) agree that it may be impossible to separate linguistic knowledge from general knowledge of the world .

To sum up we use linguistic knowledge in conjunction with general knowledge to understand content effectively and the interaction between bottom - up and top - down processing is likely to produce the best pedagogical result .Based on the above view , it is thought that efficiency in LC can be attained if the learner does

not depend exclusively on one source of information, but utilize every clue that can help him understand the message . He should be armed with certain techniques and strategies that can be used to understand the various aspects of the listening skills e.g. extracting words meanings, inferring , predicting , etc .

The concept of strategy use in listening and reading comprehension is discussed by many people. According to Faerch and kasper (1986) a listener engages in a variety of mental processes in an effort to create his version of the message , matches it with the speaker's and finally interpret it. However there are always gaps to be filled , In order to bridge the gaps in either input or knowledge and understand new information, an effective listener activates mental processes (strategies) . These strategies are problem - oriented in the sense that learners use them to facilitate comprehension . But it can be argued that dealing with every aspect of listening (or any skill) constitutes a problem. Therefore, it can be said that these strategies are individual and, thus, there is no comprehensive or exclusive list for these strategies .

However, this study addresses the idea that these individual positive strategies can be taught to other less efficient listener which can be, through constant training, part of their personal identity (not necessarily invented) when dealing with a listening passage .

Strategy learning processes may be conscious in the early stages of learning , but become automatic with practice and consequently may be performed without awareness. The cognitive theory indicates that conscious control depends on the familiarity of the skill being applied and the nature of the information that is processed , (O'Mally et. al, 1990), However , some researchers (Tarone , 1980, Ellis, 1986), stress that consciousness is definitely characteristic of comprehension strategies. As these strategies guide our behaviour in a new or difficult environment, they are often selected intentionally.

## **Effectiveness of Teaching Listening Comprehension**

**Strategies on Learners' Performance in this Area - Dr. Khalid S. Al - Obaidi**

Most of the investigations in the field of learning strategies have been launched to explore the type and frequency of strategies used by students and the possibility of classifying them into categories. (Paribakht, 1985, Si- Qing, 1990, O'mally et.al, 1985, chamot et.al, 1977, 1987).

One essential point emphasized by these studies is that learners of all ability were found to use learning strategies. However, more effective students use these strategies more often and have a wide repertoire of strategies than less effective learners. Despite the strong association between strategy use and learning outcomes, it was found that the outcome is determined by the nature of the task and years of prior knowledge. The conclusion provides a starting point for instruction on strategies which may benefit learners who are finding difficulty with the comprehension of English.

All previous strategy instruction focussed on strategies for vocabulary learning, ignoring more complicated long tasks such as listening and speaking. Instruction was usually performed during individual sessions, concentrating on isolated strategies instead of on combinations of strategies such as combining metacognitive with cognitive strategies. Furthermore, most of the instruction was administered during single sessions concentrated on single set of tasks presented immediately after training. Though these studies (Weinstein, 1978, Gang, 1985, Rost and Roos, 1991, Dansrea, 1978, O'Mally et al, 1985) show the positive effectiveness of strategy instruction, they do not provide us with the full image.

In real life listening we use a variety of strategies to learn or communicate with people. Some of these strategies are used in combination with others to realize a specific goal. Therefore it is difficult to make generalization depending on the results of these studies. It seems that in order to validate the effectiveness of strategy instruction, any course should incorporate as many as possible of those strategies that are expected to be employed in real - life listening.

This study is an attempt to improve EFL (English as a foreign language) listeners ability to understand informal spontaneous speech delivered by the teacher or heard on tape-recorder in the classroom setting through a prescribed listening comprehension strategy training .The main concern of the study is to carry out an experiment to find out if it is practically possible to increase learners ' LC competence by developing their ability to use LCSs.

### **Hypothesis:**

In the light of the study objectives, the following hypothesis is formulated :

- Strategy training positively affects listeners performance on LC tasks .

### **Methodology:**

#### **Sampling:**

The population sampled in this study were forty-two final-year Arabic-speaking Iraqi students enrolled in the department of English, Teachers Training College . They were randomly selected and randomly assigned to two groups : the experimental and control groups . These prospective teachers always complained that their ability to comprehend spoken English was unsatisfactory , despite the fact that they spent nine years learning English .

These students had some familiarity with the English language system, but they lacked approaches to understand listening material .They can be described as having limited capacity in listening and speaking skills . They were regular students and they attended classes every day except at the weekends and the final-year-three-month vacation . Violation of the college regulation (e-g . two-week absence) would result in dismissal. They were matched in their first-year English final examination, the pre-training test scores, and the pre-training questionnaire scores. No significant differences were found.

### **Design of the study:**

In this study the " Pre- test- post-test Control Group Design was used. This procedure basically involves subtraction each subjects pretest score from his posttest score. The difference is called "gain score" . Each score is then treated as a raw score for each subject and a t- test is carried out to determine the difference in the gain scores between the two groups . It was hoped this would control the sources of secondary variables and provide a measurement of the independent variables (strategy training) prior to the administration of the experiment . Here the subject's achievement on the LC test was the independent variables. (Robinson, 1976).

### **Test :**

A 50-item multiple-choice test was designed to assess the subject's performance on the LC tasks. This type of test is considered suitable for measuring LC, mainly, because the tests would concentrate on meaning rather than worrying about the language skills .They are easy to try out , correct , and provide wider sampling of the desired objectives of teaching (Nunnally , 1972, Wringe, 1989 ) . It was decided that the test would contain 50 items , with four options for each. Three out of six levles of Chamot's process-bascd-model (1977) were selected and adapted as a source of the table of specifications (See Appendix 1).

These levels are: recalling facts, analysis, inferring Some criteria were laid in choosing any specific item : the skill to be tested requires the learners to use the various strategies he learned durng the STP It lends itself easily to the multiple-choice test, it matches the learner's intellect of education levels and it should be needed by the learns at this stage to facilitate comprehension .

The items were arranged into content areas (skills) on the one hand and into difficulty levels on the other. They were also arranged into the sequencing of ideas. It was thought that this technique

would enable the listeners to use more LCSs. All individual strategies were tested by more than one item to provide subjects with more opportunities to use their strategic competence, not mentioning the obtaining of more reliable results . However, the weighting assigned to each level depended on its importance for the learners and the subskills it included. Thus, "recalling facts" and "inferring " were assigned 22 and 24 items respectively while "analysis" was assigned four items because it constituted only one skill.

Three to five minute passages, each of approximately 350 words were selected to be the test material. The first and the second were literary ones, while the third was a scientific one with technical content. Dialogues were ignored because the main objective of the study was how to help learners understand materials presented orally by the teacher. It was noticed that testing LC by material presented live by two persons was inappropriate. Recorded tapes were also excluded as they deprive the listless from contextual clues.

The three topics were considered suitable by the jury in that (a) the material had unity and good development of ideas (b) they contained some implicit information and new words , (C), the sentences were relatively simple and short and (d) the subjects were familiar with the topic of the passages.

### **Teaching listening comprehension strategies:**

Twenty short extracts were selected to realize the goals of this program. The content areas represented included a wide variety of short interesting topics. Some of the extracts were monologues, i.e., topics presented by the researcher. In addition , recorded tapes of dialogues between native speakers with multiple - choice items were used . None of the material presented had previously been studied by the subjects. The materials were featured with redundant elements such as repetition, pauses, rephrasing, etc, for the purpose



## **Effectiveness of Teaching Listening Comprehension**

**Strategies on Learners' Performance in this Area - Dr. Khalid S. Al - Obaidi**

of making the listening activity more realistic , The subjects familiarity and their background knowledge were taken into consideration. In addition , the lexical , phonological and grammatical elements contained were in the range of the student's comprehension ability, however, some of these elements were new. In selecting the STP activities the following procedures were taken :

- 1- A wide variety of activities were used to practise the use of individual strategies.
- 2- The students were exposed to a variety of voices because they will need this multiplicity of types of spoken language in real life
- 3- The duration of each listening activity was short.

A series of twenty four 50 - minute sessions were scheduled for teaching 27 LC strategies (Appendix 2). In total. the training period was 8 weeks. Each group met three times a week , i.e. , each group received 24 hours of instruction during the STP. In order to maintain the student's concern and feeling of responsibility , no mention was made of the investigator's experiment. Therefore, the students thought that the subject was a supplementary course prescribed by the college administration.

The two groups had the same instructional material presented in two different modes in the same amount of time, while the EG subjects were instructed in the use and application of LCSs , the CG was asked to work on LS tasks using whatever procedures they typically used in performing such classroom assignment. They received no directions in using specific strategies.

At the onset of the training program, extensive support was provided in order to show students the LCS that would help them listen more effectively , and then gradually this support was reduced so that students might use LCS autonomously.

On presenting a new strategy the researcher would first explain the purpose and value of the LCS and the benefit subjects

would derive from using it. The researcher then modelled the strategy by actually performing a task and thinking aloud about the mental processes comprising the strategy. During each session, the researcher gave an extract containing a problem or situation that demanded the use of a special strategy. Each strategy was presented in the context of connected speech.

During the next stage of practice, comprehension questions in English were provided before tape – playing or live presentation of materials. The instructor reminded the students of the strategy (s) taught before hearing the segment. The students then listened to one section at a time, answering questions and discussing them before listening to the next. They were required to explain how they answered a specific question, i.e. what strategy (s) they used, and if they encountered any difficulty, and how they managed to overcome it.

The students were provided with repeated opportunities to practise a strategy on a variety of tasks, so that eventually the strategy itself might become part of the students procedural knowledge. The researcher gradually added each newly introduced strategy to the previous one. It was thought that this approach would help listeners apply LCSs in a natural way. Tests for listening tasks were also given each day. Students were usually asked to assess their responses before they were provided with feedback. They were also given the opportunity to correct their answers. They were required to keep a record of their daily scores. Immediately after doing a test, they were asked to put their scores down in their record files. (See McLaughlin, 1987).

### **Overall Test Result:**

As far as the CG is concerned, items 10 and 39, which were the literal type, received the highest scores (90%) on the posttest (Appendix 3). Item number 13, which belongs to the inferencing skill, received the lowest score (14%). On the other hand, the EG

### **Effectiveness of Teaching Listening Comprehension**

**Strategies on Learners' Performance in this Area - *Dr. Khalid S. Al - Obaidi***

received full marks on six items, three of them (19,14,39) demanded literal comprehension while the other (3,41,44) were of inferential type. The lowest score for this group was associated by item 36 (24%).

These results indicate that the CG tended to understand literal meaning while the CG tried to make use of linguistic and non-linguistic clues to understand the message. The increased number of items that got full marks gave an empirical evidence that the EG subjects used more strategies than the CG to understand meaning.

This study revealed that the subjects used to resort to various strategies and techniques to do the task. In doing the task dealing with recalling sequence of events, the subjects depended on their familiarity with discourse and cohesive devices, recognizing and ignoring redundant information, holding information in their minds, establishing semantic relationship among the meanings of different grouping and finally relating these pieces of information to their background.

In inferring referential meaning ineffective subjects pointed out they were able to recognize cohesive devices and they tried to substitute them with previous statements. However, they complained that they did not have the chance to go back to the previous pieces of information and relate them to new ones, because they had to catch up with the flow of speech. Some ineffective students reported that they were unfamiliar with many forms of substitution because their teachers demanded "full answers" for the questions.

In deducing words meanings effective listeners used various techniques such as their background knowledge and the speaker's gestures. Those who failed to do the task successfully reported that they either depended on translation or asking for help when meeting an unknown word. In order to reach conclusion they used some strategies such as "recalling factual information" and inferring

implied meaning. It was noticed that students gave diversified responses and they were able to give various justifications.

**Table 1: Number of Pretest and Posttest Correct Responses for the EG and CG, percentage and Difference Per Subskill.**

subskill	No. of Item	Group	No. of Correct Responses	%	No. of Correct Responses	%	difference
1. Literal Level: Recalling cause and effect relationship	7	EC	70	47.6	124	84.3	54
		CG	76	51.7	75		-1
2. Recalling detail	14	EC	154	52	245	83	91
		CG	175	59.5	171	58	-3
3. Recalling sequence	3	EC	32	50	52	82	20
		CG	28	46	30	49	2
4. Level2 :Analysis Identifying Main Idea	4	EC	39	46	62	73	23
		CG	48	57	43	51	-5
5. Level 3:Inferring 5 Inferring Implied meaning	3	EC	32	50	40	63	8
		CG	22	34	21	33	-1
6. Inferring inferential Meaning	4	EC	44	52	61	72	17
		CG	38	45	45	53	7
7. Inferring Cause-and – effect Relationship	5	EC	58	55	71	68	13
		CG	55	52	65	62	10
8. Inferring word Meaning	2	EC	15	35	32	76	17
		CG	20	47	25	59	5
9. Inferring Conclusions	3	EC	25	39	34	53	9
		CG	28	44	21	33	-7
10. Predicting	5	EC	63	60	85	81	22
		CG	61	58	69	65	8

If we move from “items” to “subskill” (table) we find that the EG obtained the highest score on subskill 1 “recalling cause – and – effect relationship, (84%), while received the lowest score on subskill number 9” inferring conclusion (53%) and 5 inferring implied meaning (63%). As expected these two same subskills

**Effectiveness of Teaching Listening Comprehension****Strategies on Learners' Performance in this Area - Dr. Khalid S. Al - Obaidi**

received the lowest score (33%) on the part of the CG. These results indicated that inferencing was found for more difficult than other subskills.

The above conclusion was also confirmed by the results related to the main skills (levels). The results (table 2)

**Table 2: Number of Pre-and Posttest Correct Responses for the EG and CG Per Level and for the Overall Test.**

Level	No. of Item	Group	Pre - test		Post - test		Difference
			No. of Correct Responses	%	No. of Correct Responses	%	
1. Recalling		EG	256	50	421	83	165
Facts	24	CG	282	56	280	55	-2
2. Analysis	4	EG	39	46	62	73	23
		CG	48	57	43	47	-5
3. Inferencing	22	EG	237	51	232	69	86
		CG	224	48	246	57	22
Total	50	EG	532	50	806	77	274
		CG	554	52	569	54	15

Show that level I "recalling facts, level 2 "analysis" and level 3 Inferencing received 421 (83%) 62 (73%) and 323 (69%) correct responses respectively. The reason for this phenomenon could be that the literal level demands the listener's ability to remember facts, the inferential level, on the other hand, requires the listener to interpret the intended meaning depending on a bottom- up as well as a top- down approaches. Accordingly, this skill demands more mental processes i.e. the listener may use one strategy or a combination of strategies to get the meaning, therefore, it was found more difficult than the literal level. This fact was supported by the

evidence that the subjects rated their use of strategy 16 “recalling factual details” as the most frequently used one . Another reason could be that it was almost impossible to provide the condition of natural presentation of the test material as is the case in real life or classroom interaction where students opportunities to use various LCS were not limited.

The reason could also be ascribed to the fact that the information needed by the testees to answer an item measuring the inferencing ability was embedded in the text. Therefore, they were expected to give various responses, depending on their personal experiences, attitudes, etc.

Figure 1 sheds light on another aspect of the improvement made by the individual scores of both groups. It indicates that on the pretest there was no significant difference between the two groups, moreover, the scores of both groups did not exceed 40. On the posttest it was found that no subject from the EG scored below 30 and the majority (57%) scored between 30 and 40. The most interesting result was that 42% of these subjects scored between 40 and 50. However, not a single subject from the CG scored higher than 40 on the posttest. Furthermore, the majority scored between 20 and 30. It can be seen that the standard level of the CG seemed to fluctuate. In contrast, the progress made by the EG was featured with steadiness and meaningfulness in that it was not only expected but accepted.

**Effectiveness of Teaching Listening Comprehension****Strategies on Learners' Performance in this Area - Dr. Khalid S. Al - Obaidi**

However, all the mean gain scores were of positive value. The highly significant difference was found with the second subskills "recalling details" ( $t = 6.4$ ) while with subskill 7 "inferring cause-and effect relationship" The least significant difference was found ( $t=0.33$ ).

Regarding the three levels comprising the test, table 4 shows that the differences between the EG and CG were all significant in favour of the EG on all these levels. The highest difference was found in the literal level ( $t=8.7$ ) followed by the analysis level ( $t=3.8$ ); the lowest in significance was the inferential ( $t=3.6$ ).

A look at the test results as a whole (table 4) shows that the EG got a mean gain of (13) while the CG obtained a mean of (0.71). The comparison in the mean gains showed that the difference between the two groups was highly significant ( $t=9.08$ ) in favour of the EG. It can be concluded that the positive effect of the STP was not only confirmed by the scores received by the subskills, each level and the whole test, but also by the scores recurred by each individual.

**Table 4 Differences in the Levels and the Overall Test Mean Gains From Pretest to Posttest between the EG and CG.**

		MG	SD	t.value	Sig.
1. Recalling Facts	EG	7,85	3,13	8,76	S
	CG	-0,09	2,72		
2. Analysis	EG	1,09	1,09	3,88	S
	CG	0,23	1,13		
3. inferencing	EG	4,09	2,21	3,66	S
	CG	1,04	3,10		
Total	EG	13,04	4,43	9,08	S
	CG	0,71	4,37		

## **Recommendations**

### **Teaching Methodology:**

It is important for the practitioners in the field of language teaching to recognize the fundamental role of the listener and the need for providing him with opportunities to develop his listening skill . He should be helped to take initiatives, carry out the activities and perform listening tasks.

Teachers should be confident that there exists a number of strategies that can be taught to students to improve their overall performance . This means that the teacher's job is not to provide comprehensible input but to show the students a variety of LCSs which can be paired with specific types of language tasks.

It is suggested that teachers are given in-service training courses that concentrate on helping listeners on how to comprehend what they hear . Substantial training in the positive strategies that might be used by listeners is necessary, both to convince teachers of the utility and value of teaching these strategies and to familiarize them with the instructional techniques that would help listeners become autonomous language listeners.

The teacher has to provide ample practice and evaluation opportunities to develop the procedural competence related to LCSs. As students become more proficient in strategy use, teacher's support is gradually eliminated. In addition, teachers are advised to teach their students various types of LCSs including cognitive, metacognitive and social strategies because in real life people use various strategies in isolation or in combination to understand meaning.

Students need help in seeing that new information encountered is best understood in the context of familiar experience. Stories, for example, make more sense if we compare them to similar events that happened to us. Awareness of the learners'



background knowledge will help the teacher determine the average level of the class and identify whether students need extra work to bring them up to the required level and which students are already beyond it and could, therefore, employ their time on more advanced projects.

Students should be helped to see the general framework of what they hear, making use of pauses, stress and intonation. They should be helped to be selective listeners, discarding redundant information. They should also be prompted to participate in the listening activity. However, owing to language deficiencies some of them might be reluctant to do so. Here, it is the teacher's duty to convince weak or hesitant listeners that making a mistake is not a catastrophe. And that it is better to be involved in the listening activity than giving it up.

### **Syllabus Design :**

Syllabus designers should take into account the characteristics of the learner's LC needs and their level of proficiency. Students' strategic competence should be carefully analysed before designing a syllabus or stating learning objectives. One step towards teaching LC is to identify LCSs used by both effective and ineffective listeners by interviewing them about the ways they approach a specific task. It is important to establish syllabuses which are geared towards developing any strategy that can help listeners in their efforts to understand spoken language.

The type of materials to be presented and the subsequent exercises should be designed in such a way as to provoke listeners to use LCSs. These types of materials give ideal situations for using strategies. It is hoped that listeners may develop their strategic competence by using the same strategy(s) through constant practice, with similar situations.

The materials represent various types of topics such as education, food, health, etc, each one of these topics could be

subdivided into a group of related topics. By this way we are developing listener's ability to recruit their background knowledge to understand what they hear. It is also of importance that the LC materials include enough known information for the listener to interpret the unknown. Hence, it would be useful to present the materials that contain linguistic and semantic elements of high frequency of occurrence. Though live presentation of the listening material is recommended, tapes and films should be basic types of the materials.

As for as the LC tests are concerned care should be taken to the effect that student's answers to the test questions should push the listeners to use specific LCSs.

#### **Further Research :**

In addition to the contribution made by this study in the area of LC. There is still a need for further research. Here, the study advances the following research suggestions to fill in the gaps:

- 1- Application of the same tools of the present research is needed to assess the impact of strategy training on students' comprehension of their native language. This type of research would investigate the transfer of LCSs across languages.
- 2- The present study investigates the effect of LCS training on student's listening behaviour. A further study is needed in speaking strategy training and its effect on listener's comprehension.
- 3- It would be of vital importance to investigate the effect of LC strategy training on student's proficiency in other language skills.

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**Effectiveness of Teaching Listening Comprehension**

**Strategies on Learners' Performance in this Area - Dr. Khaled S. Al - Obaidi**

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**Effectiveness of Teaching Listening Comprehension**

**Strategies on Learners' Performance in this Area - Dr. Khalid S. Al - Obaidi**

**Appendix 1: Distribution of Test Objectives: Level Skill, Sub-Skill, Item Number, Total Number of Skill Items and percentage.**

Level	Skill	Subskill	Item NO.	Total No.	%	
1	Reading facts	1. Recalling cause – &- effect relationship	1,2,11	7	48	
			14,25			
			27,28			
		7,9,10	24			
		2. Recalling Details				
		12,19				
		21,22				
	23,32					
	34,37					
	39,45,48					
	Analysis Inferring	3. Recalling Sequence	Identifying the main idea	4,31,49		4
			18,36,40,50			
		1. Inferring implied meaning	5,13,20	22		
			2. Understanding Referential meaning			
3. Inferring Cause – and effect Relationship		3,6,8,38,42	44			
		4. Inferring word-meaning			29,35,	
15,16,17						
5. Interring conclusion	30,33,41					
6. Predicting	43,46					

## Appendix 2: Listening Comprehension Strategies

Item No.	Strategy Type
1-	Listening attentively
2-	Selective attention
3-	Self-monitoring
4-	Self-evaluation
5-	Skimming
6-	Summarizing
7-	Avoiding redundant elements
8-	Distinguishing fact from opinion
9-	Transferring information
10-	Self-repetition
11-	Inferring implied meaning
12-	Inferring word meaning
13-	Predicting
14-	Wait and see
15-	Understanding non-verbal information
16-	Recalling factual details
17-	Elaboration from background knowledge
18-	Elaboration from self-questioning
19-	Analyzing title
20-	Following sequence of events
21-	Understanding discourse and cohesive devices
22-	Listening for larger units
23-	Making use of pauses
24-	Identifying information focus
25-	Interpreting intonation
26-	Participation
27-	Asking for clarification



**Effectiveness of Teaching Listening Comprehension**

**Strategies on Learners' Performance in this Area - Dr. Khalid S. Al - Obaidi**

**Appendix 3 Number of pretest-posttest Correct Responses, percentage and percentage Difference for each Subskills.**

Type of skills	Item no.	Experimental Group						Control Group			
		Pre-test	%	Post-test	%	Diff.	Pre-test	%	Post-test	%	Diff.
Recalling factual details	1	3	14	9	42	28	8	38	8	33	0
	2	9	42	20	95	53	13	61	5	24	-37
	11	14	66	20	95	29	14	66	12	57	-9
	14	15	71	21	100	29	16	76	12	57	-19
	25	9	42	16	76	34	10	47	16	76	29
	27	10	47	20	95	48	12	57	14	66	9
	28	10	47	18	85	38	10	47	8	38	-9
	7	12	57	19	90	43	15	71	18	85	14
	9	12	57	12	57	0	12	57	7	33	-24
	10	15	71	21	100	29	15	71	19	90	19
	12	11	52	13	61	9	16	76	8	38	-38
	19	4	19	18	85	66	4	19	6	28	9
	21	13	61	17	81	20	12	57	12	57	0
	22	9	42	15	71	29	10	47	12	57	10
	23	14	66	20	95	29	11	52	15	71	19
	32	12	57	19	90	43	13	61	10	47	-14
	34	10	47	17	81	34	15	71	15	71	0
	37	18	85	18	85	0	17	81	12	57	-24
	39	14	66	21	100	34	13	61	19	90	29
45	6	28	16	76	48	12	57	12	57	0	
48	4	19	19	90	71	10	47	10	47	0	
Recalling sequence	4	13	61	17	81	20	12	57	17	81	24
	31	13	61	18	85	24	10	47	6	28	-19
	49	6	28	17	81	53	5	24	7	33	9
<b>Level 2: Analysis</b>											
Identifying the main idea	18	9	42	20	95	53	10	47	8	38	-9
	36	7	33	5	24	-9	9	42	6	28	-14
	40	9	42	19	90	48	14	66	17	81	15
	50	14	66	18	85	19	15	71	12	57	-14
<b>Level 3: Inferring</b>											
Inferring implied meaning	5	6	28	8	38	10	5	24	5	24	0
	13	11	52	13	61	9	5	24	3	14	-10
Inferring referential meaning	20	15	71	19	90	19	12	57	13	61	4
	24	10	47	12	57	10	9	42	9	42	0
	26	14	66	17	81	15	8	38	13	61	23
Inferring cause and effect relationship	44	12	57	21	100	43	11	52	15	71	19
	47	8	38	11	52	14	10	47	8	38	-9
	3	12	57	21	100	43	10	47	16	76	19
	6	8	38	7	33	-5	11	52	9	42	-10
Inferring word	8	13	61	9	42	-19	14	66	14	66	0
	38	13	61	19	90	29	10	47	13	61	14
	42	12	57	15	71	14	10	47	13	61	14
	29	10	47	18	85	38	11	52	16	76	24
	35	5	24	14	66	42	9	42	9	42	0

meaning											
Inferring	15	13	61	19	90	29	11	52	10	47	-5
conclusion	16	4	19	9	42	23	6	28	6	28	0
	17	8	38	6	28	-10	11	52	5	24	-28
Predicting	30	9	42	16	76	34	13	61	13	61	0
	33	15	71	20	95	24	12	57	16	76	19
	41	15	71	21	100	29	12	57	17	81	24
	43	15	71	17	81	10	16	76	11	52	-24
	46	9	42	11	52	10	8	38	12	57	19

### The Final Form of the Test

**Dear Student,**

In this test you will have an opportunity to demonstrate your ability to understand spoken English. Listen carefully to the following passages. At the end of each part of each passage, you will hear a group of items. Listen to each item and then on your separate answer sheet mark a cross into the box that corresponds to the answer you have chosen.

Please note that I will stop talking at specific points and ask you to answer certain items that assess your ability to predict. You are not allowed to change your options as soon as I resume speaking.

#### Passage One

I started the car and headed out the way I had come. A few yards before I reached the road, I left the motor running and crawled to the edge of the long grass. They had stopped shooting. It was only a matter of minutes before they must find my tracks and follow them. But there was no sign of them yet. I got back to the car, pressed on the accelerator, and it shot forward, breaking through the bushes I had pulled across to hide my entry. The first corner was close and as I rounded it, out of sight I glanced up into the mirror, there were no police on the road. They must have heard me, but they couldn't have seen me.

A couple of miles further, I turned off the road at a small waterfall and cleaned my face, washing away the blood. I put my sports jacket on to hide my torn shirt from the motorists. I took all

**Effectiveness of Teaching Listening Comprehension**

**Strategies on Learners' Performance in this Area - Dr. Khalid S. Al - Obaidi**

of the parcels out of the rubbish can, replaced them with my shoes, weighing the can with rocks and buried it deep in the pool under the waterfall. I put on a clean pair of shoes I had brought with me.

I was on the point of congratulating myself what a clever character I was, when I put my hand in my hip pocket and I knew that somewhere back in the bushes, not far from my tracks, the police would pick up a new wallet with my initials on it in gold, and my name in on an identity card.

1. The author left the car because he wanted to .....
  - a) sleep in the grass
  - b) follow someone
  - c) see if he could see anyone
  - d) cool down the engine
2. Because the author realized there were no police to be seen, .....
  - a) he got back to his car
  - b) he decided to take a rest
  - c) he went fishing in the pool
  - d) he decided to have a meal
3. The police stopped shooting because .....
  - a) they were afraid of the author
  - b) they had arrested the author
  - c) they could not see the author
  - d) they saw the author drive away
4. Which of the following is not in its chronological order?  
The author: .....
  - a) turned off the road at a small waterfall
  - b) left the motor running
  - c) crawled in the grass
  - d) realized there was no police in sight

5. "It was only a matter of minutes before they must find my tracks and follow them." We understand that the author was .....
- at home
  - not far from the police
  - far from the waterfall
  - hiding in the bushes
6. "They must have heard me but they couldn't have seen me." Why did the author think the police had heard him?
- he shot at the police
  - he crawled in the grass
  - he drove the car
  - he cried out with pain
7. When the author looked in the mirror, he noticed that .....
- he could hear the police
  - he could see the police
  - the police could see him
  - there were no police in sight
8. He took a side turning because he wanted .....
- to look at the waterfall
  - to bury his parcels in the water
  - to avoid being seen by the police
  - to hide his jacket
9. At the waterfall, what did the author take out of the rubbish?
- his sports jacket
  - his shoes
  - his parcels
  - his wallet
10. At the waterfall, the author .....
- saw the police
  - drank water
  - swam in the river
  - washed away the blood

**Effectiveness of Teaching Listening Comprehension**

**Strategies on Learners' Performance in this Area - Dr. Khalid S. Al - Obaidi**

11. The author put his sports jacket on because he wanted .....
  - a) to hide his torn shirt
  - b) to hide his wallet in the river
  - c) to hide his identity
  - d) to get warm
12. The author buried the can deep in .....
  - a) the pool
  - b) a ground hole
  - c) the rubbish
  - d) a bush
13. "I was on the point of congratulating myself what a clever character I was ....."  
We concluded that the author thought that .....
  - a) the police would not find his can
  - b) the police would decide to leave him free
  - c) he managed to escape
  - d) he managed to steal the car
14. The author did not find his wallet because .....
  - a) he left it at home
  - b) he lost it at the waterfall
  - c) he lost it at place where the police followed him
  - d) somebody had stolen it from him
15. "The police would pick up a new wallet with my initials on it in gold, and my name on it." We concluded that: .....
  - a) the police would pick up some letters of his
  - b) the police would send back the author his wallet
  - c) the author would look for the wallet
  - d) the police would be able to trace the author
16. The author was .....
  - a) a smuggler
  - b) a thief
  - c) a prisoner
  - d) a criminal

17. I think that .....
- a) the police would never arrest the author
  - b) the police would certainly arrest the author
  - c) the police would probably arrest the author
  - d) the author would give himself up to the police
18. The passage is about .....
- a) a man who lost his identity card
  - b) a man followed by police
  - c) swimming in the pool
  - d) picnicking in the woods

### Passage Two

It was a cold frosty night early in January. The roads were hard and good and the moon was flooding the country with her silver light, making everything as bright as day.

My father and I walked by the horses while our passengers on the front of the wagon laughed and talked. Then I fell a bit behind the wagon and as I did so I noticed the parcel our passengers had put in the back showing out in the strong moonlight. It was a bulky long, shapeless sort of bundle contained in a big sack and it moved in a fashion that made it seem, to my boyish eyes, as though it had something alive in it.

However, I did not look closer, but got back to the horse's heads and plodded with father. After we had gone, perhaps, another mile, father stopped by the roadside and the wagon passed him as it had done in my case. He was there some few minutes before he rejoined me and when I looked at his face I was frightened, it was so stern and grim. Something had evidently upset him but he said nothing and we plodded as before.

After travelling for some half a mile further, I let the wagon pass me and fell behind it, my eyes once more fixed on the mysterious parcel at the back. This time my curiosity overcame me.

**Effectiveness of Teaching Listening Comprehension**

**Strategies on Learners' Performance in this Area - Dr. Khalid S. Al - Obaidi**

I swung myself up to the wagon rail and took a close look at the bundle. I could see the neck of the sack was unloosed, as though somebody had recently untied it, and pulling the sack aside, I peeped in.

I hung to the rail paralysed with fear. The moonlight shown through the loosened sack and I saw a naked human arm and the pale wax-like face of a dead woman.

19. The author and his father were travelling .....
  - a) on a bright day
  - b) on a cold frosty day
  - c) on a stormy day
  - d) in the sunshine
20. They were making a journey in .....
  - a) mid-summer
  - b) mid-winter
  - c) the autumn
  - d) the spring
21. The father and son traveled .....
  - a) with a horse and a cart
  - b) as passengers in a wagon
  - c) by car
  - d) by rail
22. The author and his father .....
  - a) talked to the passengers in the wagon
  - b) sat in the wagon laughing and talking
  - c) walked together, guiding horses
  - d) laughed at the passengers in the wagon
23. The passengers had put their bundle .....
  - a) between them
  - b) on their laps
  - c) at the back of the wagon
  - d) in front of them

24. The word “so” in “Then I fell a bit behind the wagon and as I did so I noticed the parcel our passengers had put on the back” means .....
- I talked to the passengers
  - I walked with my father
  - I looked at the room
  - I fell behind the wagon
25. The author noticed the passenger’s parcel because .....
- the moon was shining brightly
  - it was a bright day
  - the sunlight was shining on it
  - it was very colourful
26. It in “it had something alive in it” refers to .....
- the parcel
  - the wagon
  - the moon
  - the frosty country
27. The author could not see what the bundle was because .....
- the moon went in
  - it moved and would not stay still
  - it was wrapped up in a sack
  - his eyes were weak
28. The bundle held the author’s attention because .....
- he was a boy who liked mysteries
  - it made a sighing noise
  - the sack was loose
  - it moved about in a rather frightening way
29. The moon was flooding the earth with her silver light.”, the word flooding, means .....
- supplying
  - covering
  - cleaning
  - lightening



**Effectiveness of Teaching Listening Comprehension**

**Strategies on Learners' Performance in this Area - Dr. Kfahid S. AI - Obaidi**

30. "When we had gone another mile, father stopped by the roadside and let the wagon pass him." In your opinion, why did his father stop?
- a) to have a talk with his son
  - b) to have a better look at the moon
  - c) to have a look at the sack
  - d) to have a rest
31. Which one of the following statements is not in its chronological order?
- a) he returned looking very grim
  - b) when we had gone another mile, father stopped at the roadside
  - c) the wagon passed him
  - d) a few minutes later, he rejoined me
32. The author's father returned and .....
- a) told his son not to say a word
  - b) told his son not to look at the sack
  - c) said nothing to his son
  - d) said he was feeling sick
33. "This time my curiosity overcame me." We understand that the author decided to ..... find out what the sack contained.
- a) listen to the passengers
  - b) ask his father
  - c) ask the passengers
  - d) have a close look at the sack
34. The sack contained .....
- a) the passenger's clothes
  - b) the horse's food
  - c) a dead woman
  - d) smuggled drinks
35. The word "loosed" in "The moonlight had shown through the loosened sack and I saw a naked human arm." Means .....
- a) pulled
  - b) torn

- c) packed
  - d) united
36. The story is about .....
- a) a wagon pulled by horses
  - b) discovering a murder
  - c) a week-end trip
  - d) a frosty night

### Passage Three

A flow of current can be instantly stopped by breaking the completed electrical pathway of the circuit. This can, of course, be done simply by removing one end of the conductor wire from its appropriate terminal. But this is not, in practice, a convenient way of doing the job; and a device called a switch is used instead.

There are different types of switches and they all have the same function of “switching on” or “switching off” the flow of current through a circuit, either making or breaking the completed pathway essential to the flow. Small switches control lamps and radio sets because they do not take a large current. Larger switches control electric fires. Other switches can control electric motors and so on.

Good switches move quickly. They have to stop the current suddenly. If they move slowly, an electric spark appears. It jumps across between the two ends of the wire. This is unsafe, and it heats the switch. Very big switches are sometimes placed in oil. Sparks do not easily jump through oil; and so the oil makes the switch safer.

When current passes through a conductor wire, electrical energy is transformed into heat. The heat raises the temperature of the wire making it hot. If the wire is very thin, even a small current makes it hot. The electric wires are usually covered with some kind of insulation. If the insulating material, the rubber or plastic, covering the wire has worn away so that two bare pieces of wire

### **Effectiveness of Teaching Listening Comprehension**

**Strategies on Learners' Performance in this Area - Dr. Khalid S. Al - Obaidi**

come into contact with each other, the whole potential difference of the supply would send a very great current through the wires, as there would be only the small resistance of the copper wire opposing it. All the wire would get red-hot with such a current and fire would be caused. The same thing might happen if too many electrical appliances were placed in a circuit.

To prevent this from happening, a "cut-out" is used in the connecting wires. This will break the circuit from the power supply if excessive current flows. For currents of the sizes supplied to houses, this cut-out consists of a short length of thin wire, often a metal which melts at a low temperature, such as tin or lead. The thickness of the wire is chosen so that the wire does not get hot with the ordinary current.

This arrangement is called a fuse. It is usually fixed in a fire-proof holder made of some material which can not burn. When the fuse gets hot and melts away, we say that the fuse "blows". The thin wire is broken, and no current can flow. The house will not catch fire, but the lights and electrical fires will go out because there is no current.

When a fuse blows, it is an indication of a fault in the system. We must find the fault first. It is not always the excessive current that causes a fuse to blow. Perhaps two wires are touching, and in this case we must cover them with new insulation of some kind. The cause may be failure of lights, a cooker, water heater or any other appliance. When you are finding faults, a cooker, water heater or any other appliance. When you are finding faults in a piece of equipment, do not immediately conclude that an unduly high current is flowing just because a fuse blows. First replace the blown fuse with another of the correct rating. Only if this blows, too, can you safely conclude that a fault exists.

37. The function of switches is to .....
- a) control the flow of current
  - b) control the electric fire
  - c) prevent the sparks from jumping
  - d) prevent the house from catching fire
38. Small switches cannot control electric motors because they .....
- a) move slowly
  - b) stop the current instantly
  - c) do not take a large current
  - d) they got hot easily
39. To prevent sparks from jumping, big switches are placed in .....
- a) gas
  - b) oil
40. A fuse blow, if .....
- a) we place it in oil
  - b) an excessive current flows
  - c) the insulating material has worn away
  - d) we use small switches
41. A fuse is fixed in a fire-proof holder so that .....
- a) the house may not catch fire
  - b) the switch may not catch fire
  - c) it may not melt
  - d) we may keep it clean
42. The phrase “this arrangement” in “This arrangement is called a fuse.” refers to .....
- a) placing switches in oil
  - b) using switches to control the flow of current
  - c) using a thin wire to break the flow of current
  - d) choosing the kind of fuse

**Effectiveness of Teaching Listening Comprehension**

**Strategies on Learners' Performance in this Area - *Dr. Khalid S. AI - Obaidi***

43. A fuse wire is often made of .....
- a) copper
  - b) lead
  - c) iron
  - d) steel
44. Which of the following statements is not in its chronological order?  
If a fuse blows .....
- a) I select the fuse wire of the appropriate thickness
  - b) I replace the blow fuse with a new one