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Investigating the Use of Dictation for Developing Listening Comprehension Skills at the Higher Language Institute- EFL Elementary Level

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Master Degree in Applied Linguistics

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Abstract

This study focused on the use of dictation for developing listening comprehension (LC) skills for EFL Elementary Level learners at the Higher Language Institute (HLI), Damascus University. It sought to find out the most prominent difficulties EFL learners face at the HLI, whether they were difficulties related to the listener, to the speaker, to physical settings, and to linguistic features and content. In addition, it examined the way EFL teachers follow in listening instruction. It also investigated the effectiveness of using dictation in developing listening comprehension (LC) in English as a foreign language (EFL). Moreover, it revealed the most effective types of dictation in LC, among the four types discussed in this study (picture, cloze, dictogloss, and traditional dictation). Three instruments were employed in this study in order to answer the four main questions of the research: a questionnaire, an observation and pre-post tests. Two homogenous groups of elementary EFL learners were chosen. One of the groups was chosen as the control group (n =35), and the other was as the experimental group (n =33). They both took a listening test as a pre-test. For one course, consisting of 15 sessions, the students in the control group were given the listening exercises in their textbook. The students in the experimental group, on the other hand, were given listening exercises through using dictation. The treatment included forty listening activities using dictation. Ten listening exercises were dedicated to cover each type of dictation. At the end of the course, the LC ability of both groups was post-tested with the same listening test, which was also used as the listening pre-test. Results of the post tests showed that dictation had a significant effect on the listening comprehension ability of the participants in the experimental group. Cloze and traditional dictation were the most effective types in LC instruction as results showed.
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Most importantly I thank the students at the Higher Language Institute; I could not have it done without you!

*Thank you, one and all.*
Dedication

This research is dedicated to all teachers teaching English as a foreign language. It is dedicated to teachers who want to improve their students' listening skills. It was undertaken with the hope that all teachers will offer what is needed and what is helpful to improve the way of teaching listening skill. This work is also dedicated to those who have sustained me throughout my journey: my mother who gave me the strengths and the support needed to make my dream come true.
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Abbreviations

**FL:** Foreign Language

**EFL:** English as a Foreign Language

**ESL:** English as a Second Language

**EFLL:** English as a Foreign Language Learning

**ELC:** English Listening Comprehension

**ELT:** English Language Teaching

**HLI:** Higher Language Institute

**LC:** Listening Comprehension

**SPSS:** Statistical Packages for Social Sciences.
CHAPTER ONE

1.1 Introduction

There are roughly over 7000 spoken languages in the world. Yet, with the current globalization trend and technology, English seems to be the most crucial tool in connecting global communication. It is the most needed language because it is spoken widely around the world. It is used in higher studies and research. Moreover, many of the world's top films and music are published and produced in English. "English has been playing an important role in our educational system as well as in our national life" (Tiwari, 2008, p.1). Therefore, teaching English as a foreign or second language has become vital in order to help coming generations cope with the vast changes and challenges of the world. Responding to this international trend, English is taught at primary stage in Syria.

However, it is divided into four skills; listening, speaking, reading, and writing. These four skills are interconnected. No one skill is enough to learn English; "the integration of skills is of paramount importance in language learning" (Brown, 2004, p. 116). Teachers as well as learners cannot ignore this fact because "nothing can be spoken before it has been heard. Nothing is to be read before it has been spoken. Nothing is to be written before it has been read " (Susikaran, 2012, p. 175).

In a foreign language (FL) context, like in Syria, where language is not commonly spoken in the society, learners are not sufficiently exposed to this foreign language. It has therefore become urgent that the quality of teaching English must be emphasized and much more attention should be paid to different language skills in order to achieve
the objectives of teaching English, particularly developing learner's ability to communicate.

Collins. Sandra & James O'Rourke (2009) highlighted the importance of listening skill in communication in our personal and professional lives. "listening is arguably the most important piece of our interpersonal communication skill set" (p.1). Nord (1980, p.17) also clarified the importance of listening skill saying that:

Listening is the way of learning the language. It gives the learner information from which to build up the knowledge necessary for using the language. When this knowledge is built up, the learner can begin to speak. The listening-only period is a time of observation and learning which provides the basis for the other language skills. (as cited in Nation & Newton, 2008, p. 38).

According to the website of Foreign Language Teaching Methods (2018), listening is also important because it:

- Occupies a big chunk of the time we spend communicating in the language.
- Provides input that can be very significant for second language acquisition in general and for the development of the speaking skill in particular.
- Promotes non-linear processing of language and encourages learners to develop "holistic" strategies to texts.

Listening is a receptive skill that first develops in a human being. It has an important place in language as it is one of the four major skills in language acquisition. "compared with writing and reading, or even speaking, however, the development of listening receives the least
systematic attention from teachers and instructional materials" (Vandergrift & Christine C.M. Goh, 2009, p. 4).

Even though the other skills are essential to develop language proficiency, listening skill is the first and most needed for language expertise. It is the primary form of communication as it helps learners of the language to interact in a spoken communication "nevertheless, there is still plenty of evidence that listening is undervalued" (Field, John, 2009, p. 1). However, Barakat (1985) clarified that it is the most important skill, but unfortunately it is the most ignored and neglected by both teachers and learners.

However, learners of English as a foreign language, particularly beginners, need more conscious and continuous guidance so that they can acquire good language form the very beginning. Providing support and help is based on EFL teachers' methods of teaching listening skill. The present study refutes the traditional methods of teaching listening in which learners simply listen to a spoken message in order to answer some comprehension questions at the end. This type of teaching material does not help learners acquire such an important skill.

Therefore it is assumed, in this study, that dictation is an effective technique that EFL teachers can use in teaching listening comprehension skills. So, four types of dictation, including picture, cloze (partial), dictogloss, and traditional dictation, were used in order to improve students' listening level. An experimental type of research was used where two homogenous groups were chosen to participate in the study at the HLI. In addition, this study seeks to find out the most prominent LC difficulties which EFL elementary level learners face. It also investigates the ways which EFL teachers follow in listening instruction at the HLI for elementary levels.
1.2 Theoretical Background

Without understanding input appropriately, learning English cannot achieve any improvement. Listening skill as a receptive skill must be understood in order to reach the targeted level in English language acquisition. This is clear cut in Krashen's attempt to explain how the learner acquires a second language.

1.2.1 Krashen's Comprehensible Input Hypothesis

In his theory Comprehensible Input Hypothesis, Stephen, D. Krashen stated that Input Hypothesis is only concerned with language acquisition. According to this hypothesis, the learner progresses when he/she receives second language 'input' that is one step beyond his/her current stage of linguistic competence. However, listening skill as an inductive skill is considered the comprehensible input in English acquisition process. Hence, listening skill in this regard, like comprehensible input, is defined as:

*The target language that the learner would not be able to produce but can still understand. It goes beyond the choice of words and involves presentation of context, explanation, rewording of unclear parts, the use of visual cues and meaning negotiation. The meaning successfully conveyed constitutes the learning experience. (Schutz, 2017).*

Krashen's Comprehensible Input Hypothesis asserted that the more comprehensible the language input is, the easier and the faster the learner acquires that language. Thus, the significance of listening comprehension to language acquisition in general, and second and foreign language in particular, becomes obvious.
1.3 Statement of the Problem

Most Syrian learners of English in elementary levels complain that they face difficulties in understanding spoken messages and in working out meanings. This fact is attributed to inadequate instruction of listening skill. Therefore, teachers need to work hard to develop their student's listening skills. They need to provide more effective activities to improve this skill. Despite the great importance of listening comprehension in EFLL, some teachers still employ the traditional ways of teaching it.

However, listening to recording and providing listening activities are good, but they are not sufficient. So, the quality of teaching listening comprehension skills must be emphasized and much more attention should be paid to it.

1.4 Research Questions

The present study is based on four main questions. Subsequently, this study attempts to find answers to the following questions:

- What are the most prominent difficulties HLI learners in elementary levels face in LC?
- How is listening taught for elementary levels in the HLI?
- To what extent is the practice of dictation effective in improving English listening comprehension among EFL elementary level students at the HLI?
- What are the most effective types of dictation in LC, among the four types of dictation discussed in this study?
1.5 Research Objectives

The aims of this research are:

- Identifying LC problems encountered by elementary level learners in EFL classroom.
- Investigating teachers' strategies in teaching LC in the HLI.
- Investigating the effectiveness of dictation in developing LC skills.
- Finding out the most effective types of dictation in LC.

1.6 Significance of the Study

The study hopes to contribute to:

- Raising awareness of the importance of LC and teaching it in EFL classroom, particularly elementary level.
- Urging more teachers in the HLI to pay more attention to LC in EFL teaching.
- Providing teachers in the HLI with a view on the importance of dictation in LC.

As far as this skill is concerned, this study supposes that elementary level students at the (HLI) Higher Language Institute need to improve their listening comprehension skill through dictation. Consequently, the focus of this study is to highlight the importance of dictation technique, and to investigate its effectiveness for improving students' listening skill and for transforming EFL teachers attention to dictation as a useful technique in teaching listening comprehension to elementary level learners.
1.7 Limitations of the Research

This research was constrained by the following points:

- This research only focused on the effect of dictation on LC skills. The effect of dictation on learning other English skills, such as speaking, reading, and writing, was not examined.

- The types of dictation differ according to the purpose of the teacher. In this study only four types were examined: picture dictation, cloze dictation, dictogloss, and traditional dictation.

- Participants in this research were only of the elementary level. Learners of other levels were not included.

- The elementary level learners were examined in this study regardless of age and gender differences.

- Courses in the Higher Language Institute are intensive ones. Consequently, the treatment in this study was limited to a duration of four weeks (15 sessions including pre-post tests).

- This study was conducted in an EFL context. Therefore, the effect of dictation to ESL elementary learners was not examined.

1.8 Operational Terms and Definitions

**Listening Comprehension** refers to the understanding of implicit and explicit meanings of words and sentences of spoken language. The listener is the one to decode and decipher spoken messages, and the one to know the interrelationship between spoken words.

**Dictation** is a technique used in both language teaching and language testing in which a passage is read aloud to students or test takers, with
pauses during which they must try to write down what they have heard as accurately as possible. (Richards & Schmidt, 2002).

**Dictogloss** is one type of dictation where learners or test takers have to listen to a passage twice.

They listen for the first time to get the main words then they listen for the second time to reconstruct what they have listened to.

**Cloze Dictation** is a technique for measuring reading comprehension as well as overall language proficiency. In a cloze test, words are deleted from a reading passage at regular intervals, leaving blanks. (Richards, & Schmidt, 2002).

**EEL:** English as a foreign language. It is the study of English by nonnative speakers living in non-English-speaking environment.

**Elementary Level:** according to Consejo de Europa (2014), students in the elementary level, which corresponds with A2 level, have these characteristics: (p. 24)

- They can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).
- They can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.
- They can describe in simple terms aspects of their background, immediate environment and matters in areas of immediate need.
Higher Language Institute: according to the official website of Damascus University, the Higher Language Institute was established in 1995 as a language learning centre. In 2006, it became one of the educational institutions in the higher education sector in the field of language education. HLI aims to provide educational institutions with qualified graduates in the field of language teaching and learning and in the academic research. HLI also aims to communicate with the latest developments of language education in the world. It provides a plan to train teachers working for it. In addition to that, courses for different languages, with different levels, are available at the HLI.

1.9 Organization of the Study

The study in hand is organized in a thesis which is divided into five main chapters.

Chapter One presents the problem under investigation, namely, the inadequate instruction of LC. It also presents a solution for this problem which is the use of dictation and its effectiveness on LC. In addition to that, this chapter contains research questions, research objectives, and the significance of the study.

Chapter Two reviews the theoretical background of two domains, namely, listening skill and dictation. Moreover, it reviews previous studies related to three domains, strategies to teach listening comprehension, LC difficulties, and using dictation in teaching language in general and in teaching LC in particular.

Chapter Three sheds light on the methods used to collect data from participants (teachers and learners). These methods are: questionnaire, observation, and pre-post test.
As for **Chapter Four**, it deals mainly with analyzing and discussing the results of the data collected; the results of the questionnaire, pre-post test and observation in appropriate tables and figures.

**Chapter Five** the last chapter, concludes with presenting the implications of the study, and future research opportunities.

A complete list of references and appendices follows chapter five.

**1.10 Summary of Chapter One**

The chapter in hand states the general background of the study it talks about, the current teaching situation of listening skill and the inadequate instruction for it where it is ignored by both teachers and learners, learners' listening comprehension difficulties, and the effectiveness of using dictation in teaching LC. The questions, the objectives, and the significance are mentioned in this chapter, too.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The importance of listening skill in EFL learning is undeniable since it "is an immensely integrative skill and it plays a vital role in the process of language learning, promoting the rise of other language skills" (Ulum, 2015, p. 258). Moreover, it is essential in EFL classroom as it supplies the learner with input, and without understanding inputs, students cannot learn anything. It is the most ignored skill in EFL context, though. Therefore, teachers need to find the means to teach this skill, and to help their students acquire it.

This chapter covers a review of the literature and of previous studies related to the research domains. The review deals with two major domains, listening and dictation. The first part focuses on the definitions of listening and listening comprehension, the difference between listening and hearing, listening significance, its different types, its skills, its difficulties, and finally the stages of teaching listening that can be used in developing learner's listening comprehension skills. The second part is concerned with dictation as a renewed teaching technique that comes back after being out of fashion for a time. It is used as an approach to teaching listening comprehension skills. Furthermore, this part also focuses on the definitions of dictation, its marking and its types. This chapter also includes a review of a number of previous studies related to both domains mentioned above and divided into three main parts; studies related to teaching listening comprehension, studies related to listening comprehension problems, and studies related to
using dictation for teaching language in general, and listening comprehension skills in particular.

2.2 Listening Comprehension

2.2.1 Listening Definitions

There is a lack of consensus regarding the definition of listening among communication scholars; however, there are consistent elements found in most definitions of listening: perception, attention, interpretation, remembering, and response. However, it is important to note that no definition has been validated or universally accepted. (Janusik, 2004, p. 6 as cited in Carbajal, 2014).

Ronald & Roskelly (1985) defined listening as "an active process requiring the same skills of prediction, hypothesizing, checking, revising, and generalizing that writing and reading demand" (p. 4).

Anderson & Lynch (1988) stated that successful listening means that "understanding is not something that happens because of what a speaker says: the listener has a crucial part to play in the process, by activating various types of knowledge, and by applying what he knows to what he hears and trying to understand what the speaker means" (p. 6).

Purdy & Borisoff (1997) defined 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" (p. 8).

Barclay (2011) defined listening as "a primary conduit by which individuals acquire information" (p. 4).

Harris (2006) stated that "listening is merely a practical tool for collecting a speaker's information and getting his or her meaning" (p. 3).
Schultz (2003) defined listening as "an active, relational, and interpretive process that is focused on making meaning" (p. 8).

Paesler & Flohr (2010) defined listening skill "as basic skill for different learning processes. It is an active behaviour in contrast to reading which is just a receiving of sound waves…. listening involves hearing, understanding, and judging" (p. 3).

Rost (2013) came across different ways of defining listening. He noted that these definitions seem to gravitate towards one of the four orientations: receptive, constructive, collaborative, and transformative. For him, listening means receiving what the speaker actually says, constructing and representing meaning, negotiating meaning with the speaker and responding, and creating meaning through involvement, imagination, and empathy.

Lundsteen (1979) stated that listening is highly complex, interactive process that has been defined as "the process by which spoken language is converted to meaning in the mind" (p. 14).

Lindahl (2003) stated that "listening is not a passive activity. It is not about being quiet or even hearing the words. It is an action, and it takes energy to listen" (p. 5).

As the last two definitions suggest, listening is different from hearing. Lundsteen (1979) put it clearly that listening and hearing are different; listening is more than just hearing.

2.2.2 Listening Comprehension Definitions

Rathvon (2004) defined listening comprehension as "the ability to understand spoken language, including structured language, such as
narrative or expository text read aloud, as well as unstructured natural language" (p. 105).

According to Brown & Yule (1983), listening comprehension means that a person understands what he/she has heard. If he/she learns the text through hearing it, he/she will understand it.

Andre A. Rupp, et al. (2008) clarified that listening comprehension as "a receptive communicative activity" involves four main steps: "perception of the material, identification of relevant information, connecting this information to form a coherent understanding, and interpretation of this information" (p. 65). These four steps can explain the meaning of listening comprehension more.

Agarwal (2008) defined listening comprehension as "the ability to understand the messages, communicated orally" (p. 233).

According to Anderson & Lynch (1988) listening comprehension is the ability to remember the message that listeners has received, and the ability to reproduce it. Listening comprehension means that listeners surely heard the message and paid attention to it. They identified that listening comprehension is "listening for a purpose, not merely as a way of exercising language skills" (p. 4).

2.2.3 The Difference Between Listening and Hearing

"Though the terms hearing and listening are often used interchangeably in everyday talk, there are essential differences between them" (Rost, 2016, p. 4).

As mentioned above, Lundsteen (1979) and Lindahl (2003) discussed that listening is different from hearing.
Callihan (2013) stated, "hearing is a very passive thing. It is listening focusing on what is the most important sound, which motivates us to no longer be passive, but take immediate action" (n. p).

*Cramer (2006)* defined listening in contrast to hearing as "The act of listening takes more than passing a hearing test. It is one that requires use of specific strategies" (p. 162).

Kaul (2009) defined hearing and listening in contrast to each other. He clarified the difference between them in details in the following passage:

*Listening, as a process, is more complex than hearing and involves an understanding of the spoken and unspoken words. It is a game of 'mix and match', where the mental faculties of both the sender the receiver should ideally be functioning from the same platform.....Hearing is perception of all that is being stated in accordance with one's own frame of reference. The interactant in this case, though physically present on the scene, is merely responding to the spoken words without really absorbing the content of the message. Listening , on the other hand, is an accurate perception of all that is being stated. ( p. 87).*

Verma (2015) put this difference clearly "Hearing is involuntary process that starts with sounds, vibrations, the movement of fluid in the ears and impulses sent to the brain". On the other hand, "listening is a voluntary act where we try to make sense out of the sounds we hear" ( p. 222).

Singh & Kumar (2011) clarified the difference in that hearing is merely a physical process wherein the vibrations of sound waves hit the eardrums of an individual and the brain thereby fires the electrochemical pulses which make the person feel the sensation of hearing sounds. Hearing, which is mechanical in nature, can be done without effort. This definition of hearing is clarified by this figure below:
Listening, on the other hand, is a process in which we receive sounds which we try to interpret, evaluate, react and respond to them. It requires close attention to what we hear. It is a conscious, active, systematic process. It demands perfect coordination between the ears and the brain. Improving this skill requires regular practice and effort. The listening process can be clarified by this figure: 

*Figure 2.2 Listening Process; Elements of the Worthington Fitch-Hauser Model of Listening*
The following table summarizes the difference between listening and hearing.

Table 2.1: Difference between listening and hearing:

<table>
<thead>
<tr>
<th>Listening</th>
<th>Hearing</th>
</tr>
</thead>
<tbody>
<tr>
<td>An active process.</td>
<td>A mechanical process.</td>
</tr>
<tr>
<td>Conscious efforts.</td>
<td>Involuntary action.</td>
</tr>
<tr>
<td>Mental and physical activity.</td>
<td>Requires physical effort only.</td>
</tr>
<tr>
<td>Helpful in decision-making.</td>
<td>Not so.</td>
</tr>
</tbody>
</table>

Armstrong & Appelbaum (2003) summarized this difference using only two words; listening is active while hearing is passive.

Gracyk (2007) defined this distinction by positing a difference between active and passive consumption. Listening is usually characterized "as a specifically aesthetic- disinterested yet imaginative- contemplation of selected portions of what is heard" (p.135). It is an exclusive activity. It is to hear accurately and acutely, to differentiate between pitch levels, to recognize rhythmic patterns, melodic ideas and so on. In contrast, hearing is passive and it is characterized as "the instinctive and emotionally charged response of an infant or animal" (p. 135).

Riesenfeld & Scarafile (2013) highlighted this difference between hearing and listening by referring to it as an equivalent to the difference between seeing and hearing. Hearing is not subject to our will. It "constitutes an indispensable level since its activation is necessary for the development of another faculty 'listening' " (p. 3). On the other hand, "listening indicates a disposition to pay attention to something
presented in the flow of hearing” (p. 3). It requests training and it can be testified by hearing.

Zilwa (2016) summarized the difference between listening and hearing by referring to listening as the process of hearing the meaning of what other people are saying, while hearing is the process of merely hearing the sounds.

2.2.4 Significance of Listening Comprehension

According to Aryadoust (2013), in the early decades of the twentieth century, listening comprehension was perceived as a passive skill. This skill did not have a place in language programs and in school curricula until new movements in applied linguistics, cognitive sciences, and language assessment revealed its importance and significance.

According to Modi (1991), "the importance of listening has been recognized, primarily in two spheres, viz. (a) in instruction or teaching-learning process, and (b) in day-to-day transactions" (p. 2).

Beyond our awareness that it is important to have others listening to us when we are speaking, research shows that listening is the most basic communicating activity in our day-to-day lives. Statistically, we spend about 70-80% of our time in listening, that is we spend approximately 9% writing, 16% reading, 30% speaking, 45% listening. Furthermore, of all the information we receive, we learn over 90% of it through our eyes and ears. (Gutierrez-Ang, 2009, p. 19).

The following figure shows the importance of listening skill among other skills in one's day-to-day communication:
Since listening comprehension is crucial to people's day-to-day communication, it is the basis for building up relationships, understanding, and for making others feel important. Furthermore, listening is important in work field in order to establish good relationships with others. Taking listening seriously at work can lead to many benefits, such as avoiding distraction and focusing more, making intelligent decisions, saving millions of relationships, and being better prepared to handle situations based on critical listening.

Brown (2004) noted that in a typical day, people do measurably more listening than speaking, but "it might be more important than speaking in terms of the amount of time we spend in this activity" (Fujishin, R. 2007,p.54).

*The importance of listening can be gauged by the fact that we spend more time listening than anything else we do in our*
because our ability to listen directly influences our friendships, our family relationships, and our effectiveness at work (Bolton & Robert, 2009, p. 48).

2.2.5 Types of Listening

Verderber et al. (2011), like other scholars, explained that the types of listening are based on the purposes of listening.

Appreciative Listening: the goal of this listening is to enjoy the thoughts and experiences of others.

Discriminative Listening: the goal of this listening is to understand the speaker's meaning conveyed in other ways; not necessarily the speaker's words themselves.

Comprehensive Listening: the goal of this type of listening is to understand, remember, and recall what was said.

Empathetic Listening: the goal is to be a sounding board in order to help others sort through feelings.

Critical Listening: the goal is to evaluate the worth of a message.

Worthington & Fitch-Hauser (2012) talked about varied types of listening.

Discriminative Listening is "listening to distinguish aural and sometimes visual stimuli; it is the reception of the stimulus" (p.23). It is the classification of sounds, the evaluation of the worthiness of paying attention to the stimulus, and the determination from where sounds are coming.
Comprehensive Listening: is the listening for understanding and comprehending the message of what is being said. This type of listening requires paying attention to all of the information coming in, the words, the tone of voice, verbal and nonverbal cues, and the interactive situation itself.

Critical Listening: the goal of this type is to think, make inferences, and evaluate both the message and the speaker. In this type, the information that we receive is meant to persuade us, to convince us of the message. It is to distinguish information that is fact from information that is opinion.

Appreciative Listening: is "critical if we are going to expand our ability to understand and accept cultures other than the one in which we grew up" (p. 29).

Therapeutic Listening: is the listening "when we want to give support for someone who is troubled" (p. 29). In this type of listening, the listener should be sensitive enough to know that the other person needs nothing more from you than to be a listening ear.

Empathetic Listening: "therapeutic listening is an example of empathetic listening" (p. 31). Empathetic listening is establishing feelings with someone while listening.

Battell (2006) defined eight types of listening. These are eight descriptions of listening which are overlapping.

Appreciative: "listening for aesthetic enjoyment of sound" (p. 2).

Active: "listening as a welling act of attending to and interpreting with an open mind the words and feelings a speaker expresses" (p. 2).
Comprehensive: listening to comprehend and to learn.

Critical: listening to make decisions, such as listening to political debate.

Defensive: listening to defend oneself and to find arguments against a speaker.

Dichotic: "listening to two things at once" (p. 2).

Discriminative: listening to distinguish sounds from one another.

Empathic or Empathetic: listening to put oneself in the place of other people to understand, but not necessarily agree with what being said.

### 2.2.6 Types of Listening Performance


**Reactive Listening Performance:** the main focus of this type is on surface aspects of the language, not necessarily understanding.

**Intensive Listening Performance:** in this type, the learners concentrate on the component parts of what they hear.

**Selective Listening Performance:** it is listening to select certain numbers, names, facts or events.

**Extensive Listening Performance:** this type of performance concentrates on a top-down, global understanding of spoken language.

**Interactive Listening Performance:** this type requires listening and speaking. A significant proportion of real world listening performance is interactive.
2.2.7 Listening Comprehension Skills

Richard (1983) was one of the first to classify listening skills into linguistic and academic skills.

Those skills have been reclassified by Brown (2004) into two levels:

Micro skills which involve linguistic processing, as a bottom–up process, and macro skills which focus on larger elements, as a top-down process. (Brown, 2004, adapted from Richards, 1983). Brown's list of micro skills includes such things as: discriminating among the distinctive sounds of English; retaining chunks of language in short-term memory; recognizing English stress patterns, intonation and rhythmic structure; recognizing reduced forms of words; distinguishing word boundaries; recognizing cohesive devices and grammatical word classes; and processing speech containing pauses and errors at different rates of delivery.

What he refers to as macro skills include: recognizing the communicative functions of utterances; inferring situations and participants; forming events, ideas, and predicting outcomes; distinguishing between literal and implied meanings; using facial and body language; developing and using a battery of listening strategies.

Pan (2017) identified that communicative listening ability is "fundamentally procedural type knowledge in nature. The primary part is the inventory of listening macro-skills. Underlying it is the secondary part of listening micro-skills." (p. 80).

The following figure shows more details about macro and micro skills of listening comprehension.
2.2.8 Listening Comprehension Difficulties

There are a lot of difficulties that learners may encounter in listening comprehension processes. The purpose of identifying these problems is trying to solve them and finding solutions to them.

Alcantara et al. (2003) identified some listening problems:

Physical Problems: there are many physical problems, such as poor acoustics, tiredness, sleepiness, hunger, impaired hearing, or plain inattention.
Psychological Problems: these problems include antagonism towards the speaker, the negative attitude towards the subject which could be difficult, unpleasant, or uninteresting to him, and the preconceived beliefs about the subject being discussed.

Language Problems: the pronunciation, the accent, and grammar could also be a distraction to the hearer.

Swets (2014) identified three listening problems, clarified that all these listening problems can be overcome by consciously choosing to listen.

Physical and health problems: sometimes these problems hinder the development of the listening skill including stress which could be caused by heart problems, cancer, accidents, and lung disease, and which affects relationships and destroys them.

"Me" Syndrome: is a listening barrier which needs to be overcome. The person affected by "me" syndrome listens only to what benefits him/her. He doesn’t seem to care about the feelings of others.

Brain Speed: the ineffective listener lets his mind wander with all extra think time. He/She reviews events from the past, plans for the future, or solves a business problem.

Yagang (1993) explained that listening difficulties come from four sources. The Message: the listener may find it difficult to understand the slang language, reduced forms, unfamiliar topics and idioms. The message is also considered as a problem when it never matches the listeners' background information, and when it is full of repetition and tautologies.
The Speaker: speaking too fast, pauses and hesitations, different accents and redundant utterances make the spoken text difficult.

The Listener: listening for the first time, listening without transcripts and feeling tired to follow long texts are main problems related to the listener. The Physical Setting: noise affects listening where there are two kinds of noise: background noise, and environmental noise.

Listening like any other skill, in order to be perfect, both teachers and learners should work hard. Learners worked out some strategies to master it, and teachers in turn, follow some stages to teach it.

2.2.9 The Stages of Teaching Listening Comprehension

Paesler & Flohr (2006) identified three stages for teaching listening.

Pre-listening Stage: the teacher plays an important role in warming the students up and activating their prior knowledge. This stage includes activities, such as brainstorming, games, guiding questions, and elicitation and discussion about the topic (perhaps based on visuals, titles, etc.).

While –listening Stage: the teacher provides the students with activities, visual support, and guiding questions beforehand. The activities in this stage include comparing, obeying instructions, filling in gaps, repetition, detecting differences or mistakes, information transfer, paraphrasing, sequencing, ticking off items, and matching.

Post –listening Stage: in this stage the students become active, and they start working on what they have heard. This stage includes activities, such as, summarizing, problem solving, jigsaw listening, writing and speaking as follow-up to listening activities, multiple choice, and true-false questions.
2.3 Dictation

2.3.1 Definitions of Dictation

Dictation can help teachers to teach several linguistic aspects in addition to listening, sound discrimination and note taking. It can also help teachers in teaching a particular language and in testing the progress of their students. For students, it is also helpful in that its advantages are numerous including; diagnosing their weaknesses, their mistakes, developing their aural comprehension, learning more about punctuation, and recognizing sounds. However, it has been proved as a valuable learning, teaching, and testing device.

Snell (1962) demonstrated that "dictation is often regarded as mere exercise in spelling….spelling is important but secondary" (p. Intro.). He explained the importance of dictation in that it is no doubt useful for students to do exercises based on what they heard and read; but if they have heard, read, and written, they will get greater value of what they have learnt.

Ballentine (2012) defined dictation as " words that are dictated and recorded by a person" (p.5). Davis & Rinvolucrì (1988) defined dictation as "Decoding the sounds of particular language and recoding them in writing" (p. 7).

Again Alkire (2002) opined that dictation with the broadest learning possibilities is:

*the orthographic text dictation, in which students transcribe a unified passage. This is the classic dictation exercise all foreign language teachers are familiar with. Besides reinforcing the spelling/sound correlations of English, the orthographic text dictation uncovers comprehension and grammatical*
Valette (1964) had earlier asserted that dictation could be a method of both testing and learning. She believed that practice with dictation can help students learn the language and that the teacher’s concentration on different components of the language, including sound sentence structure, encouraged students’ awareness of the written language.

Similarly, Morris (1983) drawing on the mistakes made by English as a Foreign Language (EFL) learners on three dictations concluded that dictation is a technique which can be used both as a testing technique and more importantly as a learning activity which helps students develop their accuracy in listening and writing, and reinforces structure and vocabulary.

According to Montalvan (1990), there are at least 21 advantages of dictation. It can help develop all four language skills in an integrated way, learn grammar, develop short-term memory, practice to be a good speaker, take notes, and foster unconscious thinking in the new language. In addition to that, correction can be done by the students - peer correction of written dictation leads to oral communication. It can be prepared for any level and it involves the whole class, no matter how long it is. Using it can also make all the students active during and after dictation.

Tarig (2008) highlighted that dictation is an interesting method of stimulating the learners' creating processing, that is, making the parts of the device function appropriately. It is a process of decoding-recoding that challenges learners' expectancies.
2.3.2 Marking of Dictation

One of Oller's (1987) marking schemes, as cited in Coniam (1996), is that one mark should be deducted for each error, as long as these errors are not spelling ones. These are two examples of Oller's for which no mark has been deducted ("poisened” for “poisoned” ; “repeate” for “repeat”).

According to Alderson et al. (1995), dictation can only be marked objectively if learners are asked to write down the original text verbatim, and if the examiner has criteria for deciding how marks should be conducted. However, such criteria are difficult to be planned, and such criteria may cause problems. "For example, if the marking instructions say 'deduct one point for each misspelt word and two points for each word that is missing or is not the same as the original" (p.57). The same problem happens if the marker is asked to ignore spelling mistakes. Another problem with marking dictation is that it is both time-consuming and boring to mark.

Pan (2017) highlighted two marking schemes while considering the seriousness of errors.

Language form-oriented marking scheme: this scheme means replicating the message of the input discourse in its original linguistic form.

Meaning-oriented marking scheme: this scheme means replicating the message of the input discourse using the test takers' linguistic form.

Cubrovic & Paunovic (2009) put it clear that not all mistakes are assessed in the same way. For instance, orthographic error (punctuation, capital letters, spelling of compounds) = -1, incorrect spelling = -2, grammatical errors = -3.
Spelling mistakes are not considered as grave as other mistakes because of the lack of a completely reliable system of spelling in English.

2.3.3 Types of Dictation

There are many types of dictation that can be used to enhance LC skills in EFL classroom. These types are classified according to teachers' testing purposes.

One of the classifications is Sawyer's and Silver's (1972), as cited in Alkire 2002, dictation encompasses four types.

The Phonemic Item Dictation: is presenting the individual sounds of a language by the teacher for transcription. This type is useful in that it enhances students' ability to recognize the sounds of a language and their contrasts. This type of dictation is excellent for beginners to stop imposing the sound system of their native language upon the sound system of English.

The Phonemic Text Dictation: is the extension of the phonemic item dictation. The teacher recites a passage which the student phonetically transcribe. The type is useful as a means to comprehend how English sounds shift and vary in connected speech.

The Orthographic Item Dictation: is similar to the traditional spelling test. It is the dictating of individual word in isolation for transcription. It is useful to recognize the correlation between the spelling system and the sound system. This correlation is more complex in English than it is in other languages.

The Orthographic Text Dictation: is the type of dictation in which students transcribe unified text rather than individual words. It is the
most used type by FL teachers to assess students’ grammatical and semantic mistakes. It also discovers students’ comprehension and syntactical weaknesses.

There is another kind of classification. According to Brown (2011), there are three main types of dictation.

Sentence Dictation: is simple where the teacher reads some sentences, usually slowly, and students write what they hear.

Communicative Dictation: dictation requires a lot of communication because it deals with groups of learners. Brown (2011) sheds light on the most important reasons for choosing dictation for communicative purposes.

1-The students are active during and after the exercise. (they can easily self-correct).

2-Dictation leads to oral communication activities. (e.g. questions for a pair work activity can be dictated rather than simply handed out).

3-Dictation fosters unconscious thinking. (e.g. in a task in which students are writing words to use in a story, they are really already working on the story).

4-Dictation copes with mixed ability groups. (e.g. complete dictation for more advanced students and fill-in-the-blanks for less advanced).

5-Dictation deals with large groups.

6-Dictation will often calm groups.

7-Dictation is safe for the non-native teacher (the language is known).
8-For English, it is a technically useful exercise (because of the poor sound-symbol correspondence of English; it would be less useful for Spanish; in which one sound matches one letter).

9-Dictation gives access to interesting text. (Davis & Rinvolucri, 1988, p. 4-8, as cited in Brown, 2011, p. 102). Dictogloss: is a good exercise for note taking. It requires four steps which were clarified by Wajnryb, R. (1990).

1-Read the text twice at normal speed.

2-Students write what words and phrases they can.

3- In groups, students pool their words and reconstruct the text to the best of their abilities. The reconstruction won't be 100% correct.

4- Class discusses and compares answers. (As cited in Brown, 2011, p. 104).

However, there are further types of dictation that can help in other testing purposes.

Partial (Cloze) Dictation: is a type of dictation "in which the candidates are given a copy of the text they are to hear in which words, phrases, or sentences have been deleted" (Alderson et al., 1995, p. 57).

Traditional Dictation: is a type of dictation where the "teacher reads a passage aloud to students three times, in most cases, requires long and sometimes tedious corrections and teacher evaluations" (Manzo & Manzo, 1990, p. 308).

Picture Dictation: "the teacher can draw or find a simple image, and without showing it to the class, describe it while students draw" (Ferlazzo & Hull-Sypnieski, 2012, n. p).
Dicto-Comp: in this type of dictation, according to Nation (1991), the teacher reads a text to the students, and the teacher may read it several times, then the students write what they can remember without any help.

2.4 Previous Studies

Although the previous section has offered an overview of the listening skill and of some of the processes involved, prior research helps to present a clear view of three main domains: strategies for teaching listening comprehension, LC problems, and using dictation in EFL teaching and LC teaching.

2.4.1 Strategies for Teaching LC

Strategy 1: Using Movie and Video Captions

*Basaran & Kose* (2012) investigated the effects of English captions, Turkish captions, or no captions on the listening comprehension of intermediate and low-intermediate level EFL learners. This study was conducted at MAT FKB Gelisim Private School in Eskisehir, Turkey. Thirty Grade-8 primary school participated in this study as intact groups. They were distributed among the three conditions according to their proficiency levels. Ten intermediate level students were assigned to No Captions condition. Twenty low-intermediate level students were randomly assigned across treatment conditions: English Captions and Turkish Captions. The participants viewed the first 19-segment of the movie *Harry Potter and the Order of the Phoenix* in only one of the three passage conditions: English captions, Turkish captions, or no captions and completed a 20-item multiple-choice listening comprehension test. A one-way
ANOVA procedure was conducted to analyze the data. The results of the statistical analysis revealed that there were no significant differences among the multiple-choice listening comprehension test scores of the students in all three conditions. Nevertheless, the low-intermediate level students in English and Turkish captions conditions were able to keep up with their intermediate level peers in the no-captions condition on the listening comprehension test scores. Therefore, the findings for the use of English and Turkish captions might indicate that both English and Turkish captions enhance low-intermediate level EFL students’ listening comprehension of the 19-minute movie segment in a similar way.

Gowhary et al. (2014) examined the effect of video captioning on Iranian EFL Learners listening comprehension. The study was launched in a private English language institute in Ilam, Iran (Safir English language institute). The participants of this study were 100 Iranian EFL learners. The data were collected using The Oxford Placement Test (OPT), pre-post test, and videotape. The results of the study revealed that the students in the experimental group who watched the film with English captions outperformed the students in the control group. The study results showed that by providing captions, learners would have a valuable chance of understanding the film’s content, and using captions is useful as a means of enhancing students’ listening comprehension in their second or foreign language.

Strategy 2: Using Digital Stories

Verdugo & Belmonte (2007) investigated the effects of using digital stories to improve the listening comprehension of 6-year-old Spanish learners. The study was carried out at six different schools of
Primary Education in Madrid (Spain) during 22 weeks in the second semester of the academic year 2005 (January to June). In each school two natural groups were selected, a control group and an experimental one. Both groups had the same EFL teacher, so a total of 6 EFL teachers participated in the project. The average number of students per class was 20 (ranging from 16 to 25 children per class). In total, 220 children participated in the study. The data were collected using a pre-post test design, classroom observation, and teachers' diaries. The findings of the study indicated that the experimental group outperformed the control group in the final test administered, and raised interesting issues related to the use of technology in the context of foreign language learning.

**Strategy 3: Using Pre-listening Activities**

*Rajaei (2015)* investigated whether pre-listening activities have a significant effect on listening comprehension of English texts. It also investigated whether there was a significant difference between male and female learners on pre-listening activities in terms of their effects on the comprehension of English texts. The subjects of this study consisted of 80 male and female learners of English as a foreign language in the fourth semester in Mashahir English language institute in Baft, Iran. They were randomly divided into two groups: an experimental and a control group. The two groups were at the same level of education, that is, intermediate. Both groups were proved to have the same level of listening proficiency at the beginning of the study through using a TOFEL test, which served as a pre-test, to make it possible to have homogeneous learners in a control group and an experimental group. They were all native speakers of Persian. In the experimental group, some pre-listening tasks, through which the
learners received general prior information about the content of the listening texts, were performed. Then, they listened to and answered some multiple-choice comprehension questions which asked for the specific information in the listening texts. However, the control group’s listening comprehension tasks were destitute of pre-listening activities. The findings revealed that the experimental group performed significantly better than the control group (and especially female learners therein).

**Strategy 4: Using Content Related Information**

Aidinlou et al. (2012) examined the effect of content related information on listening comprehension and how far it assists EFL language learners with their performance on post-lecture detailed listening comprehension questions. The Participants of present study were 42 Iranian learners of English at private language institution of Tabriz; Iran. Thirty participants of the age of 15-18 were selected based on a proficiency test at upper-intermediate level. Then, they were randomly divided into two groups of 15 participant (15 in experimental and 15 in control group). In the study to measure language learners' proficiency and listening comprehension, two testing materials were used. The first is a TOEFL actual test administered in the past by ETS in 2004, and the second one is a test of two recorded lectures taken from iBT TOEFL test. The results of the study showed that the experimental groups had no better performance in comparison to control group in their listening.
Strategy 5: Using Previewing Questions, Repetition of Input and Topic Preparation

Rouhi et al. (2014) conducted a study in an attempt to examine the effects of previewing questions, repetition of input, and topic preparation on listening comprehension of Iranian learners of English. The study was conducted with 104 high school students in 3 experimental and one control groups. In total, 104 Iranian learners of English (76 female and 28 male) participated in this study. Their age range was between 14 and 17. They were high school students who had received 4 to 6 years of formal English instruction. Participants in this study were randomly assigned to four groups, including a previewing question group (N = 25), a repetition of input group (n = 26), a topic preparation group (n = 25), and a control group (n = 26). The data were collected through using a proficiency test, this test consisted of three listening texts which were selected from different listening sections of Preliminary English Tests. The questions from the three texts reached 40 items. The findings of the study revealed that the topic preparation and repetition of input groups outperformed the other participating groups.

Strategy 6: Using Metacognitive Listening Strategy Training

COŞKUN (2010) examined the effect of metacognitive listening strategy training on the listening performance. The participants of the study were 40 beginner-level students, 20 in the experimental group and 20 in the control group, at the preparatory school of a Turkish state university. The number of female students in both classes is 27 while there are 13 male students. Their age range is between 17 and 21. The
data were collected using two comprehension tests. These two tests that were similar to the listening activities into which the strategy training was embedded were selected from teacher’s manual and test booklet of the listening course book. The CALLA model was applied for metacognitive strategy training, which includes training phases, such as preparation, presentation, practice, evaluation and expansion was adapted for each listening task. The training in the experimental group was limited to the planning, monitoring, evaluation and problem identification strategies embedded in the lessons for five weeks in the first half of the academic year. The findings of the study revealed that the experimental group did statistically better in the test. The implication of the study is that metacognitive strategy training should be incorporated into the regular listening teaching program to help students become more effective listeners.

**Strategy 7: Using Authentic Materials**

Ahmadi (2016) investigated the effect of authentic materials on Iranian learners’ listening comprehension, their listening difficulties, and their listening strategies. The study was conducted at the English Translation Department at the Payame-Noor University, Rudsar, Iran. The participants of the study were 50 learners. They had passed 22 English listening and speaking courses for seven semesters. The data were collected using a survey. The students were asked to choose the best responses. Six questions were designed for the purposes of this study. According to the obtained findings from this study, authentic listening materials had an important effect on Iranian EFL learners’ listening comprehension and their habit of listening to English language.
Strategy 8: Using Children's Literature Products

Gulec & Durmus (2015) examined the effects of practices employed via the use of various methods and techniques with the aim of developing listening skills using children's literature products. The study group is composed of a total of 23 (15 female and 8 male) students enrolled in 2-C class of Şehit Murat Atsen Elementary School. Moreover, of the students composing the study group, 13 received a year of preschool education, whereas 10 did not go to a nursery school. The model of the study is a single-group pre-test post-test experimental group. The 2-C class determined as the study group was administered a listening work of 2 hours a week which lasted 12 weeks and, at the end of this administration, evaluation works were administered with the aim of measuring listening comprehension skills. The results of the study showed that the students' post-test achievement scores were higher than their pre-test achievement scores. The listening training given to the students differentiated the students' achievement levels significantly.

Strategy 9: Using Explicit Listening Strategy Instruction

Carrier (2003) tested the hypothesis that targeted listening strategy instruction in the ESL classroom results in improving listening comprehension that can be useful in English language learners’ academic content classes. This study took place in an intermediate ESL class in a midwestern U.S. rural high school. The participants were seven high school students. Six of the participants were native Spanish speakers, and the seventh participant was a native Albanian speaker. Three of the participants were female, and four were male. Their ages ranged from 14 to 17 years old. The data were collected using pre-post test. The findings of this study showed that explicit listening strategy
instruction helped this group of high school ESL students improve their discrete listening ability and their video listening and note-taking abilities.

2.4.2 Listening Comprehension Difficulties

Many EFL learners face difficulties in listening comprehension. These difficulties are attributed to many factors: internal factors of learners, nature of listening, lack of prior knowledge in English, difficulties related to cognitive processing, and difficulties related to input and context of listening comprehension.

**Difficulty 1: Listening Barriers Associated with Internal Factors of Learners, and Nature of Listening**

*Chen* (2005) conducted a study that explored the difficulties or barriers confronted by the EFL (English as a foreign language) learners. The study was launched in a five year program in a junior college in Taiwan. The participants were sixty-four EFL learners, ages 19 to 21, voluntarily participated in the listening strategy training. They were learning English as a foreign language and taking the English courses at the tertiary level. To determine the participants English proficiency, the SLEP (Secondary Level English Proficiency) test was conducted before the training program. In the listening section, four participants ranked as advanced, four as high-intermediate, and fifty-six participants, the majority of the participants, as low-intermediate. The data were collected from two resource. One was the working journals of the learners in the training program and the other was the unstructured interviews. The findings revealed seven major categories of learning obstacles, including 22 minor obstacles. The learning barriers are associated with the internal factors of learners and the other
barriers concerned the nature of listening strategies and the listening material used.

Golen (1990) examined the most frequently encountered barriers that may affect listening comprehension among business college students. The study was carried out at a major southwest state university. Two hundred seventy-nine students participated in the study, and the majority of the students were male and were between 19 to 21 years old. The data were collected using a questionnaire containing 25 barriers to effective listening. The data were analyzed using the (SAS) the Statistical Analysis system. The barriers included in the questionnaire were edited on the basis of interviews with several business communication professors. They reviewed the list for clarity, vocabulary difficulty, completeness, appropriate length, and potential ambiguities. The results of this study revealed that it is apparent that a number of barriers to effective listening are perceived to exist among business college students, such as lack of interest, daydreaming, distractions, concentrating on speaker's mannerisms, and detouring.

Lotfi (2012) assessed EFL learners' beliefs about the English language listening comprehension problems they may face in unidirectional listening such as listening to a recorded text. The study was conducted at Islamic Azad University in Tehran and Qom. The participants were divided into three groups: 650 EFL learners, four expert judges and one professional translator. The EFL learners were undergraduate university students majoring in English, translation, English literature and Teaching English as a Foreign Language (TEFL). The data were collected using a forty-item questionnaire with six distinct factors: process, input, listener, task, affect and context. The
results indicated that learners viewed problems related to affective variables and listener characteristics as distinct categories.

Nowrouzi et al. (2014) examined listening comprehension problems of a group of EFL learners. The study was carried out by participants from three universities in Mashhad, Iran. The participants were Iranian tertiary level first-year EFL learners (n = 100). They were 70% females with minimum and maximum ages of 19 to 23. Their major was English. The data were collected using the survey method. The Listening Comprehension Processing Problems Questionnaire was used to collect data. The questionnaire was divided into three main sections, perception, parsing, and utilization. The findings indicated that the learners experienced moderate to high levels of difficulty in all three categories of listening comprehension problems, namely perception, parsing, and utilization. The most dominant problems were distraction and missing or misperceiving sounds and words related to perception, chunking difficulties and sentence forgetting concerned with parsing and confusion about the main idea pertaining to utilization.

Stepanoviene (2012) investigated the differences related to listening comprehension between high-ability and low-ability listeners. The study was conducted in the faculty of Public Security at Mykolas Romeris University. The subjects were 118 undergraduate law and police activity students. The data were collected using a questionnaire and a semi-structured interview. The results indicated that students face many difficulties including rate of delivery, vocabulary, phonological and syntactic reduction, degree of redundancy, and the most difficult obstacle to listening comprehension was the lack of knowledge of legal English vocabulary. Low ability listeners emphasized the
rate of delivery and recognition of vocabulary, because the results of this study indicate that these difficulties are the major factors affecting their understanding of spoken English.

Hamouda (2013) examined the listening problems encountered by a group of first year English major students. The study was launched at Qassim University. The participants were 60 first-year students majoring in English language and translation. Their ages range from 20 to 22 years old. The study took place during the First semester of the 2012/13 school year. A questionnaire and a semi-structured interview with the subjects were used to collect data. The questionnaire was used to get information about the difficulties the students faced in EFL listening while taking the listening course at Qassim University. The interview was used to triangulate the information that was obtained through the questionnaire. The results of the study showed that accent, pronunciation, speed of speech, insufficient vocabulary, different accent of speakers, lack of concentration, anxiety, and bad quality of recording were the major listening comprehension problems encountered by EFL Saudi learners.

**Difficulty 2: Lack of Prior Knowledge in English Vocabulary and Colloquial English**

Juan & Abidin (2013) discussed the English listening comprehension problems of university international students from China. The study was launched in University Sains Malaysian (USM). Three Chinese students were chosen randomly to participate in the study. They have different English Listening Comprehension learning experience and English grade. They were in level four in USM. The data were collected using interview to investigate students’ perspective
in their ELC self-learning process in three steps, which is the pre-listening, while-listening and post-listening. The results of this study indicated that the main problem faced by the Chinese students was the lack of prior knowledge in English vocabulary which inhibits their understanding in the listening process. Moreover, the differences in the accent of the native speakers prevented the Chinese students from the proper understanding of the listening content, the short span of concentration, and the learning habit.

Sánchez & Carlín (2010) conducted a study to identify listening comprehension problems and strategies the students use in order to deal with those problems. The study was carried out at subject Taller 3 of the Licenciatura en la Enseñanza del Inglés (LEI) at the Benemérita Universidad Autónoma de Puebla (BUAP). The participants were 10, a group of students of taller 3. Taller 3 is a subject given to develop listening and speaking ability. The first section contains 20 questions referring to listening problems and the second part of 10 questions refers to learning strategies. The questionnaire talked about problematic areas such as speed, intonation, stress patterns, context, non-linguistical signs, concentration, lack of practice, vocabulary, repetition of message, and knowledge of colloquial English. The study revealed that the most common problems were lack of vocabulary and the need of knowledge of colloquial English.

**Difficulty 3: Difficulties Related to Cognitive Processing Phases- Perception, Parsing and Utilization**

Goh (2000) conducted a study to identify real-time listening difficulties faced by a group of English as a second language (ESL) learners and to examine these difficulties within the three-phase model
of language comprehension proposed by Anderson (1995, Cognitive Psychology and its Implications, 4th edition. Freeman, New York). The participants were a group of foreign tertiary-level students from the People's Republic of China. They were learning English in preparation for undergraduate studies. Their average age was 19. The data were collected using weekly diaries kept by 40 students as part of their listening course, 17 students from these 40 participated in small group interviews. These interviews were a semi-structured interviews to find out what the students knew about the task of learning to listen to English, and twenty-three students also participated in an immediate retrospective verbalization procedure based on Ericsson and Simon's (1987, 1993) principles for collecting verbal data. The findings revealed that 10 real-time comprehension problems related to the three cognitive processing phases – perception, parsing and utilization. Half of them were perceptual processing problems arising from failure in word recognition and ineffective attention. Three others were problems with parsing and two with utilization. A comparison of two groups of learners with different listening abilities showed some similarities in the difficulties experienced, but low ability listeners had more problems with low-level processing.

**Difficulty 4: Difficulties Related to Input and Context**

Vahid (2016) studied listening comprehension problems and strategies usage among Kurdish EFL undergraduates. The study was carried out in Salahaddin and Soran Public Universities in Iraqi-Kurdistan Region. The participants were 165 randomly selected undergraduates in Iraqi-Kurdistan Universities. They were all native speakers of Kurdish who learn English as a foreign language. They were mostly (60.6%) female students. The participants' age ranged
between 18, 20 and above. The data were collected using a structured questionnaire, a Questionnaire of Beliefs on English Language Listening Comprehension Problems (Q-BELLP) (Lotfi, 2012), which was developed to identify listening comprehension problems among Iranian EFL learners. The findings of the study revealed that the learners suffered from input and context listening comprehension problems.

2.4.3 Use of Dictation for Teaching EFL

Dictation as a teaching method can help improve language learning. It can help develop all four language skills, that is, grammar, oral communication, pronunciation, and listening comprehension.

Use 1: Use of Dictation in Detecting Students' Word Errors

Kazazoglu (2012) investigated the use of dictation with intermediate students; teacher-lead dictation and tape-recorded dictation. The study reported pervasive decoding/listening problems of word recognition and segmentation in connected speech at normal and high speed through the use of dictation. The Participants were 76 eleventh grade intermediate students, studying at Anafartalar Anatolian Commercial High School in Ankara, Turkey. One group is chosen for the teacher-lead dictation and the other one for the tape-recorded dictation. They were given the same texts and the implementation is carried on at the same time. The material was taken from the students course book "New Bridge To Success". The data in this study were collected through surveys and questionnaire related to dictation activities. The findings of the study indicated that dictation is useful in detecting students
word errors, and suggested that total number of word errors through the tape-recorded dictation is more than the teacher-lead dictation. It is observed that dictation is a productive learning devise for revising language skills.

**Use 2: Use of Dictation for Improving Language Proficiency**

Rahimi (as cited in Lee, K. R. & Oxford, R., 2008) investigated the effect of dictation on the improvement of language proficiency. The study was conducted at Shiraz University, Iran. The participants 65 English majors enrolled in Conversation II classes. They were divided into two classes, one taken as the experimental group (EG) consisted of 34 students and the other, the control group (CG), consisted of 31 students. Their average age was 22. The experimental group took a dictation in every session of their class for a period of one semester. The aim of the study with respect to listening ability, they must be able to have a thorough, though not detailed, understanding of the spoken English in ordinary situations and contexts. The data were collected using pre-post tests. The results of the study showed that the experimental group made some improvement in their language proficiency. The control group, however, showed no improvement on the proficiency test.

Nash (2012) conducted a study to investigate the effectiveness of business-related text dictation in improving EFL tertiary students' proficiency. The study was carried out at Kyungil University, Korea. The participants were 18 students who were divided into two groups. The experimental group consisted of 11 students, and the control group consisted of 7 students. They were chosen according to their likely attendance. The texts of dictation were 18 business-themed texts.
Before conducting the treatment, an initial TOEIC was used to measure students' proficiency differences. The data were collected using a pre-post test. The results of the study indicated that dictation at an appropriate level of difficulty helps to improve students English proficiency.

**Use 3: Use of Dictation for Developing Writing Skills**

Yuk (2012) conducted a study to develop EFL intermediate learners' writing skills using dictation-related reconstruction techniques. The study was carried out in a high school in Korea. The subjects were 93 Korean high school students of English participated in an online-survey, 9 Korean teachers of English participated in a survey for high school teachers in Korea, and two teachers at the American English Institute participated in face to face interviews. The results of the study indicated that dictation may serve as good teaching and learning tools for high school contexts in Korea.

**Use 4: Use of Dictation for Improving Students' Composing Skills**

La Paz & Graham (1997) examined the effects of dictation and explicit instruction in planning on the students' composing skills with learning disabilities. The study was launched in a single suburban school district in Maryland. The participants were 42 students in 5th, 6th, and 7th grade with learning and writing problems. They were randomly assigned to four instructional conditions; advanced planning and dictation, advanced planning and writing, comparison and dictation, and comparison and writing. The materials were collected using pre-tests, post-tests, and 2-week maintenance probes. The findings of the study showed that the combination of dictation and advanced planning instruction had a positive effect on students' composing.
2.4.4 Use of Dictation for Teaching LC

Kiany & Shiramiry (2002) investigated the effects of frequent dictation on LC ability of elementary EFL learners. This study was conducted at Kish Language Institute in Tehran. The sixty Iranian elementary EFL learners were in 4 classes divided into two groups—experimental group and control group. The students in the control group were given the listening exercises in their textbook, Headway Elementary (Soars & Soars, 1993). The experimental group, in addition to the listening exercises in the textbook, were given dictation 11 times during the term. Each group consisted of 30 male elementary EFL students. They were ranging between 20-35 years old. All the participants had the same amount of exposure to English language before the experiment. The data were collected using Nelson Test 100A (Fowler & Coe, 1976) and the NCTE Elementary Listening Test (NCTE, 1972). The findings of the study indicated that there is a significant effect on the listening comprehension ability of those elementary EFL learners who are given frequent dictation (the experimental group).

TAKEUCHI (1997) examined the effectiveness of dictation on language teaching. This study was conducted at the women's junior college, Kyoto, Japan. The participants were 207 first-year students. Their major was English. They were divided into three treatment groups. Based on the results of the listening section of the CELT, Form B (Harris and Palmer, 1986), conducted at the beginning of the school year, homogeneity among the three groups at the beginning of the experiment was confirmed. The material used in this study was an American movie entitled Ferris Buller's Day Off. The treatment lasted for 13 weeks. Through this experiment dictation was confirmed to be an
effective teaching method for foreign language listening, and the subjects in all the three groups show statistically significant improvement in foreign language listening comprehension.

Kavaliauskienė & Darginavičienė (n. d.) investigated the usefulness of dictation at tertiary level by examining learners’ attitudes and drawing conclusions at its suitability at tertiary level. This study was conducted at Mykolas Romeris University, Vilnius, Lithuania. The participants in the study were 1st and 2nd year full-time students who study ESP for psychology or law. The data were collected through experimental dictation activities throughout the semester. The findings of the study indicated that dictation is beneficial for students at tertiary level. It was proved that dictation technique in the language classroom is a creative diversification which might serve as a number of aims such as listening comprehension and writing skills.

Marzban & Abdollahi (2013) investigated the effects of partial dictation on the listening comprehension (LC) ability of intermediate EFL learners. The study was launched in an English language institute in Qa'emshehr called “Abrar”, Iran. The participants were sixty intermediate students, who were selected from 100 students participated in a NELSON General Proficiency Test (Fowler and Coe, 1976). All the participants were female. They were divided into two groups, each group consists of 30 students. The data were collected using Nelson Proficiency Test, and a pre-post listening test taken from TOFEL. The materials have been chosen from the native-recorded passages and conversations in the course textbook from ‘Interchange’ (Richards et al., 2005) and also “Tune in” series. The experimental group, in addition to the listening exercises in the textbook, was given
partial dictation 11 times during the term. The findings of the study indicated that dictation had a significant effect on the listening comprehension ability of the participants in the experimental group.

Hirokazu (2014) examined the effectiveness of dictation in improving English listening ability of EFL Japanese students. The study was carried out at a private high school in Nara Prefecture, Japan. The participants were 69 female students. They were divided into two groups. The experimental group consisted of 26, and the control group consisted of 43. The treatment given to the participants in the experimental group was dictation of an English text about 1000 words long, which were divided into eight parts. The whole experiment was conducted from September to November in 2011. The data were collected using pre-post tests. The findings of the study revealed that dictation is effective in improving English listening ability of Japanese high school students.

Marashi & Khaksar (2013) investigated the effect of using dictogloss and dicto-phrase tasks on EFL learners' listening comprehension. The study was launched at Kish language school in Tehran, Iran. The participants were 60 Iranian female EFL Learners. They were aged between 14 and 17 and at the pre-intermediate level of language proficiency who attended a 21-session course held two days a week. The selected participants were divided into two experimental groups, 30 for dictogloss group, and 30 for dicto-phrase group. The data were collected using many instruments such as, tests, scoring rubrics, and instructional materials. The findings of the study indicated that the dictogloss task was more effective on students' listening comprehension compared to the dicto-phrase task.
Adam (2013) examined the effectiveness of dictogloss in improving students' listening comprehension of SMA Negeri 2. The study was carried out at SMA Negeri 2 Luwuk, Banggai from April 2 to May 18, 2013. The participants were 32 students, 9 male and 23 female students. They were chosen as subjects of the study because they have difficulties in listening comprehension. The data were collected using many instruments such as observation sheets, field notes, questionnaire, tests, and camcorder. The findings of the study revealed that dictogloss was proved to be an effective technique which improves students' listening comprehension, vocabularies, and pronunciation.

Coniam (1996) conducted a study to describe the construction and small-scale implementation of a computer program which can be used on a self-access basis to assess secondary school students’ ESL listening proficiency. The study involved a test which adapted dictation procedure. The study was carried out in a secondary 7 class in a local Hong Kong secondary school. The participants were 28 students constituted a general secondary 7 class, who were not particularly computer-literate. They attempted a number of short multiple-choice items to place the general language proficiency of the students between Secondary 5 and Secondary 6. The data were collected using a test, which was conducted via headphones at the back of the class while the teacher conducted a normal lesson. The test involves an extended dictation which is in the form of a dialogue. The results of the study indicated a good correlation with traditional pen-and-paper tests, suggesting that the concept has the potential to assess listening other than by administering a test to a group of subjects via a taped recording at a single sitting.
Imene (2016) examined the impact of dictation as a technique in developing listening comprehension to first year students of English in the Department of Letters and Foreign Languages at Biskra University. The participants were 100 students, and ten teachers chosen randomly. The data were collected using two questionnaires and a semi-structured interview. One of the questionnaires is for students and the other is for teachers. Both questionnaires include close-ended and open-ended questions. The findings of the study indicated that both teachers and students have positive viewpoints towards the efficacy of dictation. They also admitted that such a technique can assist students to develop and improve their listening.
CHAPTER THREE

METHODOLOGY

This chapter depicts the methodology of the research. It gives a full account of the subjects, the instruments used, data collection, and the sample. It also provides details of the pilot study and the procedures applied in the study.

3.1 The Design of the Study

Since the purpose of this study is to investigate the effect of dictation on the development of EFL learners' LC skills, there were two variables. The experimental variable is the elementary level learners' dictation, and the outcome variable is LC ability. To test the relationship between these two variables, the study was conducted using an experimental research design. In this research "participants are assigned to groups based on a criterion, often called treatment variable or treatment condition" (Salkind, 2017, p. 22).

The researcher used both quantitative and qualitative method. She used Independent Students T tests and the descriptive methodology which is used "to describe the characteristics of an existing phenomenon" (Salkind, 2017, p. 20). The data were analysed quantitatively (the total mean scores of the pre-tests and post-tests with their four measures, in addition to data collected from the first part of the LC difficulties questionnaire, which consists of 35 questions with five-level Likert Scale) and qualitatively (the descriptive reports of the five classes observation and the second part of the LC difficulties questionnaire, which consists of 5 open-ended questions).
In order to ensure the results of the experiment, and to address the experimental morality, it was decided that students who were absent for three sessions, out of fifteen, would be excluded from the study. It was also decided that students who were not comfortable with the use of dictation technique in teaching LC skills would be excluded.

3.2 Participants

The study in hand was carried out at the Higher Language Institute (HLI) in Damascus University, Syria. In this study, the sample consisted of five EFL elementary level teachers, and 109 elementary level learners. Sixty eight students, out of 109 students, were divided into two groups. The control group consisted of 35 students and the experimental group consisted of 33 students. The participants were placed into this level depending on their achievement on the standardized placement test administered at the HLI. However, before starting with data collection and attending classes, the researcher obtained a permission from the HLI administration (see appendix A). In addition, she got permission from teachers to attend their classes.

3.2.1 Teachers

Teachers were part of the subjects in this study. They were five EFL teachers. They were all females by chance. Four teachers were in their twenties and only one teacher was in her thirties. They were labeled using letters A, B, C, D, and E. All instructors involved in this study had previous experience in EFL teaching, and all of them were academically well qualified to teach at HLI. One of them was an MA holder, three of them were MA students who have finished their first year modules and are still working on their dissertations, and only one of them was a BA holder. However, none of them had previously any
ideas about the study or even about what the observation list includes. That's what made both the five teachers and the researcher work at ease.

3.2.2 Learners

All the EFL learners were Arabic speakers. Most of them were university students and graduates. They were mainly in their twenties. They were 109 students participated in the questionnaire, out of them, 68 students participated in the tests.

The difference in the number of the participants between the ones who participated in the questionnaire and the ones who participated in the tests was due to which sublevel, in the elementary level, was included in the study. The questionnaires were conducted for the whole sublevels (E1, E2, and E3), while the tests were conducted only for E1.

In addition, the difference in the number of the participants between the pre-test and the post-test was due to the exclusion of some students who were either poor attendants or not comfortable with the use of dictation technique in teaching LC concerning the experimental group.

The following table (table 3.1) gives an overview about the number of students participated in the pre-post tests.

**Table 3.1 Numerical data about the sample of the research in the pre-post tests.**

<table>
<thead>
<tr>
<th>Groups</th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control group</td>
<td>35</td>
<td>32</td>
</tr>
<tr>
<td>Experimental group</td>
<td>33</td>
<td>31</td>
</tr>
</tbody>
</table>
### 3.2.3 The Homogenous Sample

Before carrying out this study, it was an important step to examine the equality between both groups, the control group and the experimental one. It was helpful to analyze the results of the pre-tests of both groups. Therefore, Leven's Homogeneity Test was used to indicate if these two groups (the control group and the experimental group) were homogenous or not.

#### Table 3.2 The differences between the average scores of the control and the experimental groups in the pre-test (Total, max=100; Four measures {A, B, C, D}).

<table>
<thead>
<tr>
<th>Types</th>
<th>Groups</th>
<th>Number</th>
<th>Leven's Homogeneity Test</th>
<th>Leven's Test Statistics</th>
<th>Statistical Significance (p-value)</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Picture Dictation</td>
<td>Control</td>
<td>35</td>
<td>2.708</td>
<td>0.038</td>
<td>0.105</td>
<td>Both groups are homogenous</td>
</tr>
<tr>
<td></td>
<td>Experimental</td>
<td>33</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Cloze Dictation</td>
<td>Control</td>
<td>35</td>
<td>0.565</td>
<td>0.038</td>
<td>0.455</td>
<td>Both groups are homogenous</td>
</tr>
<tr>
<td></td>
<td>Experimental</td>
<td>33</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Dictogloss</td>
<td>Control</td>
<td>35</td>
<td>0.446</td>
<td>0.038</td>
<td>0.507</td>
<td>Both groups are homogenous</td>
</tr>
<tr>
<td></td>
<td>Experimental</td>
<td>33</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Traditional Dictation</td>
<td>Control</td>
<td>35</td>
<td>2.582</td>
<td>0.038</td>
<td>0.113</td>
<td>Both groups are homogenous</td>
</tr>
<tr>
<td></td>
<td>Experimental</td>
<td>33</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>Control</td>
<td>35</td>
<td>0.038</td>
<td>0.038</td>
<td>0.847</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Experimental</td>
<td>33</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*The Effect is statistically significant at level \( p \) – value \( \leq 0.05 \).*
The above table shows that there is homogeneity between both groups, the control group and the experimental one in the pre-tests. Specifically, there is homogeneity \((P-value = 0.847 > 0.05)\) considering the total results of both groups, and the four types of both groups as well (A, B, C, D) respectively \((p-value = 0.105, 0.455, 0.507, 0.113 > 0.05)\). This indicates that both groups are homogenous, and it is possible to conduct the main study and other tests on the students of these two groups. Any difference between the results of the post-tests of both groups can be attributed to the treatment. That is, using dictation in teaching LC skills in the EFL classroom in the experimental group would be the justification for the statistical difference (if any) between the results of both the control and the experimental groups in the post-tests.

### 3.3 Data Collection Instruments

In order to answer the research questions, and to find out the effectiveness of using dictation on the development of EFL learners' LC skills at the Higher Language Institute, Damascus University, quantitative and qualitative data were collected. The researcher constructed the following research instruments. To answer the first research question: What are the most prominent difficulties HLI learners in elementary levels face in LC? a questionnaire was used. To answer the second research question: How is listening taught for elementary levels in HLI? the researcher used observation. In addition, to answer the third and the fourth research questions: To what extent is the practice of dictation effective in improving English listening comprehension among EFL elementary level students at HLI? What are the most effective types of dictation on LC? a pre-post test was prepared and administered by the researcher.
3.3.1 Questionnaire

Questionnaire, which is a "written list of questions, the answers to which are recorded by respondents" (Kumar, 2010, p. 136), is considered as the heart of a survey operation. It is being adopted by individuals, researchers, organizations and even governments. According to Kothari (2004), collecting data through this method is quite common, especially in case of big enquiries. He explained that a questionnaire was widely used in research for many reasons. Using a questionnaire is good for its low cost. It is also preferable to ensure the reliability of the results and to avoid the bias of the researcher. For the respondents, they have adequate time to give well thought out answers. Those who are easily approachable, they can also be reached conveniently. The researcher can make use of large samples and thus the results can be more dependable and reliable. It is also preferable because "it offers great anonymity" (Kumar, 2010, p. 140).

Depending on the structure of the questionnaire, "questionnaires can provide both qualitative insights and quantifiable data, and thus are flexible enough to be used in a range of research" (Mackey & Gass, 2005, p. 96). So, it is a flexible instrument because it can provide both quantitative and qualitative data. It is also time-saving instrument for the researcher can elicit a lot of diverse information in a short period of time.

After reviewing literature, and following Yagang (1993) classification of listening difficulties, the researcher made a questionnaire. The questionnaire was only used to be distributed to EFL elementary level learners in order to answer the first research question. However, "one rarely comes across a case when one questionnaire relies on one form of questions alone" (Kothari, 2004, p. 103). The various
forms complement each other. Thus, this questionnaire had two parts, the closed-ended questions and the open-ended questions. In the first part, "the respondent selects one of the alternative possible answers put to him" (Kothari, 2004, p. 103).

The first part consisted of 36 questions in the form of statements utilize an attitude scale, namely the Likert Scale. Participants ticked one of five choices which represented their attitudes about the topics included in the statements. The phrases to choose from were (strongly agree, agree, neutral, disagree, and strongly disagree). However, the 36 items mainly covered four classifications of listening difficulties. The first one is listening difficulties related to the listener (items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12), the second one is listening difficulties related to the speaker (items 13, 14, 15, 16, 17, 18, 19, 20), the third one is listening difficulties related to the physical setting (items 21, 22, 23), and the last classification is listening difficulties related to the linguistic features and the content (items 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36). However, due to reliability reasons item (3) was deleted from the questionnaire (see appendix B).

"Whenever, possible, questionnaires should be administered in the learners' native language" (Mackey & Gass, 2005, p. 96). Hence, the questionnaire was administered in learners' native language – Arabic (see appendix C).
### Table 3.3 A Questionnaire for EFL Learners about their LC difficulties

#### A questionnaire on Listening Comprehension Difficulties for EFL

<table>
<thead>
<tr>
<th>Item no.</th>
<th>Statements</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I find it difficult to understand the spoken text from the first time.</td>
<td></td>
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<tr>
<td>2.</td>
<td>I find it difficult to listen to English without transcripts.</td>
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<td>3.</td>
<td>While listening, I find it difficult to predict what would come next.</td>
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<td>4.</td>
<td>I find it difficult to guess unknown words and phrases.</td>
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<td>5.</td>
<td>I find it tiring to listen to long texts; I lose concentration.</td>
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<td>6.</td>
<td>In the stream of speech in listening, I find it difficult to tell when one word finishes and another begins.</td>
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<td>7.</td>
<td>I find it difficult to answer while-listening questions.</td>
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<td>8.</td>
<td>I find it difficult to answer post-listening questions which require other than a short answer. (e.g. what or why questions).</td>
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<td>9.</td>
<td>I find it difficult to recognize the words I know because of the way they are pronounced.</td>
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<tr>
<td>10.</td>
<td>I stop listening when I have problems in understanding a listening text.</td>
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<tr>
<td>11.</td>
<td>I find it difficult to understand the spoken texts which are not of interest to me.</td>
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<tr>
<td>12.</td>
<td>I feel disappointed if I don't arrive at total comprehension of the listening text.</td>
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<td></td>
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<tr>
<td>Related to the Speaker</td>
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<tr>
<td>13.</td>
<td>Without seeing the speaker, I find it difficult to understand the meaning of a spoken text; body language is important.</td>
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<td>14.</td>
<td>I find it difficult when the speaker speaks too fast.</td>
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<td>15.</td>
<td>I find it difficult to understand the spoken text when the speaker does not pause enough.</td>
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<tr>
<td>16.</td>
<td>I find it difficult to understand the spoken text if I am unable to get things repeated.</td>
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<tr>
<td>17.</td>
<td>I find it difficult to understand natural speech which is full of pauses and hesitation.</td>
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<tr>
<td>18.</td>
<td>I get lost because of redundant utterances: false-starts, re-phrasing, tautologies, and elaborations.</td>
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<tr>
<td>19.</td>
<td>I find it difficult to understand the meaning of words which are not pronounced clearly.</td>
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<td>20.</td>
<td>I find it difficult to understand well when speakers speak with different accents.</td>
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<td></td>
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<tr>
<td>Related to Physical Settings</td>
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<tr>
<td>21.</td>
<td>I lose concentration with noises around; environmental noises.</td>
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<tr>
<td>22.</td>
<td>I lose concentration with background noises on the recording.</td>
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<tr>
<td>23.</td>
<td>Unclear sounds resulting from poor equipment interfere with my listening comprehension.</td>
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<tr>
<td>24.</td>
<td>I find it difficult to understand slang language.</td>
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<tr>
<td>25.</td>
<td>I find it difficult to follow long and complex sentences.</td>
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<tr>
<td>26.</td>
<td>I find it difficult to understand reduced forms.</td>
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<tr>
<td>27.</td>
<td>I find the pronunciation familiar but I cannot recognize the words.</td>
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<tr>
<td>28.</td>
<td>I find it difficult to understand different intonation patterns and uses of stress.</td>
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<tr>
<td>29.</td>
<td>I find it difficult to understand spontaneous conversations because of ungrammatical sentences resulting from nervousness or hesitation.</td>
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<tr>
<td>30.</td>
<td>In spontaneous conversations, I find it difficult to follow because the speaker always changes topics.</td>
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<tr>
<td>31.</td>
<td>I find it difficult to understand every single word in a spoken text.</td>
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<tr>
<td>32.</td>
<td>I find it difficult to understand listening texts when the topic is unfamiliar.</td>
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<tr>
<td>33.</td>
<td>I find it difficult to understand the spoken texts in which there are too many idioms.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>34.</td>
<td>Complex grammatical structures interfered with my listening comprehension.</td>
<td></td>
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</tr>
<tr>
<td>35.</td>
<td>I find it difficult when my background information never matches what I listen to.</td>
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<tr>
<td>36.</td>
<td>When encountering an unknown word, I stop listening and think about the meaning of the word.</td>
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</tbody>
</table>
However, the second part consisted of five open-ended questions which are "generally inserted to provide a more complete picture of the respondents' feelings and attitudes" (Kothari, 2004, p. 103). Thus, the five open-ended questions which carried the numbers (36, 37, 38, 39, 40) were inserted to give EFL learners the chance to talk about, using their own words, the difficulties they face in listening comprehension. The five open-ended questions were repeating the closed-ended ones in order to get the learners' answers without any constrains. Similarly, the five questions were translated into Arabic, and the learners expressed themselves in their native language (see appendix C).

Table 3.4 The Open-ended questions of the LC difficulties questionnaire

<table>
<thead>
<tr>
<th>Please, read and answer the following questions using your own words</th>
</tr>
</thead>
<tbody>
<tr>
<td>36- As a listener, do you have listening comprehension problems? If yes, what are they?</td>
</tr>
<tr>
<td>37-Do you have other listening problems related to the speaker? If yes, what are they?</td>
</tr>
<tr>
<td>38-What are the most difficulties you face related to physical settings?</td>
</tr>
<tr>
<td>39-What difficulties do you have in LC related to linguistic features?</td>
</tr>
<tr>
<td>40-While listening to the content, do you face any difficulties? If yes, what are they?</td>
</tr>
</tbody>
</table>

3.3.1.1 Ethical Issues

Many ethical issues were taken into consideration while conducting this study. "Researchers are advised to make it clear from the beginning that all information will remain confidential and anonymous wherever possible" (Mackey & Gass, 2005, p. 29).
As mentioned earlier, permission was obtained from the HLI administration and from the teachers and the learners participating in the research because "in every discipline, it is considered unethical to collect information without the knowledge of participants and their expressed willingness and informed consent" (Kumar, 2010, p. 219). So, the learners were informed that participation was voluntary, and it would never affect their course process. However, all of them agreed to participate in the study. The researcher, in turn, assured them that they can express themselves freely because of certain steps, such as, "using numbers instead of names to refer to participants, not revealing identifying information" (Mackey & Gass, 2005, p. 29). For that, they were asked to write numbers instead of writing their names on both the questionnaire and the test that will be discussed later in this chapter. They were also assured that they would not be harmed out of their participation in the research neither physically nor psychologically because "when you collect data from respondents or involve subjects in an experiment, you need to examine carefully whether their involvement is likely to harm them in any way" (Kumar, 2010, p. 220).

3.3.1.2 Pilot Study

"A pilot study is an important means of assessing the feasibility and usefulness of the data collection methods and making any necessary revisions before they are used with the research participants" (Mackey & Gass, 2005, p. 43).

To check the validity and the reliability of the questionnaire and the needed time to be carried out, a pilot study was conducted before the actual treatment. This study was conducted on 59 Elementary Level learners at the Higher Language Institute, Damascus University. It was
conducted to find out the possible difficulties learners may encounter, and to come up with suitable modifications.

However, the pilot study led to some changes and modifications to the questionnaire. For example, item (3) in the questionnaire was excluded. Besides, the time needed to answer the questionnaire was measured about 20 minutes.

3.3.1.3 Validity and Reliability of the questionnaire

"In terms of measurement procedures, validity is the ability of an instrument to measure what it is designed to measure" (Kumar, 2010, p. 166).

The validity of the questionnaire was evaluated by the supervisor of the research who assured its validity with some notes which were taken into account. Thus, the validity of the questionnaire was achieved.

On the other hand, a research is reliable when the "research tool is consistent and stable, hence predictable and accurate" (Kumar, 2010, p. 168). The reliability of the questionnaire was measured by the use of statistics using Statistical Packages for Social Sciences (SPSS) version 22. The correlation coefficient of the questionnaire as measured by Cronbach's Alpha was (0.924), suggesting that the items have high internal consistency.

Table 3.5 The Correlation Coefficient of the questionnaire as measured by Cronbach's Alpha.

<table>
<thead>
<tr>
<th>Cronbach's Alpha Based on Standardized items</th>
<th>Number of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.924</td>
<td>35</td>
</tr>
</tbody>
</table>
3.3.2 Classroom Observation

Respectively, to answer the second question: How is listening taught for elementary levels in HLI?, in this study, the researcher used classroom observation. This way, which is widely used in data collection, "is a purposeful, systematic and selective way of watching and listening to an interaction or phenomenon as it takes place" (Kumar, 2010, p. 133).

Observation has been chosen for this research to investigate the way EFL teachers, in the HLI, teach listening comprehension. Therefore, it could be the most efficient way to "ascertain the functions performed by a worker" (Kumar, 2010, p. 133).

A non-participant observation was carried out where the researcher does not "get involved in the activities of the group but remains a passive observer, watching and listening to its activities and drawing conclusions from this" (Kumar, 2010, p. 134).

As it has been mentioned earlier, the researcher got permission from both the HLI administration and each teacher involved in the study. Teachers were only informed that this study was about listening skill in general. They never had access to the details of the study or the checklist of this observation because "incomplete disclosure is essential to the aims of the research" (Mackey & Gass, 2005, p. 30).

However, the researcher observed most of the sessions of the five classes starting from the very beginning. While observing the classes, she took notes, and ticked the items of the checklist to detect the frequency of each item.
After recurring observation, she "develops a system of quantifying the behavior" (Marczyk, DeMatteo & Festinger, 2005, p. 119). The participants themselves became accustomed to the presence of the observer; they never felt embarrassed to behave naturally. While collecting data, using observation "videotaping and multiple raters are frequently used to confirm the accuracy of the observations" (Marczyk, DeMatteo & Festinger, 2005, p. 119), but in the case of this study, the researcher could not do that because of the regulations in the HLI administration.

In order to restrict what should be detected in the classroom, according to Mackey & Gass (2005), a highly structured type of observation was used where the researcher provided a detailed checklist. Therefore, after reviewing literature, and depending on Yagang's (1993) typology of activities for a listening lesson, the researcher has developed a checklist of 28 items (see Appendix D). The checklist included three stages of teaching listening activities; pre-listening, while-listening, and post-listening.

According to Kumar (2010), there may be potential problems resulting from observation- the individuals may change their behaviour when they are aware of being observed, and the possibility of the observer bias. However, the researcher addressed all these problems; she asked one of her colleagues who was conducting her study in the HLI to do the observation using the same checklist in order to avoid the researcher's subjectivity. Moreover, to deal with the potential modified behaviour, none of the EFL, being observed, knew anything about the content of the checklist, or about the details of the topic being studied. After crossing information in both papers- the researcher's and the guest observer's, a detailed descriptive report was written for each class,
taking into account the checklist items and their frequency. (see appendix E)

3.3.3 Pre/Post Test

To get information about students' level and their achievement in listening skill, pre/post tests were conducted at the beginning of the course and at the end as well. The four types of dictation, being included in the listening comprehension tests, were listed. (see appendix F).

3.3.3.1 Aim of the Test:

The major aim of the listening comprehension test was to measure the level of elementary EFL learners in listening skill. The test also used by the researcher to answer the third and the fourth questions in the research:

- To what extent is the practice of dictation effective in improving English listening comprehension among EFL elementary level students at HLI?
- What are the most effective types of dictation on LC?

3.3.3.2 Description of the Test

For the present study, the researcher needed to measure the effectiveness of dictation on listening comprehension. Therefore, she designed a listening comprehension pre/post tests. The test consisted of two versions. The first version is the written version including items, directions and pictures, and the second version is the verbal version which was recorded on a tape by a native speaker. The test took 30 minutes to administer.
The pupils’ answer sheets had coloured pictures and a number for each item. The items in the test were divided into four parts:

- **Part One (A):** was for measuring the effect of picture dictation on listening comprehension. It consisted of 10 items.
- **Part Two (B):** was for measuring the effect of partial (cloze dictation) on listening comprehension. This part was also divided into other two parts; one-word cloze dictation, and more than one-word cloze dictation. The first part consisted of 10 items, and the second one consisted of 9 items.
- **Part Three (C):** was for measuring the effect of dictogloss on listening comprehension. "For lower level students, or students who are not used to the dictogloss approach, shorter and slower texts with the micro- and macro-structure explicitly signaled should be selected" (Vasiljevic, 2010, p. 43). Thus, the researcher designed this part using only one sentence for each item. It consisted of 5 items.
- **Part Four (D):** was for measuring the effect of traditional dictation on listening comprehension. This part took the form of a short dialogue between a man and a woman. It consisted of 4 items.

### 3.3.3.3 Test Instructions

It was necessary for the students to understand the instructions before the test was administered to help them interact with the test without any anxiety. Accordingly, the test instructions were given to the learners beforehand on a separate page so that everything could be made clear before the test was administered. Although the instructions were written on the answer sheet following each question, the instructions sheets were given to the students in their native language, Arabic, because they were in the elementary level and their foreign language was not good enough to understand what was required. (see...
appendix G). The instructions were written but they were not recorded. The students were given a brief history of the test, and they were asked to listen carefully to the recorded material. There was no repetition for the first two parts, while the third part was repeated once, and the fourth one was repeated twice depending on the requirements of each type of dictation.

The students were asked to keep calm so that everyone can focus, and they were also asked to pay close attention to the time allotted for each item. Thus, if they did not know the answer, they could leave it and listen to the next question. Moreover, the researcher explained orally some instructions for some items for the students in the pre-test in order to avoid any misunderstanding.

3.3.3.4 Test Validity and Reliability

The test was evaluated by the supervisor of the research in addition to some EFL teachers in the HLI. They were asked to review and examine the test items and instructions. However, they assured the validity of the test and they suggested some modifications which were taken into consideration. Thus, the content validity of the test was achieved.

To estimate the reliability of the test, a pilot study of the listening comprehension skills test was conducted. It was administered to a randomly selected group of elementary EFL learners in the Higher Language Institute (N: 39). Then the researcher used Alpha Cronbach to measure the reliability of the test. It was found that the reliability coefficient of the test in general was (0.794) as shown in the table below.
Table 3.6 The Correlation Coefficient of the test as measured by Cronbach's Alpha.

<table>
<thead>
<tr>
<th>Cronbach's Alpha</th>
<th>Cronbach's Alpha Based on Standardized items</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.794</td>
<td>0.792</td>
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</tbody>
</table>

The correlation coefficient indicated that the test had a good level of consistency which ensured that the listening comprehension test prepared by the researcher was a reliable one.

3.3.3.5 Pilot Study

The main purpose of piloting the test was to find out the relevance of the test as a whole to the objectives of the study. Moreover, the pilot study aimed to:

- determining the time the test needed.
- determining the time of each item.
- making sure that the test instructions were clear and comprehensive.
- determining the materials needed to administer the test.
- make sure that the answer key was accurate.

After administering the test, some modifications and changes were required. For example, item (30) was replaced by another question because the recording was not clear. Concerning the time allotted for the first ten items, it was changed from 15 minutes into 10 minutes. Finally, the test took 30 minutes.
3.3.3.6 Scoring the Test

To score the test, the researcher prepared a correction key for the final form of the test with one mark allocated to each item for the first ten items and one mark allocated to each word in the following items. The test, however, was corrected out of 100.

3.3.3.7 Test Administration

After the test was modified and shown to be valid and reliable, and after a suitable length of time was estimated according to the results of the piloting, the test was administered to 68 EFL learners; the control group and the experimental one as a pre-test. It was also administered as a post-test to the same groups of EFL learners after the treatment.

3.3.4 The Treatment of the Study

The present study was concerned with designing some dictation activities for developing listening comprehension skills of elementary EFL learners studying at HLI in Damascus University. This treatment was administered from the very beginning of the course, after the pre-test. It lasted for four weeks.

In designing this treatment, the researcher followed these steps:

- reviewing previous studies related to designing listening treatments.
- determining the aims of the treatment.
- identifying the assumptions of the treatment.
- determining the length of time taken to administer the treatment.
- describing the treatment.
3.3.4.1 The Aims of the Treatment

The treatment included in this study aimed at:

- shedding light on the importance of teaching listening comprehension skills and on the role of teachers in improving this skill.
- developing listening comprehension skills selected from *Face 2 Face* using dictation activities.

3.3.4.2 Assumptions of the Treatment

The treatment was based on the following assumptions:

- listening skill is very crucial in all stages of language learning and in the beginning stage in particular.
- teachers should emphasize teaching listening rather than testing it.
- dictation may be a useful teaching strategy, especially with elementary levels.
- the pedagogical sequence of pre-listening, while-listening, and post-listening may be most suitable for maintaining the development of listening skills.

3.3.4.3 Duration of the Treatment's Administration

The administration of the treatment lasted for four weeks. It was carried out by the teacher herself from the beginning of the course to the end. The students were exposed to dictation activities designed by the researcher and integrated with the lessons selected from their textbook-*Face 2 Face*.

3.3.4.4 Description of the treatment

The treatment consisted of twelve lessons selected from the textbook-*Face 2 Face*. The researcher designed dictation activities for each lesson. (see appendix H). These activities covered the four types
of dictation equally, ten activities for each type. She also followed a helpful framework to incorporate these dictation activities throughout the lesson.

3.3.5 Research Procedures

The research was applied to two groups of learners, experimental and control. The number of students in both groups almost the same. They had the same course, too. There were females and males in both groups. However, this study examines the effect of using dictation for developing LC skills regardless of age and gender differences. The procedures of this research took place into some stages as follows:

- **Stage One**

  In the first session, a pre-test was set to both groups to test students' listening proficiency and to verify that the sample is homogenous (see table 3.2 above).

- **Stage Two**

  In both groups, listening comprehension was taught. In the control group, the conventional method which teachers use in their classes was used (see appendix D). On the other hand, in the experimental group, dictation method was used.

  For one course (level E1), consisting of 15 sessions, teachers' conventional method was used in the control group and students were given the listening exercises in their textbook- *Face 2 Face*. In addition to the listening exercises in the textbook, the experimental group was given the four types of dictation forty times, ten times for each type during the course. The materials for giving dictation were the native-recorded passages and conversations in the course textbook- *Face 2 Face*. 
The procedure to carry out the treatment, giving the four types of dictation, was as follows: (the three stages of teaching listening were used for each type of dictation).

- For the first type (picture dictation): first, students were made aware of the topic of the passage or conversation through teacher's guiding questions or through brainstorming. Second, the tape was played and the students numbered the pictures according to what they heard. The teacher in this stage allowed the learners to work in pairs or within groups. Third, they listened again to the whole passage or conversation to check their answers.

- For the second type (partial/ cloze dictation): first, to activate students' background knowledge, the teacher started with discussions about the topic and writing keywords on the whiteboard. Second, the text was duplicated with blanks for the words or structures that were determined to be important and the students were provided with an incomplete written text. The tape was played and the students wrote down in the deleted parts what they listened to. Third, they listened again to the whole passage or conversation to check their answers. After checking their dictation, students listened to the tape again to pay special attention to their mistakes and the teacher provided them with explanation and error correction.

- For the third type (dictogloss): first, the teacher asked guiding questions about the topic and encouraged the students to discuss their answers and to brainstorm their ideas. Second, the tape was played and the students had to listen carefully. The teacher used physical movements and gestures to focus on certain words. After that, the students were asked to reconstruct what they listened to using their own words. Third, they
listened again to check their note taking, to discuss their answers and to ask the teacher for explanation and error correction.

- For the fourth type (traditional dictation): first, the teacher started with opening questions and with using some pictures to introduce the topic. The tape was played and the students had only to listen carefully. Second, after listening for the first time, the teacher had to dictate them what they listened to with short pauses in order to write down. Third, the students listened again in order to check their writing. After that, the teacher wrote the tape script on the whiteboard for error correction.

As noted earlier, in order to address experimental morality, it was decided that students' who missed more than three sessions would be excluded from the sample and, thus, from the processes of data analysis.

- **Stage Three**
  
  On the last day of the course, a post-test was set to both control and experimental groups to measure student's listening comprehension achievement after the treatment.

3.4 **Summary of Chapter Three**

This chapter included all the procedures followed by the researcher. It provided a detailed description of the design of the study and the sample, an accurate description of the participants, and a full report of the research context focusing on the three instruments used: a questionnaire, classroom observation and a pre-post test. In addition, it presented the piloting with all its stages and procedures that took place before conducting the main study. It also included the proposed treatment and the procedures followed in designing this treatment.

The next chapter reveals the findings resulted from this study.
CHAPTER FOUR
DATA ANALYSIS AND DISCUSSION

This chapter presents the statistical analyses of the data, and reports the results obtained from utilizing the methods (questionnaire, observation, and pre-post tests) which were applied in this study and were pointed out in chapter three. It starts with the results of the questionnaire, with its both sections: closed and open-ended questions, to show the LC difficulties EFL learners face at the Higher Language Institute, Damascus University. Then, it describes the qualitative data gathered from the classroom observations to shed light on the ways EFL teachers follow to teach LC. Finally, this chapter presents the results obtained from the pre-post listening test, which were statistically analysed by SPSS (Statistical Package for Social Sciences), version 22.

The results gained answered the four main research questions:

1-What are the most prominent difficulties HLI learners in elementary levels face in LC?

2- How is listening taught for elementary levels in the HLI?

3-To what extent is the practice of dictation effective in improving English listening comprehension among EFL elementary level students at the HLI?

4-What are the most effective types of dictation in LC?

The research questions can be expressed in these four hypotheses:
H1. Since they are in the elementary level, EFL learners face different types of LC difficulties, which are related to the listener, the speaker, the physical settings, and linguistic features and content.

H2. EFL teachers teach LC using three types of activities: pre-listening, while-listening, and post listening activities.

H3. There is statistically significant difference between the outcomes of the post-tests of the experimental and the control groups in favor of the experimental group.

H4. Among the four types of dictation discussed in this study:

a. Picture dictation.

b. Cloze dictation.

c. Dictogloss.

d. Traditional dictation.

Picture and cloze dictation are the most effective types in teaching LC.

4.1 Results of the questionnaire

The results of the questionnaire were used to answer the first research question: what are the most prominent difficulties HLI learners in elementary levels face in LC?

As stated earlier, the questionnaire consisted of two parts: 35 closed-ended questions which provided quantitative data, and five open-ended questions which presented qualitative data.
4.1.1 Results of the Closed-ended Questions

The 35 items concentrated on four categories of LC difficulties: difficulties related to the listener, the speaker, physical settings, and linguistic features and content. However, the results obtained from the 109 EFL learners are presented all together in a table using, as mentioned earlier, Likert Scale. (see appendix I).

In order to have a close look at the results and their indications, these answers were divided into three main states: agreement, neutrality and disagreement.

Table 4.1 The results of the closed-ended questions of the questionnaire in Agreement - Neutrality -Disagreement categories in numbers and percentages (N= 109).

<table>
<thead>
<tr>
<th>Statements</th>
<th>Disagreement</th>
<th>Neutrality</th>
<th>Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- I find it difficult to understand the spoken text from the first time.</td>
<td>29 (26.6%)</td>
<td>12 (11%)</td>
<td>68 (62.4%)</td>
</tr>
<tr>
<td>2- I find it difficult to listen to English without transcripts.</td>
<td>51 (46.8%)</td>
<td>14 (12.8%)</td>
<td>44 (40.4%)</td>
</tr>
<tr>
<td>3- I find it difficult to guess unknown words and phrases.</td>
<td>35 (32.4%)</td>
<td>14 (13%)</td>
<td>59 (54.6%)</td>
</tr>
<tr>
<td>4- I find it tiring to listen to long texts; I lose concentration.</td>
<td>29 (26.6%)</td>
<td>13 (11.9%)</td>
<td>67 (61.5%)</td>
</tr>
<tr>
<td>5- In the stream of speech in listening, I find it difficult to tell when one word finishes and another begins.</td>
<td>51 (47.2%)</td>
<td>21 (19.4%)</td>
<td>36 (33.3%)</td>
</tr>
<tr>
<td>6- I find it difficult to answer while-listening questions.</td>
<td>39 (36.1%)</td>
<td>21 (19.4%)</td>
<td>48 (44.4%)</td>
</tr>
<tr>
<td>7- I find it difficult to answer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Frequency</td>
<td>Percentage</td>
<td>Total</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>-----------</td>
<td>------------</td>
<td>-------</td>
</tr>
<tr>
<td>post-listening questions which require other than a short answer. (e.g. what or why questions).</td>
<td>27</td>
<td>24.8%</td>
<td>62</td>
</tr>
<tr>
<td>8- I find it difficult to recognize the words I know because of the way they are pronounced.</td>
<td>53</td>
<td>48.6%</td>
<td>41</td>
</tr>
<tr>
<td>9- I stop listening when I have problems in understanding a listening text.</td>
<td>56</td>
<td>51.9%</td>
<td>41</td>
</tr>
<tr>
<td>10- I find it difficult to understand the spoken texts which are not of interest to me.</td>
<td>52</td>
<td>48.6%</td>
<td>30</td>
</tr>
<tr>
<td>11- I feel disappointed if I don't arrive at total comprehension of the listening text.</td>
<td>29</td>
<td>26.6%</td>
<td>59</td>
</tr>
<tr>
<td>12- Without seeing the speaker, I find it difficult to understand the meaning of a spoken text; body language is important.</td>
<td>48</td>
<td>44%</td>
<td>36</td>
</tr>
<tr>
<td>13- I find it difficult when the speaker speaks too fast.</td>
<td>11</td>
<td>10.1%</td>
<td>86</td>
</tr>
<tr>
<td>14- I find it difficult to understand the spoken text when the speaker does not pause enough.</td>
<td>18</td>
<td>17.1%</td>
<td>72</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>15-I find it difficult to understand the spoken text if I am unable to get things repeated.</td>
<td>22</td>
<td>26</td>
<td>59</td>
</tr>
<tr>
<td></td>
<td>20.6%</td>
<td>24.3%</td>
<td>55.1%</td>
</tr>
<tr>
<td>16-I find it difficult to understand natural speech which is full of pauses and hesitation.</td>
<td>66</td>
<td>25</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>61.1%</td>
<td>23.1%</td>
<td>15.7%</td>
</tr>
<tr>
<td>17-I get lost because of redundant utterances: false-starts, re-phrasing, tautologies, and elaborations.</td>
<td>25</td>
<td>30</td>
<td>51</td>
</tr>
<tr>
<td></td>
<td>23.6%</td>
<td>28.3%</td>
<td>48.1%</td>
</tr>
<tr>
<td>18-I find it difficult to understand the meaning of words which are not pronounced clearly.</td>
<td>10</td>
<td>14</td>
<td>85</td>
</tr>
<tr>
<td></td>
<td>9.2%</td>
<td>12.8%</td>
<td>78%</td>
</tr>
<tr>
<td>19-I find it difficult to understand well when speakers speak with different accents.</td>
<td>20</td>
<td>23</td>
<td>63</td>
</tr>
<tr>
<td></td>
<td>18.9%</td>
<td>21.7%</td>
<td>59.4%</td>
</tr>
<tr>
<td>20-I lose concentration with noises around; environmental noise.</td>
<td>18</td>
<td>11</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>16.5%</td>
<td>10.1%</td>
<td>73.4%</td>
</tr>
<tr>
<td>21-I lose concentration with background noises on the recording.</td>
<td>22</td>
<td>9</td>
<td>76</td>
</tr>
<tr>
<td></td>
<td>20.6%</td>
<td>8.4%</td>
<td>71%</td>
</tr>
<tr>
<td>22-Unclear sounds resulting from poor equipment interfere with my listening comprehension.</td>
<td>14</td>
<td>14</td>
<td>79</td>
</tr>
<tr>
<td></td>
<td>13.1%</td>
<td>13.1%</td>
<td>73.8%</td>
</tr>
<tr>
<td>23-I find it difficult to understand slang language.</td>
<td>42</td>
<td>31</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>39.6%</td>
<td>29.2%</td>
<td>31.1%</td>
</tr>
<tr>
<td>24-I find it difficult to follow long and complex sentences.</td>
<td>28</td>
<td>28</td>
<td>53</td>
</tr>
<tr>
<td></td>
<td>25.7%</td>
<td>25.7%</td>
<td>48.6%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>25- I find it difficult to understand reduced forms.</td>
<td>45</td>
<td>16</td>
<td>47</td>
</tr>
<tr>
<td></td>
<td>41.7%</td>
<td>14.8%</td>
<td>43.5%</td>
</tr>
<tr>
<td>26- I find the pronunciation familiar but cannot recognize the words.</td>
<td>37</td>
<td>19</td>
<td>51</td>
</tr>
<tr>
<td></td>
<td>34.6%</td>
<td>17.8%</td>
<td>47.7%</td>
</tr>
<tr>
<td>27- I find it difficult to understand different intonation patterns and uses of stress.</td>
<td>61</td>
<td>21</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>57%</td>
<td>19.6%</td>
<td>23.4%</td>
</tr>
<tr>
<td>28- I find it difficult to understand spontaneous conversations because of ungrammatical sentences resulting from nervousness or hesitation.</td>
<td>35</td>
<td>24</td>
<td>49</td>
</tr>
<tr>
<td></td>
<td>32.4%</td>
<td>22.2%</td>
<td>45.4%</td>
</tr>
<tr>
<td>29- In spontaneous conversations, I find it difficult to follow because the speaker always changes topics.</td>
<td>45</td>
<td>28</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>41.7%</td>
<td>25.9%</td>
<td>32.4%</td>
</tr>
<tr>
<td>30- I find it difficult to understand every single word in a spoken text.</td>
<td>44</td>
<td>17</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>41.1%</td>
<td>15.9%</td>
<td>43%</td>
</tr>
<tr>
<td>31- I find it difficult to understand listening texts when the topic is unfamiliar.</td>
<td>26</td>
<td>18</td>
<td>64</td>
</tr>
<tr>
<td></td>
<td>24.1%</td>
<td>16.7%</td>
<td>59.3%</td>
</tr>
<tr>
<td>32- I find it difficult to understand the spoken texts in which there are too many idioms.</td>
<td>25</td>
<td>25</td>
<td>56</td>
</tr>
<tr>
<td></td>
<td>23.6%</td>
<td>23.6%</td>
<td>52.8%</td>
</tr>
<tr>
<td>33- Complex grammatical structures interfered with my listening comprehension.</td>
<td>32</td>
<td>19</td>
<td>56</td>
</tr>
<tr>
<td></td>
<td>29.9%</td>
<td>17.8%</td>
<td>52.3%</td>
</tr>
<tr>
<td>34- I find it difficult when my background information never matches what I listen to.</td>
<td>29</td>
<td>16</td>
<td>62</td>
</tr>
<tr>
<td></td>
<td>27.1%</td>
<td>15%</td>
<td>57.9%</td>
</tr>
</tbody>
</table>
When encountering an unknown word, I stop listening and think about the meaning of the word.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>53</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>49.1%</td>
<td>11.1%</td>
</tr>
</tbody>
</table>

From the table above, it is obvious that there was a considerable degree of agreement among students on items 21, 20, 22, 18 and 13 (71.028%, 73.394%, 73.832%, 77.982%, and 78.899% respectively).

Since "graphic presentations can make analysed data easier to understand and effectively communicate what it is supposed to show" (Kumar, 2011, p. 263), the researcher used figures. (See appendix J).

Additionally, there was a good level of agreement among students on items 4, 1, and 14 (61.468%, 62.385%, 68.571% respectfully) as it is clear from the next three figures. (See appendix K).

Moreover, there was, to some extent, agreement on items 33, 32, 11, 3 15, 7, 34, 31, and 19 (52.336%, 52.830%, 54.128%, 54.630%, 55.140%, 56.881%, 57.944%, 59.259%, 59.434% respectively). (See appendix L).

However, there was little agreement on items 30, 25, 6, 28, 26, 17, and 24 (42.991%, 43.519%, 44.444%, 45.4%, 47.664%, 48.113%, 48.624% respectively). (See appendix M).

On the other hand, a big number of students expressed their disagreement concerning items 23, 29,12, 2, 5, 8, 10,35, 9, 27, and 16 (39.623%, 41.667%, 44.037%, 46.789%, 47.222%, 48.624%, 48.598%, 49.074%, 51.852%, 57.009%, 61.111% respectfully). (See appendix N).
It is crucial to point out that none of the students' responses to the questionnaire showed neutrality. In addition, 24 items got the highest percentage for agreement and 11 items got the highest percentage for disagreement.

4.1.2 Results of the Open-ended Questions

The five open-ended questions repeat the closed-ended ones. They asked students about their LC difficulties in relation to the four categories: listener, speaker, physical settings, linguistic features and content. Students answered these questions, expressing their opinions and using their own words. It must be noted here that not all, 109, students answered these questions: 94 students answered the first question, 33 students answered the second question, 21 students answered the third question, 23 students answered the fourth question, and only 11 students answered the last question.

The ones, who did not answer, assured that they felt that the closed-ended ones expressed them. The following answers are for those who had something to add.

The first open-ended question: **26- As a listener, do you have listening comprehension problems? If yes, What are they?**, received the following answers.

The answers of the students are presented in the following table.

**Table 4.2 Students' answers of the first open-ended question.**

<table>
<thead>
<tr>
<th>LC Difficulties related to the listener</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- While listening, I find it difficult to predict what would come next.</td>
<td>7</td>
<td>7.4</td>
</tr>
</tbody>
</table>
2- I find it difficult to listen because of my limited vocabulary. | 5 | 5.3
---|---|---
3- I find it difficult to listen because of my poor grammar. | 2 | 2.1
4- I find it difficult to listen if I am anxious, stressful or even frustrated. | 14 | 14.9
5- I feel I must listen to every single word in order to understand it. | 5 | 5.3
6- I find it difficult to listen to linking words clearly. | 3 | 3.2
7- I think of certain words, but it turned out that they were the other words instead. | 12 | 12.8
8- I find it difficult to concentrate on fast-spoken words even if they were the key words. | 6 | 6.4
9- I understand words but not the intended message. | 15 | 16.0
10- I quickly forget what is heard. | 5 | 5.3
11- I miss the beginning of texts. | 1 | 1.1
12- I find difficulty in getting the details. | 2 | 2.1
13- I find difficulty in getting the main idea. | 11 | 11.7
14- I find difficulty in getting the order of ideas in a text. | 6 | 6.4

Table (4.2) shows the frequency and percentage of learners’ answers of the first question in the open-ended section. Answers number (9, 4, 7, and 13) got the highest percentage (16%, 14.9%, 12.8%, and 11.7 % respectively). Answers number (1, (8 & 14), (2, 5& 10) ) got average percentage (7.4%, 6.4%, 5.3% respectfully). On the other hand, answers number (6,( 3 & 12), 11) got the least percentage (3.2%, 2.1%, 1.1% respectfully).
Given the results of the first open-ended question, it is apparent that some answers got equal percentage like the following answers:

- Answers number (8 & 14) are at (6.4%):
  -(8) I find it difficult to concentrate on fast-spoken words even if they were the key words.
  -(14) I find difficulty in getting the details.

- Answers number (2, 5, & 10) are at (5.3%):
  - (2) I find it difficult to listen because of my limited vocabulary.
  - (5) I feel I must listen to every single word in order to understand it.
  - (10) I quickly forget what is heard.

- Answers number (3 & 12) are at (2.1%).
  - (3) I find it difficult to listen because of my poor grammar.
  - (12) I find difficulty in getting the details.

The following figure summarises the above-mentioned data.

**Figure 4.1 Percentage figure of the statistical data analysis of data collected from the first open-ended question.**
The second open-ended question was: **27-** Do you have other listening problems related to the speaker? If yes, What are they?

**Table 4.3** Students' answers of the second open-ended question.

<table>
<thead>
<tr>
<th>LC Difficulties related to the speaker</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-I find it difficult when the speaker uses too many unfamiliar words.</td>
<td>7</td>
<td>21.2</td>
</tr>
<tr>
<td>2- I lose concentration when the speaker uses too long sentences.</td>
<td>4</td>
<td>12.1</td>
</tr>
<tr>
<td>3-I find it difficult when the speaker introduces a lot of new information in a short time.</td>
<td>2</td>
<td>6.1</td>
</tr>
<tr>
<td>4- I find it difficult when the speaker uses a lot of reduction.</td>
<td>3</td>
<td>9.1</td>
</tr>
<tr>
<td>5-I find it difficult when the speaker uses a lot of acronyms.</td>
<td>3</td>
<td>9.1</td>
</tr>
<tr>
<td>6- I find it difficult when the speaker uses a lot of collocations.</td>
<td>9</td>
<td>27.3</td>
</tr>
<tr>
<td>7-The rhythm of the spoken text affects my listening comprehension.</td>
<td>1</td>
<td>3.0</td>
</tr>
</tbody>
</table>
Table (4.3) shows the frequency and percentage of learners' answers of the second question in the open-ended section. Answers number (6 & 1) got the highest percentage (27.3%, 21.2% respectively). Answers number (2 & 8, 4 & 5, 3) got average percentage (12.1%, 9.1%, 6.1% respectfully). On the other hand, answer number (7) got the least percentage (3%).

From the results gained in the table above, it is obvious that some answers got equal percentage like the following answers:

- Answers number (2 & 8) are at (12.1%):
  - (2) I lose concentration when the speaker uses too long sentences.
  - (8) The way the speaker presents the topic affects my listening comprehension.

- Answers number (4 & 5) are at (9.1%):
  - (4) I find it difficult when the speaker uses a lot of reduction.
  - (5) I find it difficult when the speaker uses a lot of acronyms.

The following figure summarises the above-mentioned data.

**Figure 4.2 Percentage figure of the statistical data analysis of data collected from the second open-ended question.**
The third open-ended question was: **28: What are the most difficulties you face related to physical settings?**

The results were as follows:

**Table 4.4 Students' answers of the third open-ended question.**

<table>
<thead>
<tr>
<th>LC Difficulties: Physical Settings</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- I lose concentration when listening to a text accompanied with music.</td>
<td>9</td>
<td>42.9</td>
</tr>
<tr>
<td>2- I find it difficult to listen to loud sounds.</td>
<td>3</td>
<td>14.3</td>
</tr>
<tr>
<td>3- I lose concentration when I listen within a group.</td>
<td>5</td>
<td>23.8</td>
</tr>
<tr>
<td>4- I find it difficult to listen without speakers.</td>
<td>4</td>
<td>19.0</td>
</tr>
</tbody>
</table>
Table (4.4) shows the frequency and percentage of learners' answers of the third question in the open-ended section. Answer number (1) got the highest percentage (42.9%).

Answers number (3, 4) got average percentage (23.8%, 19% respectfully). In addition, answer number (2) got the least percentage (14.3%). There is no equal percentage among students' answers for this question.

The following figure provides a clear view of the above mentioned data.

**Figure 4.3 Percentage figure of the statistical data analysis of data collected from the third open-ended question.**

The fourth open-ended question: **29: What difficulties do you have in LC related to linguistic features?**, got the following answers.
Table 4.5 Students answers of the fourth open-ended question.

<table>
<thead>
<tr>
<th>LC Difficulties: Linguistic features</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- I find it difficult to distinguish individual sounds.</td>
<td>5</td>
<td>21.7</td>
</tr>
<tr>
<td>2- I find it difficult to recognize the signals which indicate that the speaker is moving from one point to another.</td>
<td>10</td>
<td>43.5</td>
</tr>
<tr>
<td>3- I don't often pay attention to the intonation of the speaker.</td>
<td>8</td>
<td>34.8</td>
</tr>
</tbody>
</table>

Table (4.5) shows the frequency and percentage of learners' answers of the fourth question in the open-ended section.

Answer number (2) got the highest percentage (43.5%), and answer number (3) got average percentage (34.8%). Moreover, the lowest percentage was for answer number (1). There is no equal percentage among students' answers for this question.

The above mentioned data are obvious in the following figure.

**Figure 4.4** Percentage figure of the statistical data analysis of data collected from the fourth open-ended question.
The Fifth open-ended question was: **30: While listening to the content, do you face any difficulties? If yes, what are they?**

**Table 4.6 Students answers of the fifth open-ended question.**

<table>
<thead>
<tr>
<th>LC Difficulties: Content</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- I find it difficult to infer the context of the content while listening.</td>
<td>4</td>
<td>36.4</td>
</tr>
<tr>
<td>2- I find it difficult to understand a text full of jargons.</td>
<td>7</td>
<td>63.6</td>
</tr>
</tbody>
</table>

Table (4.6) shows the frequency and percentage of learners' answers of the fifth question in the open-ended section. For this question, there were only two answers. The highest percentage (63.6%) was for answer number (2). Whereas, answer number (1) got the lowest percentage (36.4%). However, no equal percentage among the two answers of the fifth open-ended question.
The following figure provides a clear view of the results obtained.

**Figure 4.5** Percentage figure of the statistical data analysis of data collected from the fifth open-ended question.

In the light of the above findings of the open-ended questionnaire, it appears that these different answers are because of the differences between students.

The results of the data collected by the listening comprehension difficulties questionnaire, the closed- and the open-ended questions, utilized to answer the first research question.

### 4.1.3 Answer to Research Question One:

**Research Question 1:** What are the most prominent difficulties HLI learners in elementary levels face in LC?

EFL learners at the HLI have faced many LC difficulties. These difficulties can be classified under four main categories: difficulties related to the listener, difficulties related to the speaker, difficulties
related to physical settings, and difficulties related to linguistic features and content.

- **Difficulties related to the listener**

  EFL learners' difficulties are:

  1- Listening to long texts and losing concentration.

  2- Understanding the spoken text from the first time.

  3- Feeling disappointed if they do not arrive at total comprehension of the listening text.

  4- Guessing unknown words and phrases.

  5- Answering post-listening questions which require other than a short answer. (e.g. what or why questions).

  6- Answering while-listening questions.

  7- Understanding the intended message of known words.

- **Difficulties related to the speaker**

  EFL learners' difficulties are:

  1- Difficulty when the speaker speaks too fast.

  2- Understanding the meaning of words which are not pronounced clearly.

  3- Understanding the spoken text when the speaker does not pause enough.

  4- Understanding the spoken text if they are unable to get things repeated.
5- Understanding well when speakers speak with different accents.

6- Getting lost because of redundant utterances: false-starts, re-phrasing, tautologies, and elaborations.

7- Difficulty when the speaker uses a lot of collocations.

- **Difficulties related to physical settings**

  EFL learners' difficulties are:

  1- Unclear sounds resulting from poor equipment interfere with listening comprehension.

  2- Losing concentration with noises around; environmental noises.

  3- Losing concentration with background noises on the recording.

  4- Losing concentration when listening to a text accompanied with music.

- **Difficulties related to linguistic features and content**

  EFL learners' difficulties are:

  1- Complex grammatical structures interfered with listening comprehension.

  2- Understanding the spoken texts in which there are too many idioms.

  3- Listening when their background information never matches what they listen to.

  4- Understanding listening texts when the topic is unfamiliar.

  5- Understanding every single word in a spoken text.

  6- Understanding reduced forms.
7- Understanding spontaneous conversations because of ungrammatical sentences resulting from nervousness or hesitation.

8- Inability to recognize the words even if the pronunciation is familiar.

9- Following long and complex sentences.

10- Inability to recognize the signals which indicate that the speaker is moving from one point to another.

11- Understanding a text full of jargons.

The researcher has hypothesized at the beginning of this chapter that learners at the HLI face different types of LC difficulties: difficulties related to the listener, to the speaker, to physical settings, and to linguistic features and content. Taking the aforementioned results into account, hypothesis 1 is fully accepted.

4.2 Results of Classroom Observations

The results of the classroom observations were used to answer the second research question: How is listening taught for elementary levels in the HLI?

As stated earlier, the researcher developed a checklist of 28 items in order to identify the ways and the activities EFL teachers use in teaching LC for elementary level in the HLI. These 28 items were distributed to three main stages: pre-listening, while-listening, and post-listening, which were observed by the researcher in five classes, and were discussed thoroughly through this chapter. However, a detailed descriptive report was written for each one of the five classes depending on the 28 items of the checklist.( see Appendix D).
4.2.1 Pre-listening Stage

This stage was observed carefully guided by the first 9 items of the checklist, and this is a detailed description of the activities used in this stage by the five teachers.

**Item 1. Introducing the topic by providing background information about it.**

In order to get students' attention, and to know their background knowledge about a topic, teachers A and D always started with discussions about this topic. On the other hand, teachers B, C, and E never used this type of activity in their classroom.

**Item 2. Encouraging students to exchange ideas/ opinions about the topic.**

After presenting the ideas about the topic they had to listen, only teacher D always encouraged her students to exchange their opinions about this topic. Teachers A and B used this activity, but not that often. While teachers C and E never used it.

**Item 3. Using brainstorming to ask students to predict the words and expressions likely to listen.**

Teachers B and C often used brainstorming to predict the words to listen, and teacher D used brainstorming only once. The other teachers, A and E, never used it.
Item 4. Writing the words which students predict to listen on the board.

Only teacher C wrote the predicted words to listen on the whiteboard. Teachers B and D only got the words the students predict to listen orally.

Item 5. Explaining to the students what is required from each listening exercise.

All of the five teachers explained well to their students what is needed for listening exercises, which helped them a lot to answer and to listen carefully.

Item 6 Asking guiding questions that can help students in listening.

Teachers A, B, C, and E often asked their students about two or three guiding questions, which helped them to guess about what the topic to listen.

Item 7. Using visual materials related to the topic; usually pictures in the textbook.

All teachers used visual materials only when they were available in the textbook. None of them used visual materials other than the ones mentioned in the textbook.

Item 8. Paying students attention to what they are going to listen to.

Only teacher E paid students attention to the topic to listen and stated it clearly.
Item 9. Asking students to read the question before listening.

It was rarely that teachers A, B, C, D and E asked their students to read the question to answer before listening. Most of the time, students had to listen first and then they read.

4.2.2 While-listening Stage

The activities used by teachers in this stage were covered thoroughly in the checklist of the observation through the items 10-18.

Item 10. Giving students instructions by physical movements.

Only two teachers, D and C, were active enough to give instructions using physical movements, which helped students a lot to focus while listening. On the other hand, other teachers never used this technique.

Item 11. Asking students to repeat short phrases.

All teachers asked their students to repeat short phrases when it is required in the textbook. None of them asked them to do that out of themselves.

Item 12. Asking students to complete utterances recorded.

All teachers asked their students to complete utterances recorded only when it was required in the textbook.

Item 13. Asking students to focus on certain sentences to paraphrase them.

None of the teachers asked their students to focus on certain sentences to paraphrase them. They only asked them to focus on certain sentences to repeat them when it was required in the textbook.
Item 14. Asking students to match items that have the same meaning as those they hear.

All teachers asked their students to do this activity only when it is required in the textbook. There were not so many activities of this kind in the textbook.

Item 15. Asking students for sequencing; to give the right order for a series of pictures.

Asking for sequencing was not the ever sought activity for the five teachers. They only focused on sequencing when it was mentioned and required in the textbook.

Item 16. Giving students transcripts of a passage with some words missing to fill in the blanks.

None of the five teachers provided their students with extra listening activities. They only asked them to do listening exercises, about missing words, which were required in the textbook.

Item 17. Asking students to take notes on the segments that answer a particular question.

Since the five teachers had EFL students, none of them asked her students to take notes while listening.

Item 18. Using maps, lists, pictures, plans to transfer information.

There were no maps, no lists, no pictures and no plans. As mentioned earlier, none of the five teachers provided their students with extra materials to help them answer listening activities. They only depended on pictures in the textbook.
4.2.3 Post-listening Stage

Items 19-28 in the checklist covered activities used in the post-listening stage that EFL teachers may use in their LC teaching.

Item 19. Allowing students to listen again to the recording if it is not clear for the first time.

All of the five teachers allow their students to listen again to the recording if it was not clear.

Item 20. Giving students multiple-choice or true-false questions to show comprehension of messages.

All of the five teachers depended mainly on textbook questions: multiple-choice or true-false questions. However, they were not so often repeated in the textbook. None of the teachers provided her students with extra questions.

Item 21. Giving students several possible summary-sentence and asking them which of them fits a recorded text.

None of the five teachers followed this activity.

Item 22. Asking students to write letters, messages, or postcards as a follow-up to listening activities.

None of the five teachers followed this activity.

Item 23. Writing students ideas on the board.

None of the five teachers followed this activity.
Item 24. Asking students to discuss, debate, or dramatize as a follow-up to listening activities.

None of the five teachers followed this activity.

Item 25. Allowing students to finish speaking, and providing them with feedback.

All of the five teachers allowed their students to finish speaking, but only teachers D and C provided their teachers with feedback.

Item 26. Asking students to exchange information to complete a story or perform task.

None of the five teachers followed this activity.

Item 27. Asking students to compare their answers to come up with the right one.

None of the five teachers followed this activity.

Item 28. Asking students to paraphrase what they have heard.

None of the five teachers followed this activity.

4.2.4 General Notes about the Classroom Observations

It is obvious from the detailed account of classroom observations that teachers A, C and D are more concerned with pre-listening activities, while teacher B is less concerned. Teacher E is the least.

Concerning while-listening activities, teachers D and C are the only ones who focused on activity N. 10: Giving students instructions by physical movements. However, all five teachers only focused on while-listening activities in the textbook, but they were not so often repeated.
It must be noted from the accurate description stated above that all five EFL teachers never paid attention to post listening activities except activities N. 19: **Allowing students to listen again to the recording if it is not clear for the first time**, and N. 25: **Allowing students to finish speaking, and providing them with feedback**. However, EFL teachers ignored this stage because of time limitation.

**4.2.5 Answer to Research Question Two**

**Research Question 2.** How is listening taught for elementary levels in the HLI?

EFL teachers at the HLI focused more on the pre-listening activities where they covered the whole activities in this stage.

**Pre-listening Stage**

1- Introducing the topic by providing background information about it. (Always teachers A, D).

2-Encouraging students to exchange ideas/ opinions about the topic. (Always teacher D and sometimes teachers A, B).

3-Using brainstorming to ask students to predict the words and expressions likely to listen. (Always teachers B, C and once teacher D).

4-Writing the words which students predict to listen on the board. (only teacher C).

5-Explaining to the students what is required from each listening exercise. (All teachers: A, B, C, D, and E).

6-Asking guiding questions that can help students in listening. (Teachers A, B, C and E).
7-Using visual materials related to the topic; usually pictures in the textbook. (All teachers A, B, C, D, and E: only visuals in the textbook).

8-Paying students attention to what they are going to listen to. (Only teacher C).

9-Asking students to read the question before listening. (Rarely all teachers).

**While-listening Stage**

On the other hand, EFL teachers at the HLI less concerned with activities in this stage. They only focused on while-listening activities that were in the textbook.

10-Giving students instructions by physical movements. (Teachers D, C).

11-Asking students to repeat short phrases. (All teachers: only when it was required in the textbook).

12-Asking students to complete utterances recorded. (All teachers: only when it was required in the textbook).

14-Asking students to match items that have the same meaning as those they hear. (All teachers: only when it was required in the textbook).

15-Asking students for sequencing; to give the right order for a series of pictures. (All teachers: only when it was required in the textbook).

**Post-listening Stage**

EFL teachers in the HLI neglected this stage in their classes. They only used these two activities, but not so often.
19-Allowing students to listen again to the recording if it is not clear for the first time. (All teachers A, B, C, D, and E).

25-Allowing students to finish speaking, and providing them with feedback. (All teachers: only D and C provided feedback).

The researcher has hypothesized at the beginning of this chapter that EFL teachers at the HLI teach LC using three types of activities: pre-listening, while-listening, and post listening activities. Taking the above results into consideration, Hypothesis 2 is partially accepted because teachers in the HLI paid more attention to the pre-listening stage, and less attention to the while-listening stage. The post listening stage was neglected and ignored in their classes.

4.3 Results of the Pre-Post Tests of the Experimental and the Control Groups

4.3.1 Results of the Pre-Tests of Both Groups

The following table shows a comparison of the mean scores for each part, (A, B, C, and D), of the pre-test between both groups. In addition, it reveals the total mean scores of the pre-test between both groups.

Table 4.7 The difference of the mean scores of the pre-test between the experimental and the control groups.

<table>
<thead>
<tr>
<th>Pre-test</th>
<th>Groups</th>
<th>Number</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Std. Error</th>
<th>Mean Difference</th>
<th>T</th>
<th>p-value</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>C</td>
<td>35</td>
<td>4.17</td>
<td>2.74</td>
<td>0.42</td>
<td>-0.74</td>
<td>-1.135</td>
<td>0.261</td>
<td>No difference</td>
</tr>
<tr>
<td>E</td>
<td>33</td>
<td>4.91</td>
<td>2.89</td>
<td>0.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table (4.7) shows that the total mean scores of the control and the experimental groups are (47.17) and (46.76) respectively and the calculated (t) value for both is (0.157) at (0.876 0.05) level of significance.

This means that there is no statistically significant difference in the pre-tests between the total mean scores of the control and the experimental groups.

This table also shows that there is no statistically significant difference between both groups in each part of the test (A, B, C, and D) at (0.261, 0.121, 0.716, 0.077 0.05 respectively) level of significance.
The following figure shows in detail the total mean scores in the pre-test between the control and experimental groups.

**Figure 4.6** Statistical data analysis of the total mean scores in learners’ LC achievement pre-tests between both groups.

The following figure shows in detail the mean scores for each part in the pre-tests between the control and the experimental groups.

**Figure 4.7** Statistical data analysis of the mean scores for each part in learners' LC achievement pre-tests between both groups.
These results point out that students in both groups have the same level of achievement before conducting the study.

### 4.3.2 Results of the Post-Tests of Both Groups: the Total Mean Scores

In order to see the effectiveness of dictation on LC, a comparison of the total mean scores of the post-test between the control and the experimental groups would answer question 3.

The following table shows a comparison of the mean scores for each part, (A, B, C, and D), of the post-test between both groups. In addition, it reveals the total mean scores of the post-test between both groups.
Table 4.8 The difference of the mean scores of the post-test between the experimental and the control groups.

<table>
<thead>
<tr>
<th>Post-test</th>
<th>Groups</th>
<th>Number</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Std. Error</th>
<th>Mean Difference</th>
<th>t</th>
<th>P-Value</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>C</td>
<td>32</td>
<td>5.88</td>
<td>2.08</td>
<td>0.367</td>
<td>-3.25</td>
<td>-7.04</td>
<td>0.000</td>
<td>Difference is significant</td>
</tr>
<tr>
<td></td>
<td>E</td>
<td>31</td>
<td>9.13</td>
<td>1.54</td>
<td>0.28</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>C</td>
<td>32</td>
<td>10.91</td>
<td>3.66</td>
<td>0.65</td>
<td>-14.26</td>
<td>-14.95</td>
<td>0.000</td>
<td>Difference is significant</td>
</tr>
<tr>
<td></td>
<td>E</td>
<td>31</td>
<td>25.16</td>
<td>3.91</td>
<td>0.7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>C</td>
<td>32</td>
<td>13.81</td>
<td>1.73</td>
<td>0.31</td>
<td>-2.09</td>
<td>-3.53</td>
<td>0.001</td>
<td>Difference is significant</td>
</tr>
<tr>
<td></td>
<td>E</td>
<td>31</td>
<td>15.90</td>
<td>2.82</td>
<td>0.51</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>C</td>
<td>32</td>
<td>25.09</td>
<td>5.68</td>
<td>1</td>
<td>-4.29</td>
<td>-3.09</td>
<td>0.003</td>
<td>Difference is significant</td>
</tr>
<tr>
<td></td>
<td>E</td>
<td>31</td>
<td>29.39</td>
<td>5.33</td>
<td>0.96</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>C</td>
<td>32</td>
<td>55.69</td>
<td>8.59</td>
<td>1.52</td>
<td>-5.97</td>
<td>-5.68</td>
<td>0.000</td>
<td>Difference is Significant</td>
</tr>
<tr>
<td></td>
<td>E</td>
<td>31</td>
<td>79.58</td>
<td>10</td>
<td>1.8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table (4.8) shows that the total mean scores of the control and the experimental groups are (55.69) and (79.58) respectively and the calculated (t) value for both is (-5.68) at (0.000) level of significance.
The following figure shows in detail the total mean scores in the post-test between the control and experimental groups.

**Figure 4.8 Statistical data analysis of the total mean scores in learners’ LC achievement post-tests between both groups.**

### 4.3.3 Answer to Research Question Three

**Research Question 3.** To what extent is the practice of dictation effective in improving English listening comprehension among EFL elementary level students at the HLI?

Table (4.8) shows that there is statistically significant difference, which equals (-5.97), in the post-tests between the total mean scores of the control and the experimental groups in favor of the experimental group.
The researcher has hypothesized at the beginning of this chapter that there is statistically significant difference between the outcomes of the post test of the experimental and the control groups in favor of the experimental group. Taking into consideration the above mentioned results, hypothesis 3 is fully accepted.

The results of this study go in line with the results of the studies of other researchers, such as Anwar (2013), Imene (2016), Kavaliauskienė, & Darginavičienė (n. d.), TAKEUCHI (1997), Hirokazu (2014), Marashi & Khaksar (2013), and Adam (2013).

4.3.4 Results of the Post-Tests of Both Groups: the Mean Scores for Each Type of Dictation

In order to see the most effective type, among the four types of dictation mentioned in this study, on LC, a comparison of the mean scores of each type in the post-tests between the control and the experimental groups would answer question 4.

Table (4.8) shows a comparison of the mean scores for each part, (A, B, C, and D), of the post-test between both groups. The mean score for each type of dictation in the control group (A, B, C, and D) are (5.88, 10.91, 13.81, and 25.09 respectfully), and the mean scores for each type of dictation in the experimental group (A, B, C, and D) are (9.13, 25.16, 15.90, 29.39 respectively). The calculated (t) value for A in both groups is (-7.04) at (0.000 < 0.05) level of significance, the calculated (t) value for B in both groups is (-14.95) at (0.000 < 0.05) level of significance, the calculated (t) value for C in both groups is (-3.53) at (0.001 < 0.05) level of significance, and the calculated (t) value for D in both groups is (-3.09) at (0.003 < 0.05) level of significance.
The following figure shows in detail the mean scores for each type of dictation in the post-tests between the control and experimental groups.

**Figure 4.9 Statistical data analysis of the mean scores for each type of dictation in learners' LC achievement post-tests between both groups.**

### Mean Scores for each type of dictation

<table>
<thead>
<tr>
<th>Types</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean Scores</td>
<td>Mean Scores</td>
<td>Mean Scores</td>
<td>Mean Scores</td>
</tr>
<tr>
<td>Control</td>
<td>5.88</td>
<td>10.91</td>
<td>13.61</td>
<td>25.06</td>
</tr>
<tr>
<td>Experimental</td>
<td>2.13</td>
<td>25.16</td>
<td>15.90</td>
<td>29.39</td>
</tr>
</tbody>
</table>

**4.3.5 Answer to Research Question Four**

**Research Question 4.** What are the most effective types of dictation on LC?

Table (4.9) shows that there is statistically significant difference in each type of dictation (A = -3.25, B = -14.26, C = -2.9, D = -4.29). Taking these results into consideration, the most effective
types of dictation can be ranked from the most effective type to the least effective one as follows:

First, B which represents partial dictation (cloze dictation).

Second, D which represents traditional dictation.

Third, A which represents picture dictation.

Fourth, C which represents dictogloss.

The researcher hypothesized that picture and cloze dictation are effective in teaching LC. In the light of the given results, hypothesis 4 is partially accepted.

Results obtained for this research question go in line with results found in the studies of Kiany & Shiramiry (2002), Yonezaki (2014), and Marzban & Abdollahi (2013).

4.4 Summary of Chapter Four

The results of the data collected by the research instruments and their analysis were organized and examined in this chapter. First, it stated the research questions and hypotheses. Second, it provided questionnaire results in illustrating tables and figures. Third, it presented a full report on classroom observation findings. And finally, it yielded the outcomes of the pre-post tests of the control and the experimental groups. And most importantly, it answered the four main research questions thoroughly.
CHAPTER FIVE
CONCLUSION AND RECOMMENDATIONS

Listening is considered one of the most essential skills for both communication and language learning. On the one hand, it is considered a pre-requisite for communication. It is crucial in human lives where people need it to interact, communicate and exchange ideas. It is a life skill that prevents miscommunication and it can make a message more clearly understood.

On the other hand, it plays an effective role in the process of language acquisition and learning. It is considered the channel through which language is naturally acquired. Without listening skills, language learning is impossible because it can facilitate the emergence of other skills. It can also be said that without listening, other subjects cannot be learnt.

Therefore, EFL teachers ought to dedicate much more time to teach this skill, and to help their students overcome challenges in listening. They can work hard, through using dictation or any other method, to upgrade their students' listening skills. However, through three stages of teaching listening activities, which are pre-listening, while-listening, and post-listening, teachers can improve students' levels. Pre-listening stage covers activities which examine students' background knowledge about the topic, activities for warming up, games for predicting, and activities for brainstorming and generating ideas. While-listening stage, in turn, raises students' attention and concentration where they have to answer while-listening questions. In addition, post-listening stage is important to test students' comprehension and their ability to paraphrase or summarise what they have listened to.
However, this research was conducted to find out the effectiveness of using dictation for developing the LC skills of EFL elementary learners at the HLI, Damascus University. Four types of dictation (picture, cloze, dictogloss and traditional) were used in this study. In addition, two methods of listening instruction (teachers' conventional method and the proposed method of using dictation in teaching LC) were examined.

To achieve this purpose, three research instruments were used to collect data: classroom observation, questionnaire, and pre-post tests. The test takers' listening achievement was examined by their performance on four measures (picture, cloze, dictogloss, and traditional dictation). In addition, students' LC problems were identified using a questionnaire of two parts (closed and open-ended). Furthermore, a classroom observation checklist was used to reflect the way EFL teachers at the HLI follow in listening instruction.

Quantitative and qualitative data were gathered by the aforementioned instruments. The data gathered were analysed statistically using Statistical Package for Social Sciences (SPSS), version 22. Descriptive statistics including frequencies and percentages were used to analyse learners' answers collected from the questionnaire.

5.1 Results

The findings of the study can be summarised as follows:

- The results of the questionnaire revealed that EFL learners at the HLI faced many LC difficulties. These difficulties varied according to four main types:
LC difficulties related to the listener: such as losing concentration, guessing unknown words or phrases, and understanding the intended message of known words.

LC difficulties related to the speaker: like getting lost because of elaboration and using a lot of collocations, understanding well when the speaker speaks too fast, and when the speaker speaks with different accents.

LC difficulties related to physical settings: such as losing concentration with noises around and with background noises on the recording, and losing concentration when listening to a text accompanied with music, too.

LC difficulties related to linguistic features and content: like understanding every single word, and understanding unfamiliar topic, reduced forms, spontaneous conversation, long and complex sentences, and a text full of jargons.

- The classroom observation results showed that EFL teachers at the HLI followed two stages of teaching listening activities:

  Pre-Listening Stage (followed so often): teachers used guiding questions, discussions about the topic, brainstorming, and prediction.

  While-Listening Stage (followed not so often): they only focused on textbook listening activities, such as matching and filling in gaps.

On the other hand, Post-Listening Stage was neglected and ignored: teachers adhered totally to the textbook listening
activities where there were no questions to summarise or paraphrase what they have listened to.

- There was no statistically significant difference between the mean scores of the students in either the experimental group and the control group in the listening comprehension pre-test (as a whole). This refers to the equivalent listening achievement of the students in the two groups before the treatment which allowed the students to be selected to participate in the study.

- There was also no statistically significant difference between the mean scores of the students in both groups in each part of the listening comprehension pre-test. This showed that the listening achievement level of the students was equal before using dictation in teaching LC in this study.

- There was a statistically significant difference between the groups of learners in LC achievement due to the method of instruction, which are the use or non-use of dictation in teaching LC to EFL elementary learners in the HLI at Damascus University, in favor of the use of dictation concerning the total mean scores.

- There was also a statistically significant difference between the outcomes of both groups in the post-tests concerning the four types of dictation, in favor of the experimental group. However, it was statistically proved that cloze (partial dictation) and traditional dictation were the most effective types of dictation in LC.
Based on the aforementioned results and findings of the study, these recommendations could be useful:

### 5.2 Recommendations for Teachers

First, teachers are recommended to find better means and benefit from recent research in teaching listening. The traditional ways of teaching listening are still ineffective. Since listening is mostly overlooked, teachers need to devote more time and attention to teaching its components, and to guide students how to listen.

Second, as it is proved in this study and many other studies that teachers need to take into consideration the utilization of this valuable teaching technique (dictation), and to rely more on it as a technique for teaching listening skills.

Third, teachers need to focus more on three important stages of listening activities, which are: pre-listening, while-listening, and post-listening. All stages need to be taken into consideration. Stages of listening complete each other. The pre-listening stage is used for preparation and warming up, the while-listening is important for guidance, and the post-listening is needed for evaluation and feedback.

Fourth, to avoid boredom, teachers can use different types of dictation. They ought not to stick to one type. They should be aware of the different types of dictation and their benefits and effectiveness in improving listening. Additionally, they can also use authentic materials in order to help students be active in the class, and to help them enrich their vocabulary.
Fifth, teachers are recommended to respect the techniques of giving dictation; they should read the text and repeat it three times. They can maintain an acceptable pace when they recite dictation.

Finally, training centres are good for teachers in order to train them and to show them the importance of listening and to show them the most effective ways to improve listening skills.

5.3 Recommendations for Students

Based on the findings obtained from this study, the following recommendations could help EFL learners.

First, they need to be encouraged to practise more listening, particularly outside the classroom. They can do that through communicating with other people, speaking English, around the world. Watching films and listening to songs are useful to enhance their LC skills, too.

Second, they are recommended to be aware of their LC problems and work hard through using dictation or any other technique to avoid them. Since they know their LC weaknesses, they need to find out effective ways to overcome these weaknesses with the help of their teachers.

Third, they need to negotiate the use of dictation with their teachers since it is proved, in this study and many other studies, that it helps to improving LC skills. The different types of dictation help them to avoid redundancy and the feelings of boredom.

5.4 Suggestions for Further Studies
The following suggestions could be helpful for further researcher in the area:

First, the study in hand is conducted for elementary level learners. Other researchers can deal with the same issue for other levels: pre-intermediate, low-intermediate, intermediate, upper intermediate, pre-advanced, advanced, and very advanced.

Second, this study was conducted in an institute; at the HLI, Damascus University. Other researchers could conduct it in different contexts, such as pre-university.

Third, this research was investigating the effectiveness of dictation for developing listening skill. Other researchers could examine the effectiveness of dictation to develop other skills, such as writing, speaking, pronunciation and self-confidence.

Fourth, this research, was conducted among a small number of elementary level learners. It could be a good idea for other researchers to deal with larger sample of students and teachers.

Fifth, this study examined the effectiveness of four types of dictation on LC, other studies could test the efficiency of other types of dictation on LC, such as running dictation, question dictation, and shouting dictation.

Finally, this study provided one technique, namely dictation, that EFL teachers could use to improve the LC of their learners. Further research is required to explore other techniques or strategies that EFL teachers could employ to develop the LC skills of learners. Watching films and listening to songs are also considered other ways to improve LC skills.
5.5 Contributions of the Study

The study in hand contributed to the existing body of research on (ELT) English Language Teaching in general and on LC teaching in particular.

- Providing empirical data for English teachers and researchers on the efficiency of using dictation in teaching LC.
- Raising EFL teachers awareness to the importance and the benefits of using dictation in developing LC skills.
- The listening test designed for this research can be used by other researchers in their studies.
- The listening activities designed for the treatment part in this study can be used by other EFL teachers at the Higher Language Institute when teaching LC in the level of E1.

To sum up, this study mainly focused on the listening skill. This skill is often overlooked by most EFL teachers in the classroom. Dictation, as one of the techniques used in English teaching and testing, was proved through this study as an effective method for developing EFL learners’ LC skills. This research was comprehensive and it investigated the efficiency of using four types of dictation for improving LC skills: picture, cloze, dictogloss, and traditional dictation, whereas other studies only discussed the effect of one type on LC. Thus, this research adds significant results to the existing body of knowledge and research on English Language Teaching (ELT).
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APPENDICES

APPENDIX (A)
**APPENDIX (B)**

<table>
<thead>
<tr>
<th>Item no.</th>
<th>Statements</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-</td>
<td>I find it difficult to understand the spoken text from the first time.</td>
<td></td>
<td></td>
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<tr>
<td>2-</td>
<td>I find it difficult to listen to English without transcripts.</td>
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<tr>
<td>3-</td>
<td>I find it difficult to guess unknown words and phrases.</td>
<td></td>
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<tr>
<td>4-</td>
<td>I find it tiring to listen to long texts; I lose concentration.</td>
<td></td>
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<tr>
<td>5-</td>
<td>In the stream of speech in listening, I find it difficult to tell when one word finishes and another begins.</td>
<td></td>
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<tr>
<td>6-</td>
<td>I find it difficult to answer while-listening questions.</td>
<td></td>
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<tr>
<td>7-</td>
<td>I find it difficult to answer post-listening questions which require other than a short answer. (e.g. what or why questions).</td>
<td></td>
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<tr>
<td>8-</td>
<td>I find it difficult to recognize the words I know because of the way they are pronounced.</td>
<td></td>
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<tr>
<td>9-</td>
<td>I stop listening when I have problems in understanding a listening text.</td>
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<tr>
<td>10-</td>
<td>I find it difficult to understand the spoken texts which are not of interest to me.</td>
<td></td>
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<tr>
<td>11-</td>
<td>I feel disappointed if I don’t arrive at total comprehension of the listening text.</td>
<td></td>
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<tr>
<td>12-</td>
<td>Without seeing the speaker, I find it difficult to understand the meaning of a spoken text; body language is important.</td>
<td></td>
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<tr>
<td>13-</td>
<td>I find it difficult when the speaker speaks too fast.</td>
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<tr>
<td>14-</td>
<td>I find it difficult to understand the spoken text when the speaker does not pause enough.</td>
<td></td>
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<tr>
<td>15-</td>
<td>I find it difficult to understand the spoken text if I am unable to get things repeated.</td>
<td></td>
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<tr>
<td>16-</td>
<td>I find it difficult to understand natural speech which is full of pauses and hesitation.</td>
<td></td>
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<tr>
<td>17-</td>
<td>I get lost because of redundant utterances: false-starts, re-phrasing, tautologies, and elaborations.</td>
<td></td>
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<tr>
<td>18-</td>
<td>I find it difficult to understand the meaning of words which are not pronounced clearly.</td>
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<tr>
<td>19-</td>
<td>I find it difficult to understand well when speakers speak with different accents.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Related to the physical setting</td>
<td>20-</td>
<td>I lose concentration with noises around; environmental noises.</td>
<td></td>
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<td>--------------------------------</td>
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<td>--------------------------------------------------------------</td>
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<tr>
<td>21-</td>
<td></td>
<td>I lose concentration with background noises on the recording.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>22-</td>
<td></td>
<td>Unclear sounds resulting from poor equipment interfere with my listening comprehension.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Related to the linguistic features and the content</td>
<td>23-</td>
<td>I find it difficult to understand slang language.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>24-</td>
<td></td>
<td>I find it difficult to follow long and complex sentences.</td>
<td></td>
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<tr>
<td>25-</td>
<td></td>
<td>I find it difficult to understand reduced forms.</td>
<td></td>
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<tr>
<td>26-</td>
<td></td>
<td>I find the pronunciation familiar but I cannot recognize the words.</td>
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<tr>
<td>27-</td>
<td></td>
<td>I find it difficult to understand different intonation patterns and uses of stress.</td>
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<tr>
<td>28-</td>
<td></td>
<td>I find it difficult to understand spontaneous conversations because of ungrammatical sentences resulting from nervousness or hesitation.</td>
<td></td>
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<tr>
<td>29-</td>
<td></td>
<td>In spontaneous conversations, I find it difficult to follow because the speaker always changes topics.</td>
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<tr>
<td>30-</td>
<td></td>
<td>I find it difficult to understand every single word in a spoken text.</td>
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<tr>
<td>31-</td>
<td></td>
<td>I find it difficult to understand listening texts when the topic is unfamiliar.</td>
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<tr>
<td>32-</td>
<td></td>
<td>I find it difficult to understand the spoken texts in which there are too many idioms.</td>
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<tr>
<td>33-</td>
<td></td>
<td>Complex grammatical structures interfered with my listening comprehension.</td>
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<tr>
<td>34-</td>
<td></td>
<td>I find it difficult when my background information never matches what I listen to.</td>
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<tr>
<td>35-</td>
<td></td>
<td>When encountering an unknown word, I stop listening and think about the meaning of the word.</td>
<td></td>
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</tr>
</tbody>
</table>

Open-ended Questions:

1- As a listener, do you have listening comprehension problems? If yes, What are they?

2- Do you have other listening problems related to the speaker? What are they?

3- What are the most difficulties you face related to physical settings?

4- What difficulties do you have in LC related to linguistic features?

5- While listening to the content, do you face any difficulties? If yes, what are they?
<table>
<thead>
<tr>
<th>العبارات</th>
<th>الألفاظ بشدة</th>
<th>أライフ</th>
<th>حيادي</th>
<th>لا أライフ</th>
<th>الألفاظ بشدة</th>
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<tr>
<td>أجد صعوبة في فهم النص المكتوب عند الاستماع إليه للمرة الأولى.</td>
<td></td>
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<td>أجد صعوبة في الاستماع إلى اللغة الإنجليزية دون وجود النص المسموع.</td>
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<tr>
<td>أجد صعوبة في تخميز معاني الكلمات والجمل الغير التي لا أعرفها.</td>
<td></td>
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<tr>
<td>أجد صعوبة في الاستماع إلى نص طويل لأنني أفقد التركيز.</td>
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<td>أثناء الاستماع أجد صعوبة في معرفة متى بدأت كلمة وماذا انتهت الأخرى.</td>
<td></td>
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<tr>
<td>أجد صعوبة في حل الاستماع. أثرت الأسئلة أثناء الاستماع.</td>
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<td>أجد صعوبة في حل الاستماع إلى النص المكتوب لما بعد الاستماع.</td>
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<td>أجد صعوبة في تخمين الكلمات التي أعرفها بسبب طريقة لفظها.</td>
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<td>أوقفت الاستماع عندما أجد صعوبة في فهم النص المسموع.</td>
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<td>أجد صعوبة في فهم النص المكتوب الذي ليس ضمن اهتمامي.</td>
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<td>أشعر بالإحباط عند عدم فهم النص المسموع.</td>
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<td>دون رؤية المتكلم أجد صعوبة في فهم النص المسموع لأن لغة الجسد هامة جدا.</td>
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<td>أجد صعوبة في الاستماع والفهم عندما يتحدث المتحدث بسرعة.</td>
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<tr>
<td>أجد صعوبة في فهم النص المسموع عندما لا يتوقف المتحدث بما فيه الكفاية.</td>
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<td>أجد صعوبة في فهم النص المسموع إذا لم أكن قادرًا على تتكرار الاستماع.</td>
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<tr>
<td>أوجدت صعوبة في فهم النص الطبيعي المليء بالتوقف والتردد.</td>
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<tr>
<td>أثرت بسبب تتكرار الألفاظ عن طريق البدايات الخاطئة وإعادة الصياغة والتوضيح في نفس الموضوع.</td>
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</table>
| سؤال | راجع | مشاكل استماعية 
<table>
<thead>
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<tbody>
<tr>
<td>151</td>
<td>بالنسبة لك كمستمع، هل لديك مشاكل في الاستماع؟ إذا كان لديك، ما هي هذه المشاكل؟</td>
<td>- 37 - هل لديك مشاكل أخرى في الاستماع بالنسبة للمتحدث؟ ما هي؟</td>
</tr>
<tr>
<td>152</td>
<td>اقف التركيز بسبب الضجة من حولي.</td>
<td>- 38 - ما هي الصعوبات التي تواجهها بالنسبة للمكان أثناء الاستماع؟</td>
</tr>
<tr>
<td>153</td>
<td>أقف التركيز بسبب الضجة في التسجيل الصوتي.</td>
<td>- 39 - ما هي الصعوبات التي تواجهها بالنسبة للمكان أثناء الاستماع؟</td>
</tr>
<tr>
<td>154</td>
<td>تعارض الأصوات الغير واضحة بسبب أدوات التسجيل الضعيفة فيهمي النص السمعي.</td>
<td></td>
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<tr>
<td>155</td>
<td>أقف التركيز بسبب الضجة في التسجيل الصوتي.</td>
<td></td>
</tr>
<tr>
<td>156</td>
<td>أجد صعوبة في فهم اللغة العالية.</td>
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<tr>
<td>157</td>
<td>أجد صعوبة في متابعة الاستماع إلى الجمل الطويلة والمفيدة.</td>
<td></td>
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<tr>
<td>158</td>
<td>أجد صعوبة في فهم الأفاظ المختصرة.</td>
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<tr>
<td>159</td>
<td>أجد الفظ سالب لكوني لا استطيع تمييز الكلمات.</td>
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<tr>
<td>160</td>
<td>أجد صعوبة في فهم طبقات الصوت المختلفة واستخدامات التشديد.</td>
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</tr>
<tr>
<td>161</td>
<td>أجد صعوبة في فهم المحادثات العفنية بسبب الكلمات الغير مفيدة والتي تجعل الفهم الصعبيا.</td>
<td></td>
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<tr>
<td>162</td>
<td>أجد صعوبة في فهم كل كلمة في نص الاستماع.</td>
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</tr>
<tr>
<td>163</td>
<td>أجد صعوبة في فهم نص الاستماع عندما يكون الموضوع غير مألوف.</td>
<td></td>
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<tr>
<td>164</td>
<td>أجد صعوبة في فهم نصوص الاستماع الملونة بالألوان.</td>
<td></td>
</tr>
<tr>
<td>165</td>
<td>تعارض صيغ القواعد المعقيدة فيهمي النص الاستماع.</td>
<td></td>
</tr>
<tr>
<td>166</td>
<td>أجد صعوبة في فهم نص الاستماع عندما تكون معالجات الكلمات لا ترتبط بالموضوع الذي أسمعه.</td>
<td></td>
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<tr>
<td>167</td>
<td>عندما استمع إلى كلمة لا أعرفها توقف عن الاستماع وأبدأ بالتفكير بمعنى هذه الكلمة.</td>
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</tbody>
</table>

بالنسبة لكل كمستمع، هل لديك مشاكل في الاستماع؟ إذا كان لديك، ما هي هذه المشاكل؟ 
هل لديك مشاكل أخرى في الاستماع بالنسبة للمتحدث؟ ما هي؟ 
ما هي الصعوبات التي تواجهها بالنسبة للمكان أثناء الاستماع؟ 
ما هي المشاكل المرتبطة بالصفات اللغوية التي تواجهها أثناء الاستماع؟ 
- أثناء الاستماع للمحتوى، هل تواجه أي صعوبات أخرى؟ إذا كان لديك، ما هي هذه المشاكل؟
## APPENDIX (D)

A Checklist for Observing Teaching LC in the EFL Classroom

Name of the observer:…………….                                                 Date:……….
Place of the Lesson:………………                                                  Time:……....
Number of Students:……………..                                                    Class:……….

### Pre-Listening Stage

1. Introducing the topic by providing background information about it
2. Encouraging students to exchange ideas/ opinions about the topic.
3. Using brainstorming to ask students to predict the words and expressions likely to listen.
4. Writing the words which students predict to listen on the board.
5. Explaining to the students what is required from each listening exercise.
6. Asking guiding questions that can help students in listening.
7. Using visual materials related to the topic; usually pictures in the textbook.
8. Paying students attention to what they are going to listen to.
9. Asking students to read the question before listening.

### While-Listening Stage

10. Giving students instructions by physical movements.
11. Asking students to repeat short phrases.
12. Asking students to complete utterances recorded.
13. Asking students to focus on certain sentences to paraphrase them.
14. Asking students to match items that have the same meaning as those they hear.
15. Asking students for sequencing; to give the right order for a series of pictures.
16. Giving students transcripts of a passage with some words missing to fill in the blanks.
17. Asking students to take notes on the segments that answer a particular question.
18. Using maps, lists, pictures, plans to transfer information.

### Post-Listening Stage

19. Allowing students to listen again to the recording if it is not clear for the first time.
20. Giving students multiple-choice or true-false questions to show comprehension of messages.
21. Giving students several possible summary-sentence and asking them which of them fits a recorded text.
22. Asking students to write letters, messages, or postcards as a follow-up to listening activities.
23. Writing students ideas on the board.
24. Asking students to discuss, debate, or dramatize as a follow-up to listening activities.
25. Allowing students to finish speaking, and providing them with feedback.
26. Asking students to exchange information to complete a story or perform task.
27. Asking students to compare their answers to come up with the right one.
28. Asking students to paraphrase what they have heard.
APPENDIX (E)

All of the five teachers are well experienced teachers. They worked tirelessly to create a challenging environment for their students. None of them teaches for the first time, and this was clear in their communication skills and teaching skills as well. However, as the main purpose of the EFL teaching, the development of the four skills: listening, speaking, reading and writing, EFL teachers in the HLI mainly focused on speaking at the expense of other skills. Listening, among other skills, was clearly neglected, and was taught following frozen routines; opening the textbook and explaining new words, following some pre-listening activities, playing the tape recorder, and asking and answering questions.

Teacher (A)

Teacher A is a hardworking and aspiring teacher. She has a brilliant way of keeping students attention. She successfully created a competitive atmosphere where students never ceased to participate. She is well organized in her class, which helped a lot in covering everything throughout the course. She covered all listening exercises in the textbook.

Pre-listening Stage

Teacher A had an attractive way of opening discussions about the topic to listen with her students in order to elicit something associated with the topic. She did that by asking guiding questions. She led the discussion, but she did not usually keep it for herself. Sometimes, she allowed her students to exchange ideas and opinions about the topic. She explained to her students what was required from each listening exercise before listening, using visuals in the textbook when available. Rarely, she asked her students to read listening exercises before listening.
While-listening Stage

Although she was an active teacher, she never used physical movements to give instructions. She kept silent while listening. She asked her students to repeat certain phrases or words, to complete utterances recorded, to match items that had the same meaning as those they heard, and to give the right order for a series of pictures, only when it was required in the textbook.

Post-listening Stage

After listening for the first time, she asked her students for listening again if it was not clear. Multiple-choice or true-false questions were only used when they were required in the textbook. However, she allowed her student to finish speaking, but she never provided them with feedback. After listening, she quickly got her students answers in order to move on in her lesson.

Teacher (B)

Teacher B is a friendly teacher. She successfully created a lovely atmosphere in her class. Students felt comfortable to deal with, the idea that encouraged them to participate and to be active learners. She had a smart way of making her students enjoy the class.

Pre-listening Stage

Before listening, teacher B never used discussions about the topic to listen. Instead, she used brainstorming in order to help her students predict the words or expressions likely to listen, and she encouraged them to exchange their ideas and opinions afterwards. She helped her students a lot by explaining what was required from each listening exercise, and by asking some guiding questions. She never used extra visual materials in her
class. She mainly depended on the pictures available in the textbook. Most of the time, she forgot to ask her students to read the question before listening.

**While-listening Stage**

Teacher $B$ only focused on while-listening exercises in the textbook. For example, she asked her students to repeat short phrases, to complete utterances recorded, to match items, and to reorder a series of pictures according to what they heard. She never used maps, lists, pictures or even physical movements to transfer information.

**Post-listening Stage**

Teacher $B$ always asked her students to listen again if it was not clear. Concerning activities in this stage, they were restricted to the ones required in the textbook. For example, using multiple-choice or true-false questions in order to examine students comprehension. She never wrote students answers on the whiteboard. She only got their answers orally in order to go on in her lesson.

**Teacher (C)**

Teacher $C$ is a knowledgeable and well-educated teacher. However, she failed to establish a challenging atmosphere. Her students rarely participate. When she asked them about their understanding of any idea, they just nodded their heads. Her method of teaching is monotonous; the main reason that made her students feel bored and not comfortable.

**Pre-listening Stage**

Because of the cold atmosphere, she never used discussions in this stage, and there were no exchanged ideas or opinions among students. She
mainly focused on brainstorming, instead, in order to encourage her students to participate. The absence of her students interaction led her to write the predicted words, in the brainstorming, on the whiteboard. She explained to her students what was required from each listening exercise. She asked guiding questions when her students showed not understanding in order to help them. Like teachers A and B, she only used pictures in the textbook to elicit something associated with the topic. She rarely asked her students to read the question before listening.

**While-listening Stage**

Again, because of her students poor interaction, she gave her students instructions using physical movements. Following the textbook, she asked her students to repeat certain words and short phrases, to complete utterances recorded, to match items that had the same meaning as those they heard, and to give the right order of a series of pictures.

**Post-listening Stage**

Teacher C asked her students to listen again if it was not clear for the first time, and she mostly repeated listening in order to examine students comprehension. The activities in this stage were restricted to the ones mentioned in the textbook: multiple-choice and true-false questions. She allowed her students to finish speaking, and she never forgot to provide them with feedback.

**Teacher (D)**

Teacher D is a professional hardworking teacher. She created an atmosphere of challenge, creativity and competition. All students loved her, respected her, and felt comfortable to deal with. She has a high level of English proficiency. Her method of teaching was clear and helpful. Being
tolerant of students' incomprehension and being enthusiastic about teaching are the most prominent characteristics about this teacher.

**Pre-listening Stage**

Being a professional teacher, she used almost different pre-listening activities. Starting from using discussions about the topic to listen, and exchanging ideas and opinions, going through brainstorming, explaining to students what was required from a listening exercise, asking guiding questions when needed, and ending up by using pictures in the textbook to improve students comprehension. She never wrote students predicted words on the whiteboard; she just listened to their answers. Most of the time, she forgot to ask her students to read the question to answer before listening.

**While-listening Stage**

Like teacher C, she used physical movements to give instructions while listening. For example, she pointed to her ear by her index finger to attract students attention to listen carefully. Although she is a professional teacher, she only focused on listening activities mentioned in the textbook (repetition of certain words or phrases, completion of certain utterances, matching, and sequencing). However, there were no maps, no lists, and no pictures to transfer information. Since her students were in the elementary level, she never asked them to take notes while listening.

**Post-listening Stage**

Most of the time, she let her students listen for the second time when it was not clear for the first time. Following the textbook, she used post-listening activities, such as multiple-choice and true-false questions. She allowed her students to finish speaking, and like teacher C, she provided them with feedback. However, she never allotted time to discussion, paraphrasing, or even comparing students answers.
**Teacher (E)**

Teacher E is a creative helpful teacher. She established a friendly relationship with her students. She also encouraged them to challenge in order to be distinguished. Her method of teaching was different from other teachers' methods. She was selective. Concerning listening exercises, she left some of them, especially the ones that were talking about stress.

**Pre-listening stage**

Teacher E used a limited number of pre-listening activities. She only explained to the students what was required and what they were going to listen to. Like the aforementioned teachers, she used textbook pictures and asked guiding questions that could help students in listening. She rarely asked her students to read the question before listening. Clearly, she was the least teacher, among other teachers, to focus on the activities of this stage.

**While-listening Stage**

Like the other four teachers, and as it was required in the textbook, she concerned with these activities: repeating some words or phrases, completing utterances heard, matching items with their meaning, and reordering a series of pictures in the correct order.

**Post-listening Stage**

Teacher E, like the other teachers in this stage, got students' answers quickly to go on in her lesson. She never provided her students with feedback. She followed the textbook listening questions: multiple-choice or
true-false questions. She asked her students to listen again when it was not clear for the first time.
APPENDIX (F)

Listening test: (100 marks) (30 minutes)

This test is divided into four main groups: A, B, C, D

A – Each one of these pictures expresses a specific idea. Listen to these conversations and number the pictures according to their order in the recordings: (10 minutes)
(10 marks; one mark for each)

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

B- Listen to the following passages and complete them with the missing words: (15 minutes).
(Before listening, read these two passages carefully).

1- (one word is missing in each gap) (10 marks; one mark for each)

-Hi, I'm Mike and this is my 11-........ routine. I get up early every 12-........, around 6:30 and I go to the 13-........ for a work-out before I go to 14-......... I usually do aerobic exercise 15-......... awhile and then 16-......... some weight lifting for maybe half an hour 17-......... the gym, then I'll return 18-........., and as I work from my home, I turn 19-......... my computer and start working on what needs to be 20-.........

2- (more than one word is missed in each gap) (23 marks; one mark for each word)
I usually skip 21-.................I'll work until about 12:00 then I'll 22-.................and have a fairly big lunch because I don't 23-.....................Then after lunch, I'll go back, continue 24-........................or whatever I have to do for work, until about 6:00 when 25-........................getting phone calls from friends of mine who live abroad and then 26-........................if I am not using my time doing things with the Internet or 27-........................, then I'm speaking to people on the Internet or 28-........................and that pretty much sums up my usual 29-.........................

C-Listen to these questions carefully and jot down the key words. (20 marks; four marks for each question)

Listen again to each question and reconstruct it. (5 minutes)

30-..........................................................?

31-..........................................................?

32-..........................................................?

33-..........................................................?

34-..........................................................?

D-Listen carefully and write down what you are listening to. (5 minutes)

(37 marks; one mark for each word)

(You are going to listen to a conversation of four sentences)

1- listen to this conversation carefully to get the main ideas. (listen to the recording)

2- listen and write. (listen to your teacher)

3- listen to check your writing. (listen to the recording again)

35-Woman:..........................................................?

36-Man:..........................................................?

37-Woman:....................................................

38-Man:..........................................................
اختبار الاستماع (: (011
المدة: 01 دقيقة

يقسم هذا الاختبار إلى أربع أقسام رئيسة:

A، B، D، C

A:
تعبر كل واحدة من هذه الصور عن فكرة محددة، استمع إلى هذه المحادثات ورتب الصور وفقا للترتيب الذي تسمعهم به في التسجيل.

سوف تستمع لهذه المحادثات مرة واحدة فقط.

(10 علامات: لكل واحدة علامة، 10 دقائق)

B:
قبل أن تستمع إلى الفقرات التالية، عليك قراءتهم جيدا.

استمع إلى الفقرات وأكملهم بالكلمات المفقودة.

سوف تستمع لهذه الفقرات مرة واحدة فقط.

* في هذه الفقرة كلمة واحدة مفقودة في كل فراغ.

(10 علامات: علامة لكل كلمة 5 دقائق)

* في هذه الفقرة أكثر من كلمة واحدة مفقودة في كل فراغ.

(23 علامة: علامة لكل كلمة، 5 دقائق)

C:
استمع إلى هذه الأسئلة بحذر واكتب الكلمات الأساسية في كل سؤال.

استمع لهذه الأسئلة للمرة الثانية، ومن ثم أعد صياغة هذه الأسئلة مستخدمًا كلماتك الخاصة بك.

(20 علامة: 4 علامات لكل سؤال 5 دقائق)

D:
سوف تستمع محادثة من أربع جمل

استمع بحذر إليها للمرة الأولى لتفهف عما تتحدث.

استمع إليها للمرة الثانية لتكتب ما تسمعه، ثم استمع إليها للمرة الأخيرة لمراجعة ما كتبته.

(37 علامة: علامة لكل كلمة 5 دقائق)
APPENDIX (H)

1 A:

CD1: 12 (Cloze Dictation)

Close your books please, and listen again to this conversation to fill in the blanks:
Lisa: Hello, Tom.
Tom: Hi, Lisa. How are……?
Lisa: ……’m fine, thanks. And ……?
Tom: … ‘m Ok, thanks.

Close your books, and listen to this conversation to fill in the blanks:

CD 1: 13 (Cloze Dictation)

Paola: Bianca, this ….. Toshi.
Blanca: Hello, Toshi.
Nice to meet…… .
Toshi: ….., too.

CD 1: 15 (Picture Dictation)

Listen to these conversations, and number the pictures of the flags of the countries using numbers (3-4-5) according to what you have listened to:

Australia   Brazil

Spain       UK

Italy

........  Australia  ........  Brazil

........  Spain       .......  UK

........  Italy

........................................................................................................
1B:

CD 1: 17 (Traditional Dictation)

Close your books please, listen and write phone numbers.

Open your books and check them.

CD 1: 20 (Dictogloss)

Listen to these conversations and write down the jobs.

Listen again to each one of them and reconstruct it using your own words.

CD 1: 21 (Cloze Dictation)

Listen and fill in the blanks with 's/‘m/ ‘re/is/ are/am

I…… not a teacher.
We…… not from the USA.
She……n't famous.
……you from Spain?
Yes, I …. 
No, I….. not.
……she a musician?
Yes, she…… .
No, she……n't.
…… You from New York?
Yes, we ……
No, we …….n't.

1C:

CD1: 27

Close your books please, listen again and write down. (Traditional Dictation)

1D:

CD1: 29 (Traditional Dictation)

Close your books, listen and write the plural words.

2A:

CD1: 33 (Dictogloss)

Listen and write the things that are important to each person (the key words).

Listen again and reconstruct what you have listened to using your own words.
CD1: 34
Listen and fill in the blanks: (‘ve/ ‘s / have/ has) (Cloze Dictation)
1- I……got an old car.
2- You…..got a new mobile.
3- He……got a big T.V.
4- She…..got a new bicycle.
5- We……got a beautiful cat.
6- They…..got an old DVD player.
7- I …… n't got a laptop.
8- We ……n't got a car.
9- He ……n't got a diary.

CD1: 36 (Dictogloss)
Listen to this conversation. Write the key words.
Listen again and reconstruct it using your own words.

CD1: 37
Listen and fill in the blanks: (Cloze Dictation)
1- We are a typical British……I think. My ……’s name is Nick. And we've got two ……… ; a boy and a girl. Our …….. name is Robbie and Florence is our…….. . She's just a ……… . And my parents, well, Ben is my ……… and Marie is my ……….. .
I've got one ……… . His name's Greg and one ……… , Jill.

CD1: 38
Listen and write. (Traditional Dictation)

CD1:39
Listen and fill in the blanks (Cloze Dictation)
Jill: Luke, come and look at these photos of my ………
Luke: OK.
J: This is my ……… , Pam, and her ……… , Nick.
L: Pam's an English ……… , isn't she?
J: that's right.
L: What about Nick?
J: He's a ………
L: Oh, right. How many ……… Have they got?
J: Two, a ……… and a girl. Look, here is a photo of them.
L: Mmm. How old are they?
J: Er, Robbie is six and Florence is about ten months old.
L: They're beautiful.

2C:
CD 1: 40 (Picture Dictation)
Listen and match conversations 1-3 to three of the pictures A-F in 2a.

CD 1: 41 (Dictogloss)
Listen and write down key words. Listen again and reconstruct the questions only using your own words.

CD 1: 46 (Dictogloss)
Listen and write down key words. Listen again and reconstruct these questions using your own words.

2D:
CD 1: 47 (Picture Dictation)
Listen to the conversation and draw the things lost. Where are they for other things.

CD 1: 47 (Traditional Dictation)
Listen and write down the answers

3A:
CD 1: 51: (Dictogloss)
Listen to these sentences. Write the key words.
Listen again and reconstruct them using your own words.

CD 1: 52 Listen and then write down what you have listened to: (Traditional Dictation)

3B:
Quick Review: Listen to these questions and their answers and jot down the key words. Listen carefully to reconstruct them again. (Dictogloss)
(The teacher asks her students three questions about their activities on Sunday).

CD 1: 53 (Cloze Dictation)
Freddie: Hello Jeanette!
Jeanette: Oh, hello a….
Freddie: Freddie. Freddie Roberts.
Jeanette: You ….. work in this office, …. you?
Freddie: No, I work in a chemistry office.
Jeanette: Oh, yes of course.
Freddie: Good party, isn't it?
Jeanette: Yes, it is nice.
Freddie: Jeanette, …..you go where after work on Fridays maybe.
Jeanette: No, I……. Sorry, I am always very tired so I just go home.
Freddie: Right, what …..you do in evenings.
Jeanette: I have dinner and watch T.V.
Freddie: ....... you go to the cinema?
Jeanette: No, I ....... But I watch a lot of DVDs.
Freddie: Yes, me too.

CD1: 56 (Cloze Dictation)
Listen to these questions and fill in the gaps:
1-A: Do you go out a lot in the ........?
B: Yes, we do.
2-A: Do you ......your parents at the weekend?
B: Yes, I do.
3-A: Do you go to ........at the weekend?
B: No, we don't.
4-A:Do you go ........on Saturdays?
B: Yes, I do.
5-A:Do your parents go out on ..........evenings?
B: No, they don't. they stay in and ......TV.

3C:
Quick Review: (Picture Dictation)
Tick the activities that you listened to. (The teacher reads aloud four sentences)

CD 1: 57 (Picture Dictation)
Number the pictures according to the order to which you have listened:
CD1 :59 (Cloze Dictation)
Close your books please. Listen and fill in the blanks while listening:

January        ,        April, May, July, September, November, December.

CD 1:62: (Picture Dictation)

Close your books please. Number the pictures according to the order you have listened to.

CD1: 63: (Picture Dictation)

Have a white paper. Listen to the conversation and draw the suggested presents Louise and her husband Chris would buy for Sophie's birthday.

CD1: 64 : (Dictogloss)

Listen to this conversation. Write down the suggestions. Listen again to it and reconstruct it using your own words.
3 D:
CD1: 65: (Traditional Dictation)
Close your books please. Listen and write down Jeannette's answers.

-------------------------------------------------------------------------------------------------------------------

4A:
Quick Review: (Traditional Dictation)
Write down the five adverbs of frequency.
(The teacher dictates the students the five adverbs of frequency)

-------------------------------------------------------------------------------------------------------------------

CD1: 69: (Cloze Dictation)
Polly: Well, he's very ..........there. The job's ........, and the hotel's very........... .
And all of the people are.......... . But he doesn't like the weather. It is ......and it hardly ever rains.
Lorna: What does he do in his free time?
P: Well, you know Trevor. He doesn't ...... a lot, but he plays.......games of course!
L: Oh right.

-------------------------------------------------------------------------------------------------------------------

CD1: 71: (Traditional Dictation)
Listen and write down.

-------------------------------------------------------------------------------------------------------------------

4 B:
Quick Review: (Picture Dictation)
You are in two groups. The first group describes three free time activities and the other group draws them.

-------------------------------------------------------------------------------------------------------------------

CD1: 72: (Dictogloss)
Listen to this TV game show and write down four things Mark likes and one thing he doesn't like. Listen again and reconstruct it using your own words.

-------------------------------------------------------------------------------------------------------------------

4C: Quick Review: (Picture Dictation)
You are two groups now. The first group describes the activities they do in their free time. The other group draws these activities and tell what are they.

-------------------------------------------------------------------------------------------------------------------

CD1: 76: (Picture Dictation)
Have a white paper now. Listen to these questions and then draw the offers.
CD1: 78 (Dictogloss)

Listen to these sentences. Write down the key words.

Listen again and reconstruct it using your own words.

CD1: 80 (Dictogloss Dictation)

Listen what these three nationalities have for breakfast. Listen again to reconstruct these sentences using your own words.

CD1: 81 (Traditional Dictation)

Close your books please. Listen and write down.
Appendix (I)

The Results of the closed-ended questions of the questionnaire in numbers & Percentages (N=109).

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- I find it difficult to understand the spoken text from the first time.</td>
<td>11 (10.1%)</td>
<td>57 (52.3%)</td>
<td>12 (11%)</td>
<td>25 (22.9%)</td>
<td>4 (3.7%)</td>
</tr>
<tr>
<td>2- I find it difficult to listen to English without transcripts.</td>
<td>10 (9.2%)</td>
<td>34 (31.2%)</td>
<td>14 (12.8%)</td>
<td>48 (44%)</td>
<td>3 (2.8%)</td>
</tr>
<tr>
<td>3- I find it difficult to guess unknown words and phrases.</td>
<td>19 (17.4%)</td>
<td>40 (36.7%)</td>
<td>14 (12.8%)</td>
<td>29 (26.6%)</td>
<td>6 (5.5%)</td>
</tr>
<tr>
<td>4- I find it tiring to listen to long texts; I lose concentration.</td>
<td>20 (18.3%)</td>
<td>47 (43.1%)</td>
<td>13 (11.9%)</td>
<td>26 (23.9%)</td>
<td>3 (2.8%)</td>
</tr>
<tr>
<td>5- In the stream of speech in listening, I find it difficult to tell when one word finishes and another begins.</td>
<td>13 (12%)</td>
<td>23 (21.3%)</td>
<td>21 (19.4%)</td>
<td>39 (36.1%)</td>
<td>12 (11.1%)</td>
</tr>
<tr>
<td>6- I find it difficult to answer while-listening questions.</td>
<td>10 (9.3%)</td>
<td>38 (35.2%)</td>
<td>21 (19.4%)</td>
<td>31 (28.7%)</td>
<td>8 (7.4%)</td>
</tr>
<tr>
<td>7- I find it difficult to answer post-listening questions which require other than a short answer. (e.g.</td>
<td>17 (15.6%)</td>
<td>45 (41.3%)</td>
<td>20 (18.3%)</td>
<td>20 (18.3%)</td>
<td>7 (6.4%)</td>
</tr>
</tbody>
</table>
what or why questions).

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8- I find it difficult to recognize the words I know because of the way they are pronounced.</td>
<td>7</td>
<td>34</td>
<td>15</td>
<td>44</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>6.4%</td>
<td>31.2%</td>
<td>13.8%</td>
<td>40.4%</td>
<td>8.3%</td>
</tr>
<tr>
<td>9- I stop listening when I have problems in understanding a listening text.</td>
<td>11</td>
<td>30</td>
<td>11</td>
<td>42</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>10.2%</td>
<td>27.8%</td>
<td>10.2%</td>
<td>38.9%</td>
<td>13%</td>
</tr>
<tr>
<td>10- I find it difficult to understand the spoken texts which are not of interest to me.</td>
<td>11</td>
<td>19</td>
<td>25</td>
<td>41</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>10.3%</td>
<td>17.8%</td>
<td>23.4%</td>
<td>38.3%</td>
<td>10.3%</td>
</tr>
<tr>
<td>11- I feel disappointed if I don't arrive at total comprehension of the listening text.</td>
<td>29</td>
<td>30</td>
<td>21</td>
<td>22</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>26.6%</td>
<td>27.5%</td>
<td>19.3%</td>
<td>20.2%</td>
<td>6.4%</td>
</tr>
<tr>
<td>12- Without seeing the speaker, I find it difficult to understand the meaning of a spoken text; body language is important.</td>
<td>16</td>
<td>32</td>
<td>25</td>
<td>22</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>14.7%</td>
<td>29.4%</td>
<td>22.9%</td>
<td>20.2%</td>
<td>12.8%</td>
</tr>
<tr>
<td>13- I find it difficult when the speaker speaks too fast.</td>
<td>0</td>
<td>11</td>
<td>12</td>
<td>50</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>0%</td>
<td>10.1%</td>
<td>11%</td>
<td>45.9%</td>
<td>33%</td>
</tr>
<tr>
<td>14- I find it difficult to understand the spoken text when the speaker does not pause enough</td>
<td>2</td>
<td>16</td>
<td>15</td>
<td>52</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>1.8%</td>
<td>14.7%</td>
<td>13.8%</td>
<td>47.7%</td>
<td>18.3%</td>
</tr>
<tr>
<td>Question</td>
<td>Options</td>
<td>1</td>
<td>21</td>
<td>26</td>
<td>44</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>---------</td>
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<td>----</td>
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<td>----</td>
</tr>
<tr>
<td>I find it difficult to understand the spoken text if I am unable to get things repeated.</td>
<td></td>
<td>1</td>
<td>21</td>
<td>26</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0.9%</td>
<td>19.3%</td>
<td>23.9%</td>
<td>40.4%</td>
</tr>
<tr>
<td>I find it difficult to understand natural speech which is full of pauses and hesitation.</td>
<td></td>
<td>20</td>
<td>46</td>
<td>25</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td></td>
<td>18.3%</td>
<td>42.2%</td>
<td>22.9%</td>
<td>14.7%</td>
</tr>
<tr>
<td>I get lost because of redundant utterances: false-starts, re-phrasing, tautologies, and elaborations.</td>
<td></td>
<td>4</td>
<td>21</td>
<td>30</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.7%</td>
<td>19.3%</td>
<td>27.5%</td>
<td>37.6%</td>
</tr>
<tr>
<td>I find it difficult to understand the meaning of words which are not pronounced clearly.</td>
<td></td>
<td>1</td>
<td>9</td>
<td>14</td>
<td>68</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0.9%</td>
<td>8.3%</td>
<td>12.8%</td>
<td>62.4%</td>
</tr>
<tr>
<td>I find it difficult to understand well when speakers speak with different accents.</td>
<td></td>
<td>2</td>
<td>18</td>
<td>23</td>
<td>41</td>
</tr>
<tr>
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<td>22- Unclear sounds resulting from poor equipment interfere with my listening comprehension.</td>
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<td>28- I find it difficult to understand spontaneous conversations because of ungrammatical sentences resulting from nervousness or hesitation.</td>
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29- In spontaneous conversations, I find it difficult to follow because the speaker always changes topics.

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30- I find it difficult to understand every single word in a spoken text.

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31- I find it difficult to understand listening texts when the topic is unfamiliar.

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32- I find it difficult to understand the spoken texts in which there are too many idioms.

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33- Complex grammatical structures interfered with my listening comprehension.

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34- I find it difficult when my background information never matches what I listen to.

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35- When encountering an unknown word, I stop listening and think about the meaning of the word.

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Appendix (J)

Students' responses to item 13 of the questionnaire.

![Bar chart showing responses to item 13](chart13.png)

Students' responses to item 18 of the questionnaire.

![Bar chart showing responses to item 18](chart18.png)
Students' responses to item 22 of the questionnaire.

Students' responses to item 20 of the questionnaire.
Students' responses to item 21 of the questionnaire.

I lose concentration with background noises on the recording.
Appendix (K)

Students' responses to item 14 of the questionnaire.

Students' responses to item 1 of the questionnaire.
Students' responses to item 4 of the questionnaire.

I find it tiring to listen to long texts; I lose concentration.
Appendix (L)

Students' responses to item 19 of the questionnaire.

![Bar chart showing responses to item 19](image1)

Students' responses to item 31 of the questionnaire.

![Bar chart showing responses to item 31](image2)
Students' responses to item 34 of the questionnaire.

![Bar chart showing responses to item 34.]

Students' responses to item 7 of the questionnaire.

![Bar chart showing responses to item 7.]

I find it difficult when my background information never matches what I listen to.

I find it difficult to answer post-listening questions which require other than a short answer. (e.g. what or why questions.)
Students' responses to item 15 of the questionnaire.

![Bar chart showing responses to item 15.]

Students' responses to item 3 of the questionnaire.

![Bar chart showing responses to item 3.]

I find it difficult to understand the spoken text if I am unable to get things repeated.

I find it difficult to guess unknown words and phrases.
Students' responses to item 11 of the questionnaire.

Students' responses to item 32 of the questionnaire.
Students' responses to item 33 of the questionnaire.

Complex grammatical structures interfered with my listening comprehension.
Appendix (M)

Students' responses to item 24 of the questionnaire.

Credit: [Image]

Students' responses to item 17 in the questionnaire.

Credit: [Image]
Students' responses to item 26 of the questionnaire.

Students' responses to item 28 of the questionnaire.
Students' responses to item 6 of the questionnaire.

![Bar chart showing responses to item 6 of the questionnaire]

Students' responses to item 25 of the questionnaire.

![Bar chart showing responses to item 25 of the questionnaire]
Students’ responses to item 30 of the questionnaire.

I find it difficult to understand every single word in a spoken text.
Appendix (N)

Students' responses to item 23 of the questionnaire.

Students' responses to item 29 of the questionnaire.
Students' responses to item 12 of the questionnaire.

Without seeing the speaker, I find it difficult to understand the meaning of a spoken text; body language is important.

Students' responses to item 2 of the questionnaire.

I find it difficult to listen to English without transcripts.
Students' responses to item 5 of the questionnaire.

In the stream of speech in listening, I find it difficult to tell when one word finishes and another begins.

Students' responses to item 8 of the questionnaire.

I find it difficult to recognize the words I know because of the way they are pronounced.
Students' responses to item 10 of the questionnaire.

![Graph showing responses to item 10 of the questionnaire.]

Students' responses to item 35 of the questionnaire.

![Graph showing responses to item 35 of the questionnaire.]

192
Students' responses to item 9 of the questionnaire.

![Bar chart showing responses to item 9: Disagree 51%, Neither 10%, Agree 38%.]

Students' responses to item 27 of the questionnaire.

![Bar chart showing responses to item 27: Disagree 57%, Neither 20%, Agree 23%.]
Students' responses to item 16 of the questionnaire.

I find it difficult to understand natural speech which is full of pauses and hesitation.
Transcriptions

1. Transcriptions of the Test

1- Am I good at saving money? I don't think that I'm a good person. I don't think that I'm good at saving money because I spend a lot. I like to go shopping and every time I go shopping I will buy something so I don't think I am good at saving but I think I'm good at making money.

2- Yeah, my favourite season is the time just before autumn. Yeah, I don't like winter at all. I don't like cold weather, so I like the summer but I also like the freshness or autumn, or the autumn evenings.

3- So, what is may favourite animal? Definitely cat. I love cats. I had a cat when I was a child. He was mostly black with white paws and the tip of his tails was white and he dead cute and he lived to be seventeen years old which is quite old for a cat. I don't know. I just understand cats and I think they understand me. I love them.

4- Well, I am a night owl so I usually don't go to bed until about 3 a.m. in the morning and these days I have class from first period every day so I have to get up by about 7:30 or 8 a.m.

5- High school was quite good experience for me really. My high school wasn't a fantastic school, but I had lots of good friends and some good teachers. Yeah, I think I came out of it relatively unscathed.

6- What is something I can cook really well? I can cook Thai green curry very well. This is one of my favourite dishes so when I went to Thailand learned how to cook it at cooking class and so now I make it all the time because I really enjoy it.

7- Is it better to have a big family or a small family? Well, I have always like the idea of having a big family so I think that having a big family is a really good thing. I come from a small family. I only have one brother, so if I could afford it, I think I would really like to have a big family when I get older.

8- Is the world a better place, Well, I do think because of influences such as the internet and globalization and growing interest in intercultural communication so people are more interested in each other whereas before people were more introverted and inward looking especially in island countries.

9- My favourite color is blue: navy blue, sky blue, baby blue. All kinds of blue. In fact I am wearing navy blue right now. Blue is just a cool color and I think it matches me and my personality too. I don't like pink so much. It's Ok on some people but on me it doesn’t match me I don't think.
10- What am I wearing today? Today I'm very casual. I'm wearing pink sweat pants and a pink tank top and I kind of look like a big piece of bubble gum because it's laundry day.

Hi, I'm Mike and this is my 11-daily routine. I get up early every 12-day, around 6:30 and I go to the 13-gym for a work-out before I go to 14-work. I usually do aerobic exercise 15-for awhile and then 16-do some weight lifting for maybe half an hour 17-at the gym, then I'll return 18-home, and as I work from my home, I turn 19-on my computer and start working on what needs to be 20-done.

I usually skip 21-breakfast and I'll work until about 12:00 then I'll 22-prepare lunch and have a fairly big lunch because I don't 23-eat breakfast. Then after lunch, I'll go back, continue 24-working on Internet or whatever I have to do for work, until about 6:00 when 25- I usually start getting phone calls from friends of mine who live abroad and then 26- in the evenings if I'm not using my time doing things with the Internet or 27-surfing the web, then I'm speaking to people on the Internet or 28- on my phone and that pretty much sums up my usual 29-daily routine.

30-Hello, my name is Geaw, I'm from Thailand. My question is do you worry about your appearance?
31- Hi. This is Adelina and I am from Spain. The question is, what did you buy today?

32- Pernais: Hello, I’m Pernais from Jamaica.

Doron: And I’m Doron from England.

Pernais: Ah, the question is, “What sports do you like to watch?”

33- Hello, I'm Lucille from France and today's question is actually, what food do you love?
34- Hello. My name is Florencia and I'm from Argentina. The question is, what do you eat for breakfast?

35- Woman: Excuse me, do you sell maps in this shop?
36- Man: Yes, we do. What kind of map would you like?
37- Woman: I would like a road map of this area, please.
38- Man: I think this is the one for you.
2. Transcriptions of the Treatment

CD1: 12
Lisa: Hello, Tom.
Tom: Hi, Lisa. How are you?
Lisa: I'm fine, thanks. And you?
Tom: I'm Ok, thanks.

CD 1: 13
Paola: Bianca, this is Toshi.
Blanca: Hello, Toshi.
Nice to meet you.
Toshi: you, too.

CD1: 15
3- A: Good morning, what's your name, please.
   B: It's Carlos Moreno.
   A: And where are you from?
   B: I'm from Spain.
4- A: What're your names, please?
   B: My name's Daniel Rose, and this is Kelly Eisten.
   A: Where are you from?
   B: We're from Australia.
   A: Welcome to the conference. You're room is six.
5- A: Where's he from?
   B: He's from Italy.
   A: Ok, and where's she from?
   B: She's from Brazil.
   A: Right, and where're they from?
   B: They're from the UK, I think.

CD 1: 17
A-07-968-631178
B-020-7946-0322
C-00-34-934-211-975
D-0131-496-0864

CD 1: 20
1- A: Are you from New York?
   B: No, we aren't from the U.S.A. We're from Canada.
   A: Oh, really! What do you do?
B: I'm an engineer, and Jean's a doctor.

2- A: Who's she?
   B: Her name's Sally and Rose.
   A: Is she a musician?
   B: Yes, she is. But she's not famous.

3- A: What do you do?
   B: I'm a police officer. And you?
   A: I'm an accountant.
   B: Are you from Mexico?
   A: No, I'm not. I'm from Colombia.

CD 1: 21
I'm not a teacher.
We're not from the USA.
She isn't famous.
Are you from Spain?
Yes, I am.
No, I'm not.
Is she a musician?
Yes, she is.
No, she isn't.
Are you from New York?
Yes, we are.
No, we aren't.

CD 1: 27
1- I'm sorry.
2- Did you say that again, please?
3- Could you repeat that, please?

CD 1: 29
A bag: bags
A wallet: wallets
A suitcase: suitcases
A watch: watches
A dress: dresses
A diary: diaries
A man: men
A woman: women
A child: children
A person: people
A tooth: teeth

CD 1: 33
1- What things were important in my life? Well, I've got an old car. It is not very fast, but I love it.
What else? Well, my mobile's very important to me. It is called all my friends' phone numbers on it,
my photos, music… everything. I haven't got a laptop, but I've got an
old computer. That's important to me for school. And I've got a big T.V in my room. That's very important because I love football.

2- What's important to me? I've got this very expensive watch. It's from Ben, my husband, and I love it. And my diary …that's important to me, too. Ben hasn't got a diary ; he's got everything on his mobile these days. And my new bicycle is important to me because we haven't got a car. What else?? Well, we've got beautiful cat, Lilly. She's very important.

CD1: 34
I've got an old car.
You've got a new mobile.
He's got a big T.V.
She's got a new bicycle.
We've got a beautiful cat.
They've got an old DVD player.
I haven't got a laptop.
We haven't got a car.
He hasn't got a diary.

CD1: 36
A: Have you got a camera?
B: Yes I have.
A: No I haven't. Has he got a DVD player?
B: Yes, he has.
A: No, he hasn't. Have they got any cheap TVs?
B: Yes, they have.
A: No, they haven't. What have you got in your bag?

CD1: 37
We are a typical British family. I think. My husband's name is Nick. And we've got two children; a boy and a girl. Our son's name is Robbie and Florence is our daughter. She's just a baby. And my parents, well, Ben is my father and Marie is my mother. I've got one brother. His name's Greg and one sister, Jill.

CD1: 38
Alan's – Pam is Alan's aunt.
Martina's – Greg is Martina's husband
Florence's – Robbie is Florence's brother
Ben's – Mary is Ben's wife
Ben and Mary's – Florence is Ben and Mary's granddaughter.

CD1: 39
Jill: Luke, come and look at these photos of my family.
Luke: OK.
J: This is my sister, Pam, and her husband, Nick.
L: Pam's an English teacher, isn't she?
J: that's right.
L: What about Nick?
J: He's a doctor.
L: Oh, right. How many children have they got?
J: Two, a son and a girl. Look, here is a photo of them.
L: Mmm. How old are they?
J: Er, Robbie is six and Florence is about ten months old.
L: They're beautiful.

CD 1: 40/ 41
1-A: What time is it?
   B: It's one o'clock.
2-A: What's the time, please?
   B: It's about half past seven.
3-A: Excuse me, have you got the time, please?
   B: Yes, it's four-fifteen.
   A: Thanks a lot.

CD1: 46
Can I have two tickets for the brothers, please?
Two tickets for a new day, please.
One's adult and one's a child.
How much is that?
How much is the tickets?
What time is the film?
Right, thanks a lot.
Thank you very much.

CD1: 47
Nick: Where is my suitcase?
Pam: Here it is. Behind the sofa.
N: and have you got my keys?
P: No Nick. Of course I haven't. There're on the desk by the computer.
N: Ok, thanks. And where's my mobile?
P: Oh, I don't know. Look there it is under my coat. There on the sofa.
N: Thanks.
Robbie: Mum, where're my new shoes?
P: They're under the chair by the window.
R: And where's my bag?
P: Oh Robbie. It's by the door where it always is.
R: Thanks mum.
N: Right. Are you ready Robbie?
R: yes.
P: Have you got your school books?
R: Yes, they're in my bag, look.
N: Oh no, where's my passport?
P: It's on the table by the window. In front of the plant.
N: Oh yes, thanks.
P: Bye, love see you on Sunday.
N: Bye.
P: Right….mm….where's the baby?

CD1: 51
A: I get up at four thirty in the morning.
B: you get up very early.
A: we start work at about seven.
B: They have an hour for lunch.

CD1: 52
1-Where do you live?
2- Where do you work?
3-What time do you get up?
4-When do you start work or classes?
5-What time do you get home?
6-When do you have dinner?

3B: quick review
1-What time do you get up on Sunday?
    I get up at eight o'clock.
2-What do you usually do in the morning on Sunday?
    I usually do sport.
3- Do you go out with your friends?
    Yes, I do. We usually go to the cinema.

CD1: 53
Freddie: Hello Jeanette!
Jeanette: Oh, hello a….
Freddie: Freddie. Freddie Roberts.
Jeanette: you don't work in this office, do you?
Freddie: No, I work in a chemistry office.
Jeanette: Oh, yes of course.
Freddie: Good party, isn't it?
Jeanette: Yes, it is nice.
Freddie: Jeanette, do you go out after work on Fridays maybe.
Jeanette: No, I don't. Sorry, I am always very tired so I just go home.
Freddie: Right, what do you do in evenings.
Jeanette: I have dinner and watch T.V.
Freddie: Do you go to the cinema?
Jeanette: No, I don't. But I watch a lot of DVDs.
Freddie: Yes, me too.

CD1: 56
1-A: Do you go out a lot in the week?
B: Yes, we do.
2-A: Do you visit your parents at the weekend?
B: Yes, I do.
3-A: Do you go to concerts at the weekend?
B: No, we don't.
4-A: Do you go shopping on Saturdays?
B: Yes, I do.
5-A: Do your parents go out on Saturdays evenings?
B: No, they don't. They stay in and watch TV.

3C: quick review
In my free time, I listen to my favourite music, jazz.
I go shopping with my best friend Laila.
I do sport to get fit.
I never play video games because I get bored.

CD1: 57
Happy birthday
Happy new year
Congratulations
Happy anniversary

CD1: 59

CD1: 62
1-A: When do you start your English course?
   B: On September the fifth.
2-A: When’s your birthday, Sam?
   B: It's on the thirteenth of December.
   A: Oh, that's on Tuesday.
3-A: When's Mothers' Day?
   B: It's on the fourteenth of March.
   A: Oh, that's next week.
4-A: When do you start your new job?
   B: On the second of July.
5-A: Excuse me, what is the date today?
   B: It's October the thirtieth.
A: Thanks a lot.
6-A: When's Matt and Sarah's wedding anniversary?
   B: I think it is the first of February.
   A: Oh..no! that's today!

CD1: 63
Louise: Here's your tea.
Chris: Thanks a lot.
L:Chris?
C: Yes?
L: What's the date today?
C: It's the twenty-ninth. Why do you ask?
L: It's Sophie's birthday on Thursday.
C: Isn it?
L: Yes, and I haven't got a present for her.
C: Oh, have you got a card?
L: Yes, I have.
C: Oh, well that's ok, then.
L: But I want to get her a present, too. She's one of our best friends.
C: Ok then. Let's get her a present.
L: Right, what shall we get her?
C: Oh, I don't know. What about an MP3 player?
L: No, I don't think so. I think she's got one.
C: Ok then. Why don't we get her a book?
L: Maybe, but she's got lots of books.
C: Mmm. That's difficult. Isn't it?
L: Yes, it's.
C: I know. Let's get her a DVD.
L: Yes, that's a good idea. Sophie and Marcus watch a lot of DVDs.
C: And I think they've got a new TV.
L: Ok. Which DVD shall we get?
C: Let's get her a film. Then we can Watch it first.
L: Chris!

CD1: 64
A: What do we get her?
B: What about an MP3 player?
A: No, I don't think so.
B: Why don't we get her a book?
A: Maybe.
B: Let's get her a DVD.
A: Yes, that's a good idea.
Jeanette: Dominic, do you think I'm a happy person in the morning?
Dominic: Yes, sometimes. Why do you ask?
J: 'It's this questionnaire, Are you an early bird or a night owl?' I'm sometimes happy in the morning, but I don't have a lot of energy. So that's...b.
D: What are the other questions?
J: Here come and have a look. Question two, well that's easy. I hardly ever get up before nine at the weekend.
D: Yes, that's true.
J: The next question is about parties.
D: Oh, that's easy. When we go to a party, you never stay to the end.
J: Yes, that's true. I always leave early, don't I? Ok, question four, I often watch films late at night.
D: But you never see the end!
J: Yes, You're right. That's so, c.
D: What about question five? When do you see friends at the weekend?
J: Well, I usually see friends in the afternoon. Right, the last question.
D: Ah, this is a good one.
J: Yes, I'm always happy to talk to friends when they phone before eight in the morning.
D: What? That's not true! I always answer the phone.
J: Yes, you answer the phone, then I talk to my friends. So, it's a. Right, what's my score?
D: Ok, your score is...um.

4A: quick Review
Always- usually- often- sometimes- never.

CD1: 69
Polly: Well, he's very happy there. The job's great, and the hotel's very good.
And all of the people are nice. But he doesn't like the weather. It is hot and it hardly ever rains.
Lorna: What does he do in his free time?
P: Well, you know Trevor. He doesn't read a lot, but he plays video games of course!
L: Oh right.

CD1: 71
Watch: watches
Play: plays
Go: goes
Write: writes
Phone: phones
Get: gets
Finish: finishes
Have: has
Study: studies
Hello and welcome to First Date.
Tonight you choose the date for Marks kiba.
Marks's twenty years old, and he's a teacher. In his free time, he watches TV, and plays video games. He also goes to the cinema a lot, and he plays football and tennis every weekend. He loves Rock music and Chinese food. But he hates shopping for clothes. He also likes animals. He has got a dog and three cats. So, Mark who do you want to ask about first?
Mark: Ahhhh… Kim, please. Ok, remember you can only ask six questions.

What would you like to drink?
Would you like a dessert?
Would you like tea or coffee?
Would you like anything else?

Would you like to water now?
I'd like a bucket of mineral water, please?
Can we have a bell, please?

Chef: Morning Dylan, good weekend?
Dylan: Yes, thank you, and you?
C: Yes, thanks. So what new nationalities have we got in school this week?
D: New nationalities! Er, we've got Japanese, er French and Turkish.
C: Ok, let's write the new breakfast menus.
D: Yes chef. So what do the Japanese have?
C: Well, they usually have rice and fish and soup, and they drink green tea.
D: Rice…fish…soup…and green tea.
   And the French?
C: They have a croissant, or toast and jam. Oh, and they usually have coffee with milk.
D: Croissant … toast … jam … coffee …
That's easy. And what about the Turkish Students? What do they have for breakfast?
C: Well, they usually have big breakfasts.
    They have bread, cheese, eggs, olives, tomatoes, and tea.
D: Wow, that's a lot! And to drink?
C: They usually drink tea.
D: Ok, that's bread, cheese, eggs, olives, tomatoes, and tea.
C: That's right. Ok, Dylan, it's time to start cooking.
D: Actually, it's time for my coffee break!

CD1: 81
1- Shopping-finish- Turkish-
2- cheap- watch- children
3- Germany – Japan- sausages


ركزت هذه الدراسة على استخدام الإملاء لتطوير مهارات الاستماع للمبتدئين في المعهد العالي للغات في جامعة دمشق – متعلم اللغة الانكليزية لغة أجنبية. وسعت هذه الدراسة لإيجاد أبرز الصعوبات التي يواجهها متعلم اللغة الانكليزية لغة أجنبية في المعهد العالي للغات سواء كانت هذه المشكلات مرتبطة بالمستمع أو بالمحادث أو بالظروف المادية أو بالميزات اللغوية والمحتوى. وقد قامت بالإضافة إلى ذلك بفحص الطرق التي يتبناها معلمي اللغة الانكليزية – لغة أجنبية - في تعليم مهارة الاستماع. وتحقت هذه الدراسة أيضا من أثر استخدام الإملاء على مهارة الاستماع في اللغة الانكليزية – لغة أجنبية. وعلاوة على ذلك كشفت أكثر أنواع الإملاء تأثيراً على مهارة الاستماع، من بين الأنواع الأربعة التي نتم مناقشتها في هذه الدراسة (الإملاء التصويرية والإملاء الجزئية وأسلوب الإملاء الإنشائي (dictogloss) والإملاء التقليدية).

لقد تم توظيف ثلاث أدوات في هذه الدراسة للإجابة على الأسئلة الأربعة للبحث: استبيان، مشاهدات صفية، و اختبارات لمهارة الاستماع ما قبل وما بعد التطبيق حيث تم اختيار مجموعتين منجينتين من المستويات التمهيدية لمتعلم اللغة الانكليزية لغة أجنبية. إحدى هذه المجموعات تم اختيارها كمجموعة الشاهدة والتي بلغ عدد الطلاب فيها خمسة وثلاثون طالباً وطالبة، بينما كانت المجموعة الأخرى هي المجموعة التجريبية والتي بلغ عدد الطلاب فيها ثمانية وثلاثون طالباً وطالبة. أجريت كلا المجموعتين اختباراً لمهارة الاستماع – اختبار ما قبل التطبيق. ولمدة دورة واحدة مولدة من خمس عشرة جلسة، أخذ طلاب مجموعة الشاهدة تمارين الاستماع الموجودة في كتابهم. من الناحية الأخرى، أخذ طلاب المجموعة التجريبية تمارين الاستماع من خلال استخدام الإملاء. وتمتلك المرحلة التطبيقية أربعين تدريباً لمهارة الاستماع، وكانت كل عشرة تدريباً مخصصة لنوع من أنواع الإملاء. وفي نهاية الدورة تم اختبار كفاءة مهارة الاستماع لكل المجموعتين – اختبار ما بعد التطبيق - من خلال استخدام اختبار الاستماع ذاته والذي تم استخدامه كاختبار ما قبل التطبيق.

كشفت نتائج اختبار ما بعد التطبيق أن الإملاء تأثيراً كبيراً على كفاءة مهارة الاستماع للطلاب في المجموعة التجريبية، وأظهرت هذه الدراسة أيضاً أن الإملاء الجزئي و الإملاء التقليدي أكثر أنواع الإملاء فعالية في تدريس مهارة الاستماع.
دراسة استخدام الإملاء لتطوير مهارات الاستماع في المعهد العالي للغات للمبتدئين  
لمتعلمي اللغة الإنجليزية كلغة أجنبية

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تقديم الباحثة

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