

**An- Najah National University**  
**Faculty of Graduate Studies**  
**Teaching Methods Department**

**The Effect of Listening Skill on  
Improving English Grade Students'  
Written Performance**

**Master Thesis**

**Submitted by**

**Amineh Rasheed Mohammad Hamid**

**Supervised by**

**Dr. Fawaz Aqel**

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# ***The Effect of Listening Skill on Improving Eighth Grade Students' Written Performance***

***Submitted by  
Amineh Rasheed Mohammad Hamid***

**This thesis was defended successfully on Mar 8,8, 2001 and approved  
by:-**


## ***Committee Members***

**1- Dr. Fawaz Aql**

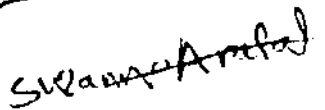
**2- Dr. Hanna Tusheyeh**

**3- Dr. Susan Arafat**

## ***Signature***

**Chairman** 

**External Examiner** 

**Internal Examiner** 

# Dedication

To my mother, who is so proud of my ongoing education, and whose continuous love and support have allowed me to reach my goals in life.

To every faithful teacher who works hard for the prosperity of this world.

# **Acknowledgment**

My deepest gratitude is extended to my supervisor, Dr. **Fawaz Aqel**, for his guidance and assistance in helping me complete this study, and whose support, knowledge and experience made this study possible. The researcher would also like to thank Dr. **Abdul-Nasser Qaddomi** for his help in the statistical analysis of this research. Thanks are also due to the members of the jury, Dr. **Hanna Tusheyeh** and Dr **Susan Arafat** for their valuable and constructive comments.

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**Amineh Hamid**  
**Nablus 2001**

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# ***ABSTRACT***

## ***The Effect of Listening Skill On Improving Eighth Grade Students' Written Performance***

***Amineh Rasheed Mohammed Hamid***

***Supervised By***

***Dr. Fawaz Aqel***

The main purpose of this study was to investigate the effect of listening comprehension on eighth grade students' performance in writing.

This study attempted to answer the following questions:

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- What is the effect of listening skill on the written performance of eighth grade pupils?
- Is there any significant difference in the effect of listening on the written performance of eighth grade pupils due to dictation?
- Is there any significant difference in the effect of listening on the written performance of eighth grade pupils due to sounds?
- Is there any significant difference in the effect of listening on the written performance of eighth grade pupils due to composition?

In an attempt to answer the research questions of this study, the researcher conducted a (ten) week experimental investigation with a sample of 112 eighth grade students belonging to four government schools in Qalqilia district: Kufur Laqif Primary School, Habla Secondary School for Boys, Kufur Thulth Secondary School for Boy, and

Saniria Secondary School for Boys. The students of the sample were randomly divided into two treatment groups, an experimental group with 45 students (11 females and 34 boys), and a control group with a total of 67 students (all were boys).

Two pretests administered revealed that the two groups were equivalent in listening comprehension achievement.

Then , both groups were taught by the English teachers the listening comprehension passages included in the second semester of the eighth grade syllabus of English by using two different methods of instruction. The experimental group was taught by the use of the communicative method of instruction , whereas the control group was taught by the use of the traditional method of instruction. Two classroom periods, 45 minutes each, for 10 weeks were allotted for each class during the second semester of the scholastic year 2000/2001.

At the end o the 10-week treatment period, the subjects of the study were assessed by using a post listening comprehension test developed by the researcher to measure the pupils' performance in writing. The results were analyzed using paired T-test, independent T- test, and Pearson Correlation Coefficient (P.C.C.).

The results showed that listening did improve the pupils' performance in writing.

In the light of these results, it is recommended that teachers be acquainted with all the new developments in the field of teaching listening comprehension texts. Teacher training sessions should be held for teachers to introduce them to the most recent technigues used in teaching students how to listen. Another important recommendation is to

provide teachers of English, regularly, with printed materials which display techniques and teaching strategies used in teaching English as a second/ foreign language.

Lastly, the researcher recommends that further research to investigate the effect of listening on the oral performance.

# *Chapter One*

## *Introduction*

Language skills should not be isolated. Listening comprehension activities should spring naturally from or provide material for oral practice or reading; they can also provide a stimulus for writing activities. When we actually use language, we seldom use one separate skill. We may only do this when we are watching TV or listening to the radio.

Tiedt and Tiedt (1978: 204) pointed out that listening has not been completely made use of as a means of learning. Listening can be used for all age levels and for all subjects. Russell and Russell (1963:15) indicated that children enter school with auditing abilities, and they are more capable for listening than for reading.

Petty and Jensen (1980: 180) maintained that listening ability, which young children have is viewed as the basis for teaching. (pp. 189-190). Listening skills are teachable, and the results can be measured. Children must learn that listening, which is skillful, is essential at home and in school. They must learn that listening is essential to adults in life activities. Furth and Wachs (1974), in Petty and Jensen (1980: 229); found that children had to learn thinking with their ears. The power of ear as means of learning is limited. The input goes out of hearing quickly, the ears can't move like eyes. Dodds and College (1997: 141) stated that learners should develop writing proficiency. Boyd (1970: 75-76) found that "only in recent years has listening come into its own as all pervasive element in daily living and as a medium of communication which requires instruction." Recently there has been an emphasis on listening as

device for teaching. But the effect of listening on learning is well-recorded. Schools are changing. They are using listening to strengthen and support the educational experiences. Cunningsworth (1984:45) noted that people almost certainly listen more than they do anything else. It is unfortunate that activities of listening are often under represented. Listening is something that completes conversation. We should practice it much. Goh (1997: 361) noted the process of listening and the way learners learn it are not much understood unlike other language skills. Petty and Jensen (1980: 189) believed more and more teachers know that there is a need to teach listening, but too few know how to teach it, too few benefit from every day opportunities for teaching it. Rivers (1981: 151) remarked that one doesn't take part in and enjoy community life and thought when he is unable to understand advertisements, broadcasts, plays, films, and lectures. Listening is frequently ignored. (P. 180) Auditory comprehension is an important factor of an act of communication which has been neglected. Greene and Petty (1971: 178) stated that now listening is recognized as an essential part in the curriculum and it needs teaching. Castillo and Hillman (1995: 30) argued that considering one's experience when writing should help learners view their feelings and visions as valuable. Hadley (1993: 195) stated that we shouldn't let listening comprehension develop naturally. Comprehension processes have to be actively taught if learners are to obtain high levels of proficiency.

Trump and Miller (1979: 381) indicated that using the technical device in teaching settings, which are feasible, effective and economical, is one of the important arguments against the conventional classes with teacher and students. Clark and Linden (1997: 21) believed there are models of aural perception of language like Watson and Smelzten's (1984). The models deal with the bottom-up aural processing, which is

receiving particular sound input but top-down processing, is about using cognitive ability to comprehend language. Boyd (1970: 76) found that nearly all research on listening had been performed during the last two decades. Therefore one can say that interest in listening is relatively very new. Goh (1997: 365-366) stated there are strategies for developing listening speaking with competent speakers, listening to all types of materials, improving lexicon, developing particular listening skills, listening to different kinds of input, knowing how to pronounce words, listening to enjoyable and interesting texts. Learners used top-down and bottom-up learning processing strategies.

The top –down strategies need the use of one’s knowledge and experience to increase comprehension. The bottom-up strategies need the analysis of words and sentence structures. There are strategies which increase comprehension: using visual elements, using the content, neglecting uncommon words, taking notes, identifying markers in the text, infer meaning of words, and imagining the subject. Rivers (1981: 151) found problems related to listening comprehension. Words and sentences are quick –moving; they are of immaterial nature, and there are complex ways to process what we listen to.

Goh (1997: 361) said that there are problems while listening like: one can’t identify important information, knows meanings of single words, but doesn’t understand the general meaning. One doesn’t understand the following part when he tries to understand words, forgets words and phrases, can’t divide what they hear into words and parts of sentences, doesn’t differentiate between words which have similar meaning. James (1986), in Clark and Linden (1997:21), asked how one presents the text, and how learners’ experience affect second language listening comprehension. Greene and Petty (1971: 155) stated that there are elements which affect listening. These elements are attention,

concentration, means for recognizing sounds and knowing their meanings, and the speed of presentation. Goh (1997: 365) remarked that these factors influence listening comprehension: kinds of input, suitable and unsuitable times for listening, interest and aim of listening, factors like anxiety, length of sentences and their structure. Boyd (1970: 76) revealed that poor listening resulted from physical, psychological and pedagogical reasons. Some of the physical reasons are losing heading, paying attention to text for a short time and becoming tired. Pedagogical reasons are not like having enough experience and practice. Sometimes children don't listen because they are confused. Accurate listening is needed because students remember parts or summarise the message.

Wilkinson, Stratta, and Dudley (1974: 63-65) found that there were reasons for poor listening; when we listen for a long time, our listening becomes poor. Knowing some features of language and how language works is useful in developing listening ability. Goh (1997: 361) remarked that there are obstacles to listening comprehension like not having enough vocabulary, certain kinds of accent, idioms, and memory which is not effective.

All listening materials should be authentic. Listening to materials which are not authentic is a waste of time and effort and can result in confusion when students listen to natural speech (Rivers, 1968: 148-149). Ur (1984), in Clark and Linden (1997: 21), suggested that in listening situations from real life there are cues of environment which offer more information. Geddes and White (1978), in Hadley (1993: 174), maintained that using authentic materials in language teaching shows that there is more interest in recent years in language communicative functions. Authentic materials and the development of cultural understanding are important. (Schmidt-Rinehart, 1997: 201-202).

Language it should usually be heard from native speakers. (Rivers: 1981: 167).

Effective listening needs attention that is active and conscious to sound. So students get meaning from sounds. Students must show their reaction to texts. Interest in texts results in effective listening (Petty and Jensen, 1980: 181-182). Attention and concentration may affect largely effective listening. The listener's skill generally influences effective listening. Essential listening skills have to be identified, developed, and practiced so that effective listening can occur (pp. 185-187). The researcher thinks that children listen effectively if the presentation is good and suitable for their abilities and experiences. When the students know the purpose of listening, they can listen more effectively. Ur (1984), in Clark and Linnden (1997: 21), believed that a learner doesn't have to understand all words to comprehend the message. Leaving unnecessary elements means that learners are effective listeners.

Kelly (1991) in this context stated that being able to distinguish words is not very useful (Hadley, 1993: 83). The good listener begins listening from the beginning because the main idea might appear in the first few sentences. To encourage the child become a creative listener, experience in creative activities like writing stories, poems, hearing poetry, expressing thoughts in various ways, is needed (Boyd, 1970: 81-82).

Listening comprehension should be tested (Rivers, 1968: 148). Tests are recorded on tape (Tiedt & Tiedt, 1978: 200). Tests are valuable since students become aware of features and functions of the language they hear (Wilkinson, Stratt'a & Dadley: 65). One cannot take second language testing into account without considering the process of teaching and learning. Effective measurement and effective teaching have been

hindered by the isolation of evaluation from language learning and teaching (Woodford, 1980: 96). Teaching is not complete until learners have shown real proof of using new ideas in observable ways (Wittich & Schuller, 1973: 485). Teachers should be testing learning by listening; listening should be included (Rivers, 1981: 166).

Early feeling of achievement provides students with motivation (P. 180). The teacher measure the listening abilities and determines levels of achievement (Greene & Petty, 1971: 178). Teachers should specify listening behaviours which children should show (Petty & Jensen, 1980: 203). By 1969- 70 college Board foreign language tests started to show the value of listening by having listening comprehension tests first in their supplementary testing program and afterwards in the systematic admission to testing program (Woodford, 1980: 96).

When assessing second language comprehension, the length of tasks must be conversational, and there must be a context (Clark & Linden, 1997: 21). Tasks have a purpose and develop competence in certain abilities of listening (Richards, 1983: 228). Some tasks need general comprehension and some need partial comprehension (P. 234).

Every day we deal with audiovisual material. There are educational media which result in effective learning situations (Hadley, 1993: 205-206). In less than forty years, telephone, tape recorders, TV, films and radio have restored the importance of the ear (Boyd, 1970: 75). Electronic media are useful since they help learners understand and remember ideas, take part in dynamic discussions, and improve problem – solving skills (Clovis, 1997: 38). The media have a purpose liked entertaining, giving information, persuading, and providing propaganda. Media have point of view (Mc Brien, 1999: 76-77). They can be used to strengthen effective learning and teaching. They can also help develop learning environment

which encourage project-oriented learning and discovering. Media help students deal with learning groups like partner classes, with people like parents and with institutions like libraries (Gutersloh, 1995: 117-118). The researcher believes that teachers use technical devices when they can present things better than the teacher can, or when they complement what the teacher presents, or when they save time and energy for teachers.

Radio is used for teaching. It is an approach of listening to learning (Boyd, 1970: 213). There are types of input which are beneficial since they develop listening comprehension: news broadcasts because they are continuous and are repeated; songs since they are interesting and one feels comfortable, BBC world service of radio programs since there are various programs, language learning programs which give information (Goh, 1997: 365). All radio listening should be supported by follow-up activities (Billows, 1970: 51). There are radio programs which are suitable for all classroom situations or age groups. (Thomas, 1982: 22).

TV program recordings allow students to practice listening to particular language styles (Petty & Jensen, 1980: 197). Teacher knows suitable TV programs and advises students to watch them. He can guide and direct students' watching of TV (Fox & Allen, 1983: 494).

Complex skills and factual information, and motor- perceptual skills can be taught by using films. Films stimulate emotions and appeals to senses. (Woodbury, 1980: 200). Adolescents and adults learn language better when films are used. Movies provide learners with a learning experience which is the richest and most motivating (Gareis, 1997: 20). Film is used and learners have to write creatively and communicatively (Dodds & College, 1997: 142). Educators agree that listening to good

films or readers results in literary appreciation. Listening creatively leads to retelling imaginatively what one sees, pleasant sounds, and the movement present in what he is listening to (Boyd, 1970: 82).

Students need to use some kind of technology like video and audio equipment to show proficiency in modern devices. Using technology devices and presenting information in an organized way enable learners to be information literate (Grady, 1999: 62). Watching video can help learners comprehend what they hear and develop vocabulary (Markham, 2000: 321). Videotaped materials provide a context in which language is presented and practiced. (Cunningsworth, 1984: 52). Kelly (1991), in (Clark & Linden, 1997: 21), thinks that developing conversational and academic language in English is important for showing high levels of school achievement. The video is especially effective since it tests comprehension of conversational language and abstract academic language Stempleski (1990), in (Clark & Linden, 1997: 21), demonstrated that authentic language and culture are offered by video. Ladau – Harjulinn (1990) in the same context (pp. 21-22) mentioned that video is useful because the topic, the setting, social roles, moods, and attitudes of those participating are there on the screen. Learners watch video and focus on what is said, content, and gestures or facial expressions or other similar things. Ferngully, the film, has rich information, content and visual elements. These things make language comprehension easier. Hadley (1993: 182) supported that learners' watch video but stressed the need for follow-up tasks. Dodds and College (1997:144-146) pointed out that video films let students face challenge related to listening comprehension. These films are not very difficult. Learners can comprehend the content. Students' affective and cognitive needs are met. "They find that the film classes represent a refreshing change from

traditional classroom teaching". Films offer powerful context for writing. Hadley (1997: 28) revealed that using videotapes which refer to culture in ESL lesson enables teachers to have authentic materials in classroom. Chung (2000: 301-302) noted that video improved developing listening skills. Clovis (1997: 38-40) noticed that research has found that using video and TV device for learning is effective. TV and video can be used interactively with learners to interpret, reinforce, provide with motivation and learn various learning styles.

They enhanced learner participation, achievement, and interest in different curriculum parts.

Listening to music results in writing creatively. Learners enjoy listening to music. Learners listen to music and produce science fiction (Norton, 1977: 133). Creative writing can build skills of writing, help students express themselves, and provide them with confidence. It promotes self-esteem and creates communication between students and teachers. It is useful for all levels of students.

Tape recorders also allow teachers to use programs when they need. Assignments should fulfil objectives. (Boyd, 1970: 213). Tape recorders create good habits of listening. Children are watchful and attentive self-teaching and. They develop self-testing habits (P. 60). "Taping has two advantages: first, it doesn't encourage the students to ask that directions be repeated before they have been completely given; and, second, taping reduces excessive teacher talk" (Norton, 1977: 119). An audiotape provides an aural input, but a videotape material provides a visual and aural input, and listeners benefit from gestures and facial expressions of speakers. (Cunnings worth, 1984: 52). Tapes should be available to be used (Wilkinson, Stratta and Dndley, 1974:70). Records and tapes are tools for making available, in the classroom, perfectly

spoken language (Boyd, 1970: 215). Students listen to records of plays, stories, and poetry. They enjoy listening to them. So they get involved and they understand (Tiedt & Tiedt: 208).

Hadley (1993: 193) found that dictation was useful. It provided contexts for natural language. There are structure and vocabulary. Boyd (1970: 60) showed that dictation loads are lessened when tapes and records are used. Rivers (1968: 153) recommended out that students take dictation. They write a passage of cultural interest. Natalicio (1979: 165) believed that dictation tasks required reproduction of what was said sincerely without making changes. (P.167) Dictation could develop writing skills. Valette (1967), in Natalicio (1979: 167), thought that nearly all language teachers used ictation. Pappas (1977)in this connection revealed that when taking dictation' students are trained on spelling and punctuation and dictation developed listening comprehension. Teachers have used dictation in language teaching to develop higher level writing skills like organization and style of sentences and paragraphs. (P. 169). Taking dictation doesn't mean one is copying down words. In fact, there is an active and complicated process of analysis-by synthesis.

Hawkins (1981: 229) revealed that listening games are important. The objective of listening games is to have listening for meaning. Furth and Wachs (1974), in Hawkins (1981: 231), remarked that listening games are intended to develop ability to concentrate on what students hear and extract information from it.

Storytelling also improves listening (Boyd, 1970: 213). Children like to listen to and to tell stories, but we rarely think about the reason

why they do that. "My own theory is that story telling is a child's way of thinking about nameless inner things" (Moffett, 1968: 117). Students listen to recorded stories on tape. They listen to stories and they enjoy there (Tiedt & Tiedt, 1978:202).

That teacher can encourage students to listen to literary extracts, plays, poems, lectures, news bulletins, discussions, and songs for enjoyment. He should practice listening to regional accents and to all kinds of voices (Rivers, 1968: 150). Today every one knows that students face problems related to their spelling. Problems of spelling are caused by pupils' personal weakness, absence of interest, wrong pronunciation, lack of accurate hearing, and weak handwriting. The major reason why pupils find it difficult to spell correctly is the irregular spelling in English. Many words have silent letters, and there are homonyms (Boyd, 1970: 64).

### ***Research Problem:***

Listening has not been fully utilized as a means of learning. The listening skill is treated marginally in the teaching learning.

Students in governmental schools show weakness when listening to a native speaker's speech or what is said to them outside the classroom since they are not able to follow what they hear bearing in mind that the written performance shows accurate hearing and correct understanding.

### ***Purposes of the Study:***

1- This study aims at dealing with the effect of listening on the written performance of students in Qalqilia District. Listening improves the

writing abilities in foreign language classrooms. It measures this effect by considering dictation, sounds, structure, and composition.

- 2- The study intends to indicate that listening affects performance in writing. Students' ability to write is made better by listening. One finds he forgets many things if he doesn't note something down. This serves as a description of what one listens to. Efforts to improve listening are there.
- 3- The study intends to indicate that there is a need for practice. When students hear more and more, they recognize the necessary element which helps them get the message. Using aids like video or radio leads to acquisition of language. Writing enables learners to have contact with a language. It shows evidence of developing language. Training ear systematically and thoroughly is the best way of letting the mind understand what is heard. Listening produces better writing abilities.

## *Research Questions*

The questions that were addressed by this study were:

- 1- What is the effect of listening on the written performance of eighth grade pupils?
- 2- Is there any significant difference in the effect of listening on the written performance of eighth grade pupils due to dictation?
- 3- Is there any significant difference in the effect of listening on the written performance of eighth grade pupils due to sounds?
- 4- Is there any significant difference in the effect of listening on the written performance of eighth grade pupils due to structure?
- 5- Is there any significant difference in the effect of listening on the written performance of eighth grade pupils due to composition?

## ***Research Hypotheses***

In order to answer the questions of the present study, these questions were changed into the following null hypotheses:

- 1- There is no significant difference at ( $\alpha = 0.05$ ) in the students' performance between pretest and posttest for the control group.
- 2- There is no significant difference at ( $\alpha = 0.05$ ) in the students' performance between pretest and posttest for the experimental group.
- 3- There is no significant difference at ( $\alpha = 0.05$ ) in the students' performance on the posttest between experimental and control groups.

## ***Significance of the Study:***

Despite the fact that the listening skill is an essential part of school learning and teaching testing, it is not included in examinations. This study may reveal some important sides of listening. It will show the effect of listening on students' written performance and how much it improves their writing abilities.

Listening helps students express themselves in writing. It helps them write language fluently. It is an essential tool of expressing oneself in writing. So, it makes the learning of language easier. Students, teachers, the minister of Education, and curriculum designers will benefit from the study because they will consider listening as a means of improving written performance.

## *Limitations of the Study*

This study was limited to eighth grade pupils in public schools in Qalqilia district during the second semester of the year 2000/2001..

## *Definition of Terms*

### *Auditory Comprehension:*

Ac means searching for meaning from one's listening experience. A listener may listen for facts or for literal comprehension, or he may think beyond listening. So a listener has skills like categorization of information, classification, indexing, comparison, definition, prediction, application, identifying relationship between cause and effect, critical evaluation, appreciation, and creative problem solving (Norton, 1977: 97).

### *Spelling:*

It is naming or printing or writing in the correct order the letters of a word. One has to reproduce accurately or remember the correct order of letters of a word. One has the correct order. Spell comes from spellian the ancient word. Spell meant to tell which meant to convey meaning. Today spell means to name, write, or give the letters of words, to form a syllable, a word etc. (Boyd, 1970: 57).

### *Authentic materials:*

Language samples, either oral or written, that reflect a naturalness of form, and an appropriateness of cultural and situational context that

would be found in the language as used by native speakers (Hadley, 1993: 173).

***Performance:***

“Actual use of language in real situations” (Crystal, 1997: 413).

***Listening:***

“Listening is a language that actually begins prior to birth and continues to be an important, interactive process throughout life”. It is a method by which people try to get meaning from the world around them. Listening is an aural tool for developing comprehension since it lets us hear and explain sounds in the environment. “Listening is a process that organises what is heard and establishes those corresponding verbal units to which meaning can be applied” (Farris, 1993: 154).

***Summary:***

Listening is important. It strengthens the educational experiences. It needs teaching. Using the technical devices is one of the important arguments against the conventional classes. Listening comprehension should be tested. The researcher presents in this chapter the research problem and purposes, significance of the study, research questions, research hypothesis, limitations of the study, and definition of terms.

## *Chapter two*

### *Review of the Related Literature*

This chapter presents the most recent views related to listening which is gaining favor the researcher in this chapter. Specifically speaking, this chapter discusses topics on listening is really essential and several relevant studies.

#### *The Importance of Listening:*

Girant (1982: 259) maintained that audio teaching plays an integral part in ESL programs. Wilkinson, Stratta and Daelley (1974: 76) stated that in the past there was a concentration on grammar. Students were not encouraged to produce language. There has been no interest in language and its uses. Marland (1979: 169) argued that listening would still be significant in adult jobs. In schools, using listening has to gain attention, and improved listening ability has to be promoted. Byrne (1976: 8) revealed that comprehending what one listens can't be simply neglected to take care of itself. The results of ignoring listening skill are noticed outside the classroom when learners don't understand what is said to them. Farris (1993: 25-26) mentioned that listening is often an ignored skill. Teachers don't pay attention to listening as they do to language arts. Through listening children develop lexicon, and learn sentence patterns. These are important for developing writing skills. Petty (1976: 74) stated that now teaching listening receives much less attention that it has to. Wallace, Yoder and Hugenberg (1996: 56) pointed out that listening is an

important skill in all communication situations. Rivers (1968: 135) believed that teaching listening is basically essential if the goal of achieving communication is to be fulfilled. Norton (1977: 133) demonstrated that listening is a complex skill. Boyd (1970: 213) declared "Learning through listening is both one of the oldest and one of the newest forms of education". A purpose for listening and skills of listening are required (P. 75) "Educators agree that listening is a highly important skill. They don't agree on what listening or how skill of listening may be improved". Hansen – Krening (1979: 42) indicated that mind, imagination and ears must be involved in listening. Morrish (1977: 263-264) mentioned that more knowledge is there in the society. So school must let children get that knowledge. Some schools have extended the five days to six days during the week. Society changes and there are social needs. So education and curriculum change. Leeper, Skipper and Witherspoon (1979 :258) thought that listening is a main means of learning. Chung (2000: 295) thought that listening plays an important role in acquiring language and communication. Developing listening has been of great concern to language teachers and scholars. Tiedt and Tiedt (1978: 204) believed listening has not been completely used for learning.

Marland (1979: 169) remarked that listening was the skill least researched and least taught. Norton (1977: 94-95) declared listening is important for classroom teaching and for communication which is effective among learners and adults. Teaching listening and research in this area has received increased interest. Russell and Russell (1963: 58) believed that listening which doesn't have a purpose, isn't satisfactory. Greene and Petty (1971: 164) revealed that too few teachers knew what had to be done concerning the teaching of listening. Too few considered what had to be there other than paying attention and silence. But an ever-

increasing number of teachers know something had to be done concerning teaching listening. Gareis (1997: 20-21) demonstrated that ESL teachers need to choose texts carefully and deal with culturally complicated story factors. Teachers may not use controversial elements and choose to use materials which are not risky. They have to select suitable content and have to take into consideration the level of comfort of students. They should watch the movie first and specify the objectionable themes or factors. Objectionable parts should not be considered. The scenes which may be objectionable should be dealt with cautiously. Movies dealing with controversial matters like abortion may lead to discomfort and should be regarded carefully. Media sophistication, level of maturity, culture, and religion should be taken into account during the selection of materials. To make sure that the content is suitable and that students don't complain, teachers allow students to participate in choosing the movie. Teachers explain something to learners about unacceptable content and allow learners to choose the one they would like, to watch in the classroom. If learners in the classroom are diverse, some students may choose some assignments not all of assignments. These assignments should refer to the movie theme. There are techniques for dealing with problematic content. Scenes which deal with sex or show naked people can confuse students or contradict their religious beliefs. If all students in a class watch the scenes, the unacceptable parts may be neutralized by thoughtful classroom activities. The activities are carried out objectively and in a mature way. With advanced learners, the theoretical approach deals with all issues present in the film intellectually. In this way, the confusion is lessened or ruled out. If the scene has moral issues, there could be assignments to evaluate the issues. Petty and Jensen (1980: 189) demonstrated that using the available sources thoughtfully can solve the problem of scarcity of varied,

cohesive, and comprehensive teaching aids of listening. Mc Brien (1999: 76) found that as for schools in the United States, there has been the protectionist approach to media. Many parents agreed with this approach. If we don't allow children to see violent music, violent songs, and play video games, these messages will not affect them. These young people don't have the skills which enable them to analyse the messages and have an educated point of view. The learner who isn't affected badly by the objectionable messages is the one educated about them and can evaluate what he receives for himself.

Audiovisual materials need planning and preparation which allow the teacher to use them successfully (Grant, 1982, 247). During the 1960s there was much interest in using communication media for teaching. Many educators don't take a wide view of educational technology and view it as something threatening their authority when teaching (Rubin, 1977: 296). Media support the learning process and they encourage learning (Gutersloh, 1995: 101). Using media in teaching encourages looking for information independently (P.117). Media encourage democracy and culture (P.121). The visual image is concrete and real (Gerlach, Ely & Melnick, 1980: 324). The school can be more humane when media are used wisely (Unruh & Alexander, 1970: 155). Television, videotaping, and audio cassettes have resulted in expansion of teaching learning possibilities (Rubin, 1977: 296). Audio visual aids, like audio-recordings, video-recordings and films, when used skillfully, help secondary-school pupils pay attention to texts and improve their achievement. These aids are probably effective in higher education. These aids enrich lectures. Films, audio- and video recordings are effective since they help learners to become interested and pay attention to what is said (Brown, 1978: 49). Educational mass media add to the

collection of teaching aids. They are effective and contemporary. (Hancock, 1977: 36). Pupils enjoy using interactive media like interactive video. There are audiovisual elements and pupils get involved actively. There is engagement, and students pay attention for longer time. So it supports complex conceptual learning. Pupils are responsible for learning. They examine and find out information for themselves (Collins, Hammond & Wellington, 1997: 22). Multimedia appear to result in a more learner- centered approach in the school. Multimedia technology could be viewed as supporting various teaching and learning styles. It provides learners with independence in learning (102-103). Educational technology like television and tape-recorders cost much (Leeper, Skipper, & Witherspoon, 1979: 164). Using aids, like films reinforces learning. When using teaching aids, learners are provided with meaningful situations (El-Araby, 1974: 8-9). There are characteristics of audiovisual material: they let the learners see the relationships among ideas, incidents, and things and provide unforgettable experiences (Hadley, 1993: 206).

Listening skills which are well – developed are very necessary for success in audio teaching. Students may listen to audio texts, but they often don't comprehend them afterwards. Giving students questions to listen for certain information or asking students to develop their own questions can improve skills and understanding (Grant, 1982: 258). There are techniques to improve listening skills: have interest in the message, listen to main ideas and concepts, don't claim that you listen, listen to the whole topic before evaluation, and listen to parts which are difficult (Wallace, Yoder & Hugenberg, 1996: 62). There are guidelines for teaching listening. The first principle is related to the classroom climate. The voice of the teacher has to be relaxed, not threatening, and not quick. Facial expressions have to support what is said. The second principle is

that listening has to have purposes. The third is that activities of listening have to be related to class activities. The fourth principle is that a variety of listening experiences has to be provided. Also, changing physical arrangements may help learners learn. Individual differences have to be taken into account (Petty, 1976: 78).

Active listening is encouraged by questions which students must answer after watching the program (Grant, 1982: 249). Students can listen actively and be motivated on listening when receiving preparatory questions (258). Children have to be active listeners. So the teacher must get rid of external obstacles like noise (Farris, 1993: 27). Good listeners get ready to listen and think of what they are listening (Russell & Russell, 1963: 27). A good listener is the one who looks at the person talking, doesn't talk, and think about what he hears (Greene & Petty, 1971: 150).

The researcher thinks, when having a content which is related to students' experience, students can be motivated and involved. Language offers students motivation when it refers to the environment (Wilkinson, Stratta & Dudley: 1979: 79). Teachers should provide children with motivation, keep and polish the existing skills, solve the problem of poor habits, give meaningful practice, and ask children to evaluate texts (Petty & Jensen, 1980: 180).

As Wilkinson, Stratta and Dudley (1974: 63) said we don't listen well. Listeners shouldn't play a passive role. One listens best when he listens and performs something immediately. Activities are there like learning facts and concepts and criticising texts (Tiedt & Tiedt, 1978: 204). There are activities for intermediate grades. Pupils listen to a topic, and they write a short composition on a similar topic (Russell & Russell,

1963: 60). When using television, radio, and audio-visual aids, there are exercises which help students have a feel for language (Scott & Ytreberg, 1990: 27). Listening activities have been part of language books only since the early 1950s (Petty, 1976: 74). There are prelistening activities like foretelling content from the title, and commenting on a picture. There are listening activities like answering true /false or multiple-choice questions, filling spaces with missing words and choosing certain facts. There are post-listening activities like using the notes taken for summarising (Mc Donough & Shaw, 1994: 141-142). There are activities for the elementary level like distinguishing between sounds and short phrases, and comprehension questions. There are activities for the intermediate level like more advanced work in distinguishing between sounds and short phrases and completing sentences. There are activities for the advanced level like distinguishing between sounds which change meaning, comprehension questions, true /false questions, multiple-choice questions, and practising taking notes (Rivers, 1968: 151-154). There are listening activities like listening for details, listening for the main idea, listening to distinguish the relevant from the irrelevant, listening to follow directions, listening to draw inferences, inferring word meanings and identifying mood (Petty & Jensen, 1980: 192-194). Learners listen to literary text coupled with activities. They develop their vocabulary and word knowledge. Listening comprehension also increases (Fox & Allen, 1983: 332). Listeners have to be attentive and they have to organise the text logically. Students listen to a story on tape and write an ending. They have to be careful listeners (Tiedt & Tiedt, 1978: 202). Listening activities should have these characteristics clear purpose, considering new words and ideas at the beginning, and providing follow-up (Petty & Jensen, 1980: 192). Questions help learners to be curious, give information, and they test what learners know (Ur, 1992: 134). When

students have to take notes on what they hear, they learn to listen and produce writing. Students answer questions. So they learn to listen, recall, and organise what they have been taught (Tiedt and Tiedt, 1978: 211-212). Taking notes from the language heard is a useful writing skill. It needs much practice (Sherrington, 1975: 118). One has to make guesses and expect what he will listen to in order to write better notes (Fajardo, 1996: 23).

### *1- Television:*

Television helps students watch incidents as they really occur. It provides us with news, information, and amusement. Students must be taught to watch TV and criticize what they watch (Grant, 1982: 249). Effective teachers benefit from TV as an instructional tool. There are activities based on watching TV to develop listening skills and creative writing (Sale, 1979: 95). Television as an educator is valuable since it offers immediate events. It is important for developing sophisticated curricula in which children watch it and have critical skills (Woodbury, 1980: 179-180). The researcher thinks television influences children in the early and middle years (3-12). TV affects children in a multicultural society. They had positive attitudes toward races and cultures (Rubin, 1977:324). TV brings to students people, places and incidents that couldn't be seen in other situations. It provides students with something concrete and real. (Gerlach & Ely, 1971: 388). It provides learners with the content for writing and it stimulates writing. It has been useful in teaching at the early and advanced stages of discussing and analysing (Sherrington, 1975: 119). It helps teachers learn new techniques and ideas (Gerlach, Ely & Melnick, 1980: 368). Children and adults gain knowledge when they watch it (Leeper, Skipper & Witherspoon, 1979: 24). It is a powerful teaching aid. Through using it, the outside world is

there in the classroom and learners gain information about far places and foreign cultures. Learners can't ask TV questions. This is a weakness in itself (EL- Araby, 1974: 139). Videotapes allow learners to use programs when they are most suitable (Gerlach, Ely & Melnick, 1980: 324). Video provides learners with motivation (Clark & Linden, 1997: 21).

When finding it difficult to read a book, students could watch a film on the same topic. This would enable them to take part in discussion more successfully (Grant, 1982: 249). Learners listen to a film. After listening, they write the story of it (Tiedt & Tiedt, 1978: 209). Films can offer students quick and successful learning. There is also immediacy. They are valid. They offer original ideas and provide learners with imagination. They have permanent value (Woodbury, 1980: 200). A story of the film has a logic, and there is coherence in it (Amtzis, 1993: 28). Films are useful since students can watch them again and Brown (1978: 158). Found they enabled learners to pursue their learning. They are enthusiastic. Using film led to better achievement. Using films resulted in successful achievement by white and black learners. Films are used in the schools of U.S.A and Europe, and they are becoming accepted to a large extent. They illustrate things which words can't. Using films also enables learners to hear people speak and watch what they do. Using film increased learner interest (Wittich & Schuller, 1973: 467-469).

## ***2- Telephone:***

Telephone is beneficial. Questions should be prepared and be asked (Grant, 1982: 259). Writing activity frequently follows listening to telephone conversation. A learner may write a message (Davis & Rinvoluceri, 1992: 353). Using the telephone for teaching and learning

refers to sophisticated situation. It needs experience and expertise (Richards & Roe, 1994: 82).

### **3- Radio:**

Teacher uses news presented everyday or every week and special incidents in classrooms. Learners should listen to radio broadcasts and criticize what they listen to. Listening to TV and radio news help learners become more sophisticated (Grant, 1982: 259-260). In some countries, where there aren't many well-trained teachers the radio has been used successfully (Billows, 1970: 46). Interesting information can be collected for one's reports from TV and radio (Zeleny, 1986: 69). Learners listen to radio or watch TV and write freely or have guided writing (El- Araby, 1974: 142).

### **4- Tape recorders:**

Children listen to tapes to identify the sound-symbol relationships. They need practice. Students enjoy listening to records of plays, stories, or poetry. This will result in involving them in listening and understanding what they hear (Tiedt & Tiedt, 1978: 200). Tape recordings don't replace the teacher. They should be used when the teacher can carry out tasks by using them better than he can without using them (Boyd, 1970: 214). They are available. They record people and incidents to be used after a certain time (Gerlach & Ely, 1970: 381). The mechanical aids like the tape-recorders have increasingly been used for learning language in recent years (Billows, 1970: 46).

Through listening to music, rhymes and limericks, children know the beautiful sounds in language. Rhyming elements in nursery rhymes, jingles, stories, and words help learners develop aural distinction, and

they become aware of the pleasant sounds (Norton, 1977: 114). Music can help learners learn (Boyd, 1970:79).

Lebauer (1984), in Nattinger (1992: 131-132), showed that in advanced listening comprehension and note taking classes, many students failed comprehend the points in lectures. Students were surprised to know that they could not obtain a passing mark. They didn't follow the information and lost direction of the lecture. They failed also to differentiate important points from less important points.

Dictations and semi – dictations are used when listening to telephone texts. Learners handle shortened and distorted sounds of one's voice (Davis & Rinvolucric, 1992: 29). Short dictations are taken at the beginning of discussions or lessons so that students can be prepared. Taking Single dictations help students handle vocabulary and serves as exercises of revision and reinforcement (pp. 34-35). Dictation for young learners shouldn't be long and it should have a purpose. Gap-filling exercises need understanding. Learners can write vocabulary items in the blanks (Scott & Ytreberg, 1990: 27).

### ***Relevant Studies***

Although various studies have emphasized the importance of listening as a means of improving writing, this classroom practice has been discouraged and neglected in second foreign language learning situations. Houston (1997) conducted a study in which she showed that she remembered the power of story in her writing, in her teaching, and in her own life. She taught elementary grades, junior high grades, high grades and university students. She concluded that listening to stories was

an important teaching tool. Stories, especially those speaking about one's family, have the same power for young learners and may be for all people.

Stories about families provide learners with motivation for learning. University students' writing in critical papers for literature became better. Houston found that family stories helped students learn the skills which are important to succeed in the writing exam. Students found their writing has become richer. In-service teachers wrote family stories. They liked them and they showed enthusiasm. Students who wrote family stories saw themselves as successful learners. The students' writing improved; they showed success.

Hafernik and Surguine (1979) examined the pedagogical reasons for using radio commercials in ESL listening classes. They found that radio commercials could be applied to levels from low- intermediate to advanced. Students are very interested. If students become more self-confident, because of listening to the commercials in class, they might be more prepared for English outside the classroom. They enjoy the advertisements. There are different types of written exercises included in the study. Hafernik and Surguine have found the using of the commercials to be an exciting, useful pedagogical tool for teaching listening. They contained common language.

In their study, Molen and Voort (1998) examined the recall of television and print news. There held a comparison between children's recall of news stories which were presented via television and those which were presented via print. The sample consisted of 144 fourth and sixth graders. Molen and Voort felt that TV might offer chances of enhancing learning. Five primary schools in Leiden, the Netherlands,

took part in the study. The children watched the televised news stories for 11 minutes. In the print conditions, the average reading time was about 12 minutes. A paper – and pencil test was used to measure memory for the stories. A2 (Grade 4vs. Grade6)X 2(Less V.S More proficient Readers)X4 (Television VS. Transcript VS. Newspaper Versions 1 and 2) design was employed. The results showed that the televised news stories were recalled better than the transcripts and better than the two newspaper versions. The recall of TV stories was most obvious for verbal information with pictures. Fourth graders remembered less information than the six graders.

Annis (1981) conducted a study on college students. Some 100 college students participated in the study at a midwestern university. A group of students took their own notes; they took personal notes. A group received partial notes from the instructor. The examination had multiple-choice questions and essay questions. A group of students received full notes from the instructor. The results showed that the types of notes taken by students had a significant effect on achievement. The encoding of the material was important. The results suggested that the higher essay scores resulted from encoding the material personally. Students who took partial or personal notes scored higher on the multiple-choice and essay exams than students who received the full notes. The show that learning from lectures could be more efficient when using partial or personal notes.

Robin, Foxx, Martello, and Archable (1977) developed a program of note-taking; college students would write the most important points from lectures. The accuracy of the students' notes was evaluated. The control group didn't receive the note-taking training program. An achievement test was conducted to measure how much knowledge the

students had acquired. There were 30 multiple-choice items in the test. The results revealed that there was an increase in the percent of the important points in the students' notes in the experimental groups. There was a decrease in the important points in the control group. There was a highly significant difference in the percentage of important points in the notes taken by students in the experimental groups. This improvement means that the note-taking training program was a success.

Fisher (1999) conducted a study in which students listened to a story. They were asked to write words describing the character. They watched a video about the topic; they watched the movie of the story and wrote a letter. They wrote about the character and the events in the story. They were asked to write an essay on story question. Then wrote a story. Achievement and understanding had improved. Videos affected comprehension positively. Children were curious and interested. Students learned more after watching video.

Morris (1983) conducted a study in which he demonstrated that dictation is a creative activity. Errors in three texts were examined. They were errors of dictation made by EFL learners. Dictation is a testing technique and it has shown much about learners' language proficiency. So it is useful and desirable as a testing device. It helps students use context clues to recognize the words. It reinforces structure and vocabulary. One shouldn't underestimate this. Dictation is most useful when dealing with intermediate and advanced students. Motivation and interest are there when the text is new. The results should that dictation reinforced the skills of listening comprehension, and students active reinterpretation. It is a most valuable tool in listening training and it is a test of integrative skills.

Less structure and information are presented till students can listen and take notes without help.

In his study, Otto (1979) after listening, students might produce technical writing or answer questions of test. Listening for certain information is a skill which students can learn and practice. Listening exercises were based on topics that had specialized vocabulary, logical structure, rhetorical style and grammatical structure which occur frequently. The purpose of the exercises was to improve proficiency in notetaking. The first exercise was dictation. The second exercise was multiple-choice questions. The third exercise was gap-filling. Comprehension questions were there and students had to answer them. The purpose of the exercises was to help students to be independent and self-organized in listening. The results showed listening is a skill which can be learned it improved note taking

Stansfield (1985) Revealed that dictation was valuable because pupils learned spelling, word form and everything related to grammar, phrase or sentence. It was supported as a teaching and evaluation activity by proponents of grammar-translation, direct, and reading methods which were used in the United States during the second quarter of the twentieth century. It is a valuable teaching device in most languages and through it many stages of the language may be taught. Dictation is used as an exercise for teaching written representation of sounds. The results showed that it was a good measure of listening comprehension and overall language proficiency. During the 1970s, dictation was seen as an accurate measure of listening comprehension skills. Using context was seen as something needed for valid measure of functional language ability. At present there is a wide use of dictation in language teaching

and testing. The present generation shows a favorable attitude towards dictation.

Lo and Li (1998), in their study, found that songs were valuable since they motivated students to learn English and they were more involved in learning. Students and teachers felt more comfortable and there was enjoyment. The classroom routine changed. They developed abilities in listening and writing. Teachers can use songs to teach sentence patterns, vocabulary and pronunciation. There were four classroom activities in the study:

- 1- Song dictation: This activity makes students' listening ability more accurate. Students can have creative writing tasks like letter writing.
- 2- Song reading: Students listen to the song. They answer comprehension questions. There are creative writing tasks like writing a story about incidents.
- 3- Split song: There are creative writing tasks like writing composition.
- 4- Word portraits: Teachers give students words and they have to use words to write a story.

The results showed that songs motivated students to learn English. They developed their writing.

Merino and Massi (1998) conducted a study in which tasks provoked thought. There have been a number of changes because of technology. So teachers are required to use news in the classroom. TV news affects learners and teachers. The purpose of the study was to show that TV news could be used in classroom. It offered positive results. It showed a relationship between the classroom and the world outside. TV news provided creative and original ideas. Students watched authentic and up- to – date English. The purpose was to gain autonomous learning

since students develop competence in English. They can rewrite their own story after watching the news. The results showed that using TV news in classroom enabled the learner to increase the command of English language. There was an active involvement of the learner because there were tasks like extracting information, choosing answers, agreeing and disagreeing with statements, taking notes and summarizing. The learner identified rhetorical aspects like cohesive signals, syntactic patterns, lexical items, and idioms. The learner paid attention to stylistic devices. So receptive skills and understanding of more meanings would be trained.

Richards (1983) conducted a study on the approach, design and procedure. As for the approach, of teaching listening activities prior knowledge help learners comprehend the listening text knowledge helps students explain much of the language of daily life. So there is an understanding of meaning when listening. Spoken discourse was planned before. Listener and speaker cooperated to generate discourse. Meaning was presented in spoken discourse in a way different from the written discourse. As for design there were the formation of objectives and the planning of learning experiences. Conversational English needed micro – skills like distinguishing word boundaries, recognising meanings of words, and recognising cohesive devices. Its listening to lectures need micro- skills like identifying topic of lecture and following its development, inferring relationships, and discovering attitude of the speaker. As for procedure, acquisition of micro skills is the goal of teaching listening comprehension. The results showed that tasks developed competence in listening abilities, and this is the goal of teaching listening skills. Some tasks need global comprehension and some others need partial comprehension. Communicative response helps

learners create appropriate responses. Learners might listen and write down what they heard like dictation. They might write main points like note taking.

Raphan (1996) conducted a study on a multi-media approach which allows students to have individualized instruction. Micro listening skills were used to help students listen to fast and fluent speech during lectures. Students actively engaged in comprehension. They reacted to the material and interacted with it to increase their comprehension. Students who had used this approach said that they enjoyed it. They had individualised styles of taking notes. There were short answer questions and essay questions. The results showed that the students got used to this new environment very quickly. There was a positive interaction. Students said the individualised instruction was useful. They gained confidence in comprehending academic lectures. Writing test indicated that the approach has helped students to acquire academic listening skills and improved the general language ability. Critical thinking became better. Writing skills improved through note-taking and paraphrasing.

Brennan and Miller (1982) conducted a study on second-year students at Zhongshan University (Guangzhou, China). The researchers decided to make videotape with the second year students in order to use it as teaching material for a unit in the syllabus of the first year. There was a two-week out-of-class activity. There was the shooting of the videotape in the studio. The students finished the videotape. They were satisfied with their classmates' performances. The videotape could be used for introducing the unit, revising the work covered, or reinforcing result the language learnt. Questions could be asked and students could listen for

information. Exercises concentrating on listening or writing skills could be arranged.

The results showed that the videotape reinforced the language which students learnt. The videotape affected writing positively.

Snow and Perkins (1979) maintained now listening is viewed as an active and integrative skill of language. The researchers designed materials for advanced students. The materials improved their listening and note-taking skills. The subjects were university students. The researchers used natural speech. They recorded two speech samples: a formal interview, and an informal conversation. Students were asked to listen and take notes and then answer questions. They listened to the tape and answered questions. After listening, they were asked to write reports. They also listened to radio or TV to gain more information. They also had writing activities. The researchers attempted to show how lessons of listening could be sequenced, how to teach students what to listen for, and to provide learners with the required materials. We listen best when the situations are something we want to listen to and are meaningful. The researchers were interested in developing good listeners. 547652

The results showed that listening was active and it enhanced the note-taking of learners

Dirven and Oakeshott- Taylor (1985) demonstrated that the knowledge students acquired previously affected their interpretations of what they listened to. Listening comprehension was somewhat a late concern in teaching foreign language. Exploring of the skill systematically was there in the seventies. Listening comprehension will also be desirable. Over the past ten to fifteen years, listening comprehension has been ignored but it became important in learning particularly in the United States. Language courses, basically aiming at

developing listening comprehension, should be introduced in schools and adult education level. Listening comprehension is primary. The three language skills benefit from listening. Advanced learners benefit much from concentrating on listening. Acquisition of a foreign language requires listening to it first. Many recent methods have supported the importance of listening. Listening comprehension can gain great improvement if purposeful activities and strategies are developed. Listening tasks help learners listen actively. The teacher can use multiple-choice questions, general and detailed questions, dictation and note taking. The results showed that writing benefited from listening. The activities improved listening.

Carroll (1996) conducted a study in which he demonstrated that teachers want students to understand English when they heard it and learned to write so that there could be communication and they could express themselves. In a writing class, students wrote their own narratives to show their reactions to movies they watched. This allowed students to know they could write. Also, this was not risky. In the study there were three expert teachers involved. The three teachers found that students were successful in writing about their own experience. Students wrote personal essays. There were effective assignments which helped students write. They helped students write more confidently. There were activities like writing a taped interview. The academic tasks concentrated on certain language skills: using context to learn vocabulary, writing summary, and making comparisons. The results showed that the folder revealed improvement in the student's learners showed success and confidence in writing ability to write and think in English.

Stoller (1999) conducted a study in which he showed that modern society needed change. The researcher would like to suggest a hybrid curriculum in which there is a combination of content –based and discrete- skills instruction in order to meet the language and content-learning needs of EAP (English for Academic Purposes) students who are members in IEPs (university – based intensive English programs). Thematic unit contains topics and the content comes from selections like videos and lectures. This is important for coherence in curriculum. There are tasks to practice language skills and academic skills. In the class, in this study, there were activities related to culture. Participants showed more intercultural sensitivities, and they improved their listening skill. This class was designed to help students to increase their listening comprehension. It used authentic materials. One video tape was used in each session. Students were provided with authentic listening practice by using videotapes and students practice writing. The hybrid curriculum deals with the writing needs. Instruction is an attempt to achieve fluency and accuracy in writing. Exposing students every day to English outside of class is useful to improve language. The results showed that learners improved their language as they practiced writing they rote accurately.

A study conducted by Thorp (1997) indicated that there is a project on Covent Garden' an area in London's West End. A class of low intermediate learners of English carried out the project. In this project the learners enrolled in English language classes at a London university for 16 hours a week. Project work appeared to be learner centered. Students recorded interviews. The class listened to interviews and they had to express themselves. Students enjoyed watching video. There was humor involved. They listened to the tapes and wrote the texts. They wrote many posters. The videotape was important for reflecting and evaluating. The

classroom watched video and discussed the interview. So students studied language in the classroom.

A study, conducted by Hall, Irwin and Murphy (1978), compared the effectiveness of audiovisual presentations and presentations via written format in self-instructed learning. Participants in class 1 listened to a five – minute audio- tape. Participants in class 2 had a prose passage, and there was no filmstrip. They read it for five minutes. The students in class 1 and 2 were tested after the presentation. One week later, students in class 2 listened to a seven-minute audio- tape, and there was a filmstrip. Students in class 1 had a prose passage, and there was no filmstrip. They read the passage for seven minutes. Participants were tested after the presentation. Short answers were required (multiple-choice, fill-in – the – blank or true- false). As ( class 1, vs class2 )X2(St (first text) vs. DU (Second text) analysis of variance was used. The results showed under the first condition (ST) that listening with a visual factor was as effective as reading, and in the second instance (DU) that listening with a visual factor was superior to reading.

## *Summary*

In chapter two, the researcher has presented several relevant studies and literature related to the effect of listening on learners' written performance. Various studies and views have emphasized the importance of this technique in first language learning situations, but the matter has rarely been investigated in second language.

Furthermore, this chapter included a section on the importance of listening. In this review of literature, it has become crystal clear that listening could be effective for improving performance in writing. So this study was undertaken to give some input into this topic.

## *Chapter Three*

# *Methodology*

### *Introduction:*

This chapter deals with the design and the procedure used in rejecting or confirming the hypotheses of the study. The population and the sample, the study design, instruments as well as their validity and reliability procedure, the study procedure, pretesting and post testing sessions, and the statistical analysis used in the study.

### *Population:*

The population of this study consisted of 1.434 eighth grade pupils. There were 46 sections in the governmental schools of Qalqilia District. The researcher took the statistical numbers from the directorate of Education in Qalqilia District during the first semester the first semester of the year 99/2000.

**Table 1**  
Population Distribution

Gender	No. of sections	No. of pupils	Percentage
Males	30	768	53.55%
Female	16	666	46.45%
Total	46	1434	100%

### **Sample:**

The subjects of the study were 112 male and female eighth grade pupils from four classes in four governmental schools in Qalqilia District. The participants were 19 pupils from Kufur – Laqif Primary school; it had one section containing 11 girls and 8 boys. The second school was

Hablan Secondary School for Boys; it had two sections containing 57 boys (section (A)/26 boys, Section (B), 31boys). There were 35 boys from the third school: Kufur- Thulth Secondary School for Boys. The fourth school was Saniria Secondary School for Boys. Each of the last two schools had one section. The one in Saniria had 32 boys. The schools were selected by using the stratified random sample procedure.

The study started in January during the first semester of the year (99/2000). The experimental and control groups were specified randomly. The control group contained 67pupils. They were all boys. The experimental group had 45pupils. There were 11girls and 34boys because the number of pupils in these classes was less.

**Table 2**  
Sample Distribution

Group	School	Hablah Secondary School for Boys	Kufur-Laqif Primary School for Boys	Kufur- Thulth Secondary School for Boys	Saniria Secondary School for Boys	Total	Percentage
	No. of pupils & section	No. of pupils	No. of pupils	No. of pupils	No. of pupils		
Experimental	26/Section A	19				45	40.17
Control				35	32	67	59.83
Total	26	19		35	32	112	100%
Percentage	23.21	16.96		31.25	28.58	100%	

**Design:**

This study was conducted on 112 eighth grade pupils from four schools in Qalqilia District to investigate the effect of listening on the

written performance of pupils. There were both experimental and control groups.

The pupils of the experimental group were taught by their original listening texts for ten weeks by using the communicative method. But pupils in the control group were taught the texts by using the traditional method.

The researcher assessed two variables: the independent one (listening), and the dependent one (written performance).

The measure used in testing the listening comprehension of the pupils was an achievement listening comprehension test developed by the researcher. Pupils in both groups were given this test after a ten-week treatment. The achievement of pupils in the experimental group was compared to that of the control group pupils who were not exposed to the experimental treatment.

### ***Instrumentation:***

The instrumentation was employed in this study to investigate the effect of listening on eighth grade pupils, written performance. These instruments were listening comprehension tests.

Two listening comprehension tests were employed in this study. One of them was a pretest developed by researcher (see the appendix). The listening conversation was based on one taken from Harmer, 1986:183. The dictation was based on an extract taken from Bander, 1983:82. This test was comprised of two sections: A and B. Section A consisted of dictation and sounds. Section B consisted of structure and composition. The mark for dictation was 7, and for sounds 12. The mark for structure was 10, and for composition 21. The purpose of this test was to find out if the pupils had the same level or not.

The other test was a post listening comprehension test developed by the researcher (see the appendix). It was based on a listening conversation taken from Harmer, 1986 :180; the dictation was based on an extract taken from Bander, 1983: 130. The test had two Sections, A and B. Section A consisted of dictation and sounds. Section B consisted of structure and composition. The mark for dictation was 7, and for sounds 14. The mark for structure was 8, and for composition 21. Both tests were of the same design. The pretest carried a total of 50 points, and the posttest carried 50, too.

The listening conversations and dictation extracts resembled the material found in the school text books. Pupils were familiar with the types of questions included in the tests.

#### **Listening skills:**

Prepare to listen, focus on the message, and keep an open mind (Yoder' Hogenberg and Wallace, 1996: 63), decide what the purpose of the speaker is and how he performs it, identify emotions, discover bias or propaganda, answer what is related to mood, understand use of ridicule and asides, and form of visual images from what they hear.

#### **Other skills specified:**

Word perception like inferring meanings of unfamiliar words, comprehending ideas like finding information to specific questions, and using ideas to build understanding like making inferences. There are thinking skills; those of perceiving sound, discriminating and arranging sounds to get meaning ought to be the most important (Petty and Jensen, 1980: 188-189). Some of the skills used in listening to conversational discourse and academic listening are recognizing patterns of syntax,

recognizing main words, and considering the parts of the discourse to understand how they are related (Hadley, 1993: 169).

Perceiving sounds is tested. For example, the learners hear words which resemble each other phonologically. The words written on a paper and listeners must decide which word they hear (Jones and Spolsky, 1975: 74).

Learners take dictations where they are given written passages with blanks or parts of words that they are to complete as they hear the passage. In addition, they reproduce complete sentences or isolated words. The role aural comprehension plays when taking sentence dictation is more significant than more the role it plays when taking isolated words (Natalicio, 1979: 170-171). In the design of the listening comprehension tests, the researcher has taken these points into account. In fact, she chose some types of questions that can be asked as listening tests and write them in the tests.

#### ***Validity of Comprehension Tests:***

The conversations as well as the dictation extracts in the pretest and posttest were basically taken from teaching texts from books which are suitable. But the researcher made some changes in them to suit the pupils well.

To make sure that the tests were valid, they were given to three professors at An-Najah University, three English teachers, and school teachers who participated in the study. Therefore, some changes have been made in the tests. One more composition question was written upon a recommendation of a professor.

### ***Comprehension Tests Reliability:***

A sample of 18 female pupils from Jeansafout Primary School for Girls took part to make sure that the pre and post listening comprehension tests were reliable. Those pupils were not part of the sample of the study.

The test-retests were applied within a week to ensure that remembrance did not affect pupils' answers. Pearson Correlation Coefficient was used and the reliability of the tests was 0.87.

### **Procedure:**

At first, the researcher coordinated with the Directorate of Education in Qalqilia District and the schools participating. To start the experiment, the researcher met the principals and English teachers at the schools taking part in the study. She described the study and illustrated what was needed. She met the original teachers of the pupils and provided them with more illustrations about the study. She showed the qualities of the experiment she would perform. She clarified in detail the procedure to be followed every week.

Two teachers taught the experimental group, and two other teachers taught the control group. They taught them the listening comprehension tests found in the second semester of the eighth grade English syllabus (PETRA Petra Students Book 4). One classroom period of 45 minutes for 10 weeks was allotted for each class in the two groups. Sometimes two classroom periods were allotted for each class.

Pupils in the experimental group were taught the comprehension texts in Petra PETRA 4 Students Book 4 by following the communicative method. The pupils in the control group were taught the texts by following the conventional method.

Using media causes quicker development, and makes teaching more students- oriented. In the experimental group, pupils worked in small groups and with their partners. At the same time, pupils learnt individually. So there were social and individual elements. Media facilitated relationship with other persons like parents.

The teacher got and held pupils' attention by motivating them, choosing attractive content, and training them in listening to rapid speech. He made sure pupils were interested in the lesson. He dealt with discipline problems like boredom and noise in order to avoid them. He also asked all pupils, not to sit behind the desk, and not to dominate a discussion.

Teaching is not complete until learners show that they use the new information in visible ways. Responses of learners through evaluations by using paper and pencil are valid and worthy. The comprehension texts are accompanied by activities to be carried out before, during and after listening.

### ***Pretesting Session:***

A test was given to pupils before starting instruction. Pupils answered a listening comprehension test developed by the researcher. This test aimed at investigating if the two groups had the same level of achievement. An independent t-test was used in the analysis of the mean scores for the two groups.

**Table 3**

Equivalence Between Groups in the Listening Comprehension Pretest

Dependent variables	Control		Experimental		T	Sig.
	M	SD	M	SD		
A1 Dictation	3.83	1.70	3.52	1.58	0.97	0.33
A2 Sounds (Number)	5.41	1.50	5.77	1.39	1.27	0.32
A3 Sounds (correct spelling)	4.38	1.23	4.24	1.003	0.65	0.51
C1 Structure (gap-filling)	4.36	1.22	4.57	1.64	0.78	0.43
C2 Composition (questions)	5.97	1.80	7.28	1.94	1.36	0.17
C3 Composition (table)	5.83	1.69	6.13	1.82	0.88	0.37
C4 Structure (complete sentences)	1.73	0.62	1.98	1.67	1.15	0.25
C5 Composition (3 lines)	1.23	0.54	1.57	0.82	1.61	0.20
Total score	31.64	10.75	33.02	8.68	0.71	0.47

The results of table 3 show that there was no significant difference at ( $\alpha= 0.05$ ) in the pupils' performance on the pre-test between experimental and control groups. Such results mean that the groups were equal before the application of the experiment.

***Post –testing session:***

At the end of the period of the treatment, subjects were assessed by using a post listening comprehension test. The test contained a conversation from Harmer, 1986: 180. There was also a dictation from Bander, 1983: 130. The questions, included in the test, were of different types. Seven marks were allotted for dictation, fourteen for sounds, eight for structure and twenty-one for composition. The total grade was out of fifty points. The classroom teachers conducted the test.

***Statistical Analysis:***

The data obtained from the listening comprehension tests were statistically analysed by using the following methods:

- 1- Paired T-test to test the difference in the pupils' written performance between pretest and post –test for the control group.
- 2- Paired T-test to test the difference in the pupils' written performance between pre-test and post –test for the experimental group.
- 3- Independent T-test to test the difference in the pupils' written performance on the posttest between experimental group and control group.

***Summary:***

The researcher in the chapter discussed and described the population of the study, sample , research design and the procedures used in confirming or rejecting the hypothesis of the study. The researcher also devoted sections to the tools used in the assessment of the study variables. She also described in the chapter validity and reliability procedures as well as the statistical analysis used in the study.

## *Chapter Four*

### *Results*

The researcher in this chapter presents the research findings. The results are related to the effect of listening on the written performance of pupils.

*The following results are related to the first hypothesis:*

*Hypothesis one says:*

“There is no significant difference at ( $\alpha = 0.05$ ) in the pupils' written performance between per-test and pre-test for the control group”. Paired T-test was conducted to test this hypothesis Table4.

**Table 4**

Results of Paired T-test between pre and post tests for the control group

Dependent variables	Pretest		Posttest		T	△ %
	M	SD	M	SD		
1- Dictation	3.83	1.70	4.33	1.84	3.24*	13.05%
2- Sounds (Number)	5.41	1.50	5.17	1.26	1.00	-4.43%
3- Sounds (correct spelling)	4.38	1.23	4.99	0.93	4.81*	13.92%
4- Structure (gap-filling)	4.36	1.22	4.73	1.23	2.72*	8.48%
5- Composition (questions)	5.97	1.80	6.27	2.06	1.35	5.02%
6- Composition (table)	5.83	1.69	5.34	1.71	2.74*	-8.40%
7- Structure (complete sentences)	1.73	0.62	1.63	0.45	1.03	5.78%
8- Composition (3 lines)	1.23	0.54	1.53	2.36	3.04*	24.39%
9- Total score	31.64	10.75	33.79	7.52	1.98*	6.79%

The results of table 4 show the following:

1- There were significant differences at ( $\alpha = 0.05$ ) in the pupils' written performance between pretest and posttest in favour of posttest on dictation, sounds (correct spelling), structure (gap-filling), composition (3 lines), and total score. The percentages of change were 13.05%, 13.92%, 8.48%, 24.39%, and 6.79% respectively. The T-values were 3.24, 4.81, 2.72, 3.04, and 1.98. However, the results were in favour of pre-test on compositions (table).

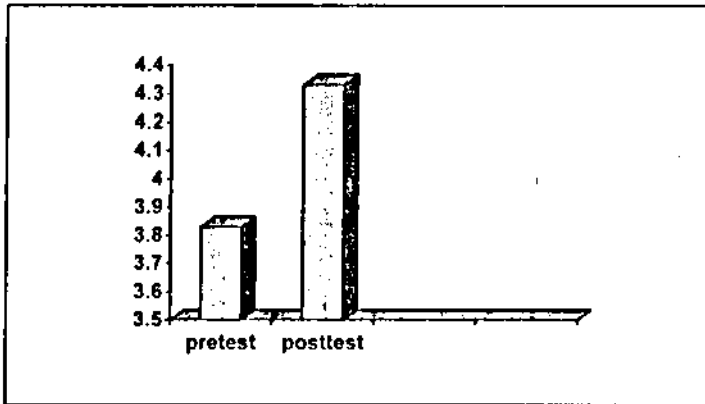
2- There were no significant differences at ( $\alpha = 0.05$ ) in the students' written performance between pretest and posttest on sounds (number), composition (questions), and structure (complete sentences) in the control group.

The significant differences meant that the traditional method had an effect on the written performance of pupils. Points with no significant differences revealed that the method didn't have an effect on the written performance of pupils.

The following are the figures concerning table4.

**Figure 1**

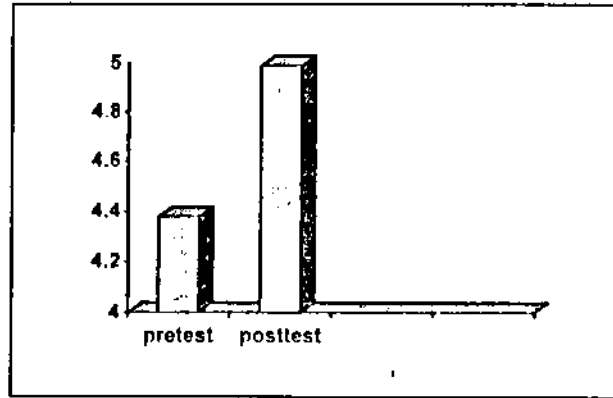
Means of dictation for pre and post tests of control group



The mean score for the posttest was higher than that for the pretest as the results show. The difference was in favour of the posttest.

**Figure 2**

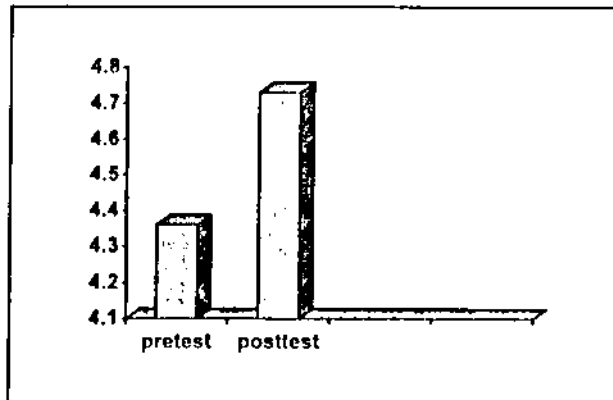
Means of sounds (correct spelling for pre and post tests of control group)



The results revealed a mean score for the posttest which was higher than that for the pretest. The difference was in favour of the posttest.

**Figure 3**

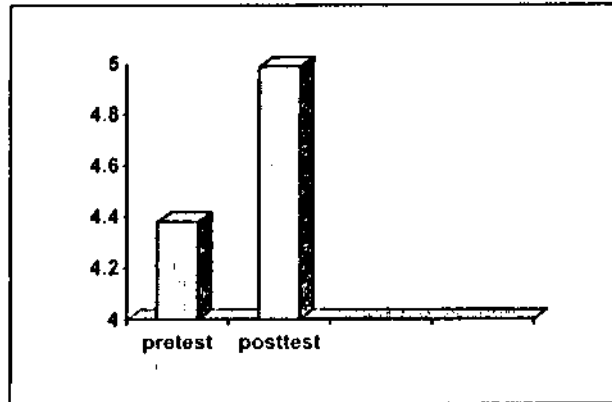
Means of structure (gap-filling) for pre and post tests of control group



The results indicated that the mean score for the posttest was more than that for the pretest. The difference was in favour of the posttest.

**Figure 4**

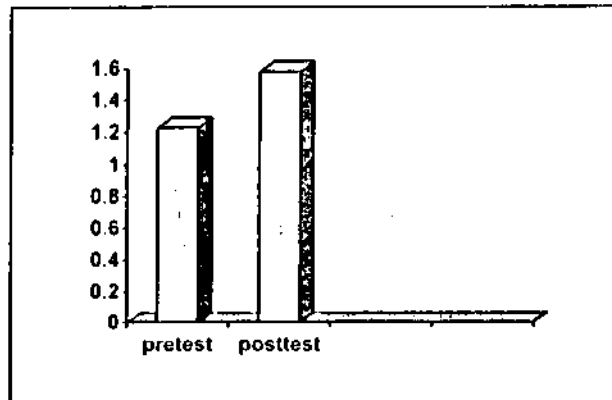
Means of composition (table) for pre and post tests of control group



The mean score for the posttest was less than that for the pretest. The difference was in favour of the posttest.

**Figure 5**

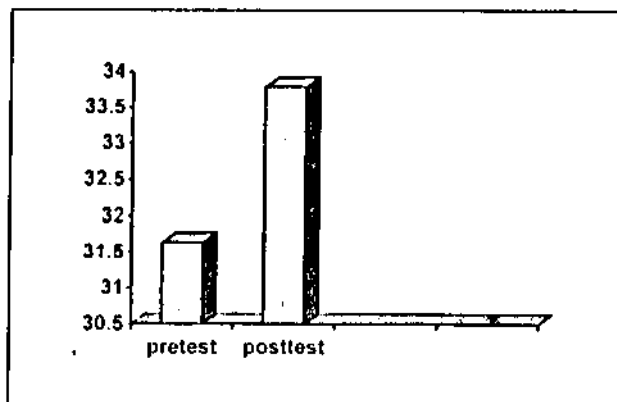
Means of composition (3 lines ) for pre and post tests of control group



The mean score for the posttest was more than that for the pretest. The difference was in favour of the posttest.

**Figure 6**

Means of pretest and posttest for the total score of control group



The results revealed a higher mean score for the post test than that for the pretest. The difference was in favour of the posttest.

*The following results are related to the second hypothesis:*

*Hypothesis two says:*

“There is no significant difference at ( $\alpha = 0.05$ ) in the pupils’ written performance between pretest and post-test for the experimental group”. Paired T-test was conducted to test this hypothesis.

**Table 5**

Results of Paired T-test for the difference between pre and post tests for the experimental group

Dependent variables	Pretest		Posttest		T	$\Delta$ %
	M	SD	M	SD		
1- Dictation	3.52	1.58	4.17	1.43	4.23*	18.46%
2- Sounds (Number)	5.77	1.39	5.97	1.55	0.90	3.46%
3- Sounds (correct spelling)	4.24	1.003	5.11	0.99	4.83*	20.51%
4- Structure (gap-filling)	4.57	1.64	4.74	1.22	0.65	3.71%
5- Composition (questions)	6.70	1.78	7.28	1.94	2.34	8.65%
6- Composition (table)	6.13	1.82	5.52	1.62	1.09	-9.95%
7- Structure (complete sentences)	1.98	1.67	1.80	1.05	0.70	-9.09%
8- Composition (3 lines)	1.57	0.82	2.33	4.56	4.09*	43.42%
9- Total score	33.02	8.68	36.46	7.18	3.36*	10.41%

**These results refer to the second hypothesis:**

- 1- There were significant differences at ( $\alpha = 0.05$ ) in the students' written performance between pretest and posttest in favour of posttest on dictation, sounds (correct spelling), composition (questions), composition (3 lines), and total score. The percentages of change were

18.46%, 20.51%, 8.65%, 43.42%, and 10.41% respectively. The T-values were 4.23, 4.83, 2.34, 4.09, and 3.36.

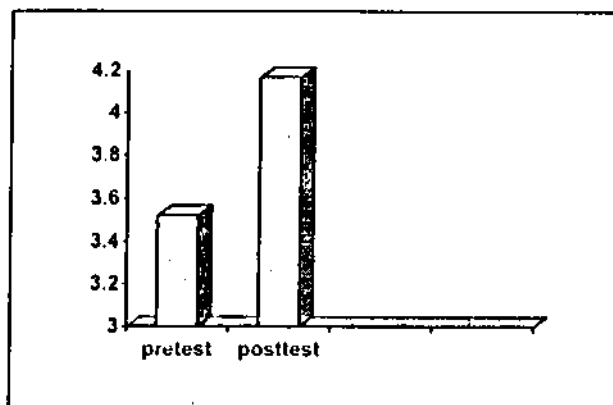
2- There were no significant differences at ( $\alpha = 0.05$ ) in the students' written performance between pretest and posttest on sounds (number), structure (gap-filling), composition (table), and structure (complete sentences) in the experimental group.

The researcher attributes the significant differences to the use of the communicative methodology in teaching listening comprehension tests. Points with no significant differences indicate that the methodology didn't have an effect on the written performance of pupils when teaching listening comprehension extracts.

The following are the figures concern table 5

Figure 7

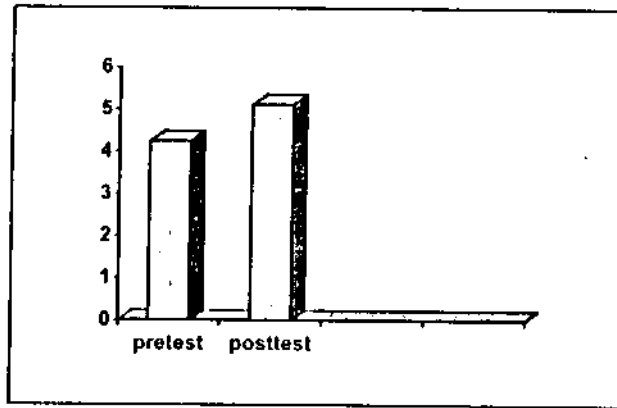
Means of sounds (number) for pre and post tests of experimental group



The mean score for the posttest was more than that for the pretest. The difference was in favour of the posttest.

**Figure 8**

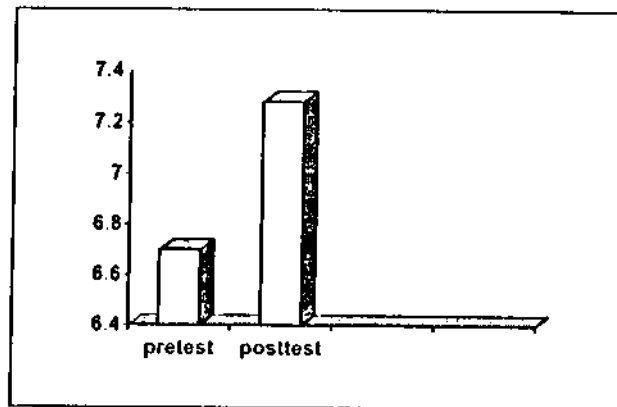
Means of sounds (correct spelling) for pre and post test of experimental group



The results indicated a mean score which was higher for the posttest than that for the pretest. The difference was in favour of the posttest.

**Figure 9**

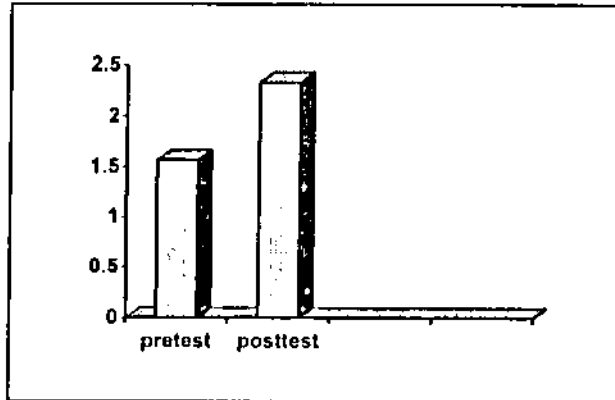
Means of composition (questions) for pre and post tests of experimental group



The posttest mean score was more than the mean score for the pretest. The difference was favour of the posttest.

**Figure 10**

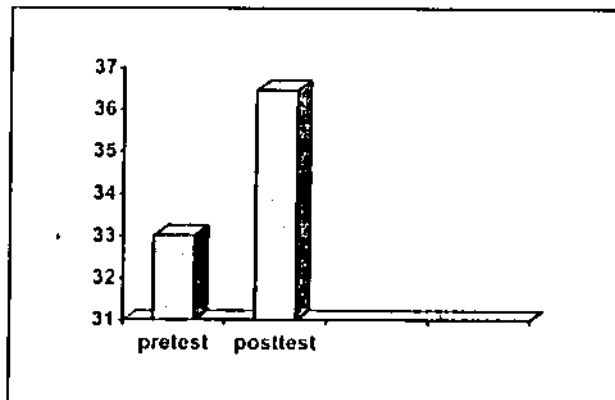
Means of composition (3 lines) for pre and post tests of experimental group



The posttest mean score was higher than the mean score for the pretest. The difference was in favour of the posttest.

**Figure 11**

Means of pre test and post tests for the total score of experimental group



The results showed that the mean score for the posttest was higher than that for the pretest. The difference was in favour of the posttest.

*The following results refer to the third hypothesis:*

*Hypothesis three says:*

“There is no significant difference at ( $\alpha = 0.05$ ) in the students’ pupils’ written performance on the post-test between experimental and control group”. Independent T-test was used to test this hypothesis.

**Table 6**

Results of Independent T-test for the difference on the posttest between experimental and control groups

Dependent variables	Control group		Experimental group		T
	M	SD	M	SD	
1- Dictation	4.33	1.84	4.17	1.43	0.84
2- Sounds (Number)	5.17	1.26	5.97	1.55	2.97*
3- Sounds (correct spelling)	4.99	0.93	5.11	0.99	0.63
4- Structure (gap-filling)	4.73	1.23	4.74	1.22	0.02
5- Composition (questions)	6.27	2.06	7.28	1.94	2.60*
6- Composition (table)	5.34	1.71	5.82	1.62	1.48
7- Structure (complete sentences)	1.63	0.45	1.80	1.05	1.31
8- Composition (3 lines)	1.53	2.36	2.33	4.56	1.14
9- Total score	33.79	7.52	36.46	7.18	2.02*

**These results refer to the third hypothesis:**

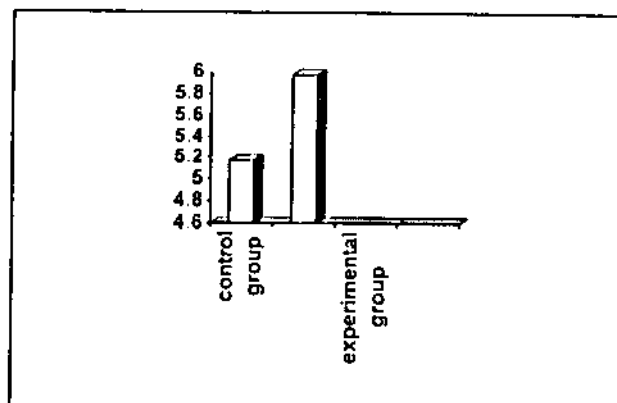
- 1- There were significant differences at ( $\alpha = 0.05$ ) in the pupils' written performance on the posttest of sounds (number), composition (questions), and total score between experimental and control groups in favour of experimental group. The T-values were 2.97, 2.60, and 2.02 respectively.
- 2- There were no significant differences at ( $\alpha = 0.05$ ) in the pupils' written performance on the posttest of dictation, sounds (correct spelling), structure (gap- filling), composition (table), structure (complete sentences), and composition (3 lines) between experimental and control groups.

The significant differences proved that the use of the communicative methodology in teaching listening comprehension text had an effect on the written performance of pupils. When there were no significant differences, the pupils' written performance didn't change because of using or not using the communicative methodology of teaching listening.

The following figures are related to Table 6

**Figure 12**

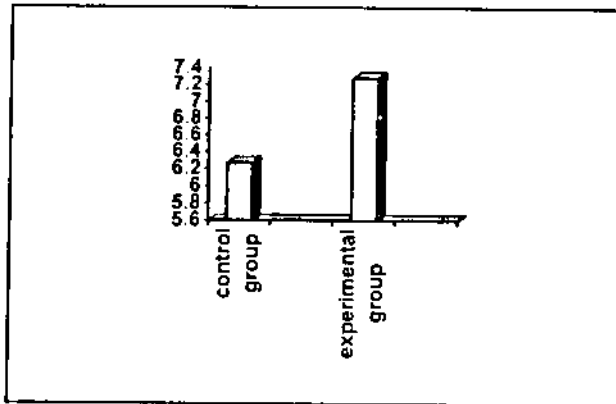
Means of sounds (number) for the post test of control and experimental groups



The mean score for experimental group was higher than that for the control group. The difference was in favour of the experimental group.

**Figure 13**

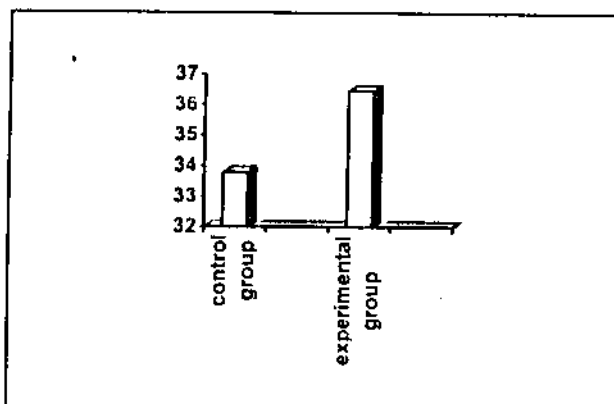
Means of composition (questions) for the post test of control and experimental groups



The results indicated that the mean score for the experimental group was higher than that for the control group. The difference was in favour of the experimental group.

**Figure 14**

Mans of posttest for the total score of control and experimental groups



The mean score for the experimental group was higher than that for the control group. The difference was in favour of the experimental group.

### ***Summary:***

In this chapter, the researcher has presented the findings and of statistical analysis. These results have been displayed in term of answers to the three hypotheses of the study. Paired T-test and Independent T-test were used in the analysis of data gathered for this study.

## *Chapter Five*

### *Discussion, Conclusions and Recommendations*

#### *Introduction:*

The researcher presents the discussion of the hypotheses findings. She discusses the three hypotheses which are concerned with the effect of listening on pupils' written performance.

The results are also compared with other related studies to find whether these results were consistent with them or not.

#### *Discussion of the Results of the First Hypothesis:*

The first hypothesis says that there is no significant difference at ( $\alpha = 0.05$ ) in the students' performance between pretest and posttest for the control group.

The results of analysis provided partial evidence for the rejection of the first hypothesis; that is the part which is concerned with dictation, sounds (correct spelling), structure (gap-filling), composition (3 lines) and total score. On the other hand, the results of analysis provided partial evidence for the acceptance of the first hypothesis, that is, the part which is related to sounds (number), composition (questions), and structure (complete sentences). The results of analysis related to the rejection revealed that using listening, while teaching eighth grade students listening comprehension texts, did lead to better writing. But the results of analysis concerned with the acceptance revealed that using listening, while teaching eighth grade students listening comprehension texts, did

not lead to better writing. As for the rejection, the control group scored in the listening comprehension post-test better than in the listening comprehension pretest. The difference in the mean scores was statistically significant in favor of the posttest. As for the acceptance, the control group didn't score in the listening comprehension posttest better than in the listening comprehension pretest. The difference in the mean scores was not statistically significant.

The rejection of the above part of the hypothesis strongly supports the notion that listening is a valuable skill and an efficient means for improving the pupils' written performance. In other words, such results support the view which perceives listening as a good skill that helps children develop important language skills that will help them to listen on their own.

The result related to the rejection was consistent with the results of Houston (1997) who found that students who had written family stories saw themselves as successful learners. The students' writing improved; they showed success. Family stories helped students learn the skills which are important to succeed in the writing exam. Similarly, this result also agrees with the results of Hafernik and Surguine (1979) who found the using of the radio commercials was an exciting, useful pedagogical tool for teaching listening.

The results were also in accordance with Molen and Voort (1998) whose study revealed that the televised news stories were recalled better than the transcripts and better than the two newspaper versions. The recall of the TV stories was most obvious for verbal information with pictures.

This a finding was also in accordance with Annis (1981) who argued that learning from lectures could be more efficient when using partial or personal notes. The finding was consistent with Robin, Faxx, Martello and Archable (1977) who revealed that there was an increase in the percent of the important points in the students' notes in the experimental groups. There was a decrease in the important points in the control group. There was a highly significant difference in the percentage of important points in the notes taken by students in the experimental group. This improvement means that the note-taking training program was a success.

Another study, in accordance with this result of the first hypothesis, was the study of Fisher (1999) who found that achievement and understanding have improved. Videos affected comprehension positively. Children were curious and interested. Students learned more after watching video.

The researcher believes that listening is powerful skill and it improves the written performance. The stories attract the attention of the students. And can be a powerful teaching tool. They provide learners with motivation for learning. There is a cluster. Students remember information because it is a story. There are thinking and organizing ideas. The texts resemble English outside the classroom. The sound was clear. There was redundancy which hepled learners understand the meaning. Students visualised the situation. Students were interested and curious. The text was exciting. It contained common language. Listening enhanced there learning. The students received encouragement. Listening helped students develop important language skills that would help them learn to listen on their own. It exposed children to good grammar and

developed vocabulary. It is a means of introducing students to good literature.

As for the part related to acceptance of the hypothesis, students didn't encode the material personally. They didn't recognize the important points. Students didn't think as they listed. They didn't understand the part.

### ***Discussion of the Result of the Second Hypothesis:***

The second hypothesis says that there is no significant difference at ( $\alpha = 0.05$ ) in the students' written performance between pretest and posttest for the experimental group.

The results of part of this hypothesis showed no significant difference in the pupils' performance in writing for the experimental group; that is, the part related to sounds (number), structure (gap filling), composition (table), and structure (complete-sentences). The sound's (number) mean score was higher for the posttest than for the pretest. The part of the hypothesis set forth was accepted. On the other hand the results of part of this hypothesis showed significant difference in the pupils' performance in writing for the experimental group; that is, the part related to dictation, sounds (correct spelling), composition (questions), composition (3 lines), and total score. The mean score for sounds (correct spelling) composition (questions), composition (3 lines), and total score was higher for the posttest than for the pretest. The part of the hypothesis set forth was rejected.

The result of the part related to rejection was in accordance with Morris (1983) who indicated that dictation emphasize the skills of listening comprehension, and students' active reinterpretation. It is a most valuable tool in listening training and it is a test of integrative skills.

The result of the part was consistent with the findings of Stansfield (1985) who found that dictation was seen as an accurate measure of listening comprehension skills. Using context was seen as something needed for valid measure of functional language ability. At present, there is a wide use of dictation in language teaching and testing. The present generation shows a favourable attitude toward dedication. The result of this part was in accordance with Lo and Li (1998) who found that songs were valuable since they motivated students to learn English, and they were more involved in learning. Students and teachers feel more comfortable and there is entertainment. The result of the part was also consistent with Merino and Massi (1998) who found that using TV news in classroom enables the learner to increase the command of English language. There is an active involvement of the learner. The result of the part is consistent with Raphan (1996) who indicated that the approach had helped students to acquire academic listening skills and improve the general language ability. Critical thinking became better. Writing skills improved through note-taking and paraphrasing.

The researcher thinks that the students understood the meaning when listening. They interpreted as they listened. Their language proficiency was good. They were accurate listeners. Their memory was good. They used context clues to recognize the words. They understood vocabulary. They had motivation and interest. and listening training is good. They practised listening. Are listened for spcific and general

information. The spelling was right. They listened for main words and phrases. They closed the relevant information. And specified the main ideas. They paid attention much. They were intelligent. They recognized the sentences. They knew how to represent the sounds.

As for the part related to acceptance, the researcher believes that students were not involved in that part. Students didn't feel comfortable. They neither recognized the pronunciation now. They didn't listen accurately. They were not able to retrieve information, the cohesive signals. They didn't divide what they listened to into suitable parts. They didn't distinguish the word boundaries.

### ***Discussion of the Result of the third Hypothesis:***

The third hypothesis says that there is no significant difference at ( $\alpha = 0.05$ ) in the students' written performance on the posttest between experimental and control group.

The results of analysis provided evidence for the rejection of part of the hypothesis; that is, the part related to sounds (number), composition (questions), and total score, and showed that using listening, while teaching eighth grade students listening comprehension texts, did result in better writing. The experimental group scored, in the listening comprehension test, better than the control group students who weren't exposed to the communicative method of instruction. The difference in the mean scores was statistically significant in favor of the experimental group.

The rejection of the above mentioned part strongly supports the notion that listening is something valuable and an efficient means for

improving the pupils' performance in writing. In other words, such results support the view which perceives listening as something good that helps children develop important language skills that will help them listen on their own.

The results of analysis provided evidence for the acceptance of part of the hypothesis; that is, the part related to dictation, sound (correct spelling), structure (gap-filling), composition (table), structure (complete sentences), and composition (3 lines), and showed that using listening, while teaching eighth grade students listening comprehension texts, didn't result in better writing. The experimental group didn't score in the listening comprehension test better than the control group students.

The result related to rejection was consistent with the results of Carroll (1996) who found that students were successful in writing about their own experience. The folder proved that students were improving their ability to write and think in English. Similarly, the result agreed with the results of Stoller (1999) who found that participants showed more intercultural sensitivities, and they improved their listening skill. Exposing students every day to English outside of class is useful to improve their language.

The result was in accordance with Hall, Irwin, and Murphy (1978) whose study showed that under the first condition (ST) that listening, with a visual factor, was as effective as reading, and in the second instance (DU) that listening with a visual factor was superior to reading.

As for the rejection part, the researcher thinks that students' prior knowledge helped them comprehend what they had listened to. There was

a sequence because it was like a story. The situation was something students wanted to listen to. Students had a desire to listen. They expressed themselves accurately. The level of difficulty of the text was suitable. The questions were appropriate. There were objectives and planning. Students guessed meanings of words, identified the topic and followed the development, inferred relationships. They predicted what would come next. The text was coherent. Students enjoyed listening to the text. They liked English.

As for the acceptance part, the researcher believes that students didn't guess meanings of words. Their spelling was wrong. They didn't follow the development of the topic well. They neither inferred relationships, nor predicted what would come next.

### ***Conclusion:***

In summary, the results of this study indicate that using listening to teach eighth grade students listening comprehension texts did prove to have significantly positive effects on the pupil's written performance. Results showed that the experimental group outperformed the control group on the listening comprehension test. The results support the notion which considers listening as an effective means to facilitate and improve the students' written performance.

## *Recommendations*

In the light of the results of this study, the researcher would like to recommend the following:

- 1- Teachers should be acquainted with all the new developments in the field of teaching listening comprehension texts. Teacher training sessions should provide teachers with the most recent techniques used in teaching students how to listen.
- 2- School libraries should contain sufficient and varied updated books updated. Lack of materials hinders listening ability. Teachers as well as students should be provided with the right materials.
- 3- The Palestinian Ministry of Education has to encourage, promote and support teachers to continue their higher education inservice and preservice training should be held regularly.
- 4- Teachers of English should be provided regularly with printed materials which display techniques and teaching strategies used in teaching English as a second foreign language.
- 5- The researcher recommends future studies to investigate the effect of listening. Further research might answer the question of the effect of listening on the oral performance other studies are recommended in areas other than Qalqilia District. Also, other studies are recommended to investigate the effect of listening in grades other than the eighth grade.

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# ***Appendixes***

## *Appendix A*

### *Listening Comprehension Pretest*

Name: -----

Class:----- School:-----

Section: (A.B)-----

1-listen and write on your paper.

2-Listen and number the word you hear. Write 1, 2, 3, 4.

a. tooth	teeth	treat	treated
b. bush	bus	bad	bud
c. whale	while	wall	will
d. these	thus	this	those
e. hair	here	hat	hats
f. fish	fat	fill	full

3-The following words are wrong. Correct their spelling:

- a. "breethe" -----
- b. "Liv" -----
- c. "Blu" -----
- d. "Secund" -----
- e. "Desember" -----
- f. "Kep" -----

4-Listen to the conversation, and answer the questions that follow:

- a. fill in the gaps:

Paddy said -----had better get out of the -----.  
 Bullen said he is ----- moving. He said “Paddy can’t  
 ----- him with his-----.”

b. Answer the following questions:

1. Who did Paddy call first?

---



---

2. What did the men want to build through the garden?

---



---

3. Who made the decision?

---



---

4. What is the better plan that Bullen has got?

---



---

5. Who will Duke call if Bullen doesn’t move?

---



---

c. Complete the table.

	Write the name
1- Who will they call first?	-----
2- Who will they call next?	-----

d. Complete the following sentences. Look at the example:

I 'll come if you invite me
-----------------------------

1. I'll study if I -----

2. I 'll sleep if I -----

e. Write three lines on someone who doesn't obey orders.

*End*

## *Tapescript*

1-It is surprising to find how many different kinds of clothing are worn in different parts of the world. In London or on the streets of New York, most of the men wear the usual outfits of coat and trousers, called suits, along with a shirt and a necktie.

2-

a. treated	treat	tooth	teeth
b. bus	bush	bed	bud
c. wall	while	whale	will
d. these	this	those	thus
e. here	hat	hats	hair
f. fish	fill	full	fat

3-

- a. breathe
- b. live
- c. blue
- d. second
- e. December
- f. keep

4-

Paddy: you'd better get out of the way, sir.

Bullen: go to hell.

Paddy: Come along, pick up your things and get out of the way.

Bullen: I'm not moving.

Paddy: I've got to do this bit before tea. Mind out.

Bullen: You can't frighten me with your bulldozer. I'm not moving.

Paddy: Go on. I've got my job to do.

Bullen: Nobody's going to build a road through my garden. I won't allow it.

Paddy: You haven't got any choice.

Bullen: I'm not moving.

Paddy: I'll call the engineer. He'll move you.

Bullen: You can call whoever you like- the Lord Mayor if you want.

Paddy: Mr Duke! Will you come over here, please?

Duke: Yes, what's the problem?

Paddy: This man refuses to leave his garden. He won't let us build the road.

Duke: Won't he ? He has no choice. The council's made the decision.

Paddy: But I can't take my bulldozer through if he's standing in the way.

Duke: No-er-no- we must move him.

Paddy: Rather you than me.

Duke: (to Bullen) Good afternoon, sir.

Bullen: It's a very bad afternoon.

Duke: I'm afraid I must ask you to move out of the way.

Bullen: I won't budge an inch.

Duke: The road has to pass through here.

Bullen: The road doesn't have to pass through here.

Duke: It's a great shame, I appreciate. But that's the plan.

Bullen: I've got a better plan. The road can easily go on the other side of the wall. I'm not going to move.

Duke: Yes, but there's a garden on the other side too. It had to be one way or the other. The council had to decide.

Bullen: They made the wrong decision.

Duke: That's not for me to judge. Come along now, sir. I'd rather you didn't make a fuss. Will you please move?

Bullen: no.

Duke: Now look here, either you move or I'll call the police. Which do you want?

Bullen: Call the army if you want. You won't move me. I'd rather die first.

Duke: It's entirely your decision. But I warn you if the police come, you'll be in the wrong.

Bullen: You can't frighten me.

Duke: I'll give you ten minutes (to Paddy). Go and have tea, Paddy.

Paddy: Okay, I 'd but prefer to get finished as soon as possible.

Duke: (To Bullen) you can either move out of the way or else wait for the police. Which would you prefer?

Bullen: Put the road on the other side of the wall.

Duke: Look, I'm just obeying orders. It's not up to me which side the road goes; I'd just like to get it finished.

Bullen: Do you know whose garden that is on the other side?

Duke: no.

Bullen: It's the Mayor's.

Duke: Oh.

Bullen: That's going to look good in the newspapers tomorrow, isn't it?

## *Appendix B*

### *Listening Comprehension Posttest*

Name: -----

Class:----- School:-----

Section: (A.B)-----

1-Listen and write on your paper.

2-Listen and number the word you hear. Write 1, 2, 3, 4.

- |           |       |         |         |
|-----------|-------|---------|---------|
| a. Thin   | think | thank   | thanked |
| b. Tree   | tea   | two     | teen    |
| c. Branch | brush | brushed | push    |
| d. Small  | hall  | hell    | hill    |
| e. High   | sigh  | die     | sign    |
| f. Trunk  | truck | trick   | track   |

3-The following are wrong words. Correct their spelling:

- a. "drie" -----
- b. "laike"-----
- c. "whish" -----
- d. "cros"-----
- e. "larg" -----
- f. "groo" -----

4-Listen to the conversation, and answer the questions:

- a. Fill in the gaps:

Lena didn't see any one----- to the first speaker. Gus is not surprised. He didn't hear him say anything -----  
-listening to. He can't have had much -----,  
Lena said he shouldn't be so-----.

b. Answer the following questions:

1-How does Gus know we is a good speaker?

---



---

2-What does the little man take out of the woman's pocket?

---



---

3-What did the little man take from the American's packe?

---



---

4-How can Lena tell he's an American?

---



---

5-How can Lena tell that the little man can't be that bad?

---



---

c. Complete the table:

	Write the name
1-The little man stole first from her.	
2-The little man stole second from him.	
3-The little man stole third from her.	

d. Complete the following sentences:

Look at the example

**This is the man who stole the money.**

1-This is the woman-----

2-This is the child -----

e. Write three lines on something you lost.

---



---



---

*End*

## *Tapescript*

1-Most shoppers have had the experience of buying an item and then finding that something is wrong with it when they unwrap it at home. In cases like this, a complaint is in order. Complaints should always be made to the Customer Service Office of large store or to the manager of a small store.

2-

a. think	thank	Thanked	thin
b. two	teen	Tree	tea
c. brushed	push	Branch	brush
d. hill	hell	small	hall
e. die	sign	sigh	high
f. truck	trunk	trick	track

3-

- a. dry
- b. like
- c. which
- d. cross
- e. large
- f. grow

4-Gus: Come on, Lena. This man's boring me stiff. ( They move away from the speaker).

Lena: I didn't see anyone really listening to him.

Gus: I'm not surprised. I didn't hear him. Say anything worth listening to. He can't have had much practice.

Lena: He must get a bit depressed.

Gus: He shouldn't be so boring. I don't imagine anyone's really interested in social credit anyway.

Lena: Hmm-

Gus: Ah! That one looks more promising. Over there.

Lena: Where ? Do you mean all those people by that chap with the red scarf? The one with the notice?

Gus: Yes. Let's go and listen, shall we?

Gus: Can you see?

Lena: Yes thanks

Gus: You can tell he's a good speaker.

Lena: I don't see how. I can't hear a word.

Gus: He must be. There are hundreds of people here listening to him. That means he's a good speaker.

Lena: Gus.

Gus: Sssshhhh.

Lena: Gus. Look.

Gus: Sssshhh!

Lena: (pulling his elbow) Gus, look at that little man in the plastic hat.

Gus: What about him?

Lena: I just saw him take a purse out of that woman's basket.

Gus: It's the chap who was talking about social credit, isn't it?

Lena: So it is . He must be a pickpocket. Look at him pushing through the crowd.

Gus: He's coming over here.

Lena: There! Did you see?

Gus: No- what?

Lena: He bumped into that fat American and took a wallet from his pocket.

Gus: Where? I didn't see. How do you know he's American, anyway?

Lena: It is obvious. You can tell from the way he dresses. Hey, the pickpocket's seen us. He's seen us looking at him.

Gus: Let's follow him. Quick, come on. (They push through the crowd)excuse me- sorry- excuse me.

Lena: I beg your pardon- sorry, was that your foot?

Gus: Book, Lena, there he Goes. He's got the things in his hand.

Lena: He's heading for the Gents' toilet. We can't follow him there.

Gus: I can. You wait outside. (Gus disappears into the Gents' after the pickpocket and reappears a moment later).

Gus: He's locked himself in the toilet.

Lena: What do we do now?

Gus: Wait. This is the only exit.

Lena: We ought to let him go. He can't be that bad.

Gus : What do you mean ? How can you tell?

Lena: Judging by the way he looks, he must have a pretty hard life.

Gus: You're being sentimental, he's a pickpocket.

Lena: The American must have plenty of money; it can't make any difference to him.

Gus: You don't know. Look, here he cares (the Pick pocket comes out of the Gents') come here, you!

Pickpocket: Who, me? What do you want?

Gus: I saw you. You stole a wallet and a purse.

Pickpocket: I don't know what you're talking about.

Lena: Leave him alone, Gus.

Pickpocket: You should be careful, accusing people like that. (He goes). **547652**

Gus: He must have flushed them down the lavatory.

Lena: Oh Gus. Let's go and listen to another speaker.

Gus: All right then. We'll let him go this time. Have you got five pence? I'll get a paper.

Lena: Just a minute- hey! Gus! Where is my pocket. Hoy! Stop thief! (They run after the pickpocket).

## المخلص

### أثر ممارسة الاستماع على الأداء الكتابي للصف الثامن

#### إعداد

أمينة رشيد محمد حامد

#### إشراف

الدكتور فواز محفل

- هدفت هذه الدراسة إلى بحث أثر الاستماع على الأداء الكتابي للصف الثامن، حاولت الدراسة الإجابة عن الأسئلة التالية:
- ما هو أثر الاستماع على الأداء الكتابي للصف الثامن؟
  - هل يوجد أثر ذو دلالة إحصائية في أثر الاستماع على الأداء الكتابي للصف الثامن يعزى إلى الإملاء؟
  - هل يوجد أثر ذو دلالة إحصائية في أثر الاستماع على الأداء الكتابي للصف الثامن يعزى إلى التركيب؟
  - هل يوجد أثر ذو دلالة إحصائية في أثر الاستماع على الأداء الكتابي للصف الثامن يعزى إلى التعبير؟

من أجل التوصل إلى رفض أو قبول فرضيات الدراسة قامت الباحثة بإجراء دراسة تجريبية مدتها (10) أسابيع مستخدمة عينة اشتملت على (112) طالباً وطالبة من طلبة الصف الثامن يدرسون في أربع مدارس حكومية من مدارس محافظة قلقيلية (مدرسة كفر لاقف الأساسية المختلطة، مدرسة حبله الثانوية للبنين، مدرسة

كفر ثلاث الثانوية للبنين، ومدرسة سنيريا الثانوية للبنين). تم تقسيم عينة الدراة عشوائياً إلى مجموعتين: مجموعة تجريبية مكونة من (45) طالباً وطالبات ومجموعة ضابطة مكونة من (67) طالباً.

تم التأكد من تكافؤ المجموعتين التجريبية والضابطة وذلك بإجراء امتد قبلية، حيث تبين بعد تحليل النتائج تكافؤ المجموعتين في التحصيل في الاس السمعى.

بعد ذلك تم تدريس المجموعتين بواسطة معلمي اللغة الانجليزية نصوص الاسد الموجودة في الفصل الثاني من منهاج اللغة الانجليزية للصف الثامن، درس المجموعة التجريبية باستخدام طريقة التعبير الحر، بينما تم تدريس المجموعة الضابطة باستخدام الطريقة التقليدية، تم تخصيص حصتين اسبوعياً بواقع (45) دقيقة لكل حصة ولمدة (10) اسابيع، وذلك خلال الفصل الثاني من العام الدراسي 2000/99م.

بعد الانتهاء من فترة التدريس، تم تقديم الطلبة لامتحان بعدي من إعداد الباحثة وذلك لقياس تحصيل الطلبة في الكتابة.

تم تحليل النتائج باستخدام Paired T-test و Independent T-test ومعامل ارتباط بيرسون.

اظهرت النتائج ان الاستماع أدى إلى تحسن في أداء الطلبة في الكتابة. في ضوء النتائج خلصت الباحثة إلى عدد من التوصيات ومنها أن على المعلمين أن يلموا بالتطورات الجديدة في ميدان تعليم نصوص الاستيعاب السمعى، جلسات تدريب المعلمين يجب أن تزود المعلمين بأحدث الأساليب المستخدمة في تعليم الطلاب كيف يسمعون، وتوصية أخرى هي تزويد المعلمين بشكل نظامي بالمواد المطبوعة التي تعرض استراتيجيات تعلم وأساليب تستخدم في تعليم اللغة الانجليزية كلغة ثانية/ أجنبية.

وفي النهاية أوصت الباحثة بالحاجة إلى دراسات أخرى قد تجيب على السؤال الذي يتعلق بأثر الاستماع على أداء التكلم.