

The University of Hull

THE INFLUENCE OF A LISTENING TRAINING PROGRAMME ON  
STUDENTS' PERFORMANCE IN LISTENING COMPREHENSION:  
A STUDY AT TEACHERS' COLLEGE IN THE SOUTHWEST  
REGION OF SAUDI ARABIA

by

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## Abstract

The primary concern of the present study is to investigate the influence of a listening training programme on students' performance in listening comprehension at the Teachers' College in the Southwest region of Saudi Arabia, with reference to their attitudes, motivation, parental encouragement, satisfaction with English courses taught at the secondary schools and their socio-economic status as independent variables. These variables were investigated after the pre-tests of both the experimental and control groups and were considered to be an attempt to analyse and discover the learners' interests, needs, strengths, weaknesses, difficulties and their level of proficiency in English language. It was hypothesised that there would be no significant correlation between the students' scores in these variables and their scores on the listening tests. It was also hypothesised that there would be no significant differences between the students' scores in the pre-tests and post-tests of the experimental and control groups.

The data for the investigation were gathered from 240 male first year undergraduate students with an age range of 19-22 years at the Gizan Teachers' College in the Southwest region of Saudi Arabia. Three different questionnaires were administered in this study namely, Students' Attitude/Motivation Questionnaire, before the training programme, Students' Evaluation Questionnaire, after the training programme, and Teachers' Evaluation Questionnaire.

In addition, interviews and observations were carried out with the supervisors of English at Gizan Educational Directorate, teachers of English in secondary schools, English native speakers staff in the British Council in Jeddah, Saudi Arabia and at Hull University English Language Centre in the U.K. in order to gather more data concerning the learning and teaching of listening-based methods and the recent teaching methodology and modern facilities used in teaching ESL/EFL in both centres.

The data results were analysed using SPSS (Statistical Package For Social Science) with statistical techniques of frequency-distribution, Pearson's Product-moment correlation and t-tests for independent and paired samples.

Analysis of the data revealed that in the pre-test, the scores on the listening comprehension test of the experimental group were relatively similar to the scores of the control group and had mostly significant relationships with the independent variables at 0.05, 0.01 and 0.001 with very low correlations ranging from  $r = -0.10$  to  $r = 0.40$ . Post-tests results were also compared between the two groups in order to determine the differences of the two scores. Students in the experimental group scored more highly in the listening comprehension tests than those in the control group with mean difference of 42.75 in favour of the experimental group. The mean scores in the pre-tests and post-tests of the experimental group were also highly significant,  $p < 0.001$  showing a difference in means of 43.50 and a difference in standard deviations of 2.30. No differences were found between the means and standard deviations in the pre-tests and post-tests of the control on the listening comprehension tests (mean difference =

0.02 and standard deviations difference = 0.27,  $p < 0.05$ ). This indicated that participants in the experimental groups performed better and displayed greater improvements when they received training in listening tasks than those in the control group who received no training. Therefore, the hypotheses were rejected and it can be said that there were significant and high correlations between the pre-tests and post-tests of the experimental groups after the training,  $r = 0.85$ ,  $p < 0.001$ . Students were found to be instrumentally oriented with negative attitudes before the training programme in both the experimental group (EXG) and control group (COG). Students' attitudes in the experimental groups were changed from negative to positive after the training programme and their motivation was changed from instrumental orientation to integrative orientation. They emphasised learning English as a means of interaction with people who speak English inside and outside the college. Further research is needed to be carried out in other regions of Saudi Arabia regarding the findings of the present studies. Parents played a significant role in their children's progress in English and students were found to be satisfied with their level of proficiency in listening comprehension, speech production and reading pronunciation, with fewer errors in favour of the experimental group, although their socio-economic status was modest  $r = 0.20$ ,  $p < 0.01$ .

In the light of these results, certain recommendations were made for learning and teaching listening comprehension at Teachers' Colleges in Saudi Arabia as well as for the teachers' and students' training. The researcher particularly recommended that training in listening comprehension should be introduced into the Saudi education

system for all levels of English proficiency, in order to facilitate the development of comprehension skills and increase students' acquisition of the target language. Andy Braithwaite, from the British Council in Jeddah, Saudi Arabia emphasised this by stating that "listening is an important skill. It should be taught at all levels and should be part of any course for better spoken English" (1997, p.6 Teachers' Questionnaire). The choice of the listening materials should be left to the Ministry of Education to select what is appropriate to the levels of the learners graduating from simple to complex.

Teachers' training should be regarded as an on-going process and should be taken seriously and implemented with the utmost zeal. A first step would be to hold specialised interviews and language proficiency tests in order to determine their level of proficiency and needs. Moreover, there should be scheduled and well-arranged meetings, particularly at the beginning of each semester, in order to keep both the supervisors and teachers up-to-date with developments in teaching methods and new techniques and facilities used in teaching the target language as well as to develop their competence in oral speech.

In this respect, the recommendations for training programmes and the scheduled meetings were mainly based on the fact that 94% of the 50 teachers and lecturers at the secondary schools and teachers' colleges were in agreement with the use of the listening-based methods to teach listening comprehension, although they had not had any previous experience in learning or teaching using these methods either pre-

service or in-service. Only 6% of them had undertaken training in the listening-based methods during their spare time in the summer, at the American University in Egypt or at the British Councils in Egypt, Sudan, Jordan and Saudi Arabia.

Finally, it is of great and vital importance to point out that the habit of translating the grammatical rules and the reading passages from English into Arabic should be abandoned during the teacher/student interaction in the classroom. Concentration on the target language would train the learners to develop their comprehension skills and their thinking strategies in spoken English (Hashim and Sahil, 1994, pp.1-3).

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## **Dedication**

I dedicate this work with great respect to my mother, my father who has passed away, my brothers Hassan, Mossa, Yousif, Khalid, Saddig, Hamzah and Ahmed, and all my sisters. I also dedicate this work with affection to my wife and children, Mohammed, Aiman, Elham, Ehab, Khalud, Amerah, Hind and Bander.

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## List of Acronyms

AATG	The American Association of Teachers of German
AMTB	Attitude and Motivation Test Battery
Att	Attitude
BA	Bachelor of Art
BALLI	Beliefs About Language Learning Inventory
CELT	Comprehensive English Language Test
COG	Control Group
DT	Designated Teacher
EAT	English Achievement Test
EFL	English as a Foreign Language
EPEE	English Proficiency Examination for Egypt
ERP	Extensive Reading Programme
ESL	English as a Second Language
EXG	Experimental Group
FCE	Cambridge first Certificate Exam Course in English
FL	Foreign Language
GESC	General Elementary School Certificate
GOTEVT	General Organisation for Technical Education and Vocational Training
GPA	Grade Point Average
GPGE	General Presidency for Girls' Education
GSE	General Secondary Certificate
GTC	Gizan Teachers' College
HO	Hypothesis Number
HSI	Home and School Institute
IEC	Intermediate Education Certificate
KAMA	King Abdul-Aziz Military Academy
L1	First Language
L2	Second Language
LC	Listening Comprehension
LEP	Limited English Proficiency
LNC	Language in the National Curriculum
LTP	Listening Training Programme
MFL	Modern Foreign Language
MOT	Motivation
NC	National Curriculum
NEP	Non-English Proficiency
NISE	Norwegian Institute of Special Education
OBEMLA	Office of Bilingual Education and Minority Language Affairs
ORT	Oral Reading Test

**List of Acronyms  
(Continued)**

PAR	Parental Encouragement
PASSES	Project to Assist Selected Schools in English Skills
PATT	Parental Attitudes
SAT	Satisfaction
SD	Standard Deviation
SEQ	Socio-Economic Questionnaire
SES	Socio-Economic Status
SILL	Strategy Inventory for Language Learning
SPSS	Statistical Package for Social Science
SSR	Sustained Silent Reading
TES	Test of Errors in Speech
TOEFL	Teaching English as a Foreign Language
TP	Training Programme
UCLES	University of Cambridge Local Exams Syndicate
UPM	University Pertanian Malaysia
USSR	Uninterrupted Sustained Silent Reading
X	Mean



# **Chapter One**

## **Chapter One**

### **Introduction**

#### **1.1 Introduction**

This present thesis is about teaching listening comprehension to Students at Teachers' Colleges in the Southwest region of Saudi Arabia. Its purpose is to investigate the influence of training on the performance of EFL listening tasks as well as the students' attitudes, motivation, parental encouragement and their satisfaction with the training programme. This chapter provides a working definition of listening comprehension and an account of its importance in the teaching/learning process, followed by definitions of attitudes and motivation. Finally the general plan of the study is outlined.

This chapter discusses the research design and methodology procedures which were used when conducting the study. The approach adopted in the research will be explained, starting with detailed explanation of the study questions, hypotheses, experiments and statistical analysis of data. The research was not based on the use of only a single research technique. Instead, it was based on an English achievement test, teacher's questionnaire, students' questionnaire, classroom observation formats in oral reading and errors in speech, interviews with students and teachers of English and experiments in listening tasks as a suggested course of English.

This study was designed to investigate the system or the approach to teaching English at Gizan Teachers' College and the influence of listening materials on the understanding of the students. The investigation was concerned mainly with attitude, motivation, socio-economic status, satisfaction with English course, parental encouragement, the quality of the textbooks, audio aids, and students' general performance in oral reading and errors in speech, as ascertained by means of listening training tasks.

In brief, this research aims to improve students' progress in listening and speaking English language. This progress should be related to students' interest and their attitude towards English setting and listening patterns of language use. In order to realise those aims, the researcher considered certain measurements in this study (Borg and Gall 1983):

1. A questionnaire directed to Teachers of English which would give direct and fruitful indication of the importance of recorded materials in learning English language. The main intention was to obtain quantitative data concerning the field of the study (Youngman 1979);
2. A questionnaire of students' opinions which investigated their interest and attitude towards studying English with the help of audio aids. Information gathered through these questions provided quantitative data to support the study. Students were viewed as representatives of the future prospects of the English language course at Gizan Teachers' College;

3. Observation schedules designed to facilitate observation of students' attention when following the dialogues and statements in the tapes. The researcher designed these formats in order to gather qualitative data as a direct contact with the respondents in the classroom. These formats were classified into three types. The three types represented different observations in the classroom and indicated the level of students' attention and their interest in learning with the help of recorded materials. The observational formats were tailored for this particular study to provide data of both a factual and attitudinal nature; (see Table 7 for more details)

4. Interviews with students, teachers of English and supervisors in order to collect qualitative data, using a pre-planned schedule of questions. It was intended by this means to obtain evidence from various sites in the region, concerning the status of English language and its importance when used through audio aids.

## **1.2 Plan of the Study**

This section deals with the objectives of the study, the initial hypotheses of this research, the scope of the work, the methods of research used in this work and the internal organisation of the whole thesis.

### **1.2.1 Objectives of the Study**

This study is based on the following objectives:

1. To test the performance level of Saudi students in listening comprehension.
2. To test the relationship between achievement in learning English and attitudes, motivation, parental encouragement and satisfaction with the listening training programme (LTP) among students learning at Teachers' College in the Southwest of Saudi Arabia. (Whether or not the students are integratively or instrumentally motivated).
3. To test their errors in speech and oral reading.
4. To train them to develop fluency in listening comprehension.
5. To offer practical suggestions for teaching comprehension at the Teachers' Colleges in Saudi Arabia.

### **1.2.2 Initial Hypotheses for Research**

The following null hypotheses were formulated to guide the present investigation:

- H01. There is no significant relationship between students' attitudes towards the Listening Training Programme at Gizan Teachers' College (GTC) and their achievement in English language.

H02. There is no significant relationship between students' motivation towards the LTP at GTC and their achievement in English language.

H03. There is no significant relationship between students' parental encouragement and their achievement in English language at GTC.

H04. There is no significant relationship between students' satisfaction with the LTP at GTC and their achievement in English language.

H05. There is no significant relationship between students' socio-economic status and their achievement in English language at GTC.

H06. There is no significant differences between students' production of speech before and after the LTP at GTC.

H07. There is no significant differences between students' oral reading before and after the LTP .

H08. There is no significant differences between students' listening tasks before and after the LTP and their final scores in the achievement test of English language at GTC.

### **1.2.3 Scope of the Work**

The present thesis is limited to the teaching side of listening comprehension. In order to carry out the research, it has been decided to experiment with undergraduate students enrolled at the Teachers' College in Gizan (Saudi Arabia). The main reason for doing so is that it has been found that students at this level of higher education still

show major difficulties in listening comprehension after five or six years learning English at school.

#### **1.2.4 Methods of Research**

In this research, two different methods have been adopted: the experimental methodology and the ethnographic approach.

In the first phase, the experimental methodology was used, focusing on two characteristics:

1. The design and administration of listening comprehension tests both before and after the training programme, and
2. the description and analysis of the data using SPSS (Statistical Package for Social Science) methods especially the paired-sample t-test and independent-sample t-test for the significance of the differences between pre-tests and post-tests.

The ethnographic approach was used in the second phase, emphasising three main characteristics:

- 1 The analysis of the learner needs for listening comprehension in order to establish learning priorities;
- 2 the administration of questionnaires and interviews to ascertain students' views as to the effectiveness of the training programme, and

- 3 the evaluation of the training programme based on the results of the questionnaires, interviews and teacher's observations.
- 4 the administration of questionnaires to ascertain students' attitudes, motivation, socio-economic status and their satisfaction with English course.

The two methods are considered as being complementary to each other and their results are taken into account to draw conclusions as to the influence of listening comprehension on the learners' achievement in English language.

#### **1.2.5. Organisation of the Thesis**

Chapter One presents definitions of listening comprehension, attitudes and discusses motivation, parental encouragement, students' satisfaction with LTP and the plan of the study.

Chapter Two explains the system of Education in Saudi Arabia, (elementary, intermediate, secondary schools, and Teachers' Colleges). It also discusses curriculum development, teaching methodology, examinations and supply of teachers.

Chapter Three reviews the literature on the teaching and learning of listening comprehension in relation to structural, comprehension-based and communicative approaches. In addition, it explores the relationships between attitudes (ATT), motivation (MOT), parental encouragement (PAR), students' satisfaction with the LTP, students' proficiency in Speech and Oral Reading, and their achievement in English language. Each of these variables is discussed with regard to its advantages, limitations, and negative or positive influence in foreign language acquisition.



Chapter Four is divided into three parts: The first part illustrates a balanced approach to methodology, compared with the teaching of English, and covers areas related to classroom activities, language learning, language strategies, cultural awareness and autonomy in language learning in the National Curriculum. The second part emphasises the importance of attitudes, motivation, parental encouragement and students' satisfaction with the LTP. The third part discusses the perception process and the construction process, including such models as top-down and bottom-up processing, word recognition, memory and world knowledge. These elements play an important role in language acquisition.

Chapter Five covers areas related to the research methodology, a study hypothesis, the tests administered in the study, and a description of questionnaires, interviews and observations prepared for the pilot study and the training programme. It also focuses on investigating the effects of listening comprehension training on Saudi students.

Chapter Six describes the experimental phase of training in listening comprehension, including the use of listening tests, errors in speech test, and an oral reading test (before and after the LTP), as pre-tests and post-tests; together with questionnaires, interviews, and observations to examine the value of the whole programme of listening training carried out in Saudi Arabia. Data were analysed using the SPSS (Statistical Package for Social Science).

Chapter Seven illustrates the experimental phase covering areas related to the methodology, the results and the data analysis of the main study.

Chapter Eight illustrates the ethnographic phase covering areas related to the evaluation of questionnaires and interviews, results and data analysis of the main study.

Chapter Nine explains the conclusions and recommendations of the study.

Chapter Ten presents a proposal for a listening training programme for Saudi students at Teachers' Colleges in Saudi Arabia.

### **1.3 Definition of Listening Comprehension (LC)**

Listening comprehension has been defined by many authors in many different ways. These definitions or points of view can be listed as follows:

Wang (1971: 296) defines listening comprehension thus:

the process of speech recognition is an active interplay of guessing, approximation, expectation, and idealisation that normally makes extensive use of all the redundancies found in a typical speech situation, phonological, morphological, syntactic, semantic, as well as many varieties of non-linguistic redundancies.

According to the previous definition, Anderson and Lynch (1991) argued that "hearing what is said" and "understanding what is meant" are the main aspects of listening. They called these two aspects "speech perception" and "interpretation", respectively, and considered them as important and essential parts of the comprehension process. In addition, Widdowson (1983) referred these aspects of listening to systemic or linguistic knowledge (knowledge of phonological, syntactic, and semantic components of the language system), and to schematic or non-linguistic

information (background knowledge, factual, socio-cultural, procedural knowledge, and the use of language in discourse). Anderson and Lynch stressed the fact that the term “schematic” comes from the concept of the schema which is associated with the work of cognition. They defined it as “a mental structure, consisting of relevant individual knowledge, memory, and experience, which allows us to incorporate what we learn into what we know”. (P.14).

Another definition of listening comprehension is offered by Rivers (1981: 160) who stated that:

Listening is not a passive skill, nor even, as has traditionally been believed, a receptive skill. Listening is a creative skill. In order to comprehend the sounds falling on our ears, we take the raw material of words, arrangements of words, and the rise and fall of the voice, and from this material we create a significance.

In this respect, theoretical support comes from the ideas of Krashen (1981), Boyle (1987), Benson (1989), Littlewood (1989), Anderson and Lynch (1991), and Cook (1991) that the most important element in language learning is listening to language that carries an actual message to the learners, developing their abilities to understand that language, and providing them with a variety of purposeful listening activities. Gary and Gary (1981, p.332) argued that foreign language instruction should give primary emphasis to the comprehension skills of listening. Their justification was based on the fact that “Listening First” is considered to be unique among teaching methods, especially when practised within an experimental approach. Cook (1986, p.33) supported Gary and Gary’s previous claim when she stated that

“the point is that listening must come first because a person cannot utter something before having heard it”.

#### **1.4 The Importance of Listening Comprehension**

Since the last decade, successful efforts have been made in England, Scotland and Ireland to improve and design new strategies and new methodologies leading to better achievement in Language in the National Curriculum (LNC) or in learning a second or foreign language. These efforts were based on the idea that L1 or L2 learners should be given extensive opportunities to practise seeking specific points of information from spoken sources and should be given much training in listening tasks. Corson (1988), Brooker and Humm (1989), Littlewood (1989), Little (1992), Dickinson (1992), and Brumfit (1995) were mainly concerned to promote learner autonomy in a variety of learning techniques calculated to produce more efficient and effective learning as well as create a more motivating atmosphere towards learning the target language. In their studies, listening comprehension gained more importance than ever before in acquiring L1, L2, or foreign language. This importance emphasises the fact that comprehension itself seems to be the first stage through which children must go, before they produce their own speech.

It has therefore been argued that an attempt should be made to follow the same process in the National Curriculum (NC) in order to help foreign language learners acquire the target language. This help can be introduced to them as a result of their acquisition of the basic skills in their first language and their knowledge of the world

around them. Therefore, listening comprehension is considered as an integral part of communication that could help and speed up the acquisition and the use of the target language. To this end, students should be exposed to a variety of comprehensible input and practise listening to interesting and relevant tasks that lead to improvement in other target skills. The aim of these tests was to discover the students' deficiencies in spoken English and their knowledge about the uses of phonology. Language provides a description of the listening skills of foreign learners or of the problems they experience in learning to listen to the second language. From the pre-test of both groups (the experimental and control group) the researcher expected to discover the students' main problems associated with their understanding of English language. After the training programme in listening comprehension, for the experimental groups it was hoped that the results might reveal their true improvement and progress in learning English as a foreign language. For instance, this improvement could be noticed through the learners' abilities to produce correct pronunciation during their speech or reading activities. In other words, in listening comprehension tasks, a listener may achieve various levels of understanding with fewer phonological, structural, semantic or contextual errors in speaking, reading or writing.

### **1.5 Definitions of Attitudes and Motivation**

Studying the attitudes and motivation of students seems to be the main concern of many educators, researchers and social psychologists in predicting the level of success these students can achieve during their learning process. It is assumed that

some L2 or foreign language learners can do better than others because they have more positive attitudes and are better motivated to learn the target language.

Lambert and Lambert (1973:72) defined an attitude as:

an organised and consistent manner of thinking, feeling, and reacting to people, groups, social issues, or more generally, to any event in the environment.

In this respect, it can be noted that the term “attitude” has been used by most theorists to refer to the individual’s response to an object or a class of objects. This response may be either negative or positive or they can be indifferent.

In the acquisition of a second or foreign language, attention will be focused on the relationship between attitudes towards learning English as a foreign language and students’ achievement in the target language (Attitude towards learning English, attitude towards listening to it, attitude towards speaking and reading it, reactions to its sounds, character, or structure, etc.). Such attitudes towards the target language may play a great role in determining how successful the learners will be in acquiring it. (Gardner 1985).

Motivation is offered by both educators and psychologists as a solution to many problems of learning. A general agreement has been noticed among psychologists that individuals use their capabilities to fulfil their needs. In this respect, motivation may be related to the learner’s strong desire to learn a second or foreign language. Gardner stated that motivation:

involves four aspects, a goal, effortful behaviour, a desire to attain the goal, and favourable attitudes towards the activity in question. (p. 50)

Arising from the previous definitions, motivation refers to the learners' reasons for studying the language. Such reasons might include being able to speak with members of the target language community, getting a job, improving students' level of education pleasing parents, satisfaction of personal desires and needs, etc.

Gardner and Lambert (1972), and Gardner (1985) classified motivation into two types: integrative and instrumental. They argued that integrative motivation is related to the success of students in the language and their admiration of its culture, its literature and their ambitions to visit the country or countries where it is spoken, as well as looking for opportunities to practise the language. In contrast, instrumental motivation is related to the student who needs only to pass the examination and has no desire to use the language in the target language community. Thus, motivation to learn a language is determined by attitudes and other motivational factors such as the desire to please parents, promise of a reward, etc. In addition, parental encouragement and satisfaction with English programmes are also considered to be essential factors that enhance and increase the learners' motivation to learn the target language (Cook, 1991; Smalley and Morris, 1992 and Harmer, 1995).

The next chapter will cover the Saudi Arabian system of education.

## **Chapter Two**



## 2.0 Introduction

Saudi Arabia is one of the world's developing countries. It comprises nearly 2,200,000 square Kilometres out of 3 million square Kilometres as the general total of the Arabian Peninsula. In the early days of the Kingdom, education was provided by religious schools (Kuttab) and administered by Sheikhs. Educated Arabs were taught the Quran (its citation and intonation), classical Arabic, Islamic law, and the traditions of Prophet Mohammed, peace be upon him. In 1932, a Directorate General of Education was established with direct responsibility for education. In 1953 this was upgraded to the Ministry of Education (Husen and Postlethwaite 1994).

The Ministry of Education supervises all public schools, including their curriculum, textbooks, teachers appointments, and finances (Deighton 1971).

The Saudi government is pursuing prosperity and achievement in all aspects of life and in its aims to develop the country and improve the standard of living, particular priority is given to education, which is considered to be the way to the general progress, in any country in the world. In recent years, tremendous growth has been accomplished in education with modernised and updated technology and new methods in teaching (Husen and Postlethwaite 1994).

English is taught in all the stages of education except in the elementary stage, because English language is the language of communication all over the world - the language of technology and science. However, in Saudi Arabia a feeling of concern

can be felt among educators, parents and students regarding unsatisfactory English proficiency standards, especially when English is considered to be an important key to success in this highly competitive world. Aspects of language instruction and other contributing factors were, and still are, subject to debate, elaborate discussion and detailed research projects at various levels, with the intention of bringing about solutions to the problem of teaching and learning as a foreign language in Saudi Arabia (Al-Kamookh, 1981, Al-Hakbani, 1984 Al-Ahaydib, 1986, Zaid, 1993 and Al-Hazemi, 1993).

## **2.1 Saudi Arabia: System of Education**

The opportunity to enrol in school is given to everyone. Enrollment begins at the age of seven, when students join elementary school for six years. Three years of intermediate schooling follow, then three years of secondary school. The education of males and females is entirely separated, not only in administration and facilities, but also in the general instruction and employment. Male teachers can only teach at boys' schools, female teachers can only teach at girls' schools. However, the curriculum and textbooks are unified throughout the Kingdom, except that girls take courses in home economics and boys take physical training. A system of supervisors and inspectors exists in order to maintain students in every province of the country.

Education has been given much attention and priority by all Saudi Arabia's rulers. King Abdul-Aziz, the founder of Saudi Arabia established education with the creation and implementation of the Directorate of Education. The Directorate of

Education opened several public and vocational schools in some villages and cities throughout the country. These first schools were for boys only (Ministry of Education, 1991/92).

The Directorate was upgraded to become the Ministry of Education in 1953/54. Female schooling was established by King Saud in 1959. The General Presidency for Girls' Education (GPGE) was established in 1960 and opened several schools for girls in some villages and cities throughout the country.

The Custodian of the two Holy Mosques, King Fahad Ibn-Abdul-Aziz was the first Minister of Education in Saudi Arabia. He was responsible for great progress in the development of education and continues to exert considerable effort to support education and provide it with modern facilities and equipment for science and new technology. He encourages scientific and academic development, not only in education, but in all fields of knowledge (e.g. medicine, technology, science, agriculture, trade, industry and health).

According to Husen and Postlethwaite (1994) three main objectives of education development in Saudi Arabia are:

1. To provide at least basic education for all citizens;
2. to provide students with the skills that are required by the changing needs of the economy; and
3. to educate students in the beliefs, practices and values of the Islamic Culture.

The Ministry of Higher Education was established in 1975 to provide the country with university-level on graduates and specialists to help in the general development. King Saud University (formerly Riyadh University) was established in 1977 as the first Saudi University. Later other universities, colleges and institutes were established (Assaloom 1987).

The General Organisation for Technical Education and Vocational Training (GOTEVT) was established in 1980 in order to fulfil the requirement of preparing students for technical and vocational careers and to participate in the development of their country. The administration and the curriculum in these institutes is completely separate from general education in Saudi Arabia. The GOTEVT offers opportunities for graduate students to work with the government or in the private sectors, depending on their subject majors.

In 1985-86, there were 17,885 students enrolled in 86 secondary level technical institutes in Saudi Arabia. The number had increased by the year 1990 to 22,183 students. The institutes of post-secondary education also increased from 6 (with 576 students) in 1985-86 to 11 institutes serving 2,680 students in 1989-90.

**Table 2.1**  
**Distribution of Vocational Institutes in Saudi Arabia**  
**and the Number of Students in Each**

Institutes	Number of Students
1. Business	7,564
2. Industry	6,815
3. Health	6,782
4. Technical	2,314
5. Agriculture	0,399
6. Others	0,989
<b>Total</b>	<b>24,863</b>

Source: International Encyclopaedia of Education (2nd Ed.) (1994)

### 2.1.0 Formal Education

In the Kingdom of Saudi Arabia, formal education is, as we have seen, overseen by two separate Ministries, the Ministry of Education (for males only) and the General Presidency for Girls' Education (GPGE) (for females only). Within each Ministry are a number of educational directorates which supervise and inspect the education establishments at regional level.

Although education in Saudi Arabia is not compulsory, the majority of Saudi children, both male and female, attend schools. There were great numbers of students enrolled in schools in 1985. For instance, between 1978-79, there were 6,580 boys' schools with a total of 758,614 students in the elementary, intermediate and secondary stages (Ministry of Education, 1980). While in 1979-80, GPGE supervised 2,644 schools all over the Kingdom, with a total of 425,042 female students in the elementary, intermediate and secondary stages. By 1985, the number of male and

female students had greatly increased to 1,347,421 at elementary level; 402,118 at intermediate level; and 80,140 in secondary schools, a total of 1,829,679 male and female students (Educational Statistics, Ministry of Education, Riyadh, 1985-86). In 1989-1990 the total number of students, both male and female enrolled in schools administered by the Ministry of Education, GPGE, other government agencies and private schools was 2,985,233 (see table 2.2).

All schools in Saudi Arabia are free of charge to all students, except for private schools which depend largely on tuition fees paid by the students' families. In some educational institutions (e.g. colleges, religious institutes, technical and special education institutes) the government offers students a monthly allowance.

Private schools are the oldest type of school in modern Saudi Arabia. In 1950-51, private schools constituted about 11 percent of all schools in the country (40 out of 365). In 1979-80 they made up about 4.3 percent of all schools (437 out of 10,018). The decline in the share of private schools in the overall total number of Saudi schools reflects the government's fast and expanding take-over of the educational effort in the country. The number has been growing steadily since then, reaching 829 schools (out of 16,797) in 1989-90. This growth in private education in the country reflects several demographic and socio-economic factors.

**Table 2.2**  
**Distribution of Students in Saudi Arabian Schools During 1989-1990**

<b>Institution</b>	<b>Total Number of Students</b>	<b>Male</b>	<b>Female</b>	<b>Percent</b>
1. Ministry of Education	1,407,460	1,405,862	1,598	47
2. GPGE	1,187,633	6,463	1,181,170	39.4
3. Other government agencies	281,302	175,157	106,145	9.3
4. Private Schools	130,084	78,188	51,896	4.3
<b>Total</b>	<b>3,006,479</b>	<b>1,665,670</b>	<b>1,340,809</b>	<b>100</b>

Source: International Encyclopaedia of Education (2nd Ed.) (1994)

### **2.1.1 Non-Formal Education**

Adult education is administered by the same four major education providers as formal education. Non-formal education receives much emphasis and attention from both the Ministry of Education and the GPGE, as a means of eradicating illiteracy. Evening classes for adults, both male and female, have been opened, which by improving literacy, give people chances for better employment, enable them to participate in the development and prosperity of the country, and encourage parents to help their children with reading and writing.

In 1989-90, the total number of male and female students enrolled in adult education programmes was 135,209, about 4.5 percent of the total enrollment of students in Saudi Arabia programmes, i.e. Ministry of Education, GPGE, other government agencies and private schools (See table 2.3).

**Table 2.3**  
**Distribution of Students in Adult Education**

<b>Institution</b>	<b>Total Number Of Students</b>	<b>Male</b>	<b>Female</b>
1. Ministry of Education	62,930	62,930	-
2. GPGE	61,167	-	61,167
3. Other Government Agencies	8,854	7,402	1,452
4. Private schools	2,258	2,258	-
<b>Total</b>	<b>135,209</b>	<b>72,590</b>	<b>62,619</b>

Source: International Encyclopaedia of Education (2nd Ed.) (1994)

### **2.1.2 The Main Stages of Schooling in Saudi Arabia**

The main stages of schooling in Saudi Arabia are elementary school, the intermediate school, and the secondary school. The characteristics of each stage are outlined as follows:

#### **2.1.2.1 Elementary School**

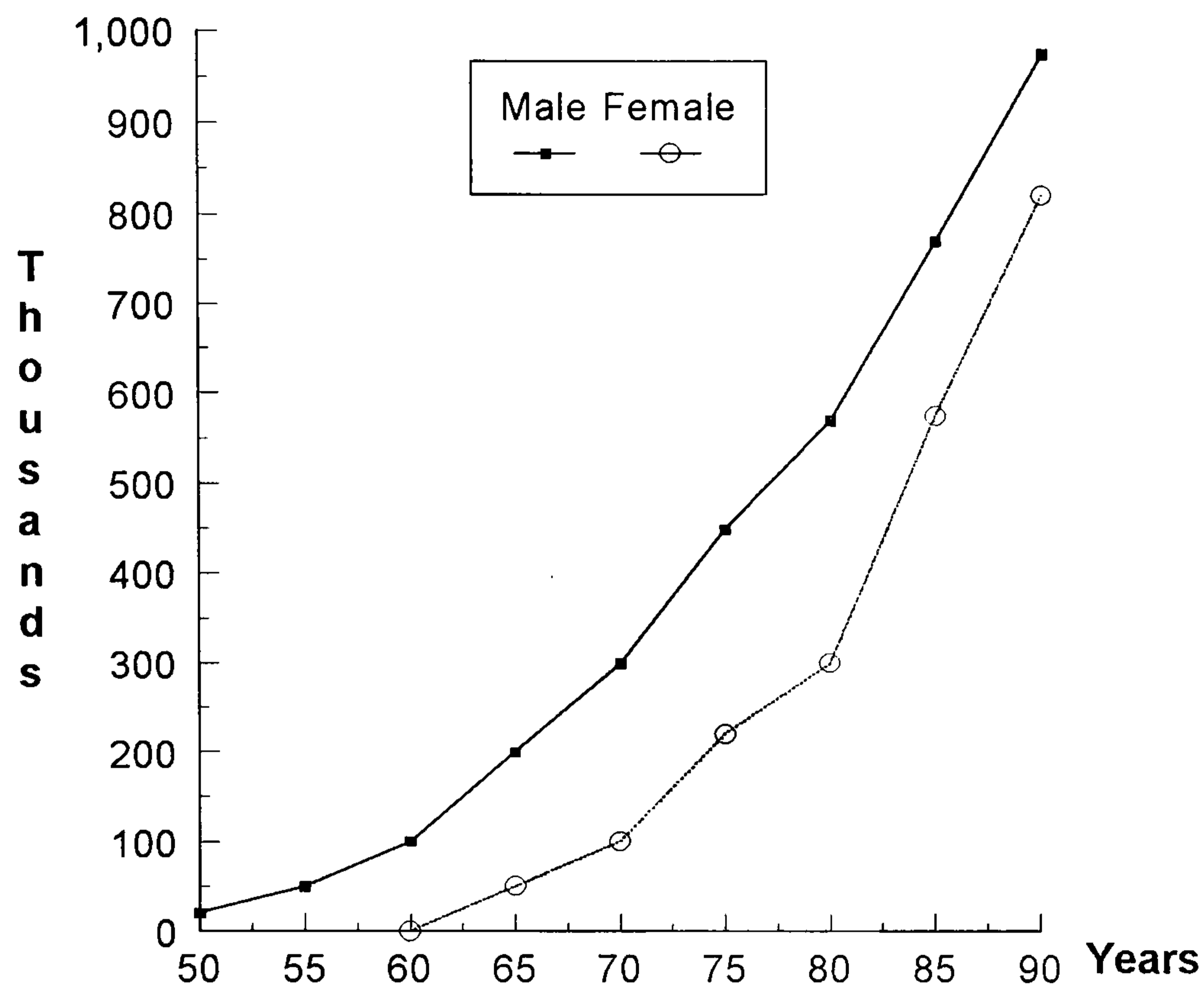
The elementary stage is accorded particular importance because it provides the foundation for fluent reading and writing. Teachers for the elementary schools are drawn from Teachers Colleges, from which they graduate with a bachelor degree in Quran, Islamic studies, Arabic language, Mathematics, Science, Arts, History and Physical training. The Ministry of Education has established sixteen such colleges spread all over the Kingdom.



In the elementary schools, there are six grades. Children can join these schools at the age of seven. The curriculum at this stage is divided into two parts. In the first part, which covers grades one to three, teachers concentrate on the basic skills of reading, writing and arithmetic. In the second part, covering grades four to six, a wide range of subjects are taught, namely, Quran, Islamic studies, Arabic grammar, History, Geography, Mathematics, Science, Basic Arts and Physical training.

Examinations (oral and written) are held at the end of each academic year, and a child must pass these examinations in order to be promoted to the next grade. The local education authorities in each province are responsible for making and marking the examinations. In 1981, the Ministry of Education delegated this task to the schools themselves. After finishing the sixth grade, students will be given the General Elementary School Certificate (GESC) as an official requirement for entering intermediate school (see Figure 2.1, which represents developments in elementary enrollment from 1950 to 1990).

**Figure 2.1**  
**Elementary School Enrollment 1950 - 1990**



Source: International Encyclopaedia of Education (2nd Ed.) (1994)

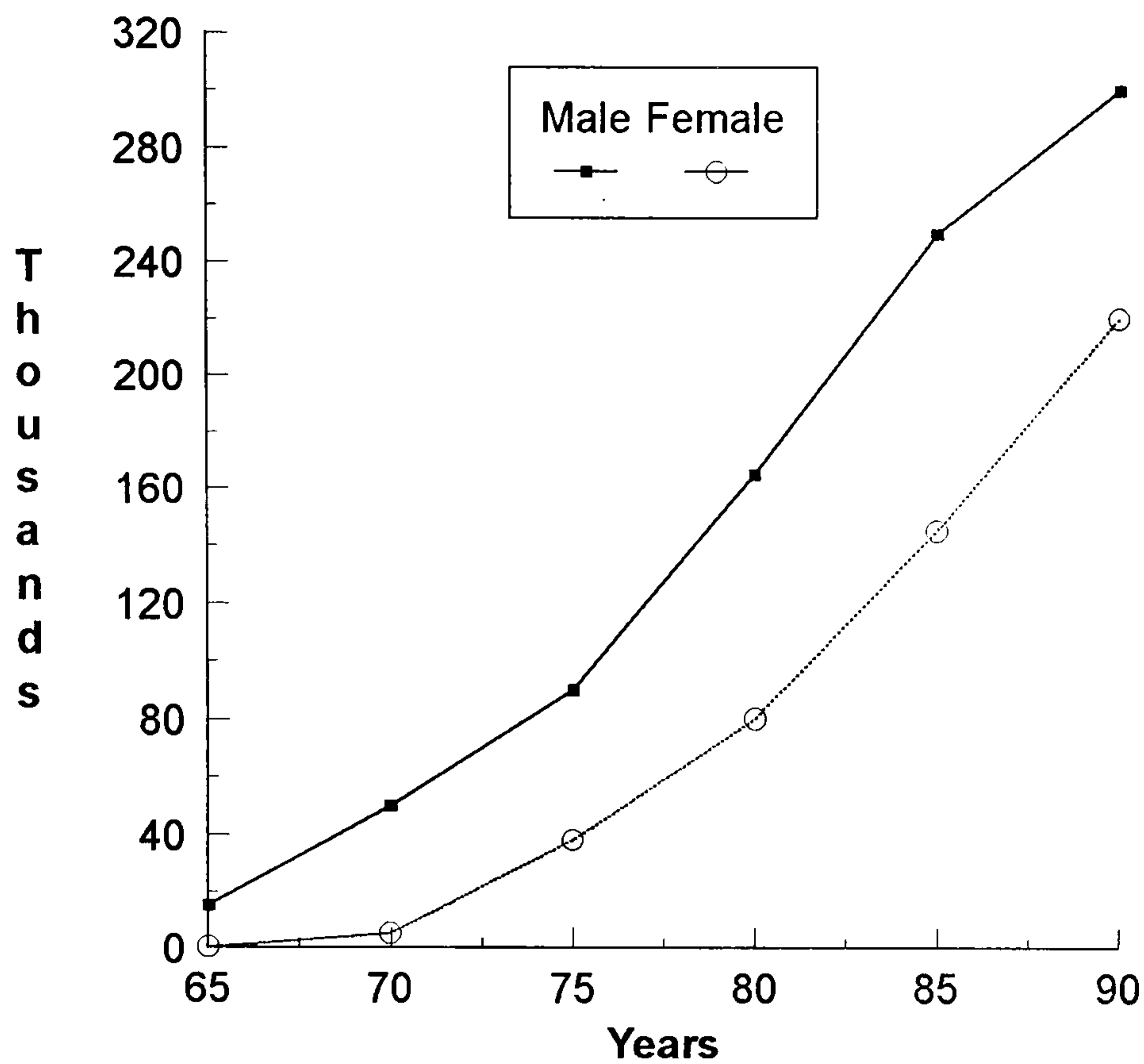
### **2.1.2.2 Intermediate School**

At the age of thirteen, pupils can enter intermediate school, provided they have obtained the GESC. The intermediate level consists of three years, covering grades seven, eight, and nine. The aim of this level is to prepare the pupils to continue on to the general secondary schools, or to join one of the vocational institutes in which they can study such subjects as nursing, commercial communication and technical subjects. in preparation for employment.

Pupils in this stage pursue a similar range of subjects to elementary students though obviously at a higher level. The main difference in curriculum is that English language is introduced. Because of the importance of English as a language of science and technology, the Ministry of Education is currently conducting surveys throughout the country to obtain opinions and suggestions from supervisors of English, teachers of English, students, parents, lecturers of English and the colleges and universities, for promoting the study of English language and emphasising its importance at the elementary stage.

The system of preparing and grading the examinations is the same as in the elementary stage. The final examinations usually take place at the end of each academic year. After finishing the ninth grade successfully, pupils are awarded the Intermediate Education Certificate (IEC). At one time, the IEC examination was set and marked by the Ministry of Education, but in 1981, the responsibility was given to the local education authorities throughout the country. Nowadays, schools are responsible for setting papers, administering the examinations and marking (see Figure 2.2, which represents developments in intermediate enrollment from 1965 - 1990).

**Figure 2.2**  
**Intermediate School Enrollment 1965-1990**



Source: International Encyclopaedia of Education (2nd Ed.) (1994)

### **2.1.2.3 Secondary School**

Students holding the Intermediate Education Certificate (IEC) are eligible to join secondary schools. The study in these schools usually lasts for three years, covering grades 10, 11, and 12. This level of education prepares students for college or a professional career. In the first year both boys and girls study general courses such as Islamic Studies, Arabic language, Arabic literature, History, Geography, Arts, Physical training, and English language. In second and third years, they are divided between literary and scientific streams. Students who choose the literary major study in depth the Islamic religion, Arabic language, Sociology, Psychology, History, Geography, Arts and Physical training. Students who choose a scientific major, study

in depth, Mathematics, Chemistry, Physics, Biology, Geology, Arabic Language, Islamic religion, Arts, Algebra, Statistics, Geometry and Physical training,

**Table 2.4**  
**Subject Matter Areas and Weekly Hours of Classroom Study**  
**Assigned to the Students**

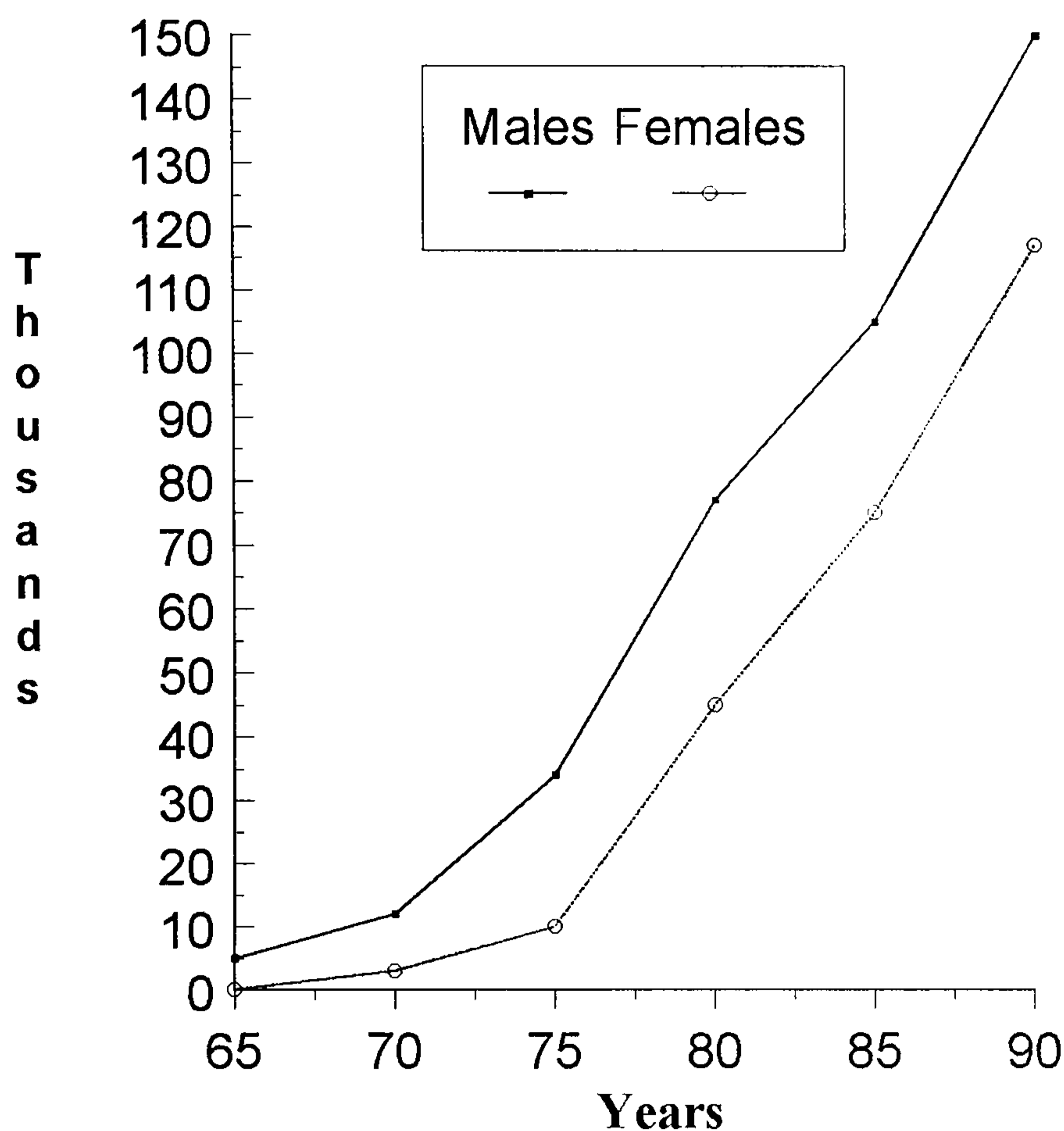
Subject	Grade			Grade 12	
	1	6	9	Science	Arts
Religious subjects	12	9	8	4	4
Arabic subjects	9	9	6	3	11
Social science	-	3	4	-	8
Mathematics	4	6	5	9	-
Science (and health)	2	4	4	12	-
Drawing	3	2	2	-	-
Physical Education	2	2	2	1	1
English	-	-	6	6	6
<b>Total</b>	32	35	36	35	30

Source: International Encyclopaedia of education (2nd Ed.) (1994)

For girls, the system of education at the secondary stage is the same as for boys, except that they study additional courses in economics, needlework, and child care. At the end of each academic year, students take an examination, which provides 70 percent of this final assessment, the remaining percentage being determined by the students' classroom performance. At the end of the third year, successful students are awarded the Certificate in general Secondary Education (GSE) literary section, or scientific section.

In this stage, the development of scientific thinking and the students' interest in research is emphasised. This level of interest prepares them to enter college (Assaloom 1987).

**Figure 2.3**  
**Secondary School Enrollment 1965-1990**



Source: International Encyclopaedia of Education (2nd Ed.) (1994)

#### **2.1.2.4 Other Secondary and Post-Secondary Institutes**

Another level similar to the secondary schools, called Teachers' Institutes, offers programmes to train students to be teachers in elementary schools. Male and female students can join these institutes for three years. The Ministry of Education has also established 16 Teachers' Colleges throughout the country. The purpose of these colleges is to train students holding secondary certificates or teachers of elementary

schools, to qualify as teacher with bachelor degrees. The study in these colleges lasts for four years. These colleges will be discussed in more detail in Section 5.

Another type of secondary institute is Technical. Students holding certificates of intermediate and secondary education can join them. Technical and vocational programmes are introduced in these institutes in order to give the youth opportunities to participate effectively in the society. See Figure 2.4, which represents the general flow of the educational system in Saudi Arabia, Figure 2.4.1, which represents a summary of the total number of schools, classes, students and teachers in all educational districts, Figure 2.4.3, which provides graphic representation of the quantitative development of schools, classes, students and teachers in five years from 1991 to 1996, and Figure 2.4.4, which indicates absolute and percentage growth by educational stages, as well as students ratio per school, class and teachers in day schools.

## Summary Statistics on Male Education

**Figure 2.4.1**  
**Total Numbers of Schools, Classes, Students and Teachers in all**  
**Education Districts in the Kingdom of Saudi Arabia**

<b>Schools</b>						
Elementary	Intermediate	Secondary	Teachers' Colleges	Special Education	Adult Education	Total
5496	2501	1043	18	49	1197	10,306
<b>Classes</b>						
Elementary	Intermediate	Secondary	Teachers' Colleges	Special Education	Adult Education	Total
52686	16765	7716	709	627	2405	80,908
<b>Students</b>						
Elementary	Intermediate	Secondary	Teachers' Colleges	Special Education	Adult Education	Total
1058109	429469	221949	17612	5560	40613	1,773,318
<b>Teachers</b>						
Elementary	Intermediate	Secondary	Teachers' Colleges	Special Education	Adult Education	Total
74000	32544	14290	1517	1204	-	123,555

Source: Ministry of Education, Educational Dept., Data Centre, Statistics Section 1995/96

**Figure 2.4.2**  
**Total Number of Schools, Classes, Students and Teachers in**  
**Gizan Educational district for 1995/96**

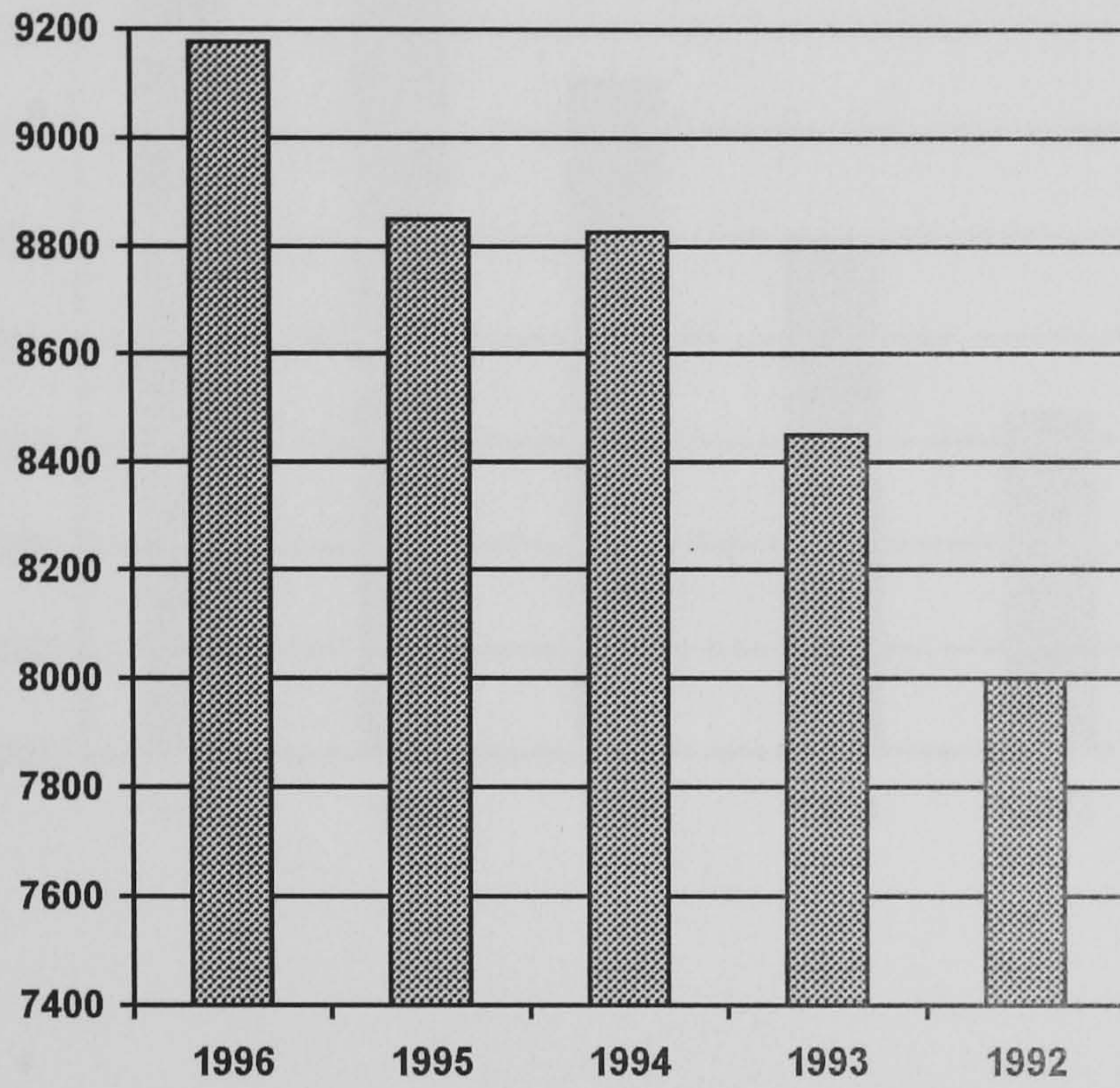
<b>Schools</b>						
Elementary	Intermediate	Secondary	Teachers' Colleges	Special Education	Adult Education	Total
237	116	43	1	2	56	455
<b>Classes</b>						
Elementary	Intermediate	Secondary	Teachers' Colleges	Special Education	Adult Education	Total
2149	595	212	56	17	83	3,112
<b>Students</b>						
Elementary	Intermediate	Secondary	Teachers' Colleges	Special Education	Adult Education	Total
41882	14037	6161	1068	141	1438	64,727
<b>Teachers</b>						
Elementary	Intermediate	Secondary	Teachers' Colleges	Special Education	Adult Education	Total
3043	1283	405	89	33	-	4,853

Source: Ministry of Education, Educational Dept., Data Centre, Statistics Section 1995/96

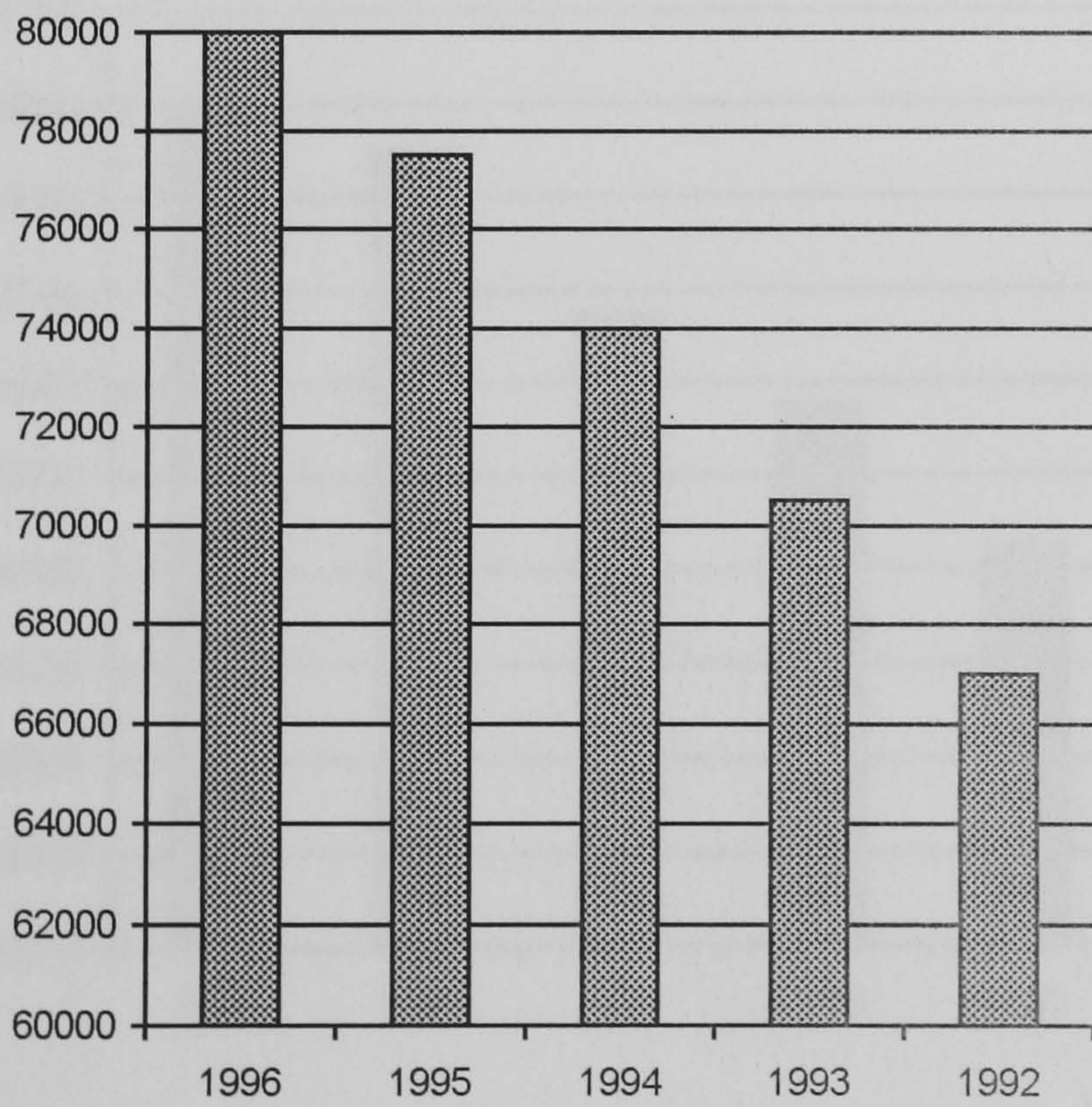


**Figure 2.4.3**  
**Quantative Development in Five Years in Ministry of education 1992-1996**  
**(Graphics)**

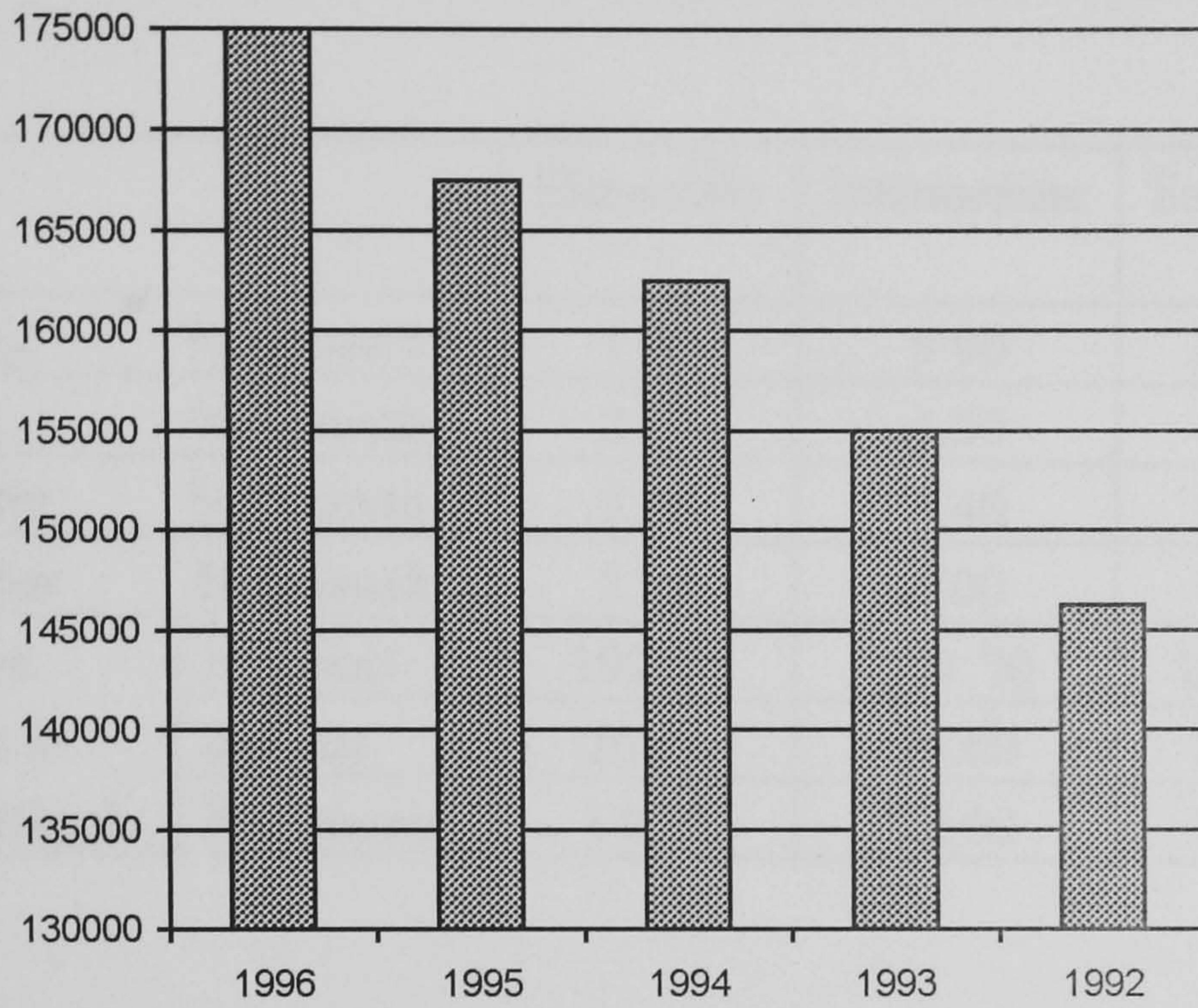
**1. Schools**



**2. Classes**

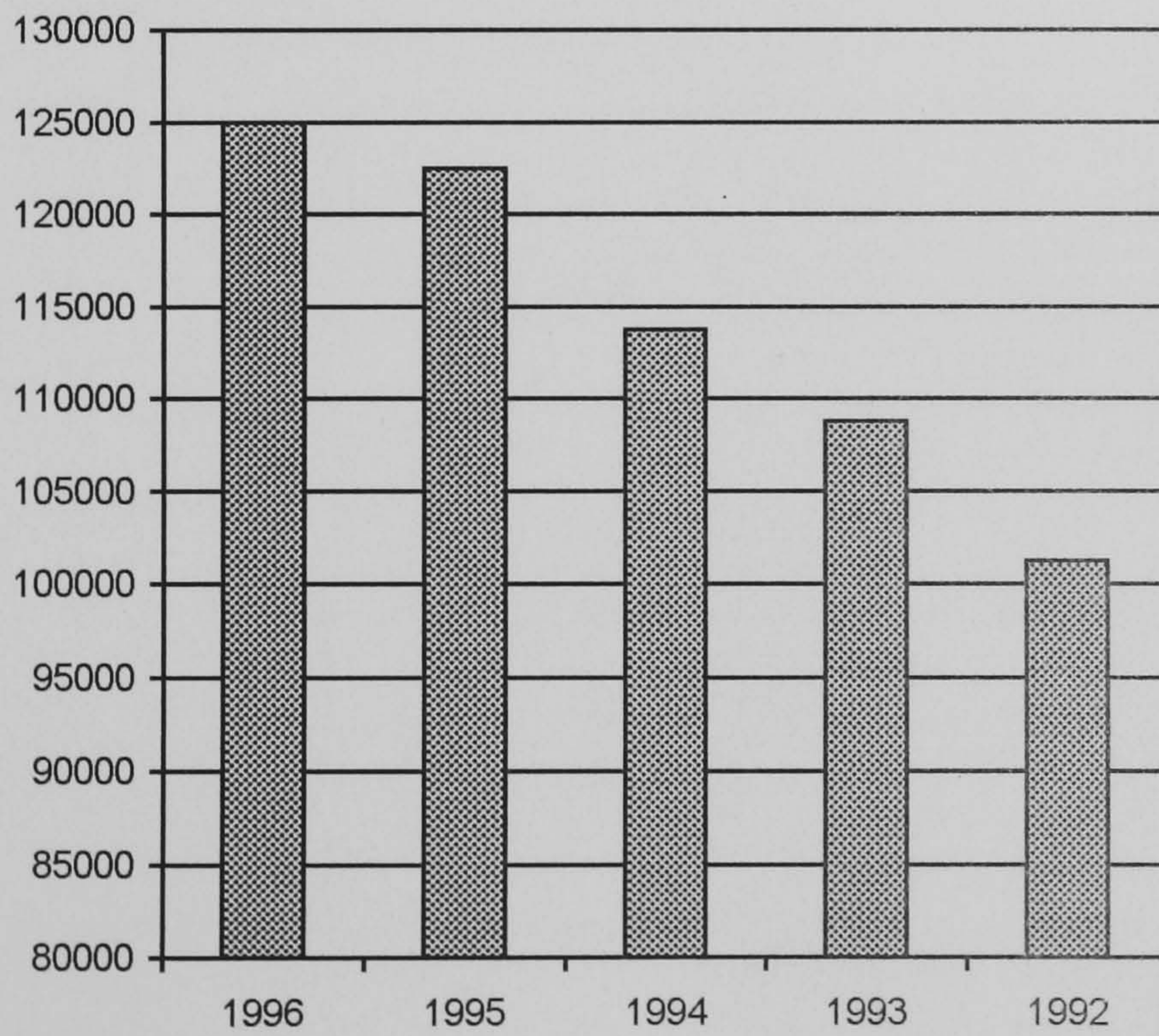


### 3. Students



Category	Faculty	Special
College		2.00
	2.75	5.20
	3.75	6.90
	4.50	8.10
	5.75	11.50
	7.50	9.70
	11.50	4.50

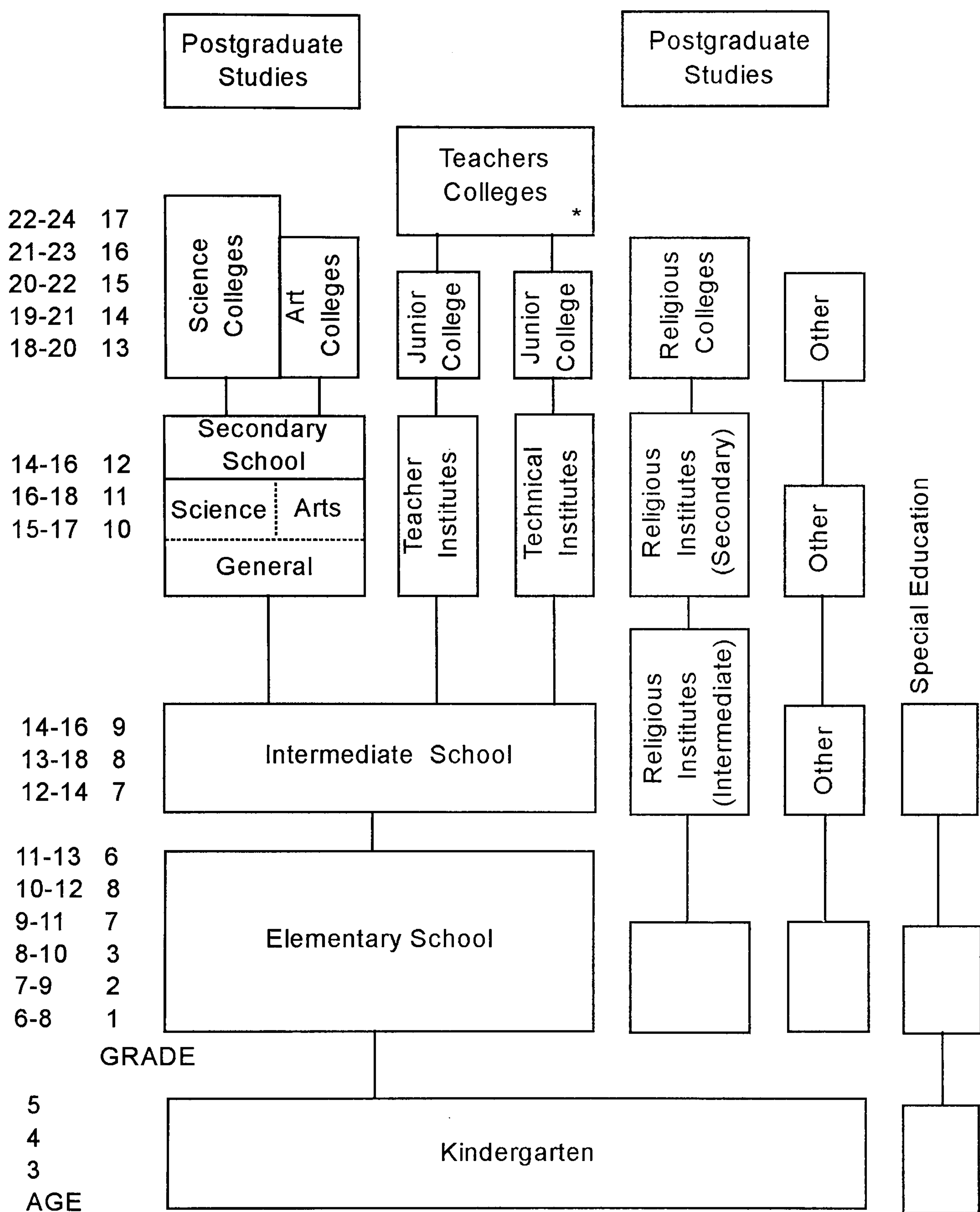
### 4. Teachers



**Figure 2.4.4**  
**Absolute and Percentage Growth by Educational Stages**  
**and Students Ratios Per School, Class and Teacher**

		Elementary	Intermediate	Secondary	Teachers' Colleges	Special Education
School	% Growth	1.70	5.90	21.40	0	2.00
Class	% Growth	2.10	4.50	10.30	8.20	5.20
Student	% Growth	3.10	6.40	15.30	4.70	6.90
Teacher	% Growth	2.30	5.00	10.90	0.80	6.10
Student Ratios in Day Schools	In School	192.50	171.70	211.70	978.4	113.50
	In Class	20.10	25.60	27.40	24.8	9.10
	For Teacher	14.30	12.90	14.00	11.6	4.60

**Figure 2.5**  
**Saudi Arabia Structure of the Formal Education System**



\* The name “Junior Colleges” has been changed to “Teachers Colleges” since 1988

Source: International Encyclopaedia of Education (2nd Ed.) (1994)

## **2.2 Curriculum Development and Teaching Methodology**

The Ministry of Education and the General Presidency for Girls' Education (GPGE) are working continuously to develop the curricula in Saudi Arabia, to present and introduce modern facilities in schools. The present curriculum reveals great improvement not only in the content of each syllabus, but also in the new methodology used by the teachers. Nowadays, the curriculum is not the only device the teacher uses in learning.

Audio-visual aids are used in schools, institutes and colleges to enhance students' rapid achievement and perception to encourage students to be confident in their attitudes towards subjects.

Computers have now been introduced in secondary schools, not only as a new device for learning, but also as a main subject of study. They have also been introduced in the sixteen teachers' colleges throughout the country,

In contrast, many Saudi researchers indicated that the content of the methodology courses that are given to students at various levels of education in Saudi Arabia still follow the same old structural routines in teaching English as a foreign language. It is suggested that the listening training programmes are recommended to be the best solution to this problem and can lead to an increase in the amount of interactive listening and speaking rather than retaining the traditional methods (Al-Bassam 1987; Zaid 1993 and Al-Hazemi 1993). Al-Bassam indicated that in 1983,

“the number of failures in English was very high (approximately 40% of students failed.) Among students who failed generally in other courses, 75% failed English”  
(p.10)

### **2.3 Teachers Colleges in Saudi Arabia**

The establishment of teachers' colleges in Saudi Arabia began in 1981. Only students who have graduated from teachers' institutes as elementary school teachers, and students holding the General Secondary School Certificate, can enrol in these colleges. The study lasts two years for scientific students and two and a half years for literary major students and elementary school teachers. In the first semester, all students follow a compulsory curriculum comprising scientific courses (Algebra, Geometry, Chemistry, Physics, Biology, Mathematics, Quran and English), however, literary major students may be exempted from the English course, provided they pass a test of competence. Those who do not pass this course must study English in the first semester in order to understand the English expressions used in Mathematics and Science.

Students who fulfil the requirements of the college receive Junior college Diplomas majoring in one of the following subjects: Quran, Islamic Studies, Arabic Language, Mathematics, Science, Art and Physical Training. In 1988, the Ministry of Education introduced a new system which enables students of secondary schools and teachers of elementary schools to study for four years to get a bachelor degree,

whereas teachers and students holding Junior College Diplomas (which qualified them to teach at primary level) can enrol for two years only to complete 149 credit hours for the literary major students and 151 credit hours for the scientific major students. This will upgrade their Diploma to degree level. English is introduced as a compulsory course, with two credit hours.

At the female colleges, the English department trains women to be teachers of English with a bachelor degree. They can teach either in the intermediate schools or the secondary schools if the need is urgent at that stage. Male teachers can only teach at boys' schools and female teachers can only teach at girls' schools. At the college level, the only way that male lecturers can teach female students is by means of closed-circuit television, relayed to the lecture rooms, as women and men are separated, but there is a shortage of female lecturers in some departments, particularly English, Islamic studies, Science and Mathematics.

#### **2.4 The System of Teaching English Language in Saudi Arabia**

In Saudi Arabia speaking English is believed to be as important as writing it. Knowledge of English is considered an important factor in the development of the country, since Saudi Arabia is linked to many developed countries in the world through trade, economics, education, and other fields, so English is required by businessmen, students and educators.

Nowadays, English language is widely used in Saudi Arabia as a means of communication (e.g. in hospitals, companies, banks, seaports, airports, sport centres, hotels and supermarkets). The teaching of English used to be traditional and based on textbooks and the blackboard.

Many Saudi teachers of English have studied in England and the United States of America. They have a reasonably good command of reading, writing and speaking English. Other teachers are not fluent in spoken English, because they did not study the English language with native speakers.

The Ministry of Education has allocated a supervisor of English to every district in Saudi Arabia. The essential purpose of these supervisors is to evaluate the teachers by visiting them twice or three times a year. They write reports about the teachers and advise them on appropriate methodology for success in the classroom. They also check the teacher's preparation and the students' understanding and participation in class activities and drills. The relationship between the supervisors and the teachers is strong and generally beneficial, because supervisors frequently provide the teachers of English with new knowledge, new methodology, new charts, audio-visual aids, audio-tapes, maps and posters. All of these devices aim to meet the pedagogical needs of teachers and improve achievement in English as a second or a foreign language. It also encourages students to be more motivated and more satisfied with the way they have been taught (Hermann 1980, Krashen 1982 and Stern 1983).



During the last decade, the emphasis in English language has shifted from the teaching of grammatical rules to a more direct method of learning through dialogue, reinforced with pictures and various drills and exercises. Grammar rules are no longer the main factor in mastering and acquiring the target language (Krashen 1982). Language can be acquired in the classroom through communication, role playing and the interaction of students with their teacher and their colleagues (Krashen 1983).

However, most teachers are inadequately prepared for this new focus on oral work, because they have been trained in the reading tradition. The Ministry of Higher Education in Saudi Arabia has sent many teachers to England so they can acquire English language from the native-speakers for the sake of mastering the correct pronunciation. Other teachers of English who have not been taught by English native speakers find conversation difficult and do not provide good models for their students' pronunciation (Al-Arabi 1983).

Students in Saudi Arabia learn English language throughout intermediate and secondary school (grades 7 - 12). They may then enter post-secondary education in the technical and vocational institutes or universities. In the Colleges of Education and Colleges of Arts, students can specialise in English in the English departments, where the courses cover phonology, morphology and syntax, literature and teaching methodology. They can graduate from these colleges after four years with a B.A. in teaching English. This qualifies them to teach at the intermediate or secondary school levels.

English curricula in the intermediate and secondary schools in Saudi Arabia are developed according to the Islamic, Arabic and Saudi Culture and prepared with drawings and pictures to enhance the students' comprehension and to build up their proficiency in speaking and writing English in a desirable manner. However, it is a common observation that the majority of Saudi students are not able to express themselves well when starting a conversation in English.

The design of a curriculum of English should integrate four essential components: listening, speaking, reading and writing. The English course at the teachers' college lacks the component of listening comprehension. This may account, in part at least, for the poor achievement of students. The Ministry of Education occasionally arranges in-service training sessions for all the teachers of English in a region to enhance their knowledge and provide opportunities for the exchange of experiences and suggestions. At such meetings, teachers are briefed about the latest developments in teaching methodology and technology. Such sessions are normally held annually, and are organised by the English Supervisors in each Directorate. The outcome of these meetings is reported to the Ministry of Education and used to evaluate the English textbooks in the intermediate and secondary schools through the country (Dhafer 1986). The Ministry of Education is quite sure that teachers of English need strong knowledge and proficiency in oral communication and written English (Ministry of Education 1992). Further investigation and research

recommended further effort in the practice of English (Al-Kamookh 1981, Zahir 1982, Al-Ahaydib 1986, Al-Muzroou 1988 and Zaid 1993).

Arabic language is used as the language of instruction in the elementary, intermediate, and secondary stages. At the college level, Arabic language is used in the Arts, Humanities, and Social Sciences. In other colleges as in Engineering, Medicine and the pure sciences, English is used as the medium of instruction. The achievement of the Saudi students in English is believed to be low. Previous studies have examined the standard of teaching and learning English and have shown that there is no standardised national examinations to measure the students' level of perception in English through the country, though the Ministry of Education provide all possible modern facilities and new technology for the teaching of English. Al-Kamookh (1981), Al-Ahaydib (1986), Dhafer (1986), and Al-Hakbani (1988)

## **2.5 Examination, Promotion and Certification**

General examinations in Saudi Arabian schools are held at the end of each semester. Most of the books in the elementary and intermediate schools are set for two semesters. Students are required to be examined in one part each semester. At the end of each academic year, marks are added up after the students finish their final examinations. The usual grading system is 50-69% Pass; 70-79% Good, 80-89% Very Good; 90-100% Excellent. At the college level the grading is different: 60-69 average (D) pass, 70-74% average (C) good, 80-84% average (B) very good, 85-89% average (B+) very good, 90-100% average (A) excellent.

In the elementary, intermediate and secondary schools, students' failure in any subject leads to another examination which will frequently be held at the end of the summer vacation. Those who fail in more than half of the required courses in each year are required to repeat the whole year. Students can only be promoted to another level or stage when they have succeeded in all courses.

This criterion does not apply at the university level or at the teachers' colleges. The university system is determined by the Ministry of Higher Education, whereas the system at the teachers college is set by the Ministry of Education. At the teachers' colleges, students study for four years (8 semesters) in order to get a bachelor's degree. If during their study some students fail in some courses, they can take them again and again. Their failure in these courses will only delay their promotion and decrease their cumulative average at the college. In 1993, the system was made more strict, in that students who fail a single course in three successive semesters will be sent down.

The General Presidency for Girls' Education (GPGE) usually follows the same system in all educational stages (elementary, intermediate, secondary, teachers' institutes, teachers' colleges, and universities). The only difference at the college level is that when female students fail the same courses twice in the same year (i.e. for two semesters) they are not expelled from the college, but are required to repeat the year.

## **2.6 Supply of Teachers and Lecturers**

The Ministry of Education in Saudi Arabia attaches much importance to the education and competence of teachers graduating from the teachers' colleges, and their qualification for teaching in general and for teaching English in particular.

Many years ago, all teachers of elementary schools held Diplomas from teachers' institutes. These institutes accepted students graduating the intermediate schools who studied for three years, leading to award of a General Certificate for teaching at the elementary schools. The shortage of indigenous teachers in the elementary schools was a problem, and teachers from Egypt, Sudan, Syria and Jordan were hired to make up the short-fall, both at elementary and intermediate levels.

In 1981, the Ministry of Education established Junior Colleges which supply teachers to the elementary stage. Students holding the General Secondary Certificate can enrol in these colleges and graduate in a period of two years with a Junior College Diploma in teaching at the elementary school level. Nowadays all elementary school teachers are Saudi.

In 1986, the Ministry of Education upgraded these colleges to Teachers' Colleges. These colleges began a fruitful plan of accepting both elementary school teachers and secondary school leavers to enrol for four years leading to graduation with a bachelor degree in teaching at the elementary school level.

Elementary school teachers used to teach general subjects with a load of 24 hours a week. Now, they can specialise at the Teachers' Colleges in Quran, Islamic Studies, Arabic language, Science, Mathematics, Arts, Physical Training, or History. The main purpose of these colleges is to improve the standard of knowledge and professional competence of Saudi teachers.

In the GPGE, the need for indigenous female teachers is still urgent. Most of the elementary school teachers are Saudi, holding only certificates from female teachers' institutes. Those who have graduated from the colleges and universities can teach at the intermediate and secondary schools.

At the intermediate school and secondary school stages, there is still a shortage of Saudi teachers, because of the increasing number of new students joining these schools each year. In 1975, for instance, the percentage of Saudi teachers was nearly 35% at the intermediate and secondary school stage. After the introduction of the teachers' colleges and the establishment of colleges of education in all the regions of the Kingdom of Saudi Arabia, the number of Saudi teachers increased. In 1987, 52% of the teachers at the intermediate and secondary stage were Saudis; by 1989, this had increased to reach 70% (Ministry of Education 1989).

The supply of English teachers in Saudi Arabia is as follows:

1. The Colleges of Education at King Abdul-Aziz University, King Saud University, Al-Emam Mohammed Ibn-Saud University, and King Faisal

University train students for four years at the English departments. Graduation requires completion of 128 credit hours, made up not only of English courses, but also general courses in Psychology, Sociology, History, Geography, Islamic Studies, Art and Physical Training.

2. In the Colleges of Arts at King Abdul-Aziz University and King Saud University, students study for four years in the English departments and graduate with 128 credit hours, approximately 90% of which are English courses. Students graduating from these colleges must also take some courses in Psychology, Education, and methods of teaching English for one year, in order to qualify then to teach at intermediate and secondary levels.

3. Students graduating from Teachers' Institutes can get scholarships to England for three years to get a Diploma qualifying them to teach at the intermediate school level.

The number of Saudi English teachers has increased considerably. The main sources of teachers of English coming to teach at the intermediate, secondary schools and at the colleges are British, American, Egyptian and Sudanese expatriate teachers.

Finally, it seems that serious attention needs to be paid to procedures of language planning and syllabus design regarding crucial areas and phases of the development process and teaching of English as a foreign language in Saudi Arabia. Several researchers (Al-Kamookh, 1981, Al-Ahaydib, 1986, Al-Bassam, 1987, Al-

Atari, 1989, Zaid, 1993, Al-Hazemi, 1993) reported problems related to teaching English at the intermediate, secondary or college level. These problems related to the low achievement and poor performance of students in English in Saudi Arabia. Much investigation is needed to find out the reasons that contribute to this under-achievement of students and the shortcomings of training programmes as an alternative teaching strategy to suit different situations.

As evidence, Al-Gorashi (1988) conducted a study revealing a drastic decline in the students' proficiency in English language. The study revealed that 94% of the students had limited knowledge of English prior to their enrolment at the college level. Al-Hazemi (1993) also indicated that the general belief among educationists in Saudi Arabia was that high school graduates possess an average vocabulary in the region of 2,000 words. The result of his study revealed that the average vocabulary of Saudi high school graduates enrolled at King Abdul-Aziz Military Academy (KAMA) in Riyadh, was below 1,000.

It is important to emphasise that the students have gained greatly from the presence of native speakers, especially British teachers and lecturers at King Saud University in Riyadh, the capital city of Saudi Arabia. This has exposed the students to correct pronunciation and given them the confidence to communicate effectively with British and American lecturers. Some of the Saudi lecturers of English have studied English in Britain and are therefore considered better equipped to guide teachers of English as a second (ESL) or foreign (EFL) language (Al-Kamookh, 1981, Sheshsha,



1982, Al-Ahaydib, 1986, Bubin and Olshtain, 1986, Al-Atari, 1989, Okaz, 1991, Ministry of Education 1991/1992 and Zaid, 1993).

It can be concluded that this chapter is intended to provide general information about the history of the educational system in Saudi Arabia, the history of English language teaching in school and teachers' college systems and the status of English in the curriculum. The early beginning of Education was unsettled and non-formal. It was more of an individual endeavour sought by private teachers and was characterised by being mainly religious in content.

Modern education in Saudi Arabia started in early 1932. The government began shouldering the responsibilities of formal education by providing financial support to establish schools and teachers' colleges in all regions. The teaching force recruited from Egypt, Palestine, Syria and Iraq. School curricula and instructional plans were devised by the Ministry of Education. It is worth noting that a drastic improvement was achieved on the educational system regarding the planning and the revision of school regulations and curriculum.

Concerning the importance of teaching and learning English as a foreign language, English language was included as a school subject at the intermediate, secondary and college levels. The number of periods allocated to English language was six per week leaving the rest of the educational plan as it was. This plan is still in existence today. English language was also taught in the other educational institutions on different scales, commercial, technical, religious and teachers' education.

Finally, this chapter is more of an introduction to the study through a general idea about the educational system in Saudi Arabia in its early stages and its contemporary development. It provides a detailed focus on English language instruction in the school and college systems in terms of dates of its introduction into the school plan, the number and percentage growth of student numbers, teachers, classes, schools and colleges and the teaching time allocated to it.

The next chapter will deal with the review of research literature.

## **Chapter Three**

### 3.0 Introduction

This chapter is concerned with the variables that related to the students' achievement in learning English language. Many researchers considered such variables as attitude, motivation, socio-economic, recorded materials, listening comprehension, errors in speech and oral reading as important factors influencing all students' level of achievement.

Language studies were found to correspond in general to levels of achievement. Students' attitudes and motivation were seen to be more favourable in learning English language. Other studies were related to the relationship between the influence of parental encouragement as well as parents' socio-economic status and students' acquisition of the target language reflecting their general standard of academic attainment (see Zirpoli, Hallahan and Kneedler 1988, Commins and Miramonts 1989, Sure 1991 and El-Fouly 1993 in Section 3.1 of this chapter for more details). Achievement in English language in general and in listening comprehension in particular was also found to be related to the kind of training learners receive during their study (see Goldenberg 1989 and Chavkin 1993 in Section 3.4 for more details). Significant relationships were found between students' perception of listening comprehension and their ability to improve their level of understanding in various skills such as listening skills, utterance skills, reading skills, discourse skills, writing skills and speech production (see Russell 1978, Ortmeier and Boyle 1985, Scott 1986, Wangsoton 1987, Allan 1991 and Hale and Courtney 1994 in

Section 3.7, see Cook 1986, Zirpoli, Hallahan and Kneedler 1988 and Anderson and Lynch 1991 in Section 3.8, and see Zaher 1986, 1990, Sahakian and Bonamy 1992 and Allen, Swain, Harley and Cummins 1993 in Section 3.8 for more details).

This chapter will also review studies related to the relationships between parental encouragement as well as socio-economic status, and students' progress in mastering the target language both oral and written.

### **3.1 Students' Achievement in English Language**

Many educators and linguists believe that acquiring English as a second language, (ESL) or a foreign language (EFL) depends mainly on the four components of language skills; listening, speaking, reading and writing (Garate and Iraqui, 1994).

McLaughlin, (1989) provides a precise evaluation of the major theoretical approaches to second language learning and examines the role theory plays. The purpose of these theories is to help us understand and organise the data of experience, to bring meaning to our study, to draw conclusions, and to guide prediction.

1. Selinker (1969-1972) invented the term "interlanguage" to refer to the interim grammar constructed by second language learners on their way to the target language. He argued that the term "interlanguage", which he saw to be a separate linguistic system resulting from the learners' attempted production

of the target language norm, was the product of central cognitive process related to second language learning.

2. The Chomskyan generative grammar approach assumes that the first language learner comes to the acquisition task with innate, specifically linguistic, knowledge, or Universal Grammar.

3. Schumann (1978) studied the relationship between social psychological acculturation and degree of success in learning the target language (Schumann 1978:110) writes:

Second language acquisition is just one aspect of acculturation and the degree to which a learner acculturates to the target-language group will control the degree to which he acquires the second language. .

4. Andersen (1982) stressed the role of internal processing mechanisms. He distinguished “Nativisation” and “denativisation” and second language acquisition.

El-Fouly (1993) conducted a study investigating the relationship between integrative motivation and students’ proficiency in English as a foreign language, regarding aspects of communicative competence. The sample of the study involved 151 students learning English as a foreign language at the college of Education of El-Minia University in Egypt. They included 87 males and 64 females and their ages ranged between 18 and 24 years with a median age of 20. Students were given the English Proficiency Examination for Egypt (EPEE) as well as five scales of the

Attitude and Motivation Test Battery. The test of EPEE consisted of grammar, vocabulary, listening comprehension, listening recall, cloze, and reading comprehension. The data were analysed using multivariate causal modelling techniques. Chrononbach's alpha was computed for the scales of both the EPEE and AMTB. The coefficients for the EPEE scales of grammar, vocabulary, listening comprehension, listening recall, cloze, and reading comprehension were 0.53, 0.68, 0.55, 0.73, 0.68, and 0.69 respectively. The coefficients for the AMTB scales of attitudes toward English speakers, interest in foreign languages, integrative orientation, attitudes towards learning English and desire to learn English were 0.91, 0.91, 0.78, 0.89, and 0.60 respectively. The results of the study indicated that listening comprehension had a strong effect on integrative motivation. This high loading seemed to indicate that the better the learner's competence in listening comprehension, the more integratively oriented he becomes. It was also observed that the scales used to measure integrative motivation were good measures of that construct. Similarly, it was seen that the tests used in the measurement of proficiency were also good measures of the three constructs of structure, listening comprehension, and listening recall. Therefore the good fit of the two measurements made this study more powerful. Motivation and proficiency were related to each other and led to success in foreign language acquisition.

Berliner (1978) emphasised the choice of instructional content as a primary planning decision that teachers make. It is considered as an important factor that influences the perceived difficulty of the subject matter area for students. The

students' learning can be affected by the teacher's knowledge and whether the chosen language teaching methodology suits their abilities and needs (Breen, 1987a; and Heilman, Blair, and Rupley, 1981).

The teacher's knowledge about the students' abilities has a great influence on their academic achievement especially when they get direct instruction at an appropriate level (Borko and Cadwell, 1981).

The matching between the difficulty level of the task and the ability level of the students leads to an increase in the probability of success on a particular task, which develops the students' communicative competence (Lord, 1980, and Breen 1987b).

The communicative approach has been recommended in order to fill the gap between theoretical knowledge and productive practice and seems to improve the students' performance in speaking, reading and writing (Agameya, 1991).

Commins and Miramontes (1989) investigated a study of the low academic achievement among language minority students in the United States. Their sample consisted of four male Hispanic bilingual students with limited language abilities in Spanish and English. The data analysis included language samples of an informal conversation, a wordless picture-book story, a concept comprehension sample, and an oral reading sample. The findings indicated that these students could benefit greatly from a strong emphasis on extending and elaborating communication skill. The students' access to information in English was limited because of their inadequate



English skills and lack of tasks and contexts in which they could follow up and develop their achievement and ability at the language (See Chapter 8, Section 8.2.5 and 8.2.6 for more details).

A recent study by Sure (1991) investigated the effects of new methods in teaching English language in Kenya and students' achievement in learning English. He also examined the strong association of English with the classroom role in the life of the students. 86 male teachers of English (selected from 86 high schools) answered a questionnaire concerning the role of English as a second language, adapted from one used by Chambell Ekniyom, Haque and Smith (1983) with students of English in Asia. The teacher's answers concentrated on the students' main problems which were grammatical mistakes, (mean rating = 3.8), poor writing abilities, (mean rating = 3.2) and poor listening comprehension, (mean rating = 2.6). The remedial solution recommended for these problems was more practice and training in language communication (see Chapter 8, Section 8.2.2 and 8.2.4 for more details).

In recent years, the emphasis has been increasingly put on the student-centred classroom rather than the teacher-centred one. In other words, the student is considered to be the main factor in language learning. A successful teacher, then, is one who gives much attention and care to the students who are in need of his help and guidance and are interested in learning the target language. Murphy (1985) indicated that different approaches to learner-centred teaching have been developed, putting much emphasis on the material and methods used. He argued that the learners'

perception of the process of learning should be taken into account before and at the end of a course. He stated that:

The idea of making the classroom learner-centred is not new, the term and the associated ideas have been with us for some time. There are various interpretations, but in brief they seem to have a common aim of making what is done in the classroom as beneficial and appropriate as possible for the learner. (p.12)

In this case, the learner is considered as an active participant in the teaching-learning strategies according to his prior knowledge and his active cognition which plays a great role in his general achievement. Danserean, (1985), O'Malley et al (1985a); O'Malley et. al (1985b); Weinstein and Underwood (1985); Chamot et al (1987); Cohen, (1987), and Oxford and Nyikos (1989).

Many studies have reported significant relationships between learners' achievement in English as a second or foreign language and the appropriate uses of different methodology in testing their abilities in English language.

Zirpoli, Hallahan and Kneedler (1988) investigated the relationship between students' scores in TOEFL and their achievement in English language. The sample of the study was fifteen males and four females who participated in an eight-week ESL programme. The student age was in the range 31-53 years. The findings indicated that students' academic performance was significantly related to the mean English language training scores ( $r = 0.58$ ,  $p < 0.004$ ). It was also related to structure and written expression ( $r = 0.54$ ,  $p < 0.008$ ) reading comprehension and vocabulary ( $r = 0.45$ ,

$p < 0.025$ ), and grammar ( $r = 0.58$ ,  $p < 0.004$ ). Student academic achievement was not significantly related to listening comprehension.

A recent study by Hashim and Sahil (1994) investigated, *inter alia*, the relationship between new techniques and strategies and students' achievement in English as a second (ESL) and a foreign (EFL) language, using a questionnaire of the Strategy Inventory for Language Learning adapted from Oxford Strategy Inventory for Language Learning (SILL) version 7.0, (1990). The sample was 246 third year undergraduate students in Hong Kong, aged 22 to 25 years. The results showed a significant correlation between the new strategies used in the classroom (gestures, group making, association, sound, sound and image and revisions) and achievement in learning English language

### **3.2 Student Attitude Towards English and Achievement in English Language**

According to Lemon (1973) the concept of attitude can be defined as the intensity of affect for or against a psychological object. Thurstone (1928) and Summers (1970) put three stages of attitude measurement:

1. Identification of the type of inferences,
2. collection of the samples of behaviour, and
3. treatment of the behaviour samples so as to convert findings about them into quantitative variables.

However, Gardner (1979) suggests that attitudes are related to motivation by serving as supports of the learners' overall orientation.

Many studies have shown considerable evidence of the influence of students' attitude on their general achievement in English language. This section presents findings on the relationship between students' attitude of learning English as a second (ESL) or foreign (EFL) language and their achievement in English language.

Ho and Spinks (1985) conducted a study to determine the correlation between students' attitudes, intelligence and English-language skills as predictors of academic performance and achievement in English language. The sample of this study consisted of 230 male and female arts students at the University of Hong Kong. The findings revealed a strong significant correlation between students' attitudes and their performance in English language (EL). Evidence was obtained to support the view that attitudes and intelligence have a general adverse effect on performance. The GPAs (grade point averages) showed 0.498 ( $p < 0.01$ ) with an increase in their language proficiency. Listening contributed the most to the prediction of EL and appeared to be important for successful performance in the English language examination.

Ryan (1984) studied the relationship between students' attitudes in reading comprehension and their performance in college. The sample consisted of 91 undergraduate students (58 females and 33 males). The findings of this study revealed

that there was a significant relationship between students' attitudes towards reading comprehension and their performance at the college level.

Aranha (1985) examined the relationship between students' attitude and their achievement in reading English. Aranha introduced sustained silent reading (SSR) as an English reading programme in India. The programme had previously been used in the United States. The purpose of the study was to improve students' reading skills and to help them learn to enjoy reading. The sample consisted of 1,800 children; 300 in kindergarten, 600 in grade 1 to 4 and 900 in grades 5 to 10, divided into experimental and control groups. The results of the study showed that the difference in attitude scores was significant at the 0.01 level for the low ability subgroup. The mean change in achievement scores showed a difference of 2.19 favouring the experimental SSR group ( $t = 2.28, p < 0.01$ ).

A study reported by Bickley (1990) supported the previous study of Ho and Spinks, (1990) and indicated an improvement in the attitude and motivation of Hong Kong students in schools and Universities which was attributed to new ideas and methodology employed by the native English teachers.

Olshtain, Shohamy, Kemp and Chatow (1990) examined the relationship between students' attitude and their achievement in English as a foreign language (EFL). The sample of the study involved 196 seventh grade students (11-12 years old). Two sets of instruments were developed: one to assess attitudes and motivations and the other to assess academic language proficiency. A third measure, an English

proficiency test, was used to assess achievement in EFL. The findings of this study revealed that there was a significant correlation between the attitudes of the students and their achievement in English language. The higher the motivation and attitude (MOTATT), the higher the achievement in English language ( $r = 0.50$ ).

Matsumoto (1996) conducted a study concerning three types of retrospective self-reporting tasks: diary-keeping, questionnaires, and interviews using a total of 108 female Japanese students, aged 19. They were all majoring in English at a college in Osaka, Japan. Three classes were involved in this study. Class A consisted of 36 students who were asked to keep a daily diary for a period of ten weeks, reflecting upon their EFL learning experience in the classroom. Class B consisted of 37 students who were asked to take home and fill out structured questionnaires on learning strategies. Class C consisted of 35 students who were employed in an unstructured interview using Horwitz's (1987) Beliefs About Language Learning Inventory (BALLI). All the instructions were given in Japanese. The results of the study showed that:

1. The 36 Class A students reflected positive attitudes towards the retrospective questionnaire and rated it either 4 (agree; 7 = 19%) or 5 (strongly agree; 29 = 81%). Students felt that the act of writing down personal comments on classroom activities helped them analyse and organise their thoughts related to classroom performance, achievements and problems.
2. The 37 Class B students also showed positive attitudes towards the retrospective questionnaire and classroom discussions by providing the ratings

of 4 (agree; 12 = 32%) or 5 (strongly agree; 25 = 68%). Students reflected their interest and responses toward the learning strategy and were eager to know how successful learners go about learning English as independent learners.

3. 8 of the Class C students, out of 35, completed the retrospective interviewing task by giving the rating of 4 (agree; 23%), the remaining 27 students' response was either 3 (neutral; 26 = 68%), or 2 (disagree; 3 = 9%). These findings indicate that students enjoyed sharing their attitudes and beliefs in discussion with other learners, but their positive evaluative attitudes did not persist until the final questionnaire.

This means that retrospective activities involving an oral mode of self-reporting stimulate less deliberate, less concentrated introspection than those which elicit responses in written mode. In conclusion, the results of Matsumoto's study have implications for classroom teaching. Thus, the diary-keeping task, which provided the informants with private personal activities, was perceived as effective in raising the learners' consciousness of their own learning process. On the other hand, the questionnaires/interviews with class/group discussion were found to help learners be aware of alternative ways of learning, beliefs, attitudes and perceptions beside their own. Referring to the benefits of journal-keeping, one student reports:

I have never reflected back upon my language learning in such systematic and concentrated ways. I am sure that the diary-keeping assignment has greatly helped me observe processes of my language learning, and become more conscious of my principal way of learning

English, that is, I usually learn by listening carefully and talking to native teachers. Analysing my own diary entries was another important experience which turned me into a “researcher” providing me with an opportunity to analyse my own learning and strategies from an outsider’s perspective, so to speak (p.145).

### **3.3 Students’ Motivation Towards English and Achievement in English Language**

Gardner and Lambert (1972) defined motivation in terms of the second language learners’ overall goal or orientation. They argued that attitude and motivation are distinct from each other and relate to different learning tasks. Brown (1981) also distinguished between attitude and motivation and classified three kinds of motivation as global motivation, situational motivation and task motivation.

Research indicates that the performance of the students is basically influenced by their motivation to learn. Therefore, there is a clear indication that achievement is affected by the degree of self-motivation towards any subject in general and towards English in particular. The changes in the students’ level of improvement could be marked as an important sign of their high achievement (Bloom, 1980). In addition, courses in English as a foreign language are considered to be different from other curriculum topics because most of the materials are not related to the students’ own cultural heritage. Gardiner (1985) argued that the achievement in English language itself improves according to the various methods the teacher uses in the classroom in order to increase the students’ level of motivation.



Chiu (1987), Ball (1977) and Entwistle (1987) stated that the conceptualisation and measurement of school or academic motivation has developed with much of the essential theoretical foundation and many empirical techniques. Chiu reported a factor analysis in order to investigate the conceptual and empirical aspect of academic motivation. He produced sixteen motivational sub-scales which were given to high school students. Four factors were produced for boys' and girls' positive orientation to school learning: the need for social recognition; curiosity; failure avoidance; and conformity.

In Hungary and England, Kozeki and Entwistle (1984) studied the initial conceptualisation of school motivation. Their study was based on an extensive set of interviews (over 1000) with children and their parents and teachers. Nine distinct dimensions were suggested by the content analysis and could be identified in three main domains - affective, cognitive, and moral. The school Motivation Inventory was given to a sample of 365 male and female British and 800 male and female Hungarian secondary school students drawn from four British schools and three Hungarian schools. The results of the study showed that students were highly motivated to participate effectively in school work. This positive motivation was related to the perception of their parents' attitude in relation to school work.

In the second study, Entwistle and Kozeki (1985) found a positive relationship between the conceptualisation of school motivation and the students' general achievement. The sample consisted of 614 male and female British students and 579

male and female Hungarian students from four secondary schools in each country and selected from two age groups, 13 - 14 years and 15 - 17 years of age respectively. The results showed two different conceptualisations of school and academic motivation. The Hungarian conceptualisation pointed out the importance of motivation in schooling. The British conceptualisation drew attention to the fact that differing forms of motivation are likely to introduce differing approaches to learning and studying. The effort put into school work is often related to the level of motivation and the quality of learning.

Several other studies, as reported below, have found a significant positive correlation between students' motivation and achievement in English language.

Wigzell and Al-Ansari (1983) examined the relationship between students' motivation and their achievement in English language. An achievement test was used on an experimental and a control group. In the experimental group, students were trained in English language more than the other group. They were highly motivated. The sample of the study involved 60 male students. The results showed a positive significance between students' motivation and their scores in the test of English language ( $t = 4.1$ ;  $p < 0.01$ )

Vijchulata and Lee (1985) conducted a study to investigate the relationship between students' motivation and their achievement in learning English language. 1,000 male students from all different faculties of University Pertanian Malaysia (UPM) were selected for this study. A set of motivational measures in questionnaire

form was developed in English and translated into the students' national language, Bahasa Malaysia. The findings of this study showed that the UPM students were found to be both integratively and instrumentally oriented in the English language learning task. The students from the more advanced English courses seemed to be more motivated than those from the lower level or basic course. Moreover, the UPM students expressed a strong desire to learn English ( $r = 0.30$ ;  $p < 0.001$ ).

Garate and Iraqui (1990) investigated 321 male Spanish secondary school students with the aim of finding out the relationship between students' motivation and their achievement in English language. The results of the study showed that highly motivated students performed best. They found that there was a significant relationship between motivation and achievement in English language. ( $p < 0.01$ ).

Dornyei (1990) investigated the correlation between the students' motivation and their achievement in English as a foreign language (EFL) among 134 learners of English in Hungary (82 females and 52 males). The result of this study showed a significant correlation between the learners' motivation and achievement in English Language ( $p < 0.5$  level,  $r = 0.32$ ).

Although the previous studies differed with respect to the nature and number of variables they investigated, all of them demonstrated a positive relationship between attitudes towards learning English and achievement in English language. The next section deals with studies related to the relationship between parental encouragement and students' achievement in English language.

### **3.4 The Relationship Between Parental Encouragement and Students' Achievement in English Language.**

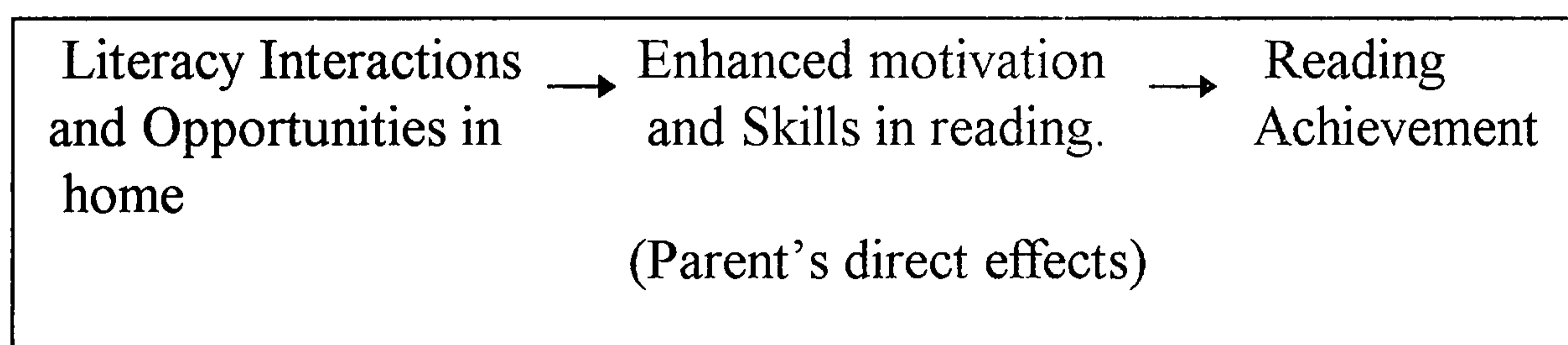
Parental involvement might affect students' achievement in terms of encouragement and praise. Many studies have been conducted to reflect negative or positive influence of parental attitudes on their children's failure or success in school subjects, in general, and in reading subjects in particular.

Goldenberg (1989) pointed out some positive effects of parents' involvement in their children's success and achievement in reading tasks. He examined low-income Hispanic parents and found that these parents succeeded in helping their children to progress in reading. Other parents engaged in certain activities and provided their children with learning opportunities when they were at risk of learning failure. He mentioned an example of a Hispanic mother who worked and practised daily with her child in reading words and letters before the teacher presented these reading tasks in the classroom. The child's reading achievement was better than that of peers who were equally at risk of reading failure. Goldenberg also mentioned another case of a mother who visited her son at school during the reading hour and followed up his reading task at home, while the father encouraged the child to put more effort into reading activities. The parents and the teacher found much progress in the reading task achievements. These two cases suggest the great role and influence that parents have on their children's reading achievements. Goldenberg summarises these

successful results of the parents' influence on their children's progress in reading into two categories:

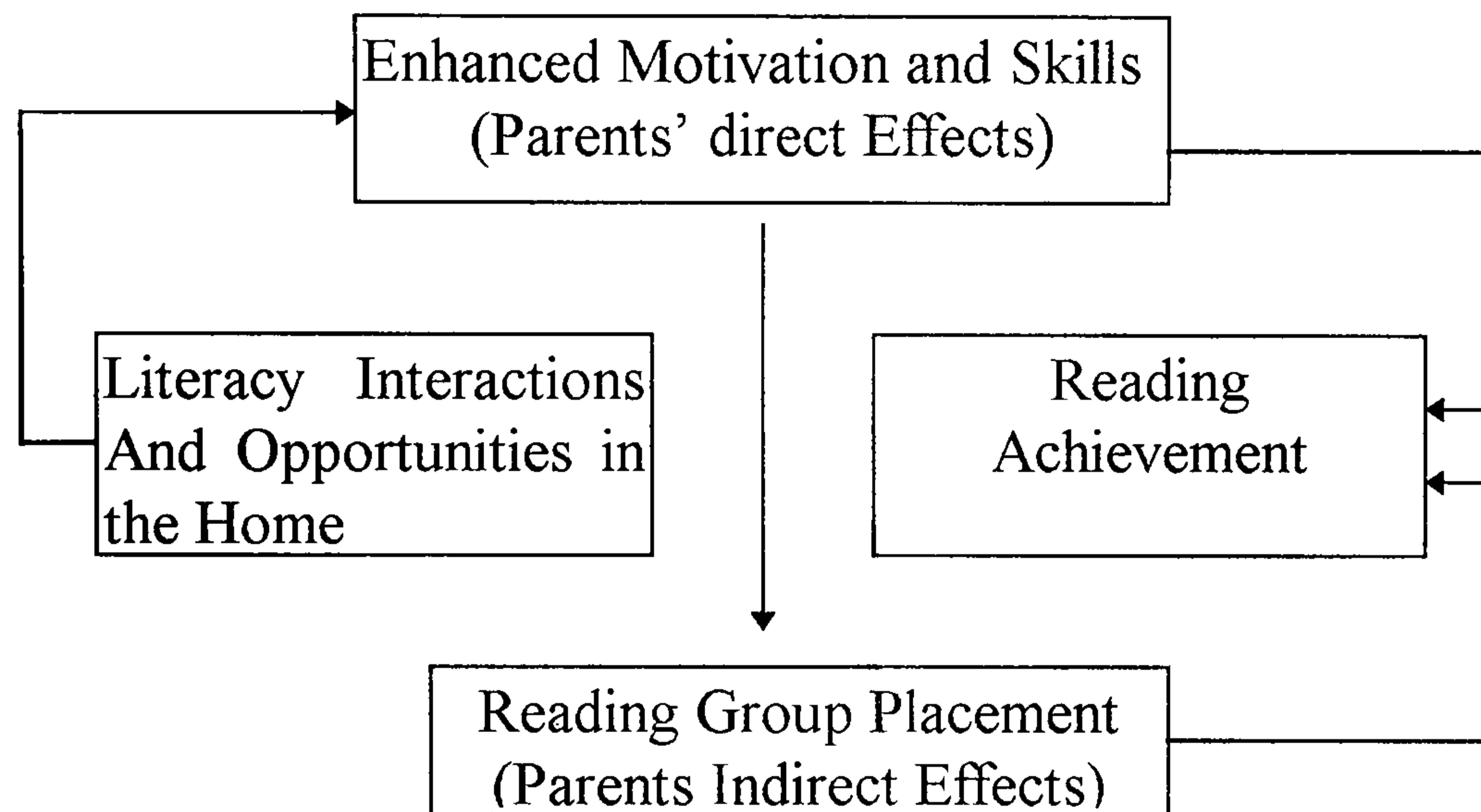
1. The direct effect parents can have on their children's reading achievement (by affecting the child's motivation to read and acquire reading skills).
2. The indirect effect parents can have on their children's achievement (by exerting influence over a child's reading group placement). See Figure 3.1 for direct effects and Figure 3.2 for indirect effects.

**Figure 3.1**  
**Conventional Model of Parents' Effects on Children's**  
**Reading Achievement - Direct Effects:**



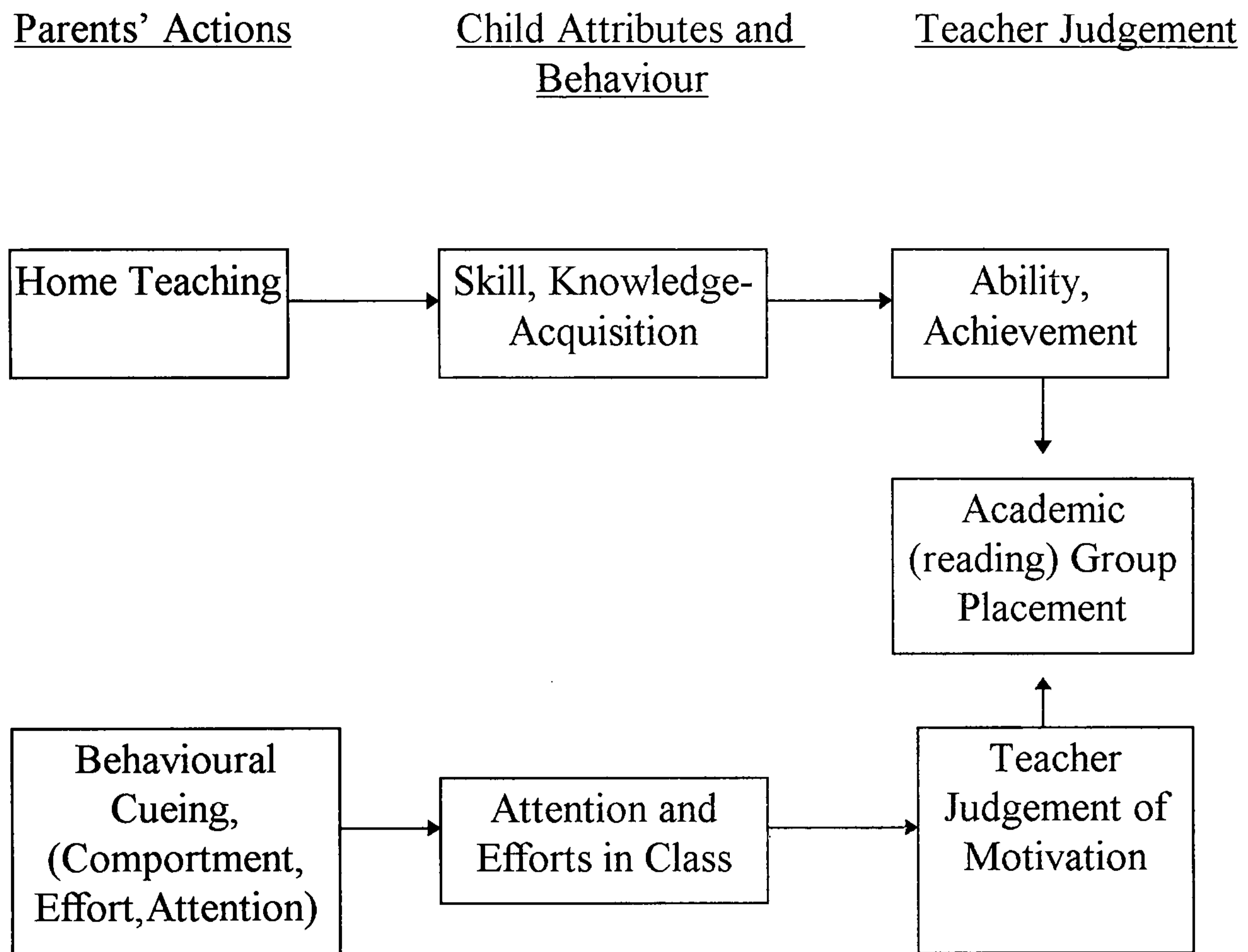
(Hess and Holloway, 1984, p.330)

**Figure 3.2**  
**Expanded Model of Parent's Direct and Indirect Effects**  
**on Reading Achievement**



Goldenberg also examined whether specific parent-child interaction might influence a child's group placement, independent of social class or ethnicity. He argued that the effects of certain behaviours and interactions existing at home had a stronger impact on the group placement than the family's social characteristics. He suggested that student's home experience and their reading achievement were partly mediated by group placement. See Figure 3.3.

**Figure 3.3**  
**Model of Parental Effects on Academic**  
**(Reading) Group Placement (pp.332)**



An important and crucial characteristic of low-achieving students' parents had been pinpointed by Dembo and Gibson (1985). They identified a gap in teacher-parent contact which they related to the frustration and inefficacy of the parents and the lower achievement levels of their children.

Chavkin (1993) quoted several studies related to family school relationships, starting with the work of Rich, who started the programmes of the Home and School

Institute in America in the mid-60's when he found that schools were doing everything, without the co-operation of the family; many parents were not interested in their children's education. His study was based on twenty-five years of work trying to build a bridge between schools and parents in order to provide strong support for the children's general achievement and success. In the late 1980's and in the early 1990's he showed that parents cared about their children's education and wanted to help to a great extent, though a minority of parents still needed to be aware of their children's position as slow learners. He believed that both home and school must continue to be powerful institutions and suggested that educational forces of home, school, and community can be united as a working team in order to improve education. His programme identified the importance of parental involvement in helping their children to acquire the basics of reading and maths. He added that parents were seeking ways to help their children to achieve. In 1986, he reported that parents had succeeded in extending the work of schools and responded to the National Education Association's Teacher-Parent Partnership Project which was used in twenty-two states of America. This means that in order to improve the children's general achievement and success, both home and school should be united as a working team to improve education. His main concern was the building of "Megaskills" as he called them, by which he meant such skills as confidence, responsibility, initiative and perseverance that children need to learn (Rich, 1988).



Rich confirmed that education should be based on links between school, home and community. To mobilise the family role in education, he suggested three phases (pp.238-242):

**Phase One:** Set the stage with an Information Campaign on the Importance of Parents as educators. In this stage the emphasis will be on the parents' need of information to enable them to be reached, especially those with limited formal education.

**Phase Two:** Establish a Parent-Education Delivery System.

On the basis of his experience in the HSI, Rich indicated that mobilising family action in education needed more than information sharing. He suggested that his mobilisation plan was set to:

1. Train teachers to work with families as partners;
2. provide ways for families to help one another;
3. establish a family education corps;
4. provide support to schools for all who care about children;
5. involve the wider community.

**Phase Three:** Provide learning activities that families and others can use with children.

Rich realised that many parents frequently feel helpless about how to help their children. His programme asserted certain strategies to overcome this problem:

- a) Develop home-learning activities that provide reinforcement and practice in an academic subject;
- b) teach a useful daily life skill to children;
- c) meet the time needs for today's family.

These activities were designed to reinforce skills and behaviours needed for children's success in school.

The second study Chavkin (1993) mentioned was a study of parents' attitudes and practices of involvement in inner-city Elementary and Middle Schools, by Dauber and Epstein (1991). They found that schools' programmes and teachers' practices to involve parents had important positive effects on parents' abilities to help their children across the grades; on parents' ratings of teachers' skills and teaching quality; on teachers' opinions towards parents' abilities to help their children with school work at home; on students' attitude about school and homework and on students' reading achievement. Epstein and Dauber (1991)

They investigated the relationship between teacher-parent interaction and students' achievement in reading. The sample of the study consisted of 2,317 male and female parents and 171 male and female teachers in eight Chapter I Schools in Baltimore. Two questionnaires were conducted in this study (one for parents and one for teachers). The study offered unique comparable data from parents and teachers as well. In addition, parental attitudes about the school (PATT) and family background were also measured in this study. The findings of this study revealed that:

1. Teachers agreed that parent involvement was important for student success and teacher effectiveness.
2. Teachers were more sure about what they wanted from parents than what they wanted to do for parents.
3. Elementary school practices were stronger, more positive and more comprehensive than those in the middle grades.
4. Parents reported that school level had strong independent effect on all measures of involvement.
5. Individual reports were significantly and positively correlated with the reports of other parents in the classroom (between  $r = 0.28$  and  $r = 0.44$ ).
6. The highest agreement among parents came on the parent's reports ( $r = 0.44$ ). Individual and aggregate scores were correlated slightly lower on whether the teacher guided parents on how to help with homework ( $r = 0.32$ ).
7. They concluded that the parent's level of involvement was directly linked to the specific practices of the school that encourage involvement at school and guide parents to help at home.

Chavkin (1993) also reported a study of teacher knowledge about parental involvement which was conducted by Simich-Dudgeon (1986). In view of the focus of the present study on the teaching of English as a foreign language, their study is of particular interest. They aimed at increasing student achievement in English language, especially among those who had limited English proficiency (LEP) or were non-English proficient (NEP), so that they were unable to learn concepts and skills

appropriate for this age and grade level. The solution presented in this study was an alternative ESL programme to improve and encourage the relationship between parents and schools. Such a programme, it was suggested, was directly related to gain in students' achievement, decreased student absence and drop-out rates and increased communication. They suggested (pp. 193-194) that the successful features of a parental involvement programme are as follows:

1. reading with and to their children in their native language or in English;
2. helping the teacher in developing educational materials at home; with teacher assistance, LEP parent can develop highly artistic materials for classroom use;
3. promoting literacy by surrounding the child with literate symbols; parents can support the learning of the second language and culture while maintaining pride in the family's language and culture;
4. using simple but appropriate academic materials provided by the teacher;
5. using questioning strategies that promote language and cognitive development.

In this study, Simich-Dudgeon pointed out the importance of the "Trinity-Arlington Project" which was funded by the Office of Bilingual Education and Minority Language Affairs (OBEMLA). Department of Education in Washington, D.C. from 1983 to 1986. The usefulness of this project and its main goal was to train

parents from four language groups (Spanish, Vietnamese, Khmer and Lao) in tutoring strategies for use at home in order to increase students' conceptual and English proficiency. The project was implemented at the elementary, intermediate and secondary levels and lasted for three years. It had three main components:

1. teacher training on parent-involvement techniques;
2. parent training;
3. curriculum development.

The accomplishment of the Trinity-Arlington Project was based on the students' participation in pre- and post tests including Ivie self-concept test, a locally developed VOBC content test for students (and parents); the SOLOM English oral language proficiency subtests; and a locally developed and formed test of English proficiency in the areas of English comprehension skills, fluency, vocabulary, grammar knowledge, and pronunciation.

The findings of this study showed that:

1. Although parents wanted to help their children do well in school, they could not do so because they could not understand the language or the concepts being taught to them.
2. Parental responses to the individual home lessons and to the project were very positive.

3. The Trinity-Arlington project had provided encouraging evidence about the benefits of LEP parent and family involvement in the education of LEP students.
4. Scores on SOLOM Test of Oral Proficiency showed the mean and standard deviation of English proficiency as follows:
  - a) The SOLOM indicated significant gains in English comprehension skills (m = 4.026 and SD = 0.788 with t-value  $p < 0.001$ )
  - b) Fluency (m = 3.684 and SD = 0.662 with t-value  $p < 0.001$ )
  - c) Vocabulary (m = 3.684 and SD = 0.664 with t-value  $p < 0.001$ ).
  - d) Grammar (m = 3.710 and SD = 0.732 with t-value  $p < 0.001$ )
  - e) Pronunciation (m = 3.552 and SD = 0.555 with t-value  $p < 0.001$ )
5. Over 350 LEP high school students attending two high schools and their parents-guardians and siblings benefited from the project and showed similarities and differences with each other.
6. Parent self-assessment of their English skills indicated that over 80 percent of all the parents-guardians spoke some English.

It can be inferred from the previous studies that parents' involvement had a positive effect on their childrens' success and achievement in learning English. The next section deals with studies related to the relationship between students' satisfaction with English courses and their achievement in English language.

### **3.5 The Relationship Between Teacher, Student and Parent Satisfaction With the Courses and Students' Achievement**

Considerable attention has been paid by many researchers and educators to teacher, student and parent satisfaction with the effectiveness of tutoring .

Hines, Cruick and Kennedy (1985) examined the relationship between the clarity and behaviour of teachers and the dual outcome measures of student achievement and satisfaction. The sample of the study involved 202 male participants as pre-service teachers enrolled in six teacher education classes at the Ohio State University. A designated teacher (DT), in a reflective teaching session was the means used to assess pre-service teachers' clarity of preparation. Participants were administered a short test on the lesson content and Student Post instruction Questionnaire. The result of this study revealed that clarity measures, in general, were positively and significantly related to the outcome variables of learner satisfaction and achievement (0.05).

In other studies reporting students' learning and students' perception of teacher effectiveness, many researchers found a significant correlation between clarity and vagueness of instructions and student achievement. Clear teaching obviously was viewed as evidence of the teacher's command of the subject matter and his confident ability to communicate with students successfully. Students and parents can only judge on such success or failure and can show their degree of satisfaction. Students with learning disabilities in ESL are less satisfied than others (Rosenshine 1970; Kennedy

Cruickshank, Bush and Myers 1978 and Cruickshank, Kennedy, Holton, Williams, and Fay 1982).

Kiedaisch and Dinitz (1991) studied the relationship between the effectiveness of tutoring sessions and student's satisfaction with the English course in the writing lab. The sample of the study consisted of nineteen male tutors, (nine of them were non-English majors) with 376 sessions. A questionnaire was conducted for both tutors and students, in order to rate their sessions and to look as whether certain groups were more satisfied with the ESL course than others. The researchers found that the results confirmed their belief that the writing lab was suitable to the needs of the students at the university level especially when they illustrated in their comments their thanks and gratitude to their tutors more than the upper class students. However, the lowest ratings were found with the students who classified themselves as learning disabled. Students who spoke English as a second language were less satisfied than non-ESL students with the writing lab. The lowest ratings given by ESL students could be attributed to chance only 4.5 percent of the time.

In another study, Ino (1993) investigated the relationship between the effectiveness of the reinforcement of the newspaper in reading English language and students' improvement and satisfaction. The sample of the study consisted of 72 male university students in Japan. A students' questionnaire was conducted to reveal the students' comments on the usefulness of the newspaper quiz on the EFL reading course. The results showed that their interest in international affairs was greatly



increased by the newspapers quiz and motivated them to read English newspapers. University students tended to be more concerned about what to read than how to read in their reading classes. Twelve students indicated that the quiz included too many unfamiliar words which constituted a barrier to their understanding of the article. The final result showed a successful promotion of the students' awareness of global issues and satisfied their need to read in advanced EFL/ESL reading courses.

It can be concluded from the previous studies that teacher clarity as well as variety of oral and written tasks in English courses play a great role in students' satisfaction with these courses. The next group of studies deal with the relationship between the use of recorded materials and students' achievement in English language

### **3.6 The Relationship Between Student Socio-economic Status And Achievement in English Language**

Socio-economic status (SES) is considered to be an important variable, reflecting the educational level and incomes of parents. Many researchers have reviewed and developed scales of socio-economic status (SES), among them Hollingshead and Redlich (1958), Backman (1970), Keeves (1992), Fraser (1973) and others. Arabic studies have been carried out on SES and the influence of such status achievement of Arab students (Shargawi 1970, Tokhi 1973, Tahan 1977, Nashawati 1977, Zughoul et al 1979, Abuhamdia 1984 and El-Sayed 1988).

Most of these studies considered the following as appropriate indicators of the socio-economic status of the family: the occupational status of the parent(s), the educational level of the parents, family income, and housing.

These factors may reflect students' level of achievement, attitudes towards learning (either in general or English language in particular) and their background and contact with native speakers of the language within the framework of the local socio-cultural situation, which frequently affects the design of learning courses (Dudley-Evans 1983, Anderson 1985, Horowitz 1985, Noss 1985, Svanes 1988, Spolsky 1989 and Dubin and Wong 1990).

Bachman (1970) investigated the correlation between students' socio-economic status and their academic ability. The sample of the study consisted of 2,213 tenth-grade male and female students. The result of the study showed that there was a significant correlation between SES and their general ability.

In a sample of 280 male and female students ranging from 13 to 18 years of age, Sherman (1973) studied the relationship between students' SES and their achievement. In this study, social class was found to be significantly related to students' perception of their own abilities.

So and Chan (1982) examined the cause of the reading achievement gap between language minority students and non-language minority students. They investigated the relationship between students' socio-economic background and their

achievement in English reading. The sample of the study consisted of 36 male and female Hispanic high school seniors and 36 male and female sophomores living in the United States. The finding of the study revealed that the Hispanic students scored lower than the monolingual students in reading achievement and that SES had a strong effect on reading achievement ( $R = 0.6117$ ;  $p < 0.0001$ ).

A recent study by Fahmy and Bilton (1992) investigated the relationship between students' SES, and their achievement in English as a foreign language (EFL). The sample of the study involved 74 Omani students (48 female and 26 male) studying at Sultan Qaboos University in the Sultanate Oman. A Standardised Proficiency Test was administered to the students in order to provide an objective measure of their English language competence as well as the Comprehensive English Language Test (CELT). The results of the study showed that there was a positive significant relationship between students' SES and their achievement in English language proficiency.

Sujhat (1993) investigated the relationship between Thai students' SES and their achievement in English language. The sample of the study consisted of 460 male university students in Thailand. The findings of this study revealed a significant correlation between students' SES and their perception and achievement in English language.

Thus, it seems from the previous studies that there are two effective factors which influence the students' general achievement in learning English language, the parents' education and income.

### **3.7 The Relationship Between Listening Comprehension and Students' Achievement in English Language**

In recent years, many countries have started to pay much attention to the importance of listening and tried to introduce it into programmes for learning English as a foreign language. Those who are responsible for the curriculum and the examinations have recognised that this has been an important element in the development of listening work. The importance of this element is derived from the fact that listening seems to be the first stage all normal children go through before they produce their own speech. Before considering how to work for improvement of the listening process, however, first it is important to indicate that speech is considered to be converted to meaning in the children's mind (Lundsteen 1979).

This process is, however, only imperfectly understood. Neither researchers nor educators have yet achieved a common vocabulary or standard set of definitions that permit easy comparison of either theoretical viewpoints or research results. (In order to emphasise the deficiencies of this approach see the main study in Chapter 7).

Listening comprehension should be considered as an integral part of communication whose purpose it is to facilitate and speed up both the acquisition and

the use of the target language. Moreover, learners of English as a second or foreign language should not only be exposed to a great deal of input but also do something interesting and relevant with what they hear in order to contribute to the development of other skills such as speaking, reading and writing. In this respect, investigators have emphasised the value of listening skills not merely to pass examinations but also for more general use in the outside world (Cook, 1986). Even people who have little prospect of travelling to English-speaking countries will find that there are many occasions on which they want to use their listening skills

In language teaching the term, “Listening” is most used to mean listening and understanding skills or listening comprehension skills, whereby the listener is trying to understand the oral messages people are conveying. However, a problem of comprehension still exists and is in need of a possible solution. For this reason, linguists, psycholinguists, cognitive scientists and language teachers are faced with such questions as *How do listeners understand language?* Do they compute utterances step by step or do they look first for the phonetic representation of the utterances, then for their syntactic structure, semantic structure and pragmatic structure? (Maley and Moulding, 1993, Underwood, 1989, and Boyle, 1987).

Taylor (1964) classified the process of listening into three stages. The first is hearing, during which sounds are received and modified by the ear. The second is called listening, which involves the identification of component sounds and sound sequences so that words are recognisable within the sounds. The third is called

auditing, which translates the continuous flow of words into meaning. According to this, the methods of teaching listening make much use of live foreign language interaction between teacher and student, along with practice and drill.

The next studies will mainly focus on speaking skills, listening skills and language production through training programmes in order to reflect the overall relationships between these skills and students' achievement in learning the target language.

Many studies have shown considerable evidence of the influence of listening comprehension on students' speech, pronunciation, oral reading, oral tasks, written tasks, stress and rhythm, intonation and sound discrimination.

Fluent listening results only from wide exposure to the target language and much practice in seeking specific points of information from spoken sources. In this case, the teacher's task is to provide an opportunity for the students to listen to the speech of native speakers and to sequence and co-ordinate such activities with the materials given to them.

Following are presented some studies concerning the effect of listening comprehension on the general performance of students and their level of proficiency in listening, speaking, reading and writing.

Cook (1986) clarified in her study the basis for an experimental approach to second language learning. This investigation consisted of a number of papers written

by Cook and other researchers and presented and discussed at a meeting of Coleslaw (Colchester Second Language Acquisition Workshop) in Essex. The researcher has attempted to select some of these studies that relate to the teaching and learning of listening comprehension. One of the encouraging aspects of this justification was the researchers' agreement to emphasise comprehension-based teaching methods, in view of the impressive body of experimental evidence that has been put forward for the proposed teaching techniques. They also emphasised the importance of the observational method that concentrates mainly on language production, picture description and interview formats. It was recommended that the use of these techniques should be recorded on tape in order to study and find out the learners' mistakes and errors in phonology, terminology, syntax and speech. Most of these studies were based on two groups of learners tested naturally or artificially to find out the differences between them. The researchers called this type of method the "difference method", and it was based on the assumption that L2 learning differs from one learner to another and from one situation to another. The most common feature of language acquisition for all normal human children is the success of acquiring the first language. Cook described the acquisition of a second language as a difficult task and far from the case of first language. This assumption emphasises the basic aims of these studies to discover the differences among L2 learners in a variety of situations. A vivid example of these differences is given by Cook, reflecting the overall relationship between the L1 and the L2. It was found that a Chinese child takes twice as long to learn English as a French child and it takes him twice as long to reach the same level of competence as a French

child; for a Japanese learner, a Chinese language may be twice as easy as English; and for a Finn, they may be equally difficult. This variation in difficulty indicates that some languages seem to be harder or easier to learn than others on the basis of their differences in structure and culture. (See Section 6.3.9 in Chapter 6 for more details). With respect to these differences, a contrastive study of the structures of the L1 and L2 should be helpful in anticipating the kind of problems the speaker faces in learning the two languages (see Tables 6.32, 6.33 and 6.35 in Chapter 6).

In addition to the variation between learners in acquiring L2, there is also variation between situations. Cook and other researchers differentiated between L2 learners who acquire it through self-structuring (informal interaction with native speakers) and those who acquire it through structured means (formal teaching in the classroom).

The general framework of Cook's studies was based on the learning experiments comparing two groups treated in different ways. The first group was called the control group (given the minimum of treatment) and the second group was called the experimental group (given special treatment). Both groups were taught in different ways and were given the same test. The differences arising between the two groups could be attributed to the special treatment given to the experimental group. For example, Cook (1986) indicated an experimental study conducted by Wesche (1981) investigating students' achievement in listening comprehension using audio-visual aids as an enhancement for the experimental group. The results of her study



showed that students in the experimental group achieved superior scores on three of the four achievement measures of listening comprehension and expression, compared with the control group.

One area that has been investigated was concerned with Listening-based Teaching Methods and Second Language Learning with the application of an experimental approach. Cook (p.30) indicated that the past few years have shown a dramatic change in the attitudes among language teaching theorists towards the skill of listening, based on the theoretical support for the idea of Krashen and others confirming listening as an important element and a meaningful input in language learning. Krashen (1981, p.57) indicated that “all other factors thought to encourage or cause second language acquisition only work when they provide comprehensible input”. In this respect, Cook called the overall approach to language teaching that emphasised listening as an essential and primary skill “Listening First”. She also argued that foreign language instruction should concentrate on the comprehension skills of listening, reading and speaking. Cook presented the overall advantages of “Listening First”, as follows (p.31):

1. Cognitive: It is better to concentrate on one skill at a time; learning, listening and speaking simultaneously places too many demands on the learner.
2. Affective: A major handicap for some learners is that speaking in public in the second language embarrasses or frightens them; they should only have to speak when they feel they are ready for it.

3. **Communicative:** Listening is inherently communicative in that the listener tries to work out a message from what he hears; speaking can be parrot-like repetition or manipulations of sounds.
4. **Media Compatibility:** Listening lends itself to the use of tape-recorders, films, computer-controlled language labs; speaking does not fit in so easily with modern technology (see Section 3.7).
5. **Utility.** Students can, in many circumstances use listening outside the classroom because of the availability of films, television programmes, etc., while they are unlikely to be able to speak in the foreign language outside the classroom itself.

As a result of the previous outstanding advantages of listening, it should be noted that Listening First is considered to be unique among teaching methods within an experimental approach.

In connection with Cook's advantages of the "Listen First" strategy, the researcher presents a summary of an interview shown on BBC2 TV UK on the 13th March, 1996 discussing the procedure of enrolment at the University of Tokyo in Japan. Three male lecturers from Tokyo University explained the importance of listening comprehension and its influence on the students' overall proficiency of English language. Dr. Ikuo Amano, Dr. Toroshesa Huro, and Mr. Yasoke Tayomora confirmed in their speech that it was an obligation for every Japanese student enrolling at the university to take a training programme in English language, lasting for one year.

Listening tasks, oral reading and public speaking were the primary features of the programme. The aim of the training was to help students to survive in their general education and in English language in particular. A film was shown during the interview illustrating a meeting with the parents and their roles in the general achievement of English language (Open University, Learning Zone, 1996).

Cook also presented a study carried out by Winitz (1981) concerning teaching German to college students through the comprehension approach. The sample of the study consisted of a group of male and female college students enrolled in a four-semester course of instruction in German. Comprehension training was intended to emphasise the fact that the central element of the second language is “meaning” or “understanding”. Investigators concentrated their efforts on the beginning stages of the comprehension approach in order to develop the methodology and to assess its effectiveness. The major effort was directed towards explaining the procedures of instructions for the intermediate stages of comprehension training that were used to teach German to American college students in a recently completed research programme.

It was concluded too that the primary methodology of foreign language instruction should be to provide students with the opportunity to hear the spoken language in contexts in which the majority of utterances were understood. Students were also trained to use a strategy of conscious monitoring, and then enter a language comprehension training programme.

Another study was conducted at the University of Missouri-Kansas City. Cook (p.136) revealed in this study the value of the experimental approach to the study of German as a second language. The study was concerned with an experimental and control group. The sample of the study involved thirteen college students at level 3 enrolled in a summer session (1983). The American Association of Teachers of German (AATG) nationally standardised test was used to evaluate student performance. The prescribed textbook for the two groups was Lohnes and Strothmann (1980), which dealt with the surface structural components of German, except that students in the experimental group were required to spend about 40 minutes weekly in the language laboratory listening to tapes related to the prescribed textbook. The results of the study showed that the means and standard deviations of the experimental group were 43.31 (SD = 13.26), and for the control group 33.83 (SD = 8.70). The average score was about ten points in favour of the experimental group. The difference was significant ( $t = 2.32$ ;  $df = 12$ ;  $p < 0.05$ ).

Seven out of the thirteen male students, who participated in the summer session, were chosen to continue the programme in the autumn, 1983. Two additional male students who had prior experience in German requested to enrol in the German programme after being told about it by their colleagues. Students received 3 semester hours of college credit beside 6 hours per week for training in comprehension learning, 2 hours per week on Monday, Wednesday and Friday. In addition, about one third of the time was spent on reading language through pictures. Eight tests were introduced

in this study covering the grammatical categories of articles, verbs, conjunctions, negatives, prepositions, plurals and possessives, pronouns and questions. Students were also asked to read several short passages from elementary German texts. The remaining one-third of class time was devoted to participation in “semantic training modules”. The aim of these modules was to teach abstract words, a particularly troublesome area of the study in the comprehension approach. In this respect, the use of the abstract words in the context of activities served to reinforce and strengthen students’ understanding. Students were asked to listen to the intermediate lessons (41-80) of *The Learnables* and were tested weekly. The results of this training revealed that the mean score of the seven students was 35.14 (SD = 3.68) on the AATG test at the close of summer session. The new average score of the AATG test was 51.42; therefore, the difference was significant. On the other hand, the average score of the two students who had previous experience in German was 58.1, about seven points higher than that of their colleagues. Another advantage of this training showed that the two students in the comprehension programme reached a level of accomplishment nearly equivalent to that of average students who had taken 4 years of college German. Cook (p.142) emphasised the fact that students who acquire a foreign language by the comprehension approach will achieve higher scores than those who acquire it by the traditional method. At the conclusion of the third and fourth semesters of training, the students were able to express themselves freely and showed improvements regarding speaking and the use of lexical items and sufficient implicit knowledge of German. Dramatic changes were observed in the students’ strategy of acquisition when

spending most of their time listening. By the end of the study, students believed that their listening comprehension had improved significantly.

In addition, Zirpoli, Hallahan and Kneedler (1988) over the period of a two year-training programme studied a sample of 19 Indonesian students (15 males and 4 females) in the U.S.A. and Norway. Students received one year of training at the University of Virginia, followed by a year at the Norwegian Institute of Special Education (NISE). Students' mean age was 41.5 years (range = 31 - 53 years). All students were teachers except one who had special education prior to his admission into the programme. Thirteen of the students were from Java and six were from Bali, Sumatra, Celebes and Borneo. Prior to their arrival in U.S.A., all 19 students were required to take the TOEFL exam. The mean TOEFL score was 437 (range = 410 - 513). A stepwise multiple regression analysis was used to test the relationship between the students' academic performance in ESL and their English training course (grammar, reading comprehension, vocabulary, listening comprehension and written structure). The results of the study showed that student academic performance was significantly related ( $r = 0.58$ ,  $p < 0.004$ ) to the mean English language training scores. Student performance was significantly related to structure and written expression ( $r = 0.54$   $p < 0.008$ ), reading comprehension and vocabulary ( $r = 0.45$ ,  $p < 0.25$ ) and grammar ( $r = 0.58$ ,  $p < 0.004$ ). Interestingly, student academic performance was not found to be significantly related to TOEFL scores.

Students also completed a 10-question Likert scale attitude survey. The purpose of this survey was to measure each student's attitude toward participating in

the programme. TOEFL scores were significantly related to mean English language training scores ( $r = 0.55$ ,  $p < 0.01$ ), student attitudes were significantly related to both TOEFL scores ( $r = -0.61$ ,  $p < 0.004$ ) and mean English language scores ( $r = -0.50$ ,  $p < 0.01$ ). It can be concluded from this study that the English training course was considered to be an important indicator of students' progress and improvement in their scores on the TOEFL test.

Hale and Courtney (1994) examined the effects of taking notes of TOEFL listening comprehension material and students' achievement in English language. TOEFL mini-talks were used in this study followed by a questionnaire concerning students' opinion about note-taking while listening to the tape recorder. A total of 563 international students were tested in this study, Chinese (27%), Japanese (18%), Spanish (8%), Korean (6%), Arabic (5%), French (5%) and 39 other language groups with 3% or fewer students in each. The sample was divided into two experimental groups. One group was allowed to take notes and the second group was urged to do so. The results of this study showed that the students who took notes while listening to the tape achieved less. It appeared that there was a discrepancy between their perceptions and reality. The students who were urged to take notes were impaired in their general performance. The general findings indicated that simply allowing students to take notes had little effect on their performance, ( $F(1,42) = 5.22$ ,  $p < 0.05$ ), while urging them to take notes had a negative effect, ( $F(1,117) = 11.73$ ,  $p < 0.001$ ).

### **3.8 The Relationship Between the Influence of Listening Comprehension on the Students' Proficiency in Speech and Oral Reading and their Achievement in English Language.**

Since speech errors have been made the object of systematic research, it has been established that a great number of regularities occur in such errors on the semantic, syntactic and phonological level. Many studies have shown that giving students much practice in listening contributes to the development of such skills as speaking and reading and enables them to overcome their mistakes in the production of speech in terms of articulation. Errors in oral reading are also considered a major problem in learning English as a foreign language. EFL learners seem to be embarrassed when reading or speaking English, regarding their mistakes in the pronunciation of the vowels, consonants sound discrimination, stress and intonation. As the main means of human communication, oral reading and speech recommend themselves as a major focus of attention in schooling. Teachers of English acknowledge their importance as essential factors in the strategy of learning the target language. This importance is derived from the fact that learners should get much practice in listening to native English speakers, in order to improve their speaking and reading skills. Many educators are convinced that proficiency in speech and oral language are essential for learners to achieve their potential for success in English language. In this respect, they can use the target language when they experience something to listen to and have the opportunity to engage in speaking and reading



activities in the classroom (Fromkin 1980, Cook 1986, Corson 1988 and Mittins 1991).

Zaher (1986) investigated the effects of listening comprehension on the eradication of grammatical errors student teachers make in oral speech during teaching practice. Subjects of this study consisted of 4 female student teachers in the English Department of the Women's College, Ain Shams University, Cairo. The four students were each tape-recorded once a week for 45 minutes over a period of 10 weeks during their teaching practice in the first half of the year. After each lesson, students immediately listened to their recorded speech and attempted to recall their awareness of the grammatical errors made during the teaching experience. In this case, four categories were used: (a) unaware of error, (b) aware of error after listening to the tape, (c) aware of error after speaking and (d) aware of error during speaking. Students were then asked to correct their errors. Whenever students failed to locate the error, they were informed where it was and were then asked to correct it. Students' errors were analysed over the 10 - week period according to base structure rules, morphological rules and transformational rules.

The results of this study revealed that students committed 371 errors. 28.3% of the errors were structural errors, 34.8% of the errors were morphological errors, and 36.9% of the errors were transformational ones. Zaher indicated that although it was somewhat surprising that students continued to commit such a large number of errors at this advanced stage of language learning, it was observed that most of their

errors could be described as “careless” errors. In relation to awareness and correction, most students (average 62.3%) were aware of the errors they made: 35.9% after listening to the tapes, 14% after speaking and 12.4% during speaking. Moreover, there proved to be a noticeable improvement in students’ awareness of their errors. At the beginning of the experiment students were aware of 60.8% of their errors whereas, after listening to the tape, they were aware of 71.8% of their errors: 28.6% after listening to the tape, 14.2% after speaking and 28.6% during speaking. This showed that there was progress in students’ awareness, moving from category B (aware after listening to the tape) to categories C (aware after speaking) and D (aware during speaking). The data also showed that students were able to correct the majority (67%) of the errors they made over the 10-week period. A comparison of the percentage of errors corrected during the first week, 62.7%, and those corrected during the last week, 81%, revealed an increase in students’ conscious use of grammar, as well as in their mastery over the rules. To clarify this progress, Zaher illustrated that students committed 51 errors during the first week, but only 21 errors during the last week, i.e. students got rid of 60% of their errors. Students seemed to be more self-confident and more accurate in their presentation of the teaching materials.

Another study by Zaher (1990) examined teaching composition via listening, speaking and reading at the secondary stage in Cairo, Egypt. It was also intended to find out the relationship between writing skill and the other language skills, listening, speaking and reading. This study was based on the assumption that writing was a communicative activity aiming at training the students to be aware of how to

communicate through the written form. The design of this study was the pre-test-post-test one group experimental design with a 36-hour unit on composition writing. The sample of the study was 32 male first year secondary students. The participants were instructed to listen to a text once or twice and provided with a number of sentences. They were also asked to listen to a story or a sequence of events once or twice; they had to take notes and then produce answers to a set of either oral or written questions. In addition, they listened to a mystery story and a segment of dialogue and were asked to write the conclusion. The second activity was related to the use of a series of pictures which told a story. Before the students were asked to write the composition, the teacher had to discuss it orally, providing the vocabulary and the sentence patterns required. The third activity was integrated with reading. Students were asked to read a text or look at some visual materials and create a text.

The results of this study showed that a comparison of the number and types of clause structure used by the students before and after the experiments revealed an increase in the students' use of varied types of structure. Whereas in the pre-test they tended to confine themselves mainly to simple structures (64.6%); and to use a limited number of compound and complex structures (19.4%) and (16%), their use of compound and complex structures increased in the post-test (30.6%) and (42.6%). This means that there was a significant high correlation at level 0.885 for the pre-test and 0.846 for the post-test. The observed value of  $t$  was 25.20, significant at 0.05. The findings indicated that the practice of having the students write down from material played on a tape provided opportunity for listening to good sentence structure

and for enhancing students' creative and productive skills. Opportunity was also given for the students to learn the appropriate words, expressions and arrangement of the assignment. Suitable reading composition passages provided the necessary stimuli as well as the much needed experience for writing.

Watkins (1995) investigated the introduction of a Modern Foreign Language (MFL) into the UK National Curriculum, with reference to French language teaching at Victoria Park School in Leeds. The findings of this study showed that the use of the target language without communication and comprehension was a waste of time and could build up negative attitudes towards the subject. Adding some communicative and comprehensive skills into the lessons was tremendously powerful and motivating. The impact on cross-curricular links, social and personal skills was very positive. To enable students to experience authentic language and promote group discussion, use was made of BBC and Channel 4 MFL programmes which were considered excellent in terms of pace and content.

Boyle (1996) investigated the effectiveness of the teaching of oral presentation using the algorithm procedure (the action process involved in the construction of tests based on the Problem-Solution pattern). He also investigated how students can use language to shape their work and to signal their intentions. The sample of this study involved a group of undergraduate male and female students of science at the University Brunei Darassalam in Malaysia. Students were asked as part of their course to talk in English for between ten and fifteen minutes, according to their ability and

level of interest. The findings of this study indicated that the Problem-Solution pattern, the algorithm, and the examples of clause relations and their signals all contributed to the construction of the presentation. The use of tapes during the presentation was found to be an important indication that helped students to pinpoint areas where comprehension had been unsatisfactory. Poorly-constructed and unclearly or misleading-signalled clause relations frequently emerged as possible causes of difficulty in comprehension. However, as students learned to build clause relations into their texts and then to examine problematic utterances with clause relations in mind, their subsequent presentations displayed greater cohesion and clarity. Finally, the work gave students opportunities to gain confidence and encouraged them to deliver presentations in English successfully.

Fathy and Makhlouf (1990) investigated the effectiveness of oral tasks and the general performance of Egyptian students in English language using the communicative approach. The demonstration of these tasks was introduced during the presentation of the lesson. The main purpose of the study was to show the students how to be involved in every phase of the lesson starting with the presentation and moving on to different levels of free practice.

The first phase was concerned with a picture of a secretary at work and a set of pictures showing what the boss wanted. These pictures were then posted on the blackboard for participants who were then told to listen to a recording of the secretary and her boss and asked to guess how she felt and what she was supposed to do. The

purpose of this part of the lesson was to teach both the form and the meaning of the structure through the skill of listening.

The third phase of the lesson was the free practice stage. In this stage, participants also worked together in groups and were asked to give their own opinion concerning what each person should or should not have done. The last phase of the lesson was the freer-stage. In this stage participants were asked to think of situations similar to the one about which they had heard.

According to the general results of the practice, students showed great improvement in their oral abilities and usage of structure. The reinforcement of the recordings and the pictures helped them to concentrate more on the sequence of the events and master the ability of oral discussion. They were also encouraged to create dialogues and express their opinions in a frank way. In the final stage, they succeeded in offering advice using “should have/shouldn’t have”. This proved the effectiveness of the communicative approach as a practical application of oral tasks and as a way of achieving English proficiency.

Wolf (1993) examined six assessment tasks used to measure FL Reading Comprehension. His study was based on four questions to be investigated: Do learners perform differently on or across a series of different assessment tasks? Do learners perform post-reading comprehension tasks differently in their native language than they do in the target language? Do learners perform post-reading comprehension tasks differently at different stages of target language experience? what is the

relationship among assessment tasks, language of assessment, and subjects' level of target language experience?

Three tasks in English were pilot-tested with a group of fourth-semester American male students to determine whether the items were clearly written and answerable, then translated into Spanish by a native Spanish speaker. For all six tasks, instructions were written in English. The sample of this experiment involved seventy-two male students enrolled in a fourth-semester Spanish course at the University of Illinois at Urbana-Champaign. Students were divided into two language experience levels based on their previous Spanish language study. Level I (seventy-two male students) had received under 300 hours of instruction. Students in this level were classified as beginners. Students in level II had completed an average of 700 class hours of exposure and were classified as advanced-level learners. The results of ANOVA revealed significant main effects for assessment task, language of assessment, and target language, but with no double or triple interactions ( $p < 0.05$ ). Students' performance on the multiple choice tests was significantly different from that on the open-ended and the cloze tasks. This is due to the fact that multiple choice questions require comprehension and selection, whereas open-ended questions require comprehension and production. In addition, subjects tested in their native language performed significantly better than those tested in the target language. Wolf referred the subjects' lower performance on the target language to their limited vocabulary and linguistic skills, and their difficulty in producing appropriate responses in Spanish. On the other hand, the advanced learners overall were better able to comprehend and

produce the target language and scored higher on all the tasks, whether in English or in Spanish.

Dekeyser (1993) investigated error correction during oral communicative activities in the second language classroom. The study was an attempt to assess the efficiency of oral error-correction as a function of the students' individual characteristics of aptitude, motivation, anxiety, and previous achievement. The sample of this study were thirty-five male and female Dutch-speaking high school seniors learning French as a second language in the Dutch-speaking part of Belgium. The treatments lasted a full school year. The subjects belonged to two classes (nineteen and sixteen students) taught by two female teachers using the same thematically organised textbook and the same amount of time on the same activities. Such tests as Sapon's Modern Language Aptitude Test, Extrinsic Motivation (integrative and instrumental), Proficiency Test (three oral communication tasks: interview, a picture description task, and a story-telling task) and a grammatical achievement test, were used in this study.

In order to find significant differences between the two groups, t-tests and MANOVA (multiple analysis of variance) analyses were performed for the six individual difference variables together. Oral fluency and oral accuracy were confirmed (above 0.05) except for the written grammar test with anxiety as a co-variate, where the p value was 0.004. Students with high previous achievement benefited the most from error correction. The interaction between error correction and



grammatical sensitivity was found to be significant only for students with strong grammatical backgrounds. ( $P= 0.051$ ). Significant interactions were found for oral fluency ( $p = 0.046$ ) and accuracy ( $p = 0.051$ ), but could not be confirmed for the written grammar test. Students with strong extrinsic motivation benefited the most from error correction. Dekeyser concluded that the results of his study were encouraging in that they pointed to clear effects of error correction on L2 grammar knowledge.

Chen and Graves (1995) investigated the effects of previewing and providing background knowledge for American short stories on 240 Taiwanese college freshmen. Subjects were randomly assigned to one of four treatment groups. Before reading each story, one group listened to a 200-word preview, a second group listened to a 200-word presentation of background knowledge, a third group listened to both the preview and the background knowledge presentation, and the fourth group read each story without any pre-reading assistance. Students were classified as either high achieving or low achieving based on a median split on their total English scores on the required Joint College Entrance Examination, which they took before entering the university. Equal numbers of high achieving and low achieving students were then randomly assigned to one of the experimental groups or the control group. The pre-tests, treatments, and immediate post-tests lasted for 3 weeks. The pre-tests were given in the first week, the first story and its post-tests, and the attitude survey in the third week.

The findings of this study indicated that the analysis of variance for the pre-test of the treatment groups did not differ significantly with their background knowledge ( $F = (3.239) = 0.096, p = 0.96$ ). The main effects of treatment, achievement, and story interaction were significant. In the previewing group, 81% of the students indicated that previews should be given before most difficult stories, 68% indicated that providing the background knowledge helped them understand the stories, and 59% indicated that going over the background knowledge made reading more enjoyable. The results also made a strong argument in favour of using previews with Taiwanese college freshmen and showed that the majority of the students in all treatment groups strongly emphasised their need for vocabulary instruction in addition to information on cultural background and the characters in the stories.

Paron (1996) examined the representation of the L1 reading process in a number of EFL methodology texts using a top-down model and a psycholinguistic guessing game model. These models which had been built through the study of L1 English reading, could be applicable to reading in all languages and all orthographies (training courses, methodology books, teaching materials). The purpose of this study was to investigate the influence and importance of the L1 reading process adopted for L2 reading activities that train the learner to use context and to bring world knowledge into play. It attempted to determine whether readers do indeed engage in prediction during the actual process of reading. Paron stressed that the new models of reading restrict top-down processing (the reader directs the activity) rather than the bottom-up model (the information is garnered from the page). His argument was based on the

view that, to compensate for the lack of well-developed automatised skill, readers need to be presented with tasks where background knowledge, context and task all work together to help them achieve their goals.

Another important element reflected in this study was the task of the language teacher to develop ways of encouraging L2 readers to practise automaticity of word recognition such as is achieved by L1 readers. In this case, the strategy of word recognition could be achieved and developed through large amounts of repetitive experience. Paran concluded that it is difficult to present L2 learners with such experience, but recommended (pp.30-32) that the following measures should be taken:

1. First, and perhaps most important, learners should read as much as possible. This is the way automaticity develops in the L1 reader: one becomes a good reader (in any sense of the word) only through reading a large amount of materials. Clearly, the role of extensive reading is crucial in this respect.
2. Secondly, specific exercises for encouraging and developing automatic processes can be used.
3. Finally, modern technology can be harnessed to our aid in this area, overcoming at least some of the problems connected with the possible unattractiveness of this type of exercise.

The results obtained by Fouly and Williams place much emphasis on the part of the teacher who plays a great role in discovering the learners' needs with regard to learning English and the kinds of materials presented in the classroom. This is to

confirm the fact that in this wider world, English at present is the only language which functions as an important means of communication between nations, since it is the most widely understood language in international forums. Therefore, in such communities as Asian and Arab countries, English language is taught as a second or foreign language, while students are surrounded by their native language community and its culture. In this circumstance much attention should be given to motivating students to use English effectively and, because of the position English has attained among the languages in the world, they should be given as much training as possible in listening, speaking, reading and writing.

### **3.9 Summary**

The findings of the studies reviewed in this chapter mainly suggest positive correlation between students' attitudes, motivation, socio-economic status, listening comprehension, errors in speech, oral reading, and use of recorded material, and their achievement in learning English as a second or a foreign language.

The use of audio-tape as a simple and cheap instrument had considerable beneficial impact on students' performance in English listening comprehension. The teacher plays an important role in students' progress and achievement and encourages them to communicate with each other freely and confidently both inside and outside the classroom. The accent of the speaker featured on the audio-tape is important. It is preferable that the voice be that of a native speaker of English (Smith and Bisazza 1982, and Ortmeyer and Boyle, 1985).

Recently many theories and researchers have emphasised the importance of giving students opportunities for real and meaningful communication in second language acquisition inside and outside the classrooms. The main factor which is considered to be encouraging in the communication approach is the use of the tape-recorder in the practice of repetition drills in chorus and individually (Lai 1994).

It can also be concluded from the previous studies that comprehending the spoken form of the target language is one of the most difficult tasks for the language learner and probably the most neglected skill in second and foreign language teaching. This neglect stems from the objectives of much language teaching in situations where the students are not likely to be exposed to native speakers. In language teaching, listening comprehension used to be thought of as a passive skill and as a skill to be taught in its own right, separate from pronunciation, and grammar and textbooks typically ignored the subject. In the last decade, however, many investigators have emphasised the importance of listening comprehension as an active skill that makes extensive use of speech situation, phonology, morphology, syntax, grammatical patterns, oral readings, semantics etc.

According to the previous studies, it should be noted that the aim of listening comprehension is to train the learners of the target language to be able to understand native speech at normal speed in such unstructured situations as the students were likely to encounter. Students were asked to listen to simple and short dialogues and passages and then systematically provided with exercises which taught them how to

listen and what to listen for in such situations. At later and advanced stages students were provided with information and practice in the spoken language in order to learn how to listen to a variety of listening tasks and take notes and to comprehend native speakers in all kinds of speech situations.

After the training stage, students showed much improvement and progress in their English proficiency at high levels. The listening training programmes also helped the students to overcome their shyness and embarrassment about speaking in English in front of their colleagues; encouraged them to be involved in listening tasks, oral tasks and written tasks; and gave them directions as to what to listen for, where to listen, when to listen, and how to listen.

The previous results were also concerned mostly with the experimental approaches applied to two areas of second or foreign language research. Students in the experimental group had a good command of the English language and their language skills were developed in such a way that they were able to get accustomed to the use of listening tasks, speaking tasks and reading tasks. Their errors in pronunciation and oral rereading were reduced and their scores on the post-test were greatly higher than those on the pre-test. Therefore, the difference was significantly higher ( $p < 0.001$ ) (see Chapter 7 for more details).

The next chapter will deal with the teaching and learning of English as a second or foreign language, the attitudes and motivation and foreign language learning and the psychological process of comprehension in language acquisition.

## **Chapter Four**

## Part One:

### **Teaching and Learning English as a Foreign Language**

#### **4.1 Introduction**

The growth of modern English as an international language is a fact that one can hardly ignore. It is used not only in the former British colonies in Asia and Africa, but also in non-British areas such as Europe and Latin America. The English influence manifests itself mainly in the written and spoken language. Therefore, English has steadily gained ground over the years, notably in areas of change and innovation such as science and technology, medicine, education, commerce and business. Learning English is considered to be an important task for learners to cope with the world around them. Even if textbook writers make serious efforts to eliminate stereotyping by striving for authenticity in the construction of teaching materials, it should not be forgotten that such efforts, in the final analysis, are based on a selection of language processes, language learning strategies, autonomous learning, class activities, culture knowledge and language awareness (Nostrand, 1989, Allwright and Bailey, 1991, Dickinson, 1992, and Brumfit 1995). In this respect, the researcher paid much attention to the methodology of teaching and learning English as a second or a foreign language in order to see whether certain strategies can be used and applied to solve problems related to the teaching and learning of English as a foreign language for Saudi students at the college level.



Widdowson (1990) and Alptekin (1993) argued that knowledge of the formal properties of language involves both its semantic and syntactic systems. Since different students learn in different ways, the introduction of new strategies in listening and speaking frequently helps students overcome their learning problems and become more motivated. A student's desired goal is to speak the language, but the environment does not always help him to do so. Therefore, developing a course strategy based on much classroom practice should give more opportunities for promoting learners' autonomy and awareness about the target language (Hawkins, 1991, Cotterall, 1995, and Widdowson 1996).

This chapter is divided into three parts. The first part deals with methods of teaching and learning English adopted as a vivid example of teaching and learning English which may yield insights for the teaching of English as a foreign language in Saudi Arabia. The idea of authenticity and autonomy in English language teaching (ELT) gives primacy to classroom activities, language knowledge, learning strategies, language learning and language awareness and culture awareness.

The second part of this chapter deals with students' attitudes and motivation, their parental encouragement and their satisfaction with learning English as a foreign language (EFL). The third part deals with the psychological process of comprehension in language acquisition. These variables can be viewed from the point of view of psychology as a state of the learners' need that produce strong desires which activate and direct all of their capabilities to learn the target language.

## 4.2 Classroom Interaction and Activities.

Providing opportunities for effective classroom interaction seems to be a central concern to all those who act as supporters of change. They are concerned to figure out the appropriate way to introduce one-to-one talk activity, group work activity, and individual activity, in order to encourage students to interact freely and be more interested in learning the language (Smalley and Morris, 1992).

Before dealing with language skills and activities taught and practised in the classroom, Smalley and Morris focused on the organisation of the classroom. They argued that effective teaching begins when teachers have got their tools well-organised and well prepared. Table 1 illustrates the main factors that can affect classroom organisation:

**Table 4.1**  
**Factors Affecting Class Organisation**

Constants	Variables
Class Size	Time of Lesson
Age Group	Location of Lesson
Ability Range	Mood of Class
Aims	Teacher Energy
Teacher Performance	Specific Activity
	Material Available

Source: Smalley and Morris (1992) p.14 *The Modern Language Teacher's Handbook*

Organisation is viewed as a major issue that needs to be considered carefully. It should receive considerable attention from teachers. Taking all these elements into consideration, the teacher will present an appropriate programme containing the following components:

A. Oral work

B. Reading

C. Listening

D. Written work

E. Classwork/groupwork

Corson (1988) argued that effective speech is regarded as a central concern in the classroom. He classified oral language work into two types, namely, one-to-one talk and whole-class talk. He found that small-group work, when group size was kept to three or four rather than ten children, improved oral language performance. In order to follow up the children's progress in oral language a successful and skilled teacher is recommended to train his students to master the spoken skills in order to achieve integrity in the process of language learning.

According to Corson, the essential characteristic of the communicative class is that it associates words with experience. In this way a more complete mental image of the meanings of words is built up (p.52).

Corson argued that the notion of the experience-based talk is not just a strategic one, but rather a broader concept, since it includes not only a certain strategy, but also a certain set of objectives. In order to emphasise these objectives, individual children need special assessment tailored to a number of methodological principles, a detailed description of some teaching techniques. The tape-recording of the child's speech is seen to be the leading teaching procedure within the framework of the assessment approach. Corson recommended the suitability of the tape as a method of reflecting the children's progress. He also added that this approach to language learning should include observations of children in situations related to their own

culture. A record should be kept of children's proficiency to reflect their level of language ability across a range of contexts, functions and styles (see Sections 5.10.1, 5.10.1.1, 5.10.1.2 and 5.10.1.3 in Chapter Five for more details).

In connection with the above-mentioned procedures for teaching oral language using a tape-recorder, Smalley and Morris (1992) also recommended this technique and illustrated that in teaching English as a foreign language (EFL).

In foreign language teaching, Smalley and Morris argued that the introduction of new vocabulary and structures in the recorded materials provides models for establishing correct vowel and consonant pronunciation (see the training programme in Section 6.3.7 and 6.3.8 in Chapter 6, and Section 7.2.6.4 in Chapter Seven for more details).

Smalley and Morris recommended the following procedures in practising pronunciation:

1. The whole class should practise before any individual is called upon to perform publicly. In this way every pupil has an opportunity to engage in some anonymous practice within the group.
2. The teacher who moves around has a better chance of hearing wrong pronunciations or careless or inattentive attempts at merely humouring the teacher by pretending serious work is going on.

3. When sloppy or inaccurate pronunciation is located it is a mistake to isolate the culprit and make him or her practise in public what has been done inefficiently in private. Such a tactic will simply alienate the pupil(s) in question. It is fair to assume that normally pupils will not deliberately distort what they hear. If what they say is in fact distorted they need to hear it again so the best practice is to make it a class point and practise as a group a few more times.

4. Before going to individuals, it is best to have small group practice and in any class there are plenty of ready-made groups, e.g.:

- a) all the boys
- b) all the girls
- c) all this row
- d) all the back row.

5. To be effective, the pronunciation/repetition section needs to be brief and brisk.

6. When the class is practising a long or difficult phrase, break it into manageable portions and have them repeat it in reverse order. Thus, the new sound is repeated first and the memory is not over-taxed.

7. Lavish praise for good pronunciation does wonders for any pupil's ego. It also impresses on the rest of the class that what the teacher is after is not unattainable. If a pupil is very successful at imitating the model, there is no reason why he or she should not become the model for group practice.

8. It is vital to maintain a constant standard of pronunciation from one lesson to another or things will slip. On the other hand, language teachers have to recognise that not every pupil will reach the same standard and with some they have to be satisfied with less than perfection, as do the violin teacher and the games coach (pp. 19-20).

With regard to procedures for structuring individual and group activities and interaction of pupils in the EFL classroom, it is well acknowledged that whatever approach to language teaching is adopted, it will have the potential to meet language teaching aims in some degree. The researcher finds a consistent agreement amongst researchers and language planners regarding the good management and organisation of classroom interaction and activities (Paneth 1980, Wigglesworth 1993, Dornyei and Thurrell 1994, Lai 1994, Watkins 1995, Ferris and Tagg 1996, Jacobs and Ball 1996, Matsumoto 1996, and Seedhouse 1996). All of these focused on the fact that a successful teacher is the one who prepares his lesson in a way that allows his children to participate and interact effectively in the classroom and creates interest in learning the new materials. On the other hand, they considered oral language as an essential procedure in foreign language learning since it contributes to the children's knowledge, promotes learning skills of a more general application and fosters positive insights into other cultures. It also encourages development of relationships through group work in the language classroom in a supportive atmosphere. They indicated that oral language development is linked to achievement levels in literacy work, in problem-solving, in

social skills, in the acquisition of knowledge and in the ability of students to learn and think for themselves.

English language instruction, whether in L1, ESL, or EFL, aims at developing the learner's comprehension of the language, the ability to express himself in the target language, and the ability to read topics and summarise them. Davis (1995), on the basis of long experience of developing extensive reading programmes (ERPs) in both L1 and ESL contexts, regards such programmes as crucial adjuncts to classroom teaching in helping to expose pupils to far more "good" English than the English teacher could ever hope to do in most English lessons. The ERP is a supplementary class library scheme, attached to an English course, in which pupils are given the time, encouragement, and materials to read pleurably at their own level without the pressures of testing or marks.

The benefits of the ERP in Singapore were reflected, as an example, in a low-band class which was encouraged to read an average of fifty books per pupil in a period of one year. A significant improvement was gained in their O-Level English language results, compared with equivalent schools not included in the ERP. According to long-term feedback from teachers and pupils in Singapore, the benefits of this project indicated that pupils succeeded in correcting grammatical mistakes in their writing and speaking. They developed a wider active and passive vocabulary and showed confidently an overall improvement in writing skills with fluency in speaking. In addition, extensive reading was a principal performance indicator of this project, and

so successful was it that many schools outside the project adopted the programme. (See Students' Common Errors in Speech, in Section 6.3.9. in Chapter six).

Although the previous findings of the ERP project indicated much improvement in language skills in general and in reading and speaking in particular, Davis was surprised that such programmes were not universally applied. This, he indicated, was due to the high cost of the programmes, lack of curriculum time for private reading and need for a supplementary reading scheme in order to make it run effectively and efficiently.

The second project in Davis's study was called "A Project to Assist Selected Schools in English Skills" (PASSES). Over a period of five years, from 1985 to 1990, he selected forty of the weakest secondary schools in the Singapore school system, and introduced the ERP.

The main features of the programme were as follows:

1. The Extensive Reading Programme (ERP) was fully supported by the principal and school administration with Ministry assistance and became part of school policy.
2. The Ministry of Education gave a grant to the library (English department of each school) to buy fiction and non-fiction readers. Pupils were graded by the project team who visited schools and helped teachers to colour-code their books on an eight-point scale for easy reference and selection.



3. Uninterrupted sustained silent reading (USSR) was encouraged to be introduced as well as a weekly ERP period. Before the first period, the whole school was involved in the USSR for twenty minutes each day, in addition to more reading at home.
4. In order to assess pupils and direct them towards the appropriate level of reading materials, pupils were pre-tested by close diagnostic tests set up by the project team. Teachers were asked to keep a check on the coding levels of every book pupils read in reading diaries and advise when necessary.
5. As soon as a book had been read, teachers of English were asked to give pupils questionnaires and pictorial charts to fill in, to ensure that no one was cheating.
6. A wall-display competition was used by English teachers as a motivational strategy to encourage the maximum amount of reading.

In the previous studies, Davis concluded that any classroom related to L1, ESL, or EFL will be poor and unable to promote its pupils' language development in all aspects unless it is provided with an extensive reading programme without the pressure of public examinations. He argued that this kind of programme will be useful and effective to apply at every level, whether primary, secondary, or tertiary.

It is worth noting that giving the EFL learners more opportunities to practise and interact in spoken and written tasks will help them to use and acquire the target language more effectively. There are many examples in the field of teaching English as

a foreign language that show the value of following certain strategies and techniques, leading to improvements in the use of stress, rhythm, utterance, intonation as well as speaking. Probably the best argument for this is the study conducted by Vanderplank (1993) among a sample of 30 French advanced-level learners of English at Heriot-Watt University, Edinburgh. The purpose of the study was to show how the notions of “pacing” and “spacing” were applied as a means of illustrating the real-time difficulties facing learners of English as well as improving the speaking and understanding of a group of French advanced-level EFL learners. This group was also given an introduction to practical stress perception and reading passages aloud. In addition, explicit knowledge of native speakers’ approaches to speaking and understanding English would help French speakers to overcome these problems. Student were given two passages from an interview between Mrs. Thatcher and the interviewer, Kirsty Wark, which was shown on BBC Scotland in 1990, together with pacing and spacing ratings for each speaker.

Students from France were given the following instructions (p.110):

How to sound like Mrs. Thatcher:

1. Listen to Mrs. Thatcher being interviewed by Kirsty Wark.
2. Take a section 1 - 2 minutes long and transcribe it.
3. Make a note of the main stresses, pauses, and where Mrs. Thatcher breathes.
4. Practice reading your transcription and read it on tape with Mrs. Thatcher.

5. What are the distinctive features of Mrs. Thatcher's way of speaking?  
Does she sound aggressive; does she speak quickly?
6. What problems do you find in reading along with her?
7. Go to the end of the interview and try and record one minute of your transcription in one minute. Make a note of any difficulties you find in doing this.

The findings of this study indicated that the learners were able to carry out tasks 1 and 2 with few difficulties, and in 5, students described Mrs Thatcher's speech as having the following distinctive features: (p.120)

- huskiness
- flatness/monotone/regular
- loud stressing
- calmness/imperturbable
- very clear with lots of stresses

Students found task 6 much more difficult to deal with:

- very difficult to say one minute of her speech in one minute
- slow tempo yet speaks quickly
- learners often found themselves sounding fast and/or aggressive.

Vanderplank argued that although Mrs. Thatcher has a slow tempo in terms of number of stressed words per minute, she put in a lot of unstressed words between each stressed word. The researcher paid much attention to this project in order to see whether certain strategies used in Vanderplank's project can be applied to facilitate and

solve problems related to teaching and learning English as a foreign language in Saudi Arabia. (See Stages of Listening Tasks in Section 5.10.1 in Chapter five).

The feedback from Vanderplank's study revealed the following:

1. Many learners found the experience quite disturbing as well as amusing. They had previously been unaware of the complex nature of the variables in stress and rhythm and how they could be manipulated in speech by native speakers.
2. They found it odd to sound so different. In particular, the French speakers were told by others when their recordings were played to the whole class that they sounded much more "English" than they normally did and were much easier to understand.
3. All felt that the information on stress and rhythm that they had been given was vital if they were ever to achieve real proficiency and make progress.
4. They all felt that such insights into stress and rhythm patterns had already helped their approaches to listening, through enhancing their ability to "tune in" to native speakers.

### **4.3 Language Learning**

The general assumption in language learning is that all learning involves change in the addition of knowledge or the acquisition of skill or both. This change usually reflects the learner's understanding of what has been learned and is considered to be an enlargement of his ability to achieve (Stern 1983). In this respect, teachers in training

should be advised to observe the pupils' performance of relevant tasks and make use of them in activities and context. In other words, the essential point is that language learning relates to language in meaningful use. However, in all cases in second or foreign language learning, the terms "communicative" and "communication" refer not only to face-to-face oral interaction but to the whole range of possible channels of communication in which messages may be transmitted. Engel, Bouwhuis, Bosser and D'Ydewalle (1991) argued that learning to communicate via language usually entails learning to use a particular system of signs and rules at the same time (the use of gesture, mime, facial expression and other non-linguistic devices). They added that in addition to these devices which are used to get at least some basic messages across, the language system should be mastered to use the target language for communicative purposes.

Rivers (1983) pointed out that in language learning the use of a foreign language is considered to be more beneficial than the sum of its parts. She classified two approaches to language learning, micro language and macro language use. Her argument was based on the idea that in order to fulfil the objectives of performance that lead to rational progression to foreign-language learning, a basic knowledge of phonology, grammar, and lexis should be continually practised through production of meaningful messages. The micro approach is related to learning of the phonological morphological and syntactic operations of the language, and to the interrelationships of these systems with the semantic system. In the macro approach, one uses the new language naturally for the expression of personal meaning. Rivers considered this

approach as the major purpose of foreign language instruction and argued that it should be encouraged and fostered from the first elementary learnings.

Watkins (1995) argued that the use of target language without communication and comprehension is a waste of time and can build up a negative attitude towards the subject. Students should be encouraged and given opportunities to use the target language at their own pace.

As a result of her experience in the field of language teaching and learning, she argued that tapes are needed as a supplement in the classroom, whether a taped or printed course is used. She considered such material to be an additional help for teachers in putting their methods across, if they manipulates it to suit their purposes. Its effectiveness in language learning depends much more on the contents of the programme and their integration into the normal lesson than on the perfection of the technical device used. The most crucial point in this study is that the teacher can make very limited materials serve many purposes (listening tasks, spoken tasks, pronunciation practice, oral tasks, and written tasks) and give new interest to the lesson. Another crucial point that has further advantage in language learning is related to the teacher's choice of the recorded materials that serve as a supplement in teaching and learning foreign languages and provide learners with opportunities to practise and participate in a variety of different tasks. Paneth (p.4) stated that:

You can, of course, use situations appearing on commercially produced tapes and turn them into the kind of exercises, whether it be comprehension or role-playing, pattern or pronunciation practice, that

you want for your class by cutting them up, allowing pauses, inserting explanations and questions in your own voice. From the beginning the class will thus have practice in relating a familiar voice to unfamiliar set-ups and variations. The voices of native assistants, snatches caught on holiday and odd excerpts from radio programmes intended for other purposes will provide different “scenery” for different lessons.

It can be noted that such scenarios as in a shop, in a restaurant, on the railway station, at school or at the airport will associate the foreign language from the beginning with its appropriate background.

Paneth gave detailed examples of the use of tape-recordings for various teaching purposes, such as dictation, pronunciation, listening tasks, speech tasks and oral and written tasks (see Section 3.7 in Chapter three and Sections 7.2.6.1 and 7.2.6.2 in Chapter seven for more details). She indicated that the tapes are appreciated by teachers because they give them a rest from performing and a chance to observe and listen with their classes. They are also appreciated by the learners because they are geared to their particular needs.

In relation to the support that tape recordings can give, Paneth classified three types of work related to foreign language learning activities: (p.9)

1. the development of receptive competence (aural comprehension);
2. the practice of productive language, particularly speech;
3. linguistic and literary analysis and study.

Oral comprehension was put first in the belief that it was bound to gain importance in the near future and was the most obvious area where the tape could help

the teacher to expand the possibilities of learning a foreign language. She suggested that such a tape offers possibilities for expanding both the competence and interest of pupils in the foreign language. In this case, pupils have to learn that comprehension is an activity related to the form of reception of information. In other words, taking in information from a tape is considered to be a very necessary step in learning to understand information from a real person in more open communication.

In order to conclude the oral comprehension task, Paneth stated that practice in learning to listen could start very early, with a tape on which different voices were heard producing the same very simple information in very easy language (listening for information, for sounds or for grammatical points). For these and other reasons the development of taped materials for receptive work looks particularly promising at the present moment when it is seen as part of a movement towards an earlier and more deliberate fostering of receptive competence (Rivers 1983, Tal 1991, Firth 1992, Crystal 1995, and Widdowson 1996).

By and large, Paneth was of the opinion that whatever the material for comprehension, the actual form would vary according to the requirements of the students and also according to the equipment and the energy of the teacher. She added that the aim was to guide the pupils to take in the information and “the message” without being too conscious of the elements of which it was composed. The aural impact could engender confidence in the learner so that he could understand more and more of the purely linguistic intake. This issue was emphasised by Fillmore (1985) and



English (1988) who indicated that listening comprehension is an essential drill which aims to bridge the gap between skill learning and language use. Moreover, they focused in their studies on the role of the teacher in encouraging students to be confident in their attitude towards English language and to be able to speak and understand English well.

It is also important to mention that the correct spelling of particular sounds needs to be practised. Paneth gave the pupils a chance to listen to French sounds in context and to write them down. This activity allowed them to get accustomed to an unfamiliar text on the tape with a framework of words and encouraged listening rather than distracted from it. In order to raise the interest level of “drill” work, she classified comprehension work into two categories: true comprehension work and real listening comprehension work. In the true comprehension work, the pupils were given a text with gaps and asked to listen to a recording for unfamiliar vocabulary or other items. In the real listening comprehension work, the pupils listened to a version of the recorded text from which the particular items had been removed. As a gap-filling exercise, the tape was stopped at every gap in order to elicit from the pupils the missing sound, word, or statement. Questions as aids to comprehension took many different forms and were answered after several hearings. In relation to the development of receptive competence, students were asked to hear the whole set of questions before answering them. With respect to this kind of question, aiding comprehension, the focus was on the content of the message and with helping learners to work individually and in groups in order to get a mass of information from the tape.

In the later stage - as Paneth called it, “the advanced level”- it was found helpful to insert questions at crucial points, especially in the repeat of the passage, in such a way that these questions were easier formulations of what had been said on the taped text in a more complicated way. In this case, students listened to the simple but relevant question then tried to run back the tape to the beginning of the preceding statement to find out what puzzled them. The other point that could be noted in this regard is the fact that both in the early stages and for advanced work, it was found very useful to give the questions and answers in the form of dialogues. These activities were considered to be a move beyond pure comprehension work, that enabled students to develop their skills in easy stages. Paneth indicated that her task was not to discuss the best method of developing receptive competence but to re-emphasise that recordings should be regarded as “specifics” for her students and as raw material to be served up in the form most appropriate to their needs.

For purposes of giving proof of comprehension, the students were also given the opportunity to practise the skill of note-taking. In this respect, Paneth highlighted the fact that note-taking from a recorded text could not be a novel or separate activity for those pupils who had been given some training in the “reception” of information. She added that the pupils could make short reports on information received, taking notes in words, abbreviations (the previous two examples of trains and restaurants) and news broadcasts. These kinds of exercises seemed to be in tune with the normal expectations in this regard, that the mental training was involved in the relationships noted between the students’ success in learning foreign languages and their motivation

and attitude towards the target language. This has been established by the various studies that were conducted by Kharma and Hajjaj (1989), Adaskou, Britten and Fahsi (1990, pp.3-10), Tauroza and Allison (1990, pp.90-105), Griffiths (1992, pp.385-390) and Yule and Macdonald (1992).

In relation to Paneth's study, it is worth noting that the supplementary questions as well as the note-taking were most useful both for their own values as skills and as an essential way of diagnosing misunderstandings of the foreign language or the first language.

As was the case in the previous examples, Paneth indicated that pupils were offered a special project, conducted by one of her colleagues, in learning a foreign language through listening comprehension. She presented some of the most successful comprehension material that brought interest and achievement in the target language and can be useful both at the elementary and advanced levels of language learning. In order to re-motivate her pupils, she kept the tape running while they asked the native assistant questions on what they wanted to know about her country. She pointed out that the supplementary questions gave practice in a field often neglected by course books and stated that the development of this skill was based on three levels: (pp.26-27)

1. The tape could provide answers not only to the questions that had been originally put but also to others that arose in the discussion when it was played again in a subsequent lesson. Such questions as: "What did she say about her

home?” “Did she say that it was in the north or the south?” led to further incidental information being elicited that had not been explicitly asked for.

2. The group automatically developed questions of increasing complexity, from trying to catch single words to querying phrases and contexts.

3. More systematically the teacher herself prepared the kind of question needed to make the tape more easily understood; it could then be run through several times to give the pupils practice in extracting the information they wanted and, therefore, were willing to work for.

In this case, it will be noticed that developing receptive competence via comprehension exercises led learners to be able to work in different ways in response to the same material and to be able to produce widely differing work. In other words, training in listening comprehension enables them to make better use of tape recordings and can be useful at the elementary level and at an advanced level of language learning.

Finally, Paneth was concerned with the pupils' output in the foreign language as they produce sounds, words, phrases or even longer forms of communication. Exercises in this regard were related to one particular kind of productive work and could be applied to many different completion levels of productive work. Discrimination and completion exercises with various techniques were used to improve pronunciation or intonation. Pronunciation exercises, for instance, demand phrases and role-playing from the learners of a foreign language in order to form different responses towards the target language.

Lee (1993) argued that language teaching should be enjoyable, especially when it is learnt in situations and communicatively. He put much emphasis on games that could give the learners of EFL experience of communicating. Defining these games, Lee (p.3) stated that:

A game may of course be excellent as a game and yet of no value as an aid to language learning. Although the word game has been taken in a broad sense, such games are not included. Games in the strict sense, which have a definite beginning and end and are governed by rules, shade off into game-like activities which have a less formal design. There is no clear-cut line of division in language teaching between games and non-games.

#### **4.4 Cultural Awareness**

According to Alptekin (1993), to convey, express, and interpret meanings in any given language, requires two types of knowledge related to the acquisition of the target language, systemic and schematic. Systemic knowledge refers to the syntactic and semantic aspects of language, whereas schematic knowledge refers to the social acquisition of language. In other words, people acquire it through their recognition of social and cultural contact in the native and other languages. Alptekin argued that culture is considered as “socially acquired knowledge” and can play a central role in the context of EFL materials and the learners’ recognition of the target language associated with their mother tongue. For EFL learners, it is not enough to comprehend new information, it is also necessary to include cultural competence as a schematic input in language pedagogy. His argument was based on the fact that culture plays a

great role in cognition, that significantly affects comprehension and interpretation. It is of great importance for learners to have knowledge of the views, values, beliefs, attitudes, and feelings of their own culture, and that of the target language. Finally he pointed out that EFL writers should try to build conceptual bridges between the culture of native English speakers and the culture of other languages. This can be achieved through the use of comparisons as “technique of cross-cultural comprehension” (Valdes 1986 and Widdowson 1990).

Davis (1995) emphasised the fact that including social and cultural considerations as well as the use of associated ethnographic methods in the study of language acquisition is essential for SLA researchers.

He suggested that language acquisition is not only a mental activity but also a socially constructed endeavour that is dependent on the functions of second or foreign language use. In addition, he stressed the fact that SLA pedagogical methods could be affected by the sociocultural setting in which they are implemented.

#### **4.5 Autonomy in Language Learning**

Many researchers have agreed that learners should be as autonomous as possible and learners should take responsibility by setting their own goals, planning practice opportunities or assessing their own progress (Dickinson 1992, Cotterall 1995, Jones 1995, and Widdowson 1996).

Dickinson pointed out that in order to help learners to become independent, it is important to give them opportunities to involve themselves in making decisions relevant to their learning. This independence does not separate or isolate them from the classroom but makes them engage actively in the learning process. To clarify this, he considered autonomous learners as those learners who know what to learn, how to formulate their own learning objectives and how to restructure the teachers' objectives to suit their own changing needs. He added that these learners are able to select and implement appropriate learning strategies and monitor the effectiveness of their learning.

On the other hand, the basic argument of Cotterall for promoting learner autonomy was related to the fact that a teacher may not always be available to provide them with assessment or resources or solve their problems. According to his observations of ESL teachers, he suggested that it is of a great value to embody the goal of learner autonomy in the timetable, the materials, the tasks, and the talk which surrounds learners. However, although learner autonomy should be encouraged, learners should have opportunities to ask the teacher questions and receive feedback on progress.

Since the early 1980's, English language teaching has been based on the idea the language should be presented in the classroom authentically, as in the reality of native-speaker use and learners should be as autonomous as possible in making the language their own (Jones, 1995).

Widdowson (1996) argued that the idea of authenticity was developed naturally from a communicative orientation to language teaching. His main concern was to observe how people who have the English language as their mother tongue put it to communicative use. He argued that autonomous learners need to be induced to invest the language with their own personalities and purposes and to engage with each other on problem-solving tasks.

#### **4.6 Summary**

The first part of this chapter attempted to provide details of the new methodology used for teaching and learning English as a second or foreign language, and the efforts that have been made to promote the pupils' perception of learning these languages. These efforts were based on the ways in which writers succeeded in promoting various language processes through class activities, and recognition of the role of language learning strategies, autonomous learning, cultural knowledge and language awareness. These new methods and strategies have been used in teaching and learning the target language in order to provide each learner with enough opportunities to engage in various skills. These insights into the learning of language can also be used in order to encourage learners to participate effectively, increase comprehension and be confident in using the target language. Therefore, the adoption of approaches previously used can positively support the ESL/EFL curriculum and students can practise language within the context of listening, speaking, reading and writing.



## **Part Two:**

### **Attitudes and Motivation in Foreign Language Learning**

#### **4.7 Introduction**

The focus in this part is on illustration and discussion of the role of attitudes and motivation in learning English as a second or foreign language. In this regard, attention will also be paid to the role of parents in encouraging their children to learn English language as well as the children's satisfaction with the English programmes and the English textbooks. In this respect, social-psychologists suggest that attitudes and motivation bring about achievement differences in the target language (Lambert and Lambert 1973, p.77; Gardner, 1979, p.193).

Studies have shown that attitudes and motivation are variables which can predict success and can play a vital role in second or foreign language achievement (Gardner and Lambert, 1972, Lee, 1975). The main concern of such studies was to find out how students feel about what they are learning, about what they have to do to learn and about what they can achieve during their study of the target language. The researchers' arguments were based on the language learning situation which could be analysed in terms of individual participation, proper exposure to English language, the adequacy of textbooks and the orientation of teachers. In addition to attitudes and motivation, their studies also included other variables such as parental encouragement and students' satisfaction with English courses. These studies were conducted in

different communities, such as Canada (Montreal), U.S. (Maine, Louisiana) and the Philippines. The findings from these studies indicated that attitudes and motivation were major factors in language learning. The students' attitudes were changed from negative to positive by the application of new strategies and methodologies added to their prescribed text books. Students were more successful in their language learning when they were oriented integratively. Moreover, students with an integrative disposition to learn English or French had parents who also were integrative in outlook and sympathetic to English and French communities. As a result of their success in the use of the target language, students showed great satisfaction with the new programmes that led them to communicate and participate effectively in the society and gave them more opportunities to speak the language confidently.

Recently, the education departments in England and Ireland have placed much emphasis on the uses of English language or other foreign languages (French, German etc.) and successfully designed programmes to train the pupils to be able to express themselves freely inside or outside the classroom and to be more autonomous in language learning. Little 1990, Dickinson 1992, Green 1993, and Brumfit 1995, indicated that achievement in learning is directly related to the attitudes of learners towards the subject matter and the learning task itself. Their findings revealed that positive attitudes towards learning English or other languages in the NC enhance learning, while negative attitudes can hinder or even prevent learning.

#### 4.8 Attitudes and Foreign Language Learning

The study of students' attitudes towards learning was and still is a main concern in social psychology (see Section 3.2 in Chapter Three). Attitude can be viewed as a construct consisting of the person's feelings and beliefs towards an object and his reactions towards that object. Thus the concept refers to the individual's response to all objects and situations in which he is involved and his manner of thinking about people, groups, social issues and any event in the society (Lambert and Lambert 1973, p.72; Gardner 1985, p.10).

It can be argued that some attitudes might be more relevant to behaviour than others. In other words, some attitudes towards learning English as a second or foreign language could be more relevant than others to the behaviour of learners in obtaining a high grade in English language in terms of target, action, context, and time. To clarify this, Gardner et al (1978) pointed out that if both the individual's attitude and behaviour refer to the same action geared towards the same target in the same context at the same time, the correlation between the two will be high. In this study, the students' success in learning English as a foreign language could be influenced by their positive attitudes towards it. To encourage positive attitudes, considerable attention should be paid to the context in which language proficiency is developed and to the methods by which it is acquired.

However, individual differences in second or foreign language learning bring differences in various attitude and motivational characteristics. This means that ESL

or EFL courses are designed differently from other courses in students' curriculum which contains aspects of their own culture, because second or foreign language instruction involves elements of another cultural community as well as a different behavioural repertoire. In this case, language programmes should motivate the learners not only to achieve highly in learning the language, but also to get knowledge about other cultures. (Dubin and Olshtain, 1986; Bickley 1990; Gardner and Clement 1990).

#### **4.9 Motivation and Foreign Language Learning**

Motivation is also considered to be one of the main factors that influence learning. It is investigated by many educators and psychologists and offered as a solution to many problems of learning. There is a general agreement that motivation is considered to be related to the individual's needs, emotions desires and interests (Nelson and Jakobovits, 1970; Lee, 1972; Schumann, 1978; and Gardner 1985).

According to Gardner (1985 :50)

Motivation involves four aspects, a goal, effortful behaviour, a desire to attain the goal and favourable attitudes toward the activity in question.

For second or foreign language learning, motivation can be viewed as a state of the learner's need that produces a strong desire which activates and directs all of their capabilities to learn the target language. For this reason, ESL and EFL learners try hard or strive to learn the target language in order to do well and to be satisfied with the assigned activities.

Oller, Hudson, and Liu (1977) and Schumann (1978) have argued that motivation may be integrative or instrumental. Schumann (p.167) defined the integratively oriented learner as “one who wants to learn the second language in order to meet with, talk to, find out about, and perhaps become like speakers of the target language whom he both values and admires. The instrumentally oriented learner is “one who has little interest in the people who speak the target language, but nevertheless, wants to learn the language for more utilitarian reasons, such as getting ahead in his occupation or gaining recognition from his own membership group”. (p.167). Students who consider themselves to be integratively oriented rather than instrumentally oriented seem to have higher levels of motivational intensity. Thus the degree and the nature of the learners’ motivation are vital factors in any ESL or EFL programmes and may significantly influence the teaching strategies involved.

#### **4.10 Parental Encouragement and Foreign Language Learning**

Parental encouragement has played an important role in the learners’ attitudes and motivation towards learning English as a second or foreign language. Gardner (1985) directed his attention to the experience that children have in the home with their parents concerning the target language. This experience is categorised as an essential element in developing a negative or positive attitude towards learning English. The concept of parental encouragement could be referred to the amount of support and encouragement the learners received from their parents to learn the target language.

It seems reasonable to suggest that parents who agree with their children that learning a second or a foreign language is a waste of time will impede their children's achievement and progress in learning the language and lead them to have a negative attitude towards its acquisition. On the other hand, parents who can encourage their children to do well in their second or foreign language training, monitor their progress and reinforce their success, will serve to support an integrative motivation in their children.

Gardner (1968) differentiated between two potential roles of the parent, which he classified as active and passive roles. He suggested that parents with an active role will consciously encourage their children to perform well in language study and reinforce any success identified by the school, whereas parents who take the passive role will consciously discourage their children from doing well in language study and will object to the intrusion of the second or foreign language on other important subjects in the curriculum.

As mentioned in the previous two sections, it has been observed that attitudes and motivation in ESL or EFL can have a negative or a positive effect on acquisition of the target language. This leads to the expectation that parents' attitudinal characteristics could influence their children's second or foreign language proficiency, even when the parents do not appear actively to support the programme.

Gardner and Lambert (1972) in their comprehensive investigation in U.S. (in the states of Maine, Louisiana and Connecticut) found that parental encouragement

was the main factor in children's progress in learning the language. In the Philippines they found that students who studied English with an instrumental outlook and received parental support in this matter were obviously more successful in developing proficiency in the target language (Lee, 1975, pp.72-73).

#### **4.11 Students' Satisfaction with the English Programme and foreign Language Learning**

This concept is related to the learners' beliefs and feelings that the English programme should fulfil their needs and help them to learn the language effectively and successfully. Many educators and researchers have paid much attention to the effect of students' satisfaction with the prescribed texts and effectiveness of teaching, general progress and achievement in the target language. Examples include Hawkins (1987), Allwright and Bailey (1991), Cook (1991), and Leki and Carson (1994).

They focused on the students' perception of both the teacher's and the textbook's effectiveness. They argued that clarity of instruction may help the learners to achieve highly and improve their understanding of the materials. To clarify this, they pointed out that clear teaching as well as successful presentation of various training activities in the classroom were viewed as an important characteristic of the teachers' ability in handling the subject matter and his ability to communicate with students confidently. In addition, Kennedy, Cruickshank, Bush and Myers (1978) and Kiedaisch and Dinits (1991) indicated that the general judgement of both students and parents on such success or failure can be reflected in their degree of satisfaction. They

found that ESL or EFL disabled learners are not very well satisfied with the English course.

#### **4.12 Summary**

The foregoing discussion has considered the importance for learning of attitudes, motivation, parental encouragement, and students' satisfaction with the English programme. It has been shown that each of these variables is an important characteristic in language achievement.

It was also observed from the previous discussion that the role of parents was considered to be of great importance in encouraging or discouraging their children in learning English as a second or foreign language. Children who were encouraged and supported by their parents showed more integrative motivation than those who were not. Finally, research dealing with students' satisfaction with English programmes reflects the importance of perceived clarity in instruction and teaching methodology, reflecting a teacher who is seen as having the capability to command the subject matter successfully and confidently.



### **Part Three:**

## **The Psychological Process of Comprehension in Language Acquisition**

### **4.13 Introduction**

In the course of daily interaction with people or with the media (in the native language or other language) numerous utterances are understood through listening to the radio or the television or through talking to one another, as indicated by many specialists in linguistics and language acquisition such as Wanner and Gleitman (1982) and King (1983) and in psychology such as Clark and Clark (1977) and Greene (1986).

In the last two decades, many researchers have investigated the problem of language comprehension and tried to find solutions to this problem by using different techniques in their experiments, e.g. Fodor et al (1974) Paulston and Bruder (1976), Levelt (1978) and Davis (1995).

In the following discussion, attention will be paid to some processes involved in comprehension, regarding syntax, phonetics, semantics, and discourse.

### **4.14 The Generative Process of Comprehension**

The process of comprehension is considered to involve the processing of a number of linguistic units. For this reason, comprehending the spoken form of the target language is assumed to be a difficult task for the language learner. Paulston and

Bruder (1976) referred the difficulty of spoken tasks to the neglect of this skill and to ignorance about the nature of the process of listening comprehension. In other words, having enough knowledge on the theoretical level can influence teachers' knowledge of what and how to teach students to comprehend the spoken language. Fodor et al (1974) and Mouton (1982, p.113) stressed the fact that in listening comprehension, listeners should use their knowledge of the target language to encode sentences in terms of linguistic structural descriptions. They argued that appropriate structural descriptions as well as a wide range of sentences are generated by the use of grammar. In this respect, their major concern was related to the representation of phonetic and syntactic levels. The phonetic level refers to the phonetic transcription of a sentence and its sound to both the speaker and the hearer, whereas the syntactic level refers to the syntactic structure of a sentence generated by grammar.

#### **4.14.1 The Representation of Phonetic Status**

Many researchers have argued that in order to recognise the procedures for assigning phonetic representation, much emphasis should be given to lexical analysis, surface structure analysis, deep structure analysis and semantic analysis as higher levels of structural descriptions (Fodor et al 1974; Paulston and Bruder, 1976; Mouton 1982; D'Arcais and Jarvella, 1983; and Cross, 1992). They commented on the difficulty of maintaining speech sounds when characterised by a combination of acoustic properties across speakers. They argued that the reason behind this difficulty relates to the lack of such acoustic invariants in speech perception. Cross pointed out,

regarding this lack of invariants, that listeners should focus their attention on different speakers and try to decode the speech signals according to the articulatory movements that produce the sounds they hear.

In addition, Fromkin (1980) and Mouton (1982) indicated that stress and intonation are considered as important features of speech recognition. They paid much attention to the acoustic pause that leads to the perception of linguistic stress and helps the hearer to recognise the prosody of an utterance. In other words, listeners should try to use their background knowledge about the stress rules of language to mark stress on polysyllabic words and to use their knowledge of intonation patterns to determine whether an utterance ends in a rising or a falling intonation (Fromkin, 1980, p.67).

#### **4.14.2 The Recognition of Syntactic Status**

As mentioned previously in the section on “The Generative Process of Comprehension,” linguistic units are put together to make acceptable utterances. This section deals with the way units of a sentence are constructed and transformed by syntactic rules. In this respect, Fromkin (1980) argued that the linguistic units of grammar correspond with the psychological units of speech that go together to create utterances. For the syntactic level of recognition, the major concern is devoted to the mapping of strings of formatives or utterances onto syntactic analysis. For this reason, Fodor et al (1974) indicated that the perceptual analysis of sentences can be related to

the level of structure in relation with the semantically relevant syntactic among sentence parts.

Fodor et al (1974) and Fromkin (1980) indicated two approaches to syntax recognition, the analysis-by-analysis approach and the analysis-by-synthesis approach. Fodor called the former the bottom-up approach. In this, the listener should apply the rules of a generative grammar backwards in the recognition of sentence. (The boy hits the ball. The ball hits the boy). For the analysis-by-synthesis or top-down approach, the grammar is used to generate what Fodor et al called a “search space.” (e.g. The teacher stood up with his glasses. The teacher stood with his glasses up). Both approaches seem to present a major problem of understanding, especially the one which involves more grammatical or transformational operations (Fromkin, 1980, pp.111-117). It can be concluded that the complexity of a sentence can be measured by the number of grammatical rules employed in its derivation (D’Arcais and Jarvella, 1983, p.43).

#### **4.15 The Constructive Process of Comprehension**

The process of comprehension is related to sentence-based strategies as well as discourse strategies. They are used to process syntactic and semantic elements of a sentence. In this case, Clark and Clark (1977) pointed out that the problem of comprehension of sentences was related to the processes people usually go through in comprehending a sentence when they come to the right or wrong interpretation. To illustrate this he classified two distinctive categories that involve this problem, the

narrow and the broader sense of comprehension. In the first category (the narrow sense) comprehension is referred to the involvement of the mental processes of the listener who tries to understand the sounds uttered by the speaker in order to build up meanings from the sounds (e.g. The man sold his house). For the broader sense, comprehension is referred to additional mental processes that the listener uses to put his interpretations to work (e.g. The man is selling his house). Although the two sentences seem to be related to each other, the interest is devoted to the construction process. Listeners tend to work from their interpretation of the sentence and then search for the sounds, words, and larger constituents that satisfy their expectations (Fromkin, 1980, pp.241-242).

#### **4.15.1 The Constructive Process of Syntax**

The process of syntax construction is related to the fact that the listeners hear speech and try to classify the constituents that make up the sentence into its categories (noun, phrase, verb phrase, prepositional phrase, and determiners). Clark and Clark (1977) pointed out a listener could get confused when hearing such sentences as: “Before I go to the airport, I’ll call to check on the time.” (Allen and Vallette, (1977, p.145).

Listeners may have difficulty in understanding the meaning of a sentence because some constituents are separated by too much speech (Anderson and Lynch, 1991, p.40).

#### **4.15.2 The Constructive Process of Semantics**

The idea of semantic process is related to the issue that the listener tries to know how each sentence was meant to be utilised. In other words, the listener expects the speaker to produce true, relevant and unambiguous sentences which he can interpret by referring to a situation or a set of ideas. For semantic representations, Clark and Clark (1979) D'Arcais and Jarvella (1983) and Anderson and Lynch (1991) agreed that listeners usually make their own expectations and guesses on the basis of the nature of the verb in reference to context, to make sense of a sentence. To clarify this, listeners could build two propositions that match their guesses when hearing such words as, "desk", "write", "class", "boy". They can produce sentences such as, "The boy writes on the desk", or, "The boy writes in the class". This process of guess-work can help the listener to use his background knowledge of the language as well as his knowledge of the world.

#### **4.15.3 The Constructive Process of the Discourse**

In order to construct meaning during discourse comprehension, there should be an interaction between the representations of the text and the social context. Greene (1986) pointed out how global coherence strategies operate in discourse comprehension. He added that coherence strategies are related to a set of propositions which represent meaning at a higher level of abstraction. Three types of strategies were explained in the process of discourse, stylistic strategies, rhetorical strategies, and conversational strategies. The first strategy deals with alternative ways of expressing

similar meanings depending on the situation, participants, general goal, and degree of informality. The second strategy deals with the understanding of figures of speech in discourse such as irony, metaphor, classification, and illustration. The third strategy deals with the social and interactional function of discourse, especially the use of non-verbal information such as eye-contact, gestures or pauses (Greene 1986, pp.93-96).

#### **4.16 The Intentional Process of Comprehension**

The major feature of the Intentional Process of Comprehension is the fact that listeners have to draw inferences in order to understand the meaning conveyed by the speaker's utterance in a given context.

For Clark (1978), Fromkin and Mouton (1982), comprehension is considered to be a matter of problem-solving. For this reason, listeners have difficulty when getting at the intended interpretation of an utterance. In other words, the common problem in this regard is related to the listeners' comprehension of what the speaker means by what he said. They claimed that listeners make use of sentence structure, context, world knowledge and the speaker's assumed opinions and attitudes. Clark (1978) has made a notable contribution in this particular area, by establishing a strong base for a new approach towards language understanding in context. He stressed that there should be some relation between psycholinguistics and pragmatics.

#### 4.17 Summary

This section was concerned with the psychological processes of comprehension. In this case, three different processes of comprehension have been discussed, namely, the generative process of comprehension, the constructive process of comprehension, and the intentional process of comprehension. The generative process of comprehension concerns the recognition of phonetic and syntactic levels of representation without paying much attention to meaning. The constructive process involves the processing of syntax and semantics, and the construction of discourse. Finally, the intentional process of comprehension is concerned with the intended interpretation of utterances. It has been suggested that ESL or EFL learners should have more opportunities to be trained to utter English language in a way that enables them to understand what has been said, because of their limited procedural knowledge. In addition, they are in need of the various different types of processing strategies mentioned in this section, for both language acquisition and comprehension.

It can be concluded from Chapter Four that educators and researchers attempted to provide details of the new methodology used for teaching and learning English as a second or foreign language and the ways which lead to better achievement through class activities, learning strategies, autonomous learning, culture knowledge and language awareness. They also emphasised the fact that opportunities for learning English language should exist at an earlier stage of education (primary school) where pupils are fresh-minded and can master the target language more quickly than those



studying at upper secondary or college level. One of the fundamental questions the researcher prepared for students' interviewed after conducting the training programme was, "At which level do you think that training in listening comprehension should begin?" (See "Students Interview and Evaluation" in Section 6.3.4 of Chapter Six).

It was also found that students' attitudes, motivation, parental encouragement and students' satisfaction with the English programme were considered to be an important characteristic in language achievement. These variables were related to the learners' needs, emotions, desires and interests to learn English language. This chapter has also dealt with the psychological process of comprehension, paying attention to the phonetic and syntactic levels of representation as well as the intended interpretation of utterances. The next chapter will deal with the methodology of the research in the pilot study (study hypothesis, research instruments, students' listening comprehension tests, students' attitude/motivation questionnaires, sample of the pilot study, the listening training programme, stages of listening tasks and recognition and interpretation of attitudes).

## **Chapter Five**

## Chapter Five

### Methodology of the Research

#### 5.1 Introduction

The status of English language learning at the secondary school level and in Teachers' Colleges in Saudi Arabia does not enable students to speak the language properly or even to communicate with people outside the class. This problem still exists, as evinced by the low level of students' performance in standardised tests in general and locally-devised tests in particular (Al-Hazemi 1993).

The system of teaching English as a foreign language in Saudi Arabia has been under investigation and study for a long time (Zaid 1993). This has prompted other researchers and writers to study this system to find ways of improvement. Okaz daily newspaper (1991:16) stated:

Thirty years after introducing the teaching of English into the country, the Ministry of Education in the studies that it conducts, discovers the weakness of achievement of students. Among the sad results is that after six years spent in learning English, students may not be able to write their names in English. Add to this, many of the sad occasions when university graduates work in an English-speaking environment where the kind of job they have necessitates that they travel abroad and interact with English speakers. These people may not be able to introduce themselves in one English sentence. It will not be an exaggeration to say that some people may not be able to read the airline ticket and may have to ask someone to read it for them

In this study, the researcher applied certain characteristics and strategies during the pilot study to examine and measure students' attitude and motivation towards learning English through listening tasks and to see if an improvement in speaking was brought about. One main indicator is related to the student's degree of motivation to learn the language. Many researchers have studied the influence of motivation on the general outcomes of students and have indicated much improvement in students' performance in all four components of learning English when they are highly motivated (See Section 4.11 in Chapter 4) .

In education, research can be classified as descriptive, experimental or qualitative or quantitative. This research was designed as an experimental one which aimed at discovering causal relationships between students' attitude and motivation and their achievement in learning English language through listening tasks. One main indicator is related to the students' degree of motivation to learn English language in the college system. If the students are highly motivated to learn the language, they will participate and prosper not only in the class but in society as well. Thus, their positive or negative attitude towards learning English language was considered to be an important variable to explore during the investigation.

Parental encouragement of their children to learn English and to spend more time studying it both inside and outside the classroom, reflects not only the felt need to learn the language but also to employ it for communication (see Section 4.12 in Chapter 4). Parents' positive attitudes may be reflected in decisions to encourage their

children to spend holidays in the country where the language is spoken, choice of English films, music and audiotapes. In this case, the study dealt with the students' integrative and instrumental approach toward the language, expressed through pragmatic appreciation, manifested by willingness to take the initiative to join extra language activities and tasks, such as participating in the English club at school, spending much time in the school language laboratory and visiting foreign companies and institutes in the city.

In this respect, the researcher reviewed the works of other researchers who have addressed similar areas and considered different categories and procedures of data collection with particular focus on the urgent need for practice in Saudi schools and colleges. Thus, a variety of data has been collected: factual, practical, experimental and attitudinal in nature.

In experimental research, Borg and Gall (1983:633) stated that:

Most experiments in education employ some form of the classic single-variable design. Single-variable experiments involve the manipulation of a single treatment followed by observing the effects of this manipulation on one or more dependent variables. The variable that is measured to determine the effects of the experimental treatment is usually referred to as the post test, dependent variable, or criterion variable. Occasionally, a variable is measured before administering the experimental treatment; it is called pre-test.

In fact, many experiments conducted by educational researchers have dealt mainly with testing the influence of new educational materials and practices on students' achievement in various subjects. The experimental treatment in this case,

would be the introduction of the new Listening Training Programme (LTP) into students' daily schedule of learning activities, for observation of effects on their abilities in listening and speaking skills.

## **5.2 Outline of Research Methodology**

The description of the research design will be presented mainly in the light of the recent published outcomes of the relationships between achievement in English language, listening comprehension, errors in speech, production errors in oral reading and word pronunciation as a dependent variable with the use of audio tapes, and each of attitude, motivation, parental encouragement, satisfaction with the English course, family socio-economic status, and investigation of errors in speech and oral reading as independent variables.

### **5.2.1 Study Hypotheses**

The hypotheses of this study were based on the reading of the previous studies, presented in the literature review (Chapter Three). The researcher would suggest the following null hypotheses:

1. There will be no significant relationship between attitudes toward learning English (ESL) and achievement in English language of students at Gizan Teacher's College (GTC)
2. There will be no significant relationship between students' motivation to learning English and their achievement in learning English at GTC.

3. There will be no significant relationship between students' parental encouragement and their achievement in learning English at GTC.
4. There will be no significant relationship between students' satisfaction with the English programme and their achievement in learning English at GTC.
5. There will be no significant relationship between students' integrated motivation scores and their instrumental motivation scores.
6. There will be no significant relationship between students' integrated motivation scores and their achievement in learning English at GTC.
7. There will be no significant relationship between students' instrumental motivation scores and their achievement in learning English at GTC.
8. There will be no significant relationship between students' listening comprehension and the LTP at GTC.
9. There will be no significant relationship between students' socio-economic status and their achievement in learning English language.
10. There will be no significant relationship between students' scores in listening comprehension test before and after the training programme, at GTC.

### **5.3 Research Instruments**

In order to obtain answers to the research questions the researcher took the following measures:

1. Reviewed the research procedures and studies carried out by other researchers relating to English achievement, listening comprehension, speech production and oral

reading pronunciation test as a dependent variable, and students' attitude, motivation, parental encouragement, satisfaction with the English programme, their socio-economic status, the influence of the listening training programme on their achievement, and experiments in listening tasks, as independent variables.

Specialists in linguistics psychology and language acquisition such as King (1983), Krashen (1981), Lee (1975), Oller, Hudson and Liu (1977), Gardner and Lambert (1972), Clark and Clark (1977) and Cook (1991) are trying to bring into focus the mechanisms, processes and strategies people use to understand novel utterances. However, despite all the assumptions made about language acquisition the problem of comprehension still exists and is in need of much investigation and study for better solutions. In this case, various questions (which are, perhaps, worthy of further research) are raised in relation to this problem: How do listeners understand language? Do they compute utterances step by step or do they look first for the phonetic representation of the utterances, then for their syntactic structure, semantic structure and pragmatic structure? Or, do they use all levels of knowledge simultaneously? Is the listener's grammar different from that of the speaker? These are some questions with which linguists, psychologists, cognitive scientists and language teachers are faced.

## 2. The students' Attitude/Motivation questionnaire.

The researcher believes that an understanding of students' attitudes and motivation is one of the keys which may help reshape interest in learning English and



therefore spur increased efforts and proficiency. The students' Attitude/Motivation questionnaire was developed by Gardner and Lambert in 1972 and was adapted by Al-Bassam in 1987. This questionnaire was also carried out in Mekkah, Saudi Arabia (English and Arabic version). The researcher took the whole scale for use in the main study. The aim of Al-Bassam's study was to find out the relationship between achievement in English and attitudes, motivation, parental encouragement, and satisfaction with the English programme among high school students. The sample of the study consisted of three classes of tenth graders, three of eleventh graders and three of twelfth graders, randomly chosen from three secondary schools in Makkah, Saudi Arabia. Pearson product-moment correlations were used to determine the relationship between achievement in learning English, as a dependent variable, and attitudes, motivation, parental encouragement and satisfaction with the English programmes, as independent variables. A t-test was used for statistical significance comparing scores on instrumental motivation (studying the language for utilitarian reasons) and integrative motivation (studying the language to learn more about the other cultural community).

The instruments of attitude and motivation were chosen on the basis of their high levels of validity and reliability, the discriminatory power they demonstrated in prior studies and their relevance to the present study. This questionnaire was carried out by Fazlul-Haque (1990) in Bangladesh in order to find out the relationship between Bangladeshi high school students' motivational orientation and their attainment in English. The instruments used in this study were standardised and validated with

samples and were not tested for statistical validity and reliability. Data from teachers were collected from a very small number of 30 samples and was not tested for statistical validity and reliability.

In other words, the motivational instruments were intended to find out whether the students were instrumentally motivated or integratively motivated. Schumann (1978) described instrumentally-oriented learners as having little interest in the target language but wanting to learn it in order to get ahead in their occupation or to further their careers or to satisfy university requirement. In contrast, he described the integrative learner as the one who wanted to learn the second language in order to meet with, talk to, or become like the speakers of the target language.

The findings of the study indicated that students' achievement in learning English significantly ( $p < 0.25$ ) correlated with their attitudes, motivation, parental encouragement and satisfaction with the English programme. The study also found that attitude as well as motivation were major factors in language learning. Attitude in itself is a learned behaviour that can be changed from negative to positive when reinforced by activities, experience and implementation of a training programme. Al-Bassam referred, in order to examine the validity of his hypothesis for other cultural environments, to Gardner and Lambert's (in Lee, 1972) investigation in the United States: in Maine and Louisiana (as a bilingual environment), in Connecticut (i.e., in a monolingual environment), in Montreal (as a bilingual environment), and in the Philippines where English is the predominant language for instruction. All these

studies supported Gardner and Lambert's hypothesis and revealed that students with integrative motivation were more successful in their language than those who were oriented and motivated instrumentally. In other words, students who had strong motivation and received parental encouragement scored higher marks.

All measures were adapted from previous studies. The instruments used in this study had already been trailed by other researchers. (See "The Students' Questionnaire" in Section 5.5 in this chapter for more details).

3. The supervisors' and teachers' questionnaire. It was developed by Al-Mohaissin (1993) and carried out in Al-Madinah Al-Munawarah in Saudi Arabia in 1992. The researcher adapted some items to suit the present study.

4. Students' Evaluation Questionnaire. It was adapted from different studies:

4.1 The first study was conducted by Zaid (1993). His study concerned a comprehensive analysis of the current system of teaching English as a foreign language in the southern province of Saudi Arabia.

4.2 The second study was administered by Al-Kamookh (1981). His study was conducted in the eastern province of Saudi Arabia, and also concerned the teaching of English as a foreign language.

4.3 The third study was carried out by Alhakbani (1984). His study in teaching English as a foreign language was carried out in Saudi Arabia.

- 4.4 The fourth study was carried out by Mohammed (1994) in Egypt at the university of Assiut. (Listening and Speaking Skills in the Classroom).
- 4.5 The fifth study was conducted by Al-Mohaissin (1993) in Al-Maddinah Al-Munawarah, Saudi Arabia.
- 4.6 The sixth study was carried out by Mubenga (1988). His study was conducted in Kananga (Zaire) investigating the effects of training on the performance of EFL listening tasks.
5. Students' Achievement Test. This was adapted from Cambridge Proficiency Examination Practice (1). University of Cambridge (1993), and was used at Gizan Teacher's College in 1994.
6. The student opinion questionnaire, the supervisors and teachers' of English questionnaire, the achievement test with the recorded materials, and the four experiments used in the pilot study were given to the department of English and translation at King Saud University, Abha branch, with a full description of the study in both Arabic and English. The aim was to achieve content validity for both the Arabic and English versions. These instruments were also given to specialised referees, with a full description of the study in both Arabic and English, at Gizan Educational district English section, for face and content validity. These instruments were given to two referees, Al-Hassiemi, and Arishi, University of Swansea during their visit to the English Department in 1995, for face and content validity.

7. Classroom Observations: The process of classroom observations was intended to reflect the level of attention that students show during the presentation of the listening tasks and to help the observer record the percentage of progress and development they reach at every training session (see Appendix 9).

#### **5.4 Tests of Listening Comprehension (TLC)**

As mentioned at the beginning of this chapter, and as stated in the statement of the research problem, the main aim of this thesis is to find out solutions to the problem of low achievement in English language at the Teachers College in the south region of Saudi Arabia. Students who live in big cities may have more chances to listen to and speak English with both foreigners and natives. Big cities usually have factories, different companies and private schools where the opportunities are available to practise the language. This activity is considered to be precious for those who care to make contact with foreigners and interact with them. Their results can be favourably affected and their interaction in the classroom can be noticed by the teacher. However in cities like Gizan, such opportunities are rare, and the environment does not help students to master the language in an effective way, whereas in cities like Riyadh, Dammam and Jeddah, such opportunities are available and the environment does help the learners to practise the language to some extent. This distinction in opportunities could be due to the presence of different nationalities with different cultures working in companies or factories in the latter group of cities. In this respect, Underwood (1989:16) said:

Students from different backgrounds whose culture and education includes strong storytelling and oral communication tradition are generally “better” at listening than those from a reading and book-based culture and educational background.

Many researchers also indicated problems related to methods of teaching English in Saudi Arabia and to text books as well as problems related to the low achievement and poor performance of Saudi students in English ( Al-Kamookh, 1981, Al-Ahaydib, 1986, And Zaid 1993). Other researchers such as Al-Bassam (1987) stated that there is an ever-widening gap between what the Arab foreign language class should be and what it actually is. Part of the problem lies in the over-ambitious objectives of foreign language learning, usually determined by officials of the Ministry of Education of Saudi Arabia who have lost touch with the realities of the present teaching situation. (p.4)

A second problem is related to the teachers of English and the way they have been taught. Al-Bassam (p.4) added:

Another factor is the time lag between what teachers were prepared and trained for and what they are currently asked to do. Those who were taught according to the “Grammar Translation Method” were asked to follow the “direct Method.

A third problem is concerned with the teaching of the grammatical pattern and rules and the habit of translation from Arabic into English language and vice versa. Al-Bassam (p.5) illustrated this problem by writing:

In the “Grammar Translation” method, a grammatical rule would be stated, sentences illustrating the rule came next, then the rule would be applied by translating Arabic sentences into the foreign language, using vocabulary items given in the lesson.

The fourth problem in teaching English as a foreign language in the Arab world in general and in Saudi Arabia in particular seems to be related to the oral approach. Teachers do not converse with native speakers as models of correct pronunciation. The classrooms are crowded with students, which constitutes a barrier to introducing oral activities and most of the time is spent on keeping the students quiet. Al-Bassam clarified this problem and argued about the oral approach and its application as a fundamental strategy in the teaching of English. She stated that (p.6):

The claim that the oral approach is being applied is contradicted by what actually goes on in the majority of classrooms. Teachers who have never conversed with a native speaker are desperately trying to act as models for their students’ pronunciation. Some classes are so crowded that the teacher has to spend most of his/her energy on keeping the students quiet. The fact is that the standard is getting progressively lower year after year without any counter-action maintained long enough to stop the trend towards deterioration.

A fifth problem which contributes to students’ low achievement is the poor preparation of teachers to teach English as a foreign language. Al-Bassam called this problem “an educational ill which needs to be cured.” (p.6)

Therefore, the researcher intended, in this study, to investigate these problems by applying a pre-test to find out the strengths and weaknesses of the students in English and the effectiveness of listening comprehension as a creative, expectation-

based, guessing-based, purposeful, and selective activity, involving understanding what is said and how to respond to what is said, according to the context presented in the classroom (Rivers, 1981).

Benson (1989) studied some cases of Arabs in general and Saudis and their difficulties in particular in passing the TOEFL examination as a compulsory requirement for university enrolment. His study reflects a crucial deficiency in English listening tasks. These students represented a simple random sample of the Arab population in general and Saudi students in particular. Some were high school graduates, others university graduates.

According to Benson (1989) the general assumption of ESL students' progress in listening comprehension is connected with their successive participation in both spoken and written tasks. His justification was based on the fact that well-designed curriculum as well as well qualified teachers of English can bring development in listening comprehension. His main concern in this study was related to his strong belief that failure to use the experience of students themselves can result in deficiency in ESL curriculum design. He argued that this experience is considered to be a basis for planning and decision making.

## **5.5 The Students' Questionnaire (ATT,MOT,SAT and PAT)**

### Rationale

The students' questionnaire was chosen under the following title:



Students' attitudes, motivation, parental encouragement and satisfaction with the English programme.

These instruments were chosen for a number of fundamental reasons:

Each of the instruments shared a common theme since they imply some contrast between one's own and another cultural community. It should be noted in this study that the research in listening comprehension focused attention on the language, not as something related to a natural linguistic code, but as related to attitudes and motivation towards learning the language, speaking it, reactions to its sounds or character, or structure, which play a role in determining how successful the learners will be in acquiring it (Gardner, 1985).

Concerning the language learning situation, favourable attitudes and motivation tend to cause the learners' experience to be perceived positively and they will be encouraged to continue, whereas unfavourable attitudes tend to be perceived negatively. Gardner (1985) suggested that attitude measures differ in their degree of relationship with achievement in the second or foreign language. Moreover, the literature suggests that it is highly likely that attitudes are related to performance in language courses. However, the problem with attitudes is that they are not directly observable but can only be inferred from the behaviour or statement of the person in question.

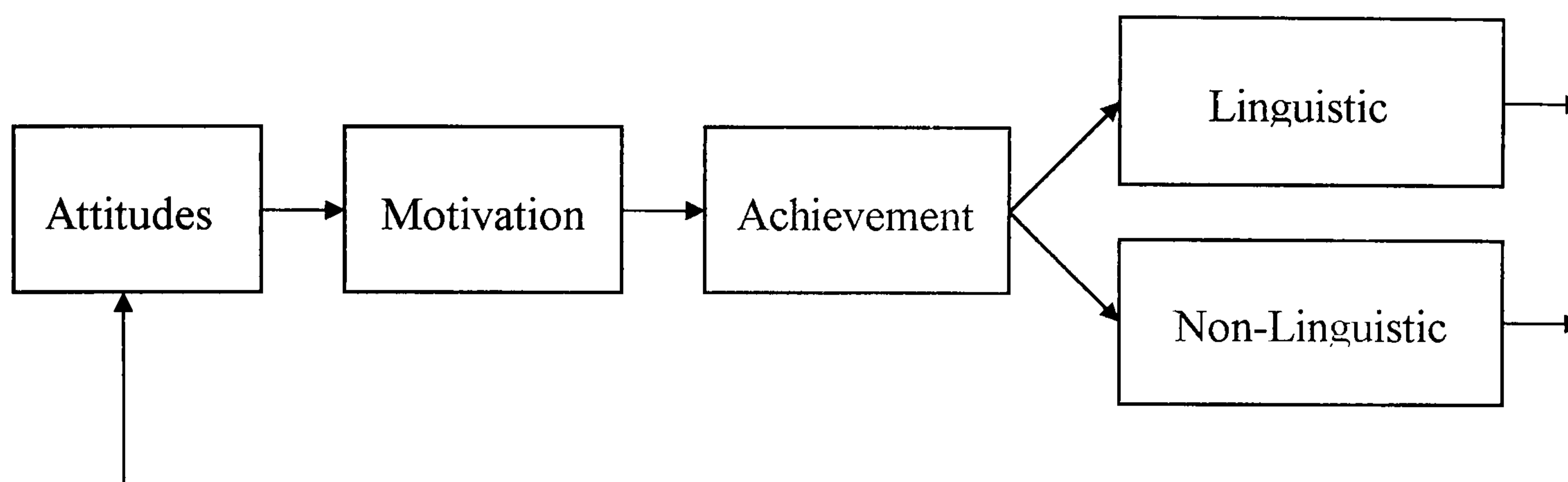
Motivation is also offered by both educators and psychologists as a solution to many problems of learning (see Part 2, section 4.11 in Chapter 4). In the context of

second or foreign language learning, motivation may be viewed as a state of need on the part of the learner that produces a strong desire which activates and directs all of his/her capabilities to learn the target language. In other words, motivation can be referred to a combination of the learners' desires and efforts to achieve the goal of learning the language as well as their favourable attitudes towards learning the language.

In relation to the important role of attitude and motivation in second or foreign language, Gardner and Lambert (1972) suggested that both attitudes and motivation have usually been combined together into a cluster of factors which were considered to be responsible for the relative degree of success or failure in a second or foreign language. They argued that attitudes should be viewed as motivational supports for the individuals' goals to acquire the target language, as well as their reasons behind achieving those goals. Many reasons can be listed regarding the learners' motivation to be able to speak with members of the target language community: to get a job, to improve one's education, to travel, to please one's parents, to satisfy a language requirement, to gain social power, etc. In this respect, Gardner and Lambert classified motivation into two types, integrative and instrumental. Their study demonstrated that subjects who select integrative rather than instrumental reasons as indicative of themselves evidence higher level of motivational intensity in language achievement. Gardner (1979) suggested that attitudes were relevant to second language acquisition because they had a direct influence on achievement and could serve as motivational

supports. A schematic representation of the relationship of attitudes to motivation and achievement can be seen in Figure 5.1

**Figure 5.1**  
**Schematic Representation of the**  
**Relationship of Attitudes to Motivation and Achievement**



(Adapted from Gardner, 1979, p.207)

The researcher paid much attention to the usefulness and importance of studying students' feelings, needs, attitudes, interest and motivation towards learning English as a foreign language and the influence of the general achievement of English.

These instruments had been used in Makkah educational district in Saudi Arabia with a reliability coefficient of 0.79.

## **5.6 Students' Evaluation Questionnaire**

This questionnaire was carried out by Mohamed (1994) and administered in Egypt at the University of Assiut. Her research in the field of teaching English as a foreign language appears to focus on the transition of interest from the mechanical to the communicative aspects of the English language (listening and speaking skills in the

classroom). Her main concern in this questionnaire was to find out the usefulness of listening comprehension as a major activity underlying the communicative process, with the use of the language laboratory. This questionnaire was distributed to second and third year students of the English section and teachers of English language at Assiut Faculty of Education. The purpose of the questionnaire was to get some information about the students' personal history of studying English language to determine their impression of the impact of learning listening comprehension with the use of the language laboratory and its effect in improving their linguistic, spoken and communicative skills. It was related to the students' opinion regarding lesson stages, techniques and activities used by the teacher. It was intended to evaluate the students' reactions in the light of the listening, speaking, reading and writing skills, as well as their communicative capabilities and linguistic skills. The findings of this questionnaire indicated that students improved in their listening and speaking skills as well as their improvement in reading and writing. It was indicated that almost none of the students had ever been to an English language speaking country and had experienced no direct contact with a real and natural English environment. Students emphasised that listening to foreign broadcasting in English helps them to communicate with others.

### **5.7 Socio-economic Questionnaire (SEQ)**

The socio-economic status of the learners is considered to be an important variable reflecting the educational level and incomes of parents. Elsayed (1988). This questionnaire was developed by Al-Hussain (1991) in the United Arab Emirates and

adapted by the researcher to find out the relationship between the achievement in English language and socio-economic status of students in the South province of Saudi Arabia.

The questionnaire consisted of five parts concerning father's level of education, his occupation, mother's level of education, family accommodation and their economic status.

### **5.8 Sample of the Pilot Study**

This study dealt with a number of male teachers' college students in Gizan in Saudi Arabia. It involved two sample groups, each of forty students, one as an experimental group, and the other as a control group. The students admitted to the college had previously attended approximately fifty secondary schools in Gizan educational zone, and were allocated to six groups at the college theatre, on an alphabetical basis. The regulations of the learning administration at the Teachers' Colleges recently set the age range at 19-22 years with an overall average grade in the secondary school certificate of (B+) in order to give opportunities for those who get below this average to join other universities, colleges, and institutes in the Kingdom of Saudi Arabia. According to Borg and Gall (1983) a simple random sample can be defined as "a procedure in which all the individuals in the defined population have an equal and independent chance of being selected as a member of the sample." (p.244) The researcher chose a simple random sample, giving students an equal chance of being selected. Two of the six groups were selected at random, by placing a slip of

paper with the name of each group in a container, mixing the slips thoroughly and drawing out two names (Cohen and Manion 1992).

## **5.9 The Listening Training Programme (LTP)**

The listening training programme was implemented systematically at Gizan teachers' college over a period of eight week (October-December, 1995), for six hours per week; two hours each on Saturday, Monday and Tuesday. Students in the experimental group only participated in the training programme and students in the control group were given their usual textbook ( English 111). Students in the experimental group were given one week of revision before conducting the post-test.

### Procedure of the Training Programme

The purpose of the training programme was to train students to practise listening and get accustomed to the correct pronunciation of English, as used by native speakers (Cambridge recorded materials) through different listening tasks. They listened to the tape, tried to separate, filled in written tasks and worked in groups to discuss a situation. They were provided with pictures, answer sheets and listening tasks to work in the classroom. They were provided with information concerning their culture prepared and recorded by Cambridge University Press and situations and dialogues related to subjects from Saudi Arabia and situations and dialogues from UK. However, the teaching strategy was first to give the students some questions to read in the pre-listening stage. In the listening stage, they had to listen to the tape and try to

answer the questions. In the post-listening stage, they had to check and compare their answers in pairs or small groups. Finally, immediate feedback was given to them in order to clarify any mistakes or problems related to their answers.

### **5.9.1 Stages of Listening Tasks**

The Listening Training Programme (LTP) was based upon three stages as suggested by Haley and Moulding (1981), Brown and Yule (1983), Rivers and Temperley (1978), Anderson and Lynch (1991) and Underwood (1989): the pre-listening, the while-listening, and the post-listening stages. In the pre-listening stage, students were given a preliminary idea of the materials they were going to hear. In all three stages, the researcher was looking at the teaching strategy which emphasised the students' recognition of specific linguistic features such as English sounds, stress, intonation, assimilation of vowel reduction, and content sentence in context. They were also asked to recognise grammatical and discourse markers such as sentence patterns, sentence types and discourse marks. In the post-listening stage, students were encouraged to check and compare their answers in pairs or with small groups.

Concerning the three stages of listening tasks in the training programme, it should be noted that variation in the use of these tasks was considered to be beneficial and useful, just as breakfast helps the body to gain the strength needed to begin working early in the morning. Students were expected to be encouraged to participate

effectively in small groups or individually and gain much confidence in acquiring the target language.

#### **5.9.1.1. The Pre-Listening Stage**

In this stage the researcher was aware of the difficulty of introducing the listening text directly to the students. It is also difficult to switch on the cassette recorder and ask students in the classroom to listen without any introduction to what is going on in the recording when they have no idea what to expect. The situation here is extremely different from the situation where one can stand in front of a counter at the post office and know what the clerk will say. Underwood (1989) argued that the first step in the pre-listening is to let students have an idea of the materials they are going to hear, in order to achieve a higher level of success and give them confidence.

In this stage, students work in a variety of ways that allow them to work quite naturally as part of the integrated skills (as recommended by the Irish Department of Education, Brooks (1987)). They were also provided with an opportunity to gain some knowledge about the listening text, and were assisted with prior knowledge that embraced the whole variety of activities for each task. These activities have been recommended by a number of researchers such as Underwood (1989), Anderson and Lynch (1988), Brown and Yule (1983), Cook (1991) and Allwright and Bailey (1991) and listed as follows:

1. the teacher giving back information;



2. the students reading something relevant;
3. the students looking at pictures;
4. discussion of the topic/situation;
5. a question and answer session;
6. a comparison of students' answers with each other;
7. written exercises;
8. preparation and instruction for the while-listening activity;
9. consideration of how the while-listening activity will be done.

Students, in the pre-listening stage, were handed written materials with pictures, dialogues, passage, and questions related to the recorded listening tasks.

Their job was to get an idea and background about the topics they were going to hear.

Students were divided into groups in the classroom so that they could help each other and check their answers at the post-listening stage in a competitive way. Students were instructed to put much effort into listening authentically rather than being participants in the interaction. This teaching and learning strategy would enable them to practise listening in a wider range of language.

#### **5.9.1.2 The While-listening Stage**

In this stage, students were asked to listen for the recognition of specific linguistic features such as sounds, intonation, stress, vowel reduction and content words in context. In addition, they were also asked to recognise grammatical and discourse features such as sentence patterns, sentence types and discourse marks.

Anderson (1989) p.45. defines the while-listening stage as the activity which helps learners develop the skill of eliciting messages from spoken language. Students had to listen to the tape and try to answer the questions individually. This training task would enable them to know how the English language sounds, in order to develop their listening comprehension skills. The written handouts of the listening tasks were presented in a way that enabled students to relate the written word to its spoken form. Even in the oral speech tasks, they were strongly encouraged to be enthusiastic in their talk and their presentation of complete dialogue, sentence patterns, oral readings and word pronunciation. Allwright and Bailey (1991) recommended that students at the while-listening stage, can be trained to become accustomed to practise talking in small groups about situations chosen from their daily life. Their focus was based on the process of the general interaction between the teacher and his students as an effective strategy of learning/teaching. This new strategy in the National Curriculum for England and Wales gave the researcher great help to prepare the students to work in groups and find their way through the listening text. This stage should be interesting and motivating, so much help was offered in order to overcome students' failure to grasp what the speaker was saying, students were given a second chance to try to complete sentences to identify pictures, or to read passages. At the end of every listening task, students were given feedback in order to find out their progress and success in this second stage. This strategy was expected to enable students to recognise their errors and lead them to interesting post-listening consideration of the text and the tasks (Underwood, 1989).

### **5.9.1.3 The Post-listening Stage**

This stage is considered as a continuation of the previous stages. Answers to multiple-choice questions or “open” questions were based on a spoken text. Students were encouraged to check each others’ answers by group discussion. The time spent in the post-listening stage can be much longer than in the while-listening stage, because students need time to listen, participate, think, write, repeat, and check their work with their teacher in order to get his immediate feedback to maintain interest and develop confidence. Hawkins (1991) argued that the awareness of the teacher in developing and organising language skills inside the classroom has a significant role to play in students’ general achievement. A good start is recommended by Underwood in her book “Effective Class Management.” She mentioned that “the enthusiasm and skill” of the teacher has a direct influence on the attitudes of the learners. In this respect, she argued that a successful and enthusiastic teacher is the one who provides further details on the organisation of the activities he uses in the classroom and who puts much emphasis on the pre-listening stage. She suggested that his success can be clearly noticed through his contribution to the development of the students’ cognitive strategies that lead them to understand the target language efficiently. Students were asked to listen to a dialogue or a conversation taking place at a restaurant or in a supermarket and invited to write anything they had seen during their daily life shopping in the way of “English on signs.” A chart of this kind can be drawn on the blackboard with an example of these signs:

<u>Word</u>	<u>Where Seen</u>
STOP	On a road sign

Materials in the post-listening stage can be prepared from different published resources and might include compiling pictures, picture drawings, carrying out actions, making models, arranging items in patterns, following a route, completing grids, true/false, using shopping lists or a list of places to visit, multiple-choice questions, text completion (gap-filling), seeking specific items of information... etc. For example, students will hear a dialogue between a woman and her husband who has just returned with the shopping: Maley and Moulding, (1993) pp. 6-9.

Students were given handouts and were asked to listen and note down in the grids below. In the pre-listening stage, students were advised to read a shopping list and try to think what each of the items is and how it is pronounced.

#### Shopping list

No. of Items	Name of the Item
1	chicken (not frozen)
6	tomatoes
2	Spanish onions
1	crisp lettuce
1	bottle of olive oil
1	carton of cream
	French bread
	strawberries

In the while-listening stage, students will listen to a conversation between a woman and her husband. The list was made by the woman for her husband who has just returned with the shopping. Students will hear the man and his wife discussing the goods as he unpacks them. The role of the students here is to find out whether or not these goods are exactly what was on the list. They listen and write down in the grid below according to these instructions:

1. What he bought correctly.
2. What things he bought instead.
3. Things which he must return to the shop.

Correct Purchases	Alternatives Purchased	Goods to return and buy

The final step in this stage is to discuss the answers with the teacher.

In the post-listening stage or the “Intensive listening” stage, students will listen again to the conversation and try to follow up the man’s excuses. The man is not certain about whether or not his purchases are correct. Students are instructed to write down, in their own words, either the item or the excuse:

For example:

No.	Goods	Excuses
1	Single cream	
2		“Just a few because they were a bit expensive”
3	Pickling onions	
4	Vegetable oil	

### 5.9.2 Recognition and Interpretation of Attitudes

Students listen to the woman’s remarks about each item and try to recognise and interpret the woman’s attitude from the words and tone she uses. They listen to the tape and identify the remarks in the grid below. For each remark, they write the number which corresponds to the attitude taken by the woman.

Attitudes:

1. Sarcasm
2. Reluctant acceptance
3. Acceptance with understanding
4. Objection
5. Patience
6. Irritation

Students of L2 learners need help and support to understand these expressions. The role of the teacher is to explain these expressions before students perform the activity. He can give some examples on the board to make sure that all the group understand the meaning clearly. (Elsayed, 1988)

After listening to the woman's remarks, students note down in the grid below what they think is the appropriate number:

No.	Goods	Remarks	Attitude Number
1	Cream	Ooh dear! well I, well I suppose, yes I can beat it up	
2	Strawberries	Well, all right. OK.	
3	Chicken	Well, I suppose it was the best you could get, it was the best you could get.	
4	Tomatoes	Well, thank you for putting them under the chicken	
5	Onions	No, dear! These are pickling onions.	
6	Lettuce	I asked you to get me a crisp lettuce	
7	Oil	Oh, darling, no.	

### 5.10 Summary

This chapter has described the methodology of the empirical study carried out to investigate students' attitudes, motivation, their parental encouragement, their economic status, and their satisfaction with English courses and their progress and achievement in the Listening Comprehension Tests. These tests covered areas related to phonology, speech, oral reading, grammar and vocabulary patterns. In addition, a description of the experimental phase was presented through the Listening Training Programme (LTP) and its three main stages, the pre-listening stage, the while-listening stage and the post-listening stage. In the ethnographic stage, two questionnaires were described, the students' questionnaire and the questionnaire of the teachers of English. The adoption of the observational approach with its coding formats was explained and

introduced in this chapter to emphasise the importance of this approach in observing students' progress and improvement in acquiring the target language.

All the instruments in the preceding discussion were applied in the pilot study in order to ensure their validity and reliability. The next chapter will describe the piloting of these instruments and the experiments carried out at the Teachers' College in the Southwest of Saudi Arabia in the first semester, 1995.



## **Chapter Six**

## Chapter Six

### The Pilot Study and data analysis

#### 6.1 Introduction

The instruments used in the pilot study were piloted at Gizan Teachers' College in the southern region of Saudi Arabia. It has been recommended, in the educational research, by many researchers that validity and reliability tests decrease measurement errors and allow more confidence to be placed in the results of the research. Borg and Gall (1983) stated that the pilot study provides the researcher with additional knowledge that leads to improved research (pp.100-101):

1. It permits a preliminary testing of the hypothesis that leads to testing more precise hypotheses in the main study. It may lead to changing some hypotheses, dropping some, and developing new hypotheses when called for.
2. It often provides the research worker with ideas, approaches and clues not foreseen prior to the pilot study. Such ideas and clues greatly increase the chances of obtaining clear-cut findings in the main study.
3. It greatly reduces the number of treatment errors because unforeseen problems revealed in the pilot study may be overcome in redesigning the main study.

4. The pilot study almost always provides enough data for the research worker to make a sound decision on the advisability of going ahead with the main study.

5. In the pilot study, the research worker may try out a number of alternative measures, and then select those that produce the best results for the main study.

## **6.2 Validity and Reliability of Instruments**

The validity and reliability of any instrument in research are considered to be of a great importance, for the reasons indicated above. A valid test usually indicates a measurement of what it is supposed to measure. A reliable test usually indicates a decrease in the measurement errors and shows stability and consistence in the results of the research.

### **6.2.1 Validity**

Borg and Gall (1983) defined validity as the degree to which a test measures what it purports to measure. In general terms, an invalid test can be misused and may lead to uncertain and unstable results in research conclusions. In this respect, computing method can be used for quantitative research in order to obtain a validity coefficient, where as assessment of validity may be obtained for qualitative research.

Borg and Gall (1989) divided validity into five types: content, predictive, concurrent, construct and face validity.

1. Content validity:

Content validity is used in achievement tests and different test of skills and proficiency. It is considered as an essential device in selecting tests to use in experiments. It involves the effect of training methods on achievement and assesses the comparison of the test items with curriculum content. In other words an achievement test is supposed to be representative of the content covered during the course.

2. Predictive Validity

The predictive validity of a test is the extent to which the results of measurement are confirmed by the later behaviour of subjects. It has been used as an indicator of a standardised test before using it in making practical decisions, especially when selecting students for college. In determining the value of the prediction procedure, it is necessary to administer the same tests to a new sample selected from the same population.

3. Concurrent Validity

The concurrent validity is related to some extent to the predictive validity and is considered to be another type of “criterion-related” validity. The difference between the two validities relies on the interval time between the results of the test and the confirming criterion.

#### 4. Construct Validity

Construct validity is mostly used in planning a research study that is intended to test a hypothesis. It is often used with psychological concepts (intelligence, anxiety, creativity) because they are not directly observable. It is used with tests that measure a certain trait or behaviour. Construct validity may be achieved by such indicators as: group differences, correlation coefficients, internal consistency and test-taking procedure.

- a) Group differences: Differences in traits, in individuals, and in psychological affairs are considered as indicators of construct validity.
- b) Correlation coefficients: The characteristics of the correlation between the test and other tests is considered to indicate a construct validity. This kind of correlation confirms the freedom of the test from irrelevant factors.
- c) Internal Consistence: the internal consistence is proposed to be another confirming evidence of construct validity in terms of correlation coefficients among items of the test. In this respect, the items of the test should reflect a significant correlation rather than variance.
- d) Test-taking Process: Another indicator of construct validity can be reflected through students' response to the test. Their competitive and positive attitude towards the test leads to accuracy in the measurement of different aspects of the measured trait (Cronbach, 1970)

#### 5. Face Validity

Face validity means that the test is considered to be consistent and related to its

intended aims. It can be evaluated by four main indicators:

- a) Validity by assumption: the basic concepts of the test are considered to agree with its aim.
- b) Validity by definition: The construction of the test agrees with its aim.
- c) Validity by appearance: The test is accepted by examinees.
- d) Validity by hypotheses: The construction of the test introduces essential evidence about test validity.

Of these five types of validity, the researcher used two methods of validity, assessment in this study: content and face validity. The purpose of this process was to make sure that the items of the study instruments were valid and relevant.

### **6.2.2 Reliability**

Reliability can be defined as “the level of internal consistency or stability of the measuring device over time” (Borg and Gall, 1983 p.281) It has been used to obtain information about both locally-made and standardised tests. This means that a test is stable in measuring a specific characteristic with fixed results. In the field of experimental research, a test with high reliability is recommended to be used when there are only small differences between the experimental and control group (as in achievement tests).

Reliability can be determined in several ways:

### 1. Test-Retest Reliability

This method is commonly used for assessment of stability. In order to achieve this kind of stability the test can be applied on a certain sample and can be repeated on the same sample over some given period of time (not less than one week and not more than two or three weeks). The researcher must be aware that if the time is too short, the test will be easily remembered and learned.

### 2. Equivalent forms reliability

In this method, two forms of the test can be administered to the same group of individuals and the scores obtained on the two forms can be correlated with each other in order to get a reliability coefficient. The administration of the two forms of the test can be applied at a single sitting or with an interval. The administration of the two forms of the test on the same occasion indicates that the reliability coefficient is a coefficient of equivalence related to those forms. On the other hand, the administration of the two forms of the test on two different occasions indicates that the reliability coefficient is a coefficient of both equivalence and stability. One may bear in mind the fact that the application of the two forms of the test on two different occasions may result in small variations in the testing situation.

### 3. Split-half reliability

The strategy of the split-half method is based on the fact that the test can be applied once, but then divided into two halves. Each half will be treated as one

separated form. In this case, the internal consistency of the test items is considered to be an indicator of the reliability coefficient. However, there are some tests that cannot be divided into two halves (e.g. tests with odd numbers, problem-solving tests and speed performance tests), so this method is not suitable to compute their reliability.

During the division of the test, several methods can be achieved as follows:

- a) A simple division of items in the middle; the researcher takes numbers from one to the middle, as the first part and the remaining numbers as the second part. For example, in a test consisting of 100 items, numbers from 1 to 50 will be considered as the first part and numbers from 51 to 100 will be considered as the second part.
- b) Odd numbers can be taken as the first part whereas even numbers can be taken as the second part.
- c) If the test consists of a group of items arranged systematically into categories, the division can be obtained by those categories. A test of ten categories, for example will be divided as: 1,3,5 representing the first part whereas 2,4,10 represent the second part.

#### 4. Kuder-Richardson Reliability

This method is used in the case of uni-responses such as responses of yes/no (right or wrong) which only take one value. On the other hand, it is not suitable for estimating the reliability of such tests as WICSH intelligence test. The results of this method can be manipulated by the formula, K-R20. Cronbach produced the formula of



“ALPHA coefficient” as a remedial method for those cases which cannot be treated by the Kuder-Richardson method. It is used with multiple choice tests or Likert-type scales. In general, K-R20 is used by many specialists in educational and psychological measurement in order to determine reliability (Borg and Gall, 1989 and Brown, 1988).

Cronbach ALPHA was used to determine the reliability of the instruments used in the present study. (Achievement Test, Errors In speech, Oral Reading) (See Table 8). Independent sample T Test method was used to compare means for the tests of “Listening Comprehension, Errors in Speech and Oral Reading to determine the T.Value and to find out the mean differences in the pre-test and post-test scores of both control and experimental groups (see Table 9). The “Paired Sample T.Test” method was used to find whether there were significant differences in the test of Listening Comprehension, Errors in Speech and Oral Reading. These methods were calculated by computer, using SPSS programme (Statistical Package for Social Science).

### **6.3 Results of the Pilot Study**

After application of the instruments and analysis of scores in the pilot study the following results were obtained which suggested that it would be justified to use the same instruments in the main study.

### **6.3.1 Reliability of the English Achievement Test (EAT)**

The researcher analysed the data of the EAT in order to find out whether the test was suitable for use in this study. The reliability of EAT was tested by using the formula of alpha if item is deleted. The internal consistence of the test was calculated by computer using the SPSS and reached 0.81. This level of reliability of the test indicated an internal consistency between the items of EAT and showed that it was reliable and valid for application in the main study (Youngman 1979, pp. 179-180; and Borg and Gall 1983, pp. 100-101). The SPSS procedure used included the means, standard deviations, alpha if item is deleted, frequencies of subjects with item correct answer, and percentage of subjects with item correct answer. (See Table 6.1), and for students' marks (see Table 6.3 and Table 6.4).

EXG/PT (Experimental Group Post-Test):

**Table 6.1**  
**Reliability Coefficients**

$\bar{x}$  = Means  
 $\alpha$  = Alpha if item is deleted  
SD = Standard Deviation  
FSICA = Frequencies of Subjects for item correct answer  
PSICA = Percentage of subjects for item correct answer  
Number of items = 80  
Number of marks = 80 marks equivalent to 100%  
The reliability coefficients using ALPHA = 0.81

Items	$\bar{x}$	SD	$\alpha$	FSICA	PSICA
1	0.73	0.45	0.81	29	72.5
2	0.78	0.42	0.81	31	77.5
3	0.65	0.48	0.81	26	65.0
4	0.75	0.44	0.81	30	75.0
5	0.68	0.47	0.81	27	67.5
6	0.65	0.48	0.81	26	65.0
7	0.85	0.36	0.81	34	85.0
8	0.80	0.41	0.81	32	80.0
9	0.78	0.42	0.81	31	77.5
10	0.73	0.45	0.81	29	72.5
11	0.73	0.45	0.81	29	72.5
12	0.88	0.34	0.81	35	87.5
13	0.80	0.41	0.81	32	80.0
14	0.78	0.42	0.81	31	77.5
15	0.78	0.42	0.81	31	77.5
16	0.65	0.49	0.81	26	65.0
17	0.88	0.34	0.81	35	87.5
18	0.73	0.45	0.81	29	72.5
19	0.83	0.39	0.81	33	82.5
20	0.68	0.47	0.81	27	67.5
21	0.78	0.42	0.81	31	77.5
22	0.75	0.44	0.81	30	75.0
23	0.75	0.44	0.81	30	75.0
24	0.70	0.46	0.81	28	70.0
25	0.78	0.42	0.81	31	77.5

Items	x	SD	$\alpha$	FC	PC
26	0.68	0.47	0.81	27	67.5
27	0.80	0.41	0.81	32	80.0
28	0.78	0.42	0.81	31	77.5
29	0.85	0.36	0.81	34	85.0
30	0.70	0.46	0.81	28	70.0
31	0.80	0.41	0.81	32	80.0
32	0.78	0.42	0.81	31	77.5
33	0.85	0.36	0.81	34	85.0
34	0.75	0.44	0.81	30	75.0
35	0.80	0.41	0.81	32	80.0
36	0.80	0.41	0.81	32	80.0
37	0.60	0.50	0.81	24	60.0
38	0.68	0.47	0.81	27	67.5
39	0.80	0.41	0.81	32	80.5
40	0.75	0.44	0.81	30	75.0
41	0.70	0.46	0.81	28	70.0
42	0.88	0.34	0.81	35	87.5
43	0.78	0.42	0.81	31	77.5
44	0.83	0.39	0.81	33	82.5
45	0.73	0.45	0.81	29	72.5
46	0.73	0.45	0.81	29	72.5
47	0.85	0.36	0.81	34	85.0
48	0.83	0.39	0.81	33	82.5
49	0.63	0.49	0.81	25	62.5
50	0.75	0.44	0.81	30	75.0
51	0.80	0.41	0.81	32	80.0
52	0.78	0.42	0.81	31	77.0
53	0.73	0.45	0.81	29	72.5
54	0.80	0.41	0.81	32	80.0
55	0.65	0.48	0.81	26	65.0
56	0.80	0.41	0.81	32	80.0
57	0.60	0.50	0.81	24	60.0
58	0.80	0.41	0.81	32	80.0
59	0.75	0.44	0.81	30	75.0
60	0.68	0.47	0.81	27	67.5
61	0.78	0.42	0.81	31	77.5
62	0.75	0.44	0.81	30	75.0
63	0.75	0.44	0.81	30	75.0
64	0.78	0.42	0.81	31	77.5
65	0.73	0.45	0.81	29	72.5

Items	x	SD	$\alpha$	FC	PC
66	0.80	0.41	0.81	32	80.0
67	0.83	0.39	0.81	33	82.5
68	0.68	0.47	0.81	27	67.5
69	0.80	0.41	0.81	32	80.0
70	0.75	0.44	0.81	30	75.0
71	0.80	0.41	0.81	32	80.0
72	0.80	0.41	0.81	32	80.0
73	0.85	0.37	0.81	34	85.0
74	0.70	0.46	0.81	28	70.0
75	0.72	0.45	0.81	29	72.5
76	0.68	0.47	0.81	27	67.5
77	0.75	0.44	0.81	30	75.0
78	0.80	0.41	0.81	32	80.0
79	0.70	0.46	0.81	28	70.0
80	0.73	0.45	0.81	29	72.5

The pilot study results for experimental groups post-test on EAT are presented in Table 8. It can be seen that the means of the scores ranged from 0.60 to 0.85 and their standard deviations ranged from 0.34 to 0.50. The alpha reliability for the whole scale was 0.81. In addition, the experimental and control groups were highly homogeneous in respect of age, mother tongue, cultural background, previous learning experience and total average of English proficiency of “C.”

### **6.3.2 A Comparison Between the Results of Experimental and Control Groups**

The test of EAT was administered twice, in the pilot study, as a pre-test and post-test for both the experimental and control groups. At the beginning of the Listening Training Programme (LTP), a pre-test was given to both groups (EXG and COG). Then a package of listening comprehension tasks was applied for the EXG only, alongside the prescribed textbook (English A111). The COG was taught with

the traditional method using the prescribed textbook (English A111). At the end of the Listening Training Programme (LTP), students in both groups were given the test of EAT again as a post-test to find whether there were any significant correlations and differences in the students' final scores between the two tests (pre and post-tests) as well as differences in the means and standard deviations. (See the next formula for the final scores of the EAT).

Final scores of EAT = 80 Marks equal 100%

$$\frac{\text{Students' Scores in the EAT} \times 100}{80 \text{ (Final Marks of EAT)}}$$

The highest score obtained in the pre-test of the EXG was 40, and in the post-test it was 77 marks out of 80 marks: Formula:

$$\text{Pre-Test: } \frac{40 \times 100}{80} = 50\%$$

$$\text{Post-test: } \frac{77 \times 100}{80} = 96.3\%$$

The difference between the highest mark obtained in the pre-test and the post-test of the EXG = 77-40 = 37 marks. Equivalent to % = 96.3 - 50 = 46.3%

As indicated in this result, there was a positive significant difference between both tests with a difference of 46.3%. This finding indicates that students who were taught by the prescribed textbook and were trained by the LTP performed better in the post-test of EAT than in the pre-test. This finding supports Corson's (1988), Cook's (1991) and Brumfit's (1995) claims that an important aspect of foreign-language teaching and learning is the involvement of "teaching techniques" used and introduced

in the classroom. They considered these techniques as a supplement affecting the general performance of children and developing their progress and knowledge about the target language. Table 6.2 illustrates a summary of students' scores of the EAT in the pre and post-test of both the EXG and COG and shows differences in means, standard deviations and minimum and maximum scores.

**Table 6.2**  
**Differences in Means, Standard Deviations, Minimum and Maximum Scores in the Pre and Post-Tests of the EXG and COG**

X = Mean	Mis = Minimum Scores
SD = Standard Deviations	Mas = Maximum Scores
G = Group	EXG = Experimental Group
COG = Control Group	D = Difference

G	Pre-test				Post-test			
	X	SD	Mis	Mas	X	SD	Mis	Mas
EXG	26.10	5.4	15	40	64.15	7.8	47	77*
COG	25.7	5.3	15	39	26.9	5.28	15	40
D	0.4	0.1	0	1	37.25	2.52	32	37

\*77 out of 80 Marks = 96 out of 100 Marks = Excellent

$$\text{Formula} = \frac{77 \times 100}{80} = 96.3\%$$

Table 9 shows that there was a positive significant difference between the EXG and the COG in the pre-test ranging from 15 to 39 marks and in the post-test ranging from 47 to 77 marks. This means that the students' achievement in the EXG was affected by the LTP which was introduced for the first time as a teaching supplement in their EFL class. This is an indication that after becoming familiar with the method

and getting used to the LTP, the experimental group was able to score higher than the control group and obtain better results. This dramatic progress in the students' level of achievement did not support the null hypothesis that there was no relationship between the LTP and the students' achievement in English language. (See Figures 1, 2, 3, and 4 which indicate the students' final scores in the pre and post tests of the EAT for both the EXG and the COG).

Table 9a shows the final scores and percentages on the EAT in the pre-test and post-test of students in the EXG. Both tests were marked out of 80, which is equivalent to 100 percent. Thus, a student who gets 77 marks out of 80 in the post-test of the EAT shows a great improvement in his level of English language compared with his scores in the pre-test, because a score of 77 does not mean an average of C, but an average of A, since  $77 \times 100 \div 80 = 96.3\%$ . (See Table 9a for more details).



**Table 6.3**  
**Marks and Percentages COG/EXG**

Formula: 
$$\frac{\text{Students' Marks out of 80} \times 100}{80 \text{ (Total Marks of EAT)}} = \text{Percentage Mark}$$

N = Number of Cases = 40.

T = Total

Pre = Pre-test

Post = Post-test

% = Percentage mark

N	Control Group			Experimental Group		
	Total Marks and Percentage			Total Marks and Percentage		
	Pre	Post	Post %	Pre	Post	Post %
1	24	24	30.0	23	75	93.8
2	17	18	22.5	16	73	91.3
3	22	23	28.8	27	69	86.3
4	26	28	35.0	28	69	86.3
5	28	29	36.3	27	73	91.3
6	26	26	32.5	25	67	83.8
7	23	23	28.8	22	63	78.8
8	34	35	43.8	34	55	68.8
9	25	28	35.0	28	60	75.0
10	25	26	32.5	25	64	80.0
11	24	24	30.0	24	59	73.8
12	22	22	27.5	22	66	82.5
13	25	26	32.5	26	68	85.0
14	31	33	41.3	30	69	86.3
15	24	25	31.3	25	74	92.5
16	33	34	42.5	33	62	77.5
17	23	24	30.0	25	67	83.8
18	29	30	37.0	27	62	77.5
19	36	36	45.0	36	65	81.3
20	33	33	41.3	33	68	85.0
21	26	27	33.8	26	59	73.0
22	25	26	32.5	25	58	72.5
23	22	26	32.5	22	48	60.0
24	25	25	31.3	25	51	63.8
25	19	21	26.3	21	57	71.3

N	Control Group			Experimental Group		
	Total Marks and Percentage			Total Marks and Percentage		
	Pre	Post	Post %	Pre	Post	Post %
26	27	27	33.8	35	57	71.3
27	35	38	47.5	21	53	66.3
28	18	20	25.0	27	55	68.8
29	22	23	28.8	15	62	77.5
30	15	15	18.8	23	65	81.3
31	29	31	38.8	31	69	73.8
32	18	22	27.5	18	65	81.3
33	26	29	36.3	26	71	88.8
34	27	28	35.0	25	77	96.3
35	24	24	30.0	35	74	92.5
36	23	23	28.8	17	72	90.0
37	30	31	38.8	23	71	88.8
38	26	28	35.0	30	73	91.3
39	22	25	31.3	26	74	92.5
40	39	40	50.0	40	47	54.8

Table 6.3 presents a comparison of the participants' scores on a Pre-Post Test Basis. In the pre-test, the scores of all students in both groups showed low level of proficiency in English listening comprehension. The highest score obtained in the pre-test of the COG was 39 out of 80 (equivalent to 49 out of 100) and the lowest score was 15 out of 80 (equivalent to 19 out of 100). The highest score obtained in the pre-test of the EXG was 40 out of 80 (equivalent to 50 out of 100) and the lowest score was 15 out of 80 (equivalent to 19 out of 100). The aim of the pre-test was to evaluate the students' overall standard proficiency in English listening comprehension. Both groups were taught by the prescribed textbook and the LTP was introduced only

to the EXG to find out its effectiveness on the general performance of the participants in the target language. As indicated previously, the difference was significant showing a very high level of confidence ( $p < 0.001$ ). This means that the participants in the EXG gained much from the Listening Comprehension Programme and made progress in their level of achievement. This high gains shown by the participants on a pre-test, post-test comparison in Table 6.3 indicate that their growth of listening has been increased. Therefore, the results of the LTP in the pilot study were considered satisfactory and encouraging for the main study.

The English Achievement Test (EAT) was carried out in three stages, the pre-test, the test, and the post-test. The pre-test was conducted at the beginning of the study to evaluate the students' level of proficiency in English. The test was conducted after eight weeks of the Listening Training Programme. The post-test was conducted one week after the test. The aim of the post-test was to compare the students' scores in the test and the post-test of the experimental group and to confirm the reliability of the EAT and its stability. Borg and Gall (1989) argued that the test-retest reliability confirms the stability of the same test when used on two different occasions, correlating the pairs of scores. They added that the use of reliable tests decreases measurement errors and allows more confidence in the results of the research.

In order to confirm the reliability and stability of the EAT, the results of the test-retest are indicated in Table 6.4.

**Table 6.4**  
**A Test-Retest Reliability Coefficient**

A comparison of the participants' scores on the test-post test basis of the EXG. Cases = 406. The reliability coefficients using Alpha = 0.81

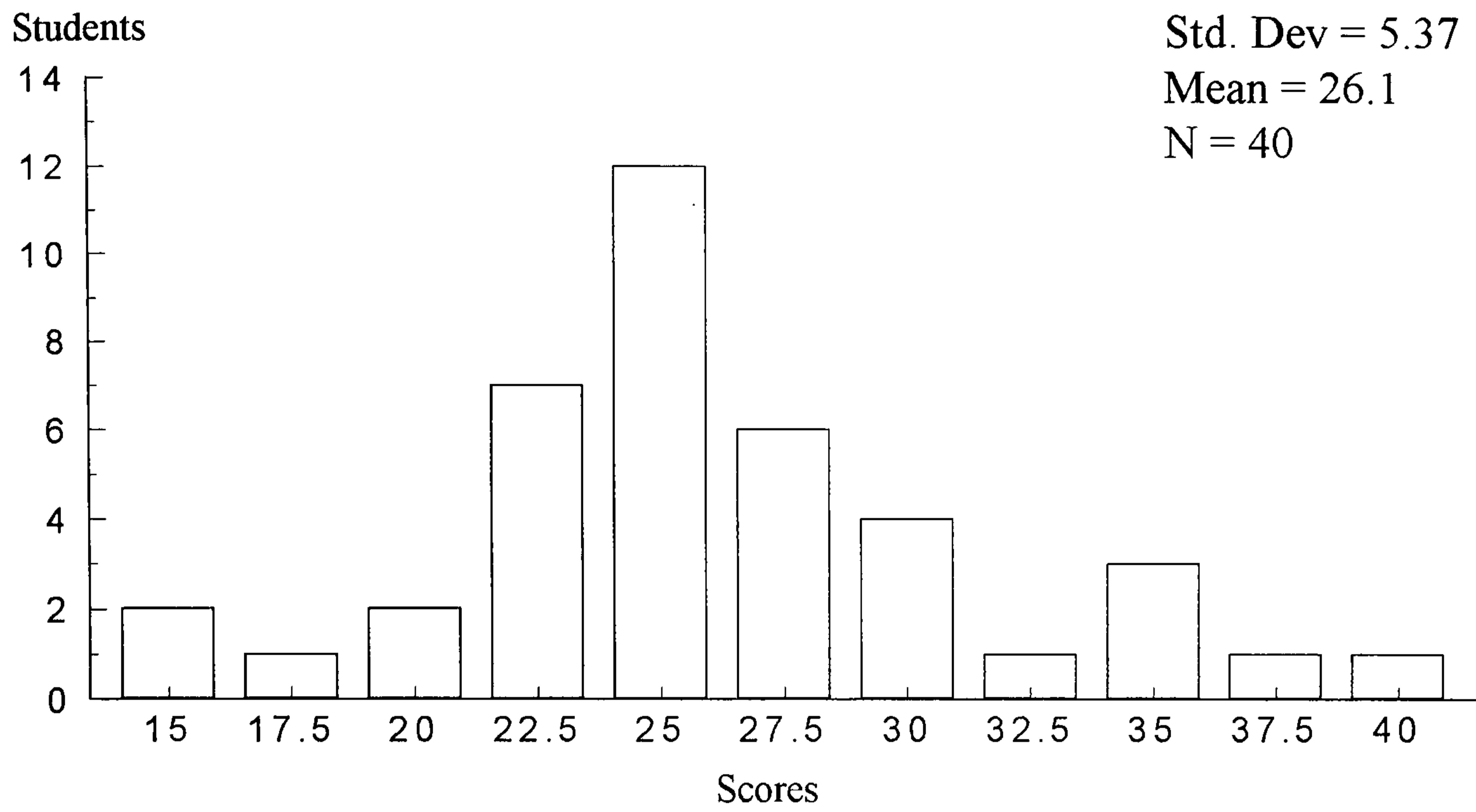
Cases	Test Scores	Post-test Scores	Difference in Both Scores
1	75	75	0
2	73	73	0
3	69	69	0
4	69	70	+1
5	73	73	0
6	67	66	-1
7	63	65	+2
8	55	54	-1
9	60	60	0
10	64	64	0
11	59	60	+1
12	66	67	+1
13	68	67	-1
14	69	71	+2
15	74	76	+2
16	62	62	0
17	67	64	-3
18	62	63	+1
19	65	65	0
20	68	68	0
21	59	58	-1
22	58	59	+1
23	48	47	-1
24	51	51	0
25	57	54	-3
26	57	57	0
27	53	53	0

Contd.

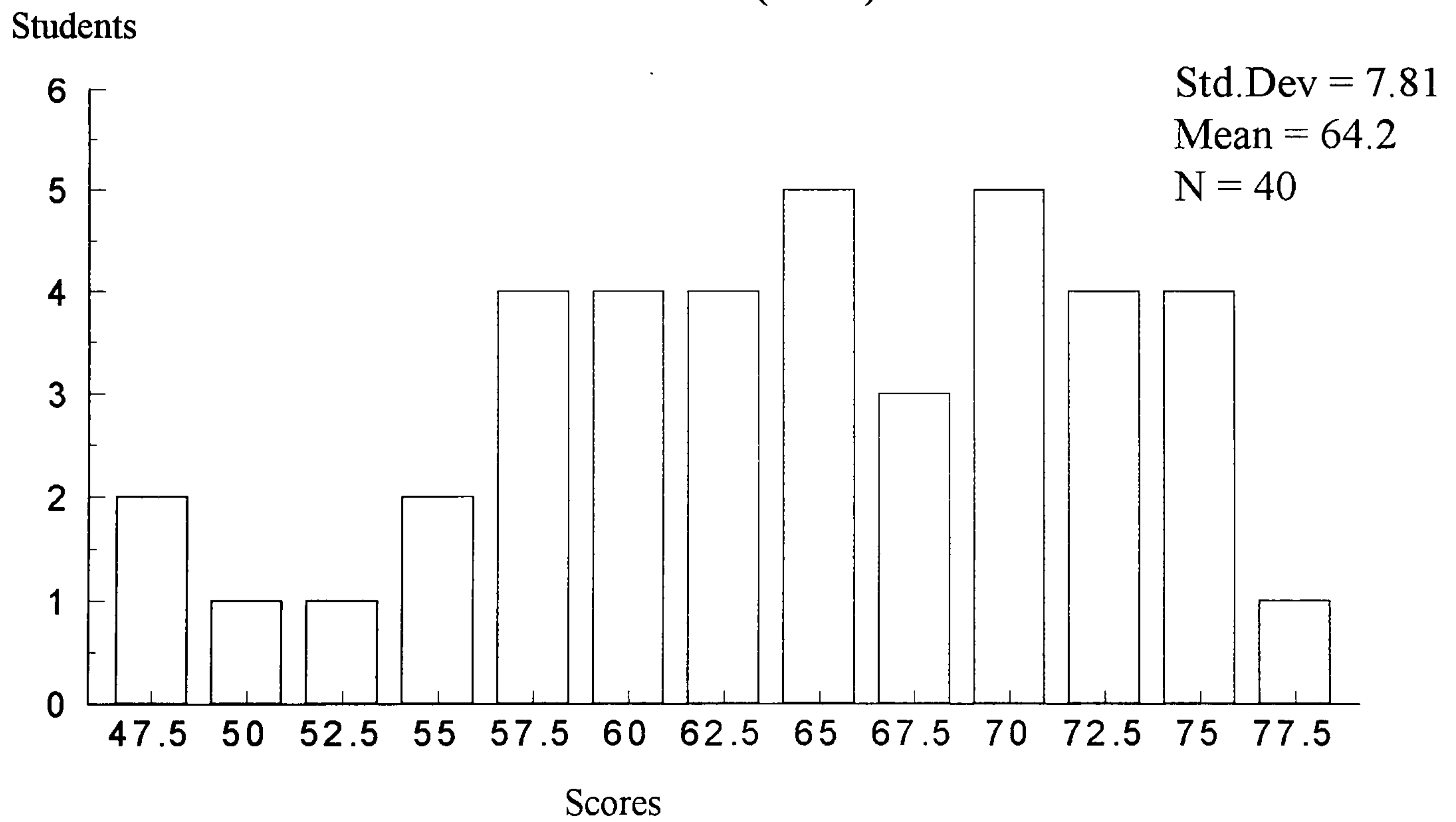
Cases	Test Scores	Post-test Scores	Difference in Both Scores
28	55	54	-1
29	62	60	-2
30	65	64	-1
31	69	63	-6
32	65	62	-3
33	71	72	+1
34	77	76	-1
35	74	74	0
36	72	72	0
37	71	71	0
38	73	73	0
39	74	72	-2
40	47	48	+1

It can be concluded from table 6.4 that the difference between the test scores and the post-test scores was very low. This is an indication that the reliability of the EAT was stable with reliability coefficient of 0.81. In addition, the results shown in the previous tables indicated that the reliability coefficient was significantly high ( $p < 0.001$ ). This confirms that the EAT and its scoring scheme are reliable for the subjects in the main study.

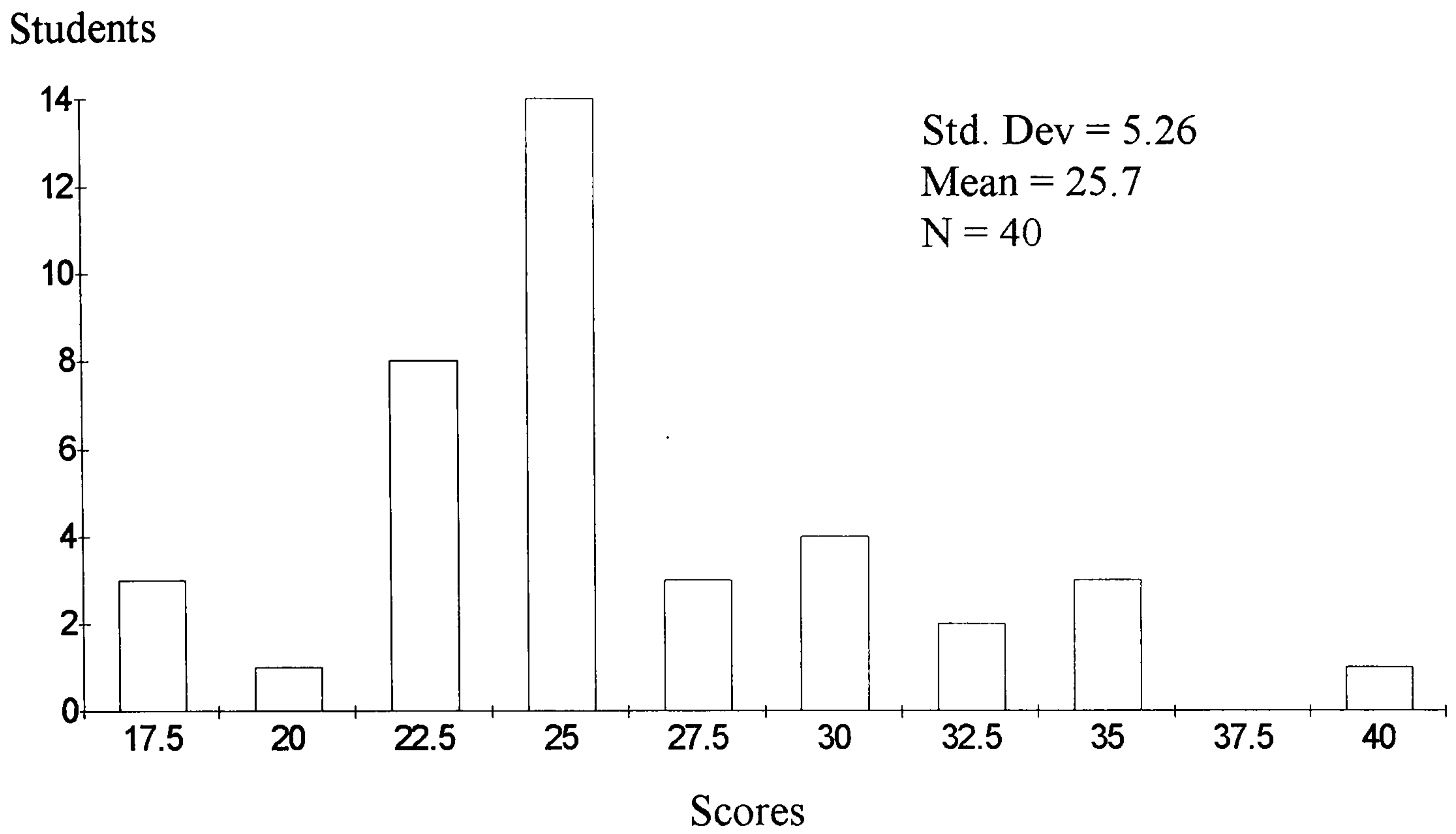
**Figure 6.1**  
**The Students' Final Scores in the EAT.**  
**Pre-test (EXG)**



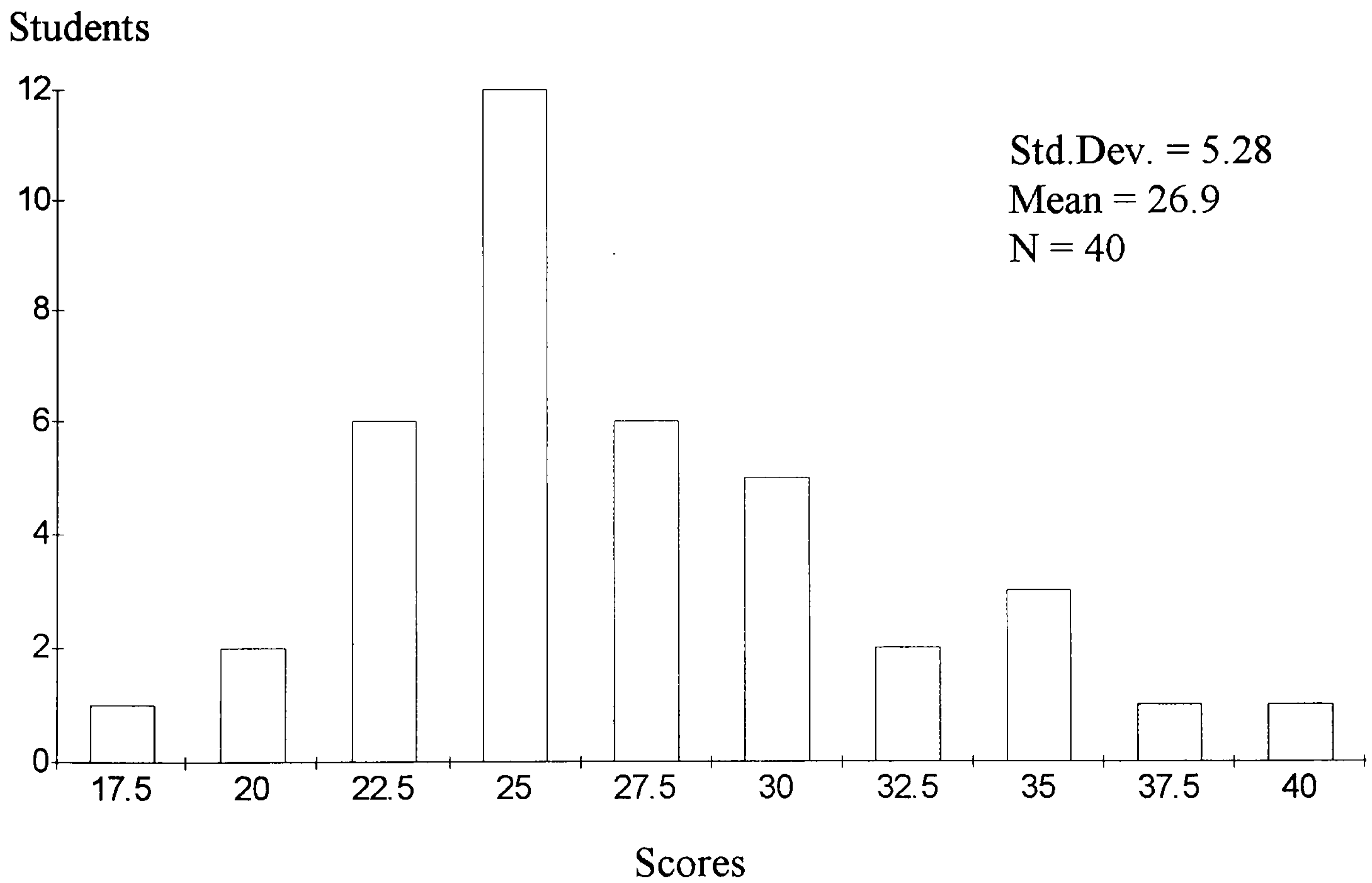
**Figure 6.2**  
**The Students' Final Scores in the EAT**  
**Post-test (EXG)**



**Figure 6.3**  
**The Students' Final Scores in the EAT**  
**Pre-test (COG)**



**Figure 6.4**  
**Post-Test (COG)**



**Table 6.5**  
**Paired Differences**

x	SD	df	t-value	P
38.05	10.65	39	22.60	0.000*

x = Mean

SD = Standard deviation

df = degree of freedom

P = probability

\* =  $P < 0.001$

The previous table provides further evidence that teaching by listening (LTP) is important for students learning English as a foreign language and as a teaching supplement in the classroom. The probability is less than 1% that these differences occurred by chance alone. In addition to being significant, the differences in means, standard deviations, and scores are meaningful because they are large (Brown, 1988). For more details of these differences, see Figures 1 and 2 for the distribution of students' scores in the pre-test and post-test of the experimental group, (TESTEXPR = pre-test of the experimental group, Figure 6.1. TESTEXPO = post-test of the experimental group, Figure 6.2).



**Table 6.6**  
**Observation Formats**

No.	Items	1st Visit			2nd Visit			3rd Visit		
		15 Minutes			30 Minutes			45 Minutes		
		Yes %	No %	Nbs %	Yes %	No %	Nbs %	Yes %	No %	Nbs %
1	Were students listening carefully to the recorded materials?	30	70	-	60	40	-	95	5	-
2	Were the recorded materials recorded by native speakers of English?	100	-	-	100	-	-	100	-	-
3	Had the students been prepared well to listen to the recorded materials?	20	80	-	70	30	-	97	3	-
4	Had students been given the opportunity to repeat the authentic conversation?	50	50	-	80	20	-	100	-	-
5	Were the listening materials sufficient to cover the whole subject?	70	30	-	90	10	-	98	2	-
6	Were students encouraged enough to record their own voices on the tapes?	80	20	-	95	5	-	100	-	-
7	Did the students take part in the listening tasks?	25	65	-	85	15	-	100	-	-
8	Did the teacher direct students to follow the listening materials?	100	-	-	100	-	-	100	-	-
9	Did the teacher help the students to overcome the problems they explored during the listening time?	50	50	-	90	10	-	100	-	-

Footnote Nbs = Not Observed

#### **6.3.4 Students' Interview and Evaluation**

The purpose of the interview was to obtain retrospective accounts to complement the evaluation questionnaire. This interview was semi-structured and included some questions about the training and a progressive focusing to draw out the key themes. Youngman (1987:9) classified three types of interview as follows:

Three kinds of face-to-face interview are commonly distinguished: the structured, semi-structured and unstructured interview.

(a) Structured interviews are based on a carefully worded interview schedule and frequently require short answers or the ticking of a category by the investigator.

(b) Semi-structured interviews: again a carefully worded interview schedule is assembled, but in this case much more latitude is permitted. Often there is an initial question followed by probes. The schedule may contain spaces for the interviewer to record notes, or a tape recorder may be used. A semi-structured interview tends to be the one most favoured by educational researchers as it allows respondents to express themselves at some length, but offer enough shape to prevent aimless rambling.

(c) Unstructured interview: Depth interviews require considerable skill and in areas such as psychotherapy, practitioners receive extensive training in the necessary techniques.

The most important aspect of the interview was that it was held in a very relaxed and comfortable atmosphere. Students felt free to say whatever they liked, provided it was sensible and relevant to the LTP. Arabic was used during the whole period of the interview which lasted for half an hour.

#### **6.3.4.1 The Evaluation Interview**

At the end of the programme, students were told to evaluate the LTP according to their previous notes in their private copy-book. For example, what they learned in each session, what they liked or did not like, the kind of problems they experienced in performing the listening tasks and the progress they made in the course. Students' interviews were transcribed according to their statements evaluation. Their statements were classified into these categories:

1. Statements evaluating the training:

In this evaluation, students were expressing their judgement on the value of the training. Some of their comments were related to the LTP as important, interesting, useful, encouraging, helpful and positive. For example, Ezzy Refay had this to say:

Well, I found that the LTP was very helpful and played a great role in learning English as a foreign language.

Likewise, Basodan commented that:

As a matter of fact, the LTP was very useful and encouraging because I had the opportunity to acquire the pronunciation that came right from the native speakers and to be able to work in groups for the first time here at Gizan Teachers' College.

2. Statements diagnosing the learners' difficulties

Students were expressing their problems in listening comprehension. At the beginning of the LTP, they found it difficult to follow the native speed of delivery and

understand the message. In addition, their lack of specialised vocabulary was considered to be an obstacle to aural comprehension. For example, Tawfig Ageel critically noticed that:

The comprehension problem that I faced in the LTP was the speed of the English native speakers. It was also difficult for me to specify whether a word is a noun or a verb.

### 3. Statements assessing the learner's achievement

As a result of the listening training programme, students reflected their abilities to perform the listening tasks and to listen to the recordings and understand the general ideas of the spoken passage in English. Farug Swedi pointed out that he could not only understand the dialogues but also talk about them:

According to those techniques we have just had, I am very pleased that I can understand the message. I am very pleased because the LTP has contributed to my way of speaking and identifying sounds from the recordings.

In order to emphasise the importance of listening, Cook (1986:30) stated that:

The past few years have seen a dramatic change in attitude among language teaching theorists towards the skill of listening. Numerous reports have attested to the success of language teaching methods that emphasise listening.

He added that:

The point is that listening must come first because a person cannot utter something before having heard it. (p.33)

### 6.3.5 Students' Evaluation Questionnaire

Students were assured that their answers to all the tests and questionnaires would not have any effect on their marks in the final examination in the A111 English course. They would not be shown to anyone and would be kept confidentially and used only for research purposes. The main points of the questionnaire are summarised and listed below. The number of students out of forty is in parenthesis:

1. How did you find the training?
  - a) Very useful (12)
  - b) Useful (18)
  - c) Useless (0)
  
2. Did the training cover the areas where you need to listen to spoken English?
  - a) Yes (40)
  - b) No (0)
  
3. Could you indicate what progress you think you have made in the following communication skills and language sub-skills. Please rate yourself by circling one letter: A = 20%, B = 40%, C = 60%, D = 80%, E = Over 80%.
  - a) Listening A (0), B (7), C (29), D (4), E (0)
  - b) Speaking A (0), B (15), C (18), D (7), E (0)
  - c) Reading A (7), B (6), C (19), D (8), E (0)
  - d) Writing A (12), B (14), C (11), D (0), E (3)
  - e) Grammar A (5), B (13), C (17), D (5), E (0)
  - f) Pronunciation A (4), B (3), C (24), D (9), E (0)
  - g) Vocabulary A (2), B (8), C (12), D (13), E (5)
  
4. If you think you have not learned anything new could you give some reasons why you think that is?
  - a) The training was too difficult (0)
  - b) The training was uninteresting (0)
  - c) Other reasons (please specify)(0)
  
5. What benefits do you think this training in listening comprehension might have provided in your acquisition of English as a foreign language. List the item number as reference. The benefits for this training were as follows:

- a) Acquisition of communicative functions and/or politeness formulae (16)
- b) Acquisition of vocabulary (words or idiomatic expressions) (28)
- c) Development of a sense of creativity for conversation (11)
- d) Improvement in aural comprehension or listening strategies. (39)
- e) Improvement in grammar and oral fluency. (13)
- f) Improvement in pronunciation. (23)
- g) Improvement in the use of stress and intonation. (15)
- h) Use of discourse features according to context. (9)

6. Did you understand the instructions about what you were supposed to do?

- a) Yes (40)
- b) No (0)

7. If 'No' could you give some reasons?

- a) The instructions were not clear (a) Yes (0) (b) No (0)
- b) The explanations were not clear (a) Yes (0) (b) No (0)
- c) The exercises were challenging. (a) Yes (0) (b) No (0)

8. What types of listening activities or tasks did you like most? List the item number as reference. The students liked most the following listening activities:

- a) Listen and answer the questions. (18)
- b) Listen and decide on the speaker's intonation and attitude (19)
- c) Listen and guess the meanings of words from the context. (21)
- d) Before you listen to the recording, predict what you expect to hear. then listen and confirm your expectations. (20)
- e) Listen and write any words/phrases/clauses/sentences that you can hear. (13).
- f) Listen and fill in the blanks/gaps (17)
- g) Listen and repeat what you hear. (11)
- h) Listen and select the right answer in (a), (b), (c) or (d). (14)
- i) Listen and say whether the statements are true or false. (10)
- j) Listen and say whether the sounds in the pairs of words, phrases or sentences are the same or different. (19)

9. What types of listening activities or tasks did you like the least? List the item number as reference. The students liked least the following activities:

- a) Listen and take notes of the essential. (28)
- b) Listen and transcribe the text. (12)

10. After this training, what do you think is still your major problem in listening comprehension?

- a) To understand the gist of the message (11)

- b) To understand the detailed information (22)  
 c) Both a) and b). (7)
11. What was your attitude before the training programme?  
 a) Very positive (6)  
 b) Positive (26)  
 c) Negative (8)
12. What is your attitude after the training programme?  
 a) Very positive (7)  
 b) Positive (31)  
 c) Negative (2)
13. Do you want to see this kind of training continue next year?  
 a) Yes (34)  
 b) No (6)
14. At which level do you think that training in listening comprehension should begin?  
 a) Elementary (27)  
 b) Intermediate (13)  
 c) Advanced (0)
15. Do you think that learners should have a greater say in the content and methods concerning foreign language learning and teaching?  
 a) Yes (36)  
 b) No (4)
16. Are you satisfied with the passages and the dialogues of this listening comprehension training?  
 a) Yes (37)  
 b) No (3)
17. Are you satisfied with the exercise types of this listening comprehension training?  
 a) Yes (39)  
 b) No (1)
18. In which situation do you feel you learn listening comprehension skills the best?  
 a) In a regular classroom with the entire class. (18)  
 c) In a group of 5 to 7 students. (22)  
 c) Alone (0)

19. How did you find the teacher during the training?
- |    |    |                     |      |
|----|----|---------------------|------|
| A. | a) | Very authoritarian  | (3)  |
|    | b) | Quite authoritarian | (28) |
|    | c) | Not authoritarian   | (9)  |
| B  | a) | Very helpful        | (26) |
|    | b) | Not helpful         | (0)  |

20. what suggestions can you offer to improve training in listening comprehension in the Saudi education system?

the learners offered a great variety of suggestions that were divided into two groups: (1) short-term suggestions that could be realised immediately, and (2) long-term suggestions that could be realised in the future.

As short-term suggestions, there were:

- a) Adapting listening materials and teaching methodology to the level of the learners. (32)
- b) Creating English-clubs for teachers and learners. (14)
- c) Designing listening materials based on the Saudi culture. (11)
- d) Emphasising the reading of magazines and newspapers to expand vocabulary knowledge. (17)
- e) Encouraging learners to listen to foreign radio stations such as the BBC and the VOA. (12)
- f) Encouraging the performance of plays in schools and colleges. (2)
- g) Grading teaching materials from sounds, words, phrases, clauses, sentences, paragraphs and texts. (19)
- h) Having good reference materials and well-equipped libraries. (27)
- i) Increasing opportunities for interaction through classroom conversations, debates and discussions. (33)
- j) Teaching listening comprehension and then testing it to check the learners' progress (5)
- k) Teaching pronunciation (23)
- l) Training learners in note-taking skills (4)
- m) Equipping schools and teachers' colleges with audio-visual materials and language laboratories. (36)

From the learners' perspective, it may be said that the training in listening comprehension has been successful. This success may be related to the high degree of consistency between what the learners mentioned in the questionnaire and what they said in the interview as earlier discussed.



Concerning the first question on the value of the training, twelve students found it to be very useful and eighteen students to be useful. This was also confirmed by the learners' statements in Category 1. Most students reported that the training was important because it helped them acquire new vocabulary words, improve their comprehension skills and pronunciation, discover such things as discourse marks and politeness strategies and facilitate their communication with each other. In brief, there was a considerable increase in knowledge in comparison with the learners' past knowledge. This may in turn confirm a hypothesis made by Cook (1986)

Regarding Question 4, the data indicated that the learners made some progress in all the skills. For example, 80% of the students were above the average. In speaking, 60% of the students were above the average. Considerable progress was made in pronunciation and vocabulary where 80% of the students were above the average. The reason maybe that pronunciation and vocabulary were the two areas where the learners experienced a great deal of comprehension problems.

On the other hand, question 5 was irrelevant because all the learners profited from the training. The items listed in question 6 represented what these learners considered as being the benefits they had acquired. This was also confirmed by the comments in Category 3. Of all the benefits of listening training, vocabulary and pronunciation acquisition seemed to be the most important for two main reasons. First, vocabulary may be considered as being the basis of the development of semantics

and ultimately of pragmatics. Secondly, knowledge in vocabulary and pronunciation are essential to both comprehension and production of utterances.

Finally, the classroom atmosphere contributed to the success of the training in that there was a state of relaxation and low anxiety owing to good relationships between the researcher and the learners. This state of relaxation and low anxiety not only made the learners feel more secure and confident, but also motivated them to be more receptive to the input and to learn by performing the tasks that were organised. Theoretical support comes from the ideas of Krashen that the most important element in language learning is meaningful input - listening to language that carries an actual message to the learner. Krashen (1981:57) stated that:

all other factors thought to encourage or cause second language acquisition only work when they provide comprehensible input.

#### **6.3.6 Reliability and Results of the Test, “Errors in Speech.”(TES)**

In order to obtain the reliability coefficient, equality of variances, t-value, means, degree of freedom and standard deviation, the data of TES were analysed using SPSS for statistical computations. The test of Errors in Speech (TES) consisted of three pictures representing the Saudi and Arabian culture. The purpose of these pictures was to measure the students’ ability in speech. The test was applied twice, as a pre-test and post-test, for both the control and experimental groups. The null hypothesis for this scale was that there would be no significant differences between the students’ knowledge in spoken English and their achievement in EFL.

As mentioned in the introduction to this chapter, the test of TES was intended to discover the effect of the listening training programme (LTP) on students' progress and improvement in speech. The idea of using pictures as a teaching device in the classroom was adapted from the British EFL in the National Curriculum (NC) as a technique to stimulate class interest. Corson (1988) and Allwright and Bailey (1991) indicated that such devices and techniques as pictures, songs, charts, audio-visual aids ... etc. are considered to provide important reinforcement in the NC of EFL because they facilitate communication, increase self-confidence and provide a means of enjoyable co-operation with others. The researcher agrees to a great extent that finding effective ways of maintaining interest in foreign language classes has become a vital need for teachers of a foreign language. Therefore, the LTP supported those reinforcements in the classrooms. The results of the test TES showed a strong significant correlation between the listening training programme and students' achievement in English. A t-test for independent samples of group was used to show these differences between the experimental and control group in the pre-test and post test (see Table 6.7).

**Table 6.7**  
**Differences Between EXG and COG in the First Picture**

(FPSPR = First picture pre-test for EXG and COG).

Variable (FPSPR): The number of sentences produced for the first picture (pre-test)

I. Number of sentences:

G	N	x	SD	SE of mean
COG	40	1.88	0.82	0.13
EXG	40	1.85	0.77	0.12

Mean Differences = 0.25      p = 0.88

G = Group

EXG = Experimental group

x = Mean

SE = Standard error

COG = Control group

N = Number of cases

SD = Standard deviation

p = Probability

It can be concluded from the above table that there was no significant difference between the COG and the EXG as indicated in the mean difference (0.25). Their scores seem to be the same and the probability of errors indicates more than 5%. (p=0.88 p> 0.05).

The test of TES was administered again at the end of the training programme as a post-test for both the COG and the EXG. During training, the prescribed textbook A111 was used by both groups and the listening training programme (LTP) was introduced only to the EXG. The results of the post-test indicated a large significant difference between the two groups. The following Table 6.8 illustrates the means, standard deviations, the t-value and the mean differences for both groups.

I. First Picture. Table 6.8.

Variable FPSPO = The number of sentences in the first picture for the post-test

**Table 6.8**  
**First Picture**  
**Means, Standard Deviations and Number of Cases**

G	N	x	SD
COG	40	1.98	0.86
EXG	40	3.98	1.82

In this test, the difference in means for the two groups (-2.00) is highly significant. The probability of errors is less than 1% ( $p=0.000$ ,  $p < 0.001$ ). It was concluded from this test that the package of LTP increased the students' knowledge about English. The number of sentences produced by the EXG was significantly higher than that produced by COG, suggesting improved knowledge of grammar and vocabulary, and increased confidence.

Further analysis was carried out using paired sample t-test in order to make sure that teaching students with the listening programme improves their understanding of English language and increases their ability in speech.

The results of the paired sample t-test are shown in Table 6.9.

**Table 6.9**  
**The Pre-test and the Post-test of the Experimental Group.**  
**Differences in Means, Standard deviations, t-value and Probability**

x	SD	t-value	2-tail sig	p
-0.65	0.53	-7.7	0.000	$p < 0.001$

It can be concluded from the above table that the correlation between the two tests is high ( $p < 0.001$ ) which shows significant differences between the scores of the students in the pre-test and the post-test.

II FPIPO = The number of errors in the First picture for both COG and EXG in the post-test.

The second measurement in the first picture dealt with the errors that students made while speaking. Students' voices were recorded while they explained the picture in order to count the number of errors before and after the training programme. The results were strongly in favour of the EXG rather than the COG. Table 6.10 shows these differences.

**Table 6.10**  
**Means, Standard deviations, Mean Difference and Probability.**  
**(Post-test for COG and EXG)**

G	N	x	SD
COGPR	40	5.10	1.52
EXGPO	40	2.68	1.49

COGPR = COG Pre-test

EXGPO = EXG Post-test

mean differences = 2.431

p = 0.270

It can be seen that there was a significant difference between the mean scores of the COG on the post-test and those of the EXG. It should be noted here that all the results in the three pictures reflect a post-test decrease in the number of errors in sentences, in pronunciations and in words in favour of students in the EXG rather than students in the COG.

Therefore a t-test of independent samples shows clearly the difference in means (see Table 6.10) The mean of the scores of the EXG on the post-test was 2.68 lower than the mean of the scores of the COG, 5.10, with a mean difference of 2.43 in favour of the COG. The probability of errors on the post-test was low, showing (p = 0.27), less than 5%, and the significance level was set at p < 0.05. Thus, the null hypothesis is rejected and we can say that the training programme produced considerable

improvement in the students' knowledge about English sentences. Their mistakes in speech decreased. A paired sample t-test was also conducted to check the significance of differences between the pre-test and post-test of the EXG. (See Table 6.11).

**Table 6.11**  
**Means and Standard Deviations of the Two Groups**  
**(N = 40 in Each Group)**

G	x	SD
EXGPO	0.95	0.55
EXGPR	1.98	1.03

G = Group, EXGPO = Post-test of the experimental group  
 x = Mean, EXGPR = Pre-test of the experimental group  
 SD = Standard deviation.

The above table shows a significant difference between the pre-test and the post-test of the EXG on the test of "Errors in Sentences." The students were able to produce more sentences with fewer errors in grammatical structure. To emphasise these differences, Table 6.12 shows the t-value, the probability, the mean and standard deviation:

**Table 6.12**  
**Errors in Sentences**

x	SD	t	P
-0.65	0.53	-7.71	000*

\*  $p < 0.001$

Significant differences at  $p < 0.001$  level show that students taught by the listening training programme had better knowledge of English and made fewer errors. Their hearing of English native speakers enabled them to become familiar with the

sentence sequences and structure. Instead of producing weak and short sentences, they improved, producing more complex sentences with fewer errors.

### III Errors in Pronunciation

A t-test for independent sample was computed to see if there were significant differences the EXG and the COG on the post-test. The results indicated that students of the experimental group showed a great improvement in pronouncing English words, compared with the control group. Students' voices were recorded in both groups and were analysed carefully. A comparative list of students' errors in pronunciation will be shown after the statistical analysis of this test. Table 6.13 shows the results of "Errors in Pronunciation" Means, standard deviations and number of cases:

**Table 6.13**  
**Errors in Pronunciation**

G	x	SD	N
COGPO	2.23	0.80	40
EXGPO	0.95	0.55	40

$p < 0.01$

In Table 6.13, there is a significant difference between the COG and the EXG on a post-test given to them after the training programme. The EXG only trained with the LTP and the COG used the prescribed textbook for the achievement test, if in the post-test the EXG obtained higher scores than the COG, this means that there is an improvement in students' achievement due to the training programme. In the test of "Errors in Speech" the converse is true; if the EXG obtains a lower score than the



COG, this means that the training programme is effective and helps students to reduce their errors in pronunciation.

A t-test of paired samples was used to verify these differences. Table 6.14 shows the mean, the standard deviation, the t-value and the probability for the EXG on the pre-test and post-test.

**Table 6.14**  
**Pre and Post-Test of EXG**

x	SD	t-value	P
-1.03	1.00	-6.48	000*

\* p < 0.001

Table 6.14 indicates a significant difference between the two tests (pre and post) of the EXG with probability of errors less than 1% (p < 0.001). The t-value is negative (-6.48) which reflects the students' general improvement in spoken language and decrease in their errors in pronunciation, with difference in means (-1.03)

#### IV Errors in Words

This test was intended to find out whether or not the EXG, as a result of the training programme decreased the number of mistakes they made in the use of words in the general framework of a sentence. The null hypothesis in this test was that there would be no significant differences on the test of "Errors in Words" and the students' progress in producing correct words in a simple sentence.

A test of independent samples was conducted to find out the differences in means between the COG and the EXG on the post-test. Table 6.15 shows the result and indicates a significant difference.

**Table 6.15**  
**Standard Deviations, Means and Number of Cases**  
**“Post-test”**

G	N	x	SD
COG	40	2.00	0.88
EXG	40	1.33	0.83

The difference in means = 0.68.

The above table shows a difference of 0.68 in means of the two groups and a probability of  $p = 0.77$ , which indicates that the COG made more errors (2.00) in words than the EXG (1.33).

Furthermore, a t-test of paired samples was used on the pre-test and post-test of the EXG only. Table 6.16 reflects the differences in means, standard deviations, t-value and the probability of errors.

**Table 6.16**  
**Mean Differences for the EXG on the Pre-test and Post-test**

Test	N	x	SD	t	P
PR	40	2.63	0.87	-9.02	000*
PO	40	1.33	0.83		

\*  $p < 0.001$

Mean = 1.30 SD = 0.91

Significant differences at  $p < 0.001$  level show that students taught by the English listening tasks did better in correct use of words and in producing sequences in the sentence structure. Students were able to use appropriate words in their explanation of the first picture. The null hypothesis was rejected because there was a difference of 1.33 between the means of the pre-test and the post-test in the EXG.

## VI Errors in Sound

The null hypothesis in this test was that there would be no significant differences between the EXG and the COG on the post-test and no differences between students' errors in sound and their achievement in speech. Table 6.17 shows clearly the mean scores of the two groups on the pre-test compared with those of the post-test, which were compared using SPSS (t-test independent samples).

**Table 6.17**  
**Comparison of the Means of the Post-test Scores of the Two Groups**  
**Test of "Errors in Sound"**

G	N	x	SD
COGPO	40	1.98	0.86
EXGPO	40	3.98	1.82

The most common problems the researcher faced during the training programme were students' misunderstanding and incorrect pronunciation of words. A list of these errors will be shown later in this chapter to indicate the importance of listening to English native speakers as a model for correct pronunciation. Here is an example of the errors found. (See Table 6.18)

**Table 6.18**  
**Example of Errors Found**

Group	Pre-test Errors in Sounds	Post-test Errors in Sounds
EXG	perty far	pretty far
COG	perty far	perty far

Table 6.17 shows the differences in means and standard deviation of both groups on the post-test. The results show whether the use of the LTP as a supplement in teaching EFL at Teachers' Colleges in Saudi Arabia is more effective than an approach without such a supplement. The table reflects a significant difference between the scores of the EXG and COG on the post-test of the test. Thus the null hypothesis is rejected. The superiority of the EXG scores compared with the COG indicates their greater success in pronouncing words correctly. This means that the students in the EXG made fewer errors in word sounds than the COG (-2.0). A t-test of paired samples was computed to confirm the previous results. Table 6.19 shows paired differences in means of the EXT on the pre-test and post-test.

**Table 6.19**  
**Means, Standard Deviations, t-value and Probability**  
**Pre and Post test of the EXG**

x	SD	t	P
2.13	1.44	9.36	0.000

p < 0.001

The above table reveals significant differences at  $p < 0.001$  level. Students of the EXG were able to differentiate between the wrong and correct sounds of the words in describing the first picture.

## II Second Picture

### I The Number of Sentences Produced about the Picture.

The second picture consisted of different views of Saudi Arabia, reflecting the past and present. Students were instructed to produce as many sentences as they could in a pre-test and post-test of both groups. The results of the post-test of both EXG and COG can be seen in Table 6.20, which illustrates the means, standard deviations and number of cases.

**Table 6.20**  
**Second Picture: Number of Sentences**

Group	N	x	SD
COG	40	3.08	1.35
EXG	40	5.58	2.06

Mean differences = -2.50

The above table indicates that there was a difference in the mean scores of the two groups on the post-test, in favour of the EXG rather than the COG (mean differences = -2.50). This was computed using a t-test independent samples.

A paired samples t-test was used on the pre-test and post-test scores of the EXG in order to find out the differences between the two tests, in terms of the number

of sentences. Table 6.21 shows statistically significant differences between the means of the pre-test and the post-test scores (2.75 and 5.58)

**Table 6.21  
Paired Differences**

x	SD	t	P
2.83	1.91	9.37	000*

\* p< 0.001

The significant differences obtained in this study (t=9.37) lead us to reject the null hypothesis and indicate that practice in listening tasks improves students' performance in English. The finding of this test support Anderson and Lynch's claim that an effective programme to develop listening skills has to provide a wide range of listening situations and tasks.

## II The Second Picture: The number of Words

This test was intended to find out students' ability to produce words in their general description of the second picture. The post-test results of the EXG and the COG show differences between the number of words uttered by both groups. Table 6.22 contains these results comparing the two means and standard deviations of the COG and the EXG.

**Table 6.22**

**Differences Between No. Of Words Produced by Both Groups**

Group	N	x	SD
COG	40	11.88	4.94
EXG	40	22.88	7.73

It is clear from the above table that there is a large difference between the two means, in favour of the EXG (mean difference = -11.00). This difference supports the importance of listening as a remedial technique for students who are not able to talk in English. The probability of this test indicates less than 5% errors ( $p = 0.002$ ,  $p < 0.05$ ).

Another indication of this significant difference appears clearly in Table 6.23 using the t-test of paired samples for the EXG on the pre-test and the post-test. It shows the means, standard deviation, t-value and the probability.

**Table 6.23**

**T-Test of Paired Samples EXG Pre and Post-Tests**

x	SD	t	P
11.63	5.53	13.29	0.000*

$p < 0.001$

The above table reflects a significant difference between the scores of the EXG and COG on the two tests. Therefore, the null hypothesis is rejected. ( $p < 0.001$ )

## II Errors in Pronunciation: The Second Picture

The main aim of this test was to discover the students' weakness and strength in pronouncing English words. It had been hypothesised that there would be no significant differences between the scores of the students on the post-test in the COG and EXG. To test this assumption, a t-test for independent samples was computed using SPSS. Table 6.24 shows the difference in means and standard deviations of both groups.

**Table 6.24**  
**T-Test For Independent Samples**

G	N	x	SD
COG	40	2.10	1.22
EXG	40	1.03	0.58

The above table shows that the mean of the COG is higher than the mean of the EXG. ( $5.70 - 2.83 = 2.87$ ) showing that the control group made more errors than those who followed the LTP. This result supports the claim of Underwood (1987) that it is necessary for the teacher of English to bring pictures, posters - etc. into the class which will be of interest to the students. Students' enjoyment of the language can be increased by using "realia" as a means to encourage them to speak and practise English in situations.

In addition a t-test of paired samples was used to confirm the previous results. Table 6.25 reflects the differences in means between scores of the pre-test and post-test of the EXG.



**Table 6.25**  
**Differences in Means Between Scores of the**  
**Pre-test and Post-test of the EXG.**

x	SD	t	P
-1.63	1.17	-8.80	0.000*

\* p < 0.001

Table 6.25 reveals a significant difference between the two tests of the EXG. The negative difference shown for the EXG on the post-test is an indication of the students' improvement in pronunciation. The errors had decreased especially after being trained with LTP.

### III Errors in Sentences

The purpose of this test was to count the number of errors in sentences during speech. The scores of the students in the EXG and COG were tested via a t-test of independent samples. The following table illustrates the results of the post-test of the COG and EXG.

**Table 6.26**  
**Results of the Post-test of the COG and EXG**

G	N	x	SD
COG	40	1.18	0.90
EXG	40	0.38	0.54

The results here show whether the use of the English Listening Programme as a supplement in teaching EFL is more effective than an approach without such a

supplement. Results in Table 6.26 show that there was a significant difference between the two scores of the COG and EXG. The mean difference of 0.80 supports the effectiveness of the LTP and leads to rejection of the null hypothesis.

On the basis of this analysis, a t-test for paired samples was also used to illustrate the difference in means between the post-test and the pre-test of the EXG. The following table shows these differences:

**Table 6.27**  
**Difference in Means, Post-test and Pre-test EXG**

x	SD	t	P
-0.90	1.01	-5.66	0.000*

\* p < 0.001

The results of the previous table support the claim of Lundsteen (1979:3) when he stated that:

Children with an ear experienced in many voices and speech variations (including distinct pronunciation and articulation) have an advantage in that part of the reading process that unlocks words. The children who have “educated ears” may have better idea of the extreme subtleties of word beginnings and ending in oral discourse than do those without.

#### I Errors in Pronunciation: Third Picture

Students were observed and recorded during their explanation of the views in the third picture. The task in this test was to count the number of errors in pronunciation made by students in the EXG and compare it with those in the COG. The results in the post-test show a decrease of errors in pronunciation in favour of

EXG, compared with COG. Table 6.28 illustrates the difference in means between the two groups on the post-test using a t-test for independent samples.

**Table 6.28**  
**Number of Cases, Means and Standard Deviations:**  
**THIPPOCO/EXG\***

G	N	x	SD
COG	40	2.73	1.11
EXG	40	1.30	0.52

\* THIPPOCO/EXG = The number of errors in pronunciation for the control and experimental group on the post-test.

Students in the EXG were helped by the listening programme and improved their pronunciation. The above table illustrates the difference between the two means of the two groups (COG mean = 2.73, which EXG mean = 1.30 with mean difference of 1.43) this difference is significant at  $p < 0.001$  level.

In agreement with the previous findings, a t-test for paired samples also showed this difference and the results supported the importance of hearing English native speakers in order to acquire correct pronunciation. Table 6.29 shows the mean, standard deviation and t-value for the EXG on the pre-test and post-test.

**Table 6.29**  
**Mean, Standard Deviations and t-value**

x	SD	t	P
-1.75	1.03	-10.73	0.000*

\*  $p < 0.001$

## II Errors in Words

The strategy of this test was to count the number of errors of words in each sentence on the pre-test and post-test of the EXG and to find out the differences in means between the COG and the EXG on the post-test. The hypothesis of this test stated that there would be no significant differences in the scores of the two groups on the post-test. The following table shows the differences in means using the t-test for independent samples for statistical analysis: (N=40)

**Table 6.30**  
**Means and Standard Deviations for the Two Groups**

G	x	SD
COG	3.25	1.30
EXG	1.78	0.70

The above table indicates that significant difference existed between the means number of errors in the two groups. (mean difference = 1.48, and the probability of errors for the EXG was  $p < 0.001$ ) On the basis of this result, the EXG students' scores on both the pre-test and post-test were tested using t-test of paired samples to find out the correlation between these scores and the LTP. The following Table 6.31 shows the difference between the two tests.

**Table 6.31**  
**Mean, Standard Deviations and t-value**

x	SD	t	P
-1.85	0.92	-12.70	0.000*

\*  $p < 0.001$

This additional analysis shows that the mean obtained for the COG was higher than the mean for EXG, with a difference of -1.85. This means that more errors were made by the COG than the EXG. ( $t = -12.7$ ,  $p = 0.000$ )

**Table 6.32**  
**First Picture: Testing and Evaluation in English Teaching.**  
**Results of the test "Errors In Speech"**  
**Experimental Group: Pre-test/Post-test "Early Traders of Arabian Peninsula"**

Cases	Number of Sentences			Number of Words			Number of Errors		Kind of Errors						
	Pre	Time	Post	Pre	Post	Pre	Post	Pre	Post	Pre-Test			Post-Test		
										Pron	Word	Sent	Pron	Word	Sent
1	2	2	5	8	21	5	2	3	1	1	1	1	1	0	
2	3	4	8	12	32	7	2	2	4	1	1	1	1	0	
3	2	3.5	7	10	33	6	1	3	2	1	1	1	0	0	
4	3	3.5	6	11	27	6	2	2	3	1	1	1	1	0	
5	2	1.5	6	9	28	6	2	2	3	1	1	1	1	0	
6	3	2	7	12	31	3	9	4	3	2	1	1	1	1	
7	2	1.5	7	9	31	7	2	2	3	2	1	1	1	0	
8	2	1.5	6	9	28	7	2	3	3	1	1	1	1	0	
9	2	1.5	5	10	23	8	4	4	3	1	1	1	3	0	
10	3	2	6	13	23	6	1	2	3	1	0	1	1	0	
11	1	0.5	2	6	9	5	4	2	3	0	0	0	3	1	
12	2	1.5	6	7	19	4	2	1	2	1	1	1	1	0	
13	2	2	5	9	23	7	3	2	4	1	1	1	2	0	
14	2	1.5	4	9	15	4	1	1	2	1	0	1	1	0	
15	2	1.5	3	7	13	5	2	1	3	1	1	1	1	0	
16	3	2	5	10	18	6	2	2	3	1	1	1	1	0	
17	2	2	4	7	11	4	2	1	2	1	1	1	1	0	
18	1	1	3	5	16	4	3	1	2	1	1	1	1	1	
19	1	1	2	6	11	4	3	1	2	1	1	1	2	0	
20	1	1	3	6	13	5	3	2	2	1	1	1	2	0	

Cases	Number of Sentences			Number of Words			Number of Errors			Kind of Errors					
	Pre	Time	Post	Pre	Post	Pre	Post	Pre	Post	Pre-Test			Post-Test		
										Pron	Word	Sent	Pron	Word	Sent
21	1	1	3	5	12	4	2	1	3	0	1	1	0	0	
22	1	1	3	6	11	5	3	2	2	1	1	1	2	0	
23	1	0.5	2	5	8	4	3	1	2	1	1	1	2	0	
24	1	0.5	2	6	9	5	3	2	3	0	1	1	2	0	
25	1	0.5	2	6	13	5	4	2	3	0	2	2	2	0	
26	1	1	2	6	11	5	3	2	3	0	1	1	2	0	
27	1	1	3	5	14	4	2	2	2	0	0	0	2	0	
28	1	0.5	2	5	8	4	2	1	2	0	1	1	1	0	
29	4	3	7	15	24	12	7	5	4	3	2	2	3	2	
30	2	1.5	3	9	12	5	1	1	3	1	1	1	0	0	
31	1	1	3	7	14	5	2	1	3	1	0	1	1	1	
32	2	2	5	8	17	6	4	1	5	0	1	1	3	0	
33	2	1.5	3	8	13	6	3	4	1	1	1	1	1	1	
34	2	2	3	7	10	5	1	3	1	1	1	1	0	1	
35	2	1	3	9	12	5	2	1	3	1	0	1	1	0	
36	2	1.5	3	9	11	5	3	2	2	1	1	1	1	1	
37	1	0.5	2	5	8	3	2	2	1	0	1	1	1	0	
38	2	1.5	3	9	14	7	2	3	3	1	1	1	1	0	
39	1	1.5	3	7	14	5	3	1	3	1	1	1	1	1	
40	2	1.5	3	10	13	5	2	1	3	1	0	2	2	0	
Total	72	61.5	160	317	673	214	97	63	93	35	35	35	54	10	

Pre = Pre-test:    Post = Post-test:    Pron = Pronunciation:    Sent = Sentences

**Table 6.33**  
**Experimental Group (N=40)**

Test	No. Of Sentences	No. Of Words	No. Of Errors	Kind of Errors			Time Minutes
				Pronun	Word	Sentence	
Post	160	673	97	35	54	10	45.5
Pre	72	317	214	63	93	35	61.5
Diff.	88	356	117	28	39	25	16

Table 6.32 shows the total number of sentences, words, errors and kind of errors on the pre-test and post-test of the experimental group, whereas Table 6.33 shows the difference between the results of the pre-test and post-test in the experimental group. The difference between the results of the two tests was statistically significant ( $p < 0.001$ ). On the post-test, the total number of sentences was 160, whereas the total number on the pre-test was 72. This is a considerable difference, (88 sentences). The total number of words on the post-test was 673 words, whereas, the total number of words on the pre-test was 317. Again, this is a large difference, the number of words on the post-test was more than twice that on the pre-test (a difference of 356 words). This means that the number of sentences and words were greatly increased on the post-test, as compared to the pre-test. In contrast, the total number of errors was 214, whereas on the post-test it was 97, a difference of 117 errors. Students on the post-test were able to recognise their mistakes in sentences, words and pronunciation. To clarify this progress, the total number of errors in pronunciation was 63 on the pre-test whereas the total number of errors in pronunciation was 35 on the post-test, a difference of 28. The difference is also



significant on both tests. Students' errors in words reflected a difference of 39 errors on both tests. (Pre-test 93-54 Post-test = 39). The total number of errors in sentences was 35 on the pre-test, compared with 10 on the post-test, a difference of 25. These results show that there was a significant difference between the scores on the two tests obtained by the experimental group. In addition, there was a decrease in time spent on the post-test, compared with the pre-test. Students spent one hour, one minute and thirty seconds (61.5 minutes) in total on the pre-test, whereas they spent forty-five minutes thirty-seconds on the post-test (45.5 minutes), a difference of 16 minutes. This means that there is an inverse correlation between the amount of speech and the time spent. Students' number of sentences and words increased because most participants in fact made a significant improvement in their skill in the use of the English language. These results also indicate that participants achieved most improvement in the areas of listening, speaking and reading. Test results indicated that the listening skills were improved to the greatest extent. Participants responses show that the listening training programme LTP was considered very useful. The researcher prepared questions for interviewing students to find out their evaluation of the LTP. The general view of the participants was that the listening component objectives had largely been met. (See students' interview and evaluation).

### **6.3.7 Oral Reading Test Part 1 (ORT)**

This study is an attempt to find the effect of the listening training programme as an instructional tool for correct reading in the teaching of English as a foreign language

at Gizan Teachers' College in Saudi Arabia. The null hypotheses of the study were that listening to English native speakers does not improve oral reading and the package of English listening programme LTP could not be used as an effective teaching aid in promoting foreign language learning.

I Methods and Procedure:

Subjects:

**Table 6.34**  
**Numbers**

The sample for this test consisted of:

Total No. Of Students	Test Number	EXG	COG
80	1	40	40
80	2	40	40
80	3	40	40

The subjects of the Oral Reading Test were all male first year students at Gizan Teachers' College. Their age range was nineteen to twenty-two years. The researcher administered all the experiments, teaching, training and testing. The test consists of three parts relating to the students' pronunciation of words. The voice of each candidate was recorded. The purpose of this test was to find out the students' ability to pronounce English words and to count their errors in each word. Errors in words were classified into three parts:

1. Initial error
2. Middle error
3. Final error.

The following table shows the means standard deviations and the mean differences for both COG and EXG on the post-test of reading using t-test for independent samples for statistical analysis.

**Table 6.35**  
**Post-test of COG and EXG.**

Place of Error	Control Group			Experimental Group		
	x	SD	MD	x	SD	P
Initial	4.28	1.95	3.30	0.98	0.53	0.000
Middle	4.58	2.23	3.30	1.28	1.01	0.000
Final	4.60	2.15	3.35	1.25	0.81	0.000

X = Means SD = Standard deviations MD = Mean Difference P= Probability

## II Data Analysis Results

Results show that there were significant differences between the two groups. The null hypothesis was that the population differences would be zero, i.e., there would be no difference between the two groups. This hypothesis was rejected. The results showed that there were positive and significant differences between the means of the COG and EXG on the post-test. (Mean differences, initial = 3.30, Middle = 3.30 and Final = 3.35). Students in the experimental group obtained better results in their pronunciation than the control group. They were able to recognise the correct pronunciation of words. ( $P < 0.001$ ), suggesting that the supplement of the LTP improved students' performance. The findings also suggest that listening to English native speakers helps students to a great extent to master the correct pronunciation. The listening training programme played a positive role in the teaching and learning of

English as a foreign language. These results support the claim of Cook (1991) who related the students' lack of knowledge to their previous background. The majority of these students were taught by Arabian teachers from Egypt, Sudan, Syria etc. Such teachers tend to have some problems in pronunciation, because a feature of their first language phonology carried over into English. These teachers often add an epenthetic vowel /i/ to avoid two or three consonant clusters. For example: "children" /tʃɪldrən/ becomes "childiren" /tʃɪdɪrən/ in their speech and "Translate" /trænzleɪt/ comes out as "tiransilate" /tɪrænzɪleɪt/. Because students imitate their teachers' pronunciation, these errors tend to be perpetuated (See Main Study, Part one, Section 7.2.6.3 and 7.2.6.4 in Chapter 7).

### **6.3.8 Oral Reading Test Part 2 (ORT)**

The purpose of this test was to discover the students' ability in using nouns, verbs, fullstops, exclamation marks, commas and brackets in the right places in the sentence. Students were instructed to read a passage aloud. Their voices were recorded and their low or high tones together with facial expressions were observed and noted for further explanations.

#### **I Methods and Procedure**

Subjects: Table 6.36.

The sample for this test consisted of:

**Table 6.36**  
**Numbers**

Total No. Of Students	Test Number	EXG	COG
80	1	40	40
80	2	40	40
80	3	40	40
80	4	40	40
80	5	40	40
80	6	40	40
80	7	40	40

This test consisted of seven variables. The measurement of each variable depended on the number of errors made. A t-test of paired samples was computed for statistical analysis using SPSS. The results of the EXG on a pre-test and post-test were analysed to find out the differences in means, standard deviations and t-value of each variable.

**Table 6.37**  
**T-Test of Paired Samples**

Variable	x	SD	t	P
1. <u>ORNSPOEG</u>	-3.25	1.52	-13.57	0.000*
2. <u>ORSNPOEG</u>	-0.83	0.75	-6.98	0.000*
3. <u>ORSVPOEG</u>	-0.63	1.06	-3.75	0.000*
4. <u>ORPDPOEG</u>	-0.70	0.79	-5.60	0.000*
5. <u>ORPEPOEG</u>	-0.95	0.50	-11.93	0.000*
6. <u>ORPBPOEG</u>	-1.10	0.87	-7.99	0.000*
7. <u>ORPCPOEG</u>	-0.90	1.13	-5.05	0.000*

\* is significant at 0.001

POEG = Post-test for the experimental group.

1. ORNS = The number of errors in sentences.
2. ORSN = The number of errors in nouns
3. ORSV = The number of errors in verbs.
4. ORPD = The number of errors in the use of full-stops.
5. ORPE = The number of errors in the use of exclamation marks
6. ORPB = The number of errors in the use of brackets.
7. ORPC = The number of errors in the use of commas.

The previous table indicates negative differences of the mean on the seven variables (-3.25, -0.83, -0.63, -0.70, -0.95, -1.10, -0.90,  $p < 0.001$ ). The decrease in the number of errors in each variable is considered to be an indication of the positive influence of the training programme on the students' ability to use correct grammatical patterns in sentences and to use punctuation marks correctly. Students who were taught by the LTP performed better than those who were taught by the prescribed textbook. The findings also revealed that introducing the LTP with the voices of English native speakers seems to play a positive role in the teaching and learning of English as a foreign language. The findings of these tests support the claims of Littlewood, (1989) that effective reading work has a direct impact on the pupil's achievement in oral work and helps to encourage speaking. He added that reading activities can develop deeper understanding of the techniques of reading and help students to become familiar with sentence patterns. In EFL, as he argued, students are encouraged to read individually or in chorus. This activity improves their general pronunciation and reinforces their awareness of the way that words sound.

### **6.3.9 Students' Common Errors in Speech**

Students' voices were recorded on the two tests of "Errors in Speech" and "Oral Reading". Having reviewed the results and the statistical analysis, it is worth summarising some examples of the common errors students made during their reading and speaking. Table 6.38 shows errors in word pronunciation compared with the correct answers:

**Table 6.38**  
**Errors in Speech and Oral Reading on the Pre-test**

Error	Correct Answer
Saudi Arabia family	Saudi family
agricasher	agriculture
trad	trade
punsola/fenzwella	peninsula
sings	things
son shildren	some children
countrysid	countryside
now	know
tik	take
ners	near
perty far	pretty far
thin	than
bitwin	between
bik	bike
probly	probably
alledy	already
smil	smile
some chers	some chairs
sid	said
gong	going
ladly	lately
you man	you mean
redus	reduce
halve	half
reced	reached
lest	least
halve en hour	half an hour
druck	truck
heppin	happen
fanny	funny
evin	even

Error	Correct Answer
era	area
hose	house
smaill	small
ship	sheep
triviler	traveller
bitful	beautiful
stading	standing
driv	drive
frides	friends
va lig	village
raight	right
tim	time
awhy	away
doos	does
sheldern	children
towirds	towards
draiver	driver
tails	tells
bas	bus
durk	dark
graind mother	grandmother
graind further	grandfather
modurn	modern
blas	place
mean	men
tone	town
dese	these
terable	terrible
pust	past

The above table illustrates some examples of errors students made during the oral activities at the beginning of the training programme. However, we have seen that there was a significant difference between the COG and EXG on the post-test of Oral Reading. Repetition drill was frequently used to improve students' pronunciation and



to familiarise them with the pronunciation of English native speakers (Littlewood, 1989 and Brumfit, 1995).

### **6.3.10 The Reliability and Results of the Listening Comprehension Test: (LCT)**

The aim of this test was to find out the influence of the training package on the performance of the students on the LCT. The reliability coefficient of the test was high. The method of Alpha if item deleted was used for this test (0.86). The test consisted of three parts (sound discrimination, stress and rhythm and intonation) (see Table 6.39).

#### **I Methods and Procedure**

**Table 6.39  
The Sample for the Test**

Total No. Of Students	Test Number	EXG	COG
80	1	40	40

A t-test for independent samples was used for statistical analysis. The test was administered for the experimental group and the control group on the pre-test and post-test. The means of the scores of the two groups on the pre-test were compared with those of the post-test. (See Table 6.40)

**Table 6.40**  
**Comparison of the Means and Standard Deviations of**  
**the Pre-test and Post-test Scores of the Two Groups.**

Group	Pre-test		Post-test		t	P
	x	SD	x	SD		
COG	23.90	13.05	24.58	12.85	-0.38	>0.05
EXG	25.05	13.89	60.40	19.38	-9.74	<0.001

Mean difference for the two groups on the pre-test = -1.15, whereas on the post-test = -35.83

It was concluded from the previous table that the difference between the mean scores of the control group on the pre-test and the post-test was not significant at the 0.05 level. For the experimental group, the difference between the pre-test mean (25.05) and the post-test mean (60.40) was highly significant ( $p < 0.001$ ). The significant differences obtained in this study indicate that students who were trained by the LTP performed better in the listening comprehension test than those who were taught with the prescribed textbook. According to the present finding, it can be concluded that the English listening training programme can be introduced in the teaching of English as a foreign language at the college level. Finally, it should be noted that the atmosphere in the experimental class was pleasant and that students were relaxed and full of self-confidence.

In this respect, students in the EXG were satisfied with their results in the English Achievement Test (EAT), oral reading, errors of speech and listening tasks. They indicated that the Listening Training Programme (LTP) had a positive effect on their level of performance in oral comprehension, oral reading, correct pronunciation

and spoken tasks and met their needs in developing their cognitive and linguistic skills. The researcher joins Ellis (1984), Savignon and Berns (1984), Underhill (1987), Littlewood (1989), Allwright and Bailey (1991) and Brumfit (1995) in their recommendations that comprehension can only occur when the listener can place what he/she hears in a situational context in order to work out what the speaker means. Their justifications were based on the fact that learners of English need to listen to English being used in real life for a range of purposes. Thus, listening comprehension should be considered as an integral part of communication which facilitates and speeds up both the acquisition and the use of the target language. Students should do something interesting and relevant with what they hear in order to contribute to the development of the target language. According to the previous results, the LTP is considered to be adequate and helpful in promoting students' ability to listen, speak, read and write successfully. Students in the EXG were able to gain higher scores in EAT, oral readings and speech and phonology tests, than those in the COG. Therefore, there is growing support for the view that listening should play a central role in language teaching and that it should be integrated with other skills. (Underwood, 1989, p.23)

### **6.3.11 Summary**

The results of the pilot study were encouraging and supported the view that the English listening programme is a useful strategy to help learners to understand spoken discourse. This can be seen from their positive reaction to it. The results of the

experiments indicated considerable improvements in language acquisition. Practising in listening tasks improved the students' ability to pronounce, and read English well. Teaching supplemented by listening training programme was more effective than teaching without such a supplement. Therefore with a little bit of encouragement, coupled with a pleasant atmosphere, the teaching/learning experience can become adventurous as well as efficient.

In the light of the findings presented in Chapter Six, a number of conclusions can be drawn. The two chapters have reviewed different approaches to the teaching, learning, and training of listening comprehension. Firstly, the study is experimental and explanatory in nature and represents a preliminary step to a hoped-for research effort aimed at improving students' level of achievement at Teachers' Colleges in Saudi Arabia. The study thus revealed factors that appear to effect the learning of English as a foreign language. Two different instruments were implemented to examine the relationships among variables. The score on the English Achievement Test (EAT) is viewed as a dependent variable, whereas, Attitude (ATT), Motivation (MOT), Parental Encouragement (PAR), Satisfaction with English Course (SAT), Socio-Economic Status (SES), Listening Comprehension Test (LCT), Errors in Speech Test (EST) and Oral Reading Test (ORT) are viewed as independent variables.

As regards the association of the independent variables measures with achievement, the results of the pilot study concentrated on the reliability of these instruments (0.81 for the Achievement Test and 0.84 to 0.86 for the Oral Tests) as

well as the validity (content validity measured by a number of judges in the U.K. and Saudi Arabia). A Listening Training Programme was introduced in this study to find out its effectiveness on the students' general performance in English (listening, speaking, reading, and writing). This LTP was only applied for the experimental group as an enhancement to the prescribed textbook (English A111). An achievement test (EAT) was conducted for EXG and COG as a pre-test (to evaluate the students' level of proficiency in English) and as a post-test (to find out whether the EXG had achieved more than in the pre-test). In addition, the tests of "Errors in Speech" and "Oral Reading" were also carried out on a pre- and post-test basis.

The outcome of all the instruments used in the pilot study as pre-tests and post-tests and the analysis of the t-test results suggests that EXG subjects gained much in their level of proficiency in the EAT and developed flexible strategies for extracting meaning from the listening materials. As evidence of their progress, students in the EXG were compared with those in the COG. Results of the EAT showed that EXG students scored higher than COG students. The EXG scores in the pre-test ranged from 15 to 40 marks and on the post-test ranged from 47 marks out of 80 to 77 marks equivalent to 96.3%. The COG scores on the pre-test ranged from 15 to 39 marks out of 80 and on the post-test from 15 to 40 marks, equivalent to 50%. In the tests of "Errors in Speech" and "Oral Reading" EXG subjects reflected dramatic progress in the number of sentences and words they produced and in their pronunciation, making fewer errors and completing the tests in a shorter time. The COG results were stable in the pre- and post-tests. Their mistakes in pronunciation were the same as well as

their production of vocabulary, their mastery of structure, sound discrimination and oral reading.

The progress made by students in the EXG can be attributed to the fact that the exercises in the practice or training were mostly based on tasks which required active participation of the students, who basically listened with a purpose. This purpose had an effect on how they listened and what they selected from the material to which they listened. Moreover, the task-based exercises aroused their motivation to compare or check their tasks in pairs or small groups after they had performed them. For this reason these tasks might have facilitated comprehension processes which led them to perform well in the post-tests. Repetition drills were also beneficial and important as the first step to the teaching of listening comprehension to foreign students. It should be noted that training in listening comprehension is considered to be an important and essential procedure leading to positive effects on the performance of listening tasks. Therefore, it should be introduced into foreign language teaching at the Teachers' Colleges in Saudi Arabia. Since the pilot study revealed the reliability and validity of the instruments used in the study and indicated much progress and improvement in the students' mastery of the listening tasks and the EAT, an attempt was made to carry out and develop all these strategies and procedures in the learners in the main study.

The next chapter will give an account of part one of the main study, (the experimental phase), with the methodology, and the results and analysis of the tests.

## **Chapter Seven**

## **Chapter Seven:**

### **Main Study Part One, The Experimental Phase: Methodology, Results and Data Analysis**

#### **7.1 Introduction**

As stated in Chapter one, the primary purpose of this study was to test the performance level of Saudi students at Gizan Teachers' College in the Southwest region of Saudi Arabia in listening to spoken English, to train them to develop fluency in listening comprehension, and to offer a programme for listening training. This study was also intended to examine the relationship between students' attitudes, motivation, parental encouragement, their satisfaction with English courses taught at the secondary schools and their achievement in English language. The objective for this was that the students at this level of higher education may still exhibit major difficulties in listening comprehension after six years of learning English at school.

Taking into account the results of the pilot study, the instruments were applied in the main study to investigate the research hypotheses and to obtain responses related to students' attitudes towards the training programme. The presentation of the outcome of the main study is divided into two sections, the experimental phase and the ethnographic phase. This chapter deals with the experimental phase. It describes the design and the administration of the achievement test, the listening comprehension test,



the speech production test and the oral reading test before and after the training. It also describes the analysis of the data using the SPSS (Statistical Package for Social Science) especially the T-test for the significance of the differences between pre-tests and post-tests.

A listening training programme was carried out after the application of the pre-tests in the first semester of 1996 and lasted for fourteen weeks. The training programme consisted of a pre-listening stage, a while-listening stage and a post-listening stage. At the end of the training an evaluation of the classroom observations was conducted in order to understand the students' progress and development during the three stages of the training.

On the other hand, the ethnographic phase in Chapter eight describes the application of the students' questionnaire in order to understand their attitudes and motivation towards learning English as a foreign language before the training programme and to understand their needs for listening comprehension after the training to establish learning priorities. It also describes the teachers' questionnaire, and interviews with students, teachers and supervisors of English and British Council in Jeddah, Saudi Arabia.

The evaluation of the training programme was based on the results of the questionnaires, the interviews and the observations. This chapter discusses the analysis of the hypotheses together with an interpretation of the results and includes discussion and conclusions in relation to the previous two phases.

## 7.2 The Experimental Phase

### 7.2.1 Rationale

As mentioned earlier in Chapter one, the teaching of listening comprehension is a neglected area in Saudi secondary schools and it is not a skill that students develop by themselves over time. For this reason many students who enrol at colleges and universities face serious difficulties in attending lectures, taking notes or in presenting topics in English. This point has been made by Al-Kamookh (1981, p.9), Al-Ahaydib (1986, p.16) Zaid (1993, pp.12-17) and Al-Hazemi (1993, pp.2-3). They argued that Saudi students' deficiencies or poor performances in listening comprehension were related first to the students' relative lack of contact with native speakers of English. Secondly, they were limited to hearing translation from English into Arabic for vocabulary structure passages and grammar thereby ignoring listening and spoken skills. Thirdly, students' failure to understand spoken English is related to poor pedagogy. For example, Zaid (1993, pp.19-20) has recently observed that students in secondary schools in Saudi Arabia are exposed to the grammar-translation method and they have hardly any opportunity to hear English. Since most of the classroom activities, comments, discussions and explanations are in Arabic. In this respect, listening comprehension is considered to have an important role in the process of language acquisition as suggested by for example Brown and Hilferty (1986, pp 59-61), Benson (1989,pp 421-423), Dunkel, Henning and Chaudron (1993, pp 180-181), Danaher (1996, pp42-43) and Raphan (1996, pp24-26). This account of the

experimental phase focuses on the main study sample, collection study data, instruments used in the study and the training programme, together with relevant discussions and conclusions.

### **7.2.2 Main Study Sample**

The sample of the main study consisted of 240 male students at Gizan Teachers' College in the Southwest region of Saudi Arabia randomly selected from twelve groups by a method of selection using balls. Students enrolled from fifty secondary schools were gathered at the college theatre and were put in twelve groups of 40 students each, according to the alphabetical order of their names. Their ages were between 19 and 22 with a mean of 20 years. They were all full-time students in their first year of learning. They all spoke Arabic, had the same cultural background and had been learning English for six years, three years in intermediate school and three years in secondary school. Six of the twelve groups were randomly selected and separated from other groups with the help of some colleagues from the department of registration and admission. Their names were read again to make sure that all students were stable in their groups. Three of these groups were selected as a control group and the other three as an experimental group; thus the total number of students involved was 240, of whom the 120 students in the experimental group took part in the training programme while the other 120 were the control group, were taught according to the college's prescribed English course. This brings us to the collection of study data.

### **7.2.3 Collection of Study Data**

Data for this study were collected in the first semester of 1996 during September - January. Before conducting the main study the researcher obtained permission from the Ministry of Higher Education in Saudi Arabia in order to facilitate the distribution of the questionnaires, to run the training programme and to conduct interviews with students, teachers and supervisors of English and the staff of English teachers at the British Council in Jeddah, Saudi Arabia. Based on the permission for the study obtained from the Ministry, a letter of authorisation was obtained from Gizan Teachers' College which was sent out alongside the questionnaires, to the assigned schools and colleges. Seventeen copies of each of the ministerial and college authorisation notifications were prepared and sent with the teachers' questionnaire through the college official administrative channels to seventeen Teachers' Colleges all over Saudi Arabia, fifty copies of each authorisation were sent with the teachers' questionnaire to Gizan Educational Directorate for distribution to secondary and intermediate schools in the region as well as the secondary and intermediate school of Farasan islands (see Appendix 15 for the map of Saudi Arabia). A list of the names of the colleges and schools was obtained in order to facilitate follow-up measures. Table 7-1 shows the number of colleges and secondary and intermediate schools where the teachers' questionnaire was distributed.

**Table 7-1**  
**List of the Number of Colleges, Secondary and Intermediate Schools Where the Teachers' Questionnaire Was Distributed**

Numbers	Colleges in Saudi Arabia	Secondary and Intermed Schools in Gizan Region	Secondary and Intermed Schools at FIS	Total
Number of D.Q	17	50	3	70
Number of R.Q.	14	32	3	49
Number of P.	14	32	3	49

Key:

- D.Q. = Distributed Questionnaires
- R.Q. = Returned Questionnaires
- P. = Participants
- FIS = Farasan Islands

Table 7-1 shows that 14 questionnaires out of 17 received from Teachers' Colleges and 49 questionnaires out of 53 were received from secondary and intermediate schools. A total of 21 teachers' questionnaires were not received because of the difficulties of transportation in the high mountains on the borders of Yemen. To add to the difficulty, most of the schools in that area do not have telephones and so could not be contacted. Urban and rural schools were selected from all over the region in order to give opportunities for most teachers of English to take part in answering the questionnaire.

For the administration of the students' questionnaire, the researcher had to seek permission from the administration of Gizan Teachers' College. Fortunately, a separate building was put at the researcher's disposal for the administration of the

students' questionnaires, all the pre-tests and post-tests and the training programme. Seven rooms were made available on the first and second floors of the building. Six classrooms were chosen for the students in six groups and a separate room was designated as an office with storage facilities to keep all the training materials and the questionnaires safely and confidentially. Another advantage of this office was that it enabled the researcher to remain close to the students answering their questions, being aware of their needs, giving them opportunities to talk in English with each other, and encouraging them to record their dialogues on their own cassettes, during their spare time, under the supervision of the researcher as an outside classroom activity. Students' notebooks of their own observations were also checked carefully every two weeks of the training in order to identify their needs with regard to the listening tasks and observe what they liked and did not like. Students were listened to, openly and frankly, whenever they came to the office.

In the researcher's experience of teaching English as a foreign language for five years at the intermediate school and for ten years at Gizan Teachers' College in Saudi Arabia, he had never felt that the students were confident, encouraged and motivated in learning English. The atmosphere in the pilot study and the main study was very different. Students' achievement success, progress, positive attitudes and high motivation, were related to their need to be free from worry about their marks, fear of failure and boredom with the memorisation and translation-method, and to the opportunity to use the target language in various situations, in a competitive way, in formal and informal group activities, and during informal meetings with their teachers

and colleagues. During regular and informal English talks with them in the office, which were treated as an English club for them, they admitted that it was the first time they had felt secure, optimistic, encouraged and not hesitant or ashamed to use the language outside the classroom, for more practice.

Students were given four kinds of tests: the achievement test, the listening comprehension test, the speech production test, and the reading pronunciation test, which were administered as pre-tests and post-tests for the experimental and control groups. Two kinds of questionnaires were administered: the students' attitude/motivation questionnaire in the first week of learning and the students' evaluation questionnaire after the training. (See appendix 7 ). It is important to note that the rate of return of questionnaire was higher in the case of the students compared to the teachers. Out of 360 copies of the student questionnaire, the researcher received 360 returns (100%), because most of the students who enrolled at the college from towns and villages far away in distance from the college, lived in college accommodation whereas 49 out of 70 copies were returned from the teachers' questionnaire (70%) due to the reasons mentioned earlier in this section. The teachers' questionnaire was distributed in English and the instructions were written in both English and Arabic for more clarity, whereas the students' questionnaires were administered in Arabic along with the instructions. Instructions for the listening comprehension tests were written in both English and Arabic for the same purpose. (see the pilot study for more description of these tests and questionnaire and their reliabilities and validities.)

After the quantitative data had been collected at the end of the training programme along with the post-tests, qualitative data were obtained to support the quantitative data, through interviews with students, teachers of English, supervisors of English and the British Council. In addition, statistical data related to the study were collected from the statistical section at the Ministry of Education in Riyadh for the period 1996/97 in order to update the statistical information presented in Chapter One of this study.

Once the data had been collected, the questionnaires and the tests used in this study were scored by hand on special sheets of paper, and the scores entered on computer. This procedure was considered as an important step to save time before returning to the UK. Advice was sought from specialists at Al-Rawdhah secondary school computer section in Gizan city as well as the department of Mathematics at the Teachers' College with regard to statistical analysis. On 16th January, 1996, the researcher visited the British Council in Jeddah, English language centre, in order to meet with English teachers to interview them and obtain their opinions, suggestions and recommendations regarding the use of the listening comprehension, to see the kind of training programmes which were run at the centre as well as the type of students who usually enrol on them and finally to administer the teachers' questionnaire and to observe closely the methods used in teaching English language in general and spoken English in particular. (For more details, see the ethnographic phase, interview section in Chapter eight).



As a follow-up to these consultations, statistical advice and visits to English language centres, the researcher visited the computer centre at Hull University to get statistical information regarding data analysis and visited the English language centre to meet with English language staff, to see the up-to-date facilities and methods used in teaching English at the centre, and to observe students learning in the English laboratory and interview them.

#### **7.2.4 Instruments Used in the Experiments:**

##### Rationale:

As mentioned earlier, in Chapter five, original and standardised tests with their cassettes were obtained from Cambridge Institute of English language centre through a test publisher. Four different types of tests were applied in the pilot study, in a pre-post test in order to measure their validity and reliability. These tests were an achievement test, listening comprehension test, speech production test and reading pronunciation test. These tests were conducted twice before and after the training programme in the pilot study with a reliability of 0.81. When they were applied in the main study, the reliability was found to be 0.89 using Cronbach alpha. According to Nelson (1970, p.45), “the higher the index of reliability, the more nearly the scores obtained approximate true scores and the lower the index of reliability the less confidence can be placed in the scores as true measures of what the test is attempting to measure.” These tests were used by the researcher in order to determine the students’ skills in listening comprehension and considered to be indicators of their

knowledge in phonology, grammar, vocabulary, structure of English language and its uses, speech production, pronunciation, and their capability to understand the spoken language. At the end of the training, these tests were used as post-tests for both the experimental and the control groups and were statistically analysed by using SPSS in order to compare their scores with the ones obtained in the pre-tests. All the four tests as well as the listening training programme package and the questionnaire were given to referees at King Saud University, Abha branch for assessment of their content validity.

#### **7.2.4.1 Tests**

Four tests were used in this investigation namely, the Achievement Test, the Listening Comprehension Test, the Speech Production Test and the Reading Pronunciation Test.

The achievement test was intended to find out the students' background and knowledge of English language according to their previous experience at the secondary stage and was used at the beginning of the first semester of learning of the year 1996 as a placement test. This test was used as a pre and post-test for both the experimental and control groups in order to find out the learners' level of proficiency in the target language and to rank them in order of achievement. Scores obtained in this test were found to be of great importance to detect students' deficiencies in the skills of listening, reading and writing and considerable attention was paid to them as aids in the

preparation and assessment of the training programme during the experimental phase. The scores which were obtained in the pre-test were taken into account as the most important indication of the learners' needs and served as a primary tool for discovering their weaknesses and strengths in the spoken and written aspects of English. These needs were woven in with the teaching and learning during the training programme, McArthur (1983) and, side by side with results of the listening comprehension test, helped the researcher to formulate a proposal for the organisation of English courses at teachers' colleges in Saudi Arabia.

In this study, the English achievement test consisted of 80 multiple items to determine the students' skills in comprehension and knowledge of the target language's structure, grammar and vocabulary. (For details of the achievement test see Appendix 6a ).

The listening comprehension test was administered in the pilot study as a pre-test and post-test with a reliability of 0.86 and used in the main study as a pre-test and post-test for both the experimental and the control group with reliability higher than in the pilot study, 0.89 using Cronbach Alpha. It consisted of sound discrimination, stress and rhythm, intonation, content, vocabulary and comparing information. The test was intended to find out the impact of training with listening-based methods on the learners' achievement and improvement in written and oral listening activities. (See Appendix 6b).

The third test was related to students' ability to produce speech using pictures. Maley and Moulding (1993, pp11-35) and Cambridge First Certificate Examination

Practice1(1993 pp98-117). The test involved three pictures given to the candidates in each group as a pre-test and post-test. The purpose of this test was to find how many errors, and of what kind, students in both groups made during their production of speech. The time taken to respond to each picture was counted in order to see whether or not students improved their speed of speech with an increase in the production of the sentences and with fewer errors in pronunciation.

Reliability of this test was found to be 0.86 for the first picture, 0.85 for the second picture, and 0.83 for the third picture.

The fourth test was the Reading Pronunciation Test. It was intended to measure the learners' ability to speak English correctly. It was also intended to measure their command of word pronunciation (initial, middle and final), their command of sentences and individual sounds, their command of reading fluency and their command of punctuation marks, (dots, commas, brackets, exclamatory marks, quotation and question marks). The test was administered twice as a pre-test and post-test for both groups. (See Chapter Five for more details). The next section deals with the administration of the questionnaires and the training programme and its materials, equipment, stages and procedures.

#### **7.2.4.2 Questionnaires**

In this investigation, three different questionnaires were administered to measure independent variables for testing the hypotheses: students' attitude/motivation questionnaire, teachers' evaluation questionnaire and the students' evaluation questionnaire.

Students' Attitude/Motivation questionnaire (the Arabic version) was administered at the very beginning of learning for both the experimental group (EXG) and control group (COG). The questionnaire consisted of a 5-point Likert scale with six alternative responses. The first response dealt with general information concerning the use of English language outside the classroom, speaking any other language beside English, knowing anyone who speaks English beside the teacher of English and visiting any country where English is spoken as a native language. Unfortunately, out of 240 students approximately 95% of the participants' responses on these matters were negative. The following table shows students' responses to the four questions:

**Table 7-2**  
**Frequencies and Percentage of Students' Responses**

Value V	Value Label VL	Frequency F	Percentage P%	Mean X	Standard Deviation SD	Variance VA
1	Yes	9	3.8	0.038	0.190	0.036
	No	231	96.3			
2	Yes	2	0.8	0.008	0.091	0.008
	No	238	99.2			
3	Yes	10	4.2	0.042	0.200	0.040
	No	230	95.8			
4	Yes	19	7.9	0.079	0.271	0.73
	No	221	92.1			

According to the previous table it can be noted that there was no exposure to the target language outside the classroom and scarcely any chance to see a native speaker of English. This was due to the fact that most companies and factories where

English speakers work are located in big cities like Jeddah, Riyadh and Dammam. In confirmation of this fact, the researcher in the present study had been to most of the towns and villages in the region trying to collect the questionnaires and did not have the opportunity of speaking with a native speaker of English until he met the Contracts Course co-ordinator, Mr. Andy Braithwaite, in the English Language Centre at the British Council in Jeddah. (See Bar-chart for the general information of English language in Appendix 13.5).

The second set of sub-scale responses was related to the aims of learning English. This measure consisted of six positively worded items. Students were asked to indicate along a 5-point scale, their aims in studying English language: as a college requirement, because they needed to gain a good knowledge of English, because they wanted to understand better the English-speaking people and their way of life, to get a good job, to allow them to meet and converse with people, or because they felt that no one is really educated unless he speaks English. The scale ranged from “Strongly Agree = 5” to “Strongly Disagree = 1”. The following table (Table 7.3) shows the frequencies of these responses.

**Table 7-3**  
**Aims of Learning English**

Value Label VL	Value V	Frequency F	Percentage P%	Mean X	Standard Deviation SD	Variance VA
Response 1				3.833	1.263	1.596
1. SD	1	9	3.8			
2. D	2	50	20.8			
3. N	3	10	4.2			
4. A	4	74	30.8			
5. SA	5	97	40.4			
Response 2				4.358	0.769	0.591
1. SD	1	1	0.4			
2. D	2	10	4.2			
3. N	3	7	2.9			
4. A	4	106	44.2			
5. SA	5	116	48.3			
Response 3				4.275	0.813	0.660
1. SD	1	1	0.4			
2. D	2	13	5.4			
3. N	3	10	4.2			
4. A	4	111	46.3			
5. SA	5	105	43.8			
Response 4				3.538	1.328	1.764
1. SD	1	19	7.9			
2. D	2	44	18.3			
3. N	3	46	19.2			
4. A	4	51	21.3			
5. SA	5	80	33.3			
Response 5				4.467	0.720	0.518
1. SD	1	3	1.3			
2. D	2	3	1.3			
3. N	3	5	2.1			
4. A	4	97	40.4			
5. SA	5	132	55.0			
Response 6				4.233	0.996	0.991
1. SD	1	5	2.1			
2. D	2	19	7.9			
3. N	3	10	4.2			
4. A	4	87	36.3			
5. SA	5	119	49.6			

Key:

SD = Strongly Disagree

D = Disagree

N = Neutral

A = Agree

SA = Strongly Agree

It is worth noting here that Table 7-3 shows clearly the students' great desire to learn the target language at the college. A total of 171 students needed it to finish college, 222 students needed it for social recognition, 216 students needed it to understand English-speaking people, 140 needed it to converse with people, 229 students agreed that no one is considered to be educated unless he speaks English. These six positively worded items assess the extent to which students emphasised the importance of learning English at the college for the previous mentioned purposes. A high score (maximum = 229) indicates a high level of need for students to get much practice in using the language, including coping with lectures, in taking notes and answering questions in English and participating in dialogues inside the classroom as most of the scientific courses are taught in English. In the meantime, one of the requirements for getting a job after graduation is to speak and write English (See Bar Chart in Appendix 13.6).

The third scale in this questionnaire was the students' attitudes towards learning English. This scale consisted of five positively worded items and two negatively worded items. The participants were asked to indicate, along a 5-point scale, their desire to acquire the target language. The scale ranged from "Strongly Disagree = 1" to "Strongly Agree = 5". Table 7.4 shows the frequencies, means, standard deviations and variances of these responses.



**Table 7-4**  
**Students' Attitudes Towards Learning English**

Value Label	Value V	Frequency F	Percentage P%	Mean X	Standard Deviation	Variance VA
Response 1				3.783	1.176	1.384
1. SD	1	9	3.8			
2. D	2	38	15.8			
3. N	3	29	12.1			
4. A	4	84	35.0			
5. SA	5	80	33.3			
Response 2				4.008	1.071	1.146
1. SD	1	10	4.2			
2. D	2	22	9.2			
3. N	3	10	4.2			
4. A	4	112	46.7			
5. SA	5	86	35.8			
Response 3				4.325	0.869	0.756
1. SD	1	3	1.3			
2. D	2	11	4.6			
3. N	3	13	5.4			
4. A	4	91	37.9			
5. SA	5	122	50.0			
Response 4				4.700	0.565	0.320
1. SD	1	0	0			
2. D	2	2	0.8			
3. N	3	7	2.9			
4. A	4	52	21.7			
5. SA	5	179	74.6			
Response 5				1.996	1.141	1.301
1. SD	1	98	40.8			
2. D	2	91	37.9			
3. N	3	17	7.1			
4. A	4	22	9.2			
5. SA	5	12	5.0			
Response 6				1.867	0.914	0.836
1. SD	1	92	38.3			
2. D	2	107	44.6			
3. N	3	29	12.1			
4. A	4	5	2.1			
5. SA	5	7	2.9			
Response 7				3.700	1.364	1.859
1. SD	1	30	12.5			
2. D	2	22	9.2			
3. N	3	23	9.6			
4. A	4	80	33.3			
5. SA	5	85	35.4			

Key: SD = Strongly Disagree. D= Disagree. N= Neutral. A= Agree. SA= Strongly Agree

According to the previous Table 7-4, the maximum score was 84 indicating a high score which reflected students' strong desire to study English, even if it was not required at the college. The score 84 was related to the students' responses to "Agree" as a high score followed by the score 80 as their responses to "Strongly Agree", making a total score of 164. This high score indicates a high degree of interest in learning English language. (See Diagrams in Appendix 13.5 to 13.12, for Students' Attitudes Towards Learning English).

The fourth scale was related to students' motivation to learn English as instrumentally or integratively oriented. This scale consisted of eleven items which stressed the pragmatic value of learning English and measured the intensity of students' motivation in terms of work done for classroom and homework assignments. (Items 1,5,6,7,8,9) (See Methods of Research in Chapter 5 for more details). The scale ranged from "Yes = 1" to "No = 0". Table 7.5 shows the frequencies, means, standard deviations and variances of students' responses in the motivation scale.

**Table 7-5**  
**Students' Motivation Scale**

Value V	Value Label VL	Frequency F	Percentage P%	Mean X	Standard Deviation SD	Variance VA
1	Yes	118	49.2	0.492	0.501	0.251
	No	122	50.8			
2	Yes	193	80.4	0.804	0.398	0.158
	No	47	19.6			
3	Yes	77	32.1	0.321	0.468	0.219
	No	163	67.9			
4	Yes	141	58.8	0.588	0.493	0.243
	No	99	41.3			
5	Yes	93	38.8	0.388	0.488	0.238
	No	147	61.3			
6	Yes	101	42.1	0.421	0.495	0.245
	No	139	57.9			
7	Yes	145	60.4	0.604	0.490	0.240
	No	95	39.6			
8	Yes	14	5.8	0.058	0.235	0.055
	No	226	94.2			
9	Yes	208	86.7	0.867	0.341	0.116
	No	32	13.3			
10	Yes	178	74.2	0.742	0.439	0.192
	No	62	25.8			
11	Yes	110	45.8	0.458	0.499	0.249
	No	130	54.2			

Concerning the previous table, the first item in the Motivation Scale dealt with a comparison of students' motives in doing more studying (Yes = 118) than their classmates (No = 122). It can be pointed out here that nearly half of the students (49.2%) tried to do more work in the class in order to gain more knowledge of

English. Their interest in learning English indicates that they were integratively motivated. The remaining students (No = 122) with a percentage of 50.8 and variance of 1.6 were considered to have low motivation to learn English in terms of work done for classroom assignments. Their scale score revealed that they were less interested with a low degree of effort spent in learning the language. In this respect, they were instrumentally motivated as their concern was merely to pass the exams.

The second item in this scale dealt with the students' follow up of lesson tasks. The maximum score in this scale was 193 with a percentage of 80.4. This high score indicates that students were following what the teacher gave them in the classroom in order to make use of the available exercises.

Their interest in learning English can be noted from their negative responses to the third negatively worded item: "If English was not required at the college, I would not care about it." A high score (maximum No = 163) indicates a high degree of interest to acquire the language and that students considered the English course at the college to be helpful and interesting. Students at the college level exhibited a strong desire to see more advanced facilities, audio-visual aids, labs, English clubs, theatres etc. compared with their previous experience at the secondary level. (See Evaluation of Students' Interview in Chapter 8, The Ethnographic Phase).

Confirming students' desire to learn English, the maximum score of "Yes" responses was 141 on the fourth item: "If English was not required at the college, I would learn it outside the college". This high score indicates that the majority of

students were integratively oriented and emphasises the importance of learning English as a means of facilitating their interaction with people who speak English inside and outside the college.

The fifth item was, "If English was not required at the college, I would travel to a country where people speak English as their native language". In this scale, the highest score (maximum = 147) was for the "No" responses and the minimum score = 93 for the "Yes" responses. This does not necessarily mean that students did not have the desire to travel to an English-speaking country or were not interested to do so but may indicate their inability to afford the expenses of travelling and learning as well. This is due to the fact that most of the students were of low socio-economic status (93 were from families with income less than 3000 Saudi Riyals per-month, 117 scores with income over 8000 SR). A total of 230 students out of 240 responded negatively on the third scale of "Information About Language". In the interviews held with a sample of students selected randomly from the experimental group, students revealed their willingness to continue the training programme at the college and said they would like to be able to travel in summer to an English speaking country to get more knowledge about the culture and the target language. In order to emphasise the correlation between the above mentioned scales, Pearson's product-moment inter correlation coefficients were obtained for statistical validity (see Table 7-6).

**Table 7-6**  
**Pearson's Product-Moment Inter-Correlation Coefficiencies**

	GICOEXG3	MOTCEX2C	SOCECO
GICOEXG3	1.0000	0.46**	0.034**
MOTCEX2C	-	1.0000	0.20*
SOCECO	-	-	1.0000

N = 240

Level of Significance: \*  $p < 0.01$       \*\*  $p < 0.001$

GICOEXG3 = General Information of English worded item No. Three for both EXG and COG

MOTCEX2 = Motivation to learn English worded item No. Five for both EXG and COG

SOCECO = Socio-economic Status. Worded item No. Five for both EXG and COG.

The previous table indicates the correlation between the three different measures of GICOEXG3 and MOTCEX2C ( $p=0.46$ ), respectively (significant at  $p < 0.001$ ). The correlation coefficient, then reveals a significant relationship between students' reasons behind not travelling to a country where people speak English as their native language and their low income and rare experience of travelling abroad.

Concerning items six, seven and eight, the high number (maximum = 226) of students doing English homework for more than four hours per week indicates that the students endorsed integrative reasons for learning English.

The last three items, nine, ten and eleven concerned the students' need to pass the exams, to get a job and to get knowledge. The high scores for the three measure were 208, 178 and 110. These high scores indicates that students are still uncomfortable while learning English in the class. Their fears come as a result of the concern expressed by the majority with passing the test (maximum = 208) as well as their high degree of discomfort.

The next scale dealt with the students' parental encouragement to learn English. This measure consisted of eight items (five items, 1,4,5,6 and 7 positively worded and three items were negatively worded) to assess the extent to which students felt their parents supported them in their study of English. In this scale, students were asked to indicate along a 5-point scale, their feelings towards the parental concern, support and encouragement they received to learn the target language. The scale ranged from "Strongly Disagree" to "Strongly Agree", a high score on the positively worded items (maximum = 102 agree, as well as 54 strongly agree) indicates a high level of perceived parental encouragement. Most of the students' positive responses were concerned with their parents' support and encouragement to study English and do homework. The high score of the three negatively worded items 2, 3 and 7 (maximum 87 strongly disagree responses) to the item "Parents feel that studying English is a waste of time" indicates their high confidence in their parents' encouragement. It also indicates that the parents showed high degrees of responsibility and endorsed their children's integrative reasons for learning English.

The sixth scale was “The students’ socio-economic status”. This scale consisted of five worded items measuring the students’ socio-economic status and their achievement in learning English. These items assessed the extent to which their parents might be able to support students financially and otherwise in their study in English. The following table shows the Value Label, Value, Frequencies, Percentage, Means, Standard Deviations, and Variances of Father education, Father work, Mother education, Family accommodation and Family income.

FED = Father Education  
FOCC = Father Occupation  
MED = Mother Education  
FACC = Family Accommodation  
FECO = Family Economic Status  
N = 240  
X = Mean  
No. Of Worded Items = 5



**Table 7-7**  
**Students' Socio-Economic Status**  
**The Value Label, Value, Frequencies, Percentages, Means, Standard Deviations**  
**and Variances**

<b>*Value Label</b>	<b>V</b>	<b>F</b>	<b>%</b>	<b>X</b>	<b>SD</b>	<b>VA</b>
<b>Response 1 Father's Education</b>				2.888	1.531	2.343
1. Does not read or write	1	37	15.4			
2. Reads and writes	2	86	35.8			
3. Finished primary school	3	56	23.3			
4. Finished intermediate school	4	13	5.4			
5. Finished secondary school	5	26	10.8			
6. Finished university	6	20	8.3			
7. Finished master degree	7	2	0.8			
<b>Response 2 Father's Occupation</b>				4.400	2.657	7.061
1. Doesn't work	1	20	8.3			
2. Businessman	2	77	32.1			
3. Private sector	3	22	9.2			
4. In a company	4	16	6.7			
5. Technician	5	1	0.4			
6. Government employee	6	45	18.8			
7. Employee in education	7	23	9.6			
8. Employee in health	8	8	3.3			
9. Employee in the police	9	28	11.7			
<b>Response 3 Mother's Education</b>				1.358	0.826	0.683
1. Doesn't read or write	1	183	76.3			
2. Reads and writes	2	43	17.9			
3. Finished primary school	3	7	2.9			
4. Finished intermediate school	4	1	0.4			
5. Finished secondary school	5	4	1.7			
6. Finished junior college	6	2	0.8			
<b>Response 4 Family Accommodation</b>				2.071	0.533	0.284
1. Flat	1	25	10.4			
2. Traditional house	2	174	72.5			
3. Villa	3	40	16.7			
4. others	4	1	0.4			
<b>Response 5 Family Economic Status</b>				1.738	0.667	0.445
1. Less than 3000 SR per month	1	93	38.8			
2. Between 3000 SR and 8000 SR per month	2	117	48.8			
3. More than 8000 SR per month	3	30	12.5			

\* See Appendix 13.11, Bar Chart of Students' Socio-economic Status for more details of the means.

Socio-economic status was one of the independent variables to be examined in this study in relation to the students' achievement in English. This scale consisted of five items: father's education, father's occupation, mother's education, family accommodation and family economic status. This scale had previously numbered six items, including "Mother's Occupation." However, in this part of Saudi Arabia, the Southwest region, it is culturally considered very improper to ask a student or anyone else for personal information about his mother or any female in the family. In this regard the pilot study was very helpful to check what was appropriate to ask. The researcher decided to delete this item as he knew the students' traditions and customs. For item three (Mother's education) the students agreed to its inclusion on the understanding that they need do no more than put a tick in the relevant box, and that the information given in the questionnaire would be confidential and used only for research purposes. Students were asked to write the name of their group and a serial number relevant to the ones taken from the office of admission and registration. The approximate statistical answers to the deleted item (mother's occupation) were, in fact already known to the researcher, as in Saudi Arabia, women's work is very limited mainly to teaching and recently nursing. The majority of women are housewives.

According to Table 7-7, looking at the mother's education, the majority (183) had mothers who could not read or write, 43 could read and write, 7 had finished primary school, 1 had finished intermediate school, 4 had completed secondary school and 2 had been to junior college. In this situation, the father would be the only member of the family who could provide the student with help (educationally and

financially). This could be clearly show from the high correlation between students' scores on the achievement test and their socio-economic status. Of course the socio-economic status was considered as one of many reasons behind the students' low achievement in English language.

Item four presents the family accommodation. The majority (174) of students lived in traditional houses. In the last item, item five, Family income, the highest frequency (maximum = 117) was for those whose family income ranged between 3000 SR to 8000 SR and 93 less than 3000 SR.

It can be concluded from the information presented in Table 7-7 that people from any society will not have the same social economic status. In order to emphasise this, students living in big cities, where factories and big companies are located, will have more opportunities to meet and interact with English native speakers as well as other foreigners. They will also have more opportunities to join English Institutes, such as the British Councils in Jeddah, Riyadh and Dammam and other English Institutes in the private sector. (See evaluation of British Council interview in the ethnographic phase in Research Findings).

The last scale in the Students' Attitudes/Motivation Questionnaire was their satisfaction with the materials and skills taught in the previous English courses at the secondary level. This measure was designed to find out whether students thought that their previous English courses and teaching methods, did or did not meet their needs and help them to learn English. The students' responses on this scale and all their

responses in the previous scales were considered to be of a great importance in providing the researcher with students background in English as well as their needs, feelings, interests and difficulties. This information was also considered to be the backbone of the Listening Training Programme which began in the second week after the application of the achievement pre-test and Students' Attitude/Motivation Questionnaire and was taken as an important indicator of the learners' needs for listening comprehension, in order to establish learning priorities.

The Students' Satisfaction Scale consisted of twelve items namely, their satisfaction with the speaking skills which were taught in the secondary school, the listening skills, the reading skills, the writing skills, the prescribed books, the classroom activities, the readings and assignments, the teacher's ability to help in class, the teacher's ability to speak English, the teacher's availability for help outside the class and the students' satisfaction with the opportunities to use English outside the classroom. In this scale, students were asked to indicate, along a 5-point scale, their degree of satisfaction about each. The scale ranged from "Strongly Disagree" to "Strongly Agree."

Table 7-8 shows the Value Label, the Value, the Frequencies, the Percentage, the Means, the Standard Deviations and the Variances of each of these items.

**Table 7-8**  
**The Students' Satisfaction Scale**

<b>Value Label</b>	<b>V</b>	<b>F</b>	<b>%</b>	<b>X</b>	<b>SD</b>	<b>VA</b>
<b>Response 1 Speaking Skills</b>				1.896	0.839	0.705
1. Strongly Disagree	1	82	34.2			
2. Disagree	2	114	47.5			
3. Neutral	3	34	14.2			
4. Agree	4	7	2.9			
5. Strongly agree	5	3	1.3			
<b>Response 2 Listening Skills</b>				1.663	0.753	0.568
1. Strongly Disagree	1	112	46.7			
2. Disagree	2	106	44.2			
3. Neutral	3	14	5.8			
4. Agree	4	7	2.9			
5. Strongly agree	5	1	0.4			
<b>Response 3 Reading Skills</b>				2.008	1.109	1.230
1. Strongly Disagree	1	93	38.8			
2. Disagree	2	95	39.6			
3. Neutral	3	19	7.9			
4. Agree	4	23	9.6			
5. Strongly agree	5	10	4.2			
<b>Response 4 Writing Skills</b>				2.046	1.076	1.157
1. Strongly Disagree	1	80	33.3			
2. Disagree	2	110	45.8			
3. Neutral	3	21	8.8			
4. Agree	4	17	7.1			
5. Strongly agree	5	12	5.0			
<b>Response 5 Prescribed Books</b>				2.004	1.133	1.285
1. Strongly Disagree	1	94	39.2			
2. Disagree	2	98	40.8			
3. Neutral	3	13	5.4			
4. Agree	4	23	9.6			
5. Strongly agree	5	12	5.0			
<b>Response 6 Classroom Activities</b>				2.121	1.226	1.504
1. Strongly Disagree	1	95	39.6			
2. Disagree	2	79	32.9			
3. Neutral	3	22	9.2			
4. Agree	4	30	12.5			
5. Strongly agree	5	14	5.8			
<b>Response 7 Readings and Assignments</b>				1.867	1.018	1.037
1. Strongly Disagree	1	99	41.3			
2. Disagree	2	104	43.3			
3. Neutral	3	20	8.3			
4. Agree	4	4	1.7			
5. Strongly agree	5	13	5.4			

**Table 7-8 (Continued)**

<b>Value Label</b>	<b>V</b>	<b>F</b>	<b>%</b>	<b>X</b>	<b>SD</b>	<b>VA</b>
<b>Response 8 Teacher's ability to help</b>				2.483	1.396	1.950
1. Strongly Disagree	1	72	30.0			
2. Disagree	2	84	35.0			
3. Neutral	3	7	2.9			
4. Agree	4	50	20.8			
5. Strongly agree	5	27	11.3			
<b>Response 9 Teacher's ability to speak</b>				2.483	1.489	2.217
1. Strongly Disagree	1	81	33.8			
2. Disagree	2	76	31.7			
3. Neutral	3	9	3.8			
4. Agree	4	34	14.2			
5. Strongly agree	5	40	16.7			
<b>Response 10 Teacher's personality</b>				3.246	1.677	2.814
1. Strongly Disagree	1	55	22.9			
2. Disagree	2	54	22.5			
3. Neutral	3	3	1.3			
4. Agree	4	33	13.8			
5. Strongly agree	5	95	39.6			
<b>Response 11 Teacher's availability</b>				2.063	1.150	1.322
1. Strongly Disagree	1	89	37.1			
2. Disagree	2	92	38.3			
3. Neutral	3	31	12.9			
4. Agree	4	11	4.6			
5. Strongly agree	5	17	7.1			
<b>Response 12 Opportunities to use English</b>				1.692	0.917	0.842
1. Strongly Disagree	1	119	49.6			
2. Disagree	2	99	41.3			
3. Neutral	3	6	2.5			
4. Agree	4	9	3.8			
5. Strongly agree	5	7	2.9			

Concerning the first item, "Satisfaction with Speaking Skills" the 82 Strongly Disagree and 114 Disagree responses, a total of 196 in all, indicated students' dissatisfaction with their speaking skills. (See the results of the pilot study in Chapter Six, "Students' Errors in Speech" as well as the results of the main study). Further evidence of the problem on this respect was obtained when the researcher attended

some classes with the teachers of English during their regular periods of teaching English in secondary schools. The purpose of those visits was to observe closely how the students benefited from the whole period, the kind of materials used, the students' participation and the teachers' availability to offer help or to give opportunities for spoken skills. Unfortunately, the only materials observed in use were the book and the blackboard, and the teachers spoke most of the time in Arabic, translating the difficult words of the reading passages, the grammatical rules and the exercises. Students sat quiet and rigid on their chairs under an atmosphere of strict control by the teacher. Only two or three students answered questions most of the time. Students day-dreamed and only "woke up" when the teacher said "Do you understand?" in which case they always said they understood. At the end of the period, the teacher spent five or ten minutes answering some of the items in the exercises and left the remainder to be completed by the students for homework. These valuable opportunities were available to the researcher during the collection of the teachers' questionnaires and during the period in which interviews were conducted with some of them. (See the evaluation of the teacher's questionnaire in the ethnographic phase as well as the evaluation of the teachers' interviews for more details). It is very important to point out here that those were the kind of students who had difficulty learning the language, failing to acquire most of the skills which they would need in order to participate effectively at the college level.

Students also scored highly on their dissatisfaction with the listening skills. A total of 112 Strongly Disagree and 106 Disagree with a total of 218, reflecting the

boredom of the classroom atmosphere and the absence of listening tools (listening materials, audio-visual aids, labs, posters and English clubs). In order to give an example of the students' disabilities in the speaking and listening skills (N=240 in the pre-test of the achievement test) in relation to their satisfaction, Pearson's product-moment inter correlation coefficients was computed among the achievement test scores and Students' Satisfaction Scale (see the correlation of the whole scale with the achievement test in "Main Study Research findings). Table 7.9 shows this correlation.

**Table 7-9**  
**Pearson's Product-moment Inter Correlation Coefficients**  
**for CHMSPRCE and SATCEX1 and SATCEX2**

Measures	CHMSPRCE	SATCEX1	SATCEX2
CHMSPRCE	1.0000	0.90**	0.29**
SATCEX1		1.0000	0.38**
SATCEX2			1.0000

\*\* P<0.001    N = 240

CHMSPRCE = The Pre-test of the Achievement Test for both the EXG and COG

SATCEX1 = Students' Satisfaction Scale, The First Worded Item for both the EXG and Cog, Speaking Skills.

SATCEX2 = Students' Satisfaction Scale, The Second Worded Item for both the EXG and COG, Listening Skills.

The above Table 7-9 shows that the inter-correlation are high (ranging from r = 0.29 to r = 0.90), which indicates a high positive correlation between students' feelings about their speaking and listening skills and their scores in the achievement test (the highest score obtained was 49 out of 100 marks and the lowest score was 6 marks) on the pre-test. This result suggests that the prescribed books used in teaching English at the secondary schools did not emphasise the teaching of listening and speaking skills.



Students' negative responses to the question about speaking and listening as well as their low marks in listening achievement test indicate that their abilities in speaking and listening comprehension tasks were highly unsatisfactory.

For items three and four, students' satisfaction with the reading and writing skills, students again revealed a high level of dissatisfaction with their overall abilities in the two skills. For reading skills, the majority of scores (95 Disagree and 93 Strongly Disagree, a total of 199 students expressing disagreement) indicated students' dissatisfaction with their abilities in reading comprehension while a total of 190 expressed dissatisfaction with writing tasks.

In view of students' dissatisfaction with listening, speaking, reading and writing, it was not surprising to find that they also expressed dissatisfaction with the materials of the prescribed English books and the methods used in teaching them, reflected in the high number of negative responses (94 Strongly Disagree and 98 Disagree representing a total of 192).

Items 6 and 7 were designed to measure the students' general satisfaction with classroom activities, readings and homework. For classroom activities, a total of 174 students gave negative responses and for the readings and homework, dissatisfaction was even higher, with a total of 203 as negative responses. The results indicate that students were not at all satisfied that classroom activities, readings and homework, could help them master the important components of the target language.

Students' satisfaction with the teacher's ability to offer help in the classroom, teacher's ability to speak English, teacher's personality, and teacher's availability to offer help outside the classroom were clearly reflected in their responses to items eight, nine and eleven. For items eight and eleven indicate a high level of dissatisfaction with teacher's ability to give students time to check their mistakes and overcome their difficulties in learning the language. For item nine, the overall total of negative responses (81 for Strongly Disagree and 76 for disagree) indicates that students were not satisfied with the teacher's ability to speak English. This result is due to the fact that teachers spoke in Arabic and translated the majority of the lessons to aid students' understanding (see Students' Satisfaction Scale, Table 7.8, response 8). In this regard it is interesting to note that most teachers had been teaching English for some ten to fifteen years or more without attending any training in listening comprehension or spoken tasks. This was revealed in their answers to the first three items of the Teachers' Questionnaire, from which it was found that 95% of them had no experience of listening-based methods (see Teachers' Evaluation Questionnaire, Section 8.2.5 in Chapter 8).

The last item scale was the students' satisfaction with the opportunities available to them outside the classroom for more practice in English. A high score (maximum 119 Strongly Disagree) proves that the environment in that part of the country was not conducive to students meeting and interacting with people. This may explain why students expressed a high level of interest in visiting an environment such as one of the big cities (Jeddah, Riyadh, Dhahran or Dammam) where foreigners from

different countries as well as English native speakers are employed, who may be able to offer appropriate opportunities to practise the target language. The greater opportunities available in such places are also reflected in the advertisements published in Journals and displayed in public places in big cities. For example , in Riyadh the Horizon Institute For Language advertise in Resalat Al-Jameah (The Message of the University) about special training programmes particularly designed for university students, in Listening Comprehension and speaking skills. This institute was offering discounts for the newly enrolled students and even higher discounts for those who had been enrolled longer in order to encourage them to overcome their difficulties in learning English and to provide them with valuable and precious opportunities to learn and use English in real situations with qualified experts and specialist British staff.

According to the advertisement (15 March, 1997, p.8), the institute was very well equipped with modern audio-visual aids and offered additional training programmes for businessmen and other employees from the private sector. The advertisement was written in Arabic and the training programmes were written in English. (See Appendix 15 for more details). The British Council in Jeddah (19 January, 1997) Riyadh and Dammam offered numerous opportunities for students who had problems in learning acquiring English language during their study at the university level, offering good discounts and generous help not only for Saudi students but also for anyone in the community who was in need of special training in spoken and written English. (See Appendix 15 for more details). This brings us to the next section which

deals with the Listening Training Programme and its materials, equipment, stages and procedures at the Teachers' College in the Southwest of Saudi Arabia.

## **7.2.5 Listening Training Programme**

### **7.2.5.1 Rationale**

The Listening Comprehension Training Programme was based on Cambridge First Certificate Examination Practice 1, (1993 pp 98 - 117). As well as "Learning to Listen, Tasks for Developing Listening Skills", Maley and Moulding (1993, pp.3-63). The programme was intended to compensate for the perceived neglect of training in listening comprehension in the prescribed textbooks used at the secondary level in Saudi Arabia. It seems to have been assumed that listening comprehension would develop by itself, in time. This assumption has been criticised by educators and researchers such as Widdowson (1978, p.57), Littlewood (1981, p.66) and Rivers (1981, p.160). In this respect, many students who enrolled at Gizan Teachers' College have serious difficulties in attending lectures, taking notes or performing other listening comprehension tasks, especially in such courses as Chemistry, Biology, Mathematics, Science, Botany, Geology, Physics and English which were taught in English. Other reasons that could explain the students' poor performance in listening comprehension were related to their lack of opportunity for contact with English native speakers. Zaid (1993, pp. 12-17). Another reason could be related to poor pedagogy, the sole use of the grammar-translation method, and the teacher's overloaded schedule. Teachers of English in intermediate and secondary schools are obliged to teach five periods a day,

approximately 24 hours per week and are expected to finish a complete five lesson unit every week. In addition, students' opportunities to hear English are rare because teachers use Arabic for most of the classroom activities, translation, explanations, comments and discussions. (See Students' Attitude/Motivation Questionnaire, Satisfaction section in the methodology of this chapter, the Experimental Phase).

The following discussion of the training programme will explain materials and equipment used, the stages of the programme and the procedures of the training.

#### **7.2.5.2 The Materials and Equipment**

The materials used for this training consisted of a mixture of commercially published textbooks such as "Learning to Listen", "Tasks For Developing Listening Skills", Maley and Moulding (1993, pp.3-63) and a selection of different materials from Cambridge University Press related to teaching listening comprehension, vocabulary, grammar, phonology, reading comprehension, interview exercises, note-taking exercises and delivery of speech exercises (based on topics and pictures). These materials were ordered by mail with the original cassettes.

Concerning the equipment for training, a separate building was prepared for this purpose in order to be away from the disturbance of other classes. The first floor was completely taken for all the experiments and tests, which a separate room was prepared for the researcher, close to the classroom, with an office and cupboard for safe storage of the equipment and research materials. A Sanyo Stereo cassette

recorder was used for the tests and the training. These materials and equipment were prepared a week before the training.

### **7.2.5.3 Stages and Procedures**

The training programme in the main study took place between September 1996 and January 1997 for a period of sixteen weeks. The first week and the last week were taken up with the preparation and administration of the pre-tests and post-tests to the experimental and control groups. Two sessions, morning and afternoon were set aside for the training, on Saturdays, Mondays and Wednesdays from 8.30 in the morning to 12.30 in the afternoon and from 1.00 to 3.00 in the afternoon. All the tests and the training were administered by the researcher. The procedure for the training was based on various exercises and tasks in listening comprehension devised as follow-up activities to remedy the students' difficulties in comprehension during the listening session. These activities were based on the application of various methods and models to facilitate the presentation of the listening tasks and to create interest in acquiring the spoken English. At the very beginning of the training, students were found to have difficulties in comprehension, but they were reassured that their difficulties were considered to be normal and their progress could be noticed gradually through the stages of the programme. As a remedy, the method of "Learning to Listen" and "Listening to Something" Maley and Moulding (1993, p.2) were used to help the students to improve their understanding of spoken English. In addition, certain models were used for the training namely, "The Simple Listening Skills" (Anderson and Lynch,

1991, p.33) to facilitate the learners' ability to handle language in context as well as "The Serial Bottom-up" (p.21) to facilitate their perception of speech, beginning with the phonemic segments of words and ending with utterances.

The training programme was started in the second week of learning and was based on three stages: the pre-listening stage, the while-listening stage and the post-listening stage. In all three stages, emphasis was placed on the students' recognition of specific linguistic features such as English sounds, stress, intonation, assimilation of vowel reduction and sentence content in context. The programme also emphasised their recognition of grammatical and discourse structure such as sentence patterns, sentence types and discourse marks.

In the pre-listening stage, students were prepared to familiarise themselves with the topics and materials for listening. They were organised into small activity groups and were handed written materials with dialogues, pictures, passages and questions related to the recorded listening tasks in order to make sure they fully understood the tasks they were supposed to do. In this stage, the trainer's task was to activate the learners' background knowledge so that they could form some expectations or develop some interest in the subject matter presented in the study materials.

In the while-listening stage, students listened to the text and performed the tasks that were implemented. In this respect, they were supposed to test their hypotheses, check and compare their individual answers with each other and try to write a report of their discoveries. Assistance was provided for those who needed it.

In the post-listening stage, students presented their brief reports in groups. This was followed by a whole-class discussion and feedback from the trainer in order to find out how successfully they had completed the tasks. Follow-up activities were organised for the listening texts to consolidate what the learners had discovered and were transferred into real life situations. For example, activities related to debates, discussions, group conversations, role-plays, and writing reports were given priority in this stage. Emphasis on these activities among others, led to an integration of listening skills as well as maximum opportunities for the students to interact. At the end of each stage of the training, a test was given to the students and corrected without marks in order to see their progress. Finally, a brief evaluation of each session was given to them concerning their contribution to the listening tasks. (See Chapter five for more details of the Training Programme).

#### **7.2.6 Results and Data Analysis**

The analysis of the experimental phase was based on four tests administered before and after the Listening Training Programme in pre-tests and post-test for the control and the experimental groups. These tests were The Achievement Test, The Listening Comprehension Test, The Speech Production Test and The Reading Pronunciation Test. The purpose of these tests was to find out the influence of the listening training programme on the students' progress and improvement in listening comprehension. All four tests were considered as dependent variables expressed as a linear combination of listening comprehension testing vocabulary knowledge,



grammatical structure knowledge, phonological knowledge, speech knowledge and pronunciation knowledge. Four null hypotheses were formulated and the results were interpreted using the T-test to study the differences in the scores of the pre and post-tests of both groups.

#### **7.2.6.1 The Achievement Test**

The first hypothesis postulated that there would be no significant differences between the students' scores in the pre-tests and post-tests of the achievement test before and after the Listening Training Programme. In order to examine this hypothesis, the two scores were compared for statistical significance using T-test. The following table shows a comparison of the differences in the scores of the tests for both groups in the means, standard deviations, minimum scores out of 80 marks equivalent to 100 marks (80 marks = 100 marks), and maximum scores out of 80 marks equivalent to 100 marks.

**Table 7-10**  
**A Comparison of the differences in Means, Standard Deviations, Minimum Scores and Maximum Scores in the Pre-Tests and Post-Tests of the Experimental and Control Group**

Achievement Test	Mean	Standard Deviation	MIS	MIS %	MAXS	MAXS %
Pre-Test Control Group	23.48	4.50	11	13.75	35	43.75
Post-Test Control Group	2.346	4.77	5	6.25	35	43.75
Pre-Test Experimental Group	22.71	5.16	9	11.25	.39	48.75
Post-Test Experimental Group	66.21	7.07	46	58.5	78	97.5

MIS            Minimum Scores out of 80 marks  
MIS%          Minimum Scores Equivalent to 100 marks  
MAXS          Maximum Scores out of 80 marks  
MAXS%        Maximum Scores equivalent to 100 marks

The results in the above table show the differences between the pre-tests and post-tests for both the control and the experimental groups in the achievement test in means, standard deviation, minimum scores, minimum scores percentage, maximum scores and maximum scores percentage. The English Achievement Test was administered to both groups as a pre-test before the training. The control group was taught by the prescribed English textbook using the traditional method, whereas the experimental group was taught by the same prescribed textbook, supplemented by the package of listening comprehension tasks in the training programme. At the end of the training students in both groups were given the achievement test again as a post-test, in

order to find whether there were any significant correlation and differences in means and standard deviations. When the scores of the two groups were compared to determine the effect of training and lack of training in listening comprehension, it was found that for the control group, the difference in means and standard deviation between the pre-test and post-test was very small (mean difference = 0.02 and standard deviation difference = 0.27), whereas for the experimental group, difference in means and standard deviations between the pre-test and the post-test was high (mean difference = 43.50 and standard deviation difference = 1.92). These differences between the two groups were based on the students' scores out of 80 marks. These scores were adjusted to give an equivalent score out of 100 marks. This produced a very small difference in the means and standard deviations for the pre-test and post test of the control group (mean difference = 0.24 and standard deviation difference = 0.75) and much larger difference for the experimental group (mean difference = 66.49 and standard deviation difference = 2.44). The following table shows the students' final scores out of 80 marks in the pre-tests and post-test for both groups and their equivalents out of 100 marks.

EXG = Experimental Group  
EQ = Equivalent to  
F = Frequencies  
N = 240

COG = Control Group  
M = Marks  
P% = Percentage

**Table 7-11**  
**Students' Final Scores on the Achievement Pre and Post-tests**  
**Of the COG out of 80 Equivalent to 100 Marks**

Control Group							
Pre-test Out of 80 M	Pre-test = 100 M	F	P%	Post-test Out of 80 M	Post-test = 100 M	F	P%
11	13.75	1	0.8	5	6.25	1	0.8
14	17.50	1	0.8	11	13.75	1	0.8
15	18.75	4	3.3	14	17.50	1	0.8
16	20.00	1	0.8	15	18.75	3	2.5
17	21.25	1	0.8	16	20.00	1	0.8
18	22.50	9	7.5	17	21.25	1	0.8
19	23.75	4	3.3	18	22.50	8	6.7
20	25.00	7	5.8	19	23.75	4	3.3
21	26.25	13	10.8	20	25.00	7	5.8
22	27.50	9	7.5	21	26.25	13	10.8
23	28.75	8	6.7	22	27.50	10	8.3
24	30.00	15	12.5	23	28.75	8	6.7
25	31.25	10	8.3	24	30.00	14	11.7
26	32.50	12	10.0	25	31.25	11	9.2
27	33.75	4	3.3	26	32.50	12	10.0
28	35.00	8	6.7	27	33.75	4	3.3
29	36.25	1	0.8	28	35.00	8	6.7
30	37.50	5	4.2	29	36.25	1	0.8
31	38.75	1	0.8	30	37.50	4	3.3
32	40.00	1	0.8	31	38.75	1	0.8
33	41.25	2	1.7	32	40.00	1	0.8
34	42.50	1	0.8	33	41.25	3	2.5
35	43.75	2	1.7	34	42.50	1	0.8
				35	43.75	2	1.7

**Table 7-12**  
**Students' Final Scores on the Achievement Pre and Post-tests**  
**Of the EXG out of 80 Equivalent to 100 Marks**

Experimental Group							
Pre-test Out of 80 M	Pre-test = 100 M	F	P%	Post-test Out of 80 M	Post-test = 100 M	F	P%
9	11.25	1	0.8	46	58.50	1	0.8
11	13.75	1	0.8	49	61.25	1	0.8
12	15.00	1	0.8	51	63.75	2	1.7
13	16.25	1	0.8	52	65.00	2	1.7
14	17.50	1	0.8	53	66.25	2	1.7
15	18.75	2	1.7	54	67.50	1	0.8
16	20.00	4	3.3	55	68.75	2	1.7
17	21.25	5	4.2	56	70.00	2	1.7
18	22.50	7	5.8	57	71.25	1	0.8
19	23.75	6	5.0	58	72.50	4	3.3
20	25.00	6	5.0	59	73.75	5	4.2
21	26.25	11	9.2	60	75.00	1	0.8
22	27.50	14	11.7	61	76.25	5	4.2
23	28.75	16	13.3	62	77.50	3	2.5
24	30.00	11	9.2	63	78.75	6	5.0
25	31.25	6	5.0	64	80.00	6	5.0
26	32.50	6	5.0	65	81.25	7	5.8
27	33.75	4	3.3	66	82.50	6	5.0
28	35.00	2	1.7	67	83.75	5	4.2
29	36.25	2	1.7	68	85.00	9	7.5
30	37.50	2	1.7	67	86.25	2	1.7
31	38.75	3	2.5	70	87.50	11	9.2
32	40.00	3	2.5	71	88.75	6	5.0
34	42.50	2	1.7	72	90.00	7	5.8
35	43.75	1	0.8	73	91.25	4	3.3
37	46.25	1	0.8	74	92.50	5	4.2
39	48.75	1	0.8	75	93.75	5	4.2
				76	95.00	2	1.7
				77	96.25	6	5.0
				78	97.50	1	0.8

The previous Tables 7-11 and 7-12 show that the minimum and maximum scores of the students in the pre-test and the post-test of the COG were 11 and 35

marks out of 80 equivalent to 13.75 and 43.75 percent, and in the post-test were 5 and 35 marks out of 80 equivalent to 6.25 and 43.75 percent. In the EXG, the minimum and maximum scores in the pre-test were 9 and 39 marks out of 80 equivalent to 11.25 and 48.75 percent and in the post-test were 46 and 78 marks out of 80 equivalent to 58.50 and 98.00 percent. (See the percentage formula for the achievement test in the results of the pilot study, Chapter Six).

It can be concluded from Tables 7-11 and 7-12 that the students' achievement in the EXG was affected by the listening training programme which was introduced as a teaching supplement in their EFL class. In order to confirm these differences between the two groups, a T-test for independent and paired samples of groups was calculated using SPSS (Statistical Package for Social Sciences). The following table provides a summary of the means, standard deviations and probability.

**Table 7-13**  
**T-Test for Independent Samples**  
**Comparison of the Differences in Means and Standard Deviations in the Pre-Test and Post-Test of the Control and Experimental Groups on the Achievement Test with Probability Total Number = 240.**

Group	Pre-Test		Post-Test		Probability	Number of Cases
	Mean	Standard Deviation	Mean	Standard Deviation		
Control	23.48	4.50	23.46	4.77	0.54*	120
Experimental	22.71	5.16	66.21	7.07	.000***	120

\* p< 0.05, \*\*\* p<0.001

The above table shows that there was a positive significant difference between the EXG and COG in the post-test of the English achievement Test, p<0.001. The mean of the scores in the EXG on the post-test was 66.21 higher than the mean of the

scores in the COG 23.46 with mean difference of 42.75 in favour of the EXG. A comparison of the mean scores in the EXG for both the pre-test and the post-test was also highly significant,  $p < 0.001$  showing a difference in means of 43.50 and a difference in standard deviations of 2.30. On the other hand, the table shows no significant differences between the means and standard deviation of the COG in the pre-test and the post-test (means differences respectively = 0.02 and standard deviations difference = 0.27). Their scores seem to be the same and the probability of errors indicates more than 5% ( $p = 0.54$ ,  $p < 0.05$ ). Further analysis was carried out using paired sample T-test in order to make sure that teaching students with the Listening Training Programme improves their understanding of English language and increases their ability in spoken English. The results of the paired sample T-test are shown in the following table.

**Table 7-14**  
**T-Test for Paired Samples**  
**A Comparison of the Differences Between the Pre-Test and Post-Test of the COG and the Pre-Test and Post-Test of the EXG in Means, Standard Deviation, T-Value and Probability. Total No. of the Two Groups = 240**

Group	Test	Mean	Standard Deviation	Standard Of Errors	T-Value	2-Tail Signif	Cases Per Group	Probability
COG	Pre	23.48	4.50	0.41	-0.18	0.86	120	$p < 0.05$
	Post	23.46	4.77	0.44			120	
EXG	Pre	22.71	5.16	0.47	53.12	0.000	120	$p < 0.001$
	Post	66.21	7.07	0.65			120	

The above table indicates no significant differences between the pre-test and the post-test scores of the COG and their level of achievement was nearly the same.

The T-value is negative (-0.18) which reflects no improvement in the post-test scores of the COG. The probability of both tests was more than 0.05 (0.86). On the other hand, there was a significant difference between the mean scores of the EXG on the post-test and the level of achievement was high. The T-value is positive (0.000) which reflects an improvement in the post-test scores of the EXG after the training programme,  $p < 0.001$ . In view of the previous findings, the first null hypothesis is rejected and we can say that the training programme produced considerable improvement in the students' knowledge of English in listening comprehension, reading comprehension, vocabulary and grammatical structure. (See diagrams in Appendix 13, (13.25 13.32) for more details).

#### **7.2.6.2 The Listening Comprehension Test**

The second null hypotheses supposed that there would be no significant differences between the students' scores in the pre-tests and post-tests of the control and experimental groups on the listening comprehension test before and after the Listening Training Programme. To examine this hypotheses, the two scores were compared for statistical significance using T-test. The following Table (7.15) shows a comparison of the differences in the scores of the tests for both groups in the means, standard deviations, minimum and maximum and variances.



**Table 7-15**

**A Comparison of Score Differences in Means, Standard Deviations, Minimum and Maximum Scores in the Pre-Tests and Post-Tests of the COG and EXG**

Listening Comprehension Test	Number Of Cases	Mean	Standard Deviation	Minimum Scores	Maximum Scores	Variance
Pre-Test COG	120	27.08	14.87	4	57	221.05
Post-Test COG	120	27.23	14.95	4	57	223.60
Pre-Test EXG	120	26.53	15.31	4	58	234.47
Post-Test EXG	120	62.51	21.48	22	97	461.55

The above Table shows the score differences between the pre-tests and post-tests of both the COG and the EXG on the listening comprehension test in means, standard deviations, minimum and maximum scores and variances. The Listening Comprehension was administered twice before and after the training programme for both groups as pre-tests and post-tests. In the pre-tests, the mean score of the COG was 27.08 and standard deviation 14.87 with minimum score 4 and maximum score 57 and variance 221.05. The EXG pre-test mean score was 26,53 and standard deviation 15,31 showing minimum score 4 and maximum score 58 with variance 234.47. The COG was taught with the prescribed English textbook with no training and the EXG was taught with the same prescribed textbook as well as the listening training programme. At the end of the training programme, the two groups were given the listening comprehension test as a post-test in order to find whether there were any significant differences in means and standard deviations between the EXG and COG in the pre and post-tests. When the scores of the two groups were compared to determine the effect of the training and no training in listening comprehension, it was

found that the difference between the pre-test and post-test of the COG in the means and standard deviation was very small (mean difference = 00.15 and standard deviation difference = 00.08), whereas the difference between the pre-test and post-test of the EXG in the means and standard deviations was high (mean difference = 35.98 and standard deviation = 6.17).

It can be concluded from Table 7-15 that the learners' scores in the pre-test and post-test of the COG were relatively similar whereas learners in the EXG achieved higher mean scores than the COG subjects did and their results had almost doubled. The results in the previous table indicate that the learners in the EXG performed better and displayed greater improvement when they received training in listening tasks than those in the COG who received no training. These results are consistent with Benson's (1989 p.421) argument that training in listening comprehension does help in enhancing learning.

In order to confirm these differences between the two groups, a T-test for independent and paired samples of groups was conducted using SPSS. The following Table (7.16) illustrates the means, standard deviations and probability.

**Table 7-16**  
**T-test for Independent Samples**  
**A Comparison of the differences in Means and Standard Deviations in the Pre-test of the COG and EXG on the Listening Comprehension Test with Probability**

Group	Pre-Test		Post-Test		Probability	No of cases in each group
	Mean	Standard Deviation	Mean	Standard Deviation		
COG	27.08	14.87	27.23	14.95	0.81	120
EXG	26.53	15.31	62.51	21.48	0.000*	120

\* p<0.001

According to Table 7-16, it can be noticed that there was a positive significant difference between the EXG and the COG in the post-test of Listening Comprehension Test,  $p < 0.001$ . The mean of the scores in the EXG on the post-test was 62.51 higher than the mean of the scores in the COG 27.23 with mean difference of 35.28 and standard deviation difference of 6.53 in favour of the EXG. A comparison of the mean scores in the EXG for both the pre-test and post-test was highly significant,  $p < 0.001$ , showing a difference in means of 35.98 and standard deviation difference of 6.17. On the other hand, results in Table 7-16 indicate that there are no significant differences between the means and standard deviations of the COG (mean difference 0 0.15 and standard deviation difference = 0.12). In this respect, the mean scores of the two tests in the COG seem relatively similar and the probability of errors is more than 5% ( $p = 0.81$ ,  $p < 0.05$ ). (See Appendix 13.33 to 13.36 for more details).

In order to confirm these results in the pre and post-tests of the EXG as well as the pre and post-test of the COG, further analysis was carried out using a paired sample T-test. This T-test was intended to make sure that teaching students with

selective listening tasks improves their acquisition of English language and increases their ability in spoken English. The results of the paired sample T-test are shown in the following table:

**Table 7-17**  
**T-Test For Paired Samples**

**A Comparison of the Differences Between the Pre-Test and Post-Test of the COG and the Pre-Test and Post-Test of the EXG in Means, Standard Deviation, T.Value and Probability. Number of Cases = 240**

Group	Test	Mean	Standard Deviation	Standard Of Errors	T-Value	2-Tail Signif	Cases Per Group	Probability
COG	Pre	27.08	14.89	1.36	1.57	0.120	120	p<0.05
	Post	27.23	14.95	1.37			120	
EXG	Pre	26.53	15.31	1.40	33.75	0.000	120	p<0.001
	Post	62.51	21.48	1.96			120	

The results in the above Table indicate no significant difference's between the pre-test and post-test of the COG and the probability of both tests was more than 0.05 showing no improvement in the mean scores of the post-test (mean difference for the pre and post-test = 0.12 and standard deviation difference = 0.06). On the other hand, there was a significant difference between the mean scores of the EXG on the post-test and the level of improvement was high. The T-value is positive (0.000) which indicates great improvement in the post-test scores of the EXG after they received training in listening comprehension,  $p < 0.001$ . In this respect, the second null hypothesis is rejected. It is worth saying that the training programme affected positively the learners' level of knowledge about English and increased their confidence to perform better in listening tasks. It can be concluded that teaching by the Listening Training

Programme is important for students learning English as a second or foreign language and as a teaching supplement in the classroom. This finding is consistent with the view of Richards (1983) and Benson (1989) that training in listening comprehension has positive effects on the learners thereby confirming the present results.

### **7.2.6.3 Speech Production Test**

The third null hypothesis supposed that there would be no significant differences between the students' scores in the pre-tests and the post-tests of the control and experimental groups on the Speech Production Test for three different pictures. In order to examine this hypothesis, the two scores were compared for statistical significance using T-test. The following Table shows a comparison of the differences in scores of the pre-tests and post-tests of both groups in the means, standard deviations, minimum and maximum on the First Picture Test.

#### **First Picture Tests: Pre and Post-tests**

- |    |      |   |
|----|------|---|
| 1. | NOST | = Number of sentences                                 |
| 2. | NOWD | = Number of words                                     |
| 3. | NOER | = Number of errors                                    |
| 4. | KERP | = Kind of errors in pronunciation                     |
| 5. | KERW | = Kind of errors in words                             |
| 6. | KERS | = Kind of errors in sentences                         |
| 7. | Time | = Time spent in the pre and post-test for both groups |

**Table 7-18**

**A Comparison of Score Differences in Means, Standard Deviations, Minimum and Maximum Scores in the Pre-tests and Post-tests of the EXG and COG and Alpha If Item Deleted. Total number of Cases = 240**

Variable	Test	Mean	Standard Deviation	Minimum Scores	Maximum Scores	Alpha
<b>Control Group</b>						
1	Pre-test	2.40	0.97	1	5	0.85
NOST	Post-test	2.43	1.01	1	5	0.85
2	Pre-test	7.66	3.37	2	18	0.84
NOWS	Post-test	7.74	3.47	2	18	0.84
3	Pre-test	5.08	2.60	1	12	0.84
NOER	Post-test	5.13	2.62	1	12	0.84
4	Pre-test	2.13	1.06	1	5	0.85
KERP	Post-test	2.10	1.09	0	5	0.85
5	Pre-test	1.73	1.03	0	5	0.85
KERW	Post-test	1.76	1.00	0	5	0.85
6	Pre-test	1.39	0.89	0	5	0.85
KERS	Post-test	1.48	1.03	0	6	0.85
7	Pre-test	1.78	0.74	0.5	4	0.85
TIME	Post-test	1.79	0.77	0.5	4	0.85
<b>Experimental Group</b>						
1	Pre-test	1.88	0.85	1	4	0.85
NOST	Post-test	3.98	1.93	2	8	0.85
2	Pre-test	6.58	2.27	3	12	0.85
NOWS	Post-test	18.71	9.14	7	50	0.85
3	Pre-test	4.52	1.85	1	9	0.85
NOER	Post-test	2.11	1.33	1	9	0.85
4	Pre-test	1.98	0.88	1	4	0.85
KERP	Post-test	1.17	0.52	1	4	0.85
5	Pre-test	1.57	0.68	0	4	0.85
KERW	Post-test	0.74	0.69	0	4	0.85
6	Pre-test	0.99	0.64	0	3	0.85
KERS	Post-test	0.19	0.40	0	1	0.85
7	Pre-test	1.58	0.61	0.50	3.50	0.85
TIME	Post-test	0.93	0.50	0.50	3.50	0.85

Alpha if item deleted = 0.85

As shown in Table 7-18, seven variables were used as pre-tests for the COG and EXG before the training programme, namely the number of sentences (NOST) and number of words (NOWD) produced by each candidate for the first picture, the number of errors, the kind of errors (pronunciation errors, word errors and sentence errors), and the time spent on each picture. No significant difference was found in the mean scores and standard deviation scores in the pre-test of both groups on the seven variables. The seven variables were examined again in a post-test administered to both groups after the listening training programme. It was found that the learners in the EXG produced more sentences and more words than those in the COG (with mean difference on the NOST = 1.55 and standard deviation difference = 0.92) For NOWD, high differences were found between the mean scores and standard deviation scores of the EXG and COG. (Mean difference = 10.97 and standard deviation difference = 5.67) in favour of the EXG. For variables 3, 4, 5, 6 and 7, the EXG showed a much greater decrease in the number of errors of pronunciation, words, sentences and the general total of errors on the post-test compared to the COG showing high differences in the mean scores and standard deviation scores (mean difference = -0.03 for NOER and standard deviation difference = -1.29) in favour of the EXG with fewer errors in their general production of sentences. For errors in pronunciation (KERP), the mean score difference for both groups in the post-test was -0.97 and the standard deviation difference was -0.57. Errors in words were also decreased for the EXG compared with the COG (KERW) (with mean difference = -1.02 and standard deviation difference = -0.31). For the last two variables (NERS and Time) the EXG made fewer

errors in sentences and spent less time in the production of sentences. (Mean difference for KERS = -1.29 and standard deviation difference = -0.63). Mean differences for Time = -0.86 and standard deviation difference = -0.27 in favour of the EXG. It can be concluded from the previous results that there were considerable differences between the EXG and COG in the production of sentences and words and fewer errors in the EXG's pronunciation, words and sentences than those of the COG. These differences are considered to be a strong indication of the effectiveness of the listening training programme in increasing learners' familiarity with the correct pronunciation of English, reflected in the post-test scores of EXG.

In order to confirm these differences between the two groups, a T-test for independent and paired samples was used to study the differences in the scores of the pre-tests and post-tests of the EXG and COG. Table 7-19 shows the results of this test and the differences in means, standard deviations and probabilities for all seven variables on the Speech Production Test.

COGPO	= Control Group Post-test
EXGPO	= Experimental Group Post-test
EXGPR	= Experimental Group Pre-test
P	= Probability
X	= Mean
SD	= Standard Deviation



**Table 7-19**

**A Comparison of the Differences in Means and Standard Deviations in the Pre-tests and Post-tests of the EXG and COG with the Probabilities for the Seven Variables (NOST, NOWD, NOER, KERP, KERW, KERS and Time) of the Speech Production Test, as well as differences in pre-test of EXG and COG and Post-test of Both of them. (N=240)  
First Picture**

T-Test for Independent Samples					T-Test for Paired Samples				
Group	Test	X	SD	P	Group	X	SD	T-Value	P
COGPO	1	2.43	1.01	*0.000	EXGPO	3.98	1.93	17.45	*0.000
EXGPO	NOST	3.98	1.93		EXGPR	1.88	0.85		
COGPO	2	7.74	3.47	0.000	EXGPO	18.71	9.14	17.20	0.000
EXGPO	NOWD	18.71	9.14		EXGPR	6.58	2.27		
COGPO	3	5.13	2.62	0.000	EXGPO	2.11	1.33	-16.53	0.000
EXGPO	NOER	2.11	1.33		EXGPR	4.53	1.85		
COGPO	4	2.10	1.09	0.000	EXGPO	1.17	0.52	-11.04	0.000
EXGPO	KERP	1.17	0.52		EXGPR	1.98	0.88		
COGPO	5	1.78	1.00	0.000	EXGPO	0.74	0.69	-11.36	0.000
EXGPO	KERW	0.74	0.69		EXGPR	1.57	0.78		
COGPO	6	1.48	1.03	0.000	EXGPO	0.19	0.40	-13.63	0.000
EXGPO	KERS	0.19	0.40		EXGPR	0.99	0.64		
COGPO	7	1.79	0.77	0.000	EXGPO	0.93	0.50	-19.94	0.000
EXGPO	Time	0.93	0.50		EXGPR	1.58	0.61		

\* P<0.001

It can be concluded from Table 7-19 that the difference in means and standard deviations in the T-test for independent samples is highly significant. The probability of errors is less than 1% ( $p=0.000$ ,  $p<0.001$ ). The mean difference for example of the “NOST” test between the EXG and COG in the pre-test and post-test was 1.55 with standard deviation difference of 0.092. This means that students in the EXG produced more sentences in the post-test than those in the COG. In addition, they succeeded in decreasing the time spent to produce these sentences with a bigger difference in means

and standard deviation than were obtained by COG in the post-test. (Mean difference in “Time” = 0.86 and standard deviation difference = 0.27).

Table 7-19 also shows the results of further analysis using T-test for paired samples for more confirmation of the high differences between the results of the pre-test and post-test of both groups on the seven variables. Differences in means and standard deviations between the EXG and COG in the post-test were 2.1 and 1.08 in favour of the EXG in the NOST and 12.13 as a mean difference on the production of words with standard deviation difference = 6.87 for the NOWD as a positive significant difference with significant t-value. For variables 3,4,5,6 and 7 (NOER, KERP, KERW, KERS and Time) the results indicate that on the post-test students in the EXG showed great improvement in reducing their number of errors in pronunciation, words, sentences in a shorter period of time compared with the pre-test with mean difference for variables 3,4,5,6 and 7 in the pre-test and post-test of the EXG = 2.42, 0.81, 0.83, 0.8 and 0.63 and standard deviation differences = 0.53, 0.36, 0.9, 0.24 and 0.11) T-value was positive and significant for variables “NOST and NOWD” as a result of students’ abilities to produce more sentences and words on the post-test than the pre-test, while it was negative and significant for the variables NOER, KERP, KERW, KERS and Time, reflecting their considerable reduction of errors in words and sentence pronunciation ( $p < 0.001$ ). This indicates that students who were trained by the listening programme had better knowledge of English and made fewer errors. Their hearing of English native speakers enabled them to become familiar with the sentence sequence and structure. This finding is also consistent with

Brown's (1986, pp.61-67) hypothesis that teaching students in listening comprehension reduces their errors in pronunciation, sentences and words. Thus, the third null hypothesis in the case of the Speech Production Test, first picture, is rejected and we can say that the training programme helped the students in the EXG to produce more correct sentences with correct grammatical structure and fewer errors in their pronunciation than those in the COG. (See Appendix 13.19 and 13.20 for pre and post-test diagrams of the first picture).

For the Second Picture Test, the following Table shows a comparison of the differences in scores of the pre-tests and post -tests of the EXG and COG in the means, standard deviations, minimum and maximum scores.

1.	NOST	= Number of sentences
2.	NOWD	= Number of words
3.	NOER	= Number of errors
4.	KERP	= Kind of errors in pronunciation
5.	KERW	= Kind of errors in words
6.	KERS	= Kind of errors in sentences
7.	Time	= Time spent in the pre and post-test for both groups.
	N	= 240

**Table 7-20**

**A Comparison of the score Differences in Means, Standard Deviations Minimum and Maximum in the Pre-Post-test of the EXG and COG.**

Variable	Test	Mean	Standard Deviation	Minimum Scores	Maximum Scores	Alpha
<b>Control Group</b>						
1	Pre-test	2.14	1.03	1	5	0.84
NOST	Post-test	2.17	1.02	1	5	0.84
2	Pre-test	6.56	3.29	2	16	0.84
NOWD	Post-test	6.60	3.33	2	17	0.84
3	Pre-test	4.44	2.45	1	12	0.84
NOER	Post-test	4.45	2.49	1	13	0.84
4	Pre-test	1.94	1.16	1	7	0.84
KERP	Post-test	1.93	1.14	1	6	0.84
5	Pre-test	1.58	0.97	0	6	0.84
KERW	Post-test	1.59	0.94	0	5	0.84
6	Pre-test	1.09	0.89	0	5	0.85
KERS	Post-test	1.06	0.74	0	5	0.85
7	Pre-test	1.53	0.70	0.5	3.50	0.85
TIME	Post-test	1.50	0.69	0.5	5	0.85
<b>Experimental Group</b>						
1	Pre-test	2.59	1.15	1	5	0.85
NOST	Post-test	5.42	1.89	2	12	0.85
2	Pre-test	9.30	3.92	3	22	0.85
NOWD	Post-test	24.83	8.81	3	50	0.85
3	Pre-test	6.10	2.84	2	14	0.85
NOER	Post-test	2.57	1.41	1	7	0.85
4	Pre-test	2.45	1.24	1	7	0.85
KERP	Post-test	1.24	0.52	1	4	0.85
5	Pre-test	2.20	1.11	1	5	0.85
KERW	Post-test	0.83	0.69	0	3	0.85
6	Pre-test	1.58	0.83	0	4	0.85
KERS	Post-test	0.55	0.55	0	2	0.85
7	Pre-test	1.78	0.60	1	3	0.85
TIME	Post-test	1.01	0.39	0.50	2	0.85

Alpha If Item Deleted = 0.85

The results of Table 7-20 indicate that the mean scores for the seven variables in the pre-test and post-test for the EXG and the COG were in the predicted direction

and the difference in the overall mean scores was in favour of the EXG. That is, EXG learners out-performed the control group. They achieved higher mean scores than the COG did and their results almost doubled. In order to confirm this, the scores of the EXG in the post-test of the first and second variable (NOST and NOWD) were higher than those in the COG in means and standard deviation (mean difference = 3.25 and 18.22, the standard deviation differences = 0.87 and 5.48). Another comparison for variables 3.4.5.6 and 7 (NOER, KERP, KERW, KERS and Time) between the EXG and COG in the post-test shows decrease in the mean and standard deviation scores of the EXG compared to the COG. This is due to the effectiveness of the training programme in reducing the EXG's errors in pronunciation and grammatical structure for example, for the fourth variable (KERP) in the EXG the mean score in the post-test was 1.24 and standard deviation score was 0.52 whereas, the mean score in the post-test of the COG on the fourth variable (KERP) was 1.93 and standard deviation score was 1.14, considerable higher than that of the EXG. These scores for the COG do not mean that learners in the COG gained more than those in the EXG but that their errors remained nearly the same as their scores in the pre-test (COG mean score in the pre-test = 1.94 on KERP and mean score in the post-test was 2.45 and in the post-test was 1.24 with mean difference = 1.21 less than the pre-test. This result shows that the scores of the COG in all seven variable remained nearly the same in their production of words and sentences and nearly the same in their errors in pronunciation and grammatical structure. In contrast, the EXG greatly improved in their production of words and sentences (for example their mean score in the pre-test of the first variable

(NOST) was 2.59 and in the post-test was 5.42 with mean difference of 2.8) and they reduced their errors after the training programme. Their mean score on the fifth variable (KERW) errors in words in the pre-test was 2.20 and in the post-test 0.82 with a mean difference of 1.38 (see the previous table for more details).

Further analysis was carried out using T-test for independent and paired samples to study the differences between the pre-tests and post-tests of the EXG and the COG.

The following Table 7-21 shows a comparison between the COG and EXG in the post-test on the seven variables of the Speech Production Test.

1. NOST = Number of sentences
  2. NOWD = Number of words
  3. NOER = Number of errors
  4. KERP = Kind of errors in pronunciation
  5. KERW = Kind of errors in words
  6. KERS = Kind of errors in sentences
  7. Time = Time spent for words and sentences production.
- COGPO = Control Group Post-test  
 EXGPO = Experimental Group Post-test  
 EXGPR = Experimental Group Pre-test  
 SD = Standard Deviation  
 P = Deviation Probability  
 X = Means

\* The Table also includes results of the T-test for paired samples of the pre-tests and post-test of the EXG and pre-tests and post-test of the COG on the same seven variables.

**Table 7-21**  
**T-Test For Independent Samples**  
**A Comparison Between the Scores of the COG and the EXG in Means, Standard Deviations and the Probability in the Post-test**

T-Test For Independent Samples EXG and COG Post-Tests				T-Test For Paired Samples EXG Pre-Tests and Post-Tests				T-Test For Paired Samples COG Pre-Tests and Post-Tests							
G	Test	X	SD	P	G	X	SD	T-Value	P	G	X	SD	T-Value	P	
	1	2.17	1.02	0.000	EXGPR	2.59	1.15	*	0.000	COGPR	2.14	1.03	1.35	*	
	NOST	5.42	1.89		EXGPO	5.42	1.89	24.67		COGPO	2.17	1.01		0.18	
COGPO	2	6.60	3.33	0.000	EXGPR	9.30	3.92	*	0.000	COGPR	6.55	3.29	1.91	*	
EXGPO	NOWD	24.83	8.81		EXGPO	24.83	8.81	23.03		COGPO	6.60	3.33		0.06	
COGPO	3	4.45	2.49	0.000	EXGPR	6.10	2.84	**	0.000	COGPR	4.44	2.45	0.33	*	
EXGPO	NOER	2.57	1.41		EXGPO	2.57	1.41	-17.81		COGPO	4.45	2.49		0.74	
COGPO	4	1.93	1.14	0.000	EXGPR	2.45	1.24	**	0.000	COGPR	1.94	1.16	-0.26	*	
EXGPO	KERP	1.24	0.52		EXGPO	1.24	0.52	-12.21		COGPO	1.93	1.14		0.80	
COGPO	5	1.59	0.94	0.001	EXGPR	2.20	1.11	**	0.000	COGPR	1.58	0.97	0.33	*	
EXGPO	KERW	0.83	0.69		EXGPO	0.83	0.69	-15.95		COGPO	1.59	0.94		0.74	
COGPO	6	1.06	0.74	0.006	EXGPR	1.58	0.83	**	0.000	COGPR	1.09	0.89	-0.94	*	
EXGPO	KERS	0.55	0.55		EXGPO	0.55	0.55	-14.99		COGPO	1.06	0.74		0.35	
COGPO	7	1.50	0.69	0.000	EXGPR	1.78	0.60	**	0.000	COGPR	1.53	0.70	0.97	*	
EXGPO	Time	1.01	0.39		EXGPO	1.01	0.39	-21.49		COGPO	1.50	0.69		0.34	
p<0.001 High Significance at 0.001				p<0.001 High Significant Differences.				*p<0.5 Nearly No Differences				T. Value = Negative Significance			
				* T-value positive, more sentences											
				** T-value negative means less errors											

Table 7-21 shows the analysis of the T-test for independent samples on the post-test results of the seven variables of the Speech Production Test for the EXG and COG. It includes the means and standard deviations of the scores obtained by the learners and their probability. A comparison between the mean scores and standard deviation scores of the EXG and the COG indicates that the differences were very high and statistically significant at  $p < 0.001$ . Students in the EXG showed great improvement in their production of words and sentences with fewer errors in pronunciation and grammatical structure, whereas students in the COG reflected no improvement and their results remained relatively constant.

Further analysis was carried out using T-test for paired samples in order to make sure of the differences between the pre-test and post-test of the EXG and the differences between the pre-test and post-test of the COG in means and standard deviations as well as the T-value and P-value for both tests in each group.

It can be seen from the previous Table 21 that the differences in the means and standard deviations of the EXG in the pre-tests and post-tests of all seven variables were very high. (Mean difference for NOST = 2.83 and standard deviation difference = 0.74 and for NOWD, mean difference = 15.53 and standard deviation difference = 4.89). On the other hand, the differences in the means and standard deviations of the COG in the pre-tests and post-tests were very small (mean difference for NOST = 0.03 and standard deviation difference = 0.02 while for NOWD, mean difference = 0.05 and standard deviation difference = 0.04). The T-test indicates that the T-value of the pre-



tests and post-tests of the EXG was statistically significant,  $p < 0.001$  when compared to determine the effect of the training in listening comprehension and the T-value of the pre-tests and post-tests of the COG was not statistically significant,  $p < 0.05$  when compared to determine no training in listening comprehension. In this respect, the null hypothesis is rejected and the training programme can be said to have been effective and to have helped the students in the EXG to reduce their errors in pronunciation and encourage them to express themselves freely and fluently in spoken English. (See appendix 13.21, 13.22 for more details)

For the Third Picture Test, the following Table 7-22 shows a comparison of the differences in scores of the pre-tests and post-tests of the EXG and COG in the means, standard deviations, minimum and maximum scores.

NOST	=	Number of sentences
NOWD	=	Number of words
NOER	=	Number of errors
KERP	=	Kind of errors in pronunciation
KERW	=	Kind of errors in words
KERS	=	Kind of errors in sentences
Time	=	Time spent in the pre-tests and post-tests for both groups.
COGPO	=	Control Group Post-test
EXGPO	=	Experimental Group Post-test
EXGPR	=	Experimental Group Pre-test
SD	=	Standard Deviation
P	=	Deviation Probability
X	=	Means
N	=	240
$\alpha$	=	Alpha If Item Deleted
Alpha If Item Deleted = 0.82		

**Table 7-22**  
**A Comparison of the Scores Differences in Means, Standard Deviations, Minimum and Maximum Scores in the Pre-Tests and Post-Tests of the EXG and COG.**

Variable	Test	Mean	Standard Deviation	Minimum Scores	Maximum Scores	Alpha
<b>Control Group</b>						
1	Pre-test	2.24	1.08	1	5	0.82
NOST	Post-test	2.26	1.11	1	5	0.82
2	Pre-test	6.92	3.73	2	18	0.80
NOWD	Post-test	6.96	3.80	2	18	0.80
3	Pre-test	4.67	2.79	1	13	0.81
NOER	Post-test	4.69	2.77	1	13	0.81
4	Pre-test	2.00	1.06	1	6	0.82
KERP	Post-test	2.03	1.02	1	5	0.82
5	Pre-test	1.54	1.08	0	5	0.82
KERW	Post-test	1.53	1.08	0	5	0.82
6	Pre-test	1.22	0.96	0	4	0.82
KERS	Post-test	1.18	0.89	0	3	0.82
7	Pre-test	1.63	0.81	0.5	3.5	0.82
TIME	Post-test	1.62	0.80	0.5	3.5	0.82
<b>Experimental Group</b>						
1	Pre-test	2.31	1.01	1	5	0.81
NOST	Post-test	5.25	2.19	2	12	0.81
2	Pre-test	6.89	3.74	2	16	0.81
NOWD	Post-test	25.39	11.29	8	61	0.81
3	Pre-test	4.73	2.28	1	12	0.81
NOER	Post-test	1.99	1.23	1	8	0.81
4	Pre-test	1.95	1.00	1	6	0.81
KERP	Post-test	1.14	0.44	1	4	0.81
5	Pre-test	1.69	0.94	0	5	0.81
KERW	Post-test	0.58	0.60	0	3	0.81
6	Pre-test	0.81	0.76	0	3	0.82
KERS	Post-test	0.27	0.44	0	1	0.82
7	Pre-test	1.70	0.56	1	3	0.82
TIME	Post-test	0.95	0.42	0.5	2.5	0.82

Alpha = Alpha If Item Deleted

The previous Table (7-22) shows the differences in mean and standard deviation scores between the pre-tests and post-tests of the EXG and COG. EXG learners showed high difference between their scores in the pre-test and post-test on all the seven variables, whereas the COG learners, relatively, showed no differences in the overall results of the pre-test and post test of the seven variables. For example, EXG mean score on the NOWD test (the number of words produced) before the training was 6.89 and standard deviation score was 3.74 in the pre-test and after the training was 25.39 for the mean score and 11.29 for the standard deviation score in the post-test with mean difference of 18.5 and standard deviation difference of 7.55. This high and noticeable difference is considered to be an important sign of the EXG learners' ability to achieve and participate effectively in the selective listening tasks. On the other hand, students in the COG obtained a mean score of 6.92 on the NOWD test in the pre-test and a standard deviation of 3.73 , while in the post-test, they obtained a mean score of 6.96 with standard deviation 3.80 with mean difference of 0.04 and standard deviation difference of 0.07. This very small difference indicates that COG learners could not produce more words in the post-test (minimum score = 2 and maximum score = 18 in the pre-test and minimum score = 2 and maximum score = 18 in the post-test) whereas, with the EXG learners there was a great difference between their MIS and MAS in the two tests (MIS = 2 and MAS = 16 in the pre-test and MIS = 8 words and MAS = 61 words in the post-test) (see Table 7-22 also Appendix 13.23, 13.24 for more details of this comparison between the two groups).

Further analysis was carried out using T-test for independent and paired samples to study the differences between the pre-tests and post-tests of the EXG and COG. The following Table (7-23) shows a comparison between the two groups for the Third Picture.

NOST	=	Number of sentences
NOWD	=	Number of words
NOER	=	Number of errors
KERP	=	Kind of errors in pronunciation
KERW	=	Kind of errors in words
KERS	=	Kind of errors in sentences
Time	=	Time spent in the pre-tests and post-tests fo both groups.
COGPO =		Control Group Post-test
EXGPO =		Experimental Group Post-test
EXGPR =		Experimental Group Pre-test
SD	=	Standard Deviation
P	=	Probability
X	=	Means
N	=	240

**Table 7-23**  
**T-Test for Independent and Paired Samples**  
**A Comparison of the Pre-Tests and Post-Tests of both the EXG and COG on the Seven Variables**

T-Test For Independent Samples EXG and COG Post-Tests				T-Test For Paired Samples EXG Pre-Tests and Post-Tests				T-Test For Paired Samples COG Pre-Tests and Post-Tests							
G	Test	X	SD	P	G	X	SD	T-Value	P	G	X	SD	T-Value	P	
COGPO	1	2.24	1.09	0.000	EXGPR	2.31	1.01	*	0.000	COGPR	2.24	1.08	0.82	*	
EXGPO	NOST	5.25	2.19		EXGPO	5.25	2.19	19.63		COGPO	2.26	1.11		0.42	
COGPO	2	6.96	3.80	0.000	EXGPR	6.89	3.74	*	0.000	COGPR	6.92	3.73	0.93	*	
EXGPO	NOWD	25.39	11.29		EXGPO	25.39	11.29	17.64		COGPO	6.96	3.80		0.36	
COGPO	3	4.69	2.77	0.000	EXGPR	4.73	2.28	**	0.000	COGPR	4.67	2.79	0.83	*	
EXGPO	NOER	1.99	1.23		EXGPO	1.99	1.23	-17.49		COGPO	4.69	2.77		0.41	
COGPO	4	2.03	1.02	0.000	EXGPR	1.95	1.00	**	0.000	COGPR	2.00	1.06	0.94	*	
EXGPO	KERP	1.14	0.44		EXGPO	1.14	0.44	-9.63		COGPO	2.03	1.02		0.35	
COGPO	5	1.53	1.08	0.000	EXGPR	1.69	0.94	**	0.000	COGPR	1.54	1.08	-0.58	*	
EXGPO	KERW	0.58	0.60		EXGPO	0.58	0.60	-14.85		COGPO	1.53	1.08		0.57	
COGPO	6	1.18	0.89	0.000	EXGPR	0.81	0.76	**	0.000	COGPR	1.22	0.96	-0.78	*	
EXGPO	KERS	0.27	0.44		EXGPO	0.27	0.44	-8.99		COGPO	1.18	0.89		0.44	
COGPO	7	1.62	0.80	0.000	EXGPR	1.70	0.56	**	0.000	COGPR	1.63	0.81	-0.71	*	
EXGPO	Time	0.95	0.42		EXGPO	0.95	0.42	-23.54		COGPO	1.62	0.80		0.48	
p<0.001 High Significance at 0.001				p<0.001 High Significance at 0.001				*p<0.5 Nearly No Differences				T. Value = Negative Significance			
				* T-value positive, more sentences											
				** T-value negative means less errors											

The previous Table 7-23 shows the results of statistical analysis of the T-test for independent samples for the mean and standard deviation scores in the post-tests of both the EXG and the COG on the seven variables. A comparison between the two post-tests in both groups indicates that for the first and second variables (NOST and NOWD) students in the EXG achieved much higher scores than students in the COG on both tests after the training. (Mean difference on the NOST = 3.01 with standard deviation difference = 1.1 and on the NOWD, mean difference = 18.43 and standard deviation difference = 7.49). For the remaining five variables (NOER, KERP, KERW, KERS and Time) EXG students showed a considerable decrease in their errors of pronunciation and grammatical structure and spent less time in their production of words and sentences, whereas for the COG students there was very little difference in errors and their results of scores remained relatively stable with no improvement in pronunciation and grammatical structure. Their errors were nearly the same in the pre-tests and post-tests. (See Chapter Six "Students Common Errors in Speech" for more details). In order to present an example of students' errors for both groups in the post-test of the KERW test, a comparison between their mean score differences and standard deviation score differences can be used to indicate the effect of training and no training in listening comprehension. It was found that the differences in means and standard deviations were statistically significant  $p < 0.001$  (mean difference = 0.95 and standard deviation difference = 0.48).

Further analysis was carried out for more confirmation of the previous results.

T-test for paired samples was used to make sure of the differences between the pre-tests and post-test of the EXG and the differences between the pre-tests and post-tests of the COG on the seven variables in mean and standard deviation scores with the T-Value and P-Value. As shown in the previous Table (7-23). The T-Value was very significant for all the seven variables for the pre and post-tests with positively significant probability at 0.001 ( $p < 0.001$ ), whereas the T-value in the COG for the pre and post-tests was negative and not significant and failed to reach significance in a two-tailed test with a probability of  $p < 0.05$ , more than 5 percent. In order to give an example of these differences between the pre-tests and post-test of each group, mean and standard deviation scores of the EXG were compared in the two tests for the KERS variable. Results of the comparison showed mean difference of 0.54 and standard deviation difference of 0.32, and for the COG, the mean difference was 0.04 for the KERS variable with a standard deviation difference of 0.07.

In this respect, the third null hypothesis is rejected and the EXG's success in all three picture tests for all seven variables was due to the effectiveness of the listening training programme. Students in the EXG had developed strategies for the assignment of meaning to unfamiliar words or expressions to context as well as the recognition of words from running speech. It is clear from the foregoing tables relating to the first, second and third pictures, that the differences in the mean and the standard deviation scores of the EXG in the pre and post-test as well as their scores in the pre and post-tests when compared with students' scores in the COG, were statistically significant at 0.001 and were not statistically significant for the COG ( $p < 0.05$ ).

These results are consistent with the findings of Long (1983) and Malley (1987) that training in listening comprehension or in the development of learning strategies has positive effects on the learners and helps in the acquisition of a second or foreign language.

#### **7.2.6.4 Reading Pronunciation Test**

This is the fourth and last test of Listening Comprehension and part five of “Cambridge First Certificate Examination Practice 1 (1993 pp. 98-117). The fourth hypothesis supposed that there would be no significant relationship between students’ improvement in pronunciation in reading and their scores in the listening comprehension test after the training programme.

In order to examine this hypotheses, a T-test for independent samples was carried out to study the differences between the EXG and COG scores in the post-test of the Reading Pronunciation Test before and after the training. The following table (Table 7.24) shows the differences in means and standard deviation and the p-value for the post-test scores of the two groups.

Alpha	=	Alpha If Item Deleted = 0.79
P	=	Probability
EXG	=	Experimental Group
COG	=	Control Group
V	=	Variable
G	=	Group
N	=	Number of Cases = 240:
X	=	Mean
SD	=	Standard Deviation



**Table 7.24**

**A Comparison Between Score Differences of the EXG and COG in the Post-test of the Reading Pronunciation Test in Means and Standard Deviations as Well as the Probability (p-value)**

V	G	X	SD	P	Alpha
1	COG	9.49	1.41	***	0.75
ORPS	EXG	2.18	0.57	0.000	
2	COG	12.68	4.51	***	0.75
ORPW	EXG	4.44	1.60	0.000	
3	COG	4.26	2.63	***	0.77
ORPWI	EXG	1.48	1.04	0.000	
4	COG	4.34	2.69	***	0.77
ORPWM	EXG	1.59	1.21	0.000	
5	COG	4.09	2.67	***	0.78
ORPWF	EXG	1.37	1.12	0.000	
6	COG	5.90	2.36	***	0.78
ORPENS	EXG	1.34	0.48	0.000	
7	COG	1.69	1.15	***	0.78
ORPEN	EXG	0.37	0.50	0.000	
8	COG	1.86	1.42	***	0.78
ORPEV	EXG	0.38	0.57	0.000	
9	COG	1.27	1.06	***	0.78
ORPEIN	EXG	0.32	0.50	0.000	
10	COG	1.32	0.89	***	0.78
ORPEE	EXG	0.37	0.56	0.000	
11	COG	7.23	2.38	***	0.78
ORPENWP	EXG	1.72	0.85	0.000	
12	COG	1.69	1.24	***	0.78
ORPEPC	EXG	0.34	0.53	0.000	
13	COG	2.21	1.80	***	0.78
ORPEPD	EXG	0.36	0.50	0.000	
14	COG	1.32	0.89	***	0.78
ORPEPE	EXG	0.37	0.56	0.000	
15	COG	1.69	1.15	***	0.78
ORPEPIN	EXG	0.37	0.50	0.000	
16	COG	0.95	0.79	**	0.78
ORPEPB	EXG	0.29	0.51	0.05	

\*\*\* P<0.001    \*\* P<0.01

Key:

1. ORPS = Errors in Pronunciation of Sound.
2. ORPW = Errors in Pronunciation of Words.

3. ORPWI = Pronunciation of Words “Initial”.
4. ORPWM = Pronunciation of Words “Middle”.
5. ORPWF = Pronunciation of Words “Final”.
6. ORPENS = Number of Errors in Reading Sentences.
7. ORPEN = Errors In Nouns
8. ORPEV = Errors In Verbs
9. ORPEIN = Errors In Interrogation
10. ORPEE = Errors In Exclamation
11. ORPENWP = Numbers of Errors in Word Punctuation.
12. ORPEPC = Errors In Punctuation “Commas”.
13. ORPEPD = Errors In Punctuation “Dots”.
14. ORPEPE = Errors In Exclamation Marks
15. ORPEPIN = Errors In Interrogative Marks
16. ORPEPB = Errors In Punctuation “Brackets”.

It can be concluded from Table 7.24 that all the sixteen variables were related to students’ errors, sound pronunciation reading words, initial errors, middle errors, final errors, errors in reading sentences, errors in nouns, errors in verbs, errors in interrogation, errors in exclamation, errors in punctuation. All these errors were counted before and after the training and were compared to determine the effect of training and no training in listening comprehension. It was found that for all the above variables EXG means and standard deviations scores were very low compared with those of the COG. These low scores are considered to be a strong indication that EXG learners were more successful in reducing their common errors in pronunciation than those in the COG. This means that the value of the training programme is not confined to training students in one or two skills, but extends to all skills: knowledge

of vocabulary, grammatical structure, phonology, writing (note-taking, completion, filling, dictation etc.) and reading for comprehension and pronunciation. (See chapter five for the training programme). Significant differences between means and standard deviations were found to be at 0.001 for fifteen variables and 0.01 for the sixteenth variable ORPEPB between the EXG and COG in the post-test. For example, the mean difference between the two groups on ORPWI was 2.78 and standard deviation difference was 1.55 lower than the COG. This indicates that the EXG achieved better in their pronunciation, particularly the initial letter of words such as, sh, ch, b, p, c, k, t, d, etc. (See chapter six for Students' Common Errors).

Further analysis was carried out to make sure of these differences between the two groups in the pre-test and post-test using a T-test for independent and paired samples. The following table (Table 7.25) shows the differences in the means and standard deviations as well as t-value and p-value for the pre-test and post-test scores of both groups.

**Table 7.25a**  
**T-Test for Independent Samples COG and EXG**  
**Pre-Tests**

V	G	X	SD	D	P
1 ORPS	COG EXG	9.25 9.58	4.35 4.47	-0.33	0.36
2 ORPW	COG EXG	12.49 13.65	4.51 4.52	-1.16	0.45
3 ORPWI	COG EXG	4.12 4.88	1.62 2.60	-77	0.90
4 ORPWM	COG EXG	2.83 3.73	2.01 2.07	0.10	0.99
5 ORPWF	COG EXG	4.01 4.91	2.59 2.41	-0.90	0.17
6 ORPENS	COG EXG	5.73 6.42	2.30 2.64	-68	0.07
7 ORPEN	COG EXG	1.66 1.87	1.09 1.02	-0.20	0.27
8 ORPEV	COG EXG	1.83 1.78	1.42 1.12	0.05	0.09
9 ORPEIN	COG EXG	1.25 1.50	1.06 1.01	-0.25	0.77
10 ORPEE	COG EXG	1.05 1.29	0.93 0.97	-0.24	0.40
11 ORPENWP	COG EXG	7.06 7.22	2.39 2.38	-0.16	0.87
12 ORPEPC	COG EXG	1.67 1.77	1.22 1.16	-0.10	0.62
13 ORPEPD	COG EXG	2.16 2.17	1.79 1.67	-0.01	0.51
14 ORPEPE	COG EXG	1.28 1.27	0.89 0.91	0.02	0.83
15 ORPEPIN	COG EXG	1.04 1.18	0.86 0.89	-0.13	0.64
16 ORPEPB	COG EXG	0.96 1.08	0.80 0.85	-0.13	0.81

P = Probability

D = Mean Difference

P<0.05 Low Differences

**Table 7.25b**  
**T-Test for Paired samples EXG Pre-tests and Post-tests**

V	G	X	SD	T-V	P
1	Post	2.18	1.19	-12.91	0.000
ORPS	Pre	9.58	4.47		
2	Post	4.44	1.60	-27.93	0.000
ORPW	Pre	13.65	4.52		
3	Post	1.48	1.04	-14.30	0.000
ORPWI	Pre	4.88	2.60		
4	Post	1.59	1.21	-10.14	0.000
ORPWM	Pre	3.73	2.07		
5	Post	1.37	1.12	-15.86	0.000
ORPWF	Pre	4.91	2.41		
6	Post	1.34	0.48	-20.86	0.000
ORPENS	Pre	4.62	1.88		
7	Post	0.37	0.50	-11.48	0.000
ORPEN	Pre	1.45	1.01		
8	Post	0.38	0.57	-10.25	0.000
ORPEV	Pre	1.33	0.92		
9	Post	0.32	0.50	-8.25	0.000
ORPEIN	Pre	0.98	0.75		
10	Post	0.28	0.52	-8.51	0.000
ORPEE	Pre	0.86	0.63		
11	Post	1.72	0.85	-29.18	0.000
ORPENWP	Pre	6.40	2.41		
12	Post	0.34	0.53	-12.86	0.000
ORPEPC	Pre	1.55	1.01		
13	Post	0.36	0.50	-9.28	0.000
ORPEPD	Pre	0.58	1.39		
14	Post	0.37	0.56	-8.45	0.000
ORPEPE	Pre	1.12	0.89		
15	Post	0.35	0.59	-7.03	0.000
ORPEPIN	Pre	1.10	0.97		
16	Post	0.29	0.51	-8.51	0.000
ORPEPB	Pre	0.97	0.84		

T-V = T-Value = Highly Significant P<0.001

**Table 7.25c**  
**T-Test for Paired Samples EXG and COG Post-Tests**

V	G	X	SD	T-V	P
1 ORPS	COG EXG	9.49 2.18	4.45 1.19	17.41	0.000
2 ORPW	COG EXG	12.68 4.44	4.51 1.60	19.47	0.000
3 ORPWI	COG EXG	4.26 1.48	2.63 1.04	10.69	0.000
4 ORPWM	COG EXG	4.34 1.59	2.69 1.21	10.51	0.000
5 ORPWF	COG EXG	4.09 1.37	2.67 1.12	9.77	0.000
6 ORPENS	COG EXG	5.90 1.34	2.36 0.48	20.59	0.000
7 ORPEN	COG EXG	1.69 0.37	1.15 0.50	11.66	0.000
8 ORPEV	COG EXG	1.86 0.38	1.42 0.57	9.85	0.000
9 ORPEIN	COG EXG	1.27 0.32	1.06 0.50	9.10	0.000
10 ORPEE	COG EXG	1.09 0.28	0.96 0.52	7.92	0.000
11 ORPENWP	COG EXG	7.23 1.72	2.38 0.85	24.16	0.000
12 ORPEPC	COG EXG	1.69 0.34	1.24 0.53	12.05	0.000
13 ORPEPD	COG EXG	2.21 0.36	1.79 0.50	10.85	0.000
14 ORPEPE	COG EXG	1.32 0.37	0.89 0.56	10.05	0.000
15 ORPEPIN	COG EXG	1.11 0.35	0.90 0.59	7.55	0.000
16 ORPEPB	COG EXG	0.96 0.29	0.79 0.51	8.39	0.000

T-Value = Highly Significant, P<0.001

The previous Table (7.25) shows the results of the T-test for independent samples in pre-tests for both the EXG and COG and differences in means and standard deviation before the training programme. There were non-significant differences between the two groups in the pre-test scores on all the sixteen variables. For example, students' errors in pronunciation of nouns (ORPEN) and verbs (ORPEV) were found to be relatively similar when compared for mean and standard deviation differences (mean difference of ORPEN = 0.21 and standard deviation difference = 0.07 and for the ORPEV, mean difference = 0.05 and standard deviation difference = 0.3 between the EXG and COG in the pre-tests). Students' errors in the uses of punctuation marks (ORPENWP) during the reading pronunciation test were also found to be nearly the same without significant differences between the two groups (mean difference = -0.16 and standard deviation difference = 0.01  $P = 0.87$ ,  $P < 0.05$ ). It can be concluded from the previous results of the T-test for independent samples that the differences between means and standard deviations were not statistically significant and the probability of errors was more than 5% ( $P = 0.87$   $P < 0.05$ ).

Further analyses were carried out using the T-test for paired samples in order to study differences in means and standard deviations between the pre-tests and post-tests of the EXG and the post-test of the EXG and COG before and after the training as well as the level of the T-value and P-value. The results showed positive significant differences between the means and standard deviation in the pre-tests and post-tests on the sixteen variables. The T-values were very high and positively significant and the probability was very significant at 0.001 ( $P < 0.001$ ). A comparison between the mean

and standard deviation scores in the pre-tests and post-tests of the EXG on the pronunciation of words (initial errors ORPWI, middle errors ORPWM, and final errors ORRWF) indicated that students' scores in the post-tests were high (mean differences = 3.4, 2.14 and 3.45 and standard deviation differences = 1.56, 0.86 and 1.29 for the three variables with high and positive T-values, -14.30, -10.14 and -15.86 and P-values 0.000, 0.000 and 0.000 at 0.001 level ( $P < 0.001$ )).

More confirmation of these high and positive differences was found in comparison of the results of the pre-tests and post-tests of the EXG and COG to determine the effect of training and no training in the listening comprehension. A T-test for the paired samples was carried out to study these differences (see Table 7.25c). It was found that the differences were statistically significant at the 0.001 level in all the sixteen variables with high T-values and positively significant P-values (0.000 at 0.001 level  $P < 0.001$ ).

It can be concluded that the mean scores for all the sixteen variables in the post-tests fell in the predicted direction and the differences in the overall mean and standard deviation scores were statistically significant. That is to say that the EXG learners achieved significantly higher mean scores than the COG learners did and their results in the T-test were found to have made almost twice as much improvement in their errors of pronunciation and the uses of punctuation in reading. Their improvement in pronunciation is considered to be an indication of the positive effect of the training programme on the students' ability to pronounce words correctly and to



use punctuation marks appropriately. This is consistent with Lundsteen's (1979) argument that training in listening has a great impact on the learners' ability to read correctly and to identify and recognise word sounds precisely. Thus, the null hypothesis is rejected. The superiority of the EXG scores compared with the COG indicated their great success in pronouncing words correctly and their greater improvement in the overall scores of the Reading Pronunciation Test compared with the COG. This improvement emphasises the effectiveness of the listening training programme for correct reading in the teaching and learning of English as a second or foreign language. (See Diagrams of Reading Test Appendix 13.17 and 13.18 for more details).

#### **7.2.7 Methods of Data Analysis**

The major statistical analyses were conducted using SPSS (Statistical Package for Social Science). The analysis techniques used to yield the necessary statistical information were as follows:

1. Cronbach ALPHA reliability was 0.90 for the achievement test, 0.89 for the listening comprehension test, 0.85, 0.85 and 0.83 for the speech production test in all three pictures and 0.78 for the reading pronunciation test.
2. Alpha if item deleted ranged from 0.88 to 0.90 for the achievement test, 0.87 to 0.89 for the listening comprehension test, 0.84 to 0.85 for the speech production test first picture, 0.83 to 0.85 for the second picture, 0.80 to 0.83 for the third picture, and 0.75 to 0.78 for the reading pronunciation test.

3. The frequencies and percentages of responses were computed to indicate the frequency of responses.
4. Descriptive statistics were collected to determine the consistency of the data.
5. Correlation coefficients, using Pearson Product-Moment Correlation, were determined in the experimental phase to obtain the correlation between two independent variables (Students' Attitudes and Motivation) and the dependent variable (Achievement Test) in the pre-test of both the experimental and control group. These correlation were specifically used to gauge the dependent variable and were used with all variables in the ethnographic phase.
6. Students' T-test (t-test for independent and paired samples) between the pre-tests and post-tests of the EXG and COG before and after the training, was computed for the scores of the achievement test, listening comprehension test, speech production test and reading pronunciation test in order to investigate the effect of the training programme on the students' achievement and improvement in listening comprehension. The T-test was also intended to study the differences between the scores of the two groups in means, standard deviations, T-values and P-values.
7. The level of significance for the statistical tests in the study was set at the 0.001 level with highly positive T-values.

#### **7.2.8 Discussion and Conclusions**

According to the findings presented in the experimental phase, the pre-tests and post-tests of both the EXG and COG as well as the analysis of the T-test for the

independent and paired samples on the post-test results it appears that EXG learners who received training in predictive strategies and selective listening performed better and displayed greater improvement than those who received no training. This improvement indicates that students in the EXG succeeded in developing flexible strategies for extracting meaning from the listening materials and reflects their abilities and interests as active participants in learning English language. At the first stage of the programme, students were trained to listen for a purpose and advised on what to select from the materials and exercises presented to them in each session. In order to increase students' motivation to participate effectively and competitively, they were encouraged to work in small groups, check their tasks and compare their results with those of their colleagues. This encouragement of task performance might have helped them to achieve high attainment in comprehension and to perform better in the post-tests.

During the training sessions in all three stages, the researcher concentrated on pronunciation and fluency, besides the assigned listening exercises and drills, as these areas were considered to be major problems for the students as EFL learners. At this level of learning, they were expected to use English to participate effectively in oral and written tasks. According to the results of their listening comprehension tests as well as speech and reading pronunciation tests in the pre-tests, all students in both groups made numerous errors in pronunciation, lack of control of voice including pitch, lack of body and speech harmony and inappropriate use of non-verbal elements such as gesture, eye contact, intonation and expression. This insufficient knowledge of

non-verbal speech can cause communication breakdown and create barriers between students and their peers and teachers and may lead to lack of self confidence and feelings of frustration and isolation. However, students in the training stages succeeded gradually in building-up their self-confidence and were encouraged to participate in groups and individually in speech and reading exercises, using non-verbal speech as part and parcel of their task. Students also observed the researcher using these non-verbal elements, to demonstrate their appropriate uses and when, how and why they were used during speech.

Repetition drills were also found to be useful and helpful for habit formation and reinforcement, which was reflected in the significant difference between the EXG and COG in favour of EXG learners, particularly in the items of sound discrimination and intonation.

In this respect, the repetition drills seem to be important as the first step to the teaching of listening comprehension to ESL/EFL students.

Regarding the hypotheses of this study, four hypotheses were put forward in the experimental phase: that there would be no significant differences between students' scores in achievement test, listening comprehension test, speech production test and reading pronunciation test on the pre and post-tests and their improvement and fluency in listening comprehension after the training programme. All four null hypotheses were rejected. EXG students displayed greater improvement on the different parts of the listening comprehension tests and scored higher marks than COG

students. Thus, the listening comprehension training programme was found to be important and useful since it had a positive influence on the performance of listening tasks.

The next chapter will concentrate on the ethnographic phase as the second part of the main study, with evaluation of students' and teachers' questionnaires, interviews, results and data analysis.

## **Chapter Eight**

**Chapter Eight**  
**Main Study Part Two: The Ethnographic Phase**  
**Evaluation of Students' and Teachers' Questionnaires**  
**and Interviews, Results and Data Analysis**

**8.1 Introduction**

Regarding the results of the four tests presented in the experimental phase, namely, the achievement test (knowledge of vocabulary and grammatical structure), the listening comprehension test (knowledge of listening tasks and phonology), the speech production test (knowledge of discourse and spoken English) and the reading pronunciation test (knowledge of correct pronunciation of words and sentences), it was found that all the subjects in the EXG and COG failed to obtain satisfactory scores in the pre-tests. Students in the EXG succeeded in obtaining higher scores in the post-test after the training programme and displayed greater improvement on the different elements of listening comprehension than the subjects in the COG. This improvement indicates that training in listening comprehension was important since it had a positive influence on the performance of tasks and thus could profitably be introduced in the teaching and learning of English at the Teachers' Colleges in Saudi Arabia.

In this respect, tests results alongside the training programme in the experimental phase show only the size of the learners' problem in acquiring the target language. In other words, they show what problems occurred and where, but do not show why these problems occurred and how they can be solved effectively. For this reason, the ethnographic phase of the research was carried out to obtain qualitative

data supporting the quantitative data obtained in the experimental phase. The ethnographic phase was intended to discover students' needs and interests in learning English before the training as well as to consult the learners who participated in the training about their views on the programme. In addition, teachers of English, supervisors of English, English teaching staff at the British Council in Saudi Arabia, and English teaching staff at the University of Hull in the U.K. were also consulted through questionnaires and interviews to obtain their views, suggestions and recommendations about students' low achievement and unsatisfactory performance in English in general and in spoken language and listening comprehension in particular. The forthcoming sections will deal with the evaluation of students' and teachers' questionnaires, observations, and the interviews.

## **8.2 The Ethnographic Phase**

### **8.2.1 Rationale**

In order to arrive at an understanding of the students' needs, difficulties, interests and attitudes towards learning English language, an ethnographic approach was adopted, following Borg and Gall (1979, pp.346-348) and McMillan and Schumacher (1984, pp.305-334). This involved the researcher spending some time in the field observing the behaviours of the group under study as well as learning the methods and techniques of ethnographic research at the department of psychology and department of curriculum and teaching methodology at Gizan Teachers' College, in order to gain greater understanding about the framing of observations and taking



notes. This approach was undertaken in order to provide qualitative data to complement the experimental phase of the listening comprehension training. Such an approach is now gaining new ground among language teachers and researchers. (Bogdan and Biklen, 1982; Goetz and Le Compte, 1984; Wenden and Robin, 1987 and Davis, 1995, pp.432-436).

In this phase, it was hypothesised that there is no significant relationship between the students' attitudes, motivation, parental encouragement, satisfaction with English courses and their achievement in spoken and listening comprehension. It was also hypothesised that there is no significant relationship between the students' attitudes, motivation, parental encouragement, satisfaction with English courses and their achievement in spoken and listening comprehension. It was also hypothesised that there is no significant relationship between the scores of the EXG participants in the listening comprehension test and the listening training programme. This chapter, presents an analysis, using SPSS, of the responses to three different questionnaires: Students' Attitude/Motivation Questionnaire, Students' Evaluation Questionnaire (students' views of the listening training programme) and Teachers' Questionnaire. In addition, this chapter will present an evaluation of the students' class observations as well as evaluations of the interviews held during the ethnographic phase.

### **8.2.2 Evaluation of the Students' Attitude/Motivation Questionnaire**

The purpose of this questionnaire was to understand and analyse the learners' needs, in order to identify the type of skills they require, and so to formulate teaching objectives. The results of this needs analysis were expected to affect both the nature of the training and the way in which the materials might be designed to foster particular listening strategies (see Appendix 7). This questionnaire was divided into seven sections namely, general information related to the learners' uses of English language, items 1,2,3 and 4; aims of learning English, items 1 - 6; attitudes towards learning English, items 1 - 7; motivation items, items 1 - 4; parental encouragement, items 1 - 8; satisfaction with English courses, items 1 - 12; and socio-economic status, items 1 - 5. All the subjects of the EXG and the COG participated in this questionnaire as a unit before the training.

In order to test the aforementioned hypotheses in this phase, Pearson product-moment coefficient was used to find out the correlation between students' scores on the seven variables and their scores on the achievement test as well as correlation between students' scores on attitudes, motivation and aims of learning English with other variables such as parental encouragement, satisfaction with English courses and socio-economic status (see Appendix 10).

The distribution of the frequency in Appendix 10 shows that out of 240 students in their general information category (GI1), 231 did not speak any foreign language beside English, while eight students spoke a little French when they were

with their families in Jeddah and Riyadh and had the opportunity to speak with some foreigners there. One student had had the opportunity to accompany his father to France. In GI2, 238 students had not met anyone who spoke English beside their teacher of English and only two had the opportunity to speak with Indians. For GI3, 230 students out of 240 had not had the chance to visit an English speaking country while ten had visited some Asian countries with their fathers. The fourth variable (GI4) indicates that 221 students did not have the opportunity to use English outside the classroom while 19 of the students met foreigners at the hospital or at the airport. It can be concluded from the previous four variables that the environment, particularly in the Southwest region of Saudi Arabia, does not help students to get much practice in the target language. The only place that might provide opportunity for English practice was the hospital, where students might meet doctors and other foreigners. Unfortunately, most of the doctors have learnt Arabic as a means of communication with their patients, so even this provided little scope for practising English.

The problem is compounded by the fact that 37 students' fathers could not read or write, while 86 could read and write but had no formal qualifications and 183 students' mothers could not read or write.

For example, the subscale of students' aims of learning English language was found that for the variable Aim, 97 scores were for the value of strongly agree (40.4%), and 9 were for strongly disagree. The scale shows students need to learn English in order to finish college. A total of 222 participants needed English for social

recognition, 216 participants in the third variable needed English to understand English-speaking people, 111 participants needed English for conversation with English-speaking people as well as other foreigners, 229 participants needed English to get a job, and finally 206 participants pointed out that learning English language nowadays is considered a must among educated people world-wide, because of its importance as a means of communication between people, and as a language of business, science, technology and medicine.

In order to obtain positive or negative correlation between the independent variables with the dependent achievement test and listening comprehension tests, Pearson Product-moment correlation coefficients among these variables were computed. The following table (Table 8.1) shows the correlation between the achievement test, the listening comprehension tests, students' knowledge and background of English language, the aims of learning English, attitudes and motivation (Instrumental and Integrative Orientation) towards the target language, satisfaction of English courses taught at the secondary level, parental encouragement, and their socio-economic status.

**Table 8.1**  
**Pearson's Product-Moment Correlation Coefficients**

Variables	Listening Comprehension Test	Achievement Test	Speech Production Test	Reading Pronunciation Test
Knowledge and Background of English	0.11*	0.14 **	0.15	0.16
Aims of Learning English				
1. Instrumental Orientation	0.16*	0.21**	-0.18*	0.19**
2. Integrative Orientation	0.20**	0.40**	0.21**	-0.26***
Attitudes Towards Learning English	-0.10*	0.18**	-0.19**	-0.22**
Motivation Towards Learning English	-0.13**	-0.18**	-0.19**	0.25***
Parental Encouragement	0.11**	0.19	-0.17*	0.25***
Satisfaction with English courses	-0.28**	0.27***	0.16	0.18**
Socio-economic Status	-0.20**	0.21**	0.18**	-0.23**

\* Significant at 0.05      \*\* Significant at 0.01      \*\*\* Significant at 0.001

According to the correlation coefficients presented in the previous Table 8.1, it can be concluded that the students' knowledge and background of English and their achievement in listening, grammatical structure, speech and reading pronunciation tests were not highly correlated. Results in the listening comprehension test and achievement test were associated positively and significantly, with low correlation,  $r = 0.11$  and  $0.14$ . For the speech production test and reading pronunciation test the results revealed no significant relationship between students' knowledge and background in English and their achievement in English,  $0.15$ ,  $0.16$ . All these low correlation, which were in the predicted direction, for the pre-tests of both groups

(EXG and COG) and students' knowledge and background of English language in general and listening comprehension, speech and reading pronunciation in particular may be due to the fact that these skills were rarely practised in classroom teaching.

The second variable dealt with the correlation between the students' aims in learning English and their scores on the previous four tests. The listening comprehension test and the achievement test were positively significant with a very low correlation with students' instrumental and integrative orientation, ( $r = 0.16$  and  $r = 0.20$  for instrumental orientation) and ( $r = 0.20$  and  $r = 0.40$  for integrative orientation). It can be noticed here that the integratively oriented students scored little higher than the instrumentally oriented ones. This reflects the fact that students were used to reading comprehension and grammatical structure where they read and answered, whereas in these tests, they listened, then tried to answer. Students showed a great desire to learn the target language but they did not have enough opportunities to meet, listen and talk to people. This could be noted from their 97% negative responses on the four subscales of students' knowledge and background of EFL (GICOEX 1,2,3 and 4). Tests of speech production and reading pronunciation were found to be negatively and positively significant with low correlation ranging from -0.18 to 0.19 for the instrumentally oriented students and from 0.21 to -0.26 for the integratively oriented ones. Again, the results showed very little increase for the integratively oriented students in both groups. Unfortunately all the participants' scores in the pre-tests were below the satisfactory level of achievement in the listening

and spoken tasks (see results of the pre and post-tests of both groups in the experimental phase for more details). The third subscale was related to the students' attitudes towards learning English language. The results in the previous table revealed negative significance for the listening comprehension test, the speech production test and the reading pronunciation test with a very low correlation ( $r = -0.10$ ,  $r = -0.22$ ). Students' scores on the achievement test associated positively and significantly with their attitudes but were not highly correlated. ( $R = 0.18$ ).

The fourth subscale was related to the students' motivation towards the learning of English. Results indicated a significant relationship between the students' motivation and their achievement in English. There was a very low correlation among their final scores. The listening comprehension test and the achievement test were negatively significant at 0.01 level ( $r = -0.13$ ,  $-0.18$ ) and the speech and reading pronunciation test were positively significant ( $r = 0.19$  at 0.01 level and  $r = 0.25$  at 0.001 level).

Parental encouragement subscales were found to be positively significant at the 0.01 level for the listening comprehension and achievement tests ( $r = 0.11$  and  $r = 0.19$ ) and at 0.001 for the reading pronunciation test ( $r = 0.25$ ) and negatively significant for the speech production test at the 0.05 level ( $r = -0.17$ ) but not highly correlated with their final scores in the four tests in the pre-phase of the study.

These results helped to a great extent in the preparation of the training programme for the EXG so that comparison could be made between their scores on the parts of the listening tasks as well as their need to acquire the target language.

Results on the students' satisfaction subscale revealed a negatively significant relationship between their scores on the listening comprehension and their scores of satisfaction with the English courses taught at the secondary schools. (-0.28 at 0.01). The achievement test scores were positively significant at the 0.001 level, the speech production test was not significant and high and the reading pronunciation test was positively significant at the 0.01 level. This low correlation between students' final scores on the four tests and their satisfaction with learning English were not in the predicted and expected direction ( $r = 0.25$  at 0.001) because students who receive much practice in all four skills, listening, speaking, reading and writing should score highly and satisfactorily in all four tests. In this respect, it is not surprising that the variable of students' satisfaction with English courses was found to be negatively and highly significantly related with their scores in the listening tests as a whole, because all students in both groups, in their evaluation of the English courses, showed their dissatisfaction with the materials and valued them negatively. (Strongly disagree with listening skills = 112 out of 240 and disagree = 106 with a total of 218 disagreement with a mean = 1.67 and standard deviation = 0.75). After the training programme, students in the EXG obtained high scores in the listening tasks compared with their scores in the pre-tests. The correlation coefficients between the two scores were found to be highly and positively significant and highly correlated ( $r = 0.85$ ,  $p = 0.000$ ).



Students revealed their appreciation and their positive satisfaction about their improvement in the listening and spoken tasks and wished to continue the programme since they had built up a strong foundation in careful listening and an understanding of what to listen for and why. They also indicated their high confidence and high motivation towards the target language.

Finally, the correlation between the students' socio-economic status and their scores on the four tests in the pre-tests of the experimental phase for both groups revealed negative significance for the listening and reading pronunciation test (significant at 0.01) and positive significance for the achievement and speech production test (significant at 0.01) with low correlation in all four tests ( $r = -0.20$ ,  $r = 0.18$ , and  $r = -0.23$ ). Students' socio-economic status was found to be moderate for most of the participants in both groups ( 72.5% of them lived in traditional houses, 76.3% of their mothers did not read or write, 87.6 of their parents' income ranged between 1000 and 8000 SR and 66.8% had fathers who worked in the government and private sector). In this respect, it can be concluded that the correlation analysis yielded a negative association between students' socio-economic status and their scores in listening comprehension and reading pronunciation and yielded a positive association in the achievement test and speech production test, showing modest correlation at 0.01 level.

Considering the previous results, it is important to draw attention to the fact that the general attitudes among students themselves and their parents were related to

their fears of failure in English courses because they viewed English as very difficult to learn. Parents were always worried about their children's level of language proficiency, but were not able to provide assessment at home. Their worries came as a result of their children's low marks in the teacher's monthly reports. Foreign teachers of English from Egypt and Sudan mostly advised their students to take private lessons in order to pass the courses. Most of the parents found this an economic burden, but they felt obliged to undertake it. In addition, students' low level of proficiency in the pre-test results of the four tests in general and in listening and spoken tests in particular was mainly related to the lack of the audio-visual aids, lack of practice in speaking and listening, lack of opportunities for students and staff to meet, talk and discuss matters related to the learning of English language, and shortage of time in the school timetable to allow much practice in the target language. Both teachers and students were overloaded, with lesson periods from 7:30 to 2 o'clock with only half an hour break. In addition to the previous barriers that impeded students from getting much practice in English, their environment in the Southwest region also did not help them to meet with foreign or English native speakers and practise the language in real situations. In the researcher's formal and informal observations during the main study period, it was noticed that the interaction between the teachers and their students was difficult and restricted, such that students were frightened to answer or participate during the lesson. Answers and questions were most of the time focused on individuals rather than groups. Students were observed to be tired, tightened to their desks and to feel

drowsy because the teacher was the only speaker explaining and reading the passages and exercises.

In their answers to the Attitude/Motivation questionnaire students reflected their dissatisfaction with the teacher's presentation, the methodology and the prescribed textbooks taught at the secondary level. Students were dissatisfied with the speaking skills (81.7%), the listening skills (90.9%), the reading skills (78.4%), the writing skills (79.1%), the prescribed English textbooks (79%), the classroom activities (71.4%), the readings and homework (84.6%), teachers' ability to help (75%), teachers' ability to speak English (65.5%), teacher's personality (45.4%), teachers' availability (75.4%) and students' opportunities to use English (90.9%). These high percentages of student dissatisfaction revealed their needs for more practice in the oral and written tasks in order to be able to cope with the lecturers in ESL/EFL English presentations during the lecturers at the teachers' colleges (since most scientific courses are taught in English), as well as to improve their comprehension so they could abstract what they needed when listening to a large quantity of information, rapidly delivered (Raphan (1996).

According to the students' low scores in the pre-tests of the four tests in the experimental phase and the general low correlation between these tests and their scores in all the variables of the attitude/motivation questionnaire (minimum  $r = 0.10$  and maximum  $r = 0.40$ ), the null hypotheses were largely rejected. It was hypothesised that there would be no significant relationship between students' attitudes, motivation,

parental encouragement, satisfaction with English courses, their socio-economic status and their achievement in English language. It can be noted here that the negative and positive significant relationships were not highly correlated. It can also be noted that students who were integratively oriented scored higher ( $r = 0.20$ ,  $r = 0.40$ ,  $r = 0.21$  and  $r = -0.26$ ) than those who were instrumentally oriented ( $r = 0.16$ ,  $r = 0.21$ ,  $r = -0.18$ ,  $r = 0.19$ ) in all four tests. This indicates to some extent their need to learn and use the target language inside and outside the college for social recognition (48.3% strongly agree, 44.2% agree), for understanding the English speaking people (43.8% strongly agree, 46.3% agree) and for getting a good job (55% strongly agree, 40.4% agree).

The present finding also extends and lends empirical support to the conclusion reached by earlier researchers that integrative orientation is a better predictor of achievement, at least so far as the learning of English in ESL/EFL is concerned. In this respect, research studies involving secondary school students have consistently found that those who were integratively oriented were relatively more successful in learning English than those who had an instrumental orientation (Gardner, 1985). However, Gardner and Lambert (1970) found that senior high school students in the Philippines who were instrumentally oriented did better than those who had an integrative orientation. Although the findings of this study revealed a slight difference between the instrumentally oriented students (studying the language for utilitarian reasons) and those who were integratively oriented (studying the language to learn more about the other cultural community) with a very low correlation, students' evaluation questionnaires revealed more positive and significant relationships between their

attitudinal and motivational scores and their scores in listening comprehension after the training programme. In other words, students' results in the post-tests of the EXG showed that attitude and motivation were major factors in language learning. These are aspects of learning behaviour and consequently, can be changed from negative to positive by the implementation enhancement, and reinforcement of new methodology and training programmes which help to create favourable attitudes towards learning English as a second or foreign language.

Such change is emphasised by students' test scores, the minimum score in the pre-test was 5 out of 100 marks and the maximum, 50 out of 100 marks, which indicated low achievement in the listening and spoken skills and very low association with their scores for instrumental orientation (95.4% to get a job, 71.2% to finish college). There was a slightly greater correlation with integrative orientation, but this was still associated at only a very low level with their scores in the pre-tests. Students' scores on the post-tests of listening comprehension tests in the EXG were higher than the results of the pre-tests (minimum 65 and maximum 97) indicating that EXG participants succeeded in changing their negative attitudes and motivations from instrumentally oriented to integratively oriented ( $r = 0.85$ ,  $P < 0.001$ ). In this respect, it can be concluded that the greater students' motivation to use English as a means of interaction both inside and outside the classroom, the better their English language achievement scores were. The result of the post-tests in the EXG supported the conclusion of Gardner (1985) that the integrative orientation was a better predictor of achievement.

### **8.2.3 Students' Evaluation of the Training Programme**

The students' evaluation questionnaire was intended to cover all the aspects which could be of relevance to the listening training programme and give a complete profile of the learner. The results of this questionnaire were analysed using SPSS for the value label, value, frequency, percentage, means and standard deviation (see Appendix 11 for more details).

According to the data presented in Appendix 11, it can be said that students benefited from the training in listening comprehension. Their achievement can be clearly seen in the high proportion of positive responses they gave to the evaluation questionnaire. For example, in answer to the first question, 94 students (78.3%) found the training to be very useful and 26 students (21.7%) to be useful. They considered the training programme to be important in helping them to improve their comprehension skills and pronunciation as well as to improve their ability to use discourse markers appropriately. For the second question, all students agreed that the training covered their needs. This may be due to the fact that the researcher's selection of some areas was found to be of practical interest and utility to them. In addition, it is very encouraging to see that everyone had learned something new during the training.

Concerning questions 3,4,5,6,7,8 and 9, students felt they had made some progress in all the skills. For instance, in listening fifteen students assessed their progress at 40% as a minimum percentage and 32 students progressed over 80% as a maximum percentage; in speech, 28 students progressed 40% as a minimum

percentage and 68 students progressed 80% as a maximum percentage, in reading 19 students progressed 20% as a minimum percentage and 47 students progressed 80% as a maximum percentage, and for the fourth skill, writing, 26 students progressed 20% as a minimum percentage and 7 students progressed over 80% as a maximum percentage and the remaining students progressed in all four skills between 40% and 60%. In sum, it may be said that listening training may have facilitated the development of the four skills with varying degrees of success.

For questions 9, 10 and 11 concerning students' progress in grammar, pronunciation and vocabulary, it can be noted here that after training they succeeded in reducing their grammatical errors, pronunciation errors and produced considerably more vocabulary during their oral or written tasks. No fewer than 81% of the students were above the average in grammar, 85% of the students were above the average in pronunciation, and 94% of the students were above the average in vocabulary. In this respect, it can be said that pronunciation and vocabulary were the two areas where the learners' improved comprehension was reflected. They put much emphasis on them so that they could understand native speakers well and could increase their knowledge in both comprehension and production of utterances or messages in general as suggested for example by Gainer (1989, pp.45-47), Schmitt and Schmitt (1995 pp.133-137), and Boyle (1996, pp.115-118).

Answering questions 12, 13, and 14, all the participants expressed their interest in the training programme and considered it as beneficial and helpful in language

acquisition. In addition, students also confirmed in questions 15, 16, 17, 18, 19, 20, 21 and 22, the benefits they had acquired in communication, vocabulary, conversation, comprehension, grammar and oral fluency, pronunciation, use of stress and intonation and use of discourse features according to the context. Their improvements in those skills may be considered as being the basis of the development of semantics. It is important to emphasise that the participants may have acquired a considerable amount of words and ideas in their mental lexicon which helped them to develop their capacity to decode messages quickly and efficiently and interact with other speakers of English language.

Concerning the understanding ability of the instructions and the difficulty of the exercises in questions 23, 24 and 25, it can be said that all the participants understood what they were supposed to do. In the meantime, they were encouraged to ask for help when it was needed. During the discipline of the exercises, students showed their ability to perform the tasks smoothly, except for note-taking from lectures and transcribing passages, which were found to be difficult. It should be mentioned that this difficulty was due to the speed of native speech delivery. In general, students were satisfied with the tasks which were appropriate for their level and learning abilities.

Questions 26, 27, 28, 29, 30, 31, 32, 33, 34 and 35 were concerned with the type of listening activities the students liked most. Students' answers to the previous questions showed that the majority of them liked listen and speak exercises (77.5%), listen and guess exercises (78.3%), listen and confirm expectations exercises (79.2%),



and listen and repeat exercises (74.2%). The reason was that all of them were helpful in encouraging the participants to speak in English thereby confirming their expectations, guessing or repeating what they heard. In addition, they contained several pauses and repetitions which helped students to develop their interactive strategies and fluency in both listening and speaking.

In connection with question 25, the difficulty of exercises, particularly taking notes from lectures or passages and transcribing from the text, students confirmed their difficulty in this task in question 36 and 37, with 82.5% and 64.2% respectively, identifying these tasks as the listening activities they liked least, for the same reasons mentioned previously. (See Appendix 13.33 to 13.36 for more details).

For question 38, 29.2% of the learners reported that they had developed the strategies for overall comprehension, 53.3% of the learners reported that they had developed the strategies for detailed oral comprehension, and 17.5% of the learners reported that they had developed both strategies. In this respect, it can be said that the training was effective for most of the students who were able to understand the gist of the message which was important for the daily listening situations.

The effectiveness of the training made participants change their attitudes from negative (61.7% before the training) to positive (44.2%) and to very positive (52.5%) after the training programme, giving a total percentage of positive responses of 96.7%. (questions 39 and 40). It is very encouraging to notice that 92.5% of students (Question 41) wanted to see this listening training programme continued during their

studies at the college, 70.8% of them wished to see the training in listening comprehension to be run at the elementary level, and 29.2% of them wished to see the programme run at the intermediate level.

#### **8.2.4 Evaluation of Students' Interviews**

The findings from the students' interviews were intended to complement information obtained from the evaluation questionnaire and to help in understanding their judgements on the value of training. Students' interviews were transcribed and their statements classified into seven categories according to their respective content. Each of these categories is examined below. Selected examples from the learners' comments are given to illustrate the key points discussed in each category. They have been translated from Arabic by the researcher.

##### 1. Statements evaluating the training

In this category, students were expressing their judgements on the value of the training programme. They considered it very important, helpful, encouraging and interesting. For example, Hobani had this to say:

In a general way, I found that training in listening comprehension played a very important role in the acquisition of English as a second or foreign language and considered it to be encouraging and helpful in the sense that it provided opportunities to acquire new expressions that we didn't have before, to acquire the pronunciation that came right from the native speakers, to develop our oral comprehension skills and to remain on the perpetual way of practice here at Gizan teachers' College as well as the Teachers' Colleges in Saudi Arabia.

2. Statements expressing the learners' preferences for the tasks

Students' comments in this category were based on the types of tasks they liked most. For example, Buraik, Gusadi and Ageely found it difficult to make a decision on the best tasks, but pointed out that all the tasks were of equal importance because they helped them learn how to listen. Ageely commented:

In brief, I was interested in all those exercises because they were within the context of language learning. Therefore, I couldn't differentiate or distinguish one exercise from another.

3. Statements expressing the learners' preferences for the texts

Statements in this category were based on the learners' comments on the types of texts they liked most. For example, Ryfay, Gadri, Bakreen and Shajery liked the dialogues because in the dialogues people were speaking with some hesitations and sometimes they were not as fast as other recorded passages. Al-Agsum preferred the conversations and dialogues for phonological, grammatical and lexical reasons. He stated:

During the training programme, I liked the conversations and dialogues because I improved my intonation and stressing of words. I could hear how native speakers spoke and from their speech, I also improved mine. In addition, my grammatical and vocabulary knowledge improved

4. Statements diagnosing the learners' difficulties

These statements concerned the learners' difficulties either in comprehension while listening to the texts or the type of tasks that they were unable to perform during

the training. At the beginning of the training, most of the participants found that the native speed of delivery caused a great deal of trouble in understanding the message. In addition, students' lack of specialised vocabulary was a major difficulty in oral comprehension. For example, Dhakir Gibreel pointed out:

What particularly struck me was the speed of the English native speakers. We are not familiar with the English language. Besides, my lack of vocabulary made it difficult for me to understand the message and pick up all the essential details, especially at the pre-listening stage.

#### 5. Statements assessing the learner achievement

Students' comments in this category were based on their capacity to perform the listening tasks or their ability to do other related tasks as a result of listening training. They pointed out that they were able to listen to the radio and understand at least the gist of the spoken messages in English. For example, Yahya Baw compared the percentage of what he could hear in British English:

I can say that for some news bulletins broadcast, especially BBC broadcasting from London, it is possible for me to understand about 80 percent of them and I can pick up 60 percent of the news, not to understand all the words but to understand the general idea and the essential points of the message that is reported.

#### 6. Statements describing the learners' attitude

Students' general comments were based on the description of their attitudes towards the training or their feelings after the training. Most of their statements were brief and limited to such comments as pleased, and very pleased or satisfied and very satisfied. Other students indicated that they were pleased with the training because it

helped them to understand the message or to make progress in their studies. For example Zailay expressed his feelings by saying that:

I am pleased because I can understand the message broadly, no matter what difficulties there may be.

Likewise, Ali Fageeh commented quite strongly as follows:

I am pleased, I am pleased. As I am learning English or following that option, I am pleased anyway because I think that listening training is always going to help me.

Finally, Hakami admitted that he was pleased with the training because it contributed to improving other skills:

I am pleased because the training has contributed to my way of speaking, writing or identifying sounds from the radio.

#### 7. Statements theorising about listening training

Students' statements in this last category suggested what the learners thought or believed could be done to improve the teaching of listening comprehension in Saudi Arabia. The learners proposed that listening training should begin as early as possible in the Saudi education system. If this were done, the students in the secondary schools could be familiarised with the English sounds so they would not have any difficulty in higher education. For example, Ahmed Zakari pointed out:

For me, this type of training should be applied in secondary education so that the pupils could be initiated to be familiar with the natives when they speak.

Finally, most of the suggestions provided by the learner were identical to those mentioned in the evaluation questionnaire. Students' final suggestions were related to the importance of teachers' colleges training prospective and serving teachers in teaching listening comprehension in secondary schools. As Barzaig put it:

I would like this training to begin as early as possible in secondary schools all over Saudi Arabia at the same time as the teaching of English, and at the Teachers' Colleges in all regions. And finally I would like to say that prospective teachers as well as in-service teachers should be retrained to teach listening comprehension.

This detailed analysis and categorisation of the learners' statements brings us to the evaluation of teachers' questionnaire and interviews in the next section.

#### **8.2.5 Evaluation of Teachers' Questionnaire**

Views and suggestions regarding teaching English as a foreign language at the secondary level as well as at the college level and their experiences in learning and teaching listening comprehension were not treated in this study, as a variable to be tested in relation to the success or failure of the learners or to the level of language achievement in terms of language proficiency. The intention was to assess this dimension separately in order to give a broader and truer picture of the materials and the methodology of teaching English language. It could be argued that teachers' responses regarding their experiences of teaching the target language will reflect the current position of students' level of language acquisition, the teaching methodology, the teaching aids and physical facilities used in the classroom and the use of listening

and spoken skills. They may also provide insight into the likely future position of the language in secondary schools and teachers' colleges in Saudi Arabia. The results of this questionnaire were analysed by using SPSS for the variables, value label, value, frequency, percentage, means, and standard deviation. (See Appendix 12 for more details).

Regarding the data presented in Appendix 12, it can be said that both the teachers at the secondary schools and the teachers and lecturers of English at Teachers' Colleges in all the regions of Saudi Arabia were in agreement with the importance of the use of listening-based tasks in teaching listening comprehension. Their teaching experiences ranged from one year up to more than 15 years in the field of teaching English as a foreign language with a mean of 2.68 and standard deviation of 1.12. According to question two, 88% of the teachers did not have experience in teaching English with the use of listening-based methods or any listening activities outside schools or colleges and only six of them indicated that they had experience in learning listening-based methods for teaching listening comprehension. Table 8.2 indicates the position of the teacher of English, the name of the school or college, the nationality, the name of the institute and the year of the training.

Table 8.2 shows that three lecturers of English and three teachers of English from different colleges and schools had learned and trained with the listening-based methods for teaching listening comprehension. In this respect, it is important to emphasise the fact that none of the lecturers and teachers had been trained in their

colleges or their educational directorates but had undertaken this training of their own volition and at their own expense. This did not mean that the remaining 44 teachers were not willing to be trained at their own expense but perhaps they have not been able to find anywhere to enrol in such training programmes.

**Table 8.2**  
**Teacher Details and Training**

Teacher's Position and Experience	Name of School or College	Nationality	Year and Period	Place of Training
1. Lecturer of English Experience: 6-10 years	Tabuk Teachers' College Northwest region	Egyptian	1990 for 7 days	Faculty of Education The local Teachers' training
2. Lecturer of English Experience: Over 15 years	Riyadh Teachers' College, Middle region	Saudi	1984 for 4 Weeks	University of South Wales U.K. English Language Centre
3. Lecturer of English Experience: 6-10 years	Al-Jawf Teachers' College, North Region	Egyptian	Held Yearly	American University Cairo
4. Teacher of English Experience: Over 15 years	Al-Ahad Secondary School, Gizan Southwest Region	Jordanian	1981	English Language Centre, Aman
5. Teacher of English Experience: 6-10 years	Muad Bin Jabal Secondary School Gizan City	Egyptian	1986	Military Academy Cairo
6. Teacher of English Experience 6-10 Years	Farasan Islands Secondary School Gizan Southwest	Sudanese	For a year	The British Council in Khartum Sudan.

Most of the English Language Centres as well as the British Council institutes are placed in big cities like Riyadh, the capital city of Saudi Arabia, Aman, the capital city of Jordan, Khartum, the capital city of Sudan and Cairo, the capital city of Egypt.



The third question dealt with the teacher's knowledge of any institute or university that runs any listening training programmes. Only ten out of fifty teachers and lecturers mentioned that they know of such places offering training programmes in listening comprehension. Table 8.3 shows the name of the institutes or universities which held these programmes, the names of the place of training, the kind of training and the year and the teacher's position.

**Table 8.3**  
**The Names of Institutes or Universities Which Run the**  
**Listening Training Programmes**

Teacher's Position and Experience	Name of School or College	Nationality	Year and Period	Place of Training
1. Lecturer of English Experience: 1-5 years	Teachers' College of Physical Training Riyadh	Saudi aim was to get lots of practice in TESOL	1989 TESOL summer session, different listening based approaches	San Francisco State University English Institute USA
2. Lecturer of English Experience: Over 15 years	Riyadh Teachers' College, Middle region	Saudi	1984 Lasted for 4 weeks,"a training course for overseas students	HUWIST University of South Wales Intensive English course UK
3. Lecturer of English Experience: 6-10 years	Tabuk Teachers' College Northwest Region	Egyptian	1990 The local teachers training dept. Peer Teaching	Faculty of Education Cairo Egypt Listening Comprehension
4. Lecturer of English Experience: Over 15 years	Hayl Teachers' College, Midwest Region	Egyptian	The aim was how to improve the listening skills of your students	American University in Cairo Egypt Courses held Annually
5. Lecturer of English Experience: 6-10 years	Al-Juwf Teachers' College North Region	Egyptian	The aim was to retrain teachers with listening-based methods	USA Embassy in Cairo, Egypt "Spectrum Courses"
6. Teacher of English	Farasan Islands Secondary School Gizan Southwest	Sudanese	The aim was training in listening comprehension using cassettes and audio-visual aids	The British Council in Khartum Sudan,

**Table 8.3 (Contd.)**

Teacher's Position and Experience	Name of School or College	Nationality	Year and Period	Place of Training
7. Teacher of English Experience: 11-15 years	Farasan Islands Secondary School	Egyptian	Only heard about it.	American University Cairo Egypt
8. Teacher of English Experience: 11-15 years	Gafar atayar Secondary School in Al-Madaya	Egyptian	Annually held during summer to practice ability of listening	College of Medicine "Laboratories of language listening"
9. Teacher of English Experience: 6-10 years	Muad Bin Jabal Secondary School in Gizan City	Egyptian	Evening courses in Listening-based methods for teaching listening comprehension	College of Health Sciences in Cairo, Egypt
10. Teacher of English Experience: Over 15 years	Al-Ahad Secondary School	Jordanian	1981 Learning and teaching EFL in listening and spoken tasks	English Language Centre Aman. Using cassettes in teaching listening comprehension

It can be seen from the above Table 8.3 that 80% of the teachers and lecturers did not receive any kind of English training programmes during their pre-service or in-service training and 20% attended training only for a number of weeks during summertime or evening times. Dr. Alimadhi, instructor at the Department of English and Modern European Languages, said that he was not satisfied with the general standard of English teacher graduates from Qatar University. He believed only 30 percent reached an acceptable standard.

Concerning teachers of English in Saudi Arabia, Sheetahs (1982) reported that teachers of English in Saudi Arabia are still deficient in some aspects of English, especially the ability to speak it. He stated that (p.17):

Some teacher trainees graduating from such programmes would have a fairly solid background in English literature, but a weak background in linguistics and English skills.

Al-Ahaydib (1985) reported that supervisors of English in Saudi Arabia rated teachers as weak in speaking the target language and had problems with the teaching methodology and the English language sound system. Other recent studies confirmed teachers' weakness in the listening and spoken language as well as the lack of utilisation of audio-visual aids in schools. Zaid (1993) reported that teachers of English in Saudi Arabia need to practise oral English to improve their spoken English and should be given a chance to speak in English in the classroom.

Regarding questions 4, 5, 6, 7 and 8, all the teachers and lecturers agreed that they need listening-based methods in their teaching in order to help their students to get acquainted with listening and spoken tasks for their future benefit. They strongly recommended that the approach be introduced into all secondary schools and teachers' colleges.

Selected examples from the teachers' comments are given to illustrate their attitudes and needs regarding the use of listening-based methods in teaching

comprehension. For example, a teacher of English at Al-Rawdhah Secondary school pointed out:

Teaching English with the help of listening-based methods helps students to speak English correctly, especially when they listen to native speakers.

Another teacher from Abu-Radeef secondary school put it this way:

Listening is the first pillar of the English language skills, then speaking. So the use of listening-based methods is considered to be of great importance in teaching comprehension. The students' aim is to pass the test. Our exams depend on writing more than speaking. So the causes of their low achievement in English language are related to their disabilities in the listening and speaking skills.

Other comments were made by the lecturers of English at the Teachers' Colleges concerning the use of the listening tasks at the college level. A lecturer of English at Arar Teachers' College stated that:

Through this method, students learn better pronunciation and they get the courage to speak and express themselves in everyday-life situations. They also improve their standard more rapidly than the traditional way of teaching. I think it is a good and a necessary step to be taken seriously in the teaching of listening comprehension.

And finally, this comment from the lecturer of English at Tabuk Teachers' College was a good example:

I think it will be a very successful method needed for all students to be able to understand and comprehend effectively during the lectures. The use of this method also helps students to get familiar with listening and spoken tasks. This is a kind of development and improvement in the teaching of English at the college level and it is a promising step towards introducing it for all the colleges.

For questions 9, 10 and 11, 76% of the teachers indicated that they had not used listening-based methods in their teaching; the remainder might have some training and used it with their students to improve their level of understanding and comprehension. (Mean = 0.24 and standard deviation = 0.43). Questions 10 and 11 were related to the teachers' opinions of students' abilities to speak the target language, as well as what they considered to be the reasons behind the students' deficiencies in the spoken language. A total of 44% of them indicated that their students' ability to speak English was very poor, 48% indicated that they spoke adequately and only 8% indicated that their students could speak English well, with a mean of 3.36 and standard deviation of 0.63. Teachers suggested that reasons behind their students' inability to speak English were mainly related to their lack of interest and motivation (32%), teaching methods (18%) and lack of material (50%). Some teachers gave other reasons related to the neglect of listening skills which help Ss (secondary students) to develop their speaking skills: not enough exposure to spoken English, unavailability of audio/visual aids, lack of refresher courses in spoken English, the number of students in the classroom, incompetent teachers and students' shyness and timidity to speak. Teachers also suggested that Ss should get enough practice in the teaching/learning processes and promotion examinations should test listening and speaking skills.

Concerning items 12, 13, 14, 15 and 16, it was found that 97% of the teachers at secondary schools as well as the lecturers at the teachers' colleges agreed to a great extent that listening skills are as important as textbooks and would increase the

teacher's role in the classroom and their interaction in English language. They also agreed that the listening training programme should be compulsory for every teacher of English with an overall mean of 2.88 and standard deviation of 0.49.

For item 17, teachers reflected their strong disagreement (50%) and disagreements (46%) that teachers of English could manage teaching without using listening skills with a mean of 1.54 and standard deviation of 0.58.

Regarding items 18, 19, 20 and 21, teachers' responses indicated their interest and eagerness to develop their own language proficiency by retraining in listening training programmes and to pass these skills on to students in order to enable them to comprehend effectively inside and outside the classroom. In support of their view, there is evidence that both teachers of English and students are trying to find appropriate times to enable them to attend English classes outside the education system, locally or in Britain (see the evaluation of the British Council for more details about the Saudis [as students or employees] who enrol at the British Council English Language Centre). The overall means of the previous questions was 2.30 and standard deviation of 0.89.

In item 22, it is noticeable that all the teachers and lecturers responded negatively, when they strongly disagreed (42%) and disagreed (58%) that using listening materials in teaching English language will not improve students' attitudes towards learning English (mean score = 1.58 and standard deviation score = 0.50).

For items 23-31, three questions were negatively worded (items 24, 28 and 30) and six questions were positively worded (items 23, 25, 26, 27, 29, and 31). In the negatively worded items, teachers' responses indicated that 70% of them strongly disagreed and 30% disagreed that there was no benefit from the use of the listening materials and they would not use them in their teaching English. (With an overall mean scores = 1.39 and standard deviation of 0.53). For the positively worded items, teachers and lecturers of English at the secondary schools and teachers' colleges in all regions in Saudi Arabia showed general agreement (respectively 96%) that listening training programmes in listening comprehension would not only improve students' abilities in spoken language but would improve their thinking in English and would make teaching easier for all of the students as well (general mean scores = 2.81 and standard deviation scores = 0.63). (See Appendix 13.13 to 13.16 for more details).

In view of the above, the results of the teachers' questionnaire served to support the belief that teachers of English language, as well as their students in secondary schools and at the teachers' colleges in Saudi Arabia, are in need of such training programmes in order to enable them to get acquainted with the use of listening tasks that could facilitate their learning, teaching, comprehension, thinking, and abilities to use oral and written English effectively and fluently both inside and outside the classroom. In this respect, it is worth mentioning here, that no attempt had been made previously to study and measure students' competence in listening and spoken English. However, teachers were aware, from their long experience in teaching English as a foreign language in Saudi schools and teachers' colleges that their



students had not been exposed to such listening materials and had not been in contact with English native speakers. Their main concern was to see such materials introduced to the teaching of English at the secondary and college level. Their concern arose from their students' low achievement in spoken English and the lack of attention to listening and speaking skills in the English curriculum. It should be emphasised that all promotion examinations in Saudi schools and teachers' colleges are based on reading and writing skills and neglect the listening and speaking skills (Zaid, 1993, pp. 116-123).

#### **8.2.6 Evaluation of Teachers' Interviews**

Teachers of English at the intermediate or secondary schools and lecturers of English at Teachers' Colleges are typically non-native speakers and the majority of them have not acquired sufficient language proficiency. Pre-service training of teachers of English in Saudi Arabia, as in other Arab countries, over-emphasises general educational background at the expense of language proficiency (El-Nagar, 1986, pp.91-92 Sheshsha, 1982, p.17). This was confirmed when the researcher had the opportunity to meet with teachers of English, mainly Egyptians, Sudanese and Saudis, and interview them only on Sundays and Tuesdays; this was because, Saturdays, Mondays and Wednesdays were assigned for teaching and training at the college from 8:30 in the morning to 3:00 in the afternoon. Teachers at the secondary level were very friendly and co-operative. They willingly discussed the teaching methodology they were currently using, their problems concerning the materials, the

school atmosphere, the overloaded teaching schedule, their students' problems and their complaints about the number of students in classes as well as the lack of audio-visual aids and slides. In this respect, it is of great importance to point out that all the information presented here was gathered from the teachers themselves, whether through formal and informal interviews or through the visits paid to them while they taught in their classrooms.

The results of these interviews and observations revealed that the majority of them saw a need for initiatives to increase motivation and positive attitudes, to replace a prevailing lack of professionalism. They frankly indicated that their main problem was related to their poor background concerning the use of the language in real life and their lack of opportunity to meet English native speakers. They admitted that they were in urgent need of retraining, mainly for listening and spoken English. A supervisor of English at Gizan Educational Directorate, Mr. Ishaq Hassabellah, confirmed that teachers' command of English was considered to be low and not of a satisfactory level to enable them to use English during their teaching periods and to speak fluently. According to his field experience, he related this problem to the quality of instruction and the nature of the teaching materials, which put much emphasis on content rather than on the linguistic significance of that content; lack of English library books in schools in general; lack of constancy in the syllabus of English which has caused low achievement in spoken English particularly; the futility of translation into Arabic for the sake of explanation; and the adoption of unreliable methods of teaching by most teachers.

When the researcher visited some secondary schools in the rural and urban areas in the region, the majority of the teachers agreed that listening comprehension should be taught in the early stages in order to get pupils accustomed to spoken English. It was also unanimously asserted that students face psychological problems related to their shyness and inability to express themselves in English; absence of encouragement, interest and motivation; boredom; lack of English clubs and laboratories; and lack of audio-visual aids to reinforce the process of learning and make language acquisition more interesting (e.g. watching films or listening to stories or dialogues etc.). Unfortunately, the insufficient number of periods in English (four periods per week) as well as the full schedule (from 7 o'clock in the morning to 1:30 in the afternoon) of periods for other subjects, constituted a barrier to allocated time for practising any activity. They added that the teachers themselves did not have enough time even to talk with their students or even to discuss their answers of the assignments. There was only the 45 minutes "big break", as they called it, after the third period, for eating, checking the students' homework and more than that, for observing the students while having meals or at play. In addition to what has been mentioned above, teachers pointed to an urgent need for labs, pictures, posters, charts, flash cards, slides, films, tape-recorders etc., which they considered as of great importance in helping teachers to facilitate the learning and teaching process as well as enabling the students to get much practice of English. For example one teacher put it:

I think introducing the listening-based methods to the teaching of listening comprehension is a practical way towards mastering listening skill and being capable of building up other skills (speaking, reading and writing). However, lack of teaching facilities, mainly labs, will stand as

a barrier to the success of such methods. Consequently, there should be language labs in schools and teachers' colleges. We hope so in the near future.

### **8.2.7 Evaluation of British Council Interview**

In addition to being taught in schools, colleges and universities in Saudi Arabia, English is also taught outside the school system. The private sectors in big cities run basic language courses in order to help learners to practise English at a time convenient to them. The British Council offers precious opportunities to learn English through what they call "Time for English, 1997, Quality Language Training Programmes." The British Council in Saudi Arabia is located in three main cities, Jeddah (midwest region), Riyadh (Middle region) and Dammam (Northeast region). The three branches conduct wide-ranging programmes of English which are very popular among the people in those regions. The researcher visited the British Council in Jeddah on 13 January, 1997 in order to meet with the responsible people at the centre, hold interviews with them, see the kind of facilities and methods used for the training as well as to observe closely the learners during their study in classrooms, laboratory or during their break times. An interview was held with the contracts Course Co-ordinator, Mr. Andy Braithwaite, who was very friendly and very helpful in providing valuable information related to this study, answering the teachers' questionnaire, and allowing me to walk around the centre, finding out how the programmes are run and what kind of learners enrol in the training (see Appendix 16 for more information).

According to the information gained in the interview, it was found that the centre runs programmes prepared to meet particular learners' needs, called ESP, (English for Special Purposes) courses, covering various language levels. Learners were also trained and prepared for the FCE (Cambridge First Certificate Exam Course in English) which was considered as an effective way of improving, measuring and testing their abilities in listening comprehension. In this study the FCE was given to the learners as a pre-test or a placement test in order to measure their level of proficiency in English, during the training programmes to find out their progress in English, and as a post-test at the end of the training, to compare their scores before and after the training. Students who scored 60% or better in this test were considered to be eligible to receive an internationally recognised certificate from the University of Cambridge Local Exams Syndicate (UCLES). Regarding the learners' needs, 90% of them were mainly concerned with listening and speaking English. Two kinds of learners enrolled at the centre, employees from both the government and private sector and secondary and university students. Employees needed those kinds of training to enable them to be fluent in speech, including correct pronunciation, when meeting with English native speakers and other foreigners in the course of business, and to be able to write correctly. College and university students needed training in order to enable them to comprehend and participate effectively in both spoken and written English. The British Council in Jeddah, Riyadh and Dammam has strong and close relations with the universities in providing Saudi students with great opportunities to join the centres and offering them free and discounted courses to encourage them to experience

real communication and interaction. All the staff at the centre were British. The centre advertised through the "Resalat Al-Jameah" newspaper at King Saud University or through the public newspapers, offering different training programmes such as, Spontaneous Conversation, Advanced Vocabulary, speaking and Listening, and training in listening comprehension for FCE in a period of 12 weeks for each training programme. In addition, the British Council recently advertised in Resalat al-Jameah (The message of the university) on 19th March 1997, about "British Educational Exhibition for Training" in Riyadh, under the heading "British Graduates Are Welcome To Register With The Council For The British Alumni Group". (see Appendix 16). In addition, Okaz, a daily newspaper, reported on 14 September 1996, issue 7102, that the British Council in Jeddah had registered a considerable increase in requests from Saudi students to enrol in the training programmes according to their needs as well as their headteachers' recommendations and their parents' needs. This proves that students are in need of special training programmes to enable them to get a good command of English language in all four skills, listening, speaking, reading, and writing since English is of extreme importance not only for the development of the country, but also for students as well as other people in Saudi Arabia.

Finally, the British Council in Jeddah was very well-equipped with facilities which played a great role in motivating the learners and brought interest and enjoyment to them. For example, the centre was equipped with modernised labs, overhead-projectors, videos, films, charts, posters, a club for conducting various activities, a hall for staff and student meetings, a cafe for snack meals and drinks, and air-conditioned

classrooms designed for a maximum of 12 people. Beside all these facilities and the appropriate materials of the training programme, it is worth mentioning here that the general atmosphere of the centre as well as the availability of English teachers who were native speakers, helps the learners to practise English in real situations either inside the classes or outside the classes during their breaks and lunchtimes. In addition, students were found to be highly motivated and interested in learning the target language and actively participated in the training.

### **8.2.8 Evaluation of Hull English Language Centre Interviews**

Two different visits were prepared by the researcher to the English Language Centre at Hull University before the pilot study and after the main study. The purpose of these visits was to find out the facilities used in teaching English as a second or foreign language and the kind of programmes they offer to teach and train the new students coming from different parts of the world. The first visit was considered as an important stage to check and validate the instruments of the research as well as to observe the kind of methods used for students of all levels of proficiency. Generous help was offered to the researcher by Dr. Bucher, the director of the centre, who arranged for him to meet the staff of the language centre and to ask them about their experience, advice and recommendations for teaching with listening-based methods or as they called them, listening-based tasks. From these interviews, it was found that students were highly motivated and interested to spend much time in the lab practising and checking their progress and correct answers through key answers in the

computers. In addition, all the English staff pointed out that students greatly improved not only in listening and speaking skills, but also in reading with correct pronunciation and writing with purpose.

Students were then given assignments which required them to hold real interviews with people outside the centre, and labs and computers were available in the afternoon and after learning at the centre, for students to use in their spare time. One of the most valuable services provided by the centre, besides its modern and up-to-date facilities, was the arrangement of students' accommodation whether inside or outside the university. In other words, the centre made rooms available for new students to be accommodated with other students and at their request, arranged accommodation outside the centre with English families, which enabled students to get much practice in English in daily life.

Finally, it can be said that students at the English Language Centre not only have opportunities to speak the language but also have opportunities to acquire the four components of English, listening, speaking, reading and writing effectively and fluently, because they are surrounded by English, inside and outside the centre. This highlights the fact that the environment helps them to a great extent to interact and communicate with people through the daily life routine and to improve their pronunciation. For example, Loay Kabli from Saudi Arabia admitted that he was very pleased to come to England to study English language in order to improve his level of proficiency, to acquire enough knowledge about the target language to get acquainted



with the correct pronunciation, correct way of writing essays, and to get familiar with English native speakers. His enrolment at Hull English Language Centre helped him to gain a good command of both spoken and written English which led him to be accepted at the university to read for a bachelor degree in engineering. He was very pleased and satisfied with the training programme held at the centre because it greatly contributed to improving all four skills. He pointed out:

To tell you the truth, I am so pleased that I had this opportunity to come to England to take intensive English training courses. You cannot imagine how I was surrounded by English language and English writings and expressions everywhere in the market, in the street at the university, which made my mind work and work. I mean, you can learn English in the real environment when communicating with people using English all the time. I can confess that learning English in England is something different and completely different from any place where English is taught as a second or foreign language. Beside my improvement in English, I have learned so many beautiful things about English culture as well as the English way of speaking. It is a very polite way.

These comments bring us to the end of the evaluation of the Hull English Language Centre interviews. The next and last section draws some conclusions.

### **8.2.9 Discussion and Conclusions**

In the light of the aims of this study, it was intended to look for more evidence to reject the null hypotheses according to which training in listening comprehension is considered to be useful and important since it has a positive impact on the learner and thus can profitably be introduced into foreign language teaching in Saudi Arabia. As a

result, an ethnographic approach was adopted as a complement to the experimental method.

It was hypothesised that there would be no significant relationship between students' scores in listening comprehension and the training programme, and no significant relationship between their attitudes, motivation, parental encouragement, satisfaction with English courses, socio-economic status and their achievement in listening comprehension. In order to find out whether these hypotheses would be rejected or accepted, a research methodology was devised. It was based on an analysis of the learners' needs, evaluation of students' questionnaire on attitudes and motivation, evaluation of students' questionnaire on the training programme and class observations, evaluation of students' interviews, evaluation teachers' questionnaire and class observation, evaluation of teachers' interviews, evaluation of British Council interviews and evaluation of Hull English Language Centre interviews. In this respect, the results of the training were evaluated according to the students' views and the teachers' views. Form the views expressed in teachers' and lecturers' questionnaire, it can be said that the training was successful and the performance objectives were achieved. Students reported their progress and improvement by indicating that they were able to understand spoken English on the radio or on tape. In this regard, it can be pointed out that the results of the questionnaires in the ethnographic phase as well as the tests results of the experimental phase reflected to a great extent the value and the success of the training in listening comprehension and its effect on their abilities to reduce their errors in speech production and reading for pronunciation. In this respect,

it may be concluded that this training is of great importance to Saudi students in order to allow them to develop their comprehension skills and acquire language far beyond their present level of competence. Students in the EXG were found to be integratively oriented and more successful in learning English after the LTP. In this respect it can be concluded that the results of the post-tests in the EXG supported the conclusion of Gardner (1985) that integrative orientation is a more powerful incentive to second or foreign language learning than instrumental orientation. It is worth indicating that this is consistent with the aims and objectives of the listening training programme, and the hypothesis that it would lead the participants in the EXG to language acquisition. This may confirm O'Malley's (1987, pp.133-144) hypotheses concerning the creative and cognitive aspects of language learning which guides the process of training and its needs. In this regard, it is important to point out that the present training in listening comprehension is considered to be a first step in this direction.

The following chapter provides conclusions and recommendations on the basis of the foregoing data and results of this study.

## **Chapter Nine**

## Chapter Nine Conclusions and Recommendations

### 9.1 Conclusions

Within the limits of the study, a number of conclusions can be drawn. The conclusions are based on the findings of the tests in the experimental phase as well as the findings from the students' and the teachers' questionnaires and interviews and observations.

#### 9.1.1 Conclusions From the Results of the Experimental Phase

It can be concluded from the results of the pre-tests and post-tests of the achievement test, the listening comprehension test, the speech production test and the reading pronunciation test for the experimental group and the control group that the learners' failure in all pre-tests of the four tests in both groups concerning their understanding of the spoken English may be related to the lack of training in listening comprehension as well as poor pedagogy. In this respect, students were given a questionnaire regarding their attitudes and motivation towards learning English language, their parental encouragement, their satisfaction with the English courses taught at the secondary level, and their social economic status, in order to find out their needs, their interests and their difficulties in learning the target language. Pearson's Product-Moment Correlation Coefficient was computed using SPSS to find out the significant relationships between test scores in all four tests and students' attitudes and motivation. The results of this correlation revealed that most of the test

results were highly significant at 0.05, 0.01 and 0.001, the exception being the correlation between attitude and motivation and the scores of reading pronunciation test ( $P > 0.05$ ), with a very low correlation (minimum,  $r = -0.10$  and maximum,  $r = 0.40$ ). This indicates that students' low scores in the pre-tests did not satisfy them and did not meet their ambitious desires to acquire English, with a better understanding of its four skills. The results were in the predicted direction regarding the grammar-translation method to which the learners were exposed. In this respect, the hypotheses were rejected and it can be said that the correlation was found to be significant but not very high. The results of the experimental group on the post-test, indicated that the training programme led to the students' great improvement in all four tests with a high and significant correlation ( $r = 85$ ,  $P < 0.001$ ).

Sahakian and Bonamy (1992) designed a tailor-made creative staff environment ESP programme intended to improve the effectiveness of oral presentations, the effectiveness of participation in discussions and seminars, the effectiveness of social communication and the clarity and communicativeness of academic writing. The sample of this study consisted of 14 male professors from different departments in the Faculty of Medicine, Mansoura University in Egypt. These participants had a good command of the English language and their language skills were developed as they could give talks, conduct seminars, etc. They had knowledge of their field and skills in medicine. In the Baseline Assessment stage, information about participants' weaknesses was collected by asking them to perform holistic tasks, such as giving a short talk, participating in a discussion or role play or performing a written task. All

performances were recorded on audio tape and written tasks were collected for analysis. The aim of the programme was based on the results of the baseline analysis and assessment stage. It also showed the total task which the participant would be able to perform (e.g. give an academic talk) and broke it into components (e.g. use clear marks for structuring the talk, use word stress to emphasise main points, and use body language effectively). The important feature of the materials was the typical worksheet that asked the learner to listen to the tape and notice certain expressions; then write the expressions down; then consult with peers in order to correct any mistakes, then perform the talk itself and evaluate their own and their peers' performances.

The results of this study indicated that 92% of the participants were satisfied with the teaching methodology used in the training programme. It helped them to learn more about the target language and improved their abilities to talk freely and confidently. They were also able to use clear marks for structuring the talk, use word stress to emphasise main points and use body language properly. The interesting aspect of the materials, was their positive transfer effect on the participants' skills when used in other activities like giving lectures. Although the results were derived from a small population ( $n = 9$ ), they indicated the positive effect of the programme.

Allen, Swain, Harley and Cummins (1993) examined a list of indicators of communicative behaviour to emphasise that the pedagogic orientation of classrooms was not determined by one feature (group activity versus whole-class activity), but by

a number of interrelated features (a combination of activities marked by group work). Their study was based on the communicative orientation of language teaching (COLT) observation scheme to measure features of communication typical of classroom discourse as well as categories to measure how closely those interaction patterns resemble the way language was used in non-instructional settings. The scheme was divided into two parts: The first part was filled out by observers during the class. Their task was to identify different types of classroom activity and categorised them in terms of:

- a) participant organisation;
- b) the content, or subject matter, of the activity;
- c) student modality; and
- d) materials in use.

The second part, which was coded from a tape recording of the class on a time-sampling basis, analysed the communicative features of teacher-student interaction. In this respect, seven main categories were identified:

- a) the use of target language, L1 or L2;
- b) information gap;
- c) length of utterance, or how the participants reacted to each other's contributions;
- d) discourse initiation by teacher or student;
- e) reaction to code or message;



- f) incorporation of preceding utterances; and
- g) relative restriction of linguistic form.

The sample of the study consisted of 13 classes at the grade 7 level including 4 core French classes, 2 extended French, 2 French immersion classes, and 5 ESL classes. Students were given a series of tests (used as pre-tests and post-tests):

- a) a multiple-choice grammar test;
- b) two written production tasks (a formal request letter and an informal note);
- c) a multiple-choice listening comprehension test requiring the oral comprehension of a series of recorded texts; and
- d) an individual interview administered to a sub-sample of students from each class.

The results of this study revealed that the classroom environment was functionally restricted in two ways. First, opportunities for students to observe the sociolinguistic motivated use of the language were limited. Second, opportunities for students to produce the grammatical motivated use were infrequent in regular classroom discourse. According to these results, the researchers suggested that in order to benefit learning, it is necessary to combine the knowledge that students already possess, the provision of relevant grammatical and sociolinguistic rules in context, together with adequate opportunities for appropriate use.

Regarding the comprehensible input, they recommended that in order to achieve a good command of the language, students need to produce language as well as listen to it in a way that leads them toward native-speaker proficiency. Feedback needs to be emphasised and provided so that students can develop their knowledge of linguistic systems and can understand their grammatical and pronunciation errors. It was concluded that in all the programmes currently under investigation, core French, heritage languages, French immersion, and ESL, more work needed to be done in the area of curriculum design. A combination of analytic and experiential activities was considered to be most effective for different types of student.

It can be concluded that secondary school learners had hardly any opportunity to hear English since most of the current teaching methods and learning materials were based on the reading and writing skills and most of the classroom activities, comments, discussions, and explanations were carried out in Arabic. The training programme was considered to be of great importance to help the learners in the experimental group to overcome their difficulties and motivated them to participate effectively. Students were found to be integratively oriented after the LTP with positive attitudes towards learning the target language. This shows that listening comprehension plays an important role in the process of language acquisition.

### **9.1.2 Conclusions from the Results of the Ethnographic Phase**

Concerning the results of the evaluation questionnaires, the observations and the interviews, it can be concluded that the training programme successfully proved its

usefulness in helping the learners to improve their level of proficiency in listening comprehension. The evaluation also gave rise to some valuable suggestions and recommendations by both the students and teachers for improvement of listening training. A total of 78.3% considered the training to be very useful and 21.7% found it to be useful. Regarding students' progress in the four skills, it was found that students were above average in vocabulary (94%), in pronunciation (85%) and in grammar (81%). A total of 96.7% of the participants endorsed the effectiveness of the training programme in improving general progress and helping them to change their attitudes from negative to positive ones and to change their motivation from instrumental to integrative. In addition, 92.5% of them wanted to see this training continued at the college, 70.8% wished to see it run at the elementary level, and 29.2% wished to see it run at the intermediate level.

A number of conclusions can be drawn from both the experimental phase and the ethnographic phase in the light of the findings presented in Chapters 7 and 8. The study is experimental in nature and represents a preliminary step to a hoped-for research effort aimed at improving English language teaching and learning at Teachers' Colleges in all regions of Saudi Arabia. The results of this study can also be generalised to other comparable samples at the college level. The sample was drawn from urban and rural populations of the Southwest region. Thus, the conclusions may apply to urban and rural populations in all regions of Saudi Arabia. All students in the experimental group and control group on completing the pre-tests appeared to be more instrumentally oriented towards the learning of English language rather than

integratively oriented. In other words, they wished to learn English for the purpose of being able to use it in order to acquire better understanding of the spoken and written English, to pass the examinations and to help them in their higher education as well as their future employment. After the listening training programme, students in the experimental group scored significantly higher in the listening comprehension tests than those who received no training. They appeared to be more integratively oriented towards learning the English language, and emphasised the importance of learning English as a means of facilitating their interaction with people who speak English inside and outside the college (see section 8.22 in Chapter 8).

The main conclusion that should be drawn from the results of the experimental phase and the ethnographic phase of the present study and those of the students reviewed in chapter 3 is that whatever the dominant orientation (integrative or instrumental) learners with that orientation will be more successful in acquiring the listening and spoken tasks after the listening training programme (see section 1.2.1 in Chapter 1). The important point is that learners must have a favourable orientation towards learning English as a second or foreign language. Their satisfaction with English courses as well as their teachers' and parents' encouragement is considered to have an important effect on their success and achievement in learning the target language.

The present findings extend and lend empirical support to the conclusions reached by earlier researchers (e.g. Gardner and Lambert, 1972; Gardner, 1979;

Kozeki and Entwistle, 1984; Ryan, 1984; Aranha, 1985; Gardner, 1985; Entwistle and Kozeki, 1985; Vijchulata and Lee, 1985; Dornyei, 1990; Garate and Iraqui, 1990) that integrative orientation is a more powerful incentive than instrumental orientation to second or foreign language learning and are thus in disagreement with Lee (1975), who found that the instrumental orientation was a better predictor of achievement. He found out that Filipino students who were instrumentally oriented were more successful in learning English than those who had an integrative orientation (see section 8.2.2. in Chapter 8).

The present findings also extend and lend support to conclusions reached by earlier researchers that learners will score highly and achieve better results in their listening comprehension tests, structure and vocabulary tests, speech production tests and reading pronunciation tests when supplemented by listening training programmes. (e.g. Winitz, 1981; Cook, 1986; Zaher, 1986; Hallaham and Kneedler, 1988; Fouly and Makhlouf, 1990; Fouly and Williams, 1990; Zaher, 1990; Anderson and Lynch, 1991; Nazin, 1992; Sahakian and Bonamy, 1992; Allen, Swain, Harler and Cummins, 1993; Dekeyser, 1993; Sahakian, 1993; Wolf, 1993; Hale and Courtney, 1994; Chen and Graves, 1995; Paron, 1996; Boyle, 1996; Ferris and Tagg, 1996 and Seedhouse, 1996).

The present findings also provide additional support for conclusions reached by earlier researchers that parents' encouragement does have a positive influence on children's attitudes, motivation and success in learning the target language. Children

demonstrated a highly improved level of English proficiency when they received the support and encouragement of their parents (e.g. Goldenberg, 1989 and Chavkin 1993).

Concerning teacher and student satisfaction with the English courses taught at the secondary schools and the teachers' colleges, the findings of the present study provide additional support for conclusions reached by earlier researchers that students achieve higher scores on all the measures of the listening comprehension tests when they receive training in listening tasks. Students in the experimental group also considered those courses to be more useful in helping them overcome their problems in speech and pronunciation with fewer errors than their peers in the control group (e.g. Hines, Cruick and Kennedy, 1985; Kiedaisch and Dinitz, 1991 and Ino, 1993).

The findings of this study also provide and lend support for conclusions reached by earlier researchers that socio-economic status has an influence on children's performance and achievement in learning English as a second or foreign language (e.g. Bachman, 1970; Sherman, 1973; So and Chan, 1982; Fahmy and Bilton, 1992 and Sujhat, 1993).

The findings of the current study presented in Chapters 7 and 8 showed that training in listening comprehension would improve the learners' abilities in spoken and written English and their attitudes, motivation and performance to learn the target language. Further research in contexts similar to the present one is needed to substantiate this finding.

From the teachers' questionnaire it was found that 88% of the teachers did not have any experience in teaching English with the use of the listening-based methods, 80% of them had not received any kind of training in listening comprehension during their pre-service or in-service training and only 20% of them had attended summer courses either at the American University in Egypt or (in the majority of cases) at the British Councils in Saudi Arabia, Sudan and Egypt.

The lecturers at the teachers' colleges as well as the teachers at the secondary schools agreed to a great extent that listening skills are as important as textbooks and their role in the classroom should be increased and finally, 96% of them totally agreed that training in listening comprehension would not only improve the learners' abilities in spoken language but also improve their thinking in English and facilitate the process of learning.

Interviews at the British Council in Jeddah, Saudi Arabia, as well as at the University of Hull English Language Centre, revealed that both of the centres provide courses for students with different levels of proficiency in English language and listening comprehension, based on the Cambridge First certificate Exam Syndicate (FCE).

The two centres reported that students are very keen to be trained in listening and spoken tasks in order to enable them understand, comprehend and express themselves freely and fluently. At Hull English language centre, much emphasis was

also placed on academic writing. Concerning this skill, the centre provides intensive writing courses to enable the learners to get accustomed to the standard and style of research writing.

From the researcher's observations of both centres, it was found that they were well-supplied with up-to-date facilities to facilitate language acquisition. Moreover, students were happy and satisfied with their improvement and progress and were so motivated and excited that they met, spoke and listened to their teachers during break times freely and confidently. In this respect, it can be said that the general atmosphere of learning and teaching English from real life situations in both centres, the availability of English native teaching staff, the availability of good facilities and the well-prepared English materials focusing on all four skills, contributed greatly to students' progress and improvement in spoken and written English.

## **9.2 Recommendations**

Regarding the aims and purpose of this study and its findings, the researcher has put forward recommendations that might indicate scope for making positive changes in the system of methods of teaching English and language instruction in training programmes for both pre-service and in-service teachers, in the syllabus design and curriculum planning as future plans for improvement of language acquisition. It also suggests the desirability of the establishing of laboratories and English departments in every teachers' college and secondary school in Saudi Arabia, as well as establishing English departments in every educational directorate, provided with all



the necessary facilities that could help supervisors of English and teachers of English hold regular meetings in mid-term breaks as well as attend training programmes in summer holidays. These recommendations are tailored to formulate a real action plan toward improvement and progress in language teaching and learning in Saudi Arabia.

### **9.2.1 Recommendations Regarding the Methods of Teaching English and Language Instruction in the Secondary Schools and Teachers' Colleges' System**

1. It is of vital importance to give those in authority who are responsible for language instruction in the Ministry of Education a freer hand to decide on suitable strategies and possible listening comprehension content, suitable for the levels of students at the secondary schools and teachers' colleges all over Saudi Arabia for greater progress in teaching and learning English language in general and spoken English in particular.
2. In order to overcome students' deficiencies in spoken English as reflected by the results of the pre-tests of the listening comprehension tests in both the pilot and the main study, English textbook content should include listening comprehension lessons for the purpose of training the learners to be able to express themselves freely and clearly and comprehend effectively in the target language.
3. English textbook content should include listening tests alongside the reading and written tests in order to measure the students' level of proficiency in spoken and written English. The change in the new English textbooks should be considered a

proper reflection of language goals and objectives that suits and meets the needs of the educational system in the Ministry of Education. This change in the system should be taken as a step forward, aimed at improving and developing teaching, learning and testing English as a foreign language. This would pave the way for better diagnosis of language achievement, remedial instruction, programmed instruction, mastery learning, higher positive attitudes and oriented motivation for the learners own well-being and the welfare of the country.

### **9.2.2 Recommendations Related to Listening Training Programmes for Both Pre-service and In-service Teachers**

1. Before dealing with the importance and value of training programmes and its influence on the general performance of both the pre-service and in-service teachers, it should be noted that a careful study of the history of the status of pre-service and in-service teacher education will help researchers understand the background of the teachers and the kind of problems they face regarding their previous pedagogical experience (Byrne 1992 and Whitehead 1993). In this respect, the members of the teaching profession should be evaluated according to their language level, exposure to ideas regarding language learning, teaching experience, higher education level, and their attitudes towards a change in language programmes at the secondary level or college level.

2. Both pre-service and in-service teachers should be tested by Cambridge Proficiency Examination tests in order to assess their level of proficiency in English

language and to understand the kind of problems and difficulties they have in learning and teaching it. Data from these test results should be regarded as an important and crucial step in helping the authorities to select the appropriate training programmes to bring their proficiency level up to standard.

3. Since the pre-service training of teachers of English at the college level in Saudi Arabia is mostly based on a structural nature and teachers are equipped with an educational background at the expense of language proficiency, it is of absolute necessity to initiate listening training programmes as a fundamental objective of change reinforcing language acquisition. This change should help learners to build up integrative motivation and positive attitudes and to acquire fluency in spoken English, which is considered to be a pre-requisite for effective class interaction.

4. The pre-service teachers' training colleges should introduce listening training programmes within the content of the methodology courses that are given to pre-service teachers and should regard them as a future plan which, it is hoped, would improve their comprehension and their progress in the target language.

5. The listening training programmes should enable the pre-service teachers to improve their understanding of listening comprehension and should provide them with the necessary language proficiency level as well as a sound pedagogy that could enable them to get acquainted with the demands of teaching English as a foreign language in the future. In addition, this should increase the amount of language exposure and help

in selecting the appropriate teaching strategies and techniques suitable to develop teaching situations.

6. For in-service teachers, assessment of their pedagogic abilities is considered to be an essential step forward to understand their weaknesses, strengths, needs and difficulties in teaching. This is a pre-requisite for tailoring appropriate in-service training courses to suit their needs (Spackman, 1991; Whitehead, 1991; Byrne, 1995; Chambers and Richards, 1995 and Kari, 1995).

7. People responsible for course design and training programmes in the Ministry of Education in Saudi Arabia should regard in-service training programmes as an on-going process. The present in-service teachers of English in the Southwest region as well as the teachers and lecturers of English at the teachers' colleges in all regions of Saudi Arabia felt alienated and consequently acquired negative attitudes toward the prescribed courses taught in the school and college system. In this respect, the school and college system are in urgent need of drastic solutions to place them on the correct path to success and productivity. On the other hand, students are aware of their unsatisfactory level of proficiency in English language, as well as their negative attitudes toward the kind of methodology used in the prescribed textbooks. They were found to be eager to participate effectively in the listening training programme and were found to be highly motivated within it, since they considered it held the solutions to their existing problems. Students' high scores on the listening comprehension tests as well as their responses to the questionnaire and interviews after the training

programme reflected their awareness of the importance of English in general and spoken English in particular for their future careers, for their well-being as individuals and for the welfare and development of the country. They expressed great interest and keenness to learn the target language. As a result, serious attempts should be made to design proper training courses to suit both the pre-service and in-service teachers in order to meet their requirements which consequently should lead to much progress and improvement in the acquisition of the target language.

8. In order to end up with a better quality of in-service teachers, as well as better productivity, one crucial step should be taken in planning and designing intensive training courses for future change in order to make a breakthrough towards successful and progressive improvement in teaching and learning English as a foreign language in Saudi Arabia.

### **9.2.3 Recommendations Related to Curriculum Planning and Syllabus Design**

1. In addition to the policy document of broad aims and objectives for English instruction in the school and college system, the fact must be emphasised that lessons in each unit of the syllabus should include oral language tasks in order to make a balanced approach in language skills and help categorise language comprehension input and achieve the desired cyclical syllabus.

2. Recommendations and suggestions of lecturers, supervisors and teachers of English from all the regions of Saudi Arabia should be taken seriously in curriculum

planning and development and syllabus design, they should participate in those tasks, alongside the central authorities in the Ministry of Education.

3. Course designers as well as material developers should indicate in the textbook instructions exactly and clearly what is expected of teachers and what students are expected to master and achieve at the end of the instructional process. This will help them fully to understand and be aware of their productive and appreciated role, for better performance in listening comprehension tasks. The course designers need to be told about the appropriate levels of the listening tasks provided with the listening tests and their relevance for each learning stage in order to emphasise to the teacher the importance of spoken English in helping learners to build up a strong base in using English language accurately and fluently.

4. Course designers should be instructed by those in authority in the Ministry to leave enough time in the teacher-student timetable as a compulsory requirement for intensive training in order to create a motivated and interesting atmosphere in the classrooms, in a competitive way. This training should help the students to revise the previous lessons in each unit in the syllabus, enable them to master the language properly and gradually encourage them to get rid of their fears and anxiety, shyness and embarrassment, when performing oral tasks.

5. This development in the design of the English curriculum would be a good basis for a successful syllabus for teaching English as a foreign language in Saudi Arabia and should be regarded as a suggested solution that shows how general goals

could be translated into syllabus objectives. This fact should be taken into account as a fruitful and beneficial enhancement and reinforcement to bridge the gap in the language learning process between the school and college system. It should also be noted here that students' satisfaction with their mastery of the spoken and written English could be seen and noticed in approximately five years time and beyond, reflecting their improvement and progress in both English courses and scientific courses and showing the importance of the listening tasks in school and college syllabus design.

6. Confirming this importance, study participants and interview informants expressed concern regarding the influence of listening comprehension and the training programme on the learners' performance in the target language. They recommended it as an important skill that could not be neglected or ignored when designing English courses.

7. According to the students' interviews it would be of value to indicate that they agreed, after the implementation of the listening training programmes, that they were able to participate effectively in the classroom and use English efficiently in genuine life situations outside the classroom in various degrees as in market, work, travel, hospitals, business and communication with foreigners.

8. Regarding the relatively low educational standards in the Saudi family, as well as the weakness of teaching English as a foreign language in the school and teachers' college system under the vale of meaningless raw scores, Saudi students need to be given more intensive attention regarding their attitudes towards the target language.

9. Finally, course designers of English as a foreign language have a golden opportunity to receive continual financial support from the central authorities in the Ministry of Education who are willing to accept any positive changes that could help, enhance and fulfil the students' success and achievement in the target language. A crucial step in the right direction and a strong will to bear the consequences of change are needed, to bring about the desired improvement and progress in language teaching and learning in Saudi Arabia.

#### **9.2.4 Recommendations Related to the Establishment of English Departments and Laboratories in Secondary Schools and Teachers' Colleges**

1. There is an urgent need to establish English departments and English laboratories in secondary schools, educational directorates and teachers' colleges in all regions of Saudi Arabia, in the immediate future, alongside the supplement of language materials and a corps of well-trained technicians.

2. The authorised people in the Ministry of Education should realise the importance of increasing the number of hours allocated to English courses and language training at secondary schools and teachers' colleges.

3. The establishment of English departments in every educational directorate would be of great value. These could act as supplementary sources for providing secondary schools with posters, flash cards, cassettes, overhead projectors and audio-



visual aids that are necessary for teachers of English to use in the classrooms or in the laboratories.

4. Supervisors should be authorised to conduct the training programmes annually in these departments and arrange meetings with the in-service teachers to practise the language freely and efficiently.

5. A library should be established in each department, consisting of the necessary English books and methodology materials, in order to help supervisors and in-service teachers to up-date their knowledge of English and see the recent technology used in teaching the target language.

6. The authorised people in the Ministry of Education should set up a committee responsible for distributing standardised tests to the departments of English in all the educational directorate in order to test the level of proficiency of the new and old in-service teachers before conducting the training programmes. Their results should give the committee adequate measures of the standards of English language attainment among the in-service teachers in Saudi Arabia and should help them to organise proper training programmes.

7. The proposed committee in the central authority should authorise the supervisors of English in each educational directorate to supervise the implementation of the standardised tests as well as the training programmes in the English departments and write reports to the Ministry about the progress of in-service teachers. This

should mark a drastic change in the history of English language instruction in Saudi Arabia.

8. Supervisors of English in these departments should emphasise the importance and value of the training programmes through regular meetings held annually with the in-service teachers and specify clearly the aims and objectives of these training's. The in-service teachers should be told that the broad aims set by the Ministry of Education are to enable them to communicate fluently in English inside and outside the classrooms in order to promote universal and human understanding, to enable them to gain knowledge and skills that prepare them to play positive roles in national development, to give them opportunities to continue their education and to enable them to build up a feeling of satisfaction and self-confidence towards the use and acquisition of the target language.

9. It is clear that English is considered as important as other subjects and is given a great deal of support from the high authorities in the country and in the Ministry of Education. Factors affecting students' low achievement in English language are related to the absence of teaching and testing the listening and speaking components in the English curriculum, the absence of the English departments and laboratories and training programmes in each region of the country as revealed by the informants in their comments. This situation has brought about a lack of balance and integration between language skills, and is to a large extent responsible for the unhealthy situation of English instruction in the school and college system. In this respect much attention

should be paid regarding the identified deficiencies, in order to establish a strong and solid base for teaching and learning English as a foreign language for both the pre-service and in-service teachers that could help them overcome their present problems.

10. A standing committee of English language teaching from the central authorities should be set up in the immediate future to pay considerable attention to these crucial problems and to implement appropriate solutions regarding these recommendations. The proposed committee should also monitor the improvement and progress of the pre-service and in-service teachers and obtain feedback which will be most essential for the continuation of any programme in all regions of Saudi Arabia.

11. In order to support these recommendations and to implement them, it is strongly advisable for the proposed committee to get in touch with the British Council in Riyadh, Jeddah and Dammam for the purpose of linking programmes with them and obtaining expertise in the form of specialists in the various fields of English language teaching. This should be regarded as a very useful opportunity to emphasise the importance of concerted efforts, co-ordination and co-operation. Representatives of these institutions should come together to consider everything related to the teaching and learning of English at schools or teachers' colleges. Great efforts should be exerted to establish English departments and laboratories and to design intensive training programmes for mission candidates with the help and guidance of all the experts in the field from the Ministry of Education and the British council. Thus, the pressing need for a satisfactory proficiency standard in English should come into focus

and should be considered the key to a better, brighter future and the only path to realising very precious aims.

The next chapter will outline a proposal for a listening training programme for Saudi students at teachers' colleges in Saudi Arabia.

## **Chapter Ten**

**Chapter Ten**  
**A Proposal for a Listening Training Programme for Saudi Students  
at Teachers' Colleges in Saudi Arabia**

**10.1 Introduction**

In this chapter, a listening training programme is set out as a proposal to be implemented in the Teachers' Colleges curriculum in Saudi Arabia. This chapter will mainly be concerned with some underlying assumptions for the use of listening-based methods in the training programme and implications for the listening training programme. These implications will deal with the aims and objectives of the training, the syllabus design, the teaching materials, the teaching methodology and teacher training.

**10.2 Assumptions of the Listening Training Programme**

Concerning the use of the listening-based method in the training, it should be indicated that a number of factors are of great importance to be noticed and taken into account: learners' age, aptitude, attitude, motivation, needs, personality, the learning environment and the objectives of the curriculum.

In this respect, the listening-based methods should be introduced into the curriculum to teach listening comprehension, taking into account the learners' previous linguistic and socio-economic background. Their introduction will help the students at Teachers' Colleges to develop their receptive competence and to acquire the

vocabulary which they will need later for interaction with their lecturers in the teaching of scientific courses such as Maths, Chemistry, Botany, Biology and Physics.

In this regard, it can be said that this method can enhance the acquisition of the target language and the development of comprehension skills. It can be used effectively and authentically under the supervision of a teacher as Morley (1984) and Maley and Moulding (1993 pp.101-107) have attempted to show recently. The above assumptions have certain implications for listening training at Teachers' Colleges in Saudi Arabia.

### **10.3 Implications of the Listening Training Programme**

According to the assumptions made above, it should be said that the main reasons for using the listening-based methods are pedagogical and psychological. From the point of view of pedagogy, a number of studies by Richards (1983, 219-240) Boyle, (1987, 238-256) and Benson (1989, 421-426) suggested that the adoption of a listening-based method has beneficial and positive effects on language acquisition.

From the point of view of psychology, the adoption of such an approach is considered as a way of reducing the effect of memory overloading, anxiety and stress which are often associated with speech production and cause considerable inhibition of the learning process (Brown, 1977, pp.53-85, Benson, 1989, pp.421-426)

### **10.3.1 Aims and Objectives**

This training is considered as an attempt to concentrate on a particular language skill and make the performance as well as the teaching objectives more concrete in order to make both the teacher and the student understand what is expected of them. In other words, students should have a capability of listening and understanding the gist and the detail of verbal messages delivered at normal speed in modern British English.

### **10.3.2 Syllabus Design**

In designing the syllabus, listening-based methods can be used in teaching listening comprehension to Saudi learners at Teachers' Colleges in Saudi Arabia. In this respect, teachers of English should be notified that recirculation of the material of the listening tasks in the memory takes place during the pauses and that the material which lacks much pauses will be difficult for the inexperienced listener to process because of its rapid speed of delivery (Rivers and Temperley 1978, p.83).

It should be emphasised here that the introduction of mental processes of prediction and selection in listening comprehension lessons is an important point that involves the learners' ability to decode spoken discourse. In other words, the syllabus should offer the learners the opportunity to produce and perform a wide range of speech acts and to interact with each other. As a result, the acquisition of English as a



second or foreign language seems to develop through meaningful interaction or negotiation of meaning (see Part 1 and Part 3 in Chapter 4).

Considering listening comprehension an essential source of input for language acquisition and a first skill to develop in the learner, oral comprehension should be given priority as an important source of input in communication or conversational discourse (see Section 5.10 in Chapter 5). It is also important to emphasise the fact that in selecting or designing teaching materials, the learners' background knowledge of English should be taken into account in order to maintain their motivation that greatly contributes to the success of learning the target language (Stern 1983, pp.360-390).

### **10.3.3 Teaching Materials**

The selection of teaching materials for Saudi students at the Teachers' Colleges is left to the authorised and responsible people at the Ministry of Education to use what they can find appropriate in the use of listening-based methods for the teaching of listening comprehension. What is suggested here is that these materials should include a large variety of listening activities and language exercises (See Part 1 in Chapter 4 and Appendix 14 for more details of the suggested teaching materials as well as Section 8.2.4, 8.2.5, 8.2.6, 8.2.7 and 8.2.8).

Nazin (1992) investigated the effectiveness of creative problem solving, as a technique used in the language learning and teaching process, on enhancing and

improving students' creativity in oral production of English. Thirty-five male student teachers of English enrolled in the third year at Assiut Faculty of Education were randomly selected for this study. Their ages ranged from twenty to twenty-two and their exposure to English as a foreign language ranged from eight to ten years. The instruments used in this study were a test of problem solving (which consisted of five simple, short and life-like problems to be solved orally) and a test questionnaire (to measure the participants' attitudes towards the test). The test was tape-recorded for later scoring.

The results of this study showed that the inter-scorer reliability was 0.88 for the pre-test and 0.82 for the post-test; the reliability coefficients were significantly high ( $p < 0.001$ ). A comparison of the participants' scores revealed that the mean of the pre-test was 8.8 with a standard deviation 2.72, whereas the mean of the post-test was 16.31 with a standard deviation 1.72. This indicated that their scores on the post-test were greatly higher than those on the pre-test. The difference was significant at a very high level of confidence. ( $p < 0.001$ ). This comparison showed that the participants' growth of creative oral production had been increased and the suggested problem solving techniques and activities had been effective in increasing the student teachers' creativity in oral production of English, since the range for the ratio was 0 to 2, 1.0 being considered satisfactory. In addition, the subjects showed positive attitudes towards the test and positive attitudes towards the problem solving activities. They felt relaxed about the use of the tape and found it enjoyable and interesting.

Anderson and Lynch (1991) emphasised the fact that speaking skills were considered as important as listening skills. They added that people can not communicate with each other unless the two types of skills are developed in a planned way. They argued that listening is also considered as a reciprocal skill where there is at least the opportunity for speaker and listener to exchange roles; in contrast, non-reciprocal or one-way listening is involved in, for example, listening to a tape recording, or radio. As mentioned earlier, listening effectively includes a multiplicity of skills. However, a very simple step-by-step picture of the various elements of listening is presented by Anderson and Lynch, who listed four essential steps that might be thought to make up the process of listening/speaking exchanges in face-to-face conversation: (p.4)

1. The spoken signals have to be identified from the midst of the surrounding sound.
2. The continuous stream of speech has to be segmented into units, which have to be recognised as known words.
3. The syntax of the utterance has to be grasped and the speaker's intended meaning has to be understood.
4. We also have to apply our linguistic knowledge to formulating a correct and appropriate response to what has been said.

In this respect, preparation for listening materials should consist of natural samples from as many sources as possible, so the students will have experience with

many varieties of recorded topics, situations, dialogues, passages, etc. In addition, samples of conversations can also be collected from radio or BBC TV with a cassette or table tape recorder which can be put to good use in training students in listening comprehension. Live demonstrations of various types of exercises can be recorded to find out the students' weaknesses and strengths in pronunciation, structure, sound discrimination, intonation, stress, vocabulary, reading etc. (Bright and McGregor, 1970, Allen and Valette, 1977, Underwood, 1989 and Cross, 1992).

#### **10.3.4 Teaching Methodology**

As mentioned earlier in Chapter One, the grammatical-translation method should be replaced by modern methodological principles based on the teaching of language skills in a regular sequence of listening, speaking, reading and writing with an emphasis on speaking and error correction. In addition, students should be trained in the use of learning strategies such as guessing, inferencing and predicting, as well as in the techniques of co-operative and discovery learning with an emphasis on group work (Rivers, 1976, pp.65-79 and Pietro, 1987 pp.123-127).

A study by Fouly and Williams (1990) investigated the effectiveness of pre-service teacher training programmes (PTTP) in Egypt, in terms of English language proficiency which could be improved from one year to another. This proficiency involved syntax, listening comprehension, and reading comprehension. The sample of this study consisted of 280 male and female subjects selected from the four years of the course. The selection included four intact groups representing eight classes, two from

each year. Most of the participants came from different parts of El-Minia Governorate and their ages ranged from 16 to 24 years with a mean of 19.7 years. Two tests were administered in this study, the English Proficiency Examination for Egypt (EPEE) and the Graduated Dictation Test (GDT). The EPEE measured both grammar (GR) and vocabulary (VOC) competence in the first section. In the second section, it measured listening comprehension (LC) and listening recall (LR). The third section contained a reading comprehension (a cloze (CLZ)) test and a reading comprehension test with reliability of 0.90. The GDT was an integrative test of English language proficiency. It involved the auditory presentation of progressively longer text segments to be written down by the examinees. The reliability coefficients ranged between 0.92 and 0.98.

The results of this study did not support the first hypothesis that students of the four years were significantly different from each other in terms of grammatical competence. The F value for the test was 2.24 which was not significant at the pre-specified 0.001 level. The second hypothesis, that students of the four years were significantly different in terms of lexical competence, was not supported either. The F value of 2.848 was not significant at the 0.001 level. The third hypothesis, that students of the four years were significantly different from each other in terms of listening comprehension, was tested by two tests: LC and LR. The F value for the EPEE was 3.009 which was not significant. The F value for the EPEE LR was 5.426 which was significant at the 0.001 level, this showed that second year students were significantly better (highest mean) than third year students (lowest mean). In terms of

reading comprehension the F value of EPEE Close test was 0.939 which was not significant and the F value of EPEE RC was 0.463 which was even lower than the first value. The last hypothesis was tested by two tests; EPEE total scores and GDT. The F value for EPEE was 2.07, which was not significant. The other F value in relation to the GDT was 1.96 which was not significant, either. This indicated that the overall proficiency did not substantially vary among the four groups.

Since the present situation of learning and teaching English as a foreign language has a bad reputation with the learners in secondary schools and teachers' colleges in Saudi Arabia, it is suggested that the EFL methodology should be centred on listening-based language teaching to build up their familiarity with spoken English and allow them to develop their comprehension skills (see Section 5.10 in Chapter 5 and Section 7.25 and 7.26 in Chapter 7).

### **10.3.5 Teacher Training**

Teachers of English in secondary schools as well as at the Teachers' Colleges should be provided with the necessary language proficiency as well as a sound pedagogical foundation that will enable them to cope with the demands of teaching EFL at the present time. In addition, they should be retrained periodically so that they can adapt themselves to new developments in English language teaching.

Considering the results of the teachers' questionnaire, the listening training programme should be introduced in the curriculum for the pre-service teachers of

English to help them familiarise themselves with the elements of listening and spoken tasks and to enhance their development of comprehension skills. The in-service teachers of English should also be trained by the listening training programme so that they can have a general view of the stages of listening tasks and their importance in acquiring the target language (see Section 5.10 in Chapter 5 for more details of the stages of the LTP). In-service teachers as well as advisors and English language inspectors should organise seminars and workshops so that they can build up their abilities to speak English fluently and to get acquainted with the modern methodology of teaching English as a foreign language (see Teachers' Interview, Section 8.2.6 in chapter 8).

Seedhouse (1996) examined one goal of English language teaching, namely that the language produced should be "genuine" or "natural", rather than "typical" or "traditional" classroom communication. The main assumptions of this study orthodoxy can be stated as follows (pp.16-17):

1. There is such a thing as "genuine" or "natural" communication.
2. It is possible for EFL teachers to replicate genuine or natural communication in the classroom, but most fail to do so.
3. Most teachers produce interaction with features of the IRF cycle (teacher initiation-learner response-teacher follow-up) and display questions, but rarely engage in genuine or natural communication.

4. Teachers could be trained to replicate genuine or natural communication in the classroom.

In this study, Seedhouse argued that the linguistic forms and patterns of interaction which learners produce are related to the pedagogical purposes which the teacher introduces.

In this respect, the strategy of having a conversation in English appears to be a clear example of institutional interaction. Therefore, the study emphasised genuine discourse as a move towards ELT classroom interaction that would be preferable to the communicative orthodoxy. Seedhouse presented a brief characterisation of the institutional discourse which indicated that (p.22):

1. Institutional interaction involves an orientation by at least one of the participants to some core goal, task, or identity (or set of them) conversationally associated with the institution in question. In short, institutional talk is normally informed by goal orientations of a relatively restricted conversational form.
2. Institutional interaction may often involve special and particular constraints on what one or both of the participants will treat as allowable contributions to the business at hand.
3. Institutional talk may be associated with inferential frameworks and procedures that are particular to specific institutional contexts.



The findings of this study revealed that a large number of teachers felt guilty about the nature of communication in their classroom. It may be seen from Seedhouse's study that ELT teachers who took an institutional discourse approach, concerning ELT classroom interaction, succeeded in creating opportunities for genuine interaction and progressive understanding in the language classroom.

His study was also considered to be an important and beneficial work to be introduced currently for teachers of English in Saudi Arabia, in order to emphasise the need for much practice in ELT classroom interaction.

Sahakian (1993) investigated the influence of an ESP (English for Specific Purposes) approach on students' competence in English language. The subjects of this study were 52 male and female first year students studying at the faculty of Dentistry in Mansoura University in Egypt. Students were given an English language course following ESP principles, viz: Plan of Action, Wants Analysis, Needs Analysis, Means Analysis, Setting Objectives, EDP/ESCP (English for Dentistry Purposes/English for Scientific Purposes) Materials, and Teacher Evaluation. The measurement of the effectiveness of the ESP course was carried out through achievement and proficiency tests and post-course evaluation by the students. In addition to the previous sample, sixteen male staff members participated in the Needs Questionnaire, three postgraduate students (English Section) were trained to evaluate the instructors, and forty-five first year students were asked to give their evaluation of the ESP course using ESP Course Evaluation and Learners' Questionnaire.

This study indicated that almost all of the students (90.9%) liked the English language. They also indicated that their main priority was to speak English, (32.8%) followed by writing (25%) then reading (21.9%) and listening (20.3%). According to Needs Analysis, the staff members perceived their undergraduate students' need for English language skills in the following order of importance was: Writing; Reading; Listening; and Speaking regarding question 1 and Speaking; Reading; Writing; and Listening regarding question 2. It can be concluded from this study that students at the college level are in need of much practice in listening in order to communicate with lecturers, write reports in English and give seminars and take part in oral discussions.

The results indicated that the ESP approach brought forth highly significant improvement in the students' English language ability and competence, and proficiency in the skills of speaking, listening, reading and writing. Upon evaluating the usefulness of the ESP course, the students stated that the course was most useful in descending order: listening (165; 73.3%), Reading (140; 65%), Speaking (132; 60%), then Writing (116; 54%). As for the form and content section, all the results were above average. The students seemed to give their highest evaluation to the different activities on the course that helped them to learn, particularly giving spoken answers in the class, reading and answering questions in the class, and discussing in pairs or groups. It also revealed that the course gave them practice in language skills, particularly in listening (152; 68%) then writing (121; 54%) followed by speaking then reading.

Ferris and Tagg (1996) surveyed over 900 male and female professors at four different institutions in U.S: a community college, a public teaching-oriented university, a public research-oriented university, and a private university, in order to find out the expectations and requirements of instructors across a range of contexts. Their study also focused on the implications for EAP (English for Academic Purposes) teaching as an important requirement for listening/speaking courses and tasks. The study investigated the need to prepare students for oral communication, listening comprehension, speaking abilities, (including formal speaking and pronunciation), and interaction with native speakers in a variety of lecture/discussion formats. Survey responses were coded for statistical analysis. In addition to examining overall frequencies and percentages, two statistical procedures for nonparametric data were applied: Kruskal-Wallis one-way analyses of variance (ANOVA) (to examine differences in survey responses across academic majors) and Spearman rank-order correlations (to examine relationships among the demographic variables and the responses to survey items about classroom practices).

Ferris and Tagg concluded their study with general implications and suggestions for both ESL teaching and materials development:

1. EAP teachers should assume that all graduate students or all students need exposure to oral tasks (working effectively with peers on graded projects, speaking tasks and pronunciation).

2 EAP programmes should whenever feasible consider offering context-specific EAP courses (e.g. the mix of ESL students and native speakers, the type of institution, and the resultant impact on class size and delivery style).

3. Teachers should be aware that lecturing styles vary and that college/university classrooms of the 1990s appear to be evolving toward less formal, more interactive styles (Preparing students for academic listening comprehension tasks in a variety of contexts).

According to Ferris and Tagg, in order to prepare teachers of English to interact with the learners effectively, many factors should be taken into account such as class size, time allocated for each period, kind of topics prescribed in the course, class preparation, formal and informal communication, audio-visual aids etc. For this reason the teaching of listening comprehension needs much preparation in order to motivate students and to give them sufficient training and practice in various tasks and activities.

In this respect, listening comprehension should be considered as part and parcel of the English curricula and should be taught to learners of English at the secondary and college levels in Saudi Arabia.

Since this is the first ESL/EFL study to examine the influence of listening training programmes on the learners' performance in listening comprehension, it is necessary to clarify the finding further in follow-up research. Regarding the new important findings of this study, it is hoped that the present thesis will be a useful

foundation for improving the teaching of listening comprehension at Teachers' Colleges in Saudi Arabia.

#### **10.4 Summary**

As a summary of the above, it can be said that the proposed listening comprehension training programme for the learners at Teachers' Colleges in Saudi Arabia should follow a normal progression from simple to complex. It should be integrated with language training and cover listening activities to enable the learners to get the meaning of the message and then to study the structure of the target language. This training should enhance and reinforce the development of comprehension skills. In this chapter, the adaptation of the listening-based methods was recommended based on pedagogical and psychological reasons, in that it is considered to reduce the learners' anxiety, stress and boredom. Selection of specific teaching materials is left to the Ministry of Education. Further investigation in a context similar to the present one is needed to substantiate the validity of these new findings in other regions of Saudi Arabia. Regarding teacher training, it was mentioned that the training programme should be regarded as an on-going process for pre-service and in-service teachers of English and should be planned for and executed with the utmost zeal.

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## **Appendices**

## Appendix 1

### First Picture. Test of “Errors In Speech”

SD = Standard Deviation.    x = Mean.     $\alpha$  = Alpha.  
 V = Variable.    N = No. Of Cases.    MD = Mean Difference.  
 COG = Control Group.    EXG = Experimental Group.  
 Pre = Pre-test    Post = Post-test.

Means, Standard deviations, Mean differences and Alpha if item is deleted.

### T-Test for Independent Samples of Groups

V	Control Group				Experimental Group				Mean Difference		$\alpha$
	Pre-test		Post-test		Pre-test		Post-test		Pre	Post	
	x	SD	x	SD	x	SD	x	SD			
FPS	1.88	0.82	1.98	0.86	1.85	0.77	3.98	1.82	0.03	-2.00	0.83
FPI	4.90	1.52	5.10	1.52	5.23	1.79	2.68	1.49	-0.03	2.43	0.83
FPIP	2.13	0.85	2.23	0.80	1.98	1.03	0.95	0.55	0.15	1.28	0.84
FPIW	1.93	0.92	2.00	0.88	2.63	0.87	1.33	0.83	0.68	-0.70	0.84

FPS = The number of sentences produced for the first picture.  
 FPI = The number of errors in the first picture.  
 FPIP = The number of errors in pronunciation in the first picture.  
 FPIW = The number of errors in words in the first picture.



### Appendix 3

#### Third Picture. Test of “Errors In Speech”

SD = Standard Deviation.    x = Mean.    α = Alpha.  
 V = Variable.    N = No. Of Cases.    MD = Mean Difference.  
 COG = Control Group.    EXG = Experimental Group.  
 Pre = Pre-test    Post = Post-test.

Means, Standard deviations, Mean differences and Alpha if item is deleted.

#### T-Test for Independent Samples of Groups

V	Control Group				Experimental Group				Mean		α
	Pre-test		Post-test		Pre-test		Post-test		Difference		
	x	SD	x	SD	x	SD	x	SD	Pre	Post	
THPS	4.05	1.15	4.23	1.17	3.60	1.08	7.38	1.85	0.45	-3.15	0.80
THPI	7.48	2.54	7.65	2.45	8.25	2.27	3.93	1.79	-0.78	3.73	0.79
THPIP	2.70	1.18	2.73	1.71	3.05	1.22	1.30	0.52	-0.35	1.43	0.80
THPIS	1.60	0.81	1.68	0.86	1.78	0.70	0.55	0.71	-0.18	-1.13	0.80
THPIW	3.20	1.44	3.25	1.30	3.63	1.30	1.78	0.70	-0.43	1.48	0.80
THPW	15.38	4.34	16.45	4.82	14.53	3.16	30.70	8.28	0.85	-14.25	0.80

THPS = The number of sentences in the third picture.  
 THPI = The number of errors in the third picture  
 THPIP = The number of errors in pronunciation in the third picture.  
 THPIS = The number of errors in sentences in the third picture.  
 THPIW = The number of errors in words in the third picture.  
 THPW = The number of words in the third picture.

**Appendix 4**  
**Test of Listening Comprehension (LCT)**

SD = Standard Deviation.    x = Mean.    α = Alpha.  
V = Variable.    N = No. Of Cases.    MD = Mean Difference.  
COG = Control Group.    EXG = Experimental Group.  
Pre = Pre-test    Post = Post-test.

Means, Standard deviations, Mean differences and Alpha if item is deleted.

**T-Test for Independent Samples of Groups**

V	x	SD	Mean Difference				N	α
			Pre-test		Post-test			
			x	SD	x	SD		
LCOMPRCG	23.9	13.05	0.68	0.20	35.82	6.53	40	0.86
LCOMPOCG	24.58	12.85					40	0.86
LCOMPREG	25.05	13.89	35.35				40	0.86
LCOMPOEG	60.40	19.38					40	0.86

LCOMPRCG = The listening comprehension test (LCT) in the pre-test of the control group.

LCOMPOCG = The LCT in the post-test of the control group.

LCOMPREG = The LCT in the pre-test of the experimental group.

LCOMPOEG = The LCT in the post-test of the experimental group.

## Appendix 5 Test of Oral Reading

SD = Standard Deviation.    x = Mean.     $\alpha$  = Alpha.  
V = Variable.    N = No. Of Cases.    MD = Mean Difference.  
COG = Control Group.    EXG = Experimental Group.    OR = Oral Reading  
Pre = Pre-test    Post = Post-test.

Means, Standard deviations, Mean differences and Alpha if item is deleted.

### T-Test for Independent Samples of Groups

V	Control Group				Experimental Group				Mean		$\alpha$
	Pre-test		Post-test		Pre-test		Post-test		Difference		
	x	SD	x	SD	x	SD	x	SD	Pre	Post	
ORPS	10.45	3.45	10.25	3.40	8.88	3.51	2.23	1.03	1.58	8.03	0.84
ORPN	6.78	2.12	7.23	2.18	6.00	2.23	1.45	0.99	0.78	5.78	0.85
ORIL	4.45	2.14	4.28	1.99	3.68	2.29	0.98	0.53	0.78	3.30	0.86
ORML	4.68	2.35	4.58	2.23	4.88	2.31	1.28	1.01	-0.20	3.30	0.85
ORFL	4.65	2.19	4.60	2.15	4.53	2.10	1.25	0.81	0.13	3.35	0.85
ORNS	5.25	2.12	5.23	2.09	4.50	1.77	1.25	0.50	0.75	3.98	0.85
ORSN	1.25	1.08	1.28	1.11	1.20	0.91	0.38	0.49	0.05	0.90	0.85
ORSV	1.53	1.20	1.60	1.28	1.05	1.11	0.43	0.50	0.48	1.18	0.85
ORSI	1.48	0.60	1.45	0.60	1.05	1.11	0.28	0.45	0.43	1.18	0.86
ORSE	1.00	0.32	0.95	0.32	1.08	0.57	0.15	0.36	-0.08	0.80	0.86
ORWPN	13.78	4.96	13.53	5.00	12.88	5.29	3.50	1.20	0.90	10.03	0.85
ORPC	1.65	0.66	1.55	0.78	1.53	1.01	0.63	0.59	0.13	0.93	0.85
ORPD	0.80	0.69	1.00	0.93	0.80	0.91	0.10	0.30	0.00	0.90	0.85
ORPE	1.50	0.64	1.38	0.63	1.10	0.50	0.15	0.36	0.40	1.23	0.86
ORPI	1.20	0.85	1.08	0.73	0.80	0.41	0.13	0.34	0.40	0.95	0.86
ORPB	2.30	1.02	2.08	0.94	0.80	0.91	0.50	0.51	1.50	1.58	0.85

Legend:

ORPS = The total number of errors in sound pronunciation.

ORPN = The total number of errors in word pronunciation.

ORIL = The total number of errors in words (initial)

ORML	= The total number of errors in words (middle)
ORFL	= The total number of errors in words (final)
ORNS	= The total number of errors in sentences.
ORSN	= The total number of errors in nouns
ORSV	= The total number of errors in verbs.
ORSI	= The total number of errors in the interrogation marks.
ORSE	= The total number of errors in the exclamation marks.
ORWPN	= The total number of errors in word pronunciation.
ORPC	= The total number of errors in the use of commas
ORPD	= The total number of errors in the use of full-stops.
ORPE	= The total number of errors in the use of exclamation marks.
ORPI	= The total number of errors in the interrogation.
ORPB	= The total number of errors in the use of brackets.

## Appendix 6

### Tape Transcript English Achievement Test

#### Part One: Listening Comprehension

##### Section A.

Listen carefully to the following sentences, then circle the correct answer on your answer sheet. You have only thirty seconds for each answer.

- No.1 A young man and a young woman were sitting behind me.  
Q1 Where were a young man and a young woman sitting?
- No.2 On Sundays, the writer never gets up early.  
Q2 Does the writer always get up early on Sundays?
- No.3 My aunt Lucy arrived by train.  
Q3 How did aunt Lucy arrive?
- No.4 Postcards always spoil the writer's holidays.  
Q4 What spoils the writer's holidays?
- No.5 The writer visited museums and sat in public gardens.  
Q5 Where did the writer sit?



## Section B:

- No.1 The writer has just moved to a house in Bridge Street. Yesterday a beggar knocked at her door.
- 1a Where has the writer just moved to?
- 1b Who knocked at her door yesterday?
- No.2 The play was very interesting, but I did not enjoy it. A young man and a young woman were talking loudly during the play.
- 2a Was the play very interesting?
- 2b Why did the writer not enjoy the play?
- No.3 Joe Sanders has the most beautiful garden in our town. Each year, nearly everybody enters for “The Nicest Garden Competition”, but Joe wins every time.
- 3a Who enters for “The Nicest Garden Competition”?
- 3b How often does Joe Sanders win the competition?
- No.4 Our neighbour, Captain Charles Alison, will sail from Portsmouth tomorrow. We shall meet him at the harbour early in the morning.
- 4a When will Captain Charles Alison sail?
- 4b Where shall we meet him?
- No.5 The writer likes gardens too, but he does not like hard work. Every year, he enters for the garden competition too, and he always wins a little prize for the worst garden in town.
- 5a For what does the writer always win a prize?
- 5b Is his garden beautiful or terrible?

## Section C:

This section consists of a short paragraph. Listen carefully to it, then answer all the questions. The paragraph will be read to you twice.

I was having dinner at a restaurant when Harry Steele came in. Harry worked in a lawyer’s office years ago, but he is now working at a bank. He gets a good salary, but he always borrows money from his friends and never pays it back. Harry saw me, and came and sat at the same table. While he was eating, I asked him to lend me £2. To my surprise, he gave me the money immediately. “I have never borrowed any money from you; Harry said; so now you can pay for my dinner.

Listen again to the paragraph.

(Repeat)

Now answer the following questions by circling the correct answer on your sheets.

1. Where was the writer having dinner?
2. Where did Harry Steele work years ago?
3. Where is he working now?
4. What does he always borrow from his friends?
5. How much did the writer ask Harry Steele to lend him?

### **Part Two Vocabulary**

Listen to the following sentences, circle the correct answer on your sheets that should be in place of the word “space”.

1. The man and the woman did not space any attention.
2. The young man said rudely, “It’s none of your space”.
3. A friendly waiter taught me a few space of Italian.
4. I spent the space day in my room.
5. A beggar put a piece of cheese in his pocket and went space.

### **Section D**

Listen to the following passage, then answer the questions that follow by circling the correct answer on your answer sheet.

I have just received a letter from my brother, Tim. He is in Australia. He has been there for six months. Tim is an engineer. He is working for a big firm and he has already visited a great number of different places in Australia. He has just bought an Australian car and has gone to Alice Springs, a small town in the centre of Australia. He will soon visit Darwin. From there he will fly to Perth. My brother has never been abroad before, so he is finding this trip very exciting.

1. What has the writer just received from his brother Tim?
2. Is Tim an engineer?

3. How long has he been in Australia?
4. Where is Tim working?
5. Has he already visited many places?
6. What has he just bought?
7. What is Alice Springs?
8. Has Tim ever been abroad before?
9. How will he get to Perth?
10. How is Tim finding this trip?

**Part Three Structure**  
**Section A**

Listen to the following sentences, the verb may not be correct. Circle the correct verb on your answer sheet.

1. The children are play football now.
2. They always plays in the street.
3. The driver hit that post yesterday.
4. My friend die last year.
5. He never listen to music.
6. I have just read that book.
7. He has already have breakfast.
8. The police have not catch the thief yet.
9. She is still wash the dishes.
10. We shall come tomorrow.

**Section B**

Listen to the following sentences, in each one, replace the word “space” with one from your answer sheet.

1. We space spend our holidays abroad.
2. He has been there space six months.
3. My brother has space been to Australia before.
4. Have you written any letters space ?
5. I haven't been very successful space.
6. I'm going out now. I'll space in ten minutes.
7. He can't start work. He is not space to it.
8. Please space my pen. I always lose it.
9. Will you space the children for me please?
10. It was very hot, so I space my coat.
11. He space a new world record for the 400 metres.
12. The always space early to see the match.
13. Why don't you forget about it? it is space.

14. Many athletes have space the Olympic Games this year.
15. I space my hat and left the house.

### Section C

As before, circle the answer that replaces the word “space” in the following sentences.

1. He has gone abroad. He will return space two years time.
2. space Saturdays, I always go to the market.
3. I never go to the football match space the week.
4. He ran a hundred metres space thirteen seconds.
5. I can't see him space the moment, I'm busy.
6. My test is space November 7th.
7. The days are very short space December.
8. We arrived at the village late space night.
9. They left early space the morning.
10. I shall not hear from him space tomorrow.

### Section D

Circle the answer that replaces the word “space” in the following sentences.

1. He finished lunch, space went into the garden.
2. I ran to the station space I missed the train.
3. space my brother and I went shopping.
4. He plays space football or tennis.
5. We space got very tired, but very hungry as well.
6. Is there any tea in the pot? No, there space any tea in the pot.
7. Have you any money? No, I space any money.
8. Did you go anywhere in the holiday? No, I space go anywhere in the holiday.
9. Was there anybody in the class? No, there space anybody in the class.
10. Does he play football? No, he space play football.

**Appendix 6A**  
**English Achievement Test**

(\* Indicates correct choice).

1. Where were a young man and a young woman sitting?  
A. behind the writer\*                      B. in front of the writer  
C. Next to the Writer                      D. at the back
2. Does the writer always get up early on Sundays?  
A. Yes, he did                      B. no he didn't  
C. yes, he is                      D. no, he doesn't\*
3. How did Aunt Lucy arrive?  
A. by plane                      B. by train\*  
C. by bus                      D. by car
4. What spoils the writer's holiday?  
A. the rain                      B. travelling  
C. postcards\*                      D. people
5. Where did the writer sit?  
A. in private gardens                      B. in public gardens\*  
C. in wide gardens                      D. in small gardens
6. Where has the writer just moved to?  
A. a house in Bridge Street\*                      B. a hotel in Bridge Street  
C. an office in Bridge Street                      D. a shop in Bridge Street
7. Who knocked at her door yesterday?  
A. a baby-sitter                      B. a milkman  
C. a doctor                      D. a beggar\*
8. Was the play very interesting?  
A. a little                      B. no, it wasn't  
C. not at all                      D. yes, it was\*
9. Why did the writer not enjoy the play?  
A. because a young man and a young woman were talking quietly  
B. because a young man and a young woman were talking loudly\*  
C. because a young man and a young woman were talking fast  
D. because a young man and a young woman were talking slowly
10. Who enters for the nicest garden competition?  
A. nobody                      B. a few people  
C. everybody\*                      D. many people













72. I ran to the station \_\_\_\_\_ I missed the train.  
 A. after B. but\*  
 C. because D. never
73. \_\_\_\_\_ my brother and I went shopping  
 A. both all B. both of  
 C. both and D. both\*
75. We \_\_\_\_\_ got very tired, but very hungry as well.  
 A. not B. not only\*  
 C. only D. also
76. Is there any tea in the pot? No, there \_\_\_\_\_ any tea in the pot.  
 A. is no B. isn't\*  
 C. is D. nothing
77. Have you any money? No, I \_\_\_\_\_ any money  
 A. haven't\* B. have  
 C. has D. hasn't
78. Did you go anywhere in the holiday? No, I \_\_\_\_\_ go anywhere in the holiday  
 A. does B. doesn't  
 C. didn't\* D. did
79. Was there anybody in the class? No, there \_\_\_\_\_ anybody in the class.  
 A. was B. were  
 C. weren't D. wasn't\*
80. Does he play football? No, he \_\_\_\_\_ play football.  
 A. doesn't\* B. do  
 C. does D. didn't

**Appendix 6B**  
**Sound discrimination.**

1. Instructions: (The instructions were all issued to the candidates in Arabic).

1. Listen carefully to the tape. You will hear an interview about sleeping habits between a man and a woman. Listen carefully to the man's sentences. In each sentence there is a word or phrase which contains a vowel or consonant. Circle the word or phrase on your answer sheet which you think is the same or different. For example, you hear the sentence, "Yes, I like to watch this team playing football" and you are given the choice of:

a) team                      b) beam

You circle a) as the correct answer.

- |    |    |          |    |           |
|----|----|----------|----|-----------|
| 1  | a) | bet      | b) | bit       |
| 2  | a) | rate     | b) | right     |
| 3  | a) | all      | b) | owl       |
| 4  | a) | personal | b) | personnel |
| 5  | a) | won't    | b) | don't     |
| 6  | a) | man      | b) | men       |
| 7  | a) | throw    | b) | draw      |
| 8  | a) | fuzz     | b) | fuss      |
| 9  | a) | will     | b) | well      |
| 10 | a) | flake    | b) | flak      |
| 11 | a) | mass     | b) | mess      |
| 12 | a) | mean     | b) | main      |
| 13 | a) | winkle   | b) | wrinkle   |
| 14 | a) | see      | b) | say       |
| 15 | a) | much     | b) | match     |
| 16 | a) | terrible | b) | trouble   |
| 17 | a) | cold     | b) | old       |

- 18 a) hungry b) angry  
19 a) look b) lock  
20 a) dawn b) down

2. Listen carefully to the tape. You will hear an interview between a man and a woman talking about 'Good buys'. Listen to their conversation. You will hear each one only once. Notice that there is only *one* word different in each sentence. Circle the sentence letter which represents the correct answer on your answer sheet.

For example; If you hear the sentence: "I think I have bought the wrong car"  
and you are given a choice of:

- a) I think I have bought the wrong car  
b) I think I have bought the wrong card

you would circle a) as being the correct answer.

Now listen carefully to the conversation between the man and the woman. Circle the sentence which you think is correct. There will be a pause after each sentence to allow you time to make your selection.

- 1 a) I think I've got all the staff for you.  
b) I think I've got all the stuff for you.
2. a) Oh! super.  
b) Oh! supper.
3. a) Ah!, Dear me, wit out.  
b) Ah!, Dear me, wet out.
- 4 a) Well, bitter get it unpacked.  
b) well, better git it unpacked.
5. a) What have I got? Some dream here.  
b) What have I got? Some cream here.
6. a) I can beat it up with some sugar.  
b) I can bait it up with some sugar.
7. a) Would you believe forty?  
b) Would you believe fourteen?
8. a) It was the test you could get.

- b) It was the best you could get.
- 9 a) They won't. They're very farm.  
b) They won't. They're very firm.
- 10 a) No dear! They're pickling onions.  
b) No dear! They're tickling onions.
11. a) Completely the wrong mind.  
b) Completely the wrong kind.
- 12 a) Anyway, there's some more things here to unpack.  
b) Anyway, there's some more things here to unback.
- 13 a) That's short grain race.  
b) That's short grain rice.
- 14 a) Oh well!, it'll paste just the same, surely?  
b) Oh well!, it'll taste just the same, surely?
- 15 a) Unless you bought great big tins.  
b) Unless you bought great big tens.
- 16 a) Well, I've left it in the hall.  
b) Well, I've left it in the wall.
- 17 a) I'm sure I paid for it.  
b) I'm sure I said for it.
- 18 a) I don't know why I don't go and do the chopping myself.  
b) I don't know why I don't go and do the shopping myself.
19. a) But you did offer to help.  
b) But you did over to help.
- 20 a) At last you can be going on with something.  
b) At least you can be going on with something.

3. Listen carefully to the tape. You will hear an interview between a man and a woman talking about an advertisement for a flat to-let in the newspaper. Listen to their conversation. You will hear each one only once. Notice that there is only *one* word different in each sentence. Circle the sentence letter which represents the correct answer on your answer sheet.

For example; If you hear the sentence: “you are looking for a room with a view aren’t you?” and you are given a choice of:

- a) you are looking for a broom with a view aren’t you? and
- b) you are looking for a room with a view aren’t you?

you circle b) as the correct answer.

- 1 a) Well, it’s really nice of you.  
b) Well, that’s really nice of you.
- 2 a) Let’s have a look in this paper.  
b) Letter have a look in this paper.
- 3 a) You’re looking for a two bedroom place weren’t you?  
b) You’re looking for a two bedroom place aren’t you?
- 4 a) I’d be working in Kensington.  
b) I’ll be working in Kensington.
5. a) That’s OK wasn’t it?  
b) That’s OK isn’t it?
- 6 a) Oh! you’d want something long-let couldn’t you?  
b) Oh! you’d want something long-let wouldn’t you?
7. a) You can’t do much better than that.  
b) You won’t do much better than that.
8. a) So, It’d involve at least one change.  
b) so, It’ll involve at least one change.
9. a) I’d done this before.  
b) I’ve done this before.
- 10 a) I mean, you don’t get anything.  
b) I mean you won’t get anything.

**5.4.1.5.2 Stress and Rhythm**

Listen carefully to the tape. You will hear a conversation between a woman and her husband who planned to go to Spain for their holiday. Notice that there is one word in each sentence that ends with “ing”. These words are listed below. For each word mark the main stress on the correct syllable, tick the appropriate column to identify the noun/adjective or verb forms of each word. There will be a pause after each sentence.

example:	Noun/Adjective	Verb
conduct	✓	
conduct		✓
1. thinking		
2. looking		
3. driving		
4. interesting		
5. relaxing		
6. relaxing		
7. happening		
8. boring		
9. blowing		
10. stopping		

**5.4.1.5.3. Intonation**

1. Listen carefully to the tape. You will hear a conversation between Susan and Tom. Susan is driving Tom back from the college. Listen carefully to their conversation, you will hear each one once only. Notice that some sentences are spoken with a falling intonation, and some with a rising intonation. As you listen to the tape, mark the main fall (↘) or rise (↗) in the correct place in each sentence. Write (F) in the box if the falling intonation is used, write (R) in the box if the rising intonation is used.

Example:

The children are sleeping in bed	↘	F
Are you travelling alone?	↗	R

- |   |  |
|---|--|
| 1. Tom: Why are you driving so slowly?          |  |
| 2. Susan: I'm going as fast as the speed limit. |  |



3. Tom: You can forget the speed limit.
4. Susan: Well, I want to drive carefully. the roads are crowded
5. Tom: But they were just as crowded this morning.
6. Susan: That's just it, I drove too fast.
7. Tom: What? You mean something happened?
8. Susan: It was in the centre of town.
9. Tom: Yes? Groan! What happened?
10. Susan: A child ran out in front of me.
11. Tom: Well, what's so terrible about that?
12. Susan: Just a second. The child fell down.
13. Tom: Fell down? You mean you hit her?
14. Susan No. I stopped, but only just in time.
15. Susan: There's a police car behind us.


2. Listen carefully to the tape. You will hear a conversation between a man and his wife. They are completing a questionnaire in a magazine. Listen carefully to their conversation, you will hear sentences followed by question-tags. These sentences are written in your answer sheet. Mark the main fall (↘) or rise (↗) in the correct space in each sentence and its tag. If the intonation in the tag expresses the certainty of the speaker, write (A) in the box. If the intonation in the tag expresses a request for confirmation, or uncertainty, write (B).

Example:

↘                      ↘  
 It is a good day, isn't it?                       A  
                                  ↘                      ↗  
 You didn't come yesterday, did you?                       B

1. I mean, everyone's averagely selfish, aren't they?
2. I stood up for you then didn't I?
3. I wouldn't call that very loyal, would you?
4. You could make your point somewhere else, couldn't you?
5. I've got nothing to be jealous of, have I?
6. Didn't even know it was my new secretary, did you?
7. I'm married to you, aren't I?
8. I've got to have a little chat now and again, haven't I?
9. That was pretty secretive, wasn't it?
10. You didn't exactly come into the open, did you?


3. Listen carefully to the tape. You will hear a dialogue between Mr. Tiger and his secretary. Listen carefully to their conversation, you will hear 15 sentences with different utterances. Some are spoken with a falling intonation; others, with a rising intonation. As you listen to the tape decide on the general meaning of each utterance. Put a tick (✓) in the appropriate column in the grid below.

No	Remark of concern or statement	Question	Polite command or request	Order	Exclamation	Apology
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						

4. Listen carefully to the tape. You will hear a conversation between Susan, Tom and a policeman. Mark the stress and intonation patterns and tick (✓) the appropriate box to indicate the attitude of the speaker B. There will be a pause after each sentence.

Example:

↗  
A. Would you like to play tennis?  
↘  
B. Yes

What is the attitude of the speaker B?

- a. calling for repetition
- b. cold and reserved
- c. polite and friendly

✓

1. A. Why do we have to walk to the station? And where is it?  
B. It's just down the road....I think.  
What is the attitude of speaker B?

- a. calling for repetition
- b. cold and reserved
- c. polite and friendly


2. A. Look! There's a policeman! Ask him the way.  
B. All right.  
What is the attitude of speaker B?

- a. calling for repetition
- b. cold and reserved
- c. polite and friendly


3. A. Excuse me. Can you tell me the way to Waterloo Station?  
B. Yes. Walk down this road, take the first turn on the left, then walk until you come to the river and.....

What is the attitude of speaker B?

- a. calling for repetition
- b. cold and reserved
- c. polite and friendly


4. A. The river?  
B. Yes. You can't see it very clearly from here. When you come to it, there's a bridge. Just walk across it and follow the signs for Waterloo station.

What is the attitude of speaker B?

- a. calling for repetition
- b. cold and reserved
- c. polite and friendly


5. A. And is it very far? I mean how long will it take to walk there?  
B. About fifteen minutes, if you walk quickly.  
What is the attitude of speaker B?

- a. calling for repetition
- b. cold and reserved
- c. polite and friendly


6. A. Fifteen minutes! And with these heavy suitcases. I think we ought to take a taxi.  
B. Not at this hour. Look at the traffic.

What is the attitude of speaker B?

- a. calling for repetition
- b. cold and reserved
- c. polite and friendly


7. A. Well, I can't possibly carry this case any further.  
B. All right, let me take it, then.

What is the attitude of speaker B?

- a. calling for repetition
- b. cold and reserved
- c. polite and friendly


8. A. Don't be silly. You can't carry your case and mine as well!  
B. Yes, I can. The cases aren't that heavy.

What is the attitude of speaker B?

- a. calling for repetition
- b. cold and reserved
- c. polite and friendly


9. A. You see! They're heavier than you thought!  
B. Perhaps it's not such a bad idea at all.  
What is the attitude of speaker B?

- a. calling for repetition
- b. cold and reserved
- c. polite and friendly


10. A. What isn't such a bad idea? What do you mean?  
B. Taxi! Taxi!

What is the attitude of speaker B?

- a. calling for repetition
- b. cold and reserved
- c. polite and friendly


**Appendix 7**  
**The description of students' questionnaire:**

No.	Item	Variable measured by that item	Source of Item
1	Do you speak a foreign language other than English	Knowledge of FL	Gardener and Lambert (1972)
2	If yes, which language ?	"	"
3	Do you personally know anyone (other than your language teacher) who can speak English?	Students background in English	"
4	If yes, please specify your relationship to that person-	"	"
5	Have you ever visited a country where people speak English as their native language?	"	"
6	Have you ever used English outside the classroom?	Students background in English	Gardener and Lambert (1972)
7	One needs a good knowledge of at least one foreign language to merit social recognition	Integrative orientation	"
8	It will help me understand the English-speaking people and their way of life better.	"	"
9	It will allow me to meet and converse with more and varied people	"	"
10	I think it will some day be useful in getting a good job	Instrumental orientation	"
11	I need it in order to finish College	Instrument orientation	"
12	I feel that no one is really educated unless they speak a foreign language	"	"
13	My parents encourage me to study English.	Parental encouragement	"
14	My parents think that there are more important things to study in school than English.	"	"
15	My parents have stressed the importance that English will have for me when I finish college	"	"

No.	Item	Variable measured by that item	Source of Item
16	My parents feel that studying English is a waste of time	“	“
17	When I have homework in English, my parents make sure that I do it	“	“
18	My parents feel that I should really try to learn English	“	“
19	I would study English whether it were required or not	Attitude toward studying English	Pierson and Lee (1980)
20	I should not be forced to study English	“	“
21	I would enjoy watching English films in the original language	“	Gardner and Lambert (1972)
22	I want to read English literature in the original	“	“
23	The teaching of English should be eliminated from the school curriculum	Attitude toward studying English	Gardner and Lambert (1972)
24	I wish I could speak English perfectly	“	“
25	I wish that English would be replaced by another foreign language	“	new item
26	I wish that I had more English classes	“	“
27	The type of speaking skills I was taught in the course	Satisfaction with the programme	Bonner (1975)
28	The type of listening skills I was taught in the course	“	“
29	The type of reading skill I was taught in the course	“	“
30	The type of writing skills I was taught in the course	“	“
31	The textbooks I used	“	“
32	The classroom activities	“	“
33	The readings and homework I was assigned	“	“
34	The teacher's ability to speak the language	“	“

No.	Item	Variable measured by that item	Source of Item
35	The teacher's availability for help outside classtime	"	"
36	The teacher's ability to help me learn (his helpfulness)	"	"
37	The teacher's personality	"	"
38	I usually do more studying than most of my classmates	Intensity of motivation	Gardner and Lambert (1972)
39	Try to obtain lessons en English somewhere else	"	"
40	I do almost one hours homework per week	Intensity of motivation	"
41	I do almost four hours or more homework a week	"	"
42	I do almost seven hours or more homework per week	"	"
43	I do just enough work to get along	Intensity of motivation	Gardner and Lambert (1972)
44	I will pass on the basis of sheer luck or intelligence because I do very little homework	"	"
45	I rarely try to learn English	"	"



**Appendix 8**  
**Lecturers', Supervisors', and Teachers' of English Questionnaire**

I Teachers' of English opinion about the use of Listening-based Methods in the teaching of English language:

1. For how long have you been teaching English?

- A. 1-5 Years
- B. 6-10 Years
- C. 11-15 Years
- D. Over 15 Years

2. Do you have any experience of teaching English with the use of Listening-based Methods outside school/college?  Yes  No

If YES please give some details, (e.g. When? Where? What was it about/ How many days did it take?)

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3. Do you know if any institute or university has held any courses using the Listening-based Methods in teaching English language?  YES  NO

If YES:

(a) Who organised them? \_\_\_\_\_

(b) When were these courses held? \_\_\_\_\_

(c) What form did they take? \_\_\_\_\_

---

(d) Did you attend these courses \_\_\_\_\_

(e) What was the aim? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

II Attitudes toward Listening-based Methods assisted learning of English as a foreign language:

1. Do you feel you need the Listening-based Methods to help you in teaching comprehension?

YES                       NO

2. What is your view of teaching intonation, sound discrimination, stress and rhythm, content, contextual constraints and vocabulary and pronunciation with the assistance of the Listening-based Methods? What advantages are there? What disadvantages?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. What is your view of introducing the Listening-based Methods into all secondary schools and Teacher's Colleges?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(a) Do you think it would change the teaching methodology?

Make it more difficult?  YES  NO

Make it more interesting?  YES  NO

(c) Do you think it would influence the curriculum?

Make it more difficult?  YES  NO

Make it more interesting?  YES  NO

4. Do you think that teachers of English should improve their listening skills by listening to foreign radio stations such as the BBC or the VOA etc.?

YES  NO

5. Do you agree that training students with listening tasks can achieve better results?

YES  NO

6. In the space below, please write a brief statement about what listening comprehension means to you.

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7. Have you ever used Listening-based Methods in your teaching?

YES  NO

If yes, in what circumstances?

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8. What do you think are the causes of students' low achievement in English Language in general and in spoken English in particular?

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9. What teaching aids/physical facilities do you use in the classroom? choose those which are relevant to you. Add others if possible.

Drawings	<input type="checkbox"/>	Tape-recorders	<input type="checkbox"/>
Pictures	<input type="checkbox"/>	Films	<input type="checkbox"/>
Language Laboratory	<input type="checkbox"/>	Slides	<input type="checkbox"/>

Others (please specify)

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10. How did your students manage to speak English?

a) Very well	Yes <input type="checkbox"/>	No <input type="checkbox"/>
b) Well	Yes <input type="checkbox"/>	No <input type="checkbox"/>
c) Adequately	Yes <input type="checkbox"/>	No <input type="checkbox"/>
d) Very badly	Yes <input type="checkbox"/>	No <input type="checkbox"/>

11. If they didn't manage to speak English well, what do you think might be the reasons?

Teaching method  Lack of material

Lack of interest or motivation

Other reasons (please specify)

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12. At which level of proficiency do you think that listening comprehension should be taught? Give your reasons.

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13. what do you consider to be relevant to the teaching of listening comprehension to Saudi students? could you suggest some teaching techniques?

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### III Part Three

Please tick the appropriate column to indicate your personal view of the following items:

SA = Strongly Agree  
A = Agree  
D = Disagree  
SD = Strongly Disagree

No	Items	SA	A	D	SD
1	Listening skills are as important as textbooks in teaching English language.				
2	Using Listening-based Methods in English teaching would increase the teachers role.				
3	Listening training programmes should be compulsory for every teacher of English				
4	Listening training programmes will increase the amount of teacher-student interaction in English language.				
5	I look forward to a time when listening-based Methods are more widely used in English teaching.				
6	Teachers of English can manage teaching without using listening skills.				
7	Listening tasks will improve students' ability to speak English.				
8	Teaching English as a foreign language with the aid of Listening-based Methods would make learning easier for the most able students only				
9	Listening tasks bring disadvantages to English language teaching.				
10	Teachers of English should give primary emphasis to the comprehension skills of listening.				
11	Using listening materials in teaching English language will not improve students' attitudes towards learning English.				
12	Listening tasks will improve students' abilities in pronunciation				
13	There is no benefit from the use of listening materials in teaching English as a foreign language.				
14	Listening tasks will increase the amount of anxiety of students who learn English without any prior experience in listening.				
15	Teaching listening comprehension would require large changes in methodology of teaching English.				

No	Items	SA	A	D	SD
16	Using listening materials in the classroom could weaken the teacher's control of the students				
17	Teaching English language is better without the use of listening tasks				
18	Teaching English language with the aid of Listening-based Methods would make teaching easier for all the students.				
19	I never think about using listening materials in teaching EFL.				
20	Listening tasks will improve students thinking in English				

**Appendix 9  
Observation Formats for the Listening Training Programme**

No.	Items	1st Visit			2nd Visit			3rd Visit				
		15 Minutes			30 Minutes			45 Minutes				
		Yes %	No %	Nbs %	Yes %	No %	Nbs %	Yes %	No %	Nbs %		
1	Had the students been prepared well to listen to the recorded materials?											
2	Had students been given the opportunity to repeat the authentic conversation?											
3	Were students listening carefully to the recorded materials?											
4	Were the listening materials sufficient to cover the whole subject?											
5	Were the students encouraged enough to record their own voices on the tape?											
6	Did the students take part in the listening tasks?											
7	Did the students respond to the teachers' directions to the listening tasks?											
8	Did the students participate with each other effectively in the listening tasks?											
9	How successfully did the students overcome their problems during the listening tasks?											

Note:

Nbs

=

Not

Observed.



**Appendix 10**  
**Frequency Distribution of Responses to Seven Variables:**

1. GI1, GI2, GI3, GI4
2. AIM1, AIM2, AIM3, AIM4, AIM5, AIM6,
3. ATT1, ATT2, ATT3, ATT4, ATT5, ATT6, ATT7
4. MOT1, MOT2, MOT3, MOT4, MOT5, MOT6, MOT7, MOT8, MOT9, MOT10, MOT11,
5. PAR1, PAR2, PAR3, PAR4, PAR5, PAR6, PAR7, PAR8,
6. SAT1, SAT2, SAT3, SAT4, SAT5, SAT6, SAT7, SAT8, SAT9, SAT10, SAT11, SAT12,
7. SOCEDF, SOCWKF, SOCEDM, SOCACC and SOCECO.

GI	= General Information,
AIM	= Aims of learning English,
Att	= Attitudes,
MOT	= Motivation,
PAR	= Parental Encouragement,
SAT	= Satisfaction,
SOCEDF	= Socio-economic Status: Father Education,
SOCWKF	= Father Work,
SOCEDM	= Mother Education,
SOCACC	= Family Accommodation,
SOCECO	= Family Income,
X	= Mean
SD	= Standard Deviation
P%	= Percentage,
VAR	= Variable
SD	= Strongly Disagree,
D	= Disagree,
N	= Neutral,
A	= Agree,
SA	= Strongly Agree,
VL	= Value Label

Appendix 10 (Contd.)

Variable	VL	F	P%	X	SD	Variable	VL	F	P%	X	SD
1 GI1	No	231	96.3	0.38	0.19	1 ATT1	SD	9	3.8	3.78	1.18
	Yes	9	3.8				D	38	15.8		
2 GI2	No	238	99.2	0.008	0.091		N	29	12.1		
	Yes	2	0.8				A	84	35.0		
3 GI3	No	230	95.8	0.042	0.2	SA	80	33.3	2 ATT2	4.01	1.07
	Yes	10	4.2			SD	10	4.2			
4 GI4	No	221	92.1	0.079	0.271	D	22	9.2			
	Yes	19	7.9			N	10	4.2			
1 AIM1	SD	9	3.8	3.83	1.26	A	112	46.7	3 ATT3	4.33	0.87
	D	50	20.8			SA	86	35.8			
	N	10	4.2			SD	3	1.3			
	A	74	30.8			D	11	4.6			
	SA	97	40.4			N	13	5.4			
2 AIM2	SD	1	0.4	4.36	0.77	A	91	37.9	4 ATT4	4.7	0.57
	D	10	4.2			SA	122	50.0			
	N	7	2.9			SD	2	0.8			
	A	106	44.2			D	7	2.9			
	SA	116	48.3			N	52	21.7			
3 AIM3	SD	1	0.4	4.28	0.81	A	179	74.6	5 ATT5	2.0	1.14
	D	13	5.4			SD	99	40.8			
	N	10	4.2			D	91	37.9			
	A	111	46.3			N	17	7.1			
	SA	105	43.8			A	22	9.2			
4 AIM4	SD	19	7.9	3.54	1.33	SA	12	5.0	6 ATT6	1.87	0.91
	D	44	18.3			SD	92	38.3			
	N	46	19.2			D	107	44.6			
	A	51	21.3			N	29	12.1			
	SA	80	33.3			A	5	2.1			
5 AIM5	SD	3	1.3	4.47	0.72	SA	7	2.9	7 ATT7	3.70	1.36
	D	3	1.3			SD	30	12.5			
	N	5	2.1			D	22	9.2			
	A	97	40.4			N	23	9.6			
	SA	132	55.0			A	80	33.3			
6 AIM6	SD	5	2.1	4.23	1.00	SA	85	35.4			
	D	19	7.9								
	N	10	4.2								
	A	87	36.3								
	SA	119	49.6								

Appendix 10 (Contd.)

Variable	VL	F	P%	X	SD	Variable	VL	F	P%	X	SD
1 MOT1	No Yes	122 118	50.8 49.2	0.49	0.50	7 MOT7	No Yes	95 145	39.6 60.4	0.60	0.49
2 MOT2	No Yes	47 193	19.6 80.4	0.80	0.40	8 MOT8	No Yes	226 14	94.2 5.8	0.06	0.24
3 MOT3	No Yes	163 77	67.9 32.1	0.32	0.47	9 MOT9	No Yes	32 208	13.3 86.7	0.87	0.34
4 MOT4	No Yes	99 141	41.3 58.8	0.59	0.49	10 MOT10	No Yes	62 178	25.8 74.2	0.74	0.44
5 MOT5	No Yes	147 93	61.3 38.8	0.39	0.49	11 MOT11	No Yes	130 110	54.2 45.8	0.46	0.50
6 MOT6	No Yes	139 101	57.9 42.1	0.42	0.50						
1 PAR1	SD D N A SA	16 29 35 97 63	6.7 12.1 14.6 40.4 26.3	3.68	1.18	2 PAR2	SD D N A SA	23 69 44 51 53	9.6 28.8 18.3 21.3 22.1	3.18	1.32
3 PAR3	SD D N A SA	87 95 35 15 8	36.3 39.6 14.6 6.3 3.3	2.01	1.03	4 PAR4	SD D N A SA	3 20 50 97 70	1.3 8.3 20.8 40.4 29.2	3.88	0.97
5 PAR5	SD D N A SA	12 16 31 92 89	5.0 6.7 12.9 38.3 37.1	3.96	1.11	6 PAR6	SD D N A SA	10 30 44 102 54	4.2 12.5 18.3 42.5 22.5	3.67	1.09
7 PAR7	SD D N A SA	48 92 46 33 21	20 38.3 19.2 13.8 8.8	2.53	1.21	8 PAR8	SD D N A SA	11 29 38 94 68	4.6 12.1 15.8 39.2 28.3	3.75	1.31
1 SAT1	SD D N A SA	82 114 34 7 3	34.2 47.5 14.2 2.9 1.3	1.90	0.84	2 SAT2	SD D N A SA	112 106 14 7 1	46.7 44.2 5.8 2.9 0.4	1.66	0.75
3 SAT3	SD D N A SA	93 95 19 23 10	38.8 39.6 7.9 9.6 4.2	2.01	1.11	4 SAT4	SD D N A SA	80 110 21 17 12	33.3 45.8 8.8 7.1 5.0	2.05	1.08

Appendix 10 (Contd.)

Variable	VL	F	P%	X	SD	Variable	VL	F	P%	X	SD
5 SAT5	SD	94	39.2	2.04	1.13	6 SAT6	SD	95	39.6	2.12	1.23
	D	98	4.08				D	79	32.9		
	N	13	5.4				N	22	9.2		
	A	23	9.6				A	30	12.5		
	SA	12	5.0				SA	14	5.8		
7 SAT7	SD	99	41.3	1.87	1.02	8 SAT8	SD	72	30	2.48	1.40
	D	104	43.3				D	84	35		
	N	20	8.3				N	7	2.9		
	A	4	1.7				A	50	20.8		
	SA	13	5.4				SA	27	11.3		
9 SAT9	SD	81	33.8	2.48	1.49	10 SAT10	SD	55	22.9	3.25	1.68
	D	76	31.7				D	54	22.5		
	N	9	3.8				N	3	1.3		
	A	34	14.2				A	33	13.8		
	SA	40	16.7				SA	93	39.6		
11 SAT11	SD	89	37.1	2.06	1.15	12 SAT12	SD	119	49.6	1.69	0.98
	D	92	38.3				D	99	41.3		
	N	31	12.9				N	6	2.5		
	A	11	4.6				A	9	3.8		
	SA	17	7.1				SA	7	2.9		
1 SOCEDF	1	37	15.4	2.89	1.53	2 SOCWKF	1	20	8.3	4.4	2.66
	2	86	35.8				2	77	32.1		
	3	56	23.3				3	22	9.2		
	4	13	5.4				4	16	6.7		
	5	26	10.8				5	1	0.4		
	6	20	8.3				6	45	18.8		
	7	2	0.8				7	23	9.6		
3 SOCEDM	1	183	76.3	1.36	0.83	4 SOCACO	1	25	10.4	2.07	0.53
	2	43	17.9				2	174	72.5		
	3	7	2.9				3	40	16.7		
	4	1	0.4				4	1	0.4		
	5	4	1.7								
	6	2	0.8								
5 SOCECO	1	93	38.8	1.74	0.67						
	2	117	48.8								
	3	30	12.5								

## Appendix 10 (Contd.)

### Names of Variables:

- A. GI = General Information  
1 = Speak other languages.  
2 = Know anyone speaks English.  
3 = Visit English speaking country.  
4 = Use English outside the classroom.
- B. AIM = Aims of learning English:  
1 = To finish college.  
2 = For social recognition.  
3 = Understand native speakers.  
4 = Converse with people.  
5 = Get a good job.  
6 = Educators speak English.
- C. ATT = Attitudes towards learning English:  
1 = Study English whether it is required or not.  
2 = Watch English films.  
3 = Read English literature.  
4 = Speak English perfectly.  
5 = Eliminate English.  
6 = Replace English.  
7 = More English classes.
- D. MOT = Motivation:  
1 = Study more than my classmates.  
2 = Do enough work.  
3 = Not bother learning English.  
4 = Obtain English outside the classroom.  
5 = Learn English abroad.  
6 = One hour for homework.  
7 = Four hours for homework.  
8 = More than four hours.  
9 = To pass exams.  
10 = To get knowledge.  
11 = To get a job.
- E. PAR = Parental encouragement:  
1 = My parents encourage me.  
2 = My parents discourage me.  
3 = English is a waste of time.

- 4 = My parents are happy that I learn English.
- 5 = My parents ensure that I do my homework.
- 6 = My parents support studying English.
- 7 = My parents do not pay any attention to my English.
- 8 = My parents stress the learning of English at the college.

F SAT = Satisfaction with English courses at the secondary level:

- 1 = Satisfied with spoken English.
- 2 = Satisfied with listening
- 3 = Satisfied with reading.
- 4 = Satisfied with writing
- 5 = Satisfied with English courses.
- 6 = Satisfied with class activities.
- 7 = Satisfied with the readings and homework.
- 8 = Satisfied with the teacher's ability.
- 9 = Satisfied with the teacher's speech.
- 10= Satisfied with the teacher's personality
- 11= Satisfied with the teacher's help.
- 12= Satisfied with the use of English outside the classroom.

G. SOC = Socio-economic Status:

- 1 = Father's education.
- 2 = Father's occupation.
- 3 = Mother's education.
- 4 = Family accommodation.
- 5 = Family income.

(See Appendix ---A,B,C,D,E,F and G for diagrams).

**Appendix 11**  
**Frequencies, Percentage, Means and Standard Deviations Scores**  
**on the Students' Evaluation Questionnaire After the Post-Tests**  
**of the Listening Comprehension and the Training**

VL = Value Label  
V = Value  
F = Frequency  
P% = Percentage  
X = Mean  
SD = Standard Deviation  
EXG = Experimental Group  
N = Number of Participants (N = 120)

Variable	Value Label	V	F	P%	X	SD
1 Training Usefulness	Very useful	1	94	78.3	1.22	0.41
	Useful	2	26	21.7		
2 Training Progress	Yes	1	120	100	1.00	0
	No	2	0	0		
3 Listening Progress	20%	1	0	0	3.83	0.96
	40%	2	15	12.5		
	60%	3	22	18.3		
	80%	4	51	42.5		
	More than 80%	5	32	26.7		
4 Speech Progress	20%	1	0	0	3.33	0.83
	40%	2	28	23.3		
	60%	3	24	20.0		
	80%	4	68	56.7		
	More than 80%	5	0	0		
5 Reading Progress	20%	1	19	15.8	2.85	1.14
	40%	2	24	20.0		
	60%	3	29	24.2		
	80%	4	47	39.2		
	More than 80%	5	1	0.8		
6 Writing Progress	20%	1	26	21.6		
	40%	2	47	39.2		
	60%	3	27	22.5		
	80%	4	13	10.8		
	More than 80%	5	7	5.8		

Appendix 11 (Contd.)

Variable	Value Label	V	F	P%	X	SD
7 Grammar Progress	20%	1	16	13.3	2.66	1.00
	40%	2	34	28.3		
	60%	3	50	41.7		
	80%	4	15	12.5		
	More than 80%	5	5	4.2		
8 Pronunciation Progress	20%	1	15	12.5	3.52	1.37
	40%	2	13	10.8		
	60%	3	26	21.7		
	80%	4	27	22.5		
	More than 80%	5	39	32.5		
9 Vocabulary Progress	20%	1	5	4.2	3.38	0.94
	40%	2	8	6.7		
	60%	3	52	43.3		
	80%	4	45	37.5		
	More than 80%	5	10	8.3		
10 The training was:	Too difficult	1	0	0	0	0
	Uninteresting	2	0	0		
	Other	3	0	0		
11 Communication Progress	Yes	1	60	50.0	.05	0.5
	No	2	60	50.0		
12 Vocabulary Acquisition	Yes	1	90	75.0	0.75	0.44
	No	2	30	25.0		
13 Conversation Creativity	Yes	1	32	26.7	0.27	0.44
	No	2	88	73.3		
14 Comprehension Improvement	Yes	1	99	82.5	0.83	0.38
	No	2	21	17.5		
15 Grammatical Improvement	Yes	1	65	54.2	0.54	0.50
	No	2	55	45.8		
16 Pronunciation Improvement	Yes	1	94	78.3	0.78	0.41
	No	2	26	21.7		
17 Stress and Intonation Use	Yes	1	50	41.6	0.41	0.49
	No	2	70	58.3		
18 Discourse Use	Yes	1	30	25.0	0.25	0.44
	No	2	90	27.0		
19 Clear Instructions	Yes	1	120	100	1.00	0
	No	2	0	0		
20 Unclear Instructions	Yes	1	0	0	0	0
	No	2	120	100		
21 Unclear Explanations	Yes	1	0	0	0	0
	No	2	120	100		



Appendix 11 (Contd.)

Variable	Value Label	V	F	P%	X	SD
22 Difficult Exercises	Yes	1	0	0	0	0
	No	2	120	100		
23 I like to listen and answer questions	Yes	1	67	55.8	0.56	0.50
	No	2	53	44.2		
24 I like to listen and speak exercises	Yes	1	93	77.5	0.78	0.42
	No	2	27	22.5		
25 I like to listen and guess exercises	Yes	1	94	78.3	0.78	0.41
	No	2	26	21.7		
26 I like to listen, predict and confirm	Yes	1	95	79.2	0.79	0.41
	No	2	25	20.8		
27 I like to listen and write exercises	Yes	1	79	65.8	0.66	0.48
	No	2	41	34.2		
28 I like to listen and fill exercises	Yes	1	85	70.8	0.71	0.46
	No	2	35	29.2		
29 I like to listen and repeat exercises	Yes	1	89	74.2	0.74	0.44
	No	2	31	25.8		
30 I like to listen and select exercises	Yes	1	76	63.3	0.63	0.48
	No	2	44	36.7		
31 I like to listen and say exercises (true or false)	Yes	1	77	64.2	0.64	0.48
	No	2	43	35.8		
32 I like to listen and say sounds (same or different)	Yes	1	67	55.9	0.59	0.59
	No	2	53	44.2		
33 I like to listen and take notes	Yes	1	99	85.5	0.83	0.38
	No	2	21	17.5		
34 I like to listen and transcribe the text	Yes	1	77	64.2	0.64	0.48
	No	2	43	35.8		
35 The problem is to understand: 1. The gist of the message 2. The detailed information 3. Both of them	Yes	1	35	29.2	1.88	0.68
		2	64	53.3		
		3	21	17.5		
36 Students attitude before the training programme	Very Pos	1	46	38.3	1.32	0.67
	Positive	2	63	52.5		
	Negative	3	11	9.2		
37 Students' attitudes after the training programme	Very Pos	1	63	52.2	2.49	0.57
	Positive	2	53	44.2		
	Negative	3	4	3.3		
38 Listening training programme should begin at:	Element	1	85	70.8	1.29	0.46
	Intermed	2	35	29.2		
	Advance	3	0	0		

Appendix 11 (Contd.)

Variable	Value Label	V	F	P%	X	SD
39. Increasing the content and the methods concerning EFL	Yes	1	110	91.7	0.92	0.28
	No	2	10	8.3		
40. Satisfaction with the passages and the dialogues of the listening comprehension training	Yes	1	109	90.8	0.91	0.29
	No	2	11	9.2		
41. Satisfaction with the exercise types of the listening comprehension training	Yes	1	113	94.2	0.94	0.24
	No	2	7	5.8		
42 The best situations for learning listening comprehension skills	With class	1	49	40.8	1.77	0.73
	With 5-7	2	50	41.7		
	Alone	3	21	17.5		
43. During the training the teacher was: 1. Very authoritarian	Yes	1	108	90	0.10	0.30
	No	2	12	10		
2. Quite authoritarian	Yes	1	94	78.3	0.78	0.41
	No	2	26	21.7		
3. Not authoritarian	Yes	1	100	83.3	0.17	0.37
	No	2	20	16.7		
4. Very helpful	Yes	1	102	85	0.85	0.36
	No	2	18	15		
5. Not helpful	Yes	1	120	100	0	0
	No	2	0	0		

Appendix 11 (Contd.)

Variable	VL	V	F	P%	X	SD
*Short-term suggestions offered by the participants to improve training in listening comprehension at the teachers' Colleges in Saudi Arabia. (N = 120)						
1. Adapting listening materials and teaching methodology at their level.	Yes	1	74	61.7	0.62	0.49
	No	2	46	38.3		
2. Creating English clubs for teachers and learners	Yes	1	46	38.3	0.38	0.49
	No	2	74	61.7		
3. Designing listening materials based on Saudi culture.	Yes	1	52	43.3	0.43	0.50
	No	2	68	56.7		
4. Emphasising the reading of magazines and newspapers	Yes	1	42	35.0	0.35	0.48
	No	2	78	65.0		
5. Encouraging learners to listen to foreign radio stations BBC and VOA	Yes	1	60	50.0	0.50	0.50
	No	2	60	50.0		
6. Encouraging the performance of plays in schools and colleges	Yes	1	26	21.7	0.22	0.41
	No	2	94	78.3		
7. Grading teaching materials from sounds, words, sentences and texts.	Yes	1	44	36.7	0.37	0.49
	No	2	76	63.3		
8. Having good references materials and well-equipped libraries.	Yes	1	63	52.5	0.53	0.50
	No	2	57	47.5		
9. Increasing opportunities for conversations, debates and discussions	Yes	1	87	72.3	0.73	0.45
	No	2	33	27.5		
10. Teaching listening comprehension and then testing it.	Yes	1	118	98.3	0.98	0.13
	No	2	2	1.7		
11. Training learners in note-taking skills	Yes	1	49	40.8	0.41	0.49
	No	2	71	59.2		
12. Teaching pronunciation skills	Yes	1	118	98.3	0.98	0.13
	No	2	2	1.7		
13. Equipping schools and teachers' colleges with audio-visual aids and language laboratories	Yes	1	109	90.8	0.91	0.29
	No	2	11	9.2		

\* Long-term suggestions could be realised in the future.

**Appendix 12**  
**Evaluation of Teachers' Questionnaire**  
**Frequencies, Percentages, Means and Standard Deviations Scores on the**  
**Teachers' Questionnaire Regarding the Use of Listening Comprehension at**  
**the Secondary and Teachers' Colleges Level.**

VL = Value Label  
V = Value  
F = Frequency  
P% = Percentage  
X = Mean  
SD = Standard Deviation

N = Number of Teachers = 50  
SD = Strongly Disagree  
D = Disagree  
A = Agree  
SA = Strongly Agree

Variable	VL	V	F	P%	X	SD
1. For how long have you been teaching English?	1-5 years	1	8	16.0	2.68	1.12
	6-10 years	2	17	34		
	11-15 years	3	8	16		
	Over 15 years	4	17	34		
2. Teachers experience with the use of listening comprehension?	Yes	1	6	88	0.12	0.33
	No	2	44	12		
3. Do you know if any institute or university holds courses using listening comprehension?	Yes	1	10	20	1.00	0
	No	2	40	80		
4. Teacher's need of the Listening-based method in teaching comprehension	Yes	1	50	100	1.00	0
	No	2	0	0		
5. Do you think it would change the teaching methodology?	Make it more: Difficult	1	0	0	1.00	0
	Interesting	2	50	100		
6. Do you think it would influence the curriculum?	Make it more: Difficult	1	0	0	1.00	0
	Interesting	2	50	100		
7. Teachers of English should listen to foreign radio stations such as the BBC, VOA etc.	Yes	1	50	100	1.00	0
	No	2	0	0		
8. Training students with listening tasks can achieve better results	Yes	1	50	100	1.00	0
	No	2	0	0		
9. Have you ever used listening-based in your teaching?	Yes	1	12	24	0.24	0.43
	No	2	38	76		
10. How did your students manage to speak English?	Very well	1	0	0	3.36	0.63
	Well	2	4	8		
	Adequately	3	24	48		
	Very Badly	4	22	44		
11. If they didn't manage to speak English, what do you think might be the reasons?	Teaching method	1	9	18	2.14	0.70
	Lack of material	2	25	50		
	Lack of interest	3	16	32		

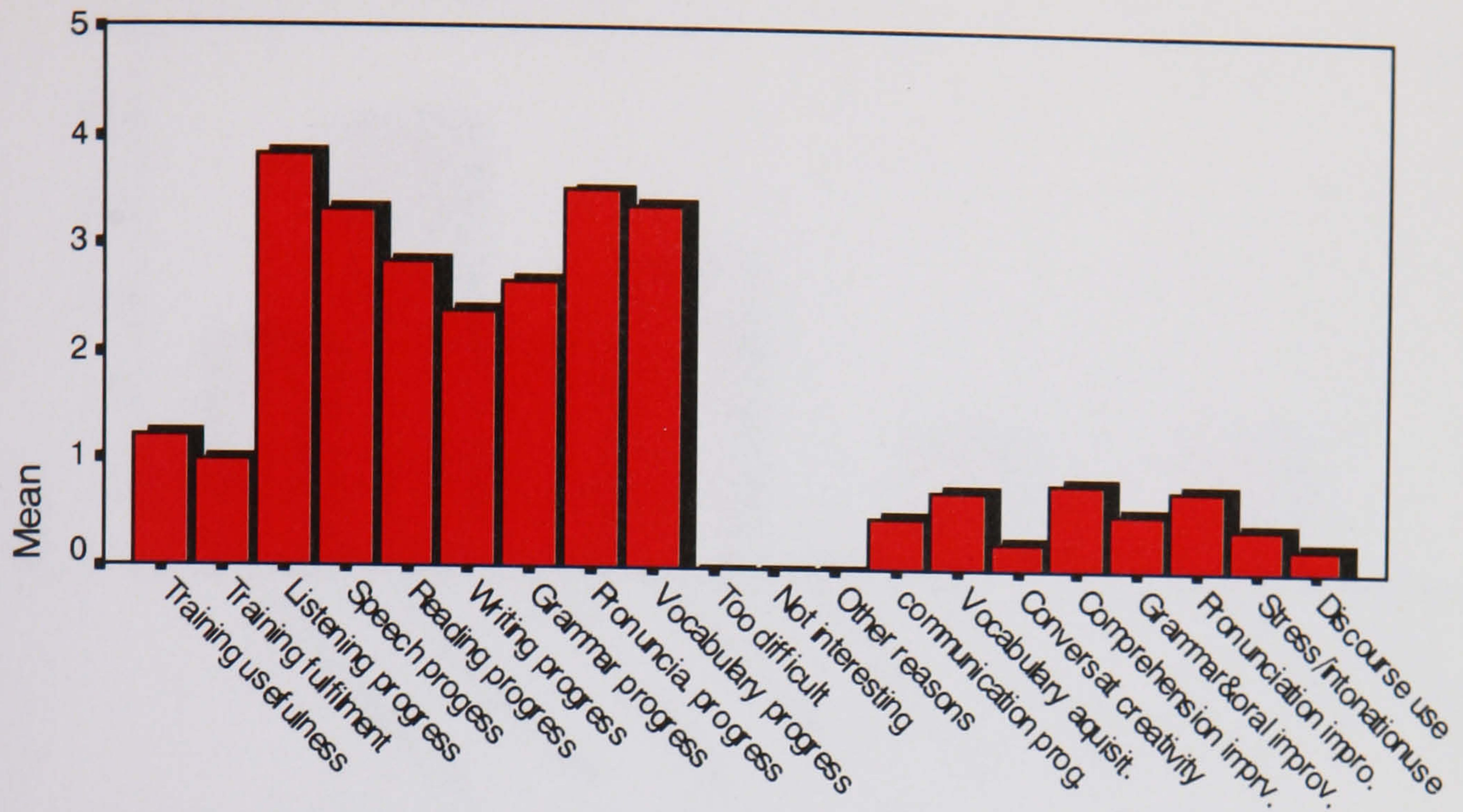
Variable	VL	V	F	P%	X	SD
12. Listening skills are as important as textbooks in teaching English.	SD D A SA	1 2 3 4	0 0 13 37	0 0 26 74	3.74	0.44
13. Using Listening based methods in English teaching would increase the teacher's role.	SD D A SA	1 2 3 4	0 1 26 23	0 2 52 46	3.44	0.54
14. Listening training programmes will increase the amount of teacher-student interaction in English teaching	SD D A SA	1 2 3 4	0 0 16 34	0 0 32 68	3.68	0.47
15. I look forward to a time when listening-based methods are more widely used in English teaching.	SD D A SA	1 2 3 4	0 0 20 30	0 0 40 60	3.60	0.50
16. Listening training programmes should be compulsory for every teacher of English.	SD D A SA	1 2 3 4	0 0 16 34	0 0 32 68	3.68	0.47
17. Teachers of English can manage without using listening skills	SD D A SA	1 2 3 4	0 25 23 2	0 50 46 4	1.54	0.58
18. Listening tasks will improve students' ability to speak English.	SD D A SA	1 2 3 4	0 1 16 33	0 2 32 66	3.64	0.53
19. Teaching EFL with the aid of listening-based methods would make learning easier for the most able students only	SD D A SA	1 2 3 4	3 16 24 7	6 32 48 14	3.04	2.70
20. Listening tasks bring disadvantages to English language teaching	SD D A SA	1 2 3 4	27 22 1 0	54 44 2 0	1.50	0.61
21. Teachers of English should give primary emphasis to the comprehension skills of listening.	SD D A SA	1 2 3 4	1 1 28 20	2 2 56 40	3.34	0.63

Appendix 12 (Contd.)

Variable	VL	V	F	P%	X	SD
22. Using listening materials in teaching English language will not improve students' attitude towards learning English.	SD D A SA	1 2 3 4	21 29 0 0	42 58 0 0	1.58	0.50
23. Listening tasks will improve students' abilities in pronunciation.	SD D A SA	1 2 3 4	0 11 0 39	0 22 0 78	3.78	0.42
24. There is no benefit from the use of listening materials in teaching English as a foreign language	SD D A AS	1 2 3 4	21 22 5 2	42 44 10 4	1.30	0.46
25. Listening tasks will increase the amount of anxiety of students who learn English without any prior experience in Listening.	SD D A AS	1 2 3 4			1.76	0.80
26. Teaching listening comprehension would require large changes in methodology of teaching English.	SD D A SA	1 2 3 4	0 19 20 11	0 38 40 22	2.84	0.77
27. Using listening materials in the classroom could weaken the teacher's control of the students.	SD D A SA	1 2 3 4	24 25 1 0	48 50 2 0	1.54	0.54
28. Teaching English language is better without the use of listening tasks	SD D A SA	1 2 3 4	25 23 1 1	50 46 2 2	1.56	0.64
29. Teaching English language with the aid of listening-based methods would make teaching easier for all the students	SD D A SA	1 2 3 4	1 0 23 26	2 0 46 52	3.48	0.61
30. I never think about using listening materials in teaching EFL.	SD D A SA	1 2 3 4	34 16 0 0	68 32 0 0	1.32	0.47
31. Listening tasks will improve students' thinking in English.	SD D A SA	1 2 3 4	1 1 23 25	2 2 46 50	3.44	0.64

## Appendix 13.1

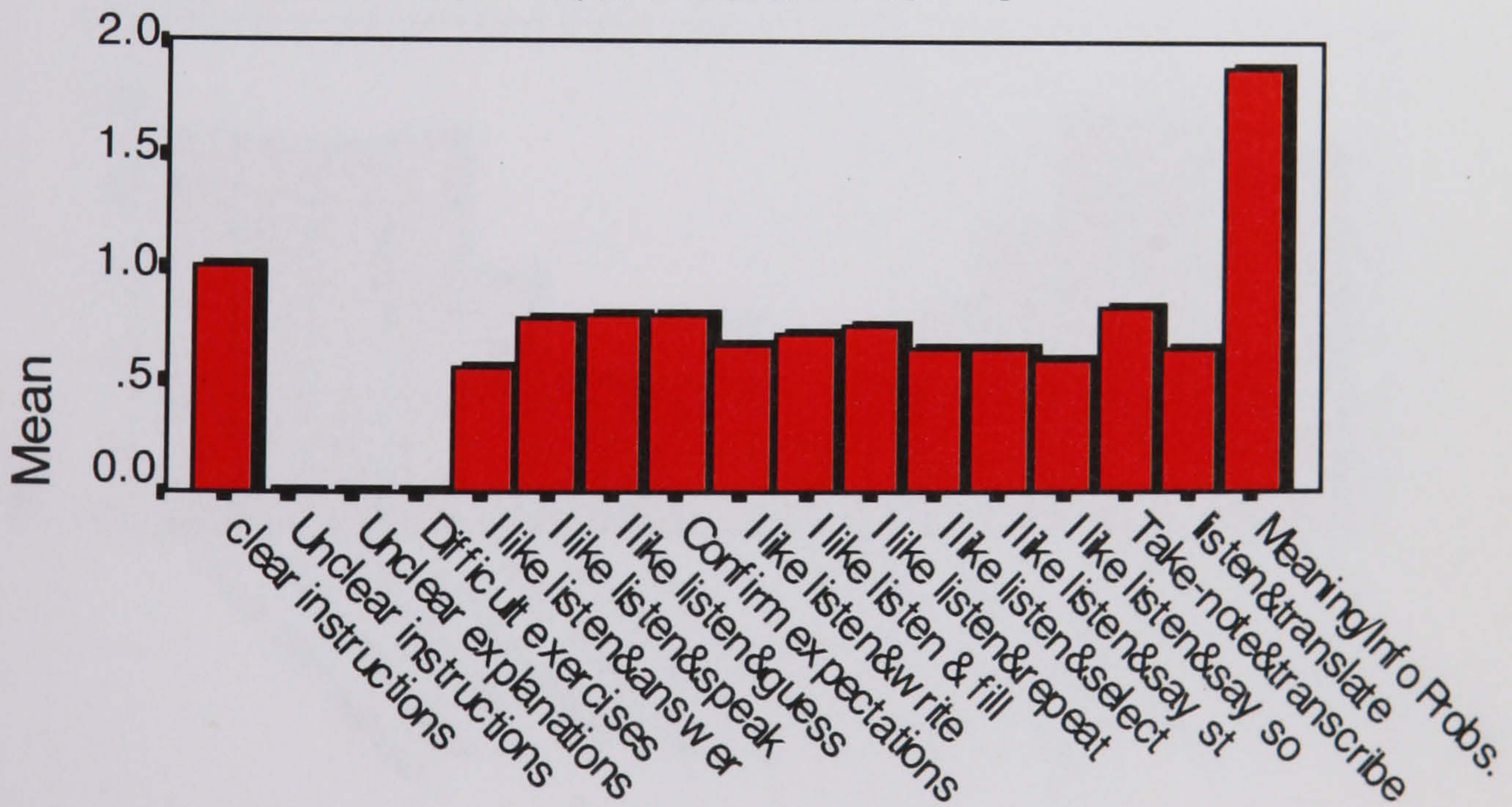
### Students' Questionnaire



Students' Attitudes Towards the Training Programme (Questions 1-5)

## Appendix 13.2

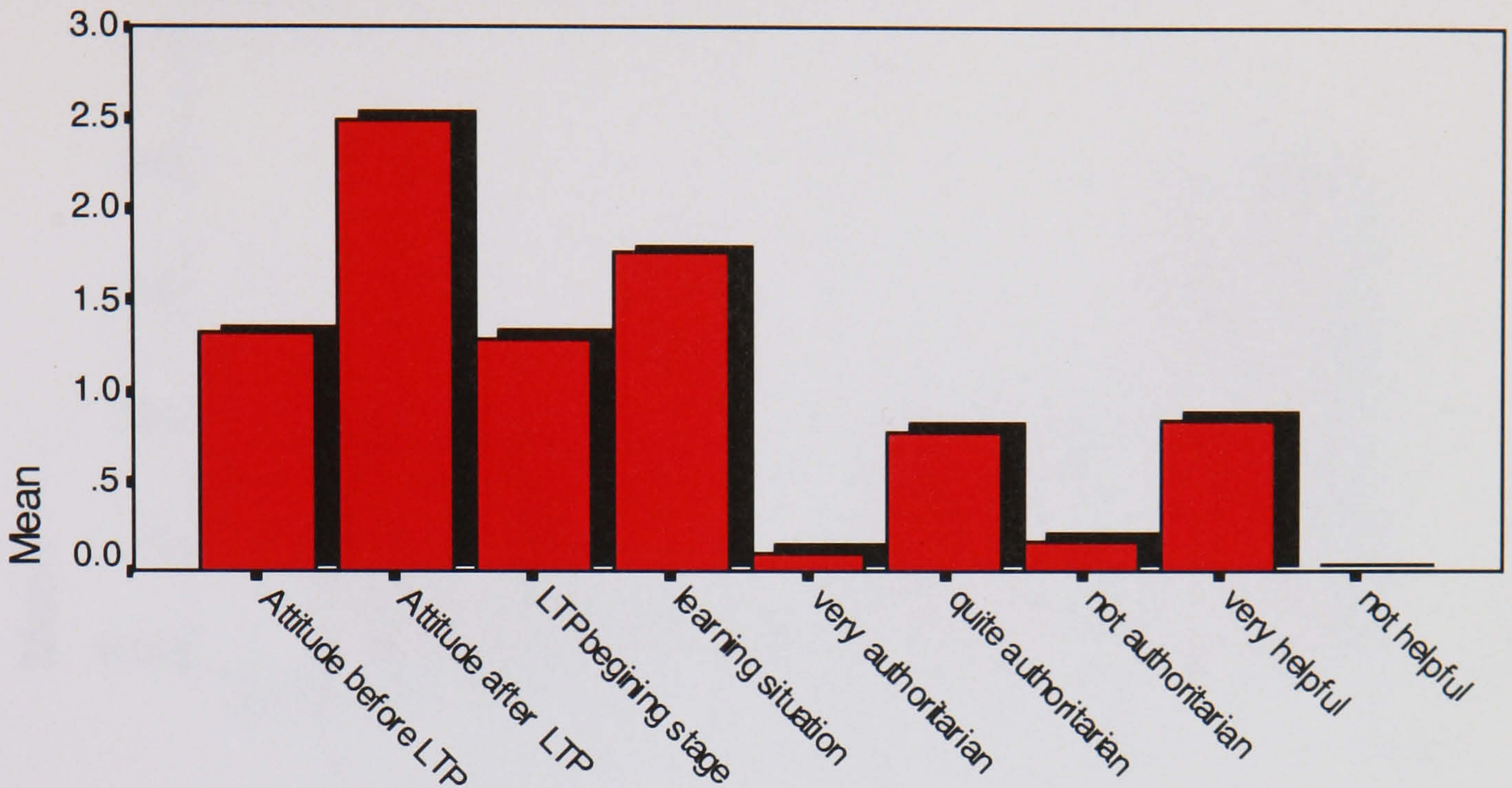
### Students' Questionnaire



Students' Attitudes Towards the Training Programme (Q6-10)

### Appendix 13.3

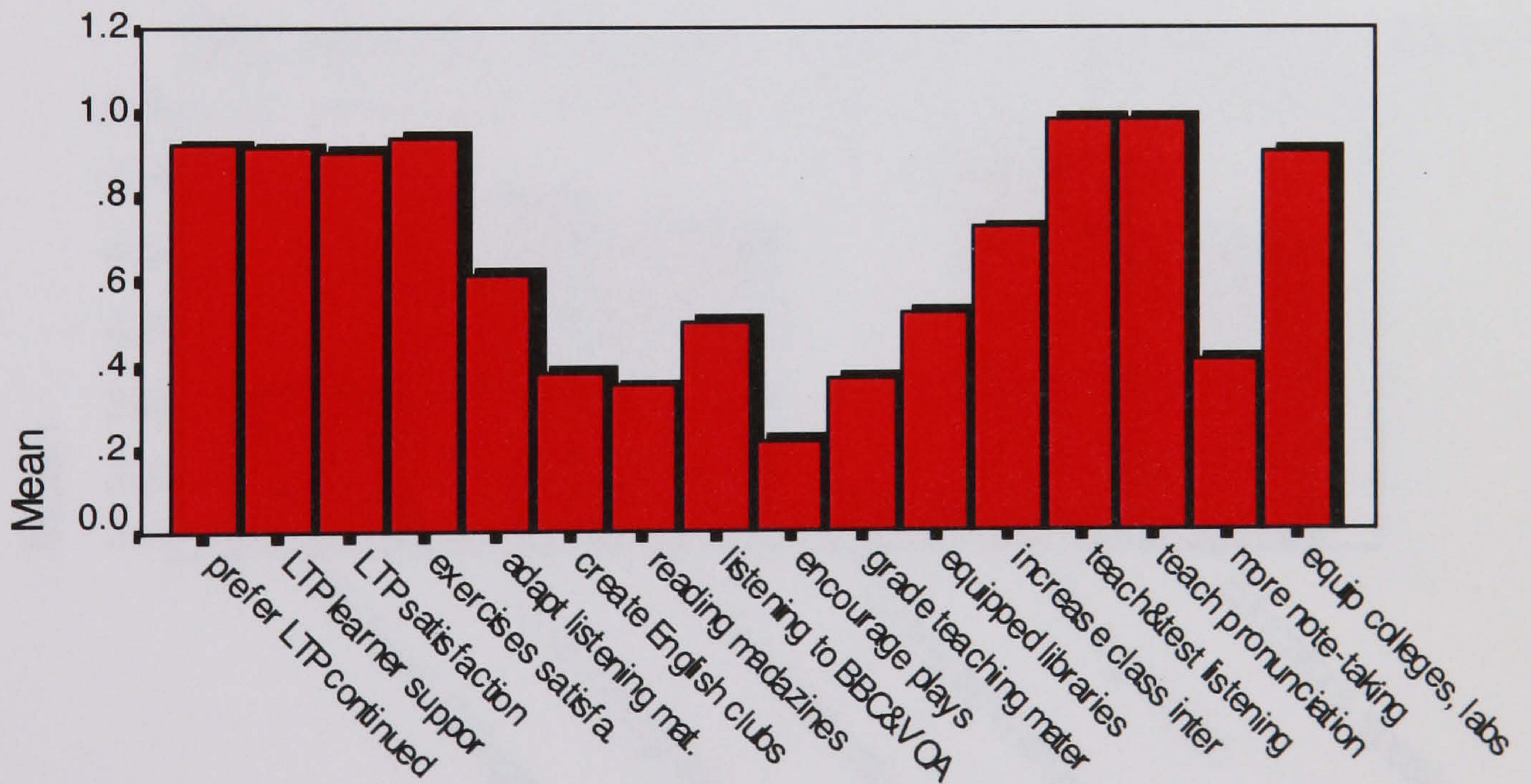
#### Students' Questionnaire



Students' Attitudes Towards the Training Programme (Q11,12,14,18,19)

### Appendix 13.4

#### Students' Questionnaire

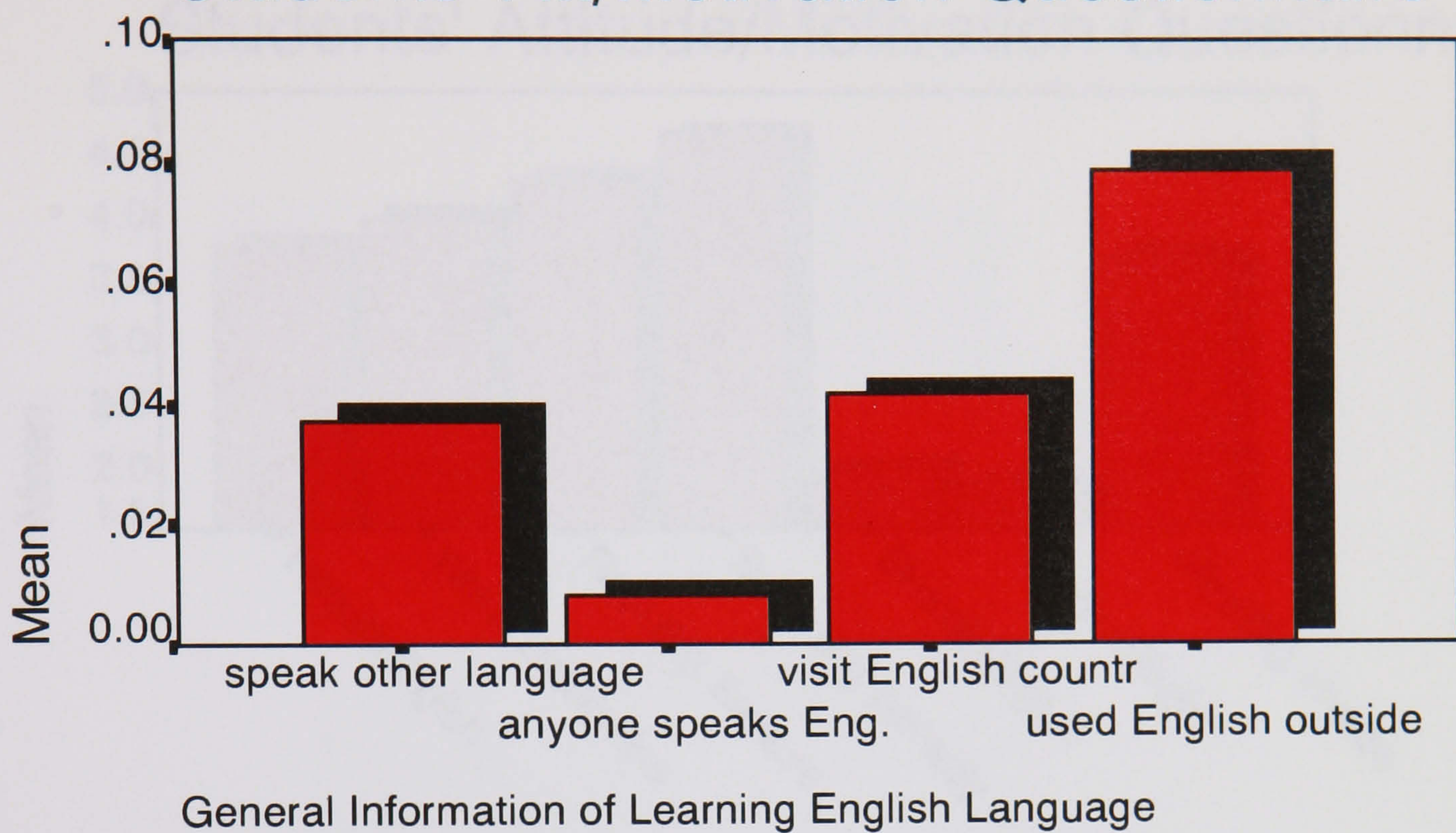


Students' Attitudes Towards the Training Programme (Q13,15,16,17,20)



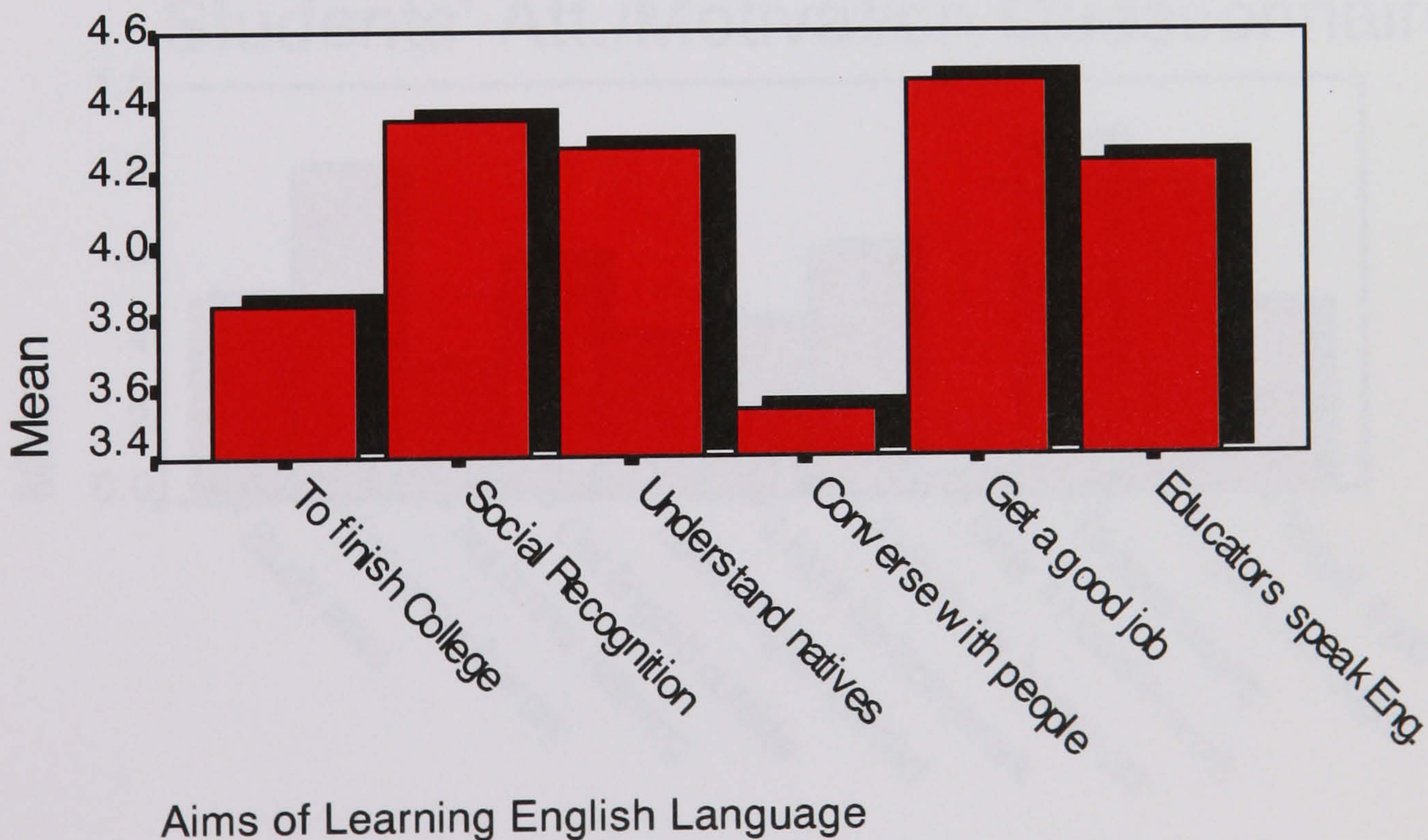
Appendix 13.5

Students' Att/Motivation Questionnaire



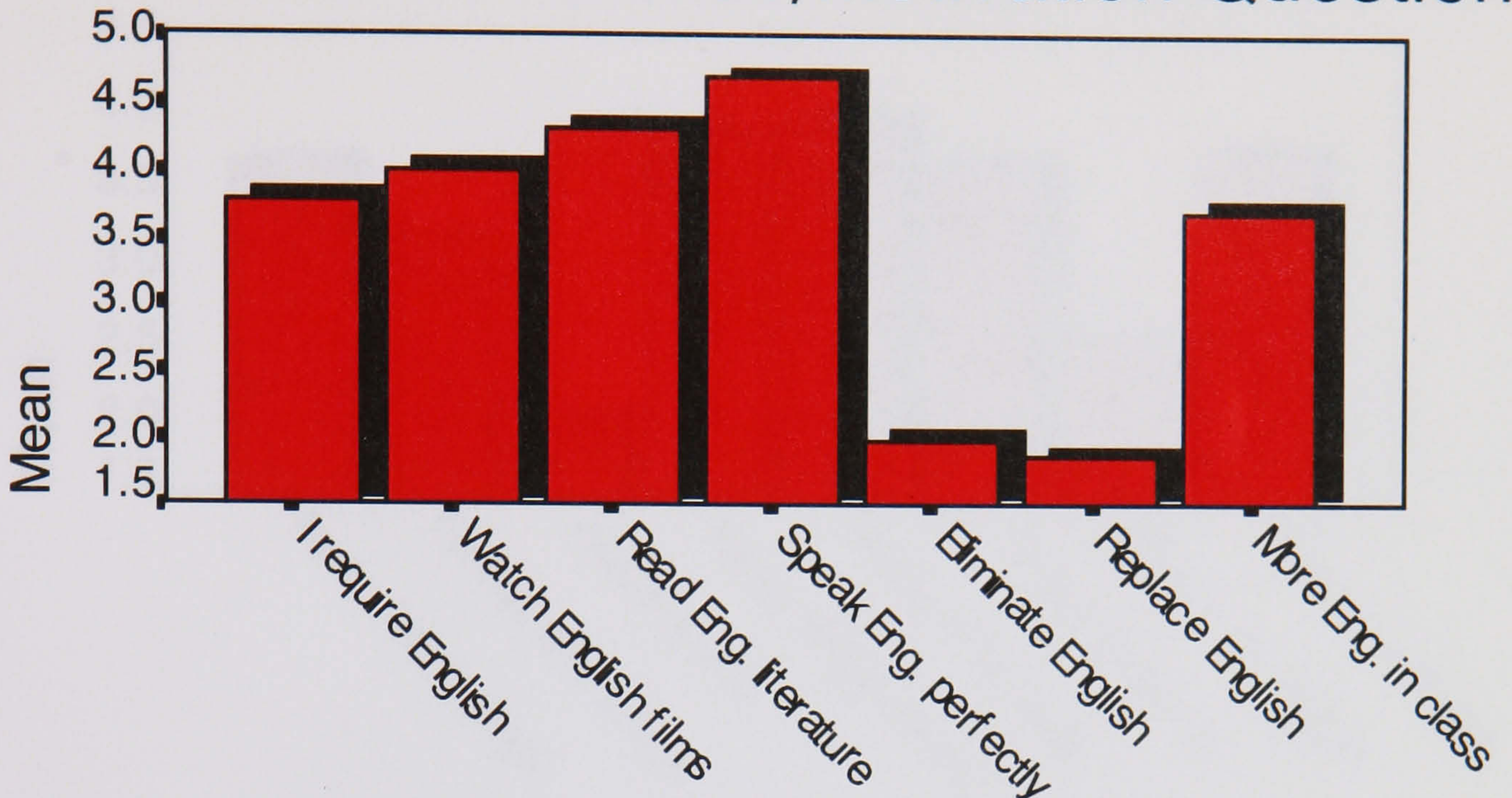
Appendix 13.6

Students' Att./Motivation Questionnaire



Appendix 13.7

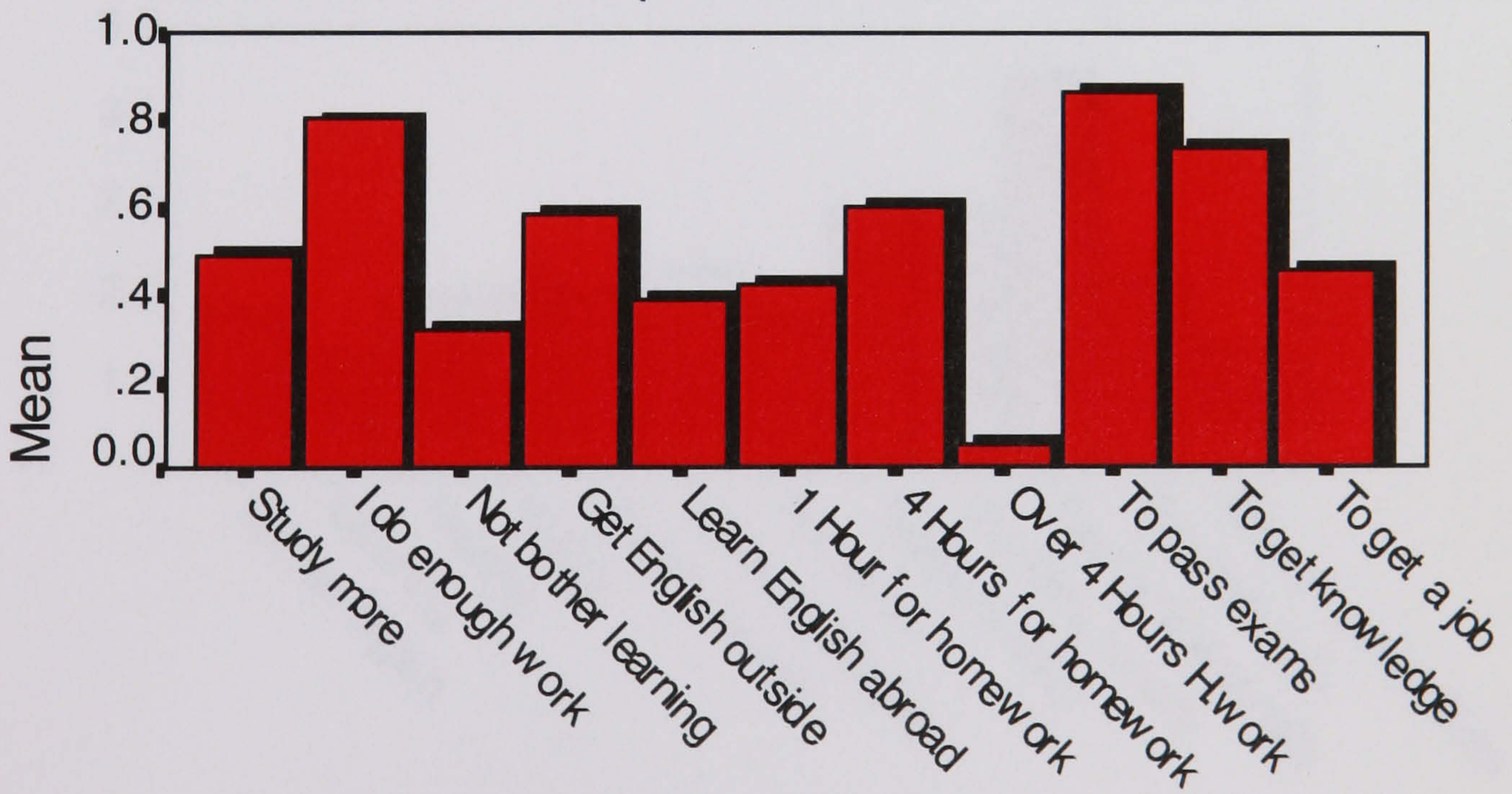
Students' Attitude/Motivation Questionnai



Attitudes towards Learning English Language

Appendix 13.8

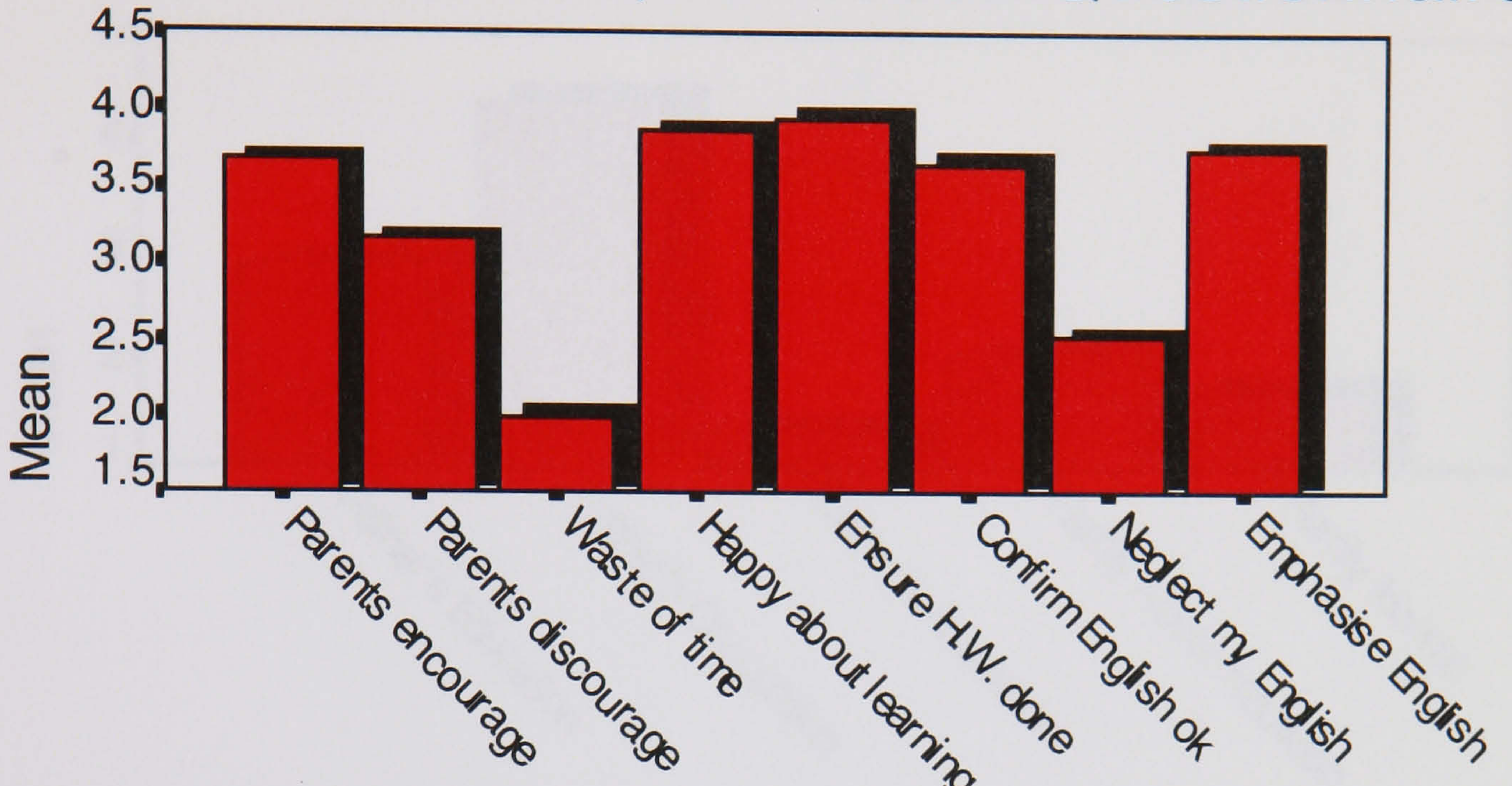
Students' Att./Motivation Questionnaire



Students motivation towards learning English Language

Appendix 13.9

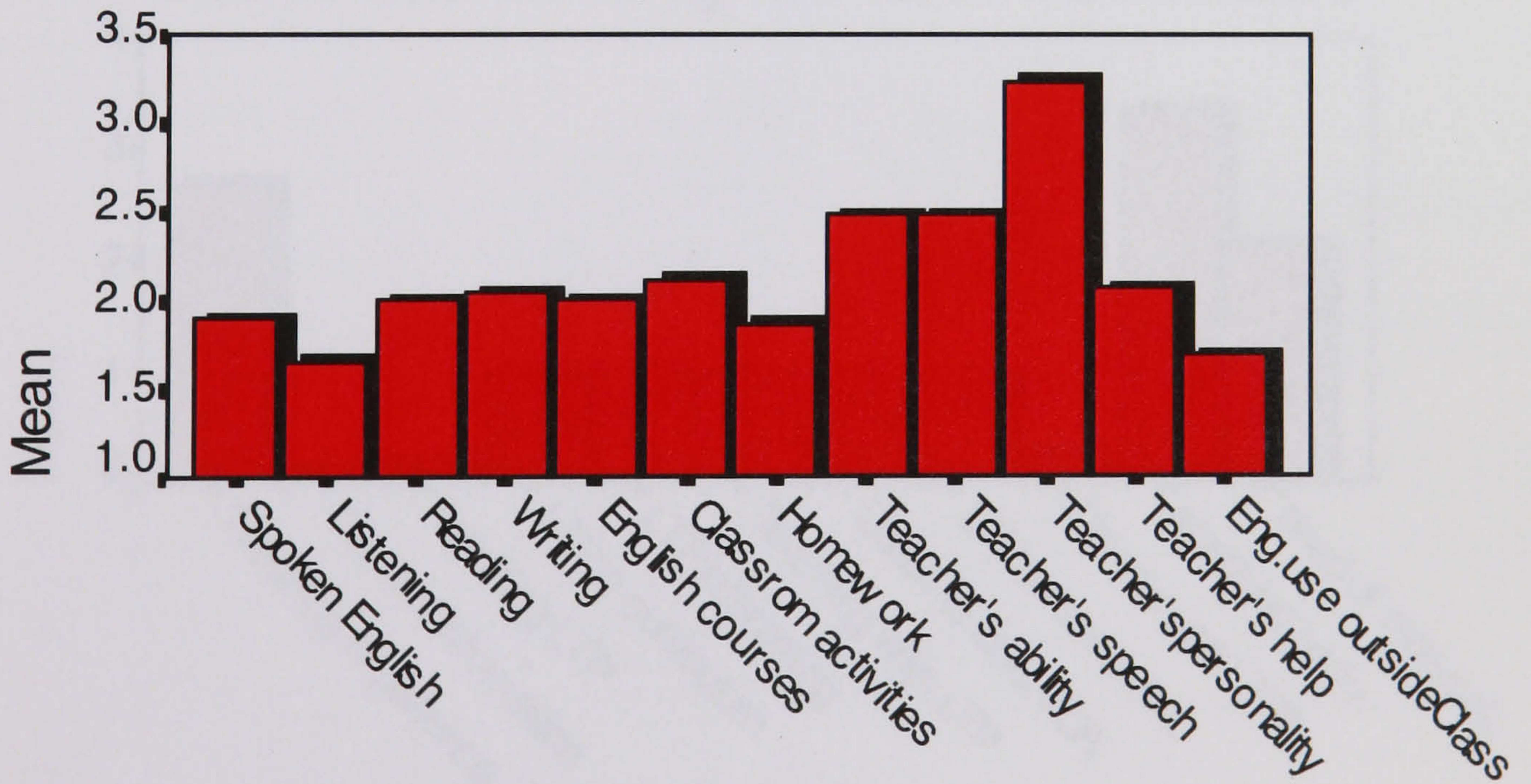
Students' Att./Motivation Questionnaire



Parents encouragement towards Learning English Language

Appendix 13.10

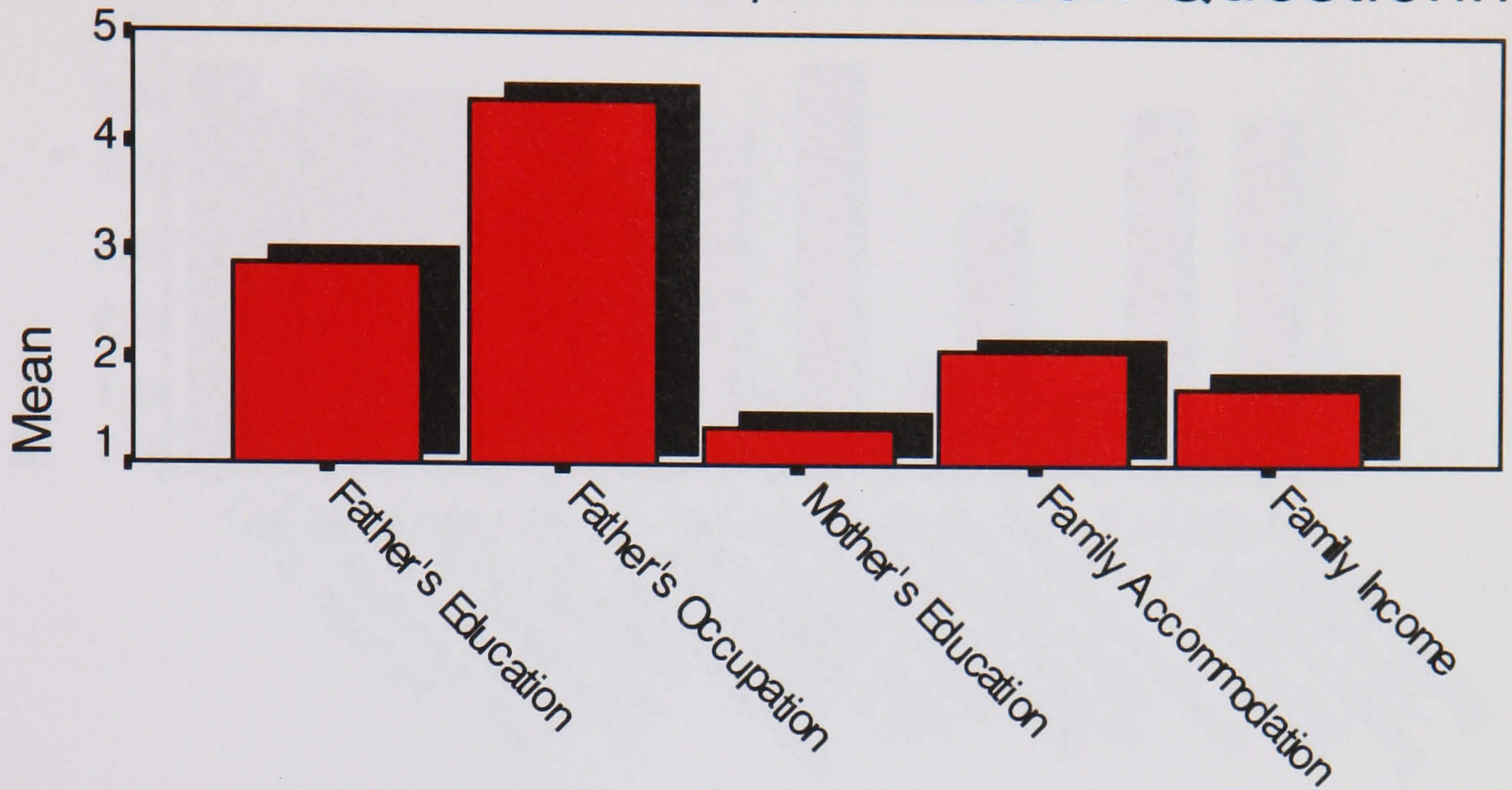
Students' Att./Motivation Questionnaire



Students Satisfaction of Learning English Language

Appendix 13.11

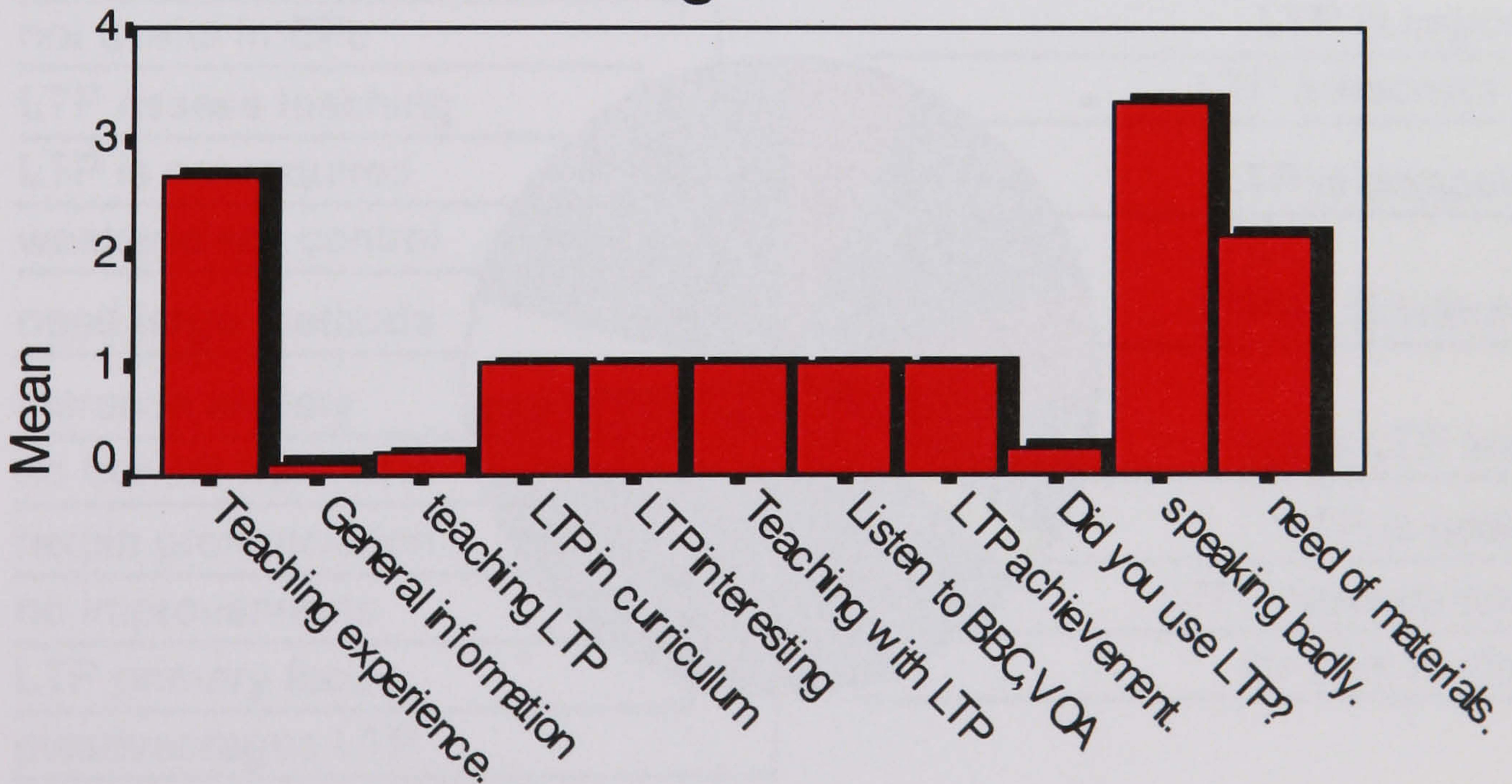
Students' Attitude/Motivation Questionnaire



Students' Socio-economic Status

Appendix 13.12

Teachers of English Questionnaire

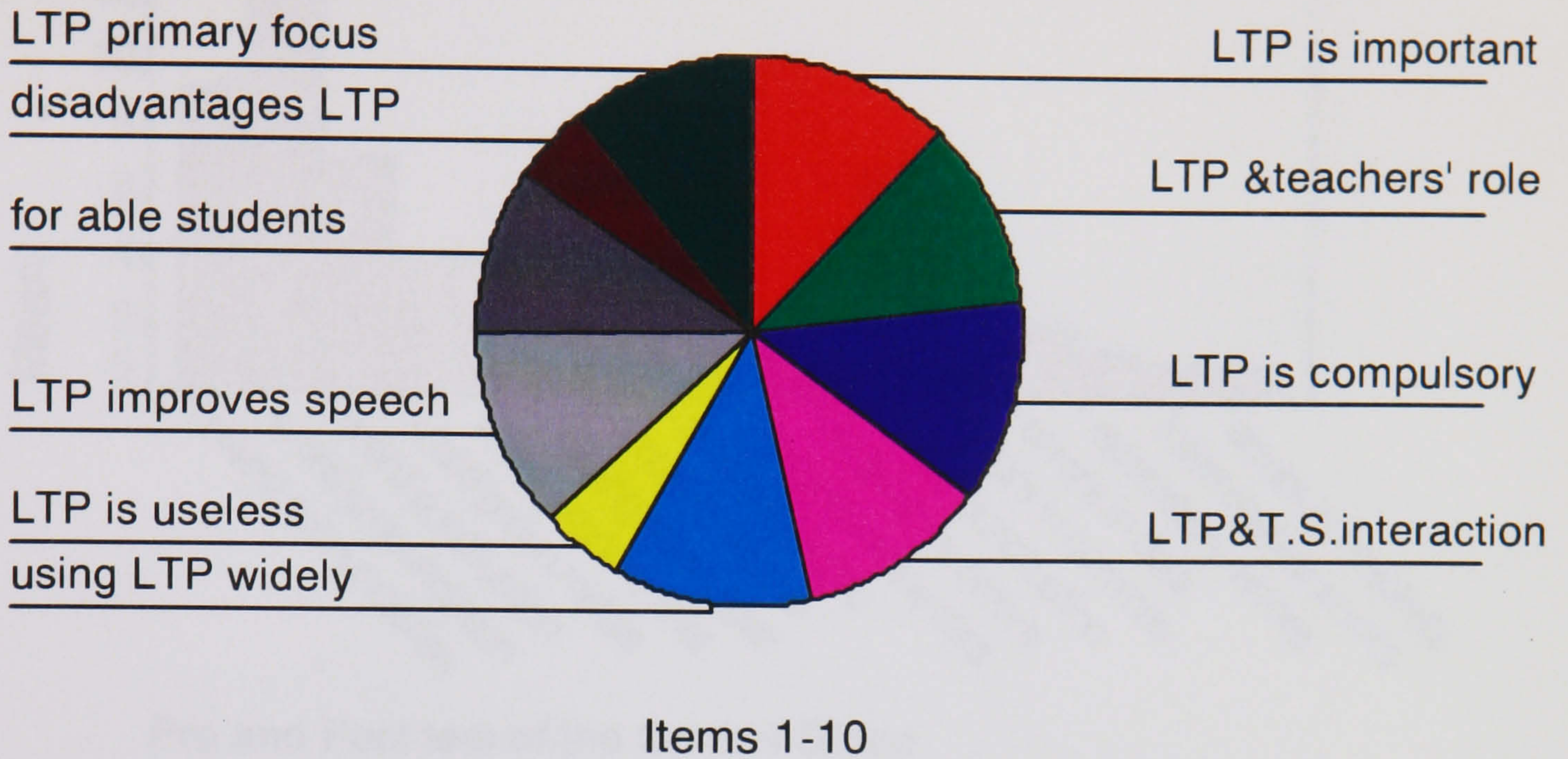


Attitudes Towards the Listening Training Programme (Q1-8)



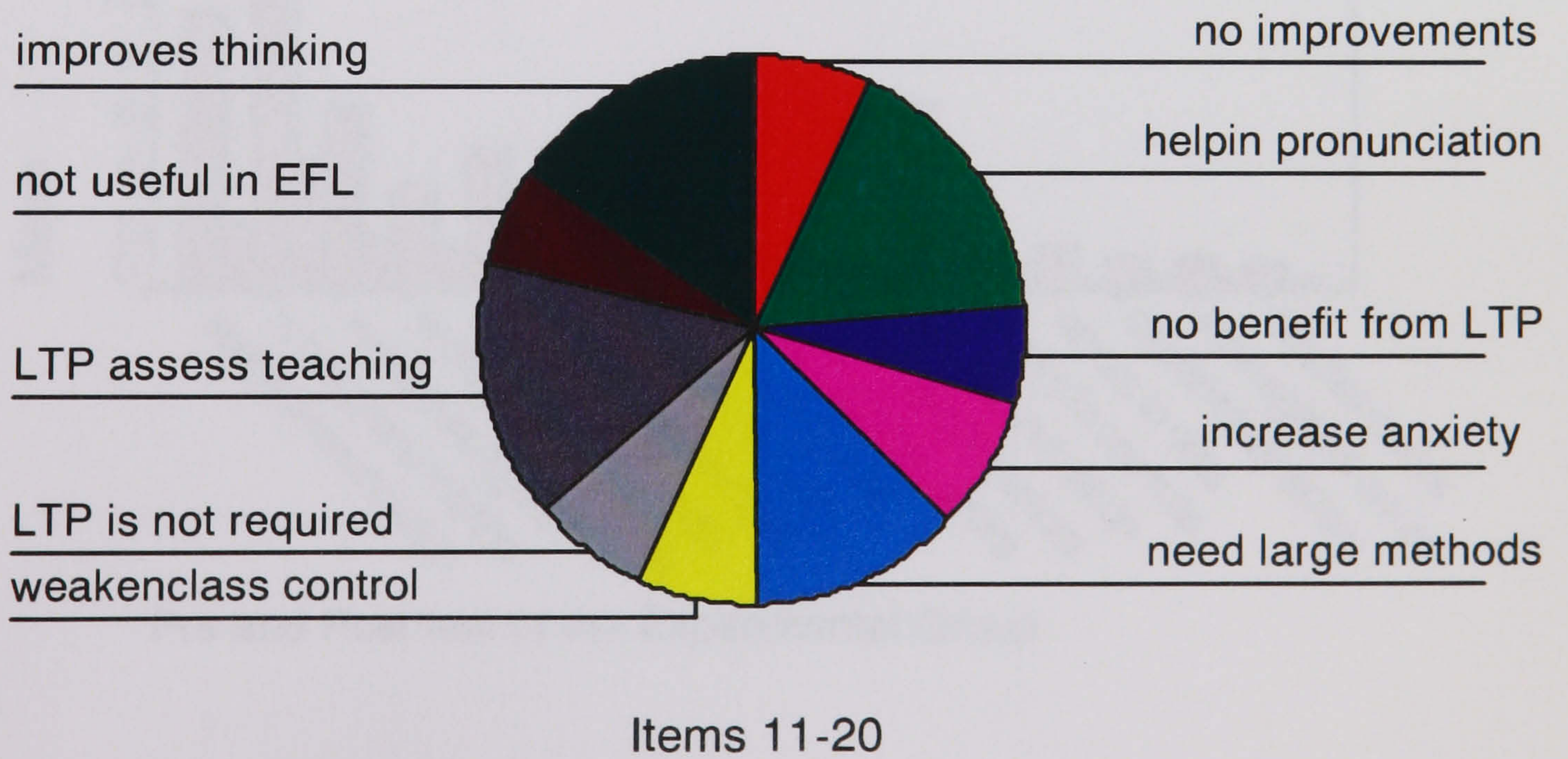
Appendix 13.15

# Teachers' of English Questionnaire



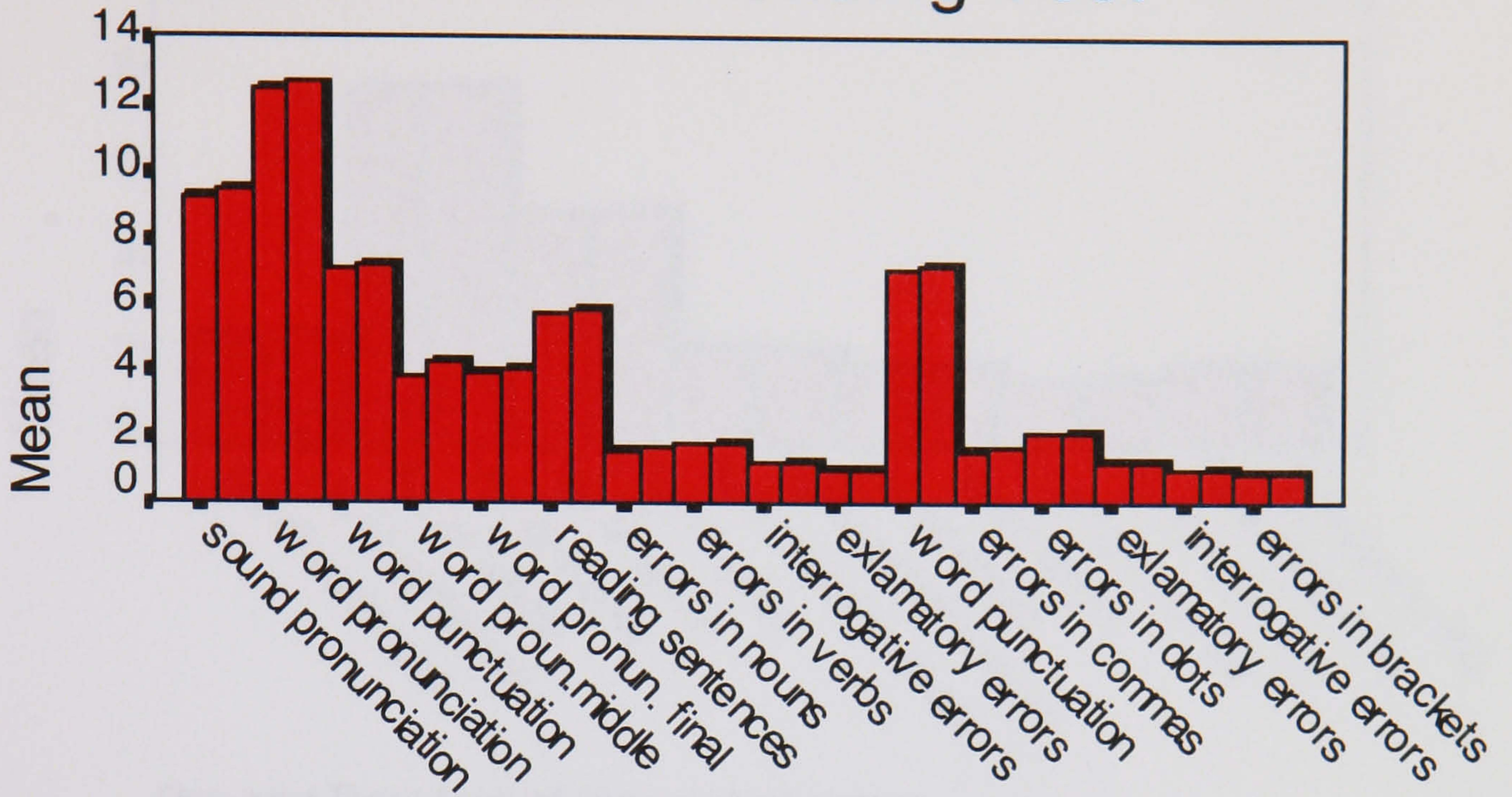
Appendix 13.16

# Teachers' of English Questionnaire



Appendix 13.17

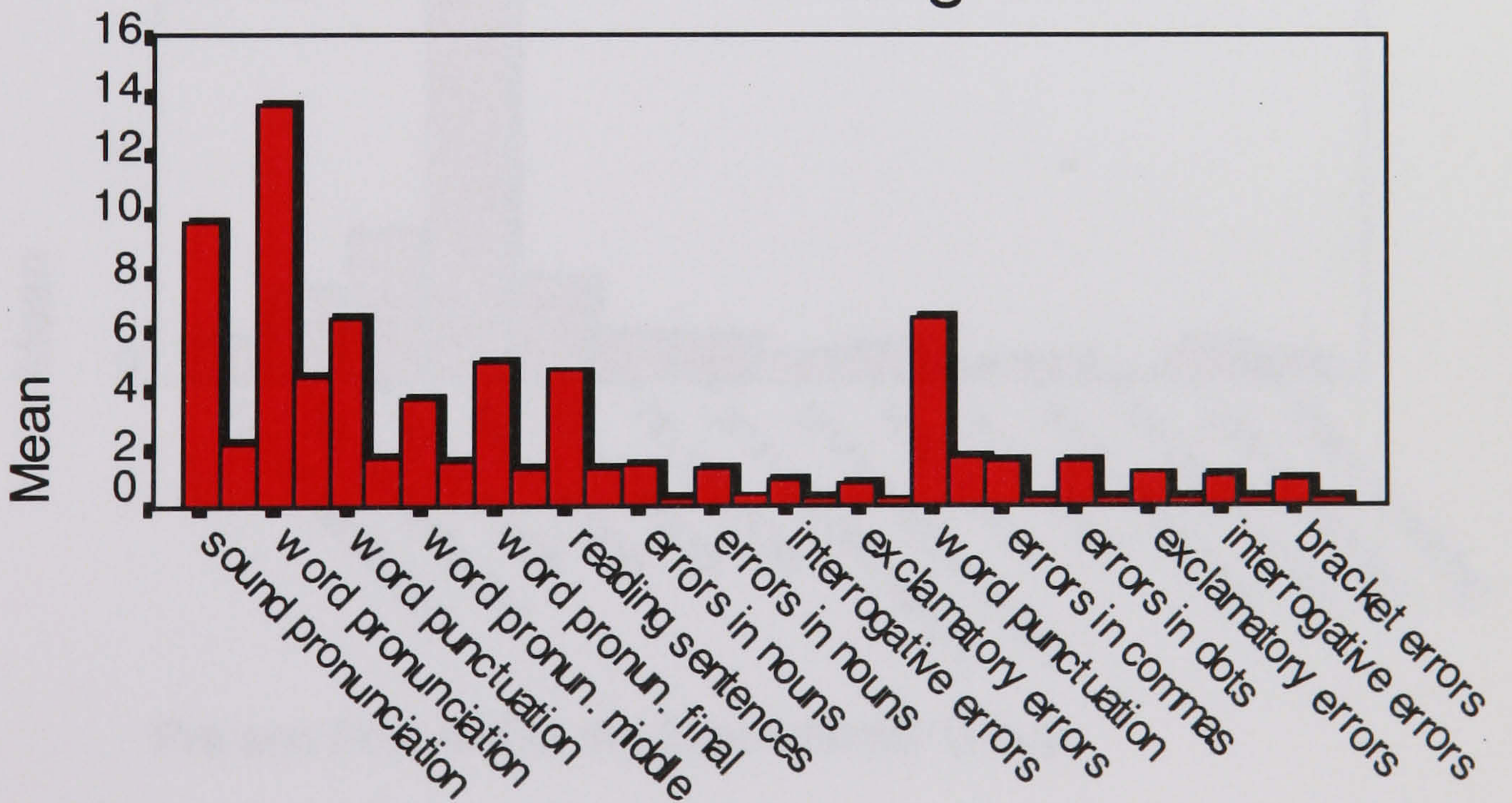
### Students' Oral Reading Test



Pre and Post test of the Control Group

Appendix 3.18

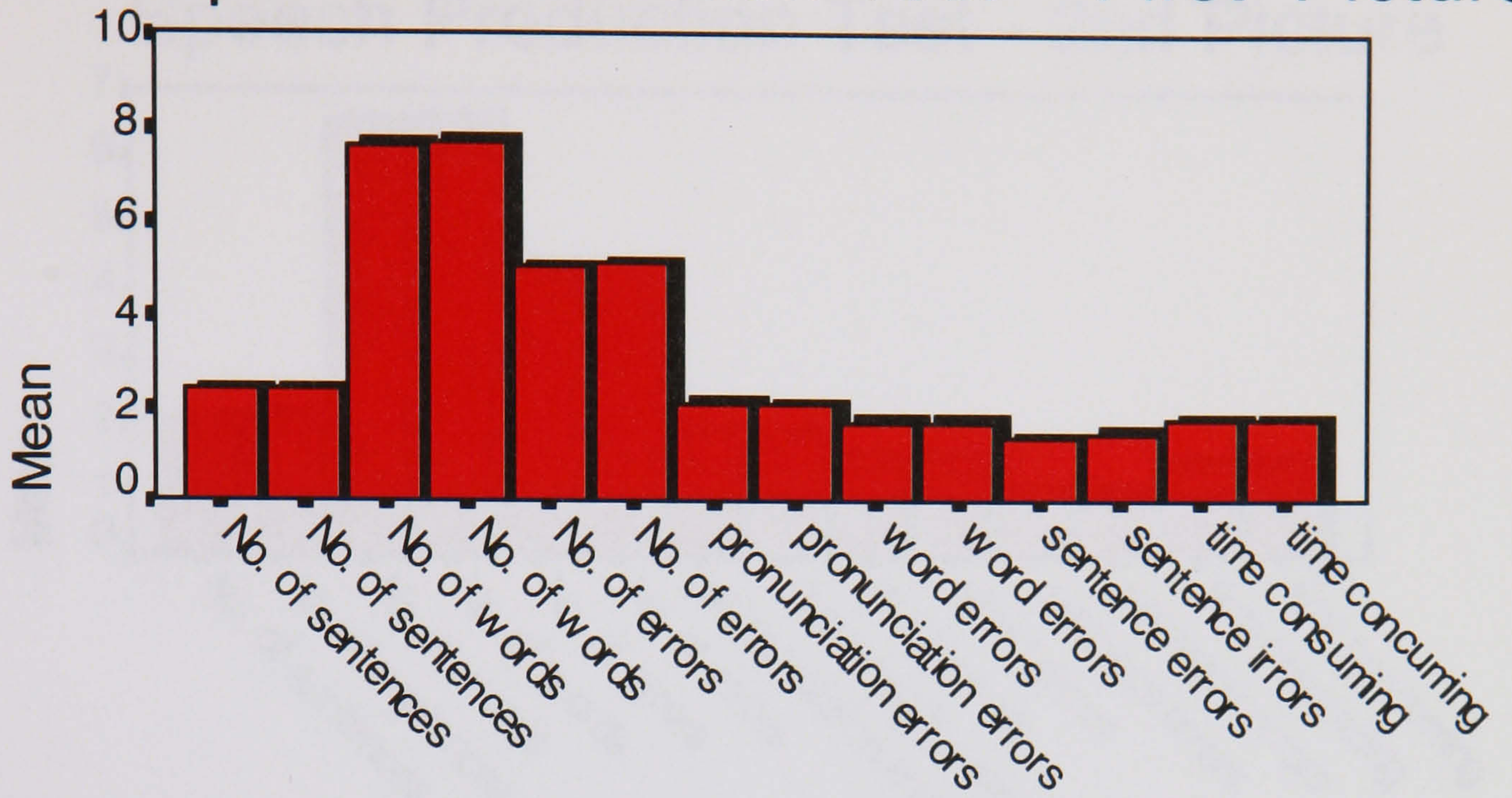
### Students' Oral Reading Test



Pre and Post test of the Experimental Group

Appendix 13.19

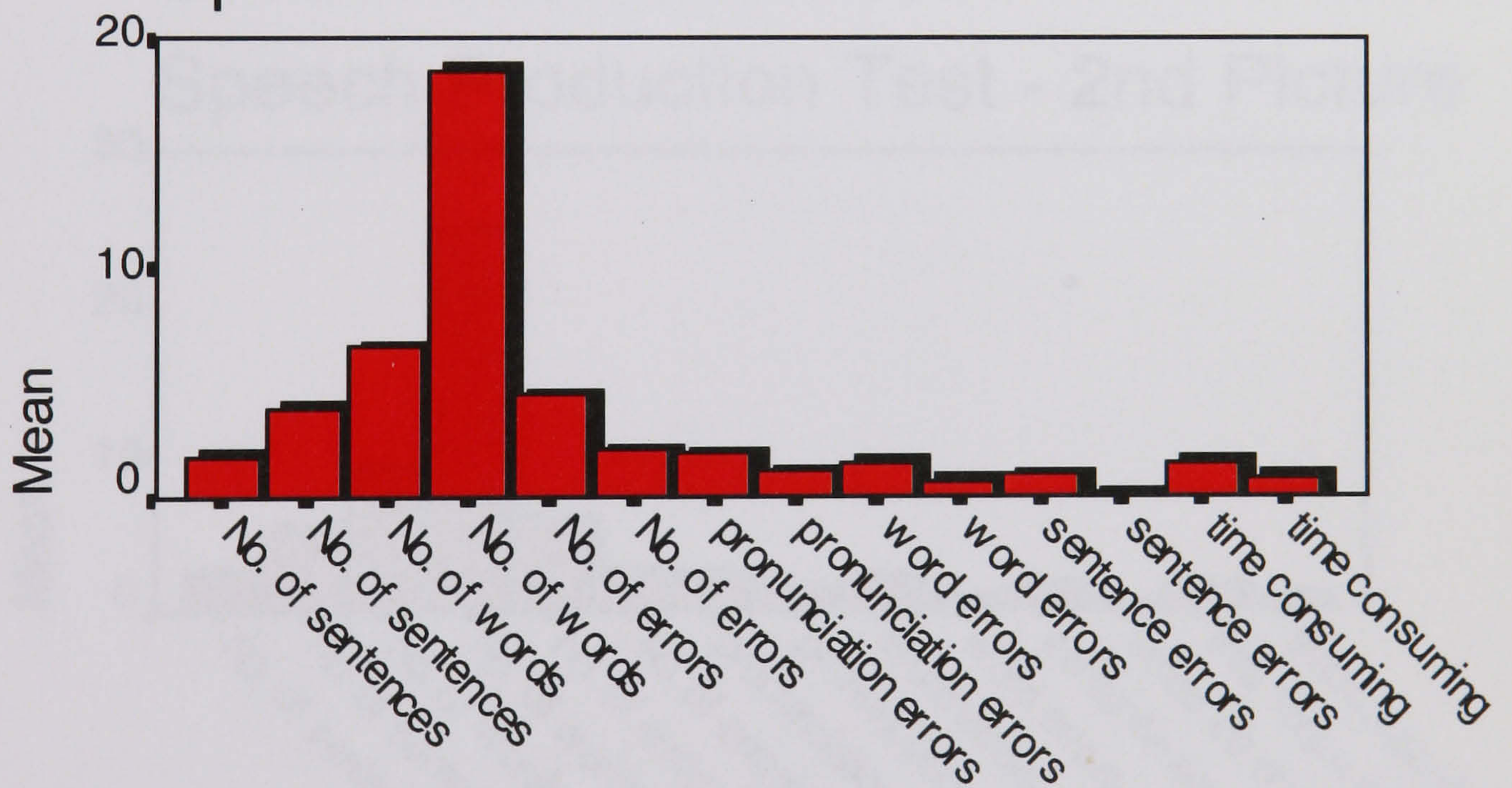
Speech Production Test - First Picture



Pre and Post test of the control group

Appendix 13.20

Speech Production Test - First Picture

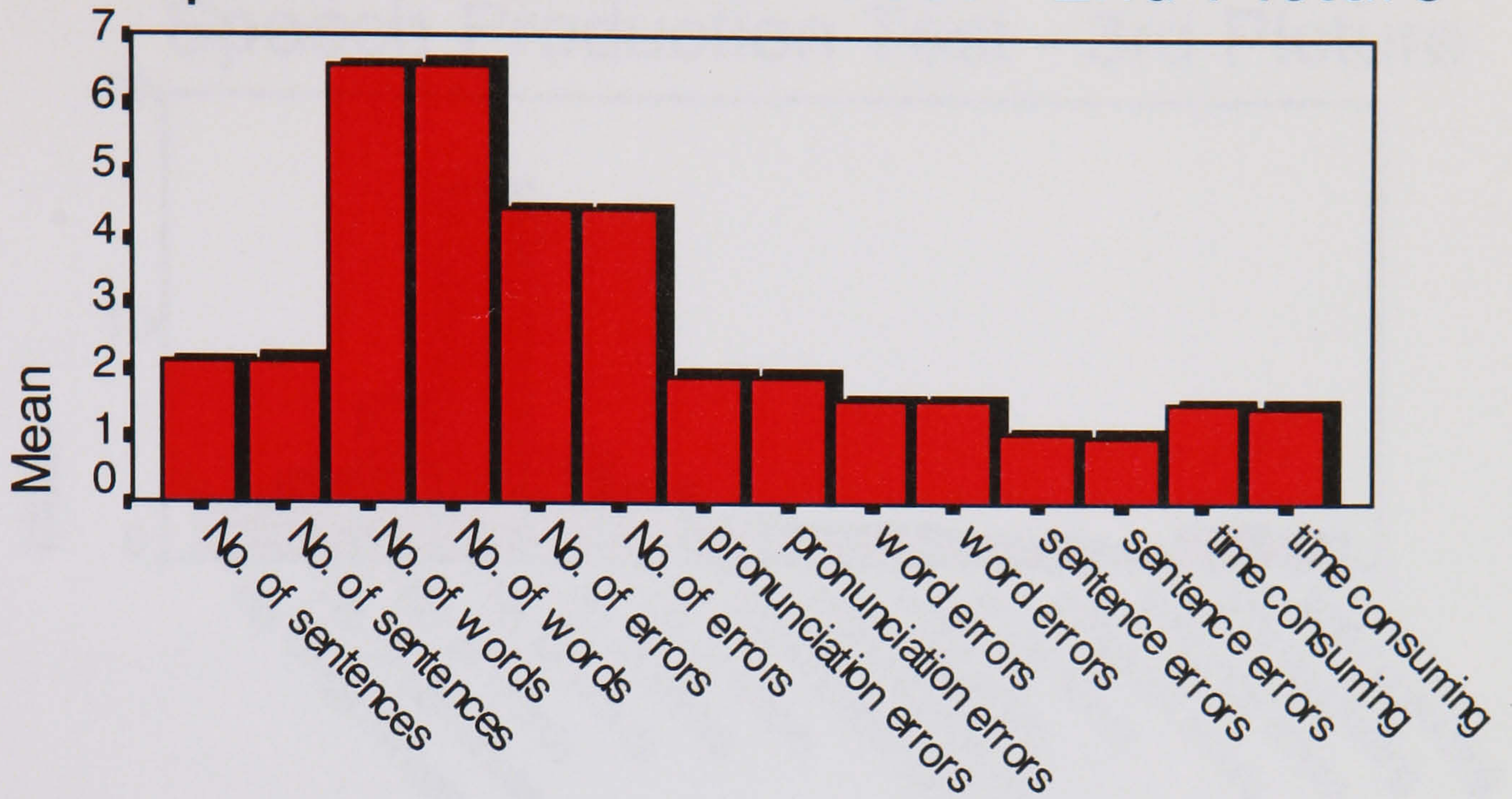


Pre and Post-test of the Experimental Group



Appendix 13.21

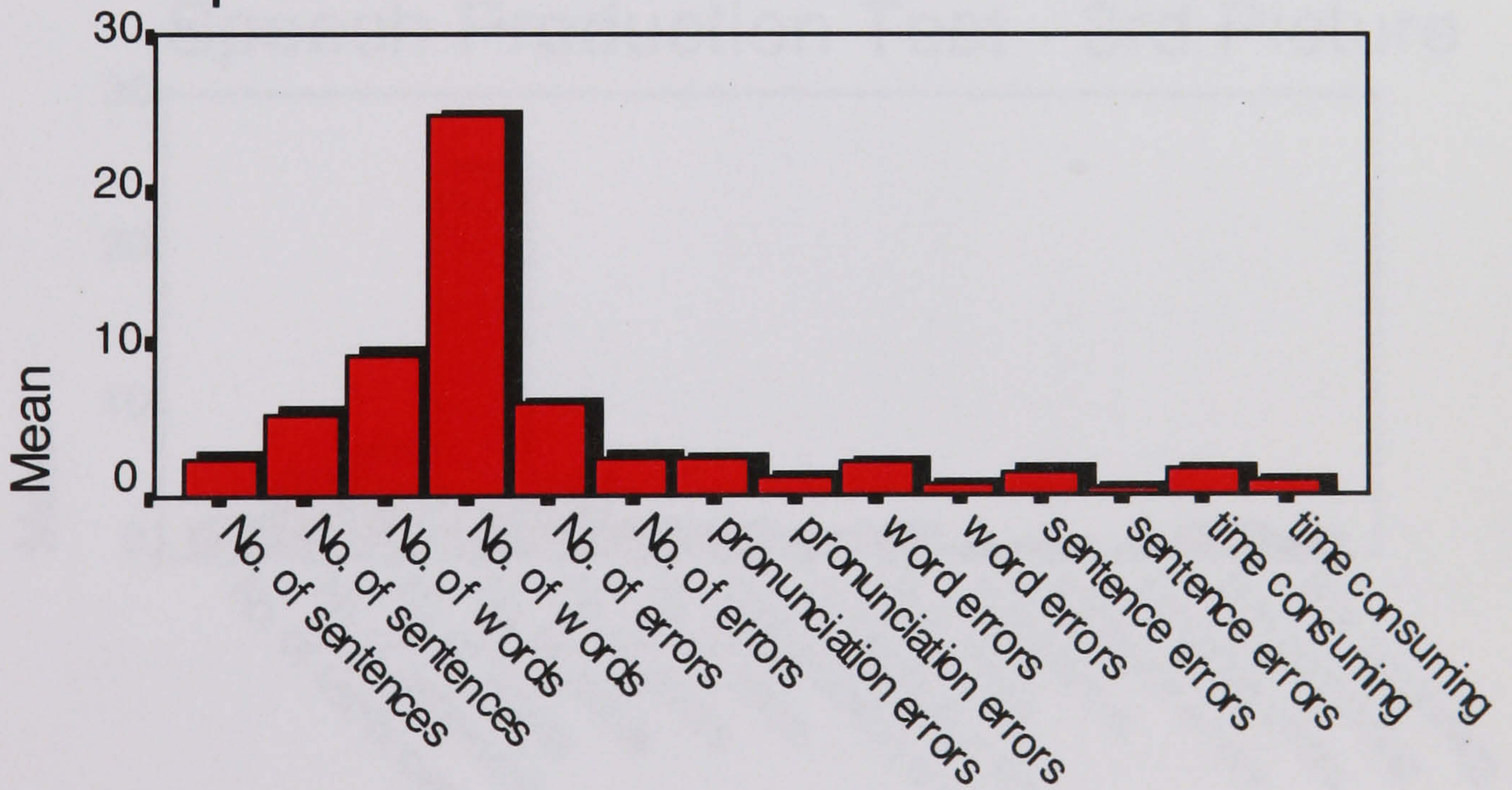
Speech Production Test - 2nd Picture



Pre and Post-Test of the Control Group

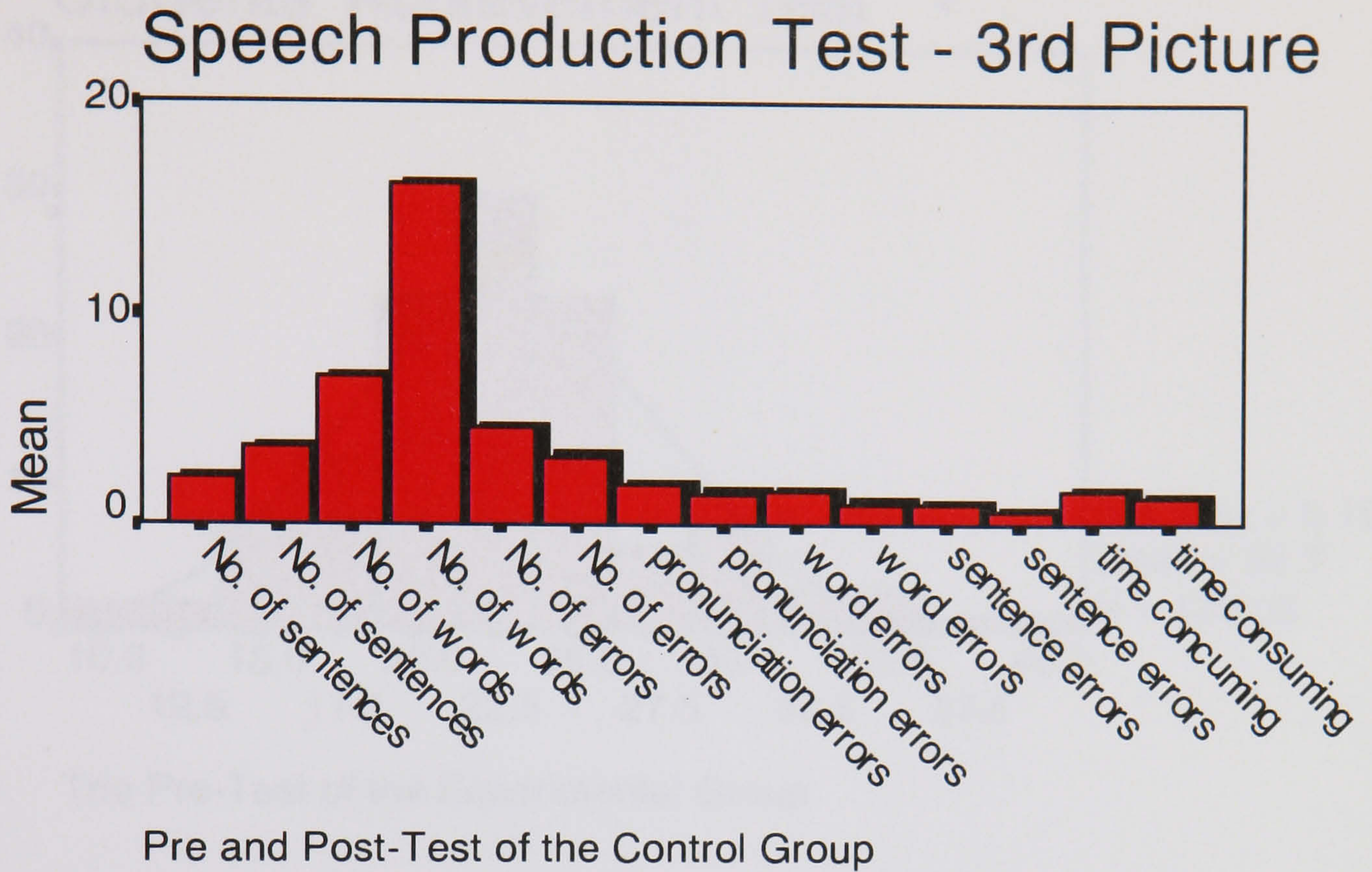
Appendix 13.22

Speech Production Test - 2nd Picture

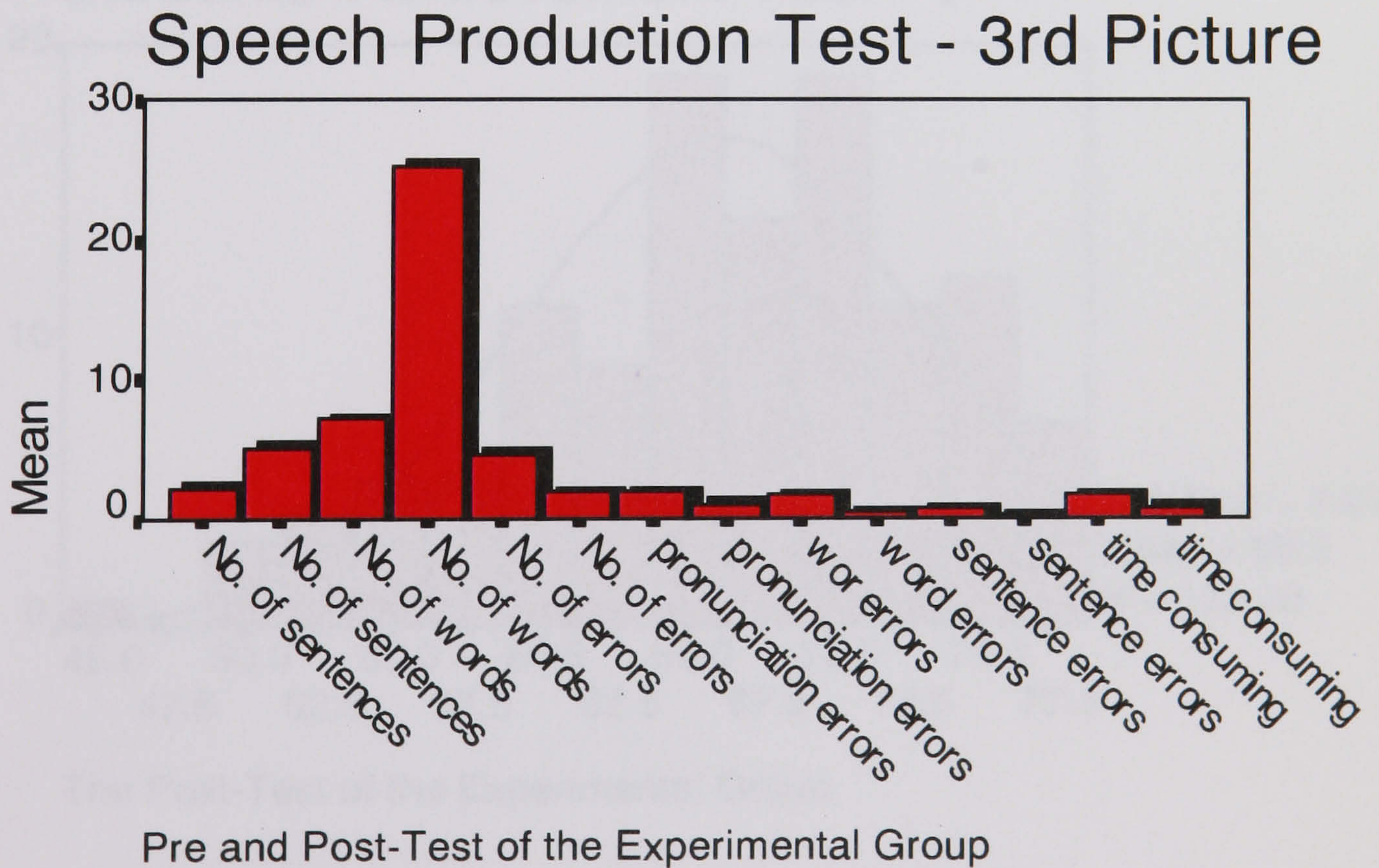


Pre and Post-Test of the Experimental Group

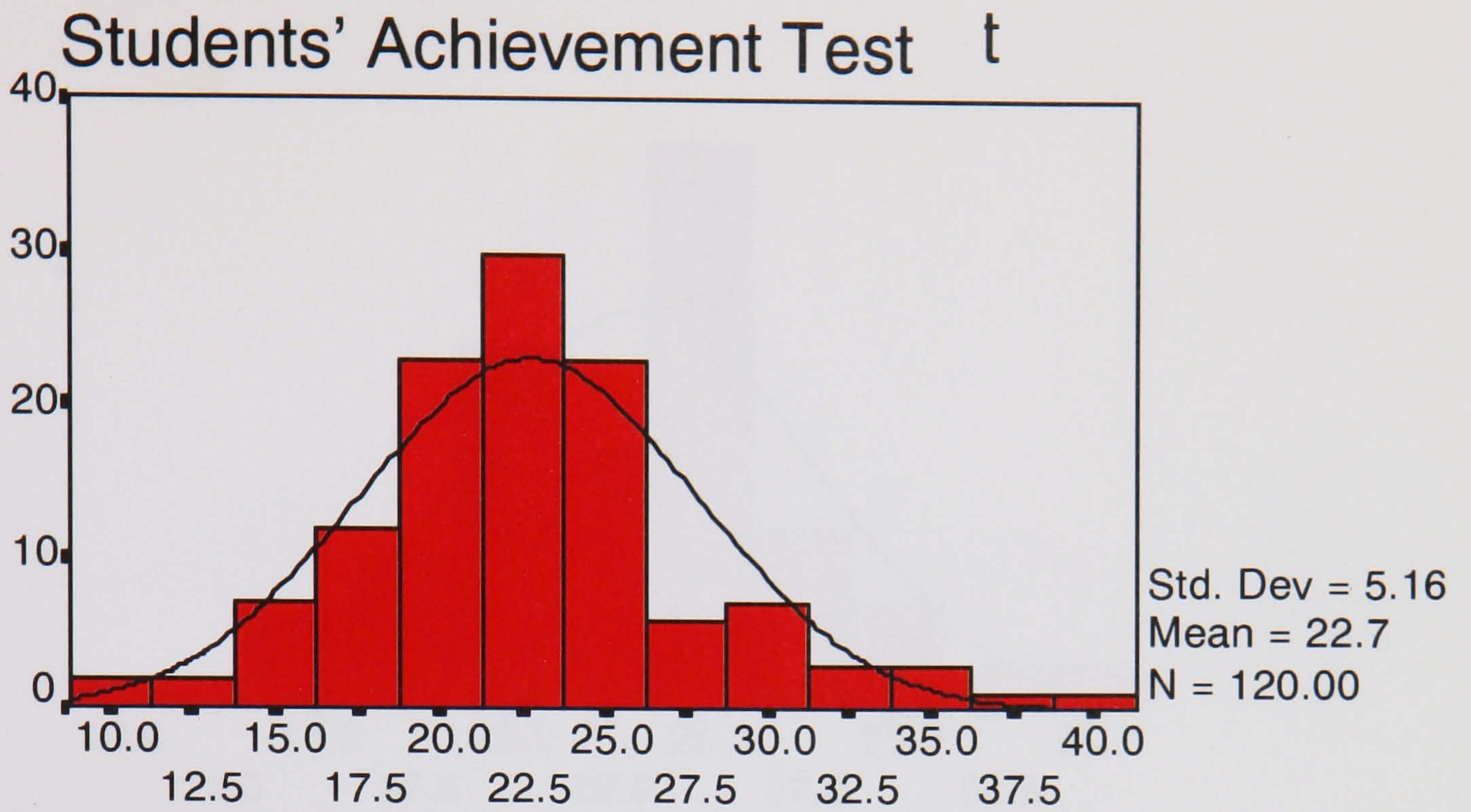
Appendix 13.23



Appendix 13.24

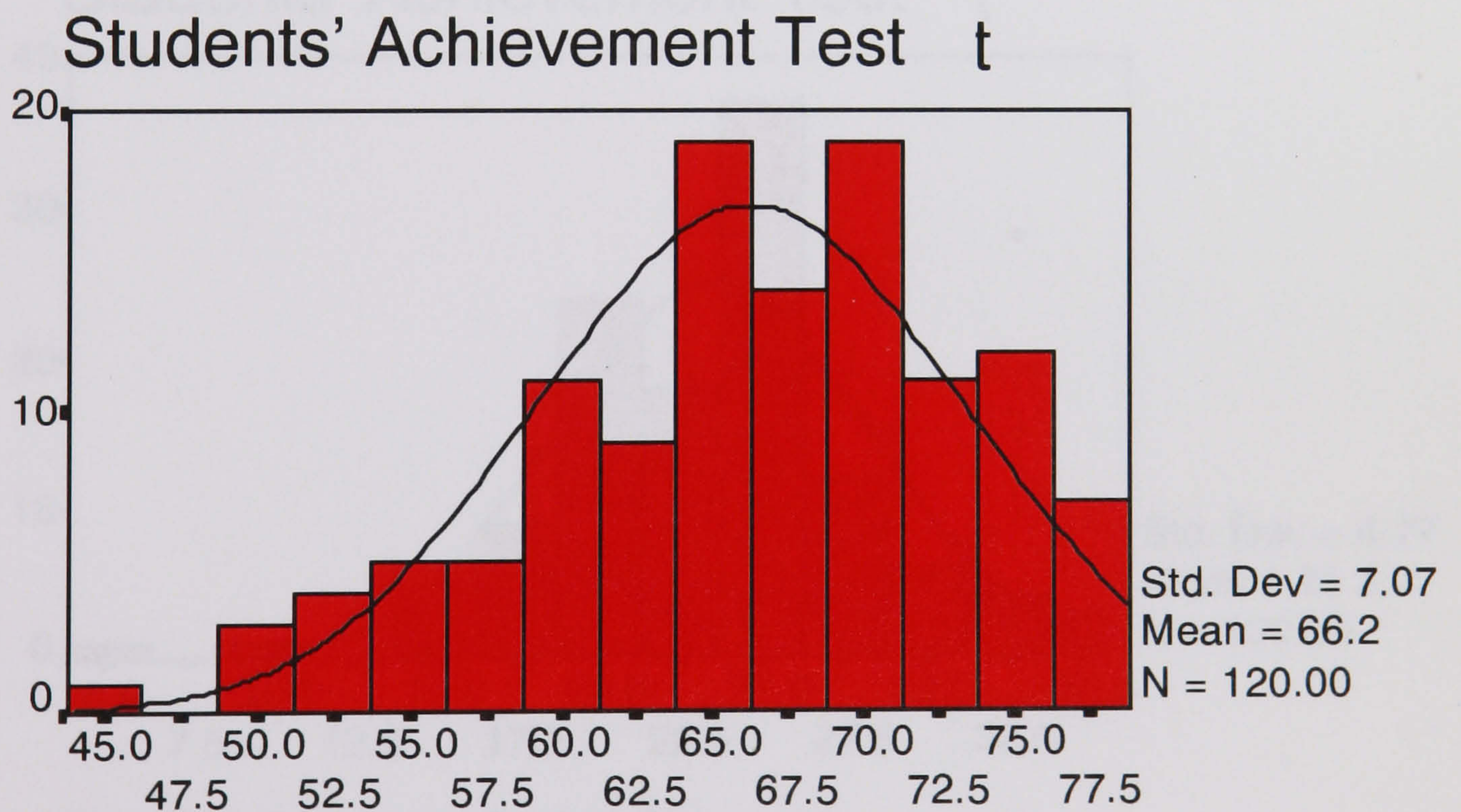


Appendix 13.25



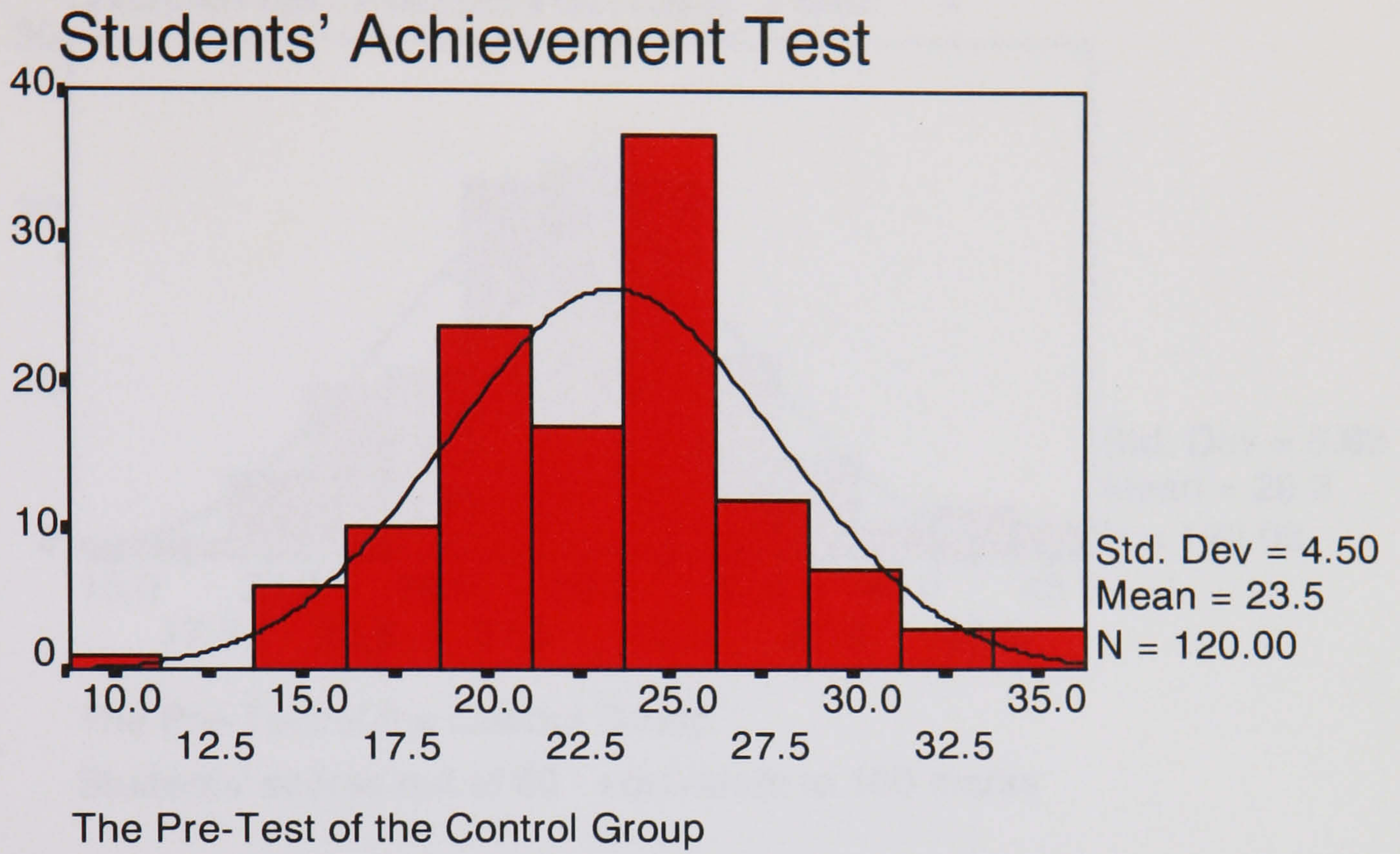
The Pre-Test of the Experimental Group

Appendix 13.26

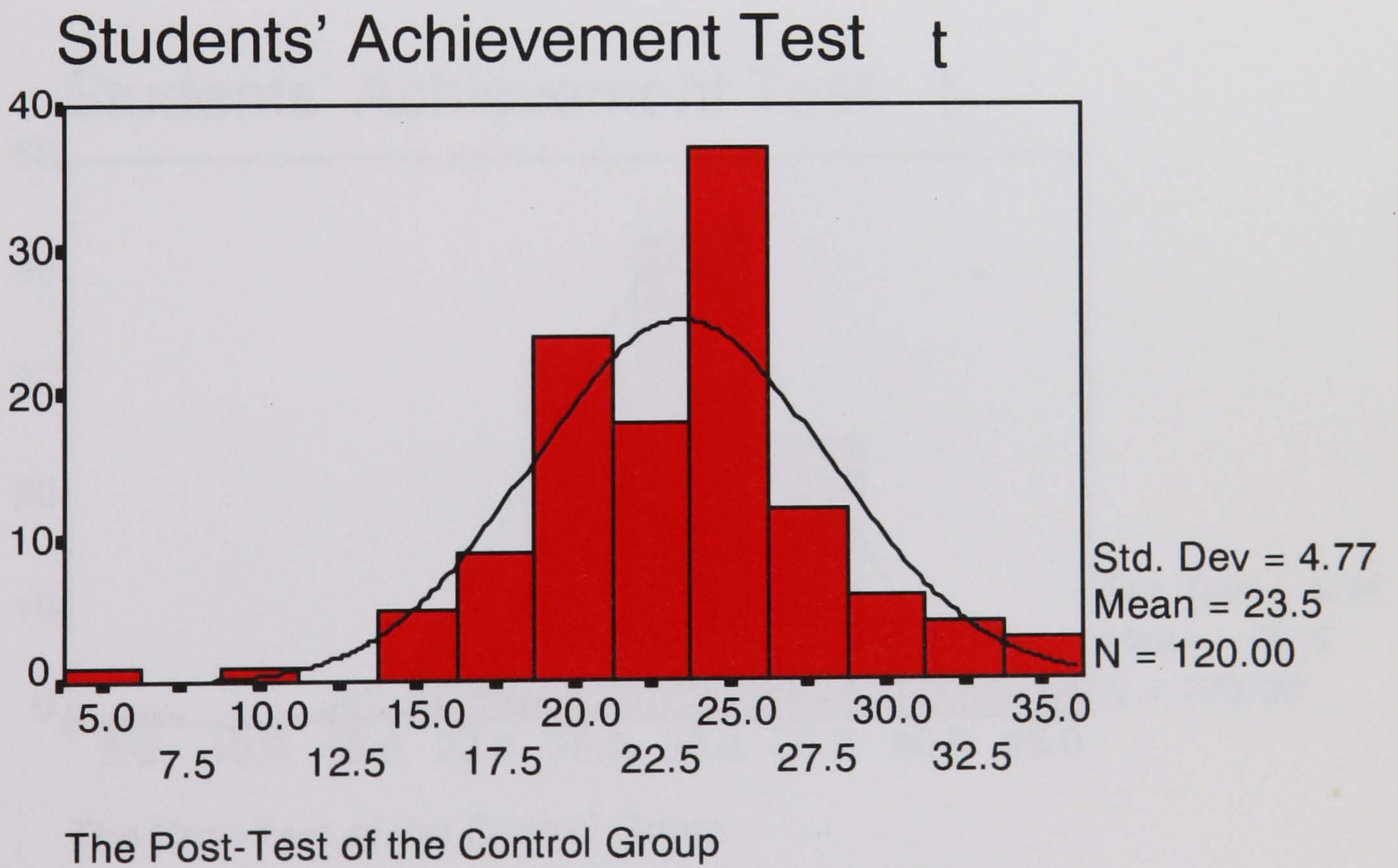


The Post-Test of the Experimental Group

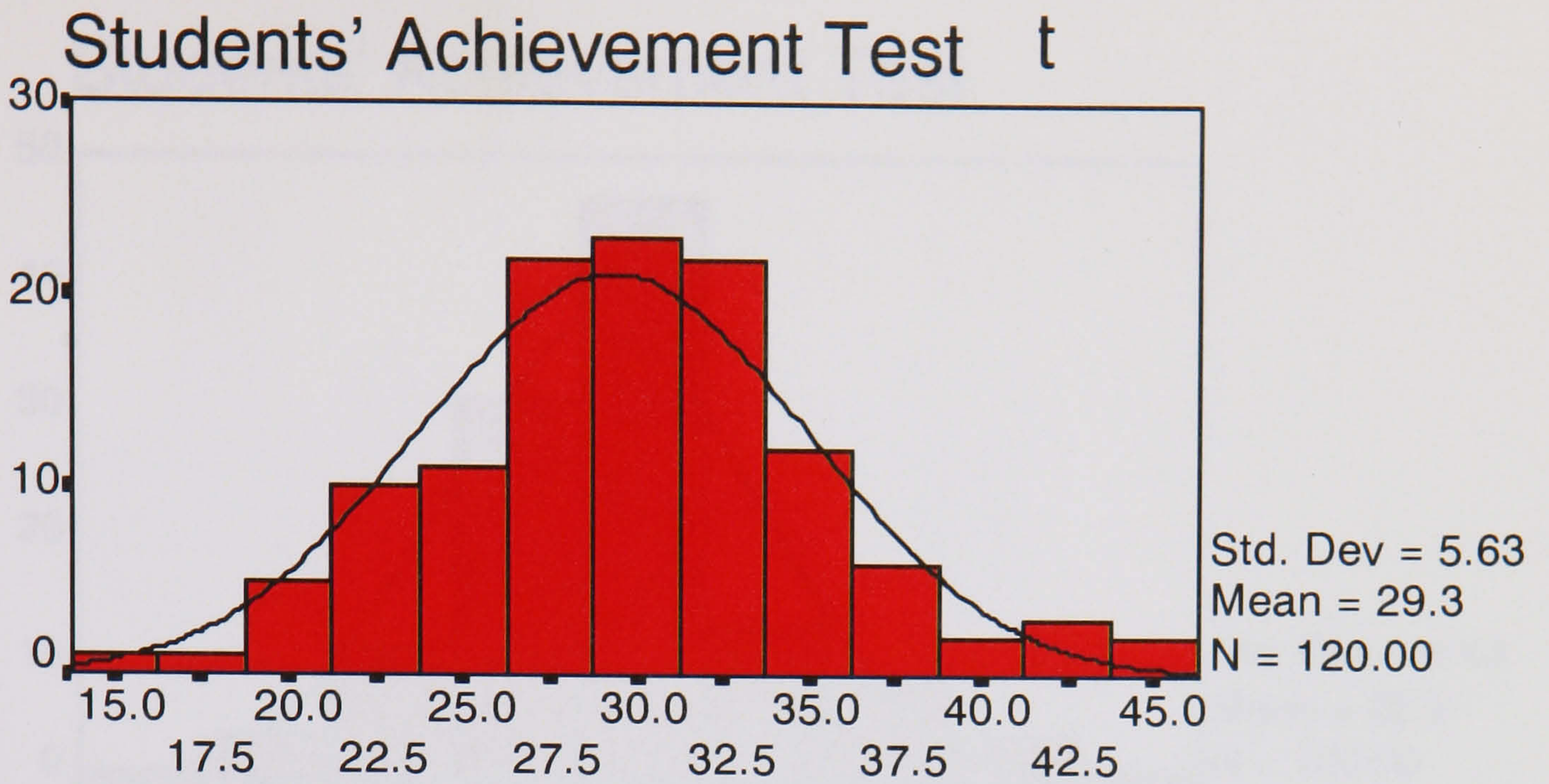
Appendix 13.27



Appendix 13.28



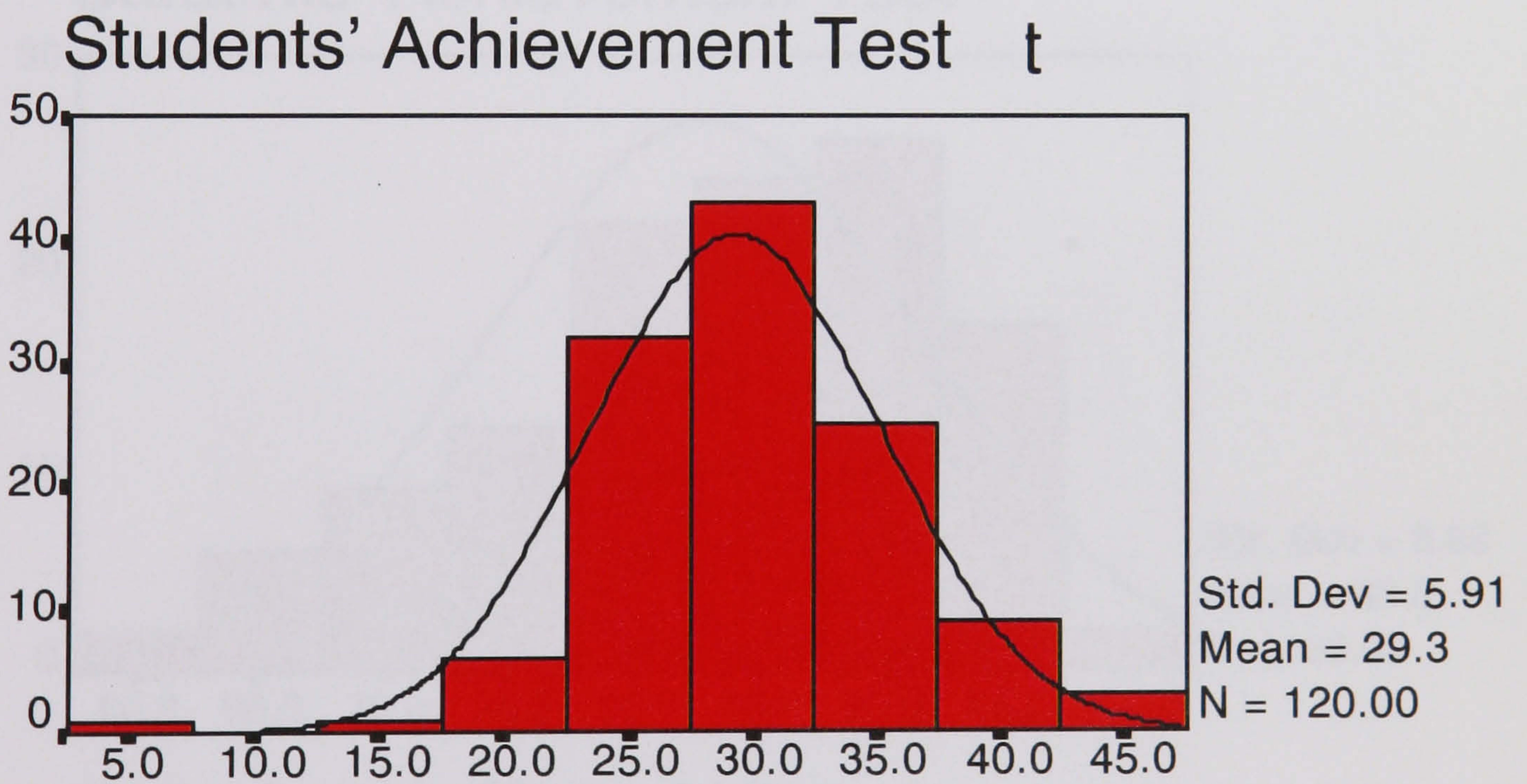
Appendix 13.29



The Pre-Test of the Control Group

Students' scores out of 80 - equivalent to 100 marks

Appendix 13.30

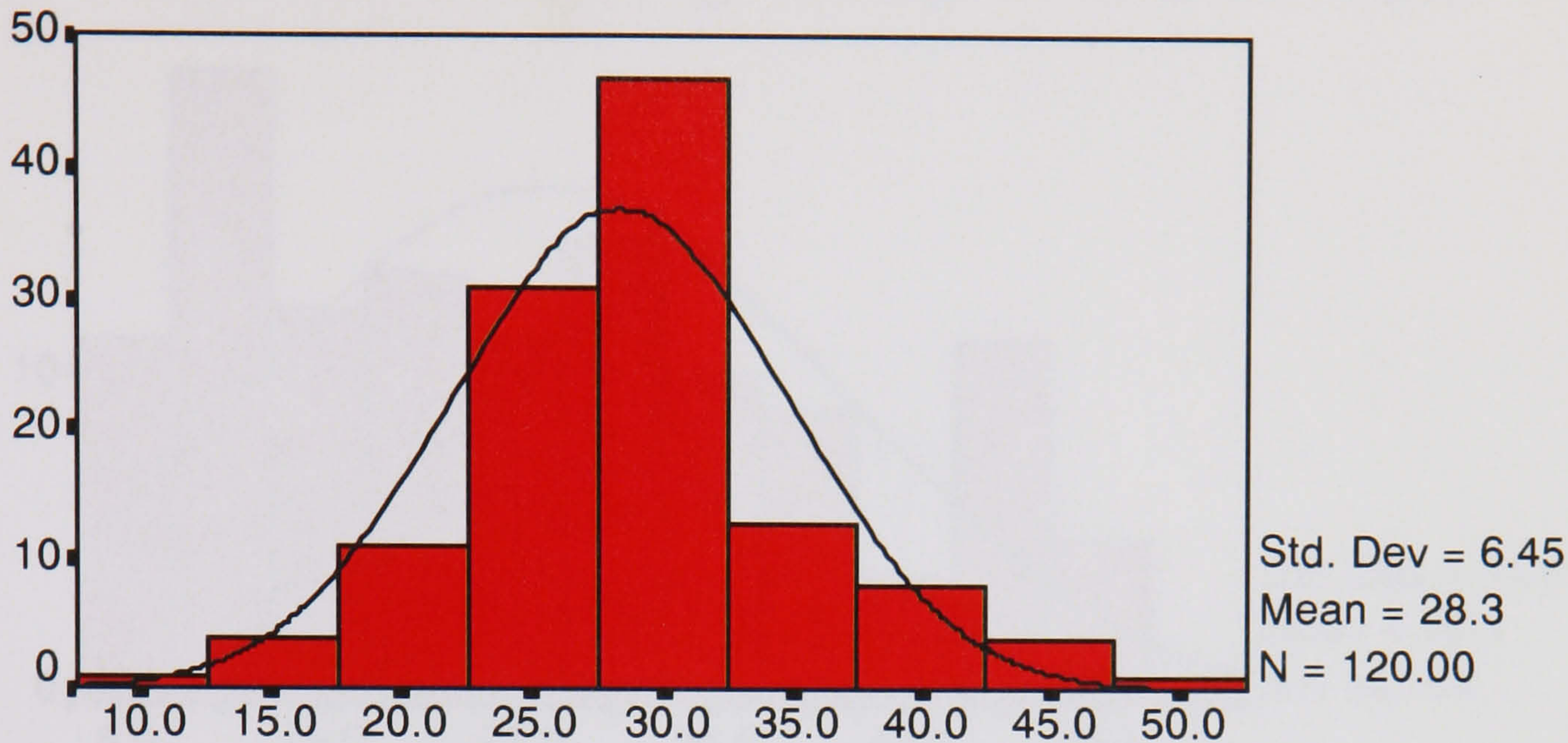


The Post-Test of the Control Group

Students' scores out of 80 - equivalent to 100 marks

### Appendix 13.31

## Students' Achievement Test

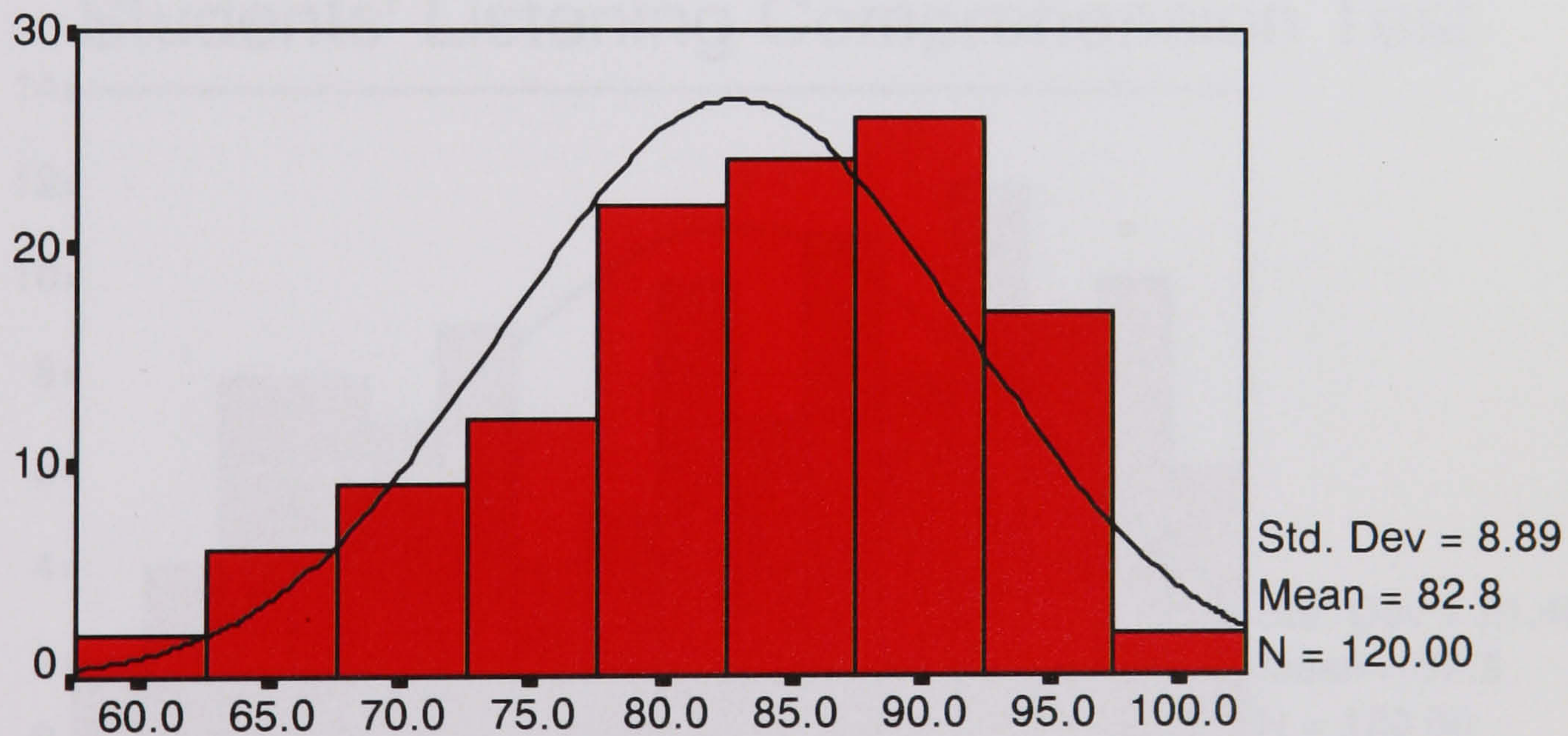


The Pre-Test of the Experimental Group

Students' scores out of 80 - equivalent to 100 marks

### Appendix 13.32

## Students' Achievement Test

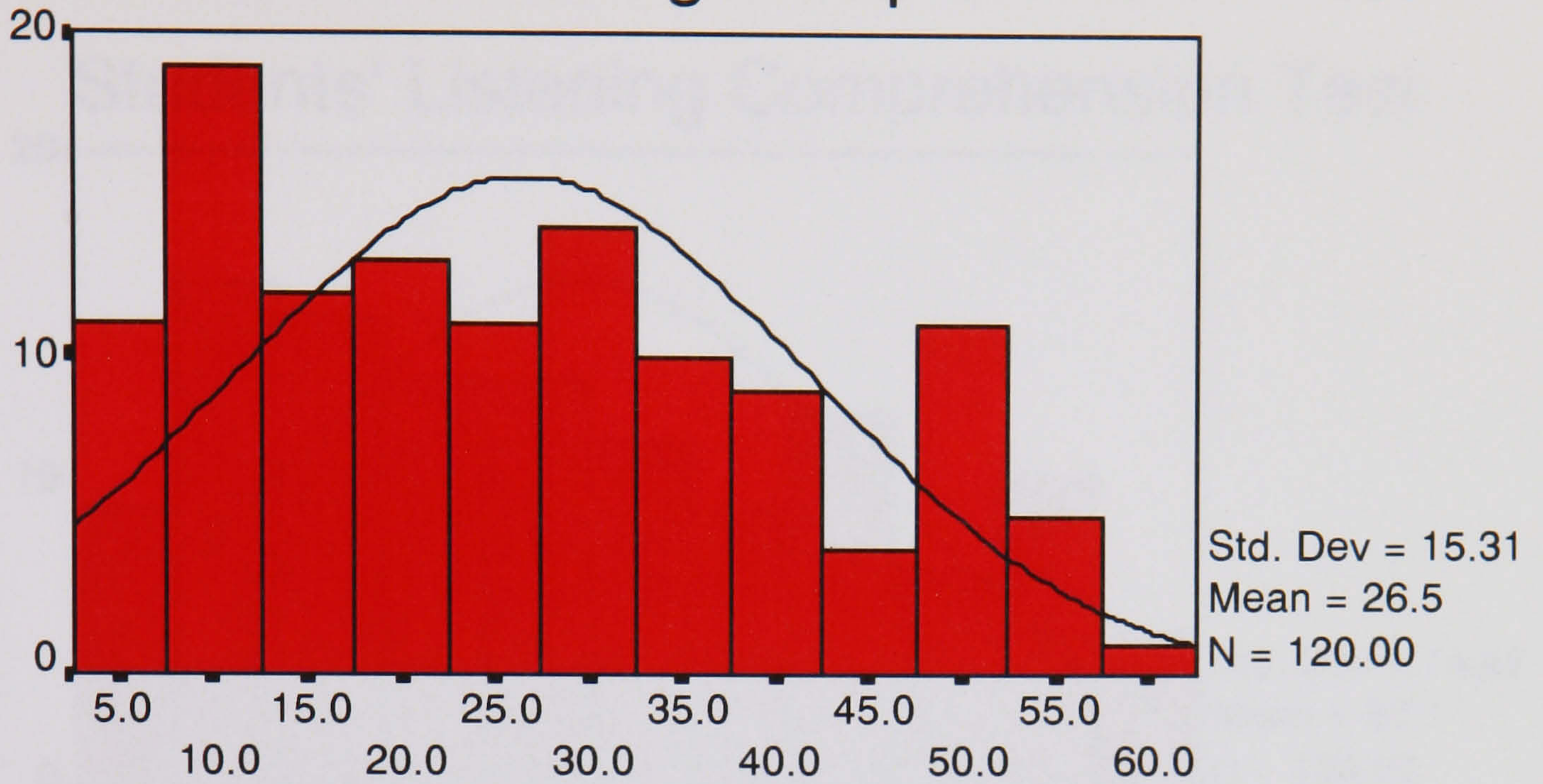


The Post-Test of the Experimental Group

Students' scores out of 80 - equivalent to 100 marks

Appendix 13.33

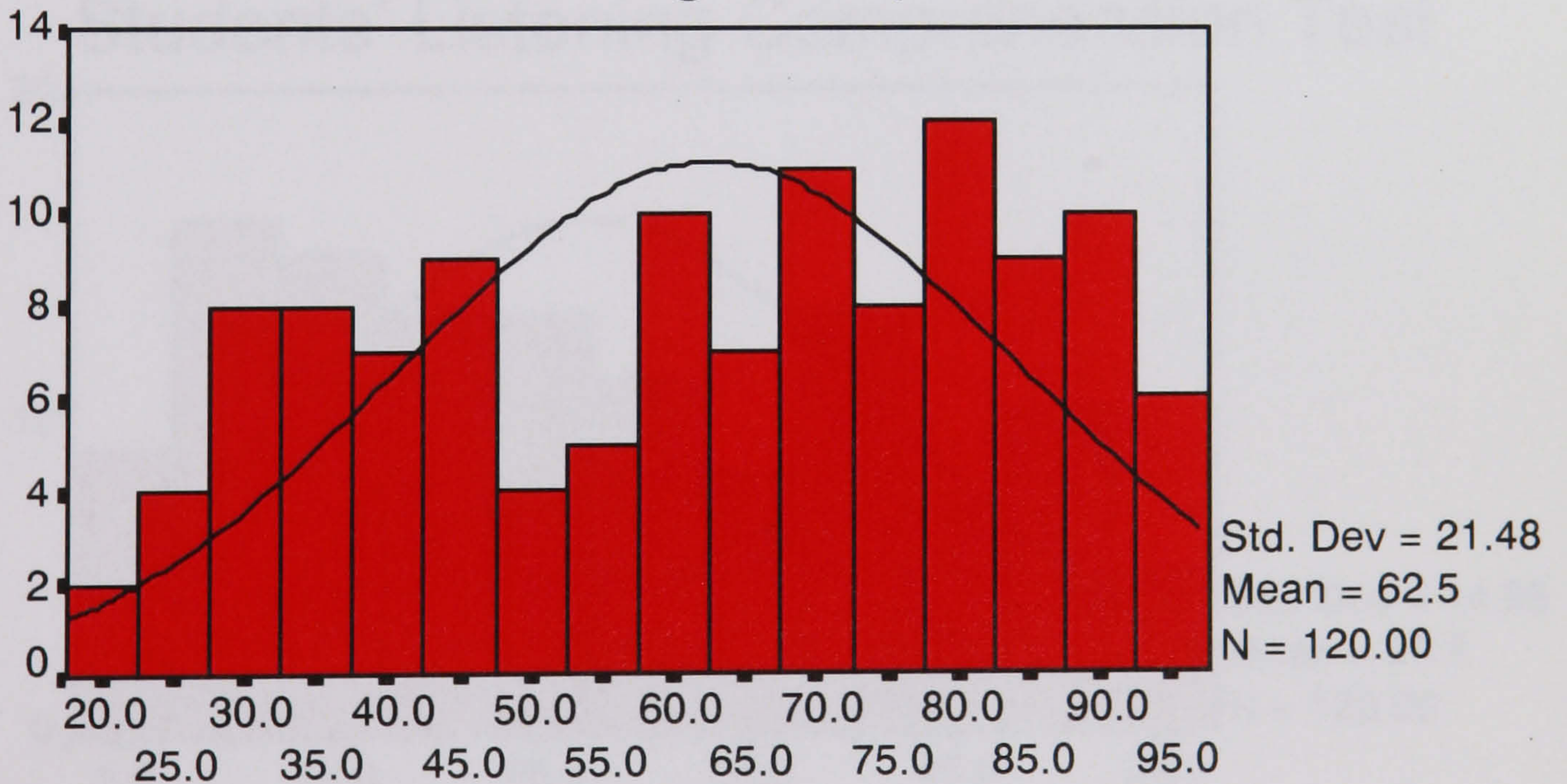
Students' Listening Comprehension Test



The Pre-Test of the Experimental Group

Appendix 13.34

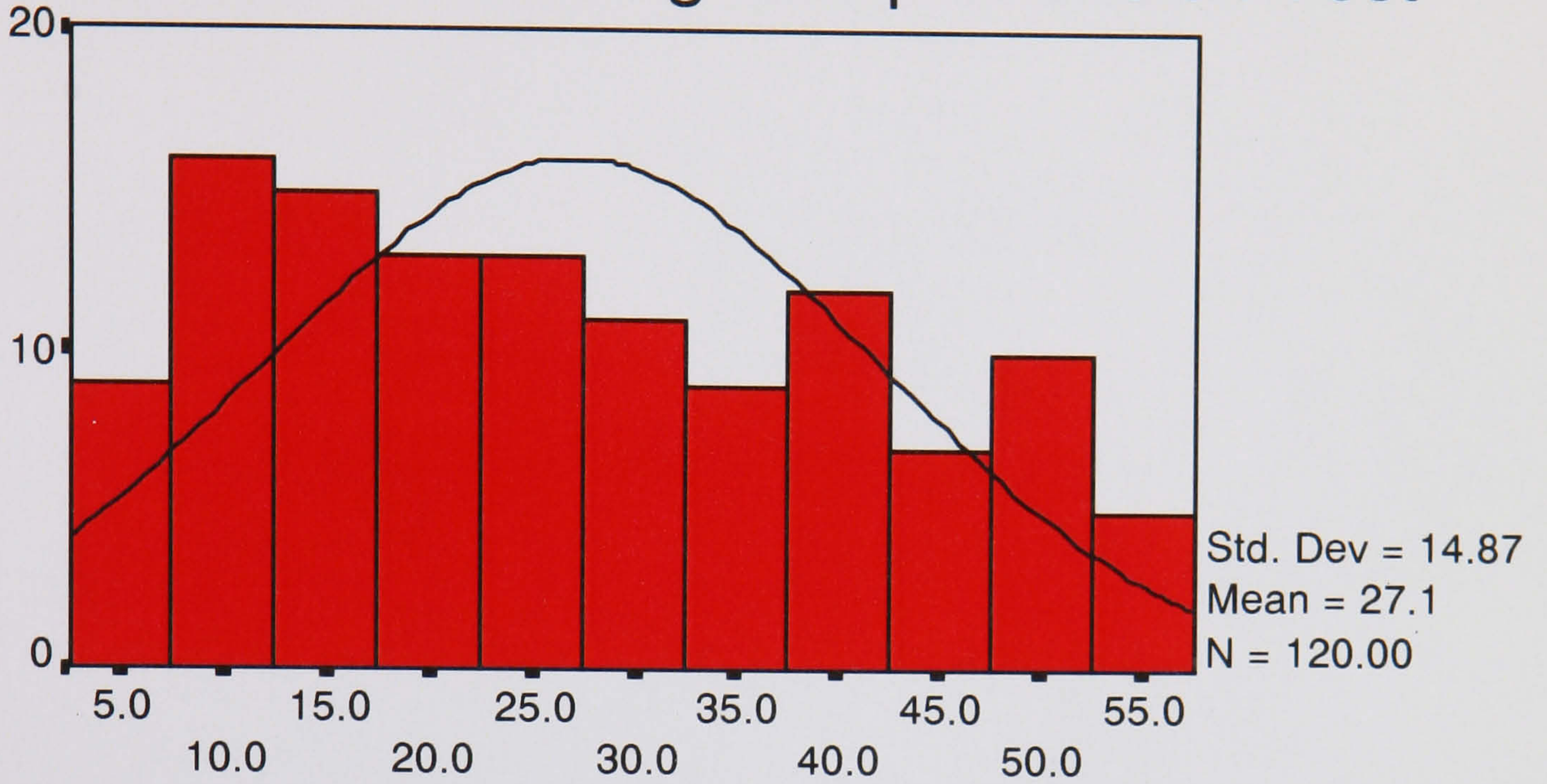
Students' Listening Comprehension Test



The Post-Test of the Experimental Group

Appendix 13.35

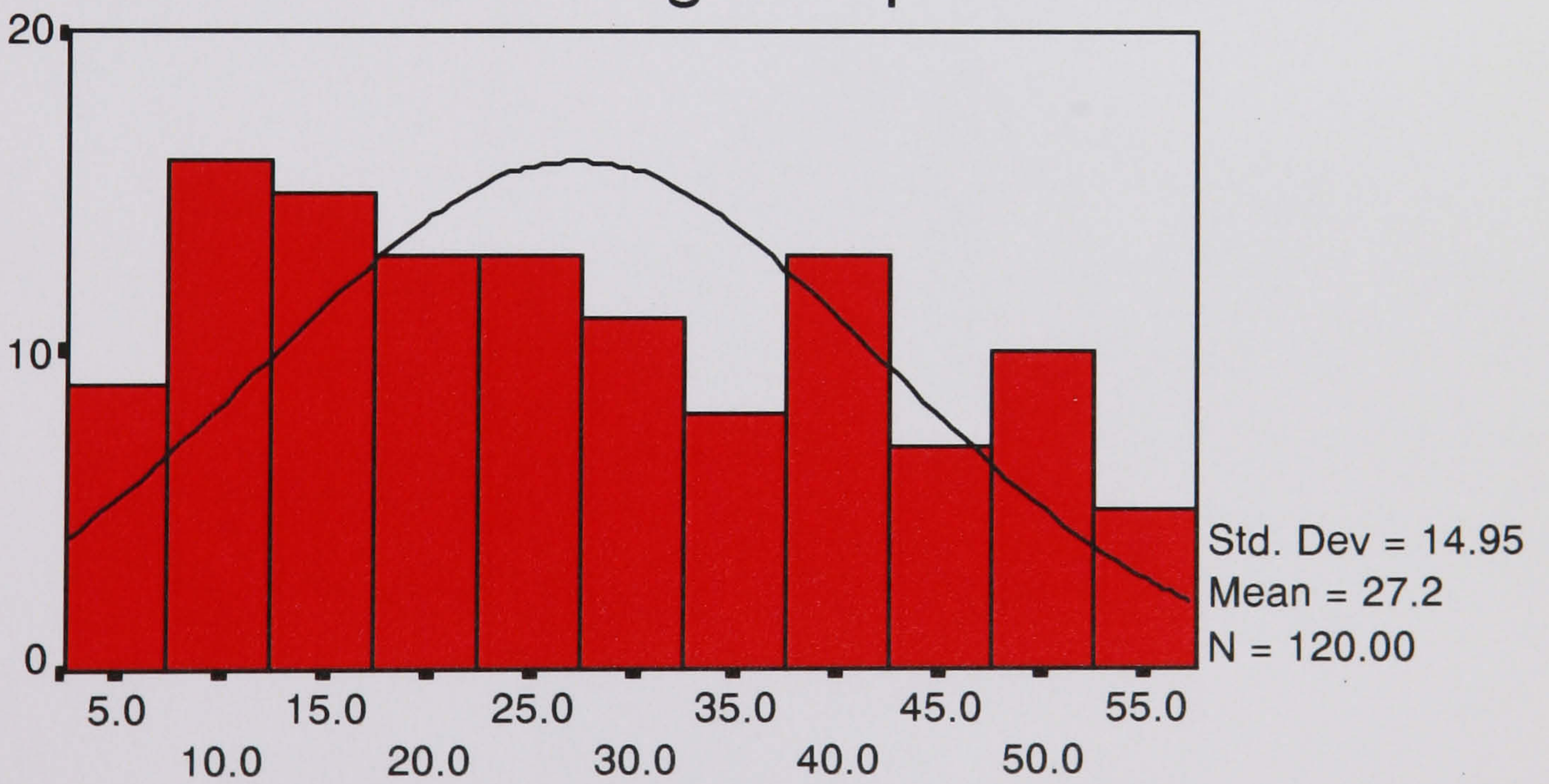
Students' Listening Comprehension Test



The Pre-Test of the Control Group

Appendix 13.36

Students' Listening Comprehension Test

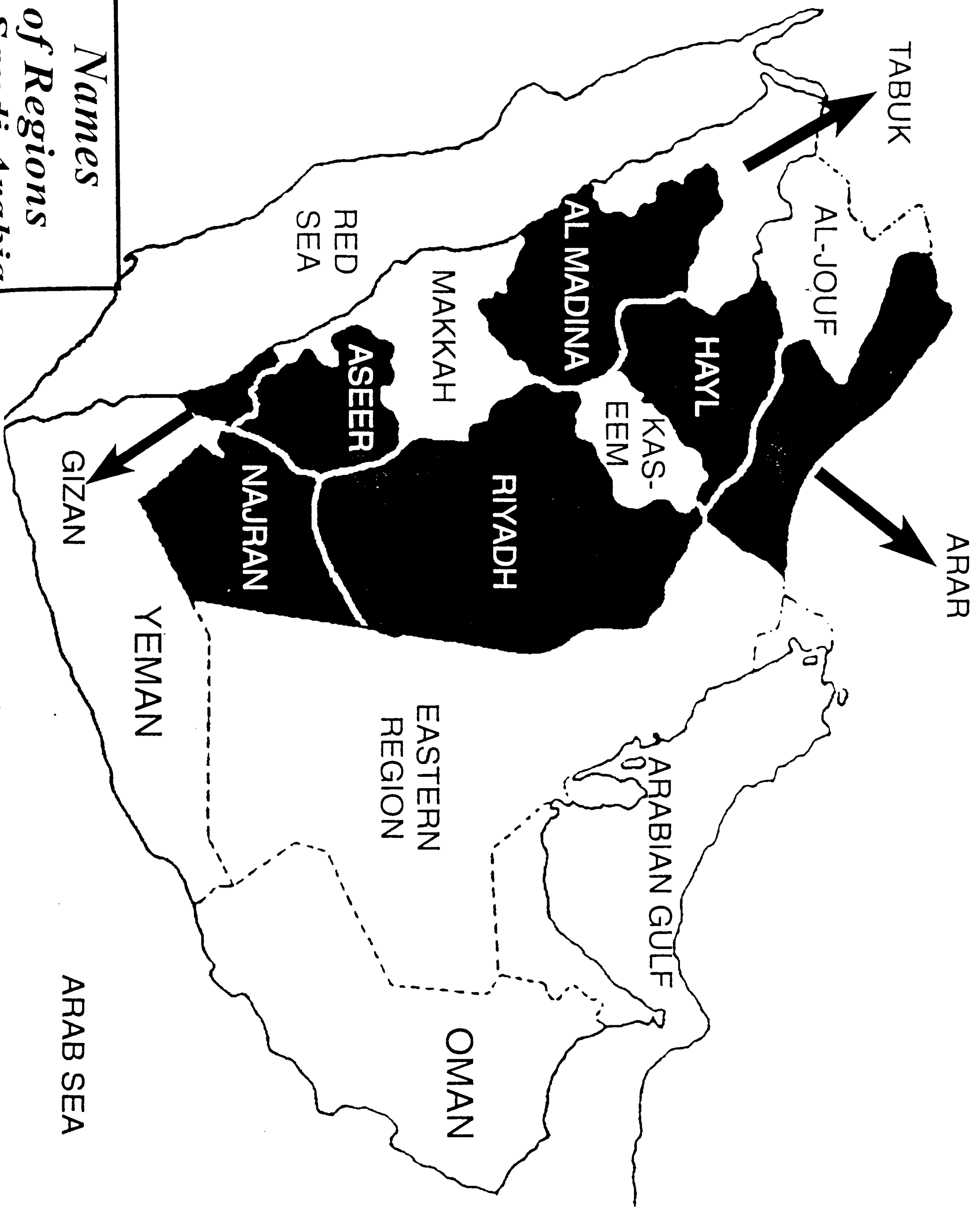


The Post-Test of the Control Group

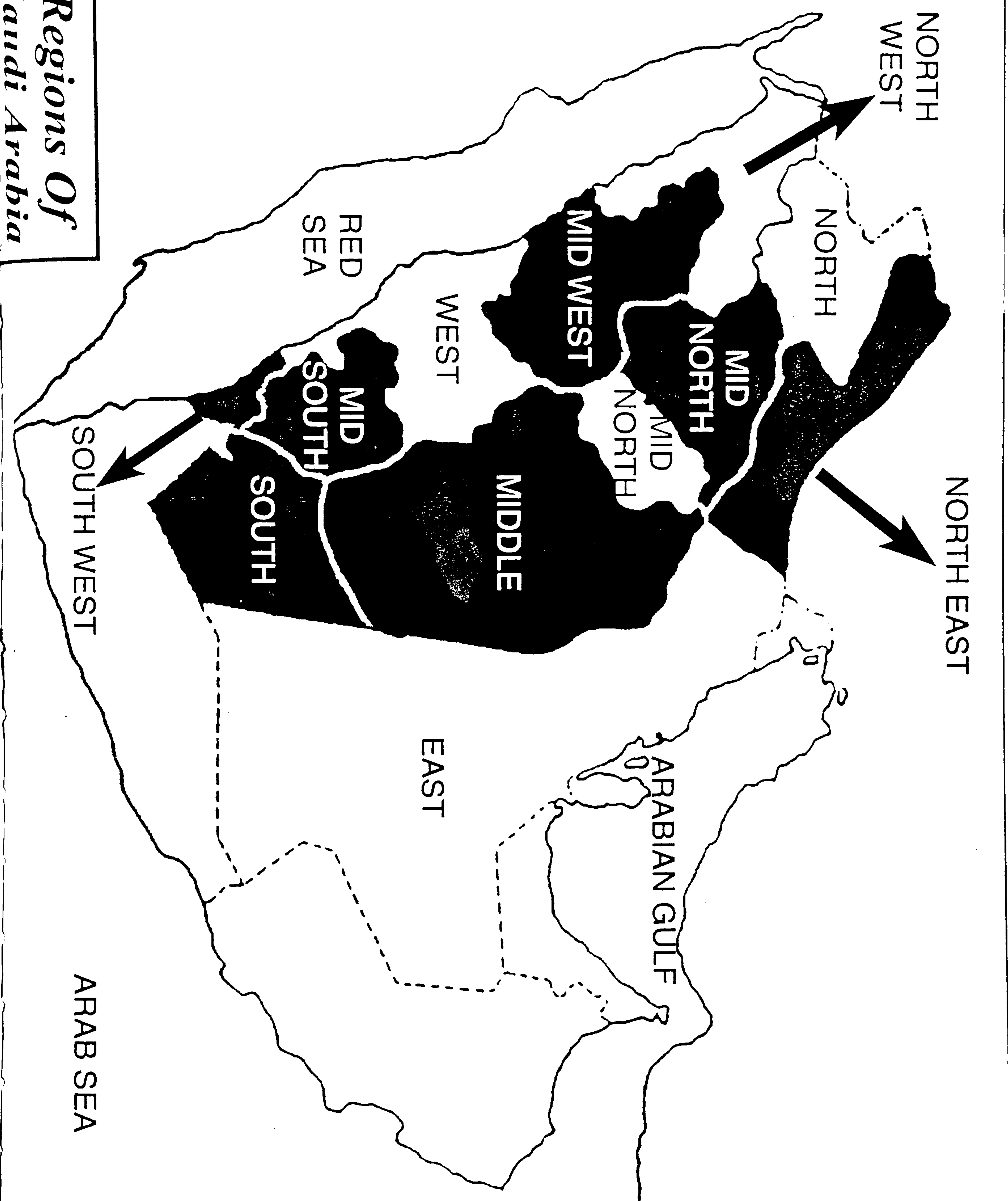


**Appendix 15**  
**Map Showing regions of Saudi Arabia**

*Names  
of Regions  
in Saudi Arabia*



*Regions Of  
Saudi Arabia*



## Appendix 16

### Miscellaneous Documents

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To whom it may concern

I wish to certify that Ali Tobeigi, a full-time postgraduate research student at the Department of Education, University of Hull, needs to return to Saudi Arabia for four months starting in September 1996 in order to carry out his major research project.

Mr Tobeigi is studying for the degree of Doctor of Philosophy. The subject of his thesis is the teaching of English as a foreign language in Saudi Arabia.

*Nicholas Mc Guinn*

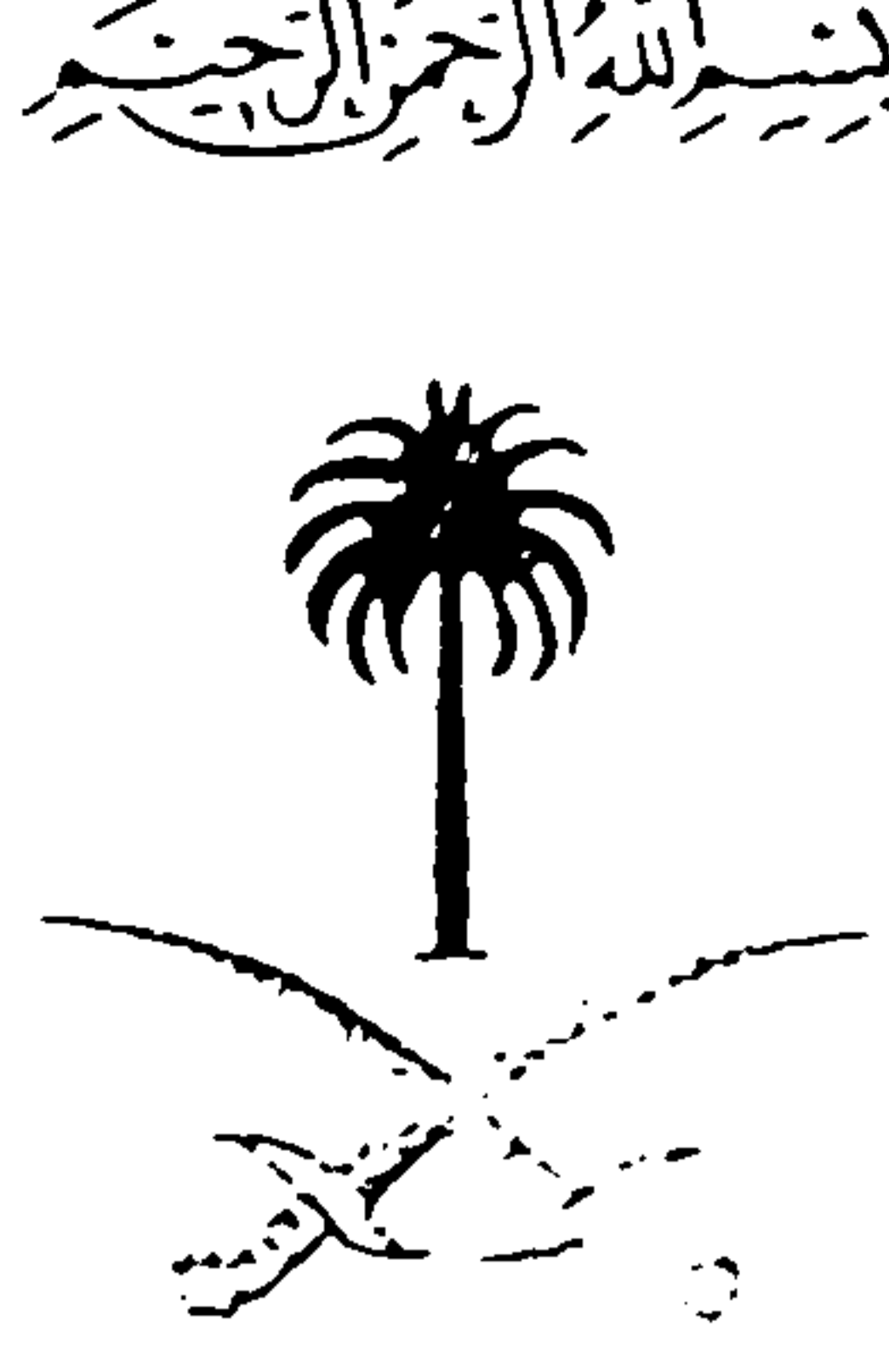
(Dr. Nicholas McGuinn, Supervisor and Lecturer in Education)



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Fax: 0171 245 9895



المملكة العربية السعودية  
وزارة التعليم العالي  
مكتب الملحقيات الثقافية في بريطانيا

الرقم: ١٤١٦  
التاريخ: ٥/١  
المرفقات:

الموضوع: الموافقة على قيامك بالرحلة العلمية

الأكاديمية: ME008

المحترم

الأخ الكريم المبتعث/ علي محمد الطريقي

السلام عليكم ورحمة الله وبركاته... وبعد،

نود الإفادة بورود خطاب سعادة مدير عام الإدارة العامة لشئون البعثات بالنيابة رقم  
هـ/١/٣/٦٥٥٤ وتاريخ ١٩/٤/١٤١٧هـ المتضمن الموافقة على قيامك بالرحلة العلمية إلى  
المملكة لمدة ٣ أشهر اعتباراً من ٨/٥/١٤١٧هـ وحتى ٧/٨/١٤١٧هـ لتتمكن من جمع المعلومات  
المتعلقة ببحثك.

للإحاطة ذلك..

مع تمنياتنا لك بالتوفيق...

الملحق الثقافي في بريطانيا

عبد الله بن محمد الناصر

٥/١

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- .....

**Dates:** The course will start on Saturday 22 February and run for 12 weeks ending the week before the exam which is on 10 June. There will be three 2 hour lessons per week and a three week break for the Haj holiday.

**Entry Requirements:** Students who have successfully completed 6A can directly enter the course. 5A & 5B students will be required to do a short assessment to ensure they have the general language ability to benefit from this course

**Fees:** SR3150 which can be paid in two instalments of SR1575, one at the beginning of the course and one after Haj.

- **Discount! If you pay the total fee at the beginning, we will give you back SR250!!**
- **The course fee includes the exam entry fee of SR580!**
- **There will be a maximum of only 12 people per class!  
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