



## THE EFFECTIVENESS OF COURSE – BOOK AUDIO FILES AS STRATEGY TO IMPROVE LISTENING SKILLS OF ‘EFL’ LEARNERS

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### ABSTRACT

Increasing involvement with students at some universities has indicated their overall difficulty with comprehending and recalling information from aural contents. It has also been observed that in general very little attention has been given to the development of listening skills in their previous learning years. For this study, two tools were utilized for data collection; a questionnaire to determine the perceptions of students' learning preference, needs, difficulties and proficiencies and using course-book audio files to enhance students' listening comprehension. The research tries to make use of course-book audio files as an educational tool through which listening can be taught and understood by adult learners. The research was conducted at The Preparatory Year of Taibah University in Saudi Arabia. The students in Group (20) were chosen as the experimental group of the study while the students in Group (7) in the same year represented the control group of the study. Students of the experimental group are exposed to *New Interchange English series audio files* to improve their listening skills. The two groups were given pretest and posttest in addition to the questionnaire. The study tries to investigate the effectiveness of using audio files as strategy for teaching listening to the adult students. The study concludes that course-book audio files are effective instructional tool in helping students to improve their listening skills.

**Key words:** audio files, course-book, effectiveness, listening skills improvement

### INTRODUCTION

In second language pedagogy, language has traditionally been divided into four skills: reading, writing, speaking, and listening. While this division seems to indicate that the four language skills are of equal importance. Generally, listening is the skill which individuals use more frequently than any of the other three skills as listening is required in both informal and academic settings. Research has shown that adults spend half of their communication time listening (40-50%), and less time speaking (25-30%), reading (11-16%), and writing (9%) Oxford (1993). Listening is an extremely important skill for non-native English speakers (NNES) because listening is their first encounter with the language as they work toward becoming literate in English (Berne, (2004); (Long, (1989); (Lund, (1991). Mastering auditory comprehension of basic conversation is the first step towards fully acquiring a second language (L2) or foreign language (FL). Therefore, there is a significant need to examine the overall listening processes and determine ways to successfully employ listening strategies to attain effective listening comprehension. It is noteworthy that the number of adults who are learning English as a foreign or second language (EFL/ESL) is steadily increasing, whereas many instructors do not have sufficient knowledge and training to teach listening to these students Oxford (1993); (Vandergrift, (1999). Given that listening comprehension is a crucial element for successful English language learning,



teacher training should focus on strategies to effectively assess and develop listening comprehension. The skill of listening had been neglected in the L2 literature until recently and a deep investigation into the history of language learning reveals this lack of attention to the skill of listening (Chiang & Dunkel, (1992); (Moyer, (2006); (Mendelsohn, (1998); Schmidt-Rinehart (1994). The neglect of the listening skill was guided by an ongoing debate about which of the four language skills (speaking, listening, reading, and writing) is most crucial for learning and acquisition of a second language. However, past research has thus far revealed that a large proportion of the L2 research findings indicates that listening is the most important skill for language learning because it is the most widely used language skill in normal daily life (Morley, (2001); (Rost (2001), and it develops faster than the three other language skills, which in turn suggests that it can facilitate the emergence of the other language skills Oxford (1990).

This study investigates previous studies on the listening skill, to determine to what extent listening skill is perceived as a major difficulty in second language learning for adult learners and how effective are the course-books audio files in creating a tangible progress in the listening skill of second language adult learners. Although listening definitions differ to some extent, they basically consider listening as a mental process that requires a great deal of cognitive effort on the part of the listener such as interpreting the sounds, figuring out the meaning of the words, and activating the background knowledge. What makes listening difficult in a second language? There has been a general agreement in L2 listening research that all second language learners encounter difficulties while listening to the target language. However, the degree and types of the difficulty differ, and many L2 listening research has been conducted to examine these differences or to identify the factors that can influence the difficulties that face the listener, (Flowerdew and Miller, 2005).

Teaching English nowadays has become more challenging than ever. In order to help the learners' mastery (increase the proficiency) of language skills, language teachers have to provide quality teaching materials that will be engaging, interesting and up-to-date. Teachers can't be far away from the technology. It is a fact that technology cannot be separated from society. Teachers need technologies relevant to the teaching learning situation. Effectively integrating the technology into language learning contexts represents a challenge for language teaching professionals.

Students and teachers should be able to use in their classrooms various media devices and tools through different sections because these types of technologies provide teachers and students with creative and practical ideas. They enable teachers to meet various needs and interests of their students. They also provide students with a lot of language practice through activities and tasks which develop the listening skill. They entertain and encourage students. Multimedia resources involve visual or audio stimuli such as images, graphics, videos, texts, sounds and animations which are often used to electronically deliver different types of information and ideas through technological devices. As multimedia technology becomes more accessible to teachers and learners of other languages, using this multimedia devices as tools to enhance listening skills, become a practical option. The result is that learners can now interact with textual, aural, and visual media in a wide range of formats. It is a well-known fact that audio materials are a great help in stimulating and facilitating the learning of a foreign language. That is to say, all audio materials have positive contributions to language learning as long as they are used at the right time, in the right place. One of the most appreciated materials applied to language learning and teaching is, of course, course-books audio files. In recent years, the use of course-book audio files in English classes has grown rapidly. Being a rich and valuable resource, course-book audio files are well-liked by both students and teachers. Students like it because they are interesting and challenging. They allow students to listen to native speakers of English. They provide exposures to "real language," used in authentic settings and in the cultural context which the foreign language is spoken. They have also found that they catch the learners' interest and it can positively affect their motivation to learn.



Therefore, teaching of course-book audio files could raise students' EFL listening skill comprehension. Utilizing of this multimedia could be implemented by using a computer, a CD player or a cassette player. Course-book audio files as multimedia technology have become more accessible to teachers and learners of other languages. The multimedia devices are available as source of exposure to students inside and outside the school. It gives them realistic models to imitate. Thus course-book audio files are an obvious possibility for teaching listening comprehension. They are considered as authentic material through which students can develop their listening skills.

### Significance of the study

This study tries to find out the effectiveness of using course-book audio files to improve listening comprehension skill. Using course-book audio files might help students to acquire language and become capable to communicating outside the classroom. These course- book audio files can also help in creating language learning situations resembling the outside situations.

The study also targets adult students who want to improve their English language listening skills as well as encourage teachers to reassess their teaching of listening comprehension. The study will help teachers to figure out the main challenges that students face in improving their listening skills in order to adopt suitable strategy such as using course-book audio files. Teachers need to develop better strategies to improve teaching listening skills. Using course-book audio files as the main teaching materials might create an attractive learning atmosphere in which students can learn English from authentic contexts. Using these course-book audio files might also help students to be relaxed and motivated to learn listening skills in a very real learning environment. The study utilizes "*New Interchange audio files*" as authentic material. *New Interchange* is an interesting and innovative English series, designed for ESL classroom teaching. It is a multi-level series for adult and young-adult learners of English by Jack C. Richards. This series contains four books, each of which consists of sixteen units. Each unit centers around one important topic, such as greeting, family, food, health, a holiday celebration, a job interview, a wedding, etc. The series was first introduced in 2003. The authentic and entertaining quality of the material soon gained popularity in many English classrooms around the world. The strategy of using course-books audio files creates an awareness of listening, so that educators feel more equipped in improving the quality of the learners' listening skills. No doubt, Listening plays a significant role in human communication, so the study tries to come up with suitable strategy to be adopted by teachers and educators to develop the listening skills of the learners.

### Literature Review

Scholars in second language listening research have struggled with definitions of listening comprehension in second language settings. Listening implies more than just hearing or perceiving speech sounds. There are many definitions of listening as a skill; starting from the simple to the expansive definitions. For instance, listening is defined as "the ability to understand spoken language" (Rankin, (1952:p 847). Afterwards, (Johnson, (1951: p58) expanded the definition to be "the ability to understand and respond effectively to oral communication".

Purdy, (1997:8) defined listening as "the active and dynamic process of attending, perceiving, interpreting, remembering, and responding to the expressed (verbal and nonverbal), needs, concerns, and information offered by other human beings". The role of listening comprehension appears to be very important in the classroom, not only at the beginning stages of second language acquisition (SLA) but for advanced levels as well. (Rost, (2002) described listening comprehension as a process of trying to understand what spoken language refers to in one's experience or in the real world. Listeners do not passively absorb the words, but actively attempt to grasp the facts and feelings in what they are hearing by attending to what the speaker says, to how the speaker says it, and the context in which the message is delivered (Purdy, (1997). Various researchers have explored the issues of amount and type of input for listening comprehension tasks.



(Ur, (1987) stated that listening to a second language is difficult for students because they are not accustomed to the sounds, stress, rhythm, and intonation of the second language, which are normally very different from their own language. She therefore suggested exposing students to real life listening in which the stream of language is a stream of informal, colloquial, and spontaneous speech; i.e. authentic input.

Carrier, (1999) noted that students may do quite well listening to teachers' lectures but fail to comprehend native speakers of the target language outside the classroom. That means students need to meet authentic material inside the classrooms in order to be able to comprehend and communicate outside the classrooms in real situations. She also stated that real-life listening does not occur in a vacuum but rather in a rich social context (p. 65), which she sees as a reason for using authentic input in the classroom. Authentic input also varies in difficulty and style. (Shoamy, and (Inbar, (1991) cited by (Carrier, (1999), have shown how different types of input can affect listening comprehension. They exposed students to three different types of text: newscasts, lectures, and spontaneous dialogues and found that the most difficult type of text to understand was the newscast while the easiest to comprehend was the spontaneous dialogue. (Field, (1998) explained that earlier listening comprehension teaching focused on the product (the correct answer) and believed that the focus has now changed to the listening process (how students arrive at their answer). (Buck, (2001) also discussed this process explaining that listening takes place inside the listener's brain and that knowledge is constructed from the spoken text. Listening takes place in real time and, in normal circumstances, a spoken text is only heard once (Buck, (2001). Automatic processes happen without conscious thought. Controlled processes are slower and require careful thought about language. Second language listeners use controlled processes more than first language listeners do. When information is taken in too quickly for automatic processing, second language listeners rely on controlled processing and become overloaded cognitively (Buck, (2001). As a result, they do not understand what is being said. In addition to automated and controlled processing, listeners use both bottom up and top down listening processes (Buck, (2001); (Field, (1998); (Merlet, (2000); (Vandergrift, (2004).

Many multimedia experts believe that using multimedia technologies in language setting has great advantages, (Timucin, 2006). According to (Field, (2008), our understanding of the conversation might be considerably assisted by facial expressions and visual cues. Most elements are affected on improving listening comprehension as; using video files, audio files, computer applications, etc. Arguments for listening comprehension began to be voiced in mid-1960s by Rivers who has been "long an advocate for listening comprehension" (Morley, 2001), in (2004), (Nobuko Osada), from Waseda University in a listening comprehension research mentioned; According to (Morley, (2001), during the 1980s special attention to listening was given to new instructional frameworks. Many multimedia experts believe that using multimedia technologies in language setting has great advantages (Timucin, 2006). According to (Field, (2008), our understanding of the conversation might be considerably assisted by facial expressions and visual cues. Most elements are affected on improving listening comprehension as; for instance, using video files, audio files, computer applications, etc. While the other three language skills receive direct instructional attention, teachers often expect students to develop their listening skill by osmosis and without help (Mendelssohn, 1984; Oxford, 1993).

Top-down processing refers to using background knowledge or previous knowledge of the situation, context, and topic to interpret meaning. In other words, using previous knowledge and experience to anticipate, predict, and infer meaning. Inferencing is an important part of the process, and it is important to note that the listener, through the process of inferring meaning, may or may not correctly interpret the meaning of the spoken text (Rost, (2005). Listeners use prior knowledge as they interpret the input. This knowledge is exploited at the word, phrase, or sentence level to enable the listener to comprehend the rapidly incoming input. (Vandergrift, (2004) examined the debate over top down processing models versus bottom up



processing models. He suggested that an integrated model is a better representation of how listening occurs. (Vandergrift, (2004) believed that listening should be taught using metacognitive strategies based on both models, not just one. (Vandergrift, (2004) claimed that top down processing and bottom up processing are occurring simultaneously; that means metacognitive listening strategies employing both listening process models in order to be the most productive. Learners should be taught to use both top-down (prior knowledge and experience) and bottom-up (linguistic knowledge) processes. According to (Bacon, (1992), listeners tend to rely on bottom-up strategies trying to comprehend a difficult text, while they use more top-down strategies with a less difficult one, which seems very logical. Listeners can use their previous knowledge as long as they are familiar with the text, but with an unfamiliar one they can make good use of some 'textual clues. "Bottom-up refers to that part of the aural comprehension process in which the understanding of the "heard" language is worked out proceeding from sounds to words to grammatical relationships in lexical meanings" (Morley, (2001). Thus, the factors affecting second/foreign language listening comprehension have been discussed by several researchers (Goh, (2000); (Graham, (2006); (Lynch, (1997); and(Vandergrift, (2004). Listening problems may have several different sources and therefore, knowing what difficulties students might encounter during the process of listening would greatly help teachers to create an effective learning environment and help students to improve their listening skill. The factors which might create problems for EFL/ESL learners in listening comprehension include speech rate, text type, grammar knowledge, vocabulary knowledge and cultural background knowledge.

There is no doubt that technology offers teachers and learners vast amount of materials and communication possibilities to enhance their language teaching and learning. For successful integration of technology in language courses, both teachers and learners need to be prepared to adopt new roles and use the available technology in appropriate ways. Teachers should be prepared with professional skills which include pedagogical and technical skill because the more enthusiastic and more knowledgeable language teachers are, the more successfully they can implement technology in the language classroom. There is an increasing interest in implementing authentic materials in a language classroom so that the students have opportunities to hear and practice using the language they will encounter outside the classroom. However, the materials must relate to learners' life experiences and contain appropriate features that enhance comprehension at this level (Vandergrift, (1997). Audio files are an excellent source of aural input for language learners, providing examples of pronunciation modes, language structure and lexical items in constructive situations (Massi, & Merino, (1996). Audio files allow the learner to see rhythm and speech rhythm in second language discourse through the use of authentic language and speed of speech in various situations. The use of audio files can help learners to infer ideas and analyze the world that is brought into the classroom. In language learning, audio files can help manipulate language and at the same time be open to a variety of interpretations. Audio files can give students realistic models to imitate for role-play; can increase awareness of other cultures by teaching appropriateness and suitability; can also strengthen audio linguistic perceptions simultaneously; moreover, can widen the classroom repertoire and range of activities; and in addition, can help utilize the latest technology to facilitate language learning. Course-book audio files help learners to be exposed to patterns, intonation, expressions, and pronunciation of a language. They increase students' interest in the text. Students can work at the same pace. They also improve comprehension of text.

#### **The methodology of the research**

The research is conducted at the preparatory year in Taiba University in Almadeena, KSA. Students are divided into experimental and control groups. The students of both groups(experimental and control), share the same academic, social and cultural background. Two instruments are utilized to conduct the research. A questionnaire out of (20) items is used to determine the perceptions of students' learning preference, needs, difficulties and proficiencies. *New Interchange audio files* are utilized in the research as



support material to experimental group. *New Interchange* is an interesting and innovative English series designed for ESL classroom teaching. It is a multi-level series for adult and young learners of English by Jack, Richards. This series contains four books, each of which consists of sixteen units. Each unit centers around one important topic, such as greeting, family, food, health, holiday celebration, job interview, wedding, etc. This series was first introduced in 2003. *New interchange series* are authentic and entertaining quality of material, which soon gained popularity and implemented in many university English classrooms around the world.

### The Results of the Questionnaire

Table 4.1.1 – I focus on the meaning of every word to understand the whole text.

Q1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	6	12	12	12
	disagree	9	18	18	30
	agree	29	58	58	88
	strongly agree	6	12	12	100
	Total	50	100	100	

Tables and figure 4.1.1 show that (58%) of the respondents agree that they focus on the meaning of every word to understand the whole text, (12%) strongly agree, (18%) disagree, and (12%) strongly disagree while no neutral respondents. The above result indicates that more than two thirds of the participants focus on every word when listening which is not convenient. In most listening situations the aim is not to remember every word or phrase used but to extract the main idea or information. They should focus on the key words that are essential for the task.

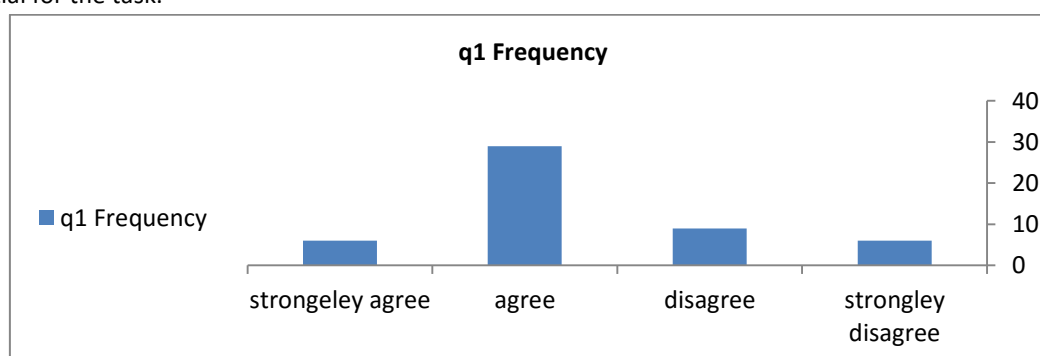


Figure: 4.1.1 - I focus on the meaning of every word to understand the whole text.

Table: 4.1.2- I use the words I understand to help me guess the meaning of the words I don't understand.

Q2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	2	4	4	4
	disagree	7	14	14	18
	agree	14	28	28	46
	strongly agree	27	54	54	100
	Total	50	100	100	





(54%) of the respondents in the above table and figure 4.1.2 below strongly agree that they use the words they understand to help them guess the meaning of the words they don't understand, (28%) agree, (14%) disagree, (4%) strongly disagree and no neutral respondents. We can see that over 80% of the participants use this technique which is very used in listening.

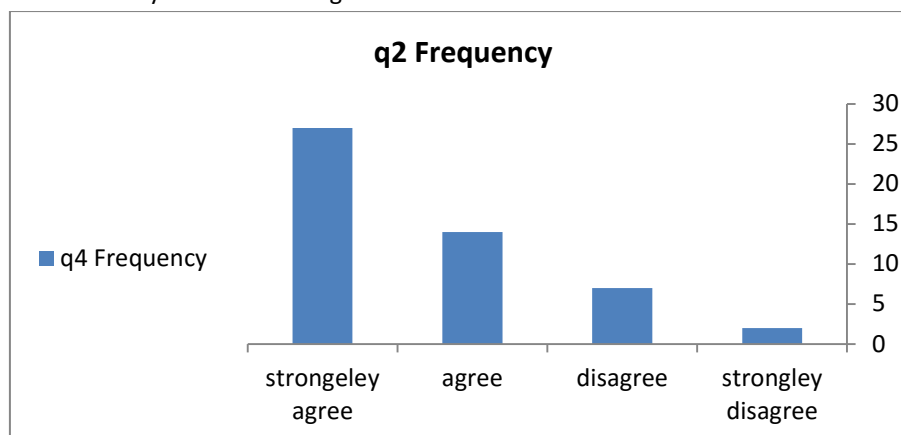


Figure: 4.1.2- I use the words I understand to help me guess the meaning of the words I don't understand.

Table: 4.1.3- I use the main idea of the text to help me guess the meaning of the words that I don't know.

### Q3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	2	4.0	4.0	4.0
	disagree	12	24.0	24.0	28.0
	agree	21	42.0	42.0	70.0
	strongly agree	15	30.0	30.0	100.0
	Total	50	100.0	100.0	

The result in the above table and figure 4.1.3 below demonstrates that (42%) of the respondents agree and (30%) strongly agree that they use the main idea of the text to help them guess the meaning of the words that they don't know while (24%) disagree and (4%) strongly disagree with no neutral respondents. Nearly three quarters of the respondents use this technique which enables them to overcome the problem of their lack of vocabulary.

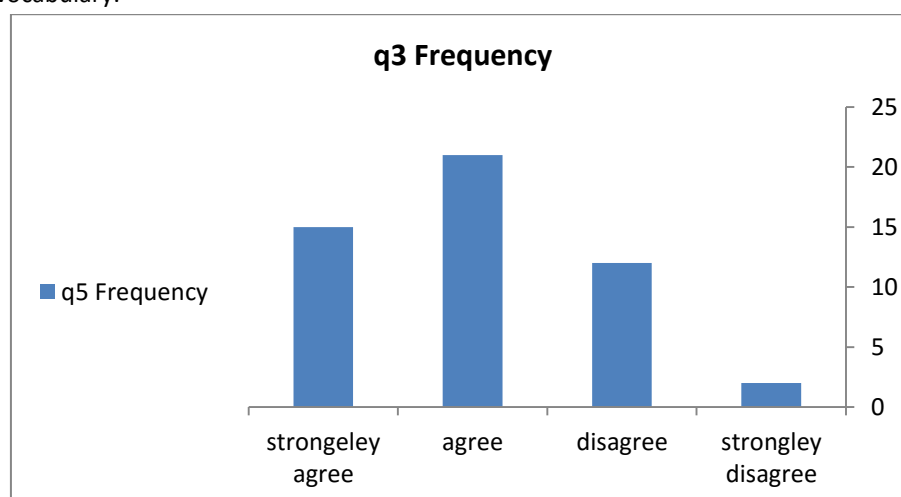


Figure: 4.1.3- I use the main idea of the text to help me guess the meaning of the words that I don't know.



Table: 4.1.4- I use my knowledge and personal experience to help me understand the topic.

Q4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	3	6.0	6.0	6.0
	disagree	7	14.0	14.0	20.0
	agree	25	50.0	50.0	70.0
	strongly agree	15	30.0	30.0	100.0
	Total	50	100.0	100.0	

Half of respondents (50%) in the above table and figure 4.1.4 below agree that they use their knowledge and personal experience to help them understand the topic where, (30%) strongly agree, (14%) disagree and (6%) strongly disagree while no neutral respondents.

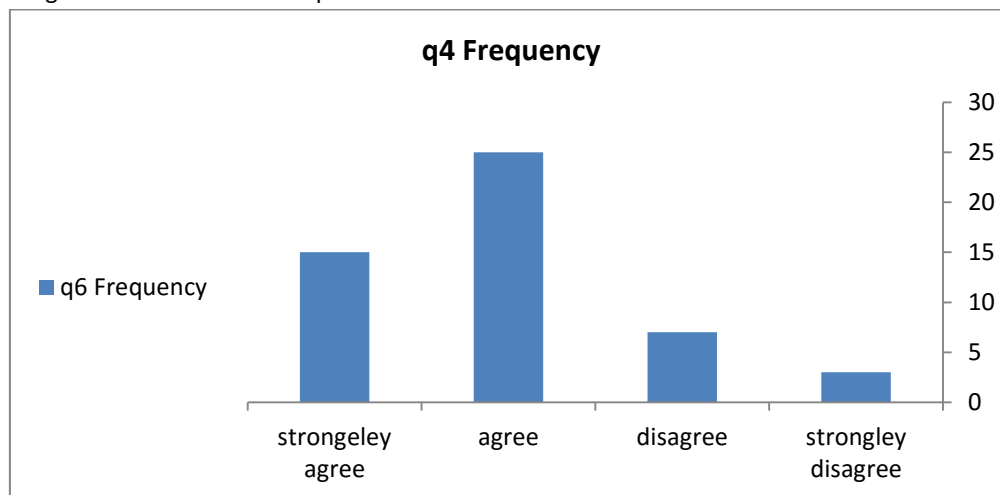


Figure: 4.1.4 - I use my knowledge and personal experience to help me understand the topic.

Table: 4.1.5 - Before I start to listen, I have a plan in my head for how I am going to listen.

Q5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	2	4.0	4.0	4.0
	disagree	10	20.0	20.0	24.0
	agree	23	46.0	46.0	70.0
	strongly agree	15	30.0	30.0	100.0
	Total	50	100.0	100.0	

The above table and figure 4.1.5 below show that (46%) of respondents agree that they have a plan in their head for how they are going to listen before they start, (30%) strongly agree, (20%) disagree and (4%) strongly disagree while no neutral respondents.



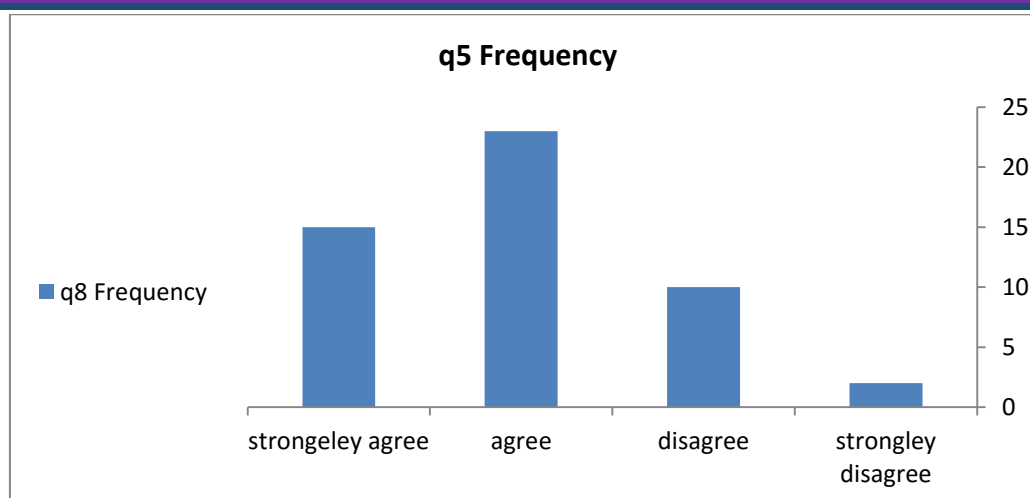


Figure: 4.1.5- Before I start to listen, I have a plan in my head for how I am going to listen.

Table: 4.1.6 – While listening, I translate in my head.

**Q6**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	2	4.0	4.0	4.0
	disagree	10	20.0	20.0	24.0
	agree	22	44.0	44.0	68.0
	strongly agree	16	32.0	32.0	100.0
	Total	50	100.0	100.0	

Table and figure 4.1.6 show that the students' answers regarding statement (9) which said that learners translate in their head while listening, (44%) strongly agree, (32%) agree while (20%) disagree and (4%) strongly disagree with no neutral respondents.

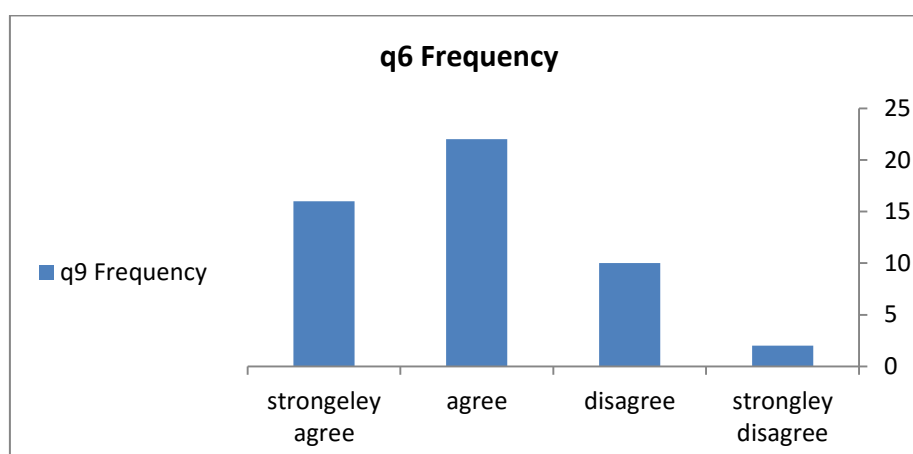


Figure: 4.1.6 – While listening, I translate in my head.



Table: 4.1.7 - As I listen, I adjust my interpretation if I realize that it is not correct.

Q7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	8	16.0	16.0	16.0
	disagree	17	34.0	34.0	50.0
	agree	19	38.0	38.0	88.0
	strongly agree	6	12.0	12.0	100.0
	Total	50	100.0	100.0	

The result in the above table and figure 4.1.7 below display that (38%) of the respondents agrees that they adjust their interpretation if they realize that it is not correct as they listen, (12%) strongly agree, while (34%) disagree, (16%) strongly disagree and no neutral answers.

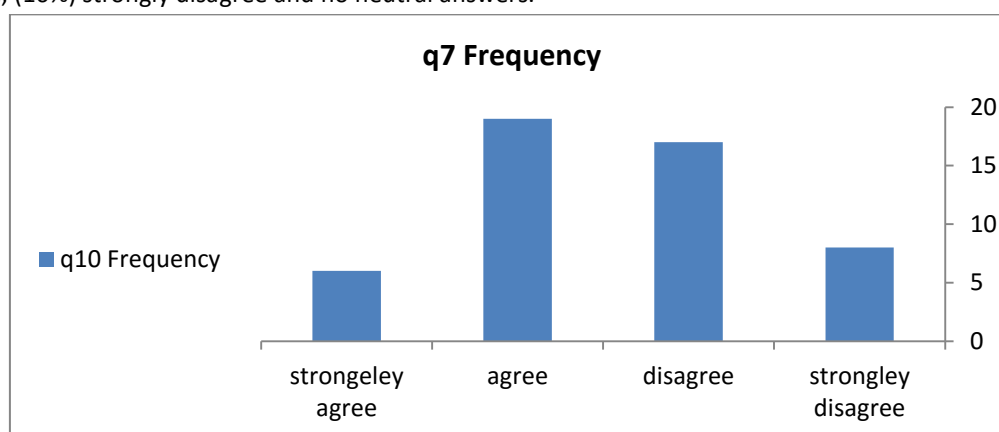


Figure: 4.1.7 - As I listen, I adjust my interpretation if I realize that it is not correct.

Table: 4.1.8- As I listen, I occasionally ask myself if I am satisfied with my level of comprehension.

Q8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	3	6.0	6.0	6.0
	disagree	14	28.0	28.0	34.0
	agree	21	42.0	42.0	76.0
	strongly agree	12	24.0	24.0	100.0
	Total	50	100.0	100.0	

The table above and figure 4.1.8 below show that (42) of the respondents agree that they occasionally ask themselves if they are satisfied with their level of comprehension as they listen. (24%) strongly agree, (28%) disagree, (6%) strongly disagree while no neutral respondents. The above answers for this statement indicate that two thirds of the respondents are using this technique.

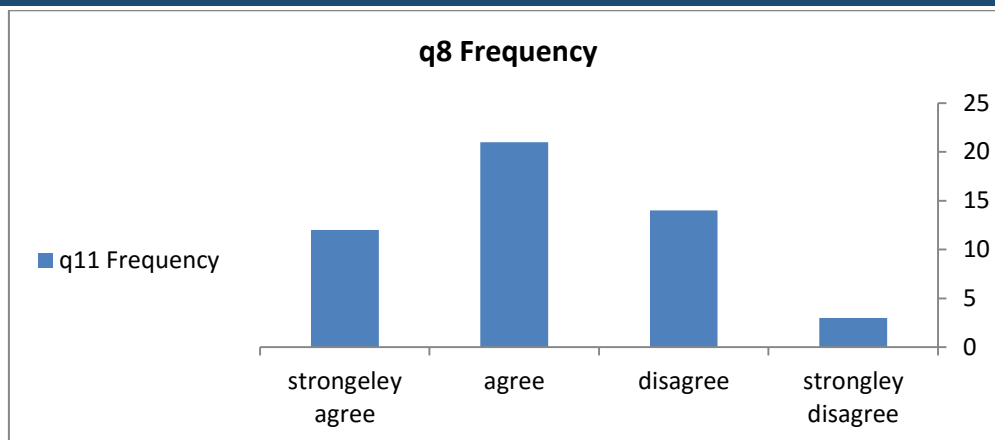


Figure: 4.1.8- As I listen, I occasionally ask myself if I am satisfied with my level of comprehension.

Table: 4.1.9 – While listening, I try to relax.

Q9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	5	10.0	10.0	10.0
	disagree	8	16.0	16.0	26.0
	agree	16	32.0	32.0	58.0
	strongly agree	21	42.0	42.0	100.0
	Total	50	100.0	100.0	

The result in the above table and figure 4.1.9 below illustrates that (42%) of the respondents strongly agree, (32%) agree that they try to relax while listening, while (16%) disagree and (10%) strongly disagree with no neutral respondents. We can see that nearly three quarters of the participants use this technique which is good to help them focus more while listening.

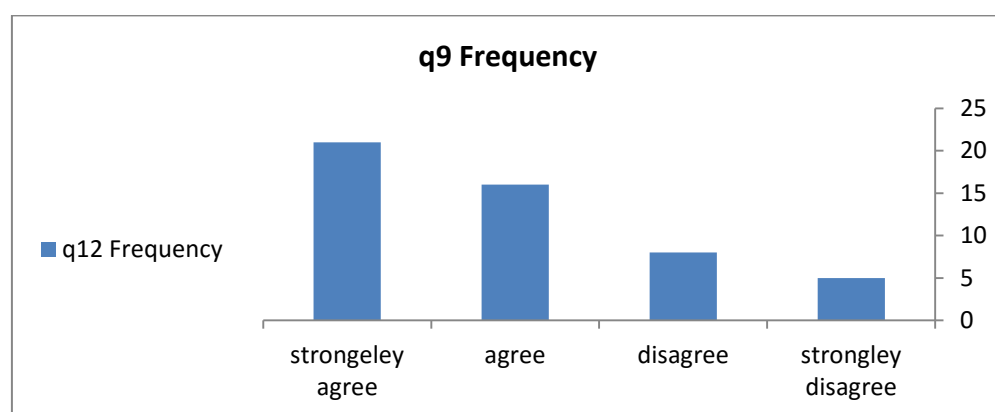


Figure: 4.1.9 – While listening, I try to relax.



Table: 4.1.10 - I try not to feel nervous as I listen to English.

Q10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	2.0	2.0	2.0
	disagree	11	22.0	22.0	24.0
	agree	21	42.0	42.0	66.0
	strongly agree	17	34.0	34.0	100.0
	Total	50	100.0	100.0	

The above table and figure 4.1.10 below demonstrate that (42%) of the respondents agree and (34%) strongly agree that they try not to feel nervous as they listen to English while (22%) disagree and (2%) strongly disagree with no neutral respondents.

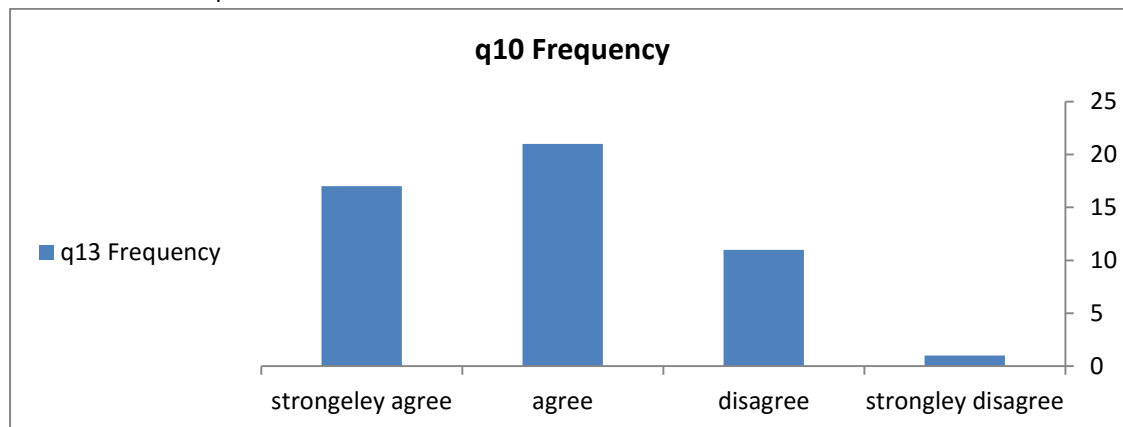


Figure: 4.1.10- I try not to feel nervous as I listen to English.

Table: 4.1.11 – As I listen, I have a goal in my head.

Q11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	2	4.0	4.0	4.0
	disagree	5	10.0	10.0	14.0
	agree	22	44.0	44.0	58.0
	strongly agree	21	42.0	42.0	100.0
	Total	50	100.0	100.0	

As I listen, I have a goal in my head. The result in the table above and figure below 4.1.11 display that (44%) of the respondents agree (42%) strongly agree to the statement, while (10%) disagree and (4%) strongly disagree with no neutral respondents.

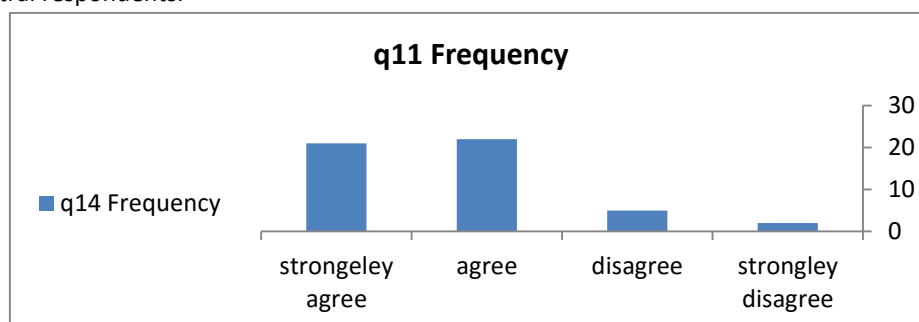


Figure: 4.1.11 – As I listen, I have a goal in my head.



Table: 4.1.12 – When I don't understand something, I try not to worry so much about it.

Q12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	8	16.0	16.0	16.0
	disagree	18	36.0	36.0	52.0
	agree	12	24.0	24.0	76.0
	strongly agree	12	24.0	24.0	100.0
	Total	50	100.0	100.0	

The result in the above table and figure 4.1.12 below demonstrate that (24%) of the respondents strongly agree and (24%) agree that they try not to worry so much when they don't understand something but (36%) of the respondents disagree and (16%) strongly disagree with this statements while no neutral respondents. It means that half of the respondents worry when they don't understand something while listening which makes them face some problems with next parts of the listening task.

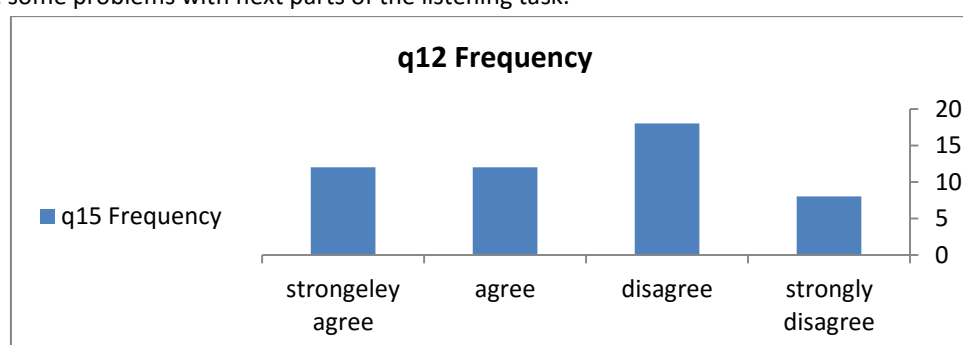


Figure: 4.1.12— When I don't understand something, I try not to worry so much about it.

Table: 4.1.13- When I guess the meaning of a word, I think back to everything else that I have heard, to see if my guess makes sense.

Q13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	6	12.0	12.0	12.0
	disagree	13	26.0	26.0	38.0
	agree	24	48.0	48.0	86.0
	strongly agree	7	14.0	14.0	100.0
	Total	50	100.0	100.0	

When I guess the meaning of a word, I think back to everything else that I have heard, to see if my guess makes sense. The result in the table above and figure below 4.1.13 display that (48%) of the respondents agree (14%) strongly agree to this statement, while (26%) disagree and (12%) strongly disagree with no neutral respondents.

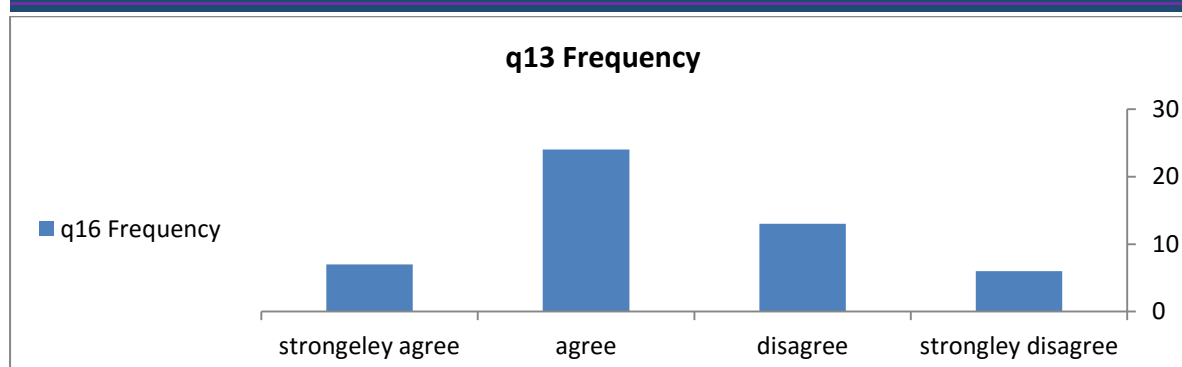


Figure: 4.1.13- When I guess the meaning of a word, I think back to everything else that I have heard, to see if my guess makes sense.

Table: 4.1.14 – I always try to enjoy listening.

Q14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	10	20.0	20.0	20.0
	disagree	16	32.0	32.0	52.0
	agree	16	32.0	32.0	84.0
	strongly agree	8	16.0	16.0	100.0
	Total	50	100.0	100.0	

Table and figure 4.1.14 show the students' answers regarding statement (17) which said that they try to enjoy listening, (32%) of the respondents agree, (16%) strongly agree, while (32%) disagree, (20%) strongly disagree with no neutral respondents. This means that more than half of the respondents don't enjoy listening which supports the questions of the study positively.

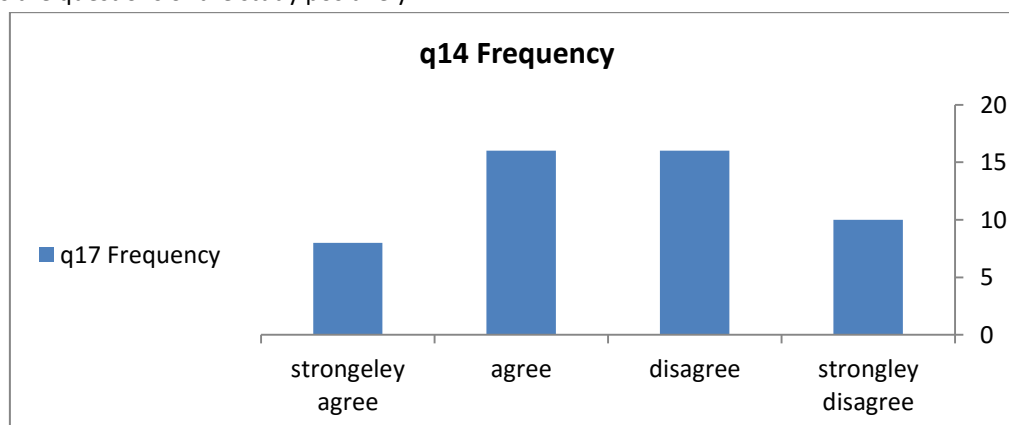


Figure: 4.1.14 – I always try to enjoy listening.

Table: 4.1.15 – After listening, I think back to how I listened, and about what I might do differently next time.

Q15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	3	6.0	6.0	6.0
	disagree	9	18.0	18.0	24.0
	agree	24	48.0	48.0	72.0
	strongly agree	14	28.0	28.0	100.0
	Total	50	100.0	100.0	





The table above and figure 4.1.15 below display that (48%) of the respondents agree and (28%) strongly agree that they think back to how they listened and about what they might do differently next time after listening while (18%) disagree and (6%) strongly disagree with no neutral respondents.

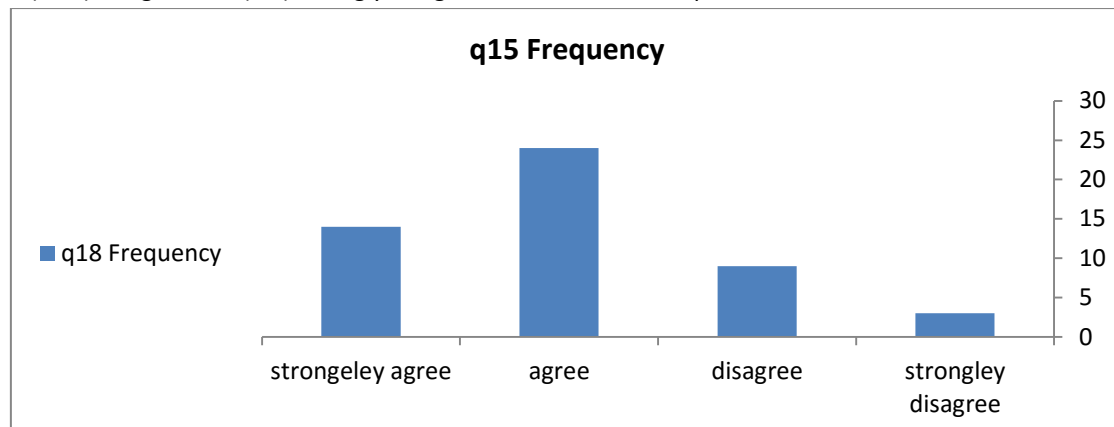


Figure: 4.1.15 - After listening, I think back to how I listened, and about what I might do differently next time.

Table: 4.1.16 - I feel that listening in English is a challenge for me.

Q16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	2	4.0	4.0	4.0
	disagree	9	18.0	18.0	22.0
	agree	14	28.0	28.0	50.0
	strongly agree	25	50.0	50.0	100.0
	Total	50	100.0	100.0	

(50%) of the respondents in the above table and figure 4.1.16 below, strongly agree and (28%) agree that listening in English is a challenge for them, whilst (18%) disagree and (4%) strongly disagree with no neutral respondents. This means that these answers go positively with the questions and hypotheses of the study.

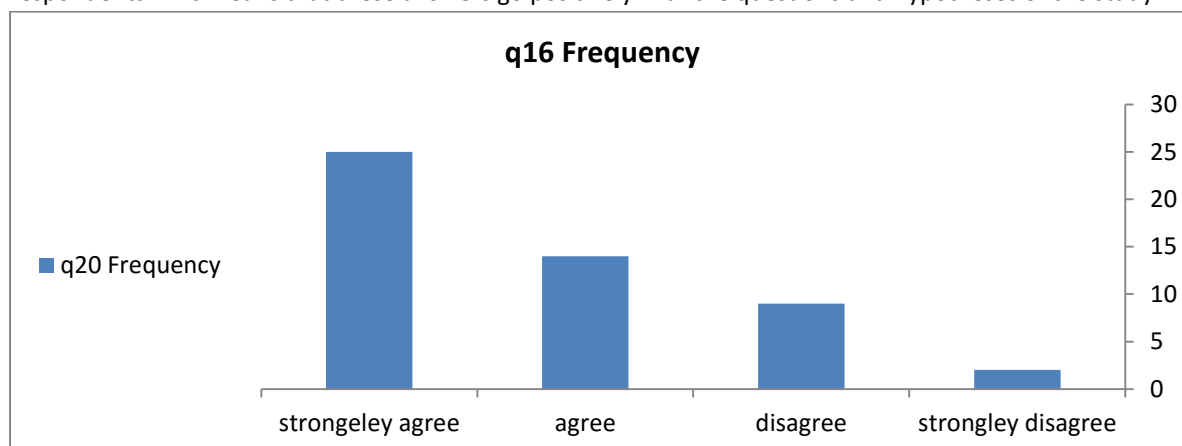


Figure: 4.1.16- I feel that listening in English is a challenge for me.



Table: 4.1.17 – Course-books audio files are powerful tools for improving listening skill.

Q17

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	2	4.0	4.0	4.0
	disagree	10	20.0	20.0	24.0
	agree	23	46.0	46.0	70.0
	strongly agree	15	30.0	30.0	100.0
	Total	50	100.0	100.0	

The above table and figure 4.1.17 below show that (46%) of the respondents agree and (30%) strongly agree that course-books audio files are powerful tools for improving listening skill While (20%) disagree and (4%) strongly disagree with no neutral respondents. This means that more than three quarters of the participants see that course-books audio files are very useful tools in improving listening which supports this research's questions and hypotheses.

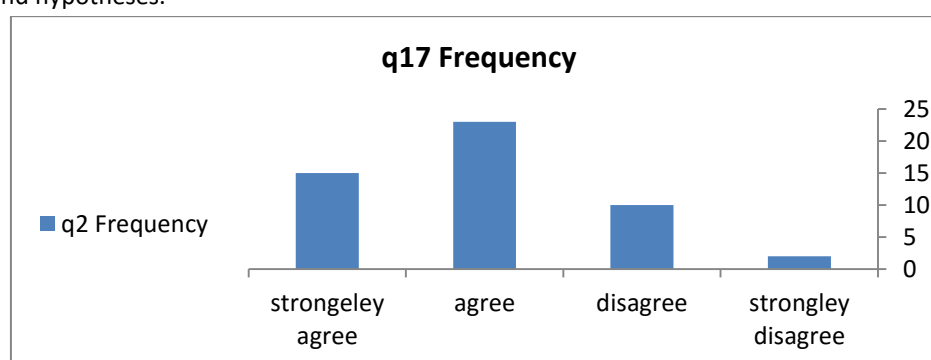


Figure: 4.1.17 Course-books audio files are powerful tools for improving listening skill.

Table: 4.1.18 – Using aural authentic materials leads to increasing in listening comprehension achievement for learners.

Q18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	7	14.0	14.0	14.0
	disagree	12	24.0	24.0	38.0
	agree	20	40.0	40.0	78.0
	strongly agree	11	22.0	22.0	100.0
	Total	50	100.0	100.0	

The above table and figure 4.1.18 below show that (40%) of participants agree and (22%) strongly agree that using aural authentic materials leads to increasing in listening comprehension achievement, while (24%) of them disagree and (14%) strongly disagree with no neutral respondents. This percentage supports the hypotheses of the research.

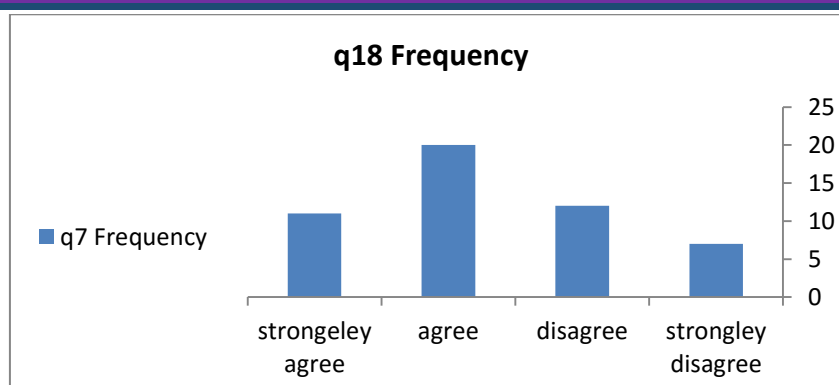


Figure: 4.1.18 – Using aural authentic materials leads to increasing in listening comprehension achievement for learners.

Table: 4.1.19- Listening ability is a vital aspect of the process of communication.

Q19

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	4	8.0	8.0	8.0
	disagree	16	32.0	32.0	40.0
	agree	19	38.0	38.0	78.0
	strongly agree	11	22.0	22.0	100.0
	Total	50	100.0	100.0	

Table: 4.1.19 above shows that (38%) of the respondents agree and (22%) strongly agree that listening ability is a vital aspect of the process of communication, while (32%) of the respondents disagree and (8%) strongly disagree with no neutral ones. This goes with the hypotheses of the research.

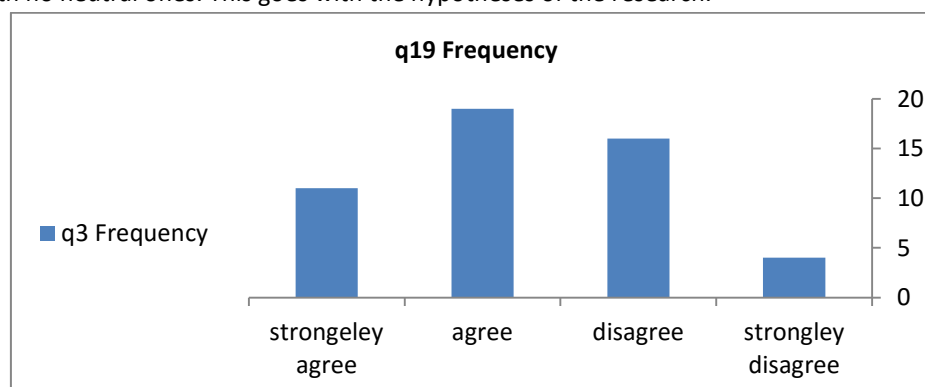


Figure: 4.1.19- Listening ability is a vital aspect of the process of communication.

Table: 4.1.20 - Training increases listening ability.

Q20

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	2.0	2.0	2.0
	disagree	10	20.0	20.0	22.0
	agree	19	38.0	38.0	60.0
	strongly agree	20	40.0	40.0	100.0



		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	2.0	2.0	2.0
	disagree	10	20.0	20.0	22.0
	agree	19	38.0	38.0	60.0
	strongly agree	20	40.0	40.0	100.0
	Total	50	100.0	100.0	

The result in the table and figure 4.1.20 below demonstrates that (40%) of the respondents strongly agree and (38%) agree that training increases listening ability. Only (20%) disagree and (2%) strongly disagree while no neutral respondents. This supports the research's hypotheses.

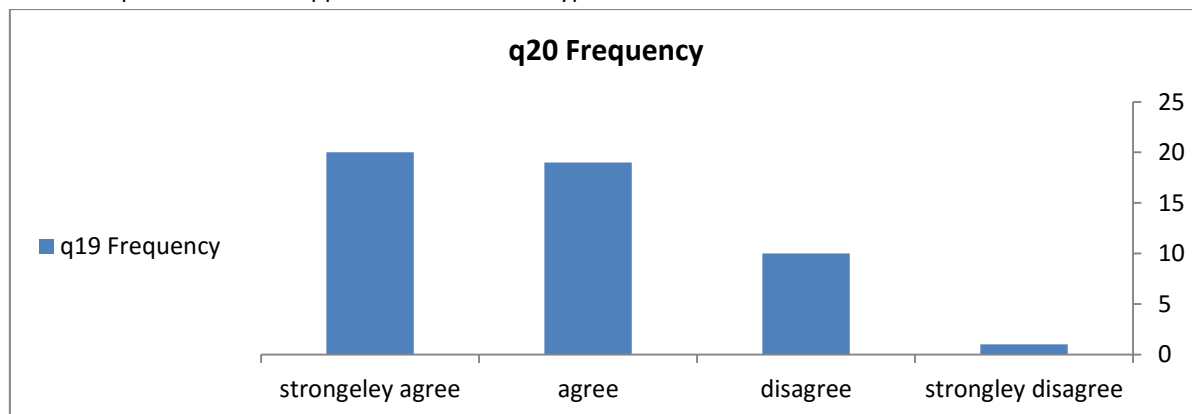


Figure: 4.1.20- Training increases listening ability.

The results of the tests (pretest and posttest)

Table: 1. The Paired Samples Statistics

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	15.00	25	3.342	.668
	Posttest	14.40	25	3.547	.709
Pair 2	Pretest	15.96	25	2.150	.430
	Posttest	20.28	25	3.943	.789

Based on the data presented in table (1) the mean score in the pre-test for group (1) is 15.00 (60%) while the mean score in Post-test is 14.40 (57.6%) it's clear that there is no difference in their achievement. On the contrary, their level has been declined. Regarding group (2), the above table shows that the mean score in the pre-test is 15.96 (63.84%) while the mean score in post-test is 20.28 (81.12%). There is a difference between the two tests. This means that the mean score in post-test is higher than the mean score in pre-test. This result clarifies that there is a positive improvement in their achievement.

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	PRE1 y7 POST1 y7	25	.200	.337
Pair 2	PRE2 y20 POST2 y20	25	.660	.000



Table (2) The paired Samples Correlations

Table (2) demonstrates the correlations between the two tests for both groups (1) & (2).

Pair (1) the correlations for pre & posttests is .200.

Pair (2) the correlations between the pre & posttests is .660.

**Paired Samples Test**

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest - posttest	.600	4.359	.872	-1.199-	2.399	.688	24	.498

Table (3) The paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 2	pretest - posttest	-4.320-	2.996	.599	-5.557-	-3.083-	-7.209-	24	.000

The above table confirms that the P. value for group (1) is .498 which is bigger than the Alpha .05 so there is no difference in their achievement and this shows that there is no improvement in their achievement. The P. value for group (2) is .000 which is smaller than the Alpha .05 so there is a difference in their achievement. This verifies that there is a positive improvement so the results of the tests were true and authentic. According to these results, teaching listening through using course-books audio files is very effective and a very successful tool.

The above statistical analysis shows the results of the two tests. The pretest for the two groups (experimental and control groups). The comparison between the results of the pretests indicates that the two groups are related to the same academic, social and cultural class. Also the results of the two groups concerning the posttest indicate that the material which the students of the experimental group are exposed to is very effective and useful. The students of the experimental group scored high marks comparable with the control group which shows that using course-books audio files to develop the listening skill is very successful and effective strategy for adult learners.

A comprehensive analysis of the questionnaire suggests that the major listening difficulties are concentrated on ; the inadequate size of listening vocabulary and poor phonological knowledge, which is mainly related to the features in connected speech. Students mentioned that the most difficult part of learning English using course-books audio files is keeping up with the speed of the dialogue. They have difficulties understanding different accents. Also if the file is too long, most of the students will get bored eventually. The students report that the language in the audio files is more relevant to their lives. They were motivated by being exposed to authentic English and hear real-life situations. They provide enjoyable language learning materials and comprehensible input which is necessary for a language learner to develop listening comprehension. Course-books audio files can give students sources of real language to imitate, and motivate them to make use of authentic English materials, as well as lowering their anxiety when they are practicing listening comprehension skills.

Finally, all the above statements are considered the positive findings of the study which are supported by the scientific analysis of the instruments of the research. This experimental study comes out with very



useful practical and appropriate findings in using course-books audio files as support material to teach listening to adult learners. All the students at the experiment agree that the strategy of using course-books audio files in teaching listening is an effective strategy which should be adopted by all teachers to develop the listening skills of the students. Concerning the learners' achievement after the twelve-week practice, they improved not only in their overall listening ability, but in specific listening skills as well (i.e., listening for details and summarizing). In terms of their perceptions of material usefulness, most learners agreed that the course-books materials were beneficial in enhancing their overall listening ability and specific listening skills. To sum up, the findings indicate that learning of listening skills is more complicated than we have understood. However, the data which was collected by the research instruments, proves that using course-book audio files are very effective and appropriate to develop students' listening skills.

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