
THE EFFICIENCY OF TEACHING LISTENING COMPREHENSION OF "SUNRISE SERIES" IN ERBIL GOVERNORATE

Asist. Prof. Amra Ibrahim Sultan (PH.D.)
Hassan Ahmed Sharif

Abstract

Teaching listening comprehension (LC) is undoubtedly a challenging task for teachers. The fleeting nature of sound makes it hard for listeners to focus attention on a particular word or phrase for detailed analysis. So, it is understandable that many teachers slip into testing the learners' LC rather than teaching them effectively. (Djiwandono, ٢٠٠٦:٣٢).

The main aim of this study is to find out how efficient is teaching the LC in the preparatory schools in Erbil Governorate through teaching the current textbook; i.e. "Sunrise Series" and shed light on the communication techniques that should be used in teaching Sunrise Series to develop the sub-skills that should be acquired by EFL and to find out whether there is significant difference between male and female teachers in the implementation of the appropriate up-to-date techniques.

In order to achieve the aims of this study, a checklist has been constructed and prepared to be used through observation to measure to what extent the appropriate techniques are used and to find out the ability of teachers who teaches Sunrise ١١ at preparatory schools in Erbil Governorate use up-to-date techniques. An achievement test is constructed as an instrument of measurement to find out the students' LC ability and teachers' impact on students' learning through using their current teaching techniques and methods. The checklist and the test have been submitted to the jury members of English



language and applied linguistic specialists. They have been applied to the teachers and the students during the second semester of the academic year ٢٠١١-٢٠١٢.

The sample of the study consists of (٥٠) teachers are chosen randomly from (٥٠) schools; (٢٥) of them are male and (٢٥) are female who teach ١١th grade students and (٧٤٤) students are drawn from the same (٥٠) schools, (٣٩٦) of them are male and (٣٤٨) are female.

The analysis of the results of the checklist and the test, data indicates that the majority of the teachers neglect this skill, though it is one of the important and the main skills in "Sunrise" textbook. They have failed to manage the listening lessons using the appropriate pedagogical procedures i.e. they have not employed the Pre, While, and Post-listening stages or activities and only few listening sub-skills are practiced. Moreover the listening tasks are not designed in such a way that students can practice the various sub-skills.

The statistical analysis shows that there is a statistical difference between male and female teachers to implement the stages, in fact female teachers have implemented and use more LC techniques in the classroom than male teachers. There are also, statistical difference in mean among the students at boys, girls and mixed schools, the mean of the boys' schools score in the test result are (٢٤,٢٧), whereas the girls' mean is (٣٤,٣٥) and in the mixed schools is (٢٩,١٨), this means that the girls' level is higher than the others. Evidently, it reflects the positive effects of their teachers' techniques that are implemented during LC lessons.

But generally, the analysis of the results of the test, indicates that the teachers' teaching methods have a negative impact on students' learning LC skill which is (١٤,٣٨%) of the students

who have passed the test. It indicates that the students' level in LC is very low.

This study recommends that teachers in service should be trained to use the up-to-date techniques. Besides, teachers should pay special attention to LC skill because it is very necessary for communication between the listener and the speaker.

١. Introduction

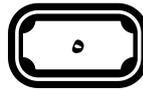
LC is the basis for your speaking, writing and reading skills. Vaquez et al (٢٠١٠:١٤٧) cited in (Diaz-Rico & Wead, ٢٠٠٦) state that "LC is the ability to separate meaningful units from the stream of speech that one hears".

LC development is a challenge that demands both the teacher's and the learners' attention because of the critical role that listening plays either in communication or language acquisition (Duzer, ١٩٩٧:٤). Furthermore, "Listening provides the input of the students to the basis for language acquisition and enables learners to interact in spoken communication, as a result, this technique should be considered and not to be ignored. Phillips (٢٠٠٠:٦) pointed out that some of the LC techniques have been forgotten in many educational environments, though they have many essential roles in education, especially, for young learners that may inspire their imagination, create their own visual images and ideas.

١.٢ The Problem and its Significant

One of the problems is that students lack the ability of comprehending the message and do the mental process accompanied with listening and they perform its sub-skills poorly, so they dislike listening classes. Consequently, students can not understand neither native speakers nor they perceive news and documentary programs, that make the students suffer a lot in learning LC and they cannot comprehend nor negotiate meaning that underlie the sub-skills during listening to spoken language .

As the science of methodology has developed in recent years, new techniques for teaching LC has appeared, these techniques develop the mental process accompanied with listening.



According to the new **Sunrise Series** teachers in secondary schools in Kurdistan Region are provided with recorded material for LC. At the beginning of each module, there are passages of LC, but it has been noticed that most of teachers neglect this skill. Besides, it is unknown whether listening skill is tackled properly or not.

The situation of teaching LC needs to be investigated accurately. So, this study investigates the efficiency of teaching LC in secondary schools in Erbil city.

١.٣ Aim of the study

This study aims to:

- ١- Finding out how efficient is the teaching of LC in the secondary schools in Erbil through teaching the current textbook, i.e. **Sunrise series** (Book ١١).
- ٢- Shedding light on the communicative techniques that should be used in teaching Sunrise series to develop the sub-skills that should be acquired by EF Learners.
- ٣- Finding out whether there is significant difference between male and female teachers in implementating.

١.٤ The Limitation of the Study

This study is limited to:

- ١- Sunrise textbook (١١) in Erbil Governorate.
- ٢- LC skill.
- ٣- ١١th grade students and teachers who teach them at preparatory schools in Erbil Governorate. The academic year (٢٠١١-٢٠١٢).

١.٥ The Hypothesis

It is hypothesized that:

- ١- Teaching listening skill is an efficient process in these schools that helps students to get a satisfactory level of achievement in LC regarding the whole process of learning English as a foreign language.

٢- Teachers are able to use the appropriate up-to-date teaching techniques.

٢. Theoretical Background and Related Previous Studies

٢.١ Listening Skill

Byrne (١٩٨٦:١٣) considers listening as an active process; he adds that when one listens to his mother tongue, understanding normally seems effortless because the experience of the spoken language is enormous. He mentions that when going back to the time when one was born, s/he was exposed to quantities of language and different speakers, and variety of topics. Because of that experience the listeners can easily identify the message, phonological and grammatical patterns, as well as lexical items. Secondly, the experience of language causes the awareness of all factors that help to predict what is likely come next. Thirdly, because there is a number of contextual clues to help the teacher in LC to know about the participants, the setting, the topic and the purpose. Not all listening situations are easy, especially when one cannot see the speaker(s) particularly facial expression, for example, as on the telephone it requires more than concentration to understand the topic. He adds that the length of time of listening without participating may cause memory problems.

Yagang (٢٠٠٤:١٨٩) defines Listening as the Ability to identify and trying to understand the message. This involves understanding speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning.

Nunan (٢٠٠٣:٢٤) also describes that Listening is an active process and the aim of it is to make sense of what we hear that requires a person to receive and understand incoming information (input). Because listening is receptive, we can listen to and understand things at a higher level than we can produce.

For this reason, people sometimes think of it as a passive skill. Listening is a very active. As people listen, they process not only what they hear but also connect it to other information they have already known.

To conclude, LC skills should be discussed under two related headings. Firstly, the processing sounds by which the listener can recognize words uttered, sentences recognizes the significance of language-related features such as, intonation, pitch, and tone. Secondly, the processing meaning, by which the listener can organize the heard speech into meaningful sections, to identify the language data to understand what the speakers are going to say, and to store information in memory and know how to get them back later, by organizing meaning and details.

٢.١.١ Aims of Teaching LC

According to Rixon (١٩٨٦:١), the aim of teaching LC is (or should be) to help learners of English cope with listening in real life, but there are a large variety of different types of listening in real life. He (١٩٨٦:٢) mentions some situations in which listening is important:

- a- Listening to announcement in stations, airport etc.
- b- Listening to the radio.
- c- Participating in a conversation face to face.
- d- Watching a film, play or TV.
- e- Participating in a meeting, seminar or discussion.
- f- Taking a part in a lesson.
- g- Listening to talk or lecture.
- h- Eavesdropping on other people's conversation.
- i- Participating in a telephone conversation.

Chastain (١٩٨٨:١٩٣) states with the aim of LC in learning speaking, at the first students must learn to understand the spoken language they hear. During communication between

students and native speakers, at least students must understand some real language situation to comprehend the gist of what native speakers are saying.

٢.١.٢ Problems and Difficulties of LC

Rost (١٩٩٣:١٨٠) points out that the source of English difficulty is caused by the lack of linguistic knowledge and presents a key factor in listening problems. Ur (١٩٩٦:١٠٩) states the problems of LC that many teachers lack confidence in their own ability to improvise fluently in the target language and they feel their spoken language is not appropriate to present and model the tasks to students in the target language. Another problem is that if learners only hear their teacher's voice, they will not have the opportunity to practice listening to different voices and accents. In general, it is important for foreign language teachers to be able to improvise speech in the target language.

Rost (١٩٩٤:١١٩) mentions the common listening difficulties, they are:

- a- Acuity of hearing, for example, the physical problem that prevents listening like noise.
- b- Discrimination and auditory perception, some students face problems with auditory memory and sequential memory.
- c- Attention and concentration, many students face problems in the instructions that affect their attention and concentration.
- d- Comprehension, some students have problems with factual or literal comprehension that means they cannot identify what was said or what facts were stated.

While Ur (١٩٩٦:١١١) describes some of the following difficulties which are encountered by many learners in listening:

- a- They have trouble with sounds
- b- They have to understand every word
- c- They cannot understand fast natural native speech

- d- They need to hear things more than once
- e- They find it difficult to keep up
- f- They get tired

٢.١.٣ Real-life Listening

Riddell (٢٠٠٣:١١٠) mentions some examples of 'real-life' listening problems:

- a- Listening to announcements in public places: It's very difficult to understand announcements in public places! The sound is often distorted, the accent or dialect may be difficult to understand, the delivery may be faster, there is a lot of background noise, and you can't stop and ask for the person to repeat any information.
- b- Face-to-face conversation: It has many difficulties in common with the announcements - fast delivery, different accents or dialects, background noise, having to participate in the conversation rather than 'just' listening.
- c- Speaking on the telephone: It is really difficult and stressful for most students. For a start there are no gestures to help. There is the possibility of distorted sound as well as different accents and dialects.
- d- Watching TV: It is much less pressurized, but the language tends to be fast and often colloquial. It is obviously not graded in any way, and as such can be very difficult to be understood. But the visuals are a huge help.

٢.١.٤ The Stages of Teaching LC

The teacher can facilitate the development of listening ability by creating listening lessons that guide the learner through three stages: pre-listening, the listening task (while listening stage), and post-listening suggested by (Duzer, ١٩٩٧:٥-٦).

٢.١.٤.١ Pre-listening Activities

Pre-listening activities usually have two primary goals. Firstly, to bring to consciousness the tools and strategies that good listeners use when listening, and secondly, to provide the necessary context for that specific listening task. It is naturally to mention that learners comprehend more of a text if they are familiar with the text from experience or they have known something about the topic before or they know what the listening passage concerns. The four kinds of pre-listening activities help to activate students' prior knowledge, build up their expectations for the coming information and sometimes even give them a framework of the coming passage. In this way the teachers can help the students to comprehend better (Lingzhu, ٢٠٠٣:٢-٤). Yagang (٢٠٠٤:١٩٥) describes pre-listening as warm-up exercises and suggests the following ideas:

١. Elicitation/discussion about the topic (perhaps based on visuals, title):
 - a. To elicit something associated with the topic.
 - b. To encourage students to exchange ideas/opinions about the topic.
٢. Brainstorming:
 - a. Word-star: ask students to predict the words and expressions likely to appear in the passage. The teacher writes them on the blackboard.
 - b. Expressing hypotheses about the content of the passage, based on previous knowledge by writing notes down.
- ٣- Games:
 - a. For warming-up relaxation.
 - b. For training in basic listening skills, e.g., miming words and expressions heard: minimal-pair distinctions
- ٤- Guiding questions: teacher asks/writes questions that help students

٢.١.٤.٢ While-listening Activities

While-listening activities are about preparing for the questions or a task, listening activities are about the learners finding the answers or doing the task. Lindsay and Knight (٢٠٠٦:٥١) state that there are various types of activities in this stage:

- a- Answering questions - comprehension, multiple choices, true or false.
- b- Completing something - a form, grid, chart, picture, etc. using information that learners hear.
- c- Following directions on a map.
- d- Matching what is being said with a set of pictures.
- e- Doing something in response to what learners hear, for example, draw something.

٢.١.٤.٣ Post-listening Activities

Cook (٢٠٠٨:١٢٩) describes post-listening which consists of extensions and developments of listening task.

Davies and Pearse (٢٠٠٠:٧٨) describe that this stage is to help the learners practice their own experience and ideas in real life interacting with what they have heard. It also allows teachers to integrate skills from listening to another language skill. For example, the learners may practice speaking by role-playing interviews similar to one they have heard. So, they suggest the following activity ideas:

- a- Give opinions.
- b- Relate similar experiences.
- c- Role-plays similar interaction.
- d- Write a brief report.
- e- Write a similar text.
- f- Debate the topic.

٢.١.٥ Some Guidelines for Listening Skill Activities and Techniques in the Class

Horwitz (٢٠٠٨:٧٧) suggests that teachers should always attempt to make listening activities as comprehensible as possible. The following guidelines highlight important ways you can foster your students' listening abilities:

- a- Have realistic expectations about your students' listening abilities.
- b- Help your students develop realistic expectations.
- c- Be aware of the role of affect in LC. When choosing listening materials, keep in mind that students often feel nervous when they have to listen to long passages or particularly rapid speech.
- d- Provide a context and meaning support.
- e- Provide natural listening opportunities as often as possible
- f- Keep the age, interests and listening needs of your students in mind.
- g- Be aware of any problematic cultural references. Even when students know the words and structures in a listening passage.
- h- Use 'foreigner talk.' Similar to "motherese" and "fatherese," foreigner talk refers to the somewhat slower and simplified speech many people use when they address foreigners.
- i- Allow for re-hearing. Give students the opportunity to listen to materials several times.
- j- Teach listening strategies. Students should be exposed to various types of listening strategies and encouraged to use them.
- k- Take advantage of technology to help students develop their listening abilities.
- l- Give students an opportunity to talk about listening experiences they have had outside of class.

٢.١.٦ Listening Strategies

Strategy can be defined as a technique or activity that contributes directly to the comprehension and the recall of listening input.

An approach to classify language learner strategies that has been much quoted are proposed by O'Malley and Chamot (١٩٩٠:٤٤) and they divide listening strategies into:

- a- Metacognitive: 'planning for, monitoring or evaluating the success of a learning activity'.
- b- Cognitive: 'operating directly on incoming information, manipulating it in ways that enhance learning'.
- c- Social-affective: 'interacting with another person to assist leaning'.

٢.١.٧ Listening Tasks and Activities

There are two main kinds of listening to improve learners' LC abilities: Intensive and Extensive Listening. Field (٢٠٠٨:٣٤٧) defines extensive listening is as a preliminary hearing of a recording, to identify the main points and intensive listening is listening to a recording to report details.

Ur suggests the following LC tasks:

- a- Expectations. Learners should have in advance some idea about the kind of text they are going to hear.
- b- Purpose. Similarly, a listening purpose should be provided by the definition of a pre-set task, which should involve some kind of clear visible or audible response.
- c- Ongoing listener response. Finally, the task should usually involve intermittent responses during the hearing; learners should be encouraged to respond the information they are looking for as they hear it, not to wait to the end (١٩٩٦:١٠٨).

٢.١.٨ Assessing Listening Skills

In teaching and learning language, "assessment refers to the of collecting information and making judgements about a

language learner's knowledge of a language and the ability to use it" (Chapelle & Briendley, ٢٠١٠:٢٤٧).

According to Coombe, et al., (٢٠٠٧:٩١) cited in (Buck, ٢٠٠١) has identified three major approaches to the assessment of listening abilities:

- a- The discrete-point approach: this approach broke listening into component elements and assesses them separately. Some of the most common question types in this approach included phonemic discrimination, paraphrase recognition, and response evaluation.
- b- The integrative approach: proponents of the integrative approach to listening assessment believe that the whole of language is greater than the sum of its parts. Common question types in this approach were dictation and cloze.
- c- The communicative approach: in this approach, the listener must be able to comprehend the message and then use it in context. Communicative question formats should be authentic in nature.

٢.٢ Teaching English in the Iraqi Kurdistan Region

English language is taught as a foreign language in Iraqi Kurdistan Region. It is one of the most significant subjects that studied in this region. The experts in the Ministry of Education invent an appropriate programme to meet the needs of learning English language because the two previous programmes; at primary schools (Rafidain English Course for Iraq) and at secondary schools (The New English Course for Iraq) follow the old theories of language learning and they do not meet all the needs of learning English language in Kurdistan. Besides, the novice method of teaching English, i.e. the development of communicative language teaching. It means, the old programme could not enable students to communicate and speak in the English language through these programmes. In consequence of

that in early ٢٠٠٥, the Ministry of Education has discussed and contracted with the British Macmillan Company to publish and introduce a new programme for teaching English language in the Kurdistan Region and this new programme is called "**Sunrise Series**". This programme starts from the first grade at the primary school till the twelfth grade at preparatory school. The Sunrise Series programme is mainly constructed on the communicative approach because the aim of "Sunrise" is that students will be able to communicate and speak in English language fluently and to develop their communicative competence.

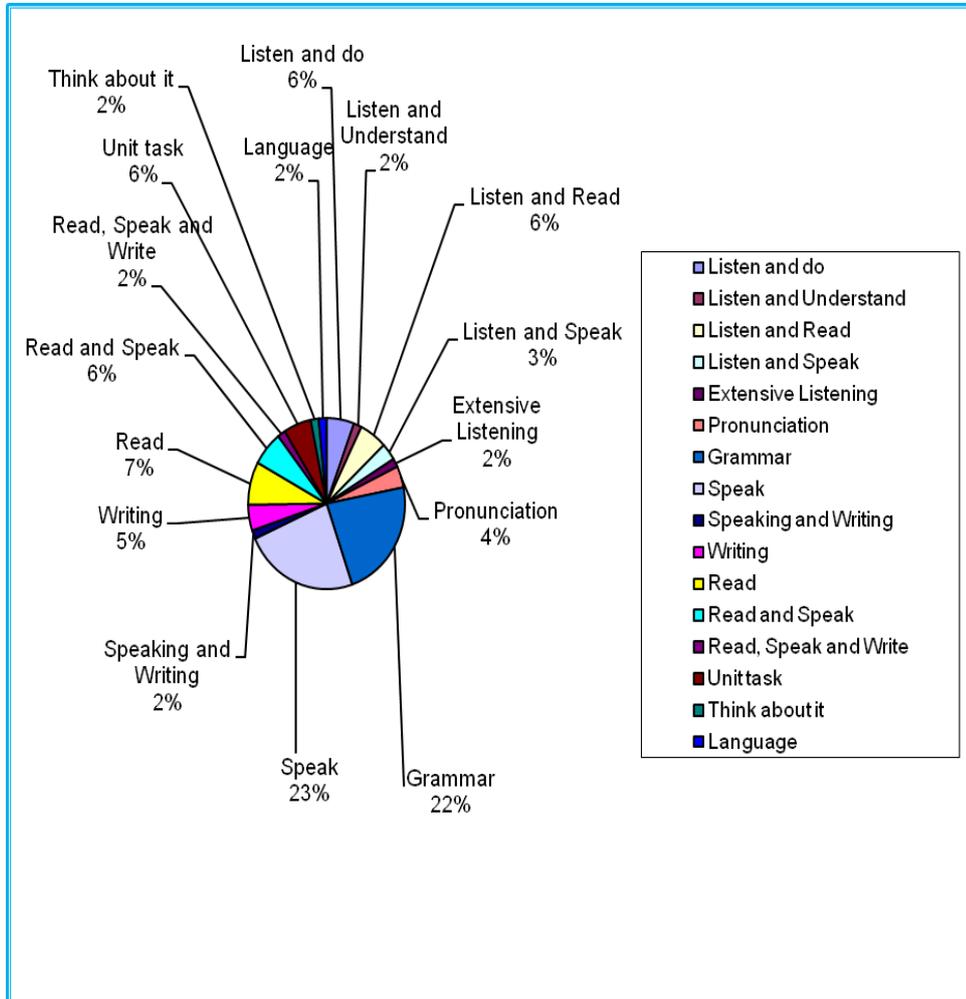
"Sunrise ١١" is taught at the Eleventh grade (the Fifth secondary). It makes learning interesting through motivating topic-based units. These units contain vocabulary and grammar presentations leading on to skills work. Language focus summary sections follow, offering additional grammar explanations with examples, word lists with phonetics, parts of speech with phonetics, and also important study and vocabulary acquisition techniques. The course has a communicative approach, integrating listening, speaking, reading and writing, with a clear focus on grammar structures, that introduce new language, and a variety of activities including role plays and guided writing tasks. This programme consists of the following components and materials:

- ١- Student's book.
- ٢- Activity book.
- ٣- Teacher's book.
- ٤- A CD.

٢.٢.١ The Analysis of Sunrise ١١

The distribution and the percentages of the activities in the student's book are shown in Chart (١):

Chart (١)
The Distribution of the Activities in Student's Book



This chart shows that about (١٨%) of the activities at “Sunrise ١١” are relevant to the LC.

٢.٣ Previous Related Studies

٢.٣.١ Al-Jubouri (٢٠٠٥)

The aim of this study is to investigate the effect of using the Process-Based Approach as teaching technique on the achievement of ٤th preparatory grade student in listening comprehension in English. The Process-Based Approach techniques aim at teaching students the appropriate strategies for comprehending different types of texts depending on the interaction between the information presented in the text and students' background knowledge.

The sample of the study is ٦٠ students; they are divided into two groups: control group and an experimental group, each of them consists of (٣٠) students. They were randomly chosen from the ٤th grade preparatory students in Al-Amaal preparatory school for girls in Baghdad.

The procedure of the study is that a pre-test and a post-test was applied to both groups to achieve the purpose of the study. It is hypothesized that there is no statistically significant difference in the performance of the students who are taught by the Process-Based Approach and that of the students who are taught by traditional teaching technique which is based on the Audio-Lingual Approach. T-test formula for independent samples is conducted. So, the "t" value indicates that there is a significant difference between the two groups, which indicates that the experimental group taught according to the Process-Based Approach is better than the control group in teaching according to the Audio-Lingual Approach.

٢.٣.٢ Subang (٢٠٠٩)

The aim of this study is to find whether listening to the English movies can improve students' listening skill. The study is oriented:

- ١- To find out whether the use of English movies as media can increase students' listening skill.
- ٢- To find out whether English the movies can improve the students' mastery of English listening skill.
- ٣- To find out using that English movies in improving students' listening skill is significant.

In order to achieve the aim of the research, the researcher used pre-experimental method. Pre-experimental designs are not really considered model experiments because they don't account for extraneous variables. So the test is used to identify the students' achievement. The test is an objective test. In the term pairing items consist of ١٠ items.

The result of the study is that the two groups have different scores on the post-test, and the difference is statistically significant. So, this fact supports the claim that students who were taught listening by using English movies had got better scores than those who were taught conventionally. The experimental teaching programme can improve the students' listening skill effectiveness that they got in the pre-test, while control group can improve the students' listening skill less than the experimental group.

٣. Procedures

٣.١ The Population of the Study

A population is any group of individuals that has one or more characteristics in common and that are interested by the researcher (Best & Kahn, ٢٠٠٦:١٣). The population of the research consists of the ١١th grade students in preparatory schools in Erbil governorate for the academic year ٢٠١١-٢٠١٢. As shown in Table (١).

Table (١)

Number of preparatory Schools in Erbil Governorate	Number of male students in ١١ th grade	Number of female students in ١١ th grade	Total No. of students
١٥٩	١٠٧٠٥	٩١٠٠	١٩٨٠٥

٣.٢ The Sample of the Study

“A sample is a small portion of a large population” (Ary, et al., ١٩٧٩:١٢٩).

The sample of this study consists of the teachers and ١١th grade students in Erbil governorate schools. The sample of teachers is (٥٠) consisting of (٢٥) female and (٢٥) male teachers who teach the ١١th grade, while the sample of students is (٧٤٤) drawn from (٥٠) schools which consist of (٢٠) schools for boys, (١٩) schools for girls, and (١١) mixed schools in different locations in Erbil governorate for the academic year ٢٠١١-٢٠١٢.

٣.٣ Tools of the Study

٣.٣.١. The Observation Checklist and the Test

Richards, et al. (١٩٩٢:٥٥) state that the checklist is one of the observational tools which are used to assess specific events, techniques and activities in the classroom in addition to the specific aspects of the students' performance.

The checklist of this study is divided into three stages: pre-listening, while-listening, and post-listening. The administration and construction of the checklist is dependent on many sources which is explained and discussed according to new and communicative techniques which are used in teaching listening skill specifically. These techniques are mentioned in chapter two. The final number of items of the appropriate techniques of checklist is ٢٢ and the researcher has put two points scale grading which are (Yes) and (No). See Appendix (A)

The second instrument in this study is the test. It is used to identify the students' achievement and their LC abilities. Hughes (٢٠٠٣:١٣) states that “achievement tests are directly

related to language courses, their purpose being to establish how successful individual students, groups of students, or the courses they have been in achieving objectives”.

The skill of listening is usually tested by candidates listening to audio recordings and complete written tasks to show their understanding of the spoken English that they hear (Burgess & Head, ٢٠٠٥:٧٨).

In order to achieve the second goal of the study LC achievement test has been constructed to measure the students' abilities. The test applies to ١١th grade students at preparatory schools in Erbil governorate. The test consists of four questions and the total items are (٢٥). See Appendix (B). its validity and reliability have been ascertained.

A score is defined as “the numerical or mark received by an individual on a test or part of a test based on the number of correct responses” (Saleemi, ١٩٨٨:٦).

The test contains ٢٥ items. The researcher has given four marks for the correct answer of each item, and zero for the incorrect one or the one that is not answered by the students or when two options are selected by students. Thus, the highest mark is (١٠٠) while zero is the lowest.

٤. Analysis of Data and Discussion of Results

٤.١ Analysis of the Checklist Data

The checklist items are analyzed statistically to find out and obtain the frequency and percentage of scales of items and find out the difference in percentages between male and female teachers.

- Pre-Listening Stage
As shown in Table (٢).

Table (٢)
Frequency and Percentage of Using Techniques in Pre-listening

		Teachers					
		Male		Female		Total	
No. of the items	Options	Frequency	Percent	Frequency	Percent	Frequency	Percent
١	Yes	١٣	٥٢.٠	٢٠	٨٠.٠	٣٣	٦٦.٠
	No	١٢	٤٨.٠	٥	٢٠.٠	١٧	٣٤.٠
٢	Yes	٠	٠.٠	١	٤.٠	١	٢.٠
	No	٢٥	١٠٠.٠	٢٤	٩٦.٠	٤٩	٩٨.٠
٣	Yes	١	٤.٠	٦	٢٤.٠	٧	١٤.٠
	No	٢٤	٩٦.٠	١٩	٧٦.٠	٤٣	٨٦.٠
٤	Yes	٣	١٢.٠	١١	٤٤.٠	١٤	٢٨.٠
	No	٢٢	٨٨.٠	١٤	٥٦.٠	٣٦	٧٢.٠
٥	Yes	٠	٠.٠	٢	٨.٠	٢	٤.٠
	No	٢٥	١٠٠.٠	٢٣	٩٢.٠	٤٨	٩٦.٠
٦	Yes	٣	١٢.٠	١١	٤٤.٠	١٤	٢٨.٠
	No	٢٢	٨٨.٠	١٤	٥٦.٠	٣٦	٧٢.٠
٧	Yes	٣	١٢.٠	٥	٢٠.٠	٨	١٦.٠
	No	٢٢	٨٨.٠	٢٠	٨٠.٠	٤٢	٨٤.٠
٨	Yes	٩	٣٦.٠	١١	٤٤.٠	٢٠	٤٠.٠
	No	١٦	٦٤.٠	١٤	٥٦.٠	٣٠	٦٠.٠
٩	Yes	٣	١٢.٠	٧	٢٨.٠	١٠	٢٠.٠
	No	٢٢	٨٨.٠	١٨	٧٢.٠	٤٠	٨٠.٠
١٠	Yes	١	٤.٠	٥	٢٠.٠	٦	١٢.٠
	No	٢٤	٩٦.٠	٢٠	٨٠.٠	٤٤	٨٨.٠
١١	Yes	١	٤.٠	٣	١٢.٠	٤	٨.٠
	No	٢٤	٩٦.٠	٢٢	٨٨.٠	٤٦	٩٢.٠

- While-Listening Stage
As shown in Table (٣).

Table (٣)
Frequency and Percentage of Using the Techniques in
While-listening

Teachers							
No. of the items	Options	Male		Female		Total	
		Frequency	Percent	Frequency	Percent	Frequency	Percent
١٢	Yes	٧	٢٨.٠	٢٠	٨٠.٠	٢٧	٥٤.٠
	No	١٨	٧٢.٠	٥	٢٠.٠	٢٣	٤٦.٠
١٢ - a Sub-option	Before L.	١	٤.٠	٤	١٦.٠	٥	١٠.٠
	After L.	٦	٢٤.٠	١٦	٦٤.٠	٢٢	٤٤.٠
Missing system		١٨	٧٢.٠	٥	٢٠.٠	٢٣	٤٦.٠
١٢ - b Sub-option	One	٦	٢٤.٠	١٦	٦٤.٠	٢٢	٤٤.٠
	Two	٠	٠.٠	٣	١٢.٠	٣	٦.٠
	More than ٢	١	٤.٠	١	٤.٠	٢	٤.٠
Missing system		١٨	٧٢.٠	٥	٢٠.٠	٢٣	٤٦.٠
١٣	Yes	٦	٢٤.٠	١٦	٦٤.٠	٢٢	٤٤.٠
	No	١٩	٧٦.٠	٩	٣٦.٠	٢٨	٥٦.٠
١٣ - a Sub-option	Once	٤	١٦.٠	١١	٤٤.٠	١٥	٣٠.٠
	Twice	١	٤.٠	٤	١٦.٠	٥	١٠.٠
	Three times	١	٤.٠	١	٤.٠	٢	٤.٠
Missing system		١٩	٧٦.٠	٩	٣٦.٠	٢٨	٥٦.٠
١٤	Yes	٢١	٨٤.٠	٢٥	١٠٠.٠	٤٦	٩٢.٠
	No	٤	١٦.٠	٠	٠.٠	٤	٨.٠
١٥	Yes	٠	٠.٠	٥	٢٠.٠	٥	١٠.٠
	No	٢٥	١٠٠.٠	٢٠	٨٠.٠	٤٥	٩٠.٠
١٦	Yes	٠	٠.٠	١	٤.٠	١	٢.٠

	No	٢٥	١٠٠٠	٢٤	٩٦٠٠	٤٩	٩٨٠٠
	Yes	١	٤٠٠	٣	١٢٠٠	٤	٨٠٠
١٧	No	٢٤	٩٦٠٠	٢٢	٨٨٠٠	٤٦	٩٢٠٠

- Post-Listening Stage
As shown in Table (٤).

Table (٤)
Frequency and Percentage of Using the Techniques in Post-listening

Teachers							
No. of the items	Options	Male		Female		Total	
		Frequency	Percent	Frequency	Percent	Frequency	Percent
١٨	Yes	٠	٠.٠٠	٠	٠.٠٠	٠	٠.٠٠
	No	٢٥	١٠٠.٠٠	٢٥	١٠٠.٠٠	٥٠	١٠٠.٠٠
١٩	Yes	٠	٠.٠٠	١	٤.٠٠	٠	٢.٠٠
	No	٢٥	١٠٠.٠٠	٢٤	٩٦.٠٠	٥٠	٩٨.٠٠
٢٠	Yes	٠	٠.٠٠	٠	٠.٠٠	٠	٠.٠٠
	No	٢٥	١٠٠.٠٠	٢٥	١٠٠.٠٠	٥٠	١٠٠.٠٠
٢١	Yes	٠	٠.٠٠	٠	٠.٠٠	٠	٠.٠٠
	No	٢٥	١٠٠.٠٠	٢٥	١٠٠.٠٠	٥٠	١٠٠.٠٠
٢٢	Yes	٠	٠.٠٠	١	٤.٠٠	٠	٢.٠٠
	No	٢٥	١٠٠.٠٠	٢٤	٩٦.٠٠	٥٠	٩٨.٠٠

٤.١.١ Discussion of the Results of the Checklist Items

The analysis of using the techniques shows that:

In the pre-listening stage, item number (١) “using target language in giving instructions and interpretations of the lesson”, (٦٦%) of the teachers have used the target language in their classroom and it isn't a high percentage because all teachers should use the target language inside and outside the classroom with students to help them to improve their LC abilities.

Concerning item number (٢) “doing warm-up at the beginning of the each lesson to interact and prepare students for

a new lesson", constitute (٢٪) of the teachers has used this technique.

For item number (٣) "motivating the students to listen to the activities. (٨٦٪) of the teachers have not motivated students.

In item number (٤) "brainstorming, it is to generate large numbers of ideas based on a topic", (٢٨٪) of the teachers has done it. This technique is also neglected by the majority of the teachers.

For item number (٥) "drawing diagrams, it is as a prediction activity and categorizing a topic", When students look at a chart, a table or graph, it provides a conceptual framework for their listening but (٩٦٪) of the teachers do not do it.

In item number (٦) "using visual aids", only (٢٨٪) of the teachers have used it.

In item number (٧) "writing key words on the board". (٨٤٪) of the teachers haven't used it.

In item number (٨) "eliciting the meaning of the keywords by the students". (٦٠٪) of the teachers haven't done it.

In item number (٩) "predicting what they will hear". (٨٠٪) of the teachers have neglected it.

In item number (١٠) "pair working and group working is to share the tasks". ٨٨٪ of the teachers haven't applied this technique.

Concerning item number (١١) "monitoring students by the teacher". ٩٢٪ of the teachers haven't monitored their students when s/he gives them a task.

The results of pre-listening stage show that many teachers have neglected these techniques which are very important for preparing the students to understand and comprehend listening activities or passage and they give them a greater chance of success in any given task. So, the analyses indicate that there is a significant difference between male and female teachers in the

implementation of the techniques in this stage and they show that female teachers have applied the steps more than male teachers.

Concerning while-listening stage, item number (١٢) asking and writing questions and tasks on the board, ٥٤% of the teachers have done it but just ١٠% of the teachers have given tasks before listening to the CD. The teacher should give two or three tasks at least, but it has been noticed that only ٦% of them have given two tasks and ٤% have given three tasks.

In item number (١٣) "using a CD recorder for presenting listening activities", ٤٤% of the teachers have used it and many of them do not know what is the aim of using it. Though, it is one of the most important materials included in the Sunrise Series; teachers should use it because it is recorded by English native speakers and it is interesting for students. At least, the teacher should play the CD three times, but ٣٠% of them have played the text once, ١٠% have played it twice and just ٤% have played it three times.

In item number (١٤) "suitability of the classroom for using and playing the CD", ٩٢% of the classrooms are appropriate for listening but they need to be better than now.

In item number (١٥) "sharing and comparing the answers between students with each other", but just ١٠% of the teachers have used this technique.

In item number (١٦) "checking the correct answers by re-playing the CD", it is one of the other techniques which teachers should do after eliciting students' answers for the tasks because it helps students how they comprehend and find out the answers from the listening passage and they should focus on what they will hear during listening, but (٩٨%) of the teachers have neglected this technique.

In item number (١٧), "giving feedback on the lesson". In this study ٩٢% of the teachers haven't used it.

The results of while-listening stage shows that many teachers have neglected these techniques which are very important for students to know how of the language sounds are used in order develop their LC skills and activities to help the students to understand and develop the skill of eliciting messages from spoken language. So, in the analyses, it appears that there is a significant difference between male and female teachers in the implementation of the techniques in this stage and they show female teachers have applied the steps more than male teachers.

In post listening stage, it is important to do follow-up activities after listening and practice what they have learnt and they're interacting with the topic in their real life. In items number (١٨, ٢٠ and ٢١) "which is summarized comprehension, acting the activity situations and writing a paragraph about their real life which is familiar with the topic". It has been found that ١٠٠% of the teachers have neglected these techniques, and in item number (١٩ and ٢٢) only ٢% of the teachers have applied them.

The results of post-listening stage show that the majority of the teachers and they have neglected these techniques completely. So, these analyses indicate that only one of the female teachers has implemented two of the techniques in this stage.

٤.٢ Analysis of the Test

The second instrument of this study is the test, it is used in order to achieve the second aim of the study and it is the way of collecting information about learner's language ability or achievement.

The data has been processed statistically by using means, percentage, descriptive statistics, descriptive Anova and one sample "t" test formulas, all of these formulas have been used to find out the level of the students' abilities and whether there is a significant difference between boys, girls and mixed schools according to their locations and types, as shown in Tables (٥ & ٦).

Table (٥)
Percentage and Descriptive Statistic of the Test Result

The Sample of the study	N	Passing Percentage of the Test	Minimum (١٠٠ marks)	Maximum (١٠٠ marks)
According to Location of the Schools				
Center of the City	٤٩٥	١٨.٧٨%	٠.٠٠%	٨٩%
Provinces	٧٥	٤.٠٠%	٠.٠٠%	٨٣%
Districts	٩٠	١٢.٢٢%	٠.٠٠%	٨٢%
Villages	٨٤	٠.٠٠%	٠.٠٠%	٤٧%
According to Students' Sex				
Boys	٣٠٠	٧.٣٣%	٠.٠٠%	٨٦%
Girls	٢٨٥	٢٠.٣٥%	٠.٠٠%	٨٢%
Mixed	١٥٩	١٦.٩٨%	٠.٠٠%	٨٩%
According to Types of Schools				
General	٦٥٤	١١.٠٠%	٠.٠٠%	٨٦%
Typical	٣٠	٨٠.٠٠%	٣٤.٠٠%	٨٩%
Evening	٣٠	٣.٣٣%	٤.٠٠%	٦٥%
Private	٣٠	٣٣.٣٣%	١٤.٠٠%	٨٢%
Total Students				
Total Students	٧٤٤	١٤.٣٨%	٠.٠٠%	٨٩%

Table (٦)
The mean, standard deviation, and "t" values of students' test Scores

The Sample of the study	N	Mean	Standard Deviation	Computed T-Value	DF	Tabulated T-Value
According to Location of the Schools						
Center of the City	٤٩٥	٣٢.١٧	١٨.٢٦	-٢١.٧١	٤٩٤	١.٩٦
Provinces	٧٥	٢٤.٤٥	١٤.٦٦	-١٥.٠٨	٧٤	١.٩٨
Districts	٩٠	٢٥.٧٧	١٦.٠٨	-١٤.٢٩	٨٩	١.٩٨
Villages	٨٤	٢٠.٠٤	٩.٤٧	-٢٨.٩٧	٨٣	١.٩٨
According to Students' Sex						
Boys	٣٠٠	٢٤.٢٧	١٤.٧٣	-٣٠.٢٤	٢٩٩	١.٩٦
Girls	٢٨٥	٣٤.٣٥	١٦.٩٧	-١٥.٥٦	٢٨٤	١.٩٦
Mixed	١٥٩	٢٩.١٦	١٩.٨٢	-١٣.٢٤	١٥٨	١.٩٦
According to Types of Schools						
General	٦٥٤	٢٧.٥٠	١٥.٨١	-٣٦.٣٦	٦٤٤	١.٩٦
Typical	٣٠	٦٠.٦٣	١٣.٤٩	٤.٣١	٢٩	٢.٠٤
Evening	٣٠	١٨.٣٠	١٢.٦٤	-١٣.٧٣	٢٩	٢.٠٤
Private	٣٠	٤٥.٠٣	١٦.٣٣	-١.٦٦	٢٩	٢.٠٤
Total Students	٧٤٤	٢٩.١٨	١٧.٣٤	-٣٢.٧٣	٧٤٣	١.٩٦

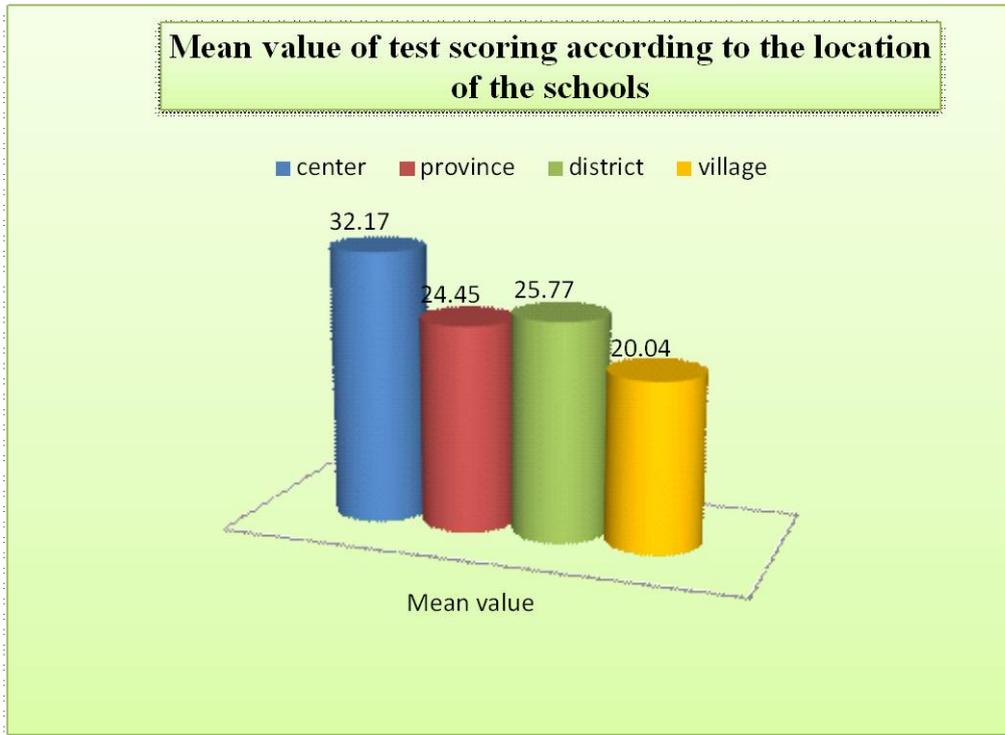
٤.٢.١ Discussion of the Results of the Test

According to the percentages and the statistical analysis of the results of the LC test, it indicates that students encounter difficulties and obstacles in LC skill because only (١٤.٣٨%) of the students have passed the achievement test and their mean value score is (٢٩.١٨) at ٠.٠٥ level, this inadequacy is due to the teachers who have neglected this skill in majority of schools and they haven't used LC stages and new teaching techniques which is reflected in negative effects on students' LC abilities and learning the English language. Generally, answering the questions correctly or wrongly basically depends on the degree of students' understanding of the EFL.

The results show that the mean value of center schools is (٣٢.١٧) which is higher than the others is on the behalf of the

performance of the students at the center of the city, as shown in Chart (٢). This means that they have a higher level than the others and it is an evidence of teachers' experience who are more efficient than the others and they have a positive effect on learners' learning and comprehension.

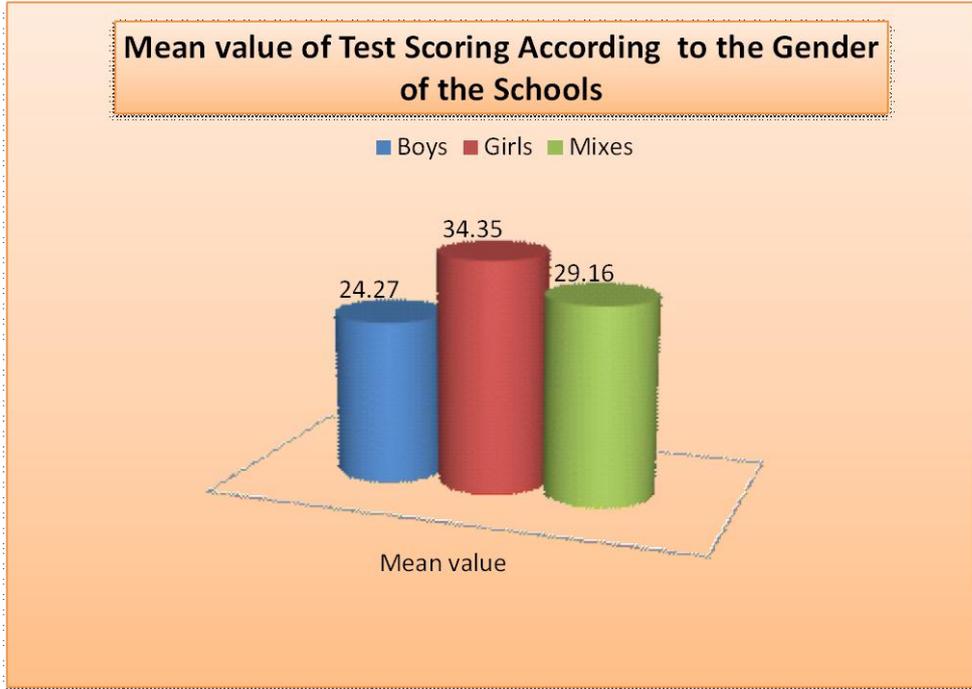
Chart (٢)



The second group is divided according to gender into boys', girls' and mixed schools. The results reveal that the mean value of girls is (٣٤.٣٥) which are higher than the others and on the behalf of performance of the girls, as shown in Chart (٣). This means that they have a higher level than the others, so it refers to the effort of the female teachers in implementing LC stages and using new techniques more than male teachers as mentioned in the checklist discussion in previous sections. It

shows that they have a positive impact on their presentation and on their students' achievement in learning the target language, especially LC skill.

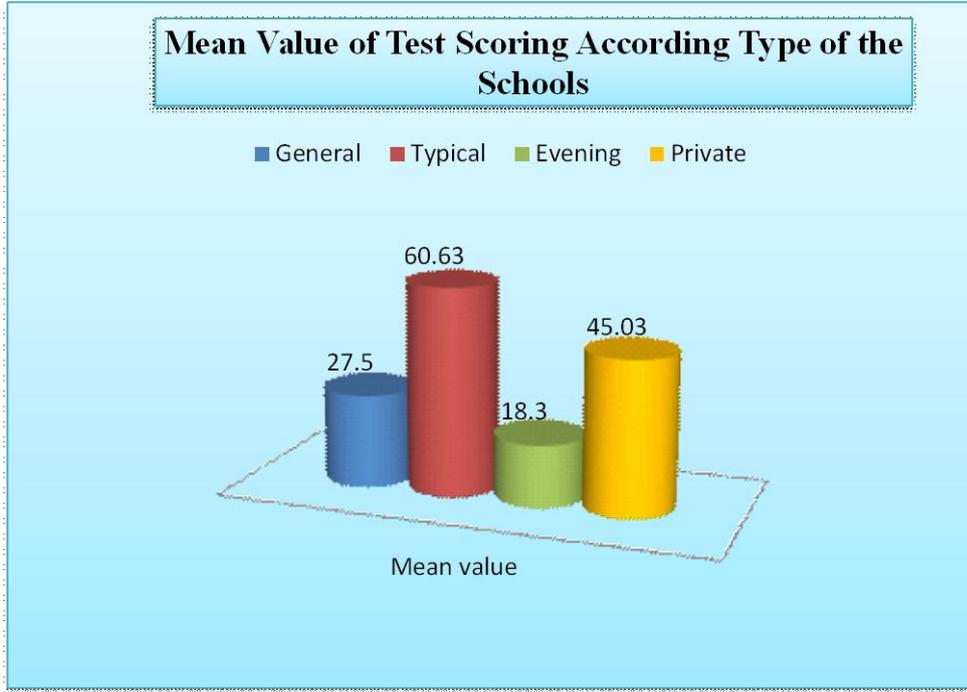
Chart (٣)



The third group is divided according to the type of schools; general, typical, evening and private schools. The results reveal that the mean value of typical schools (intelligent student schools) is (٦٠.٦٣) which is higher than the others and on the behalf of performance of the students at typical schools, as shown in Chart (٤). This means that they have a higher level than the others and it indicates the ability of students' level and teachers' implementation of LC stages and using modern techniques are more than the others. Only one teacher of typical school implements post listening stage in her presentation

among fifty teachers as mentioned in the checklist discussion in previous sections and it shows that she has a positive effect of her presentation on her students' achievement in learning the target language, i.e. LC skill.

Chart (٤)



٥. Findings, Conclusions and Recommendations

٥.١ Findings

In the light of the analysis of data, it has been found that students' performances in LC abilities are very low. It reveals the lack of using LC techniques and negative impact of the teachers' presentation on students' comprehension and learning the English language. This result is due to several reasons:

- ١- This skill is neglected by the majority of the teachers and LC is not given adequate attention as the other EFL skills.

- ٢- A lot of the teachers have presented the lessons by using traditional techniques and they do not follow the communicative approach on which "Sunrise Series" is based.
- ٣- In spite of the fact that the CDs are useful for the students to be familiar with English native speakers' pronunciation, a lot of teachers have not used them.
- ٤- Listening skill is excluded from the monthly exam as well as the final exam and for this reason it is neglected.
- ٥- Inefficient teaching of LC in Kurdistan area.

٥.٢ Conclusions

In the light of the results of this study and after conducting the statistical analyses of the collected data, it has been reached to the following conclusions:

- ١- Although teaching listening is one of the duties and the importance of conducting it by teachers of English to improve the students' listening ability in English, it is neglected in the classroom situations.
- ٢- The method that is used for presenting LC activities by teachers is the traditional method which is teacher-centered.
- ٣- Teachers of the sample of this study don't let students express their answers and do the exercises and guess the meaning of new words and they don't let students practice and share the tasks with their group or classmates, the practice of teaching listening lessons is very poor and the design of the tasks does not enable students to practice the various sub skills.
- ٤- Lack of CDs.
- ٥- Students in general are deficient in understanding and comprehending English language and LC test as revealed by their low marks that are below the pass level.

- ٦- Teachers and students pay little attention to LC though it is fundamental to other skills in learning a foreign language.

٥.٣ Recommendations

It is recommended that:

- ١- Practical in-service training on how to teach listening skill should be applied to the teachers.
- ٢- The procedure of teaching the listening skill should be included in the teacher' guide.
- ٣- The teachers should present listening lessons according to pre, while and post stages as suggested by ELT scholars.
- ٤- Teachers should use the communicative approach and communicative techniques because "Sunrise Series" is based on it.
- ٥- Teachers should use the CD while listening to the activities at least play it twice and give students tasks before it is played. It is better to check the answers by replaying the CD.
- ٦- The teacher should motivate students to participate in the lesson and encourage them to use the target language inside and outside the classroom and to use extensive listening to be familiar with English native speakers' pronunciation.
- ٧- Teachers should make peer observation to identify weak and strong points and exchange their ideas to benefit from each others' experience.
- ٨- Teachers should have a special type of classroom to facilitate making group and pair work and fix some English post cards to create a good English environment for students.
- ٩- LC test has to be included in monthly and final exams lest it should be neglected by teachers and students.

-
- ١٠- Supervisors should observe teachers and give them advice and feedback on their methods and using teaching materials.
 - ١١- Teachers should give homework to students relating to LC activities by listening to realia and authentic language and to make a summary of them.
 - ١٢- Using visual aids to improve students' LC.

Bibliography

- Al-Jubouri, S. S. (٢٠٠٥) The Effect of Using Process-Based Approach of Teaching Listening Comprehension in Preparatory Schools. M. A. Thesis Baghdad-Iraq.
- Best, J. & Kahn, J. (٢٠٠٦). **Research in Education**. (١٠th ed) Pearson Education Inc.
- Buck, G. (٢٠٠١). **Assessing Listening**. Cambridge University Press.
- Burgess, S. and Head, K. (٢٠٠٥) **How To Teach For Exam**. Pearson, Longman.
- Byrne , D (١٩٨٦) **Teaching oral English** , Longman , Malaysia.
- Chapelle, C. A. & Briendley, G. (٢٠١٠). **In Introduction to applied Linguistics** (٢nd ed). Edited by Norbert Schmitt. Hodder & Stoughton Ltd.
- Chastain, K. (١٩٨٨). **Developing Second Language Skills**, Theory and Practice. (٣rd Ed.). HBJ.
- Cook, V. (٢٠٠٨). **Second Language Learning and Language Teaching**. (٤th Ed.) , Macmillan
- Coombe, Ch., Folse, K. & Hubley, N. (٢٠٠٧). A practical Guide to **Assessing English Language Learners**. The University of Michigan Press, USA.
- Davies, P. and Pearse, E. (٢٠٠٠). **Success in English Teaching**. Oxford University Press.
- Djiwandono, P. I. (٢٠٠٦). **English Teaching Forum**. Volume ٤٤ Number ٣.
- Duzer, C. V. (١٩٩٧). **Improving ESL Learners' Listening Skills: At the Workplace and Beyond**, Center for Applied Linguistics, Washington, Department of Education (ED), Office of Educational Research and Improvement, Available in: www.cal.org/caela/esl_resources/digests/LISTENQA.html

- Field, J. (٢٠٠٨). **Listening in the Language Classroom.** Cambridge University Press.
- Horwitz, E. K. (٢٠٠٨). **A practical Guide to Second Language Learning and Teaching.** Pearson Education, Inc.
- Hughes, A. (٢٠٠٣). **Testing For Language Teachers.** (Second Edition). Cambridge University Press.
- Lidsay, C. and Knight, P. (٢٠٠٦). **Learning Teaching English.** Oxford University Press.
- Lingzhu, J. (٢٠٠٣). **Listening Activities for Effective Top-down Processing** , Taiyuan Normal University (China) The Internet TESL Journal, Vol. IX, No. ١١, November ٢٠٠٣. Available in : www.iteslj.org/Techniques/Lingzhu-Listening.html
- Nunan, D. (٢٠٠٣). **Practical English Language Teaching.** MC Graw Hill, Contemporary.
- Phillips, L. (٢٠٠٠). **Storytelling : The seeds of children's creativity** , **Early Childhood AustraliaInc:**Australian Journal of Early Childhood , Vol.٢٥, no.٣,.
- Richards, J., Platt, J. & Platt, H. (١٩٩٢). **Dictionary of language teaching & Applied Linguistics.** (٢nd ed).Great Britain: Longman.
- Riddell, D. (٢٠٠٣). **Teaching English as a Foreign Language.**
- Rixon, Sh. (١٩٨٦). **Developing Listening Skills.** London: MacMillan.
- Rost, M. (١٩٩٣). **Listening in Language Learning** .Longman: New York .
- ----- (١٩٩٤). **Introducing Listening:** Penguin English.
- Saleemi, A. P. (١٩٨٨). **“Language Testing” in Language Teaching Forum**, Vol. XXVI, No. I.
- Subang, S. (٢٠٠٩) **Teaching Listening Skill Through Watching English Movies.** M.A. Thesis Pakistan.

-
- Ur, P. (١٩٩٦). **A Course in Language Teaching. Practice and Theory.** Cambridge University Press.
 - Vasquez, A., Hansen, A. L. and Smith, P.C. (٢٠١٠). **Teaching Language Arts to English Language Learners.** Routledge.
 - Yagang, F (٢٠٠٤). **Teaching Development.** Edited by Thomas Kral.

Appendix A

The Items of Checklist Observation

Pre-listening stage:

- ١- Does the teacher greet and speak to the students in target language?
Yes No
- ٢- Does the teacher do warm-up to interact with students in target language?
Yes No
- ٣- Does the teacher motivate students to listen to the activity?
Yes No
- ٤- Does the teacher use brainstorming to discuss the topic?
Yes No
- ٥- Does the teacher draw bubbles or tree branches to clarify or write the topic categories?
Yes No
- ٦- Does the teacher use visual aids like, pictures, flash cards, and movies, etc, to reinforce the lesson?
Yes No
- ٧- Does the teacher write difficult keywords on the board?
Yes No
- ٨- Does the teacher ask students to elicit the meaning of the keywords?
Yes No
- ٩- Does the teacher ask and get the students to predict what they will hear?
Yes No
- ١٠- Does the teacher ask students to work and share the items in pair work or group work?
Yes No
- ١١- Does the teacher monitor students' sharing?
Yes No

While or during listening stage:

- ١٢- Does the teacher ask and write questions or tasks on the board?
Yes No
- Before listening - After listening
- How many tasks does the teacher give them?
One Two More than two

- ١٣- Does the teacher use a CD recorder for presenting the listening activity?
Yes No
- How many times does the teacher play the recorder?
Once Twice Three times
- ١٤- Is the classroom situation suitable for using and listening to the CD?
Yes No
- ١٥- Do the students share or compare their answers with each other?
Yes No
- ١٦- Does the teacher check the correct answers by playing the CD?
Yes No
- ١٧- Does the teacher give them feedback?
Yes No
- Post-listening stage:**
- ١٨- Does the teacher ask the students to summarize comprehension?
Yes No
- ١٩- Does the teacher ask the students to retell the conversation or events of activity?
Yes No
- ٢٠- Does the teacher use the role play technique to act the activity situation act?
Yes No
- ٢١- Does the teacher ask the students to write a paragraph about the topic and relate with their real life?
Yes No
- ٢٢- Does the teacher assign the students to do homework relevant with listening activity?
Yes No

Appendix C The Test

Q^١/ Listen and write the missing words. Like the first item.
(٤٠ marks)

- E.g. How much do I **weigh**.....? I'm sorry.
I'd **rather**.....keep that to myself.
- ١- Excuse me? Oh, I'd rather notmy age.
 - ٢- I'm sorry, I don't give information like my out.
 - ٣- My Is so cute. They say he looks a lot like me.
 - ٤- Their friends Bill and Angela a ٤-year-old boy last year.
 - ٥- Richard's got married yesterday.
His is a doctor.
 - ٦- Last week they went to visit their..... in Texas.
 - ٧- The bus stop? Um, you can walk there from here. It's just
.....
 - ٨- The post office? Just That first street.
It'll be
 - ٩-on Beach Road and go
..... It's at ٣٠٠ Beach.
 - ١٠- Yes, being a doctor requires long hours of work, but I make a
.....

(Adapted from **Impact Listening** ٢, Robins and MacNeill,
٢٠٠٧.)

Q^٢/ Listen to one man's story of survival. Write the answer to the questions in short answer. (٢٠ marks)

- ١- How many people were killed in the earthquake?
- ٢- Where did Mr. Lui live?
- ٣- Where was Mr. Lui when the earthquake struck?
- ٤- Who found him?
- ٥- Who rescued him?

(Adapted from **Future English for Result** ٥, Diaz, et la., ٢٠١٠)

