

The Impact of Reciprocal Listening Activities on Fifth Preparatory Students' Listening Comprehension

Ass.Prof. Sabeeha Hamza Dehham Ass.Prof.Dr. Abd Ali Nayif Hasan

Researcher. Maryam Dhafir Raheem

University of Babylon/ College of Basic Education

اثر استخدام فعاليات الاستماع التبادلي على طلاب الصف الخامس الاعدادي لتحسين مهارة الاصغاء

أ.م. صبيحة حمزة دحام أ.م.د. عبد علي نايف حسن

الباحثة. مريم ظافر رحيم

كلية التربية الأساسية/ جامعة بابل

cpu946@gmail.com

الملخص:

تهدف الدراسة الحالية لتحسين مهارة الاصغاء عن طريق استخدام فعاليات الاستماع التبادلي بالاعتماد على استراتيجيات التعلم التبادلي التي يقوم بها المدرس. بعد اختيارها عينة عشوائية من طالبات الصف الخامس الاعدادي، اتبعت الباحثة التصميم التجريبي. قسمت الباحثة عينة التجربة الى مجموعتين، تجريبية وضابطة مع 30 طالبة لكل مجموعة. قامت الباحثة بإجراء اختبار قبلي وبعدها اتبعت تدريس فعاليات الاستماع المتبادل في المجموعة التجريبية والطريقة المعتادة في التدريس مع المجموعة الضابطة وايضا قامت الباحثة بتدريس المجموعتين لتجنب تأثير متغير المدرس. بعد انتهاء الفصل الدراسي الثاني قامت الباحثة باختبار بعدي لقياس التغير في تحصيل الطالبات. اثبتت النتائج التي تم الحصول عليها من الاحصائيات ان هنالك تحسن ملحوظ في تحصيل طالبات المجموعة التجريبية مما اثبت ان هنالك تأثير بالنسبة لفعاليات الاستماع التبادلي على تحسين اصغاء هؤلاء الطالبات.

الكلمات المفتاحية: الاستماع، التبادلي، طلاب، الصف الخامس الاعدادي، تحسين، مهارة، الاصغاء.

Abstract:

The aim of the present study is to improve listening comprehension by using interactive listening activities depending on the reciprocal teaching strategies by the teacher. The researcher followed the experimental design into which she has randomly chosen a sample being selected from the fifth preparatory stage in Al-Thawra preparatory school for girls. The researcher divided the sample into two groups, experimental and control, each of which includes 30 students. The researcher pretested the two groups. Then, she applied the reciprocal listening activities on the experimental group and the prescribed way with the control group, and the researcher taught the two groups to avoid the teacher variable. After completing the second semester, the researcher post-tested the two groups to measure the difference in the progress.

The results obtained from the statistical data of the present study proves that there is an improvement in the students' listening comprehension skill for the experimental group students which means that reciprocal listening activities do have an effect on students' listening comprehension.

Keywords: listening, interactive, students, fifth grade preparatory, improvement, skill, listening.

1. Introduction

1.1 Statement of the Problem:

Listening is considered a very important skill in language learning and language acquisition. It is a complex and active skill that requires interactive teaching within which language learners need more conscious, systematic and purposeful help. The pilot study reveals that listening skills are not seriously treated in the English school textbook activities; such activities are not interactive and the teacher's help is not clear. The complex nature of listening comprehension skill when listening to the language, in addition to the neglect of listening skills in English school textbooks, have urged the researcher to adopt some psychological and educational principles underlying "reciprocal teaching".

According to Azmi, Celik, Yidliz, and Tugrul (2014: 1-6), there are a lot of difficulties that learners may encounter in the listening comprehension processes. Some of these problems are quality of recorded materials. Teachers use some recorded materials that do not have high quality. The quality of sound system can affect the comprehension of learners' listening. A cultural difference is another reason that learners should be familiar with. The cultural knowledge of language has a significant effect on the learners' understanding. If the listening task involves completely different cultural materials then the learners may have critical problems in their comprehension. It is the responsibility of teachers to give background knowledge about the listening activities in advance.

Accent is another problem expressed by (Munro and Derwing 1999: 285) that too many accented speech can lead to an important reduction in comprehension. According to (Goh 1999: 265), 66% of learners have mentioned a speaker's accent as one of the most significant factors that affect their comprehension. Unfamiliar accents both native and non-native can cause serious problems in listening comprehension. Familiarity with an accent helps learners improve their listening comprehension. Buck (2001: 61-93) indicates that when listeners hear an unfamiliar accent such as Indian English for the first time, after studying only American English, they will encounter critical difficulties in listening. This will certainly interrupt the whole listening comprehension process and at the same time an unfamiliar accent makes comprehension impossible for the listeners. If students know the meaning of words, this can arouse their interest and motivation and has a positive impact on their listening comprehension ability. A lot of words have more than one meaning and if they are not used appropriately in their appropriate contexts, students will get confused.

1.2 Significance of the Study

The present study has attempted to integrate reciprocal listening activities from the teacher's perspective and interactivity from the learner's perspective in joint activities. The present study can help English language teachers use the same activities. A further significance of the study is that it provides the field and the Ministry of Education in Iraq with a listening comprehension test that can be used in evaluating the listening comprehension skills of fifth grade in preparatory schools.

1.3 Hypotheses of the Study

In this study, the researcher tried to test the following hypotheses:

1. There is no statistically significant difference between the mean ages of the students in the experimental and control groups.
2. There is a statistically significant difference of 0.05 between the mean scores of the students of the experimental and the control groups concerning the first course scores.
3. There is a statistically significant difference of 0.05 between the mean scores of students of the experimental and control groups in the listening comprehension post-test results in favour of the experimental group.

1.4 Limitations of the Study

The present study was limited to:

1. A sample of 60 fifth grade students in preparatory school enrolled in two classes in AL-Thawra preparatory school for girls in Babylon. They were assigned to two groups-one class (N.30) as the control group, the other class (N.30) as the experimental group.
2. The language elements included in English For Iraq 5th Grade Preparatory textbooks.
3. A limited duration for implementing the proposed activities: in the second term of the school year 2016-2017 (nine weeks).

1.5 Procedures

To answer the questions of the study and to test the hypotheses, the researcher followed these procedures:

1. Review of the literature and previous studies related to Reciprocal listening activities, listening comprehension in general, and interactive listening in particular.

2. Designing a listening comprehension pre-post-test in the light of the listening skills and language elements identified from the content analysis of the English textbooks taught in fifth grade preparatory schools.
3. Submitting the listening comprehension pre-post-test to a panel of specialists and experts in the field of teaching and testing English as a foreign language to determine its face validity.
4. Verifying the reliability of the listening comprehension pre-post-test items using Pearson coefficient.
5. Selecting two fifth grade classes from a Preparatory school for girls in Babylon Governorate.
6. Administering the listening comprehension pre-test to the two groups to identify the pupils' level in the identified listening comprehension skills. The results of the test would help the researcher determine the functions and responses that cannot be carried out without the teacher's assistance.
7. Implementation, with the experimental group, of the reciprocal listening activities developed by the researcher aimed at developing their listening comprehension skills while the control group was taught through the usual activities.
8. Administering the listening post-test to the two groups to investigate the effectiveness of the designed interactive activities in developing the listening comprehension skills of the experimental group
9. Analysing the results statistically by using T-test.
10. Discussing and interpreting the collected data.
11. Providing a summary, conclusions, recommendations and suggestions for further study.

2 Review of Related Literature

Introduction

This section covers a review of literature and previous studies related to the reciprocal listening activities and listening comprehension. It deals with two major domains: 1) listening and 2) reciprocal listening activities. The first part focuses on the significance of listening, its nature, sub-skills and finally the activities and techniques that can be used in developing the learners' listening comprehension skills. The second part is concerned with reciprocal listening activities as a recent approach to teach new skills, concepts and higher levels of understanding. Furthermore, it explores the concepts, principles, procedures, stages and processes of reciprocal teaching and examines some practical guidelines and cautions when it is used in classrooms.

2.1. Significance of Listening

Listening is crucial to peoples' everyday life Rivers (1989:157) suggests that "communication is a two-sided process: a message cannot be communicated unless there is someone to receive it". In the state of oral communication, listening is the receiving process. It is the basis for building up relationships, making others feel important, and for communicating understanding. Temperly (1987:204), Oxford (1993:139) and Celce-Murica (1995:92) agree that more than 45% of total communication time is spent for listening, 30% for speaking, 16% for reading and 9% for writing. Adrian (2002:58) urges that the importance of communication in different aspects of life consider listening the queen of communication skills because listeners speak better when they understand what they hear.

Furthermore, different researchers have indicated that listening plays an effective role in social interactions. For instance, Smith, Finn and Dowdy (1993:119) mention that social interaction, and even most jobs, require the ability to listen and receive information. (Ibid:120) assert that without the ability to listen and participate in verbal exchanges, individuals are at a major social demerits. (Ibid:121) add that individuals in a social setting will not be able to interact if they have limited listening skills. Moreover, Schilling (2002:206) says that listening is a fundamental skill at work and it decreases errors. Also, Johnson (1996:190) refers to the fact that when someone is willing to stop talking or thinking and begin truly listening to others, all of his/her interactions become easier, and

communication problems are all eliminated.

Terrell and Krashen (1984:89) stress that in addition to its general significance, listening has a very effective role in the processes of language acquisition and learning. Listening is considered the channel through which language is naturally acquired. Through listening, children learn to imitate and produce the sounds that they hear from the people around them. Then, in time, they construct their mother tongue and are able to communicate with others whereas deaf children cannot acquire this skill. Furthermore, learning a language is building a map of meaning (Nord, 1985:17). Hence, listening activities in classrooms should provide language input to the learner but without understanding this input at the right level, any language learning simply cannot begin (Al-Hariree, 2004:20).

Also, it has been proved that listening is a critical element in the foreign language learners' performance. More precisely, it facilitates the emergence of the other language skills such as speaking, reading and writing. It provides the basis for developing them (Hassan, 1998:207 ; Saricoban, 1999:100 ; and Petrcion, 2003:128). Listening and speaking are two major parts of communication in the sense that communication involves the productive skill of speaking and the receptive skill of listening. Also, these authors assert that listening is the first step to achieve oral fluency and accuracy and is a way of developing speaking skills. Moreover, Petrcion (2003:130) adds that if a learner can listen effectively, speaking will follow naturally, and if the learner cannot catch the incoming language, she will not be able to speak to the point with her interlocutors.

Similarly, oral reading is influenced by the learners' listening skill. Being receptive skills, both listening and reading share some similarities. Both of them require "the learner to have a readiness for accomplishment and this includes mental maturity, vocabulary, ability to follow a sequence of ideas, and interest in language" (Lapp & Anderson 1998:90-92). Lemlech (1984: 104) states that "the student who does not hear well will not learn to read well"

Listening is also considered a basic element in the emergence of written expressions. It helps students take notes and activate their prior knowledge to use in writing activities. Ronald and Roskelly (1985:85) indicate that if students have not learned to listen, they cannot write. They explain that listening is an active process requiring the same skills of prediction, hypothesizing, checking, revising and generalizing what writing and reading demand. According to these researchers, what people listen for determines the form, style and the content of the responses they write. From another perspective, Hasan (1998:23) reveals that "both listening and writing skills can be used for supporting each other, in the sense that writing activities can be developed from listening activities and at the same time listeners need the help of the written form to comprehend listening tasks".

Thus, it is now clear that listening is very crucial to communication, social interaction, language acquisition and the development of the other language skills such as speaking, reading and writing. Such significance has urged many researchers, including this researcher, to tackle further areas in the field of listening in general and of teaching, or more specifically reciprocal listening and listening comprehension in particular. These areas include the nature of listening, and listening and language teaching.

2.3 The Scientific Foundation of Reciprocal Teaching Strategy

2.3.1 Reciprocal Teaching Stages

Palincsar and Brown (1984:286) are the first to describe reciprocal teaching. The procedure is further refined and ever-since has been described by many in relation to the teaching of listening.

Reciprocal Teaching is an instructional procedure that is designed to improve listening comprehension. This is achieved by encouraging a group of students to interact with the instructor to construct meaning and build understanding from a range of passages. Reciprocal Teaching, as described by Palincsar and Brown (Ibid,290), has four stages; predicting, clarifying, questioning and summarising.

Predicting: During the prediction stage the learner must anticipate what happens next. The prediction is based on prior knowledge, the structure of the passage, headings, content and illustrations. The

prediction stage also provides learners with a motivation to continue interacting, as they often wish to determine if their initial prediction is correct. Prediction encourages learners to think ahead.

Clarifying: As part of the clarification stage learners are encouraged to identify areas of difficulty, such as unfamiliar vocabulary, unfamiliar passage structure or new and difficult concepts. These difficulties make students lose track of the meaning of the passage; therefore, they cannot access what it contains. During the clarification stage learners are encouraged to fix areas of deficit and then re-playing the passage audio to restore meaning. The clarification stage is particularly useful for learners who have a history of problems with listening comprehension, as these learners often have difficulty in making the passage flow and thus lose meaning.

Questioning: The questioning stage provides the learner with an opportunity to explore the meaning of the passage. The learner is encouraged to identify the key components of the passage and generate questions. Before a learner can successfully generate a question, he/she must first find the relevant information within the passage. This process ensures they become more actively involved by designing and answering questions rather than just responding to the teachers questions. The question stage also helps the learner monitor their own comprehension. It is a means of self-checking. This stage also reinforces summarising strategies.

Summarising: The summarising stage encourages the learner to identify and integrate important information presented within the passage. Summarising may happen over a sentence, a paragraph or the whole passage.

2.3.2 Dialogue

Glaser (2005:213) states that The process of attentive listening and reflecting back what was said can also help the speaker clarify her or his thoughts because it provides feedback to the speaker on how she or he is being perceived. It helps the speaker think and articulate more clearly (especially when clarifying questions are asked), and helps the listener see the bigger picture as she or he rehearses summarization while listening. Listening for the purpose of participating in genuine dialogue has few Emphasis on conversation as a two-way activity, where the focus is on the other person's views as well as your own (creating shared views that come from the conversation). It is open-ended, even playful in its approach and requires modesty, humility and trust and focuses on the conversation that is happens between the participants, not what is (or we may assume to be) going on in the minds of the parties involved.

Helin(2013:98) thinks that listening has four dimensions such as: **Relational:** Conversation is a shared, relational activity. We co-create a space where we explore ideas. In this space there are inter-subjectivity, presence, relational foundation, and "utterance chains"—connecting what you are saying or otherwise indicating (uttering is not just talking) to what comes before it. It is a joint space of exploring over which no single participant has been controlled.

Co-ownership: Listening is the active process of co-creating meaning. **Multidirectional:** Listening is polyphonic—there are a number of voices, and no one-to-one correlation between number of listeners and number of viewpoints. One person can voice many perspectives and one perspective can be voiced by many participants.

Multisensory: Listening is an embodied activity that engages all our senses, mind and emotions. Listening is more than the mechanics of hearing

3. Methodology and procedures

3.1 Design of the Study

The present study makes use of an experimental design to investigate the impact of reciprocal listening activities on developing the listening comprehension skills of the study sample. The experimental design is an approach to research into which situations are sat up to test a specific hypothesis or idea in which different variables can be determined (longman,2010:210).

Table:1 Experimental design of the study

Group	Independent Variable	Dependent Variable
Experimental	Reciprocal listening activities	Achievement
Control	The regular way	

3.1.1 Population

The population is the 5th grade students in all the preparatory schools for girls in Babylon governorate in the academic year 2016/2017.

3.1.2 The Sample of the Study

The sample of the present study comprises (63) students of Al-Thawra preparatory school in Babylon Governorate. Such a sample is divided into two groups. The first group (A) is the control group, it consists of (31) students. The second group (B) is the experimental one, it consists of (32) students. After exclusion, the sample decreased to (60) students, (30) students for each group. The experimental group received the treatment based on reciprocal listening activities taught by the researcher during nine weeks in the second term of 2016/2017. The researcher herself taught the experimental and the control group during that period of time.

Table2: the study sample.

Group	section	Students' no. before exclusion	Students' no. after exclusion
Experimental	B	32	30
Control	A	31	30
Total		63	60

3.2. Equivalence of the Groups:

The researcher is sure of the equivalence between the two groups (the (experimental and the control) before getting started with the experiment. There are certain variables that affect the experiment results. These variables are as follows:

3.2.1 Students' Age:

The students' ages were calculated per months. They were calculated from the day of their birth until the day of the experiment (20 of February, 2017). After using the t-test, the mean of the experiment group is (208) and that of the control group is (209), the standard deviation for the experiment group is(12.7) and that for the control group is (8.48) and the calculated t-test value is (1.092) whereas the tabulated one is (2). It was proven that there is no statistically significant difference of (0.05) under (58) degrees of freedom between the ages of the two groups.

3.2.2 Students' Scores in the First Course:

The researcher obtained the first course scores of English of the year (2016/2017) and after implementing the t-test for the two groups, the mean scores of the experimental and the control groups are (58.6) and (58.6), the standard deviations are (14.2) and (10.6) and the calculated and tabulated t-test value are (1.95) and (2) respectively. It turned out that there is no statistically significant difference at the level (0.05) under (58) degrees of freedom.

3.2.3 Academic Achievement of the Parents:

Academic achievement is another variable that is controlled in order to equalize the two groups. These academic achievements are literacy, primary, intermediate, preparatory and bachelor.

Table3: Academic Achievement of the Parents

Group	Illiterate		Primary		Intermediate		Preparatory		Bachelor	
	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.
Parents										
Exp.G	3	3	8	8	7	6	6	7	6	7
Con.G	4	3	7	7	8	6	4	8	7	6
Total	7	6	15	15	15	12	10	15	13	14

3.2.3.1 Fathers' Academic Achievement

The researcher used Chi-square equation to show the equivalence between the two groups in this variable. The calculated value was found to be (2.4), while the tabulated X^2 is (9.4) at (0.05) level of significance under (4) degrees of freedom.

3.2.3.2 Mothers' Academic Achievement

The same steps of the fathers' achievement were followed for the mothers and the calculated and tabulated values for X^2 are (2.4) and (9.488) respectively. On the (0.005) level of significance and under (4) degrees of freedom which proves the equivalence between the two groups.

3.3 Controlling External Variables

1. The sample was chosen randomly, the researcher has randomly chosen the sample and the equivalence between the two groups.
2. There is no obstacles or accidents that may affect the steps, procedures or circumstances of the experiment.
3. The absence of some students does not cause any experimental extinction because the numbers between the two groups are equal.
4. The growth factor has no effect on the dependent variable because the experiment takes a short period of time (nine weeks)
5. The researcher uses the same instrument for both groups under the same circumstances.
6. For the sake of preventing the differences between the two groups including teaching methods and the way of dealing with students, the researcher taught the two groups (experimental and control) by herself. She also has consolidated the course content which is the last four units of the textbook /English for Iraq for the 5th preparatory students.
7. The period of the experiment is the same for the two groups (the experiment and control). It started on (20th February, 2017) to (25th of April, 2017) for the two similar classes and under the same physical circumstances.
8. The researcher has given ten lessons a week one lesson for each group every day with close hours as shown in the following table:

Table4: weekly lessons distribution

Day	second period	third period
Sunday	Experimental	Control
Monday	Control	Experimental
Tuesday	Experimental	Control
Wednesday	Control	Experimental
Thursday	Experimental	Control

3.4. Teaching Material

The researcher has taken the last four units (5,6,7,8) of the textbook/ English for Iraq in the second course of (2016/2017) and has chosen the following lessons for such units:

1. Unit Five:
 - ❖ You'd better wash it first. (p:59) from the textbook
2. Unit Six:
 - ❖ Different opinions. (p:73) from the textbook
3. Unit Seven
 - ❖ Who wants to be a millionaire. (p:88-89) from the textbook
4. Unit Eight:
 - A person who cuts hair.(p:98) from the textbook

3.4.1 Behavioural Objectives

Richards & Schmidt (2010:51) define behavioural objectives as follows: "It's a statement of what a learner is expected to know or be able to do after completing all or part of an educational programme". A behavioural objective has three characteristics:

1. It describes the goals of learning in terms of observable behaviour

2. It describes the conditions under which the behaviour will be expected to occur.
3. It states an acceptable standard of performance.

In the light of the teaching material which is the last four units (5,6,7,8) of the textbook, the researcher prepared (100) behaviour objectives depending on bloom's taxonomy in the learning domains including the four levels (knowledge, comprehension, application and analysis). It was shown to a panel of experts to give their opinions and to modify what the researcher had to prepare. There was a 89% approval of all the experts. The behavioural objectives were distributed to the four units of the content.

Table5: Distribution of behavioural objectives on the units.

Level content	Knowledge	Comprehension	Application	Analysis	Total
Unit five	11	4	4	3	22
Unit six	9	8	5	4	26
Unit seven	10	9	5	4	28
Unit eight	5	9	6	4	24
Total	35	30	20	15	100

3.4.2 Lesson Plan

The lesson plan is considered a description of goals or objectives a teacher has set for a lesson, the activities or procedures the teacher will use to achieve them, the time allocated to each activity, the order followed and the materials and resources used during the lesson (Richards & Schmidt,2010:333).

After determining the teaching material and preparing the behavioural objectives, the researcher prepared (30) lesson plans for each group(the experimental and the control). Then she presented two sample plans to a panel of experts to modify.

3.5 Instruction of the Study

The experiment began on the (20th of February,2017) for nine weeks and lasted to the (25th of April,2017). The researcher taught the two groups in order to control the teacher variable. Reciprocal listening activities were used with the experimental group and the regular teaching with no additional activities for the control group. Each group was exposed to an achievement of pre and post-test.

3.5.1 The Experimental group

In this group the researcher has prepared 30 lesson plans and 100 behavioural objectives according to reciprocal teaching strategy by Palincsar and Brown (1984:286) following four stages such as predicting, clarifying, questioning and summarising. Four listening passages, averaging 550 words in length, were available in all the conditions. In the reciprocal teaching condition, students listened to each paragraph of the passage, and the instructor encouraged the dialogue necessary to instruct the students in the prediction, clarification, self-questioning and summarizing activities.

These steps are as follows:

- 1.Preparing the students to use Reciprocal listening activities by explaining that they will be taught how to improve their listening comprehension skills.
- 2.Introducing the **Summarize** strategy by reviewing an oral passage that students are familiar with. That way, students can focus on the strategy without getting frustrated by too difficult content.
- 3.Starting by the use of **Think Aloud** strategy as modelling of how to summarize the section saying something like, "OK, this passage is about healthy habits; let me see if I remember all the important points. I remember that there is not just one type of healthy habit but there are many things that people do to be healthy. So that can be my first sentence of my summary. "There are many ways of being healthy. So now I need to explain what I mean by that."
- 4.Demonstrating the **Clarification** Strategy and using the **Think Aloud** process continually. Using the same procedure to identify a part of a sentence or passage that might be confusing.
5. Introducing the other reciprocal teaching strategies by modelling them. The chosen passages are from their course content, (e.g., passages that have multiple headings, pictures, or graphs that allow students to practice "**predicting**").

6. Setting up pairs or teams to clarify roles. Also, asking a team leader to model use of the strategy or lead the task while other students respond.
7. Asking the students to report back on their discussion and highlight interesting ideas from the group.

3.5.2 The control group

In this group, the researcher followed the steps, lesson plans and guidelines mentioned in “English for Iraq” teacher’s book for 5th preparatory school students as follows:

1. Listen for details.
2. Listen for pronunciation.
3. Listen to a variety of texts for gist and taking notes.
4. Listen for intonation with yes/no and wh- questions.
5. Listen to an interview for details.

And concerning the four passages mentioned earlier, students listened to the passages and discuss them only.

3.6 The Study Instrument

Every experimental study needs a proper instrument through which the researcher collects data: In this study, the following instruments are used:

Combee (2007:xvii) defines Achievement test as a determiner to what a student has learned with regard to stated course outcomes. It is administered at mid- and end point of the semester or academic year. The content is based on the specific course content or on the course objectives. It is cumulative, covering material drawn from an entire course or semester. The researcher constructed a listening comprehension test for the pre and post-test for both groups. The aim of this procedure is to compare the scores of the pre and post-test to show the impact of using reciprocal listening activities on the students’ achievement.

3.6.1. Pre-Test Description

Richards & Schmidt (2010:447) define pre-test as the test that is given before learning occurs. The comprehension pre-test for this experiment consists of three questions; The first question is divided into three parts. The first one consists of six items. The second part consists of three items and the third part consists of three items. The second question consists of two parts. The third question contains two parts, two items for each one.

The items in this test are divided into three parts. The first question is for the part of measuring students’ ability to discriminate between English sounds (phonemic discrimination). The second question is for the part of measuring the students’ ability to recognize correct grammatical forms and structures. The third question is for the part of measuring the students’ ability to recognize word and sentence meaning. The researcher works with a checklist for listening comprehension sub-skills list prepared by Hamada in (1990).

3.6.2 Test Validity and Reliability

Brown (2010:29) defines validity as follows: “It refers to the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment.”. The researcher used the following types in order to verify the validity of the test:

1. Face validity: it means that the test looks as though it measures what it is supposed to measure (Ibid:xxii). Face validity refers to the degree to which a test looks right or appropriate and measures the knowledge and abilities that it claims to measure based on the subjective judgment of the examinees who take it (Brown, 2010:35).
2. Content validity: means that the test assesses the course content and outcomes using formats familiar to the students (Ibid:30).
3. Face and content validity of the achievement test has been verified by exposing it to a panel of experts (90%) of whom agreed on the items of the test.

Combee (2007: xxiii) defines test reliability as the consistency of test scores which simply shows that the test gives similar result when given at another time. In this study the reliability of the achievement test is calculated with interrater reliability into which the items of the test were divided into two halves by using Pearson correlation coefficient. Applying this method yielded reliability coefficients of (0.689), which means the test is suitable for application.

3.6.3 Applying the Experiment

The experiment started on Monday (20th of February,2017) for nine Weeks and ended on Tuesday (25th of April,2017). The researcher gave the students an idea about the pre-test and pretested them on the (26th of February,2017). Also, the researcher informed the students about the post-test three days earlier so that they can get ready for it. The researcher applied the post-test on Monday (24th of April, 2017) with the knowledge and agreement of the school administration and with the help of some teachers to ensure the validity of the experiment.

3.6.4 Pilot Study

Pilot study is defined as a study for examining steps and procedures to help saving effort, time and money (Arnold et al. 2009:74). The test was applied on the 16th of February,2017 on 75 students randomly chosen from Al-Khansaa Preparatory school for girls who represented the pilot study sample. The pilot study data have been statistically analysed to determine the discrimination power and the difficulty level of each item.

3.6.5 Scoring Scheme

Scoring is a process where the researcher gives numerical values to the testees responses in a test. (Richards & Schmidt, 2010:512)

The researcher prepared an answer key for the Pre-test items into which she gave (one) mark for each correct answer and (zero) to the incorrect or left out answer. The test consists of three questions. The final mark for the test is (30).

3.6.6 Item Facility and Item Discrimination

Item facility is a measure of the ease of a test item. It's the portion of the testees who answered the items correctly and determined by the following formula:

$$Item\ Facility\ (IF) = \frac{R}{N}$$

Where:

R: number of correct answers

N: number of test takers (The higher the ratio of R to N, the easier the item). (Richards & Schmidt 2010:304)

Item discrimination is the range to which an item shows the high or low-ability of the test taker. The high ability is where the test taker did a good job on the contrary for the low ability test taker. The ID formula is as follows:

$$ID = IF_{upper} - IF_{lower}$$

IF_{upper}:item facility for upper third

IF_{lower}:item facility for Lower third

The ID index ranges from +1.00 to _1.00. the negative ID indices need to be revised. (Brown,2010: 70, Richards & Schmidt,2010:303)

After scoring the pilot study for each item and the item facility equation applied for each item, it has been found that all items are between the level of (0.32)and (0.72), so they are appropriate.

With the ID, students' scores were arranged from high to low and the in-between scores were illuminated. It was shown that all items have a discrimination power of (45%) which is good.

3.7 The Post-test

The researcher post-tested the students of both groups on the 25th of April,2017. The same procedures of the pre-test were followed as well as the validity, reliability, pilot study, scoring scheme, item facility and item discrimination.

3.8 Statistical Tools:

The researcher used some statistical tools in this study. They are as follows:

1. T-test
2. Chi-square
3. Item facility and Item discrimination
4. Pearson Correlation Coefficient

Section Four/ Results

4. Results

In order to investigate the aim of this study which is the impact of reciprocal listening activities on 5th preparatory students' listening comprehension, improve the students' performance and examine the hypotheses, the data obtained from the pre- and post-test of the experimental and control groups are statistically analysed. This analysis proves if there is any significant difference between the two groups in the pre- and post-test.

4.1 Comparison of the Experimental and Control Groups in the post-test scores

According to the results obtained from the post-test of both groups it is shown that the mean scores of the EG is (17.0) and that of the CG is (14.5). This means that the scores of the experimental group is higher than that of the control one in listening comprehension performance which is successful.

Using the t-test formula, for the two independent samples, is not clear to show the significant difference between the two groups. But it is found that the computed t-value (4.15) is higher than the tabulated one (2) at (0.05) level of significance under (58) degrees of freedom.

4.2 A comparison Between the Pre- and Post-test score for the EG and CG

In the experimental group, the mean scores of pre-test is (13.2), whereas that of the post-test is (18.2). The one sample t-test formula is hard done to determine whether there is a significant difference between the scores of the pre- and post-test or not. The results show that the calculated t-test value is (13.27), whereas the tabulated one is (2). This shows that there is a significant difference between the pre- and post-test scores at the level (0.05) and under (58) degrees of freedom.

Concerning the control group, the mean scores for pre-test is (11.4), whereas the post-test is (12.8). The one sample t-test formula is hard done to determine whether there is a significant difference between the scores of the pre- and post-test or not. The results show that the calculated t-test value is (6.75), whereas the tabulated one is (2). This shows that there is a significant difference between the pre- and post-test scores at the level (0.05) and under (58) degrees of freedom.

4.3 Analysing the Hypotheses

4.3.1 Analysing the Results of the First Hypothesis

There is no statistically significant difference between the mean ages of the students in the experimental and control groups. The two groups are equivalent in the age variable, so the hypothesis is accepted.

4.3.2 Analysing the Results of the Second Hypothesis

The second hypothesis is "There is a statistically significant difference of 0.05 between the mean scores of the students of the experimental and the control groups concerning the first course scores.". The second hypothesis is accepted for there is no significant difference at the 0.05 level in the scores of the groups (experimental and control).

4.3.3 Analysing the Results of the Third Hypothesis

The third hypothesis is "There is a statistically significant difference of 0.05 between the mean scores of students of the experimental and control groups in the listening comprehension post-test results in favour of the experimental group", as shown in (table10) previously which means that this hypothesis is accepted.

4.4 Discussion

Regarding the statistics of data of the present study, the results show that the strategy adopted in this experiment had proved that there is an improvement in the students' listening comprehension where the students' achievement in the post-test in the experimental group is better than that of the control group. The mean scores is (17.0) for the experimental group, and(14.5) for the control one.

The results of using the reciprocal listening activities in the present study are as follows:

1. The researcher used modern ways in teaching such as ;(audio, Data-show, laptop and PowerPoint etc.). These techniques help the class make more fun and interesting.
2. The researcher adopted logical steps in introducing the lesson, where he starts with warming up in order to stimulate students to start a new lesson and also for the purpose of reviewing the previous lesson information, then she used reciprocal listening activities step by step such as (prediction, clarification, self-questioning, and summarizing activities)
3. Reciprocal listening activities are effective and important techniques in listening comprehension skill for it helps students understand the study material. With the help of this technique of teaching, the student can recall any piece of information that they learned in previous lessons.

4.5 Conclusions

According to the results, some conclusions have been drawn:

1. The reciprocal listening activities have proved to be effective in the students' listening comprehension
2. Using these four activities (prediction, clarification, self-questioning, and summarizing activities) helps students increase their energy and enjoyment in the class.
3. Reciprocal listening activities play an important role in stimulating the basic senses (listening and speaking) and makes the learning more active and effective. It also increase the students' knowledge of phonology, grammar and vocabulary.
4. The use of modern technology during class encourages students to develop their listening comprehension skills. It also enhances their knowledge and understanding as it appears in their performance in the post-test.

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