Investigating the Use of Picture Strip Story Strategy and Video Strategy in Teaching Listening Comprehension to EFL Learners at University Level

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Abstract:

The main aim of this research is to investigate which strategy (Picture Strip Story Strategy or Video Strategy) has more effect on learners' listening comprehension proficiency.

The main problems that face EFL learners with regard to listening comprehension relate to the strategies that have been used for listening and the purpose of listening process. Thus, three null-hypotheses are set to investigate the use of picture strip story strategy and video strategy in teaching listening comprehension and their effect on learners' listening comprehension proficiency.

A quantitative research design is adopted. The sample (randomly selected) has consisted of (50) participants. They have been divided equally into two groups. The participants study at Department of English, Basic Education College in Mosul University.

The content taught which is consisted of (8) videos is chosen from the documentaries of BBC channel. The length of each one is around (5-7) minutes. The same material is edited to suit the group whom taught by using picture strip story strategy. In addition, MCQ test is used for data-collecting. Then, t-test statistic tool is used for analyzing the collected data.

Finally, the results reveal that both strategies are useful for teaching listening comprehension. Group (B) who taught by using video strategy has scored (**16.4800**) which is more than group (A) who taught using picture strip story strategy whom has scored(**13.2800**).

Key words: Listening comprehension, picture strip story Strategy, Video Strategy.

إستقصاء إستخدام استراتيجية الصور المتتالية واستراتيجية الفيديو في تدريس الاصغاء الاستيعابي لتدريس متعلمي اللغة الإنكليزية كلغة اجنبية في المرحلة الجامعية

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المستخلص:

الهدف الرئيس لهذا البحث هو تقصي أي الاستراتيجيتين (استراتيجية الصور المتتالية ام استراتيجية الفيديو) اكثر فاعلية على كفاءة الاصغاء الاستيعابي للطلاب.

إن من اهم المشاكل التي تواجه متعلمي اللغة الإنكليزية كلغة أجنبية فيما يخص الإصغاء الإستيعابي: مشاكل تتعلق بالاستراتيجيات المستخدمة للاصغاء، ومشاكل تتعلق بالغرض من عملية الاصغاء . لذا تم وضع ثلاث فرضيات صفرية لاستقصاء استخدام استراتيجية الصور المتتالية واستراتيجية الفيديو في تدريس الاصغاء الاستيعابي و تأثيرهما على كفاءة الاصغاء الاستيعابي للطلاب.

تم اعتماد طريقة البحث الكمي في هذا البحث. و فيما يخص عينة البحث (التي اختيرت بشكل عشوائي) فقد تكونت من (50) طالب تم تقسيمهم بالتساوي الى مجموعتين. يدرس هؤلاء الطلاب بقسم اللغة الإنكليزية في كلية التربية الأساسية في جامعة الموصل.

المحتوى المدرس والمكوّن من (8) فيديوهات مأخوذ من وثائقيات قناة ال بي بي سي البريطانية. والوقت المستغرق لكل فيديو حوالي(5-7) دقيقة. وقد أجريت التعديلات على نفس المحتوى ليناسب المجموعة التي درست باستخدام استراتيجية الصور المتتالية. بالإضافة لذلك، فقد استخدم اختبار الاختيار من متعدد لجمع البيانات. وتم استخدام أداة الاختبار التائي لتحليل البيانات.

وأخيرا، كشفت النتائج ان كلتا الاستراتيجيتين مفيدتان في تدريس الاصغاء الاستيعابي. حيث سجلت المجموعة التي درست باستخدام استراتيجية الفيديو (**16.4800**) وهي اعلى درجة من المجموعة التي درست باستخدام استراتيجية الصور المتتالية الذين سجلوا (**13.2800**) .

Introduction

Teachers usually concentrate on the four basic linguistic skills, namely listening, speaking, reading and writing when teaching any new language**.** However, on teaching listening comprehension(LC) ,many teachers adopt the classical teaching model: represented by reading a paragraph and then asks some questions which are answered by the learners (Lestari, 2016:1). Recently, many strategies have been used effectively to enhance teaching LC successfully, such as picture strip story strategy (henceforth PSSS) and video strategy.

1.1.Statement of the Problem

Listening and speaking skills are much more difficult to acquire than reading and writing skills. Besides, listening considered as a hard skill to be taught and researched since we cannot see how it is processed(Harris, n.d.:54).

The main problems face EFL learners are how to listen and how to comprehend the new language as well as what are the strategies that can help and guide them to involve in the language smoothly. Furthermore, learners may face the challenge of not being taught what to do during listening session. Then, teachers need to think carefully of how to teach listening. In addition, Goh (1999:44) mentions that learners are 'seldom taught or encouraged to listen actively and purposefully'. Thus, most EFL learners have difficulty in LC because they do not know what is the purpose of the listening process. In other words, are they listening for general knowledge, listening for gist or listening for certain information?

Moreover, the lack of appropriate listening equipments such as : audio-tapes, headphones and data-show is a big problem in teaching listening (De Andrade, 2006:9). Then, this research tries to answer the following questions:

1- Does the PSSS help learners in LC?
2- Does the video strategy help learners in LC?
3- Which of the two above-mentioned strategies is more effective in LC?

1.2.Aims of the Research

1- Investigating through testing the effect of using PSSS on learners' listening comprehension proficiency.
2- Investigating through testing the effect of using video on learners' listening comprehension proficiency.
3- Finding out which strategy has more effect on learners' listening comprehension proficiency.

1.3.Hypotheses of the Research

This research hypothesizes the following:

1. There is no statistically significant difference between the means of the comprehension test of the group who taught by using PSSS.
2. There is no statistically significant difference between the means of the comprehension test of the group who taught by using video strategy.
3. There is no statistically significant difference between the means of the group A who taught by using picture strip story strategy and the group B who taught by using video strategy.

1.4.Significance of the Research

The researcher tries to highlight that picture strip story and video can be useful strategies in teaching listening comprehension. It is hoped that this research will help language learners, language teachers, next researchers as well as English language department to step forward in language teaching-learning process.

1.5. Literature Review and Related Studies

1.5.1.Models of Listening Comprehension process

According to Flowerdew & Miller (2005:24-27), there are three models for processing listening comprehension:

1- The Bottom-Up Model

The bottom-up model means ‘building up the sentence in our minds bit by bit’ (Cook, 2008:127). In other words, it is deriving meaning from the text. With regard to this view, ‘phonemic units are decoded and linked together to form words, words are linked together to form phrases, phrases are linked together to form utterances, and utterances are linked together to form complete, meaningful texts.’ (Richards & Renandya, 2002:239). So, bottom-up model is ‘the processes the listener uses to assemble the message piece-by-piece from the speech stream, going from the parts to the whole.’ (Nation & Newton, 2009:40).

In sum, bottom-up is processed in a ‘linear’ fashion (Lynch & Mendelsohn, 2020:227). That is to say, ‘from the smallest meaningful units’ to the ‘meaning’

of the whole text which is 'the last step in the process' (Nunan, 2001:52; Buck, 2001).

2- The Top-Down Model

The top-down processing means 'breaking down the whole sentence into smaller and smaller bits'(Cook, 2008:127). It makes use of learners' prior knowledge to help them to comprehend the text. 'To arrive at a meaning of a text, the listener draws on her[or his] knowledge of the context, topic, speakers, situation, and the world, matching it to the aural input.' (Nemtchinova, 2013:15). So, top-down model is a 'processing involves drawing on background knowledge to help make sense of what we are listening to.' (Nunan, 2015:40)

By and large, top-down model is a 'reconstruction process' in which 'the listener uses prior knowledge of the context and situation within which the listening takes place to make sense of what he or she hears' (Nunan, 2001:53).

3- The Interactive Model

Successful listeners use bottom-up and top-down models together to construct the meaning from the speech(Lynch & Mendelsohn, 2020:226; among others). Additionally, Surkamp & Viebrock (2018) believes that visual aids can be of great help in constructing the meaning from the speech.

So, interactive processing model is a mix of top-down and bottom-up models and this comes from the idea that listening comprehension is 'the outcome of an interaction of a numbers of pieces of knowledge.' (Woottipong, 2014:202). The following figure illustrates the mix of both models (bottom-up and top-down):

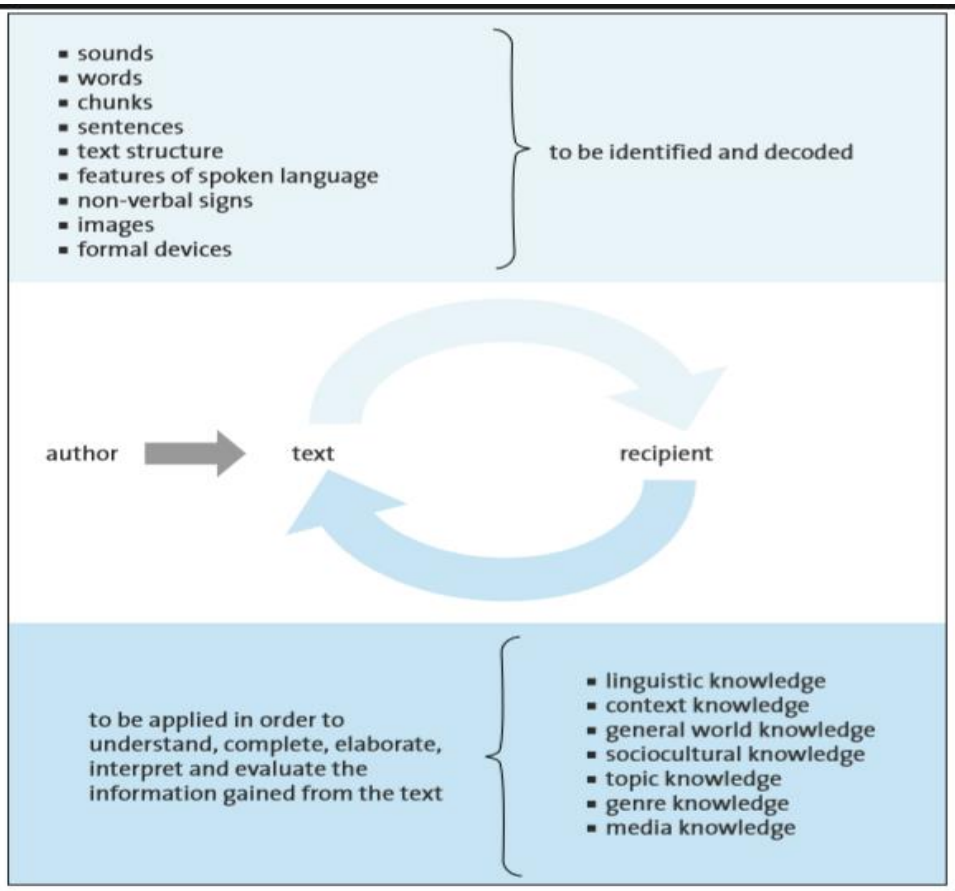


Figure (1) Interactive Model (adopted from Surkamp & Viebrock, 2018:91)

1.5.2.Purposes of listening

according to Surkamp& Viebrock(2018:105-106), there are seven purposes in listening skills:

1- Listening for gist: means listening to grasp the general idea of the speech.

2- Listening for specific information:

That is to say, listening for certain information in the text. Rost (2013:232) identifies three principles to develop selective listening Exercises:

- Place the information in a large enough speech context.
- Add supporting task that helps learners to focus on the selected information.
- Try to make learners predict the topic in the pre-listening stage .

3- Listening for details.

4- Listening for arguments: develop the sense of logical and critical thinking.

5- Listening for implications: provide implicit information from the speech.

6- Listening for critical engagement: interacting with the content in a subjective and manipulative way.

7- Listening for fun.

1.5.3.Stages of Listening comprehension

According to Rost(2002:20), learners need to go through three stages in order to develop their listening proficiency:

1-Pre-listening Stage: is the stage which paves the way to learners to receive the input (Surkamp & Viebrock, 2018:101). The most important things in this stage are: to find a purpose, do brainstorming as well as prepare learners for further activities (Vovk , n.d.:264). According to Macháčková (2009:24), this stage will support learners to 'become more confident and successful.'.

2-While-listening Stage: according to Vovk(n.d.), it is 'the actual process of listening'. However, the best thing that teachers can do in this step is to add activities and use strategies that make learners interact with the text attentively (Surkamp & Viebrock, 2018:101-102), such as using note-taking strategy.

3-Post-listening Stage: this may be the most important stage in 'listening instruction because it allows the learner to build mental representations and develop short term L2 memory'(Rost , 2002:20). At this stage, learner-instructor and learner-learner interaction can be added. Moreover, teacher checks learners' understanding of the information provided in the video or audio (Vovk, n.d.). So he can check to which degree learners understand the subject.

To put it simply, pre-listening stage is about 'preparing students to achieve the most from listening'; while-listening stage is about 'challenging and guiding students to handle the information and attitudes of the speakers during the listening'; and finally post-listening stage is about 'reflecting on the language of the listening (sounds, grammar, vocabulary, inferencing,..) and applying understanding and interpretation' (Flowerdew & Miller, 2005:189).

1.5.4.Vidual Strategies

According to Hodgdon (1995), vidual strategies 'are things we see'. Thus, this reseach tackles the use of two types of visual strategies in teaching listening comprehension(PSS and Video):

1.5.4.1.Picture Strip Story Strategy

Pictures are used to facilitate learning process. Pictures can be in the form of draws, flashcards or slides (Harmer, 2007:178). According to Meskill(1996:183), it is common to use visual materials with audio-tape in

listening comprehension class. The piece of information that the pictures provide help learners in decoding the subject they are listening to (Meskill, 1996:184). Pictures can be evocative and easy to handle and give more description for the situation(Haycraft, 1978: 99; Damayanti , 2017:31; Macháčková, 2009).

Thus, in this quasi-experimental research, the researcher used data-show to view the pictures so it can be visible for all learners. Furthermore, power point program is used to show pictures to them.

1.5.4.2.Video Strategy

Videos have been used in language teaching since the 1970s (Flowerdew & Miller, 2005:172). It sounds as a powerful device in teaching non-native speakers a new language (Kadagodze, 2006; Martinez, 2010; Fjallstrom, 2010:13; …among others). So, using video in language teaching is beneficial for both (teachers and students) because it is described as a challenging, interesting and enjoyable so it can promote comprehension process (Çakir, 2006:68).

Thus, adding video to teaching listening helps learners to memorize and recall the information clearer, better and faster (Meskill, 1996:188; Wilson, 2008:56; Woottipong, 2014).

1.5.5.Related Studies

With regard to the previous studies of this research, the researcher focused on the researches that tackled the use of picture and video in teaching LC.

1- Suvorov (2008) aimed at investigating the role of a photograph and video in second language listening tests. And exploring if there are any differences between learners' performance when using listening tests that provide photographs, videos or audios only(without using visual aids). The subjects of the research were (34) EFL learners selected from three listening classes at Iowa State University. The students selected from high-level class (namely, 99L class which divided into groups: 99L1 + 99L2) and Intensive English and Orientation Program (IEOP) which had lower level of proficiency. The participants were divided into three groups (as in the table (1)):

Table (1) The Number of Students Participated in the Study

Group	Number of participants

99L1	13
99L2	9
IEOP	12

Two types of texts were used ‘a dialogue between two college students or a professor and a student (D) or a short academic lecture given by a university professor (L)’. Moreover, the researcher inserted a single photograph, a video and only audio in each passage of the test as in the table (2) below.

Table (2) Listening Test Structure (adopted from Suvorov, 2008)

Audio-only format (A)		Photograph (P)		Video (V)	
Dialogue 1	Lecture 1	Dialogue 2	Lecture 2	Dialogue 3	Lecture 3
LP1	LP4	LP6	LP2	LP3	LP5

Note. LP – listening passage.

Computer-based listening test was adapted for the research. The test consisted of (30) multiple choice questions that provided to (34) international students from different English listening classes. Five kinds of questions were placed in the test (true-false, exception, inference, details and purpose) for each passage.

Overall, ‘a pre-test questionnaire, a post-test questionnaire, and a perceptual learning references survey were created to collect data from the participants of the study.’. The pre-test consisted of (14) questions about subjects' (age, native language, origins, educational background, when they started listening to English…); the Perceptual Learning Preferences survey which consisted of (24) questions was used for getting information about students' learning style. The post-test included (15) questions for students about their opinions of usefulness of visual aid in listening test. In addition an F-test from the ANOVA + Tukey-Kramer method for **(**post-hoc **C**omparison) was used to measure the homogeneity between the participants. Then, t-test was used to figure out if subjects' performance in lectures was better than dialogues or not.

The results indicated that there were no differences between the scores of students who taught by photograph and audio only meanwhile students who taught by video scored lower marks.

2- Sulistyowati (2011) aimed to make a comparison between using audio-picture aid followed by using audio- video aid on students' listening proficiencies. Because teaching methods and techniques used in teaching LC at English Education Department in Muria Kudus University did not raise students' LC proficiency.

A cluster random sampling was taken from English Education Department of Muria Kudus University. The researcher made two groups one group as control group taught by using audio picture and the other as experimental group taught by using audio video. Moreover, a pre-test and post-test was used in the research. The researcher used a multiple choice test which consisted of fifty items. And these items were divided into 'twenty items test with audio video aids, thirteen items tests of audio picture aids and seventeen items test of audio aids only. A t-test was used as a statistical tool for data analysis. The researcher concluded that there is no significant differences between using audio picture or audio video on students' listening proficiencies.

3- Lestari (2016) research problem was to stop using traditional methods for teaching LC in which the teacher read a text and then he asked the students to answer them. Thus, he identified three objectives for his research:

1-To investigate the effect of using video and picture on students' listening comprehension.
2-To investigate the effect of low motivation and high motivation on students' LC.
3-To investigate the interaction between both (video and pictures) and students' motivation on students' LC.

The sample of the research who was eighth grade students of 8 Junior High School in SMPN 8 Tangerang Selatan consisted of two groups (each group comprised of (32) students). One class was taught by using pictures and the other by video. The methodology of the research was quasi-experimental research. So, the design of this thesis was as follows in table (3):

Table (3) The Research Design (adopted from Dewi Puji Lestari (2016)).

Learning motivation	Instructional media	
	Video(A1)	Picture(A2)
High motivation(B1)	A1B1	A2B1
Low motivation(B2)	A1B2	A2B2

The instruments used in the research were questionnaire which was used to measure students' learning motivation. Also, pre-test and post-test which was used to measure students' LC abilities. Variance of two ways (ANOVA) was used to analyze data. Furthermore, Chi-square test was used to test the homogeneity between the subjects. The results revealed that:

(a) Using video is more effective than using picture in teaching listening comprehension. The group who was taught using video scored (64.28) while the group who was taught using pictures scored (58.25).

(b) Students with high level of motivation had better achievement than students with low level of motivation.

(c) Students' LC were affected by the interaction between learning media and the level of motivation.

5-Elmankush (2017): the purpose of the research was to examine the differences between using video, still photos, and audio-only texts on test takers' performance in L2 listening comprehension tests.

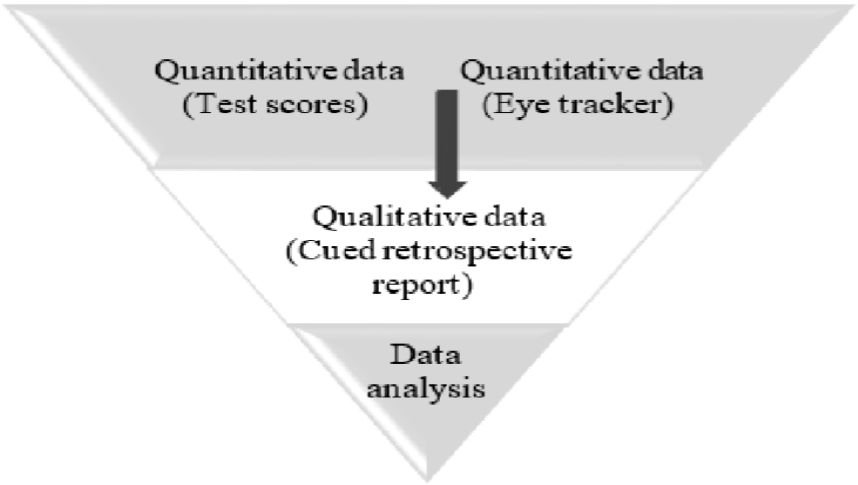
The participants of the research were intermediate and advanced EFL learners in York university. The intermediate group was undergraduate and postgraduate who scored less than (6.0) in IELTS (International English Language Testing System) test. While the advanced group were international postgraduate who scored more than (6.5) in IELTS test. The majority of subjects were Asian. A mix method of quantitative and qualitative research design was adopted. The design of the research illustrated in the two following tables (4) and (5):

Table (4) Types of Data Collected (adopted from Elmankush (2017))

DATA SET	DATA CATEGORY	DATA COLLECTION
TEST SCORES	Quantitative	Scores from the V, SP, and A sub-test.
VERBAL DATA	Qualitative	Cued retrospective report.

EYE TRACKING DATA	Quantitative	Eye tracking.

Table (5) Data Collection (adopted from Elmankush (2017))



The transcripts of the tests were taken and adapted from IELTS. Testing was used to collect quantitative data for listening test scores and eye tracking data. Then, qualitative data were collected by questionnaire and interview (cued retrospective report was used for verbal collected-data). T-test and Pearson correlation were used for analyzing data. The results revealed that using video in testing LC was more effective than using still photos and audio texts. The data collected by using cued retrospective report conducted that using videos in testing LC was more helpful for learners than still photos which perceived with higher distractedness as students' scores revealed.

Methodology

2.1.Population and Sample

The population of this research was (237) juniors in the first semester of academic year 2019-2020 at the department of English/College of Basic Education. The sample of the research was (50) students whom had been selected by systemic simple random sampling from two out of four classes.

2.2.Duration of the Research

This research was conducted during the first semester of academic year 2019-2020.

2.3.Research Instruments

Following are the conducted instruments of the study:

1-The TOEFL Listening Test **(see appendix (2))** tests students' prior-knowledge of listening comprehension.
2- Eight BBC documentaries about animals, weather, science and technology. Each video and audio file was about 5-7 minutes length.
3-The comprehension test which was used to assess students' listening Comprehension proficiency **(see appendix (3))**

2.4.Procedure:

After selecting the subjects whom will take part in the research, they were divided into two groups: the first group was taught according to the PSSS and the second group according to the video strategy: Eight videos were selected from BBC channel whose the length of each video was about (5-7) minutes to be taught using the suggested strategies. At the first session, the researcher told the learners what they supposed to do during the experiment. After that, each session of treatment was consisted of the following stages:

At the Pre- Listening Stage

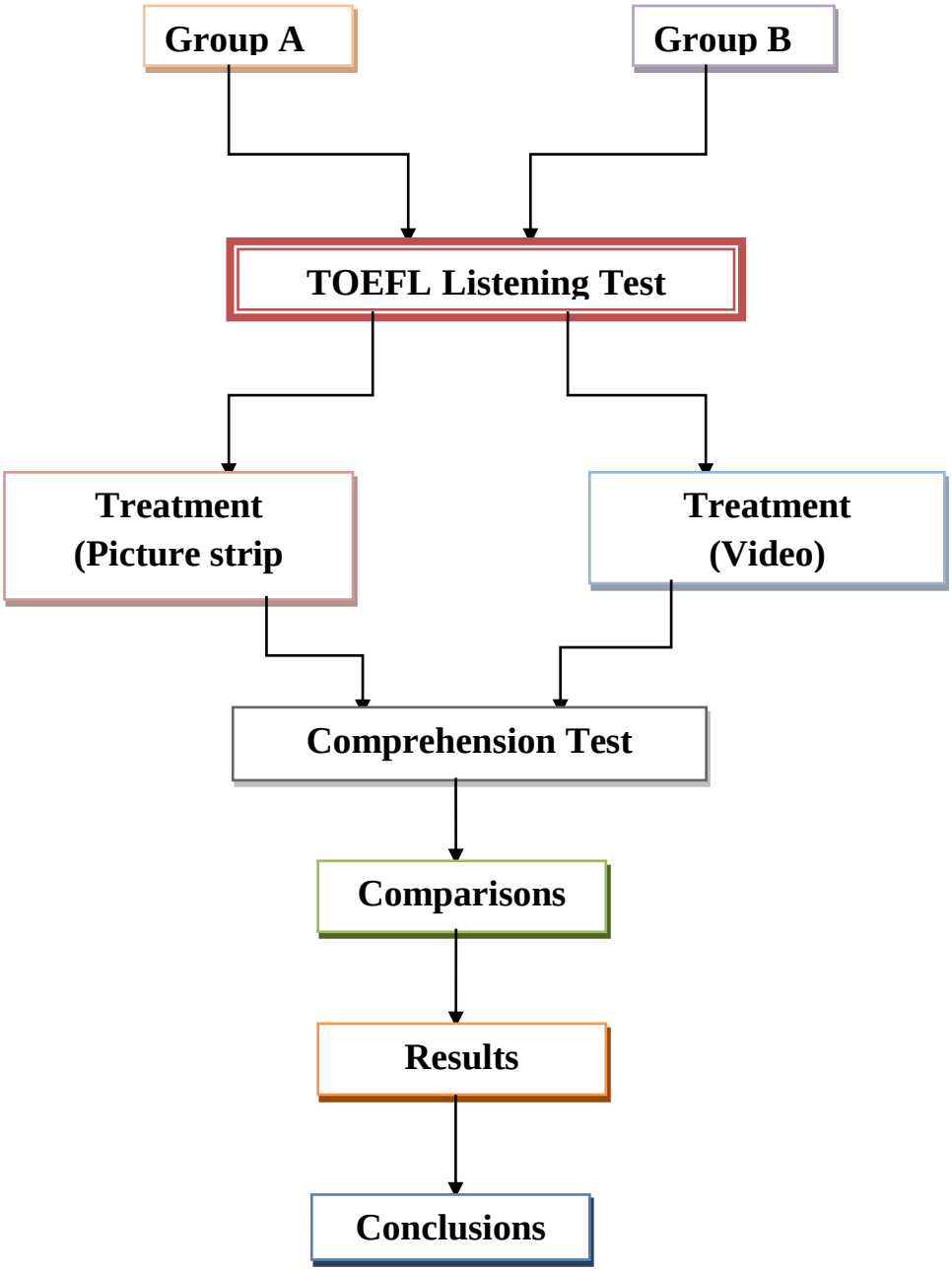
Learners were asked to predict what was the topic of each lesson by looking at the pictures (Group A) or scenes of the videos (Group B). Then, they read yes/no questions about the subject before listening.

While Listening Stage

Learners were asked to infer answers for the questions from video or audio and pictures. They were allowed to take notes while listening.

At the Post-Listening Stage

Learners were asked to interact with each other in small groups to answer the questions. Finally, the right answers were given to them. **(see appendix (1 (A&B)).** The following figure shows the procedure of the study**:**


Group A
Group B
TOEFL Listening Test
Treatment (Picture strip
Treatment (Video)
Comprehension Test
Comparisons
Results
Conclusions

Figure(2) The Procedure of the Study

2.5. Equalization between the Groups

Before implementing the experiment, the researcher chose two groups and tried to make some kind of homogeneity between them by involving certain variables to reinforce the results of the research. Some of these information were taken from the college archives and from students' themselves. So, the equalization between the groups was taken according to the following terms:

2.5.1.Participants' age

The information of this variable was taken from students themselves and their ages were calculated in years. The calculation revealed that there was no statistical significant difference between group (A) and group (B) concerning age variable. As shown in **table (6)** T value is (df=48) which is lower than 0.05 . Then, both groups are equivalent with regard to this variable.

Table (6) Participants' Age

Variables	Group	N	mean	s.d.	T cal.	T tab.	Sig.
Age	**A**	**25**	**23.1200**	**1.69115**	**0.262**	**2.012**	**0.306**
	B	**25**	**23.2000**	**1.26886**			

$\propto = 0.05$, df= 48

2.5.2. Participants' achievement in comprehension in the previous year

As seen in the table **(7)**, there is no statistical significant difference between group A and group B in regard to this variable since the tabulated T is higher than calculated T.

Table (7) Students' Achievement of Comprehension in (2018-2019)

Variable	Group	N	mean	s.d.	T cal.	T tab.	Sig.
Comprehension achievement 2018-2019	**A**	**25**	**80.0400**	**13.21136**	**0.541**	**2.012**	**0.591**
	B	**25**	**78.0400**	**12.92762**			

$\propto = 0.05$, df= 48

2.5.3. Participants' scores in TOEFL Listening Test

Table **(8)** shows that there is no statistical significant difference between group -A- and group -B- with regard to students' scores in TOEFL Listening Test. (see **appendix (2 A&B)**)

Table(8) The Results of TOEFL Listening Test for both Groups

Variable	Group	N	mean	s.d.	T cal.	T tab.	Sig.
Previous knowledge	**A**	**25**	**8.5200**	**3.26752**	**0.787**	**2.012**	**0.435**
	B	**25**	**9.2800**	**3.55340**			

$\propto$ = 0.05 , df= 48

Data Analysis

The data description of the two groups are presented as follows:

3.1.The First Hypothesis

''There is no statistically significant difference between the means of the comprehension test of the group who taught by using PSSS''.

The main purpose behind this hypothesis was to investigate the effect of using PSSS on learners' LC proficiency. Then, The results of this research revealed that *there is a statistically significant difference between the means of the comprehension test of the group who taught by using PSSS*. Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted**.(see table(9))**

Table (9) Group -A- Mean Scores in the Listening Comprehension Test

N	mean	S.D	Test value	T cal.	T tab.	Sig.
25	**13.2800**	**2.28254**	**10**	**7.185**	**2.064**	**0.000***

$\propto$ = 0.05 , df= 24

3.2.The Second Hypothesis

''There is no statistically significant difference between the means of the comprehension test of the group who taught by using video strategy''.

The overall aim of this hypothesis was to investigate the effect of using video strategy on learners' LC proficiency.

Table (10)Group-B-Mean Scores the Listening Comprehension Test

N	mean	S.D	Test value	T cal.	T tab.	Sig.
25	16.4800	1.82848	10	17.720	2.164	0.000*

$\propto = 0.05$, df= 24

As seen in the **table (10)**, the calculated number is higher than the tabulated one. Thus, the null hypothesis is rejected and the alternative hypothesis is accepted.

3.3.The Third Hypothesis

''There is no statistically significant difference between the means of the group (A) who taught by using PSSS and the group (B) who taught by using video strategy ''.

This hypothesis aimed at finding out which strategy has more effect on learners' listening comprehension proficiency.

Table (11) The Comparison of the Mean Scores of Group A&B

Grope	N	mean	S.D	T cal.	T tab.	Sig.
A	25	13.2800	2.28254	5.471	2.012	0.000*
B	25	16.4800	1.82848			

$\propto = 0.05$, df= 48

It is obvious from **table (11)** that the calculated number is higher than the tabulated one so the null hypothesis is rejected and the alternative hypothesis is accepted.

Discussion

This research was trying to answer the following questions:

- **Does the PSSS help learners in LC?**

Based on the learners' scores in Comprehension Test PSSS can be a useful tool for improving their LC proficiency.

- **Does the video strategy help learners in LC?**

Based on the learners' scores in Comprehension Test **(**see **appendix (7:B))**, video strategy can be a useful tool for improving their LC proficiency. The researcher observed during treatment sessions that learners are very interactive with the videos provided to them.

- **Which of the two above-mentioned strategies is more effective in LC?**

The treatment sessions for both groups were almost the same except for the suggested strategies. Furthermore, the results revealed that video strategy is more effective and more helpful than PSSS in teaching listening comprehension. However, Sulistyowati (2011) and Lestari (2016) inferred the same result. Other researchers discovered that pictures and videos can have effective role in testing LC such as (Elmankush (2017), Suvorov (2008)).

It was observed during the implementation of the treatments that the subjects who taught by using PSSS were less interactive with the listening materials than those who taught using video strategy. Nevertheless, the scores of learners' who taught using PSSS in comprehension test were good.

Conclusions

The study arrives at the following conclusions:

1. It goes without saying that listening is an important skill to be taught and to be given more concentration.
2. visual strategies are useful and successful materials for teaching LC.
3. PowerPoint program is very effective tool, especially, when teachers use data-show to present the pictures to the leaners.
4. PSSS and video strategy promote interaction between teacher and students on one hand, and between students and text on the other hand.
5. Listening for specific information motivates learners and encourages them to do more listening outside the classroom.

6. The use of interactive processing model for dealing with spoken texts facilitates comprehension process.
7. pair work in the post-listening stage can boost students' memory.

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Appendix (1-A)

The Model of Lesson Plan for the Experimental Group A (PSSS)

University: Mosul / Basic Education College
Class: 3rd
Time: 30 minutes
Materials: Data-show, white-board

1-Goal

♦ To comprehend certain information in the text.

2-Behavioral Objectives

The learners will be able to

- predict the topic of the lesson ;
- identify specific information in the text ;
- use note-taking strategy while listening ;
- Give answers to the questions.

3-Procedure

Introduction **(2 minutes)**

Explaining learning goals of the lesson and what is the learners' role in the lesson. However, each lesson consists of three stages:

The first stage: Pre-Listening Stage **(10 minutes)**

The learners skim the pictures and they are asks to predict the title of these pictures. Then, the researcher writes a list of questions, taken from the audio tape, on the white-board and asks learners to read them silently before turning on the tape.

The second stage: while-Listening Stage **(8 minutes)**

The learners look at the pictures and listen to the audio tape at the same time. As well as they can take notes while listening and watching (by any way they wish).

The third stage: Post-Listening Stage **(10 minutes)**

Learners work in pairs and try to answer the questions that provided in the pre-listening stage. The researcher reads the questions and asks learners to respond in order to make sure that they comprehend the information correctly.

Appendix (1-B)

The Model of Lesson Plan for the Experimental Group B (video)

University: Mosul / Basic Education College
Class: 3rd
Time: 30 minutes
Materials: Data-show, white-board

1-Goal

♦ To listen and understand certain information in the text.

2-Behavioral Objectives

The learners will be able to

- predict the topic of the lesson ;
- identify specific information in the text ;
- use note-taking strategy while listening ;
- give answers to the questions.

3-Procedure

Introduction **(2 minutes)**

Explaining learning goals of the lesson and what is the learners' role in the lesson at the beginning of the experiment. Each lesson consists of three stages:

The first stage: Pre-Listening Stage **(10 minutes)**

The researcher makes learners watch some scenesce of the video quickly and asks them to predict the title of the video. Then, she writes a list of questions taken from the video on the white-board and asks learners to read them silently before turning on the video.

The second stage: while-Listening Stage (8 minutes)

The learners watch the video. And they can take notes while watching (by any way they wish).

The third stage: Post-Listening Stage (10 minutes)

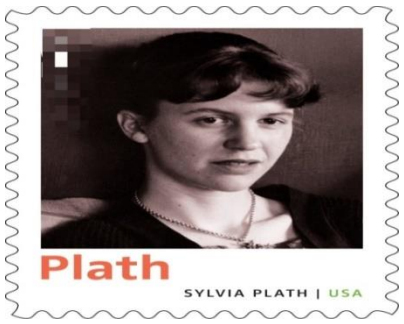
Learners work in pairs and try to answer the questions that provided in the pre-listening stage. The researcher reads the questions and asks learners to respond in order to make sure that they comprehend the information correctly.

Appendix (2-A)

TOEFL Listening Text

The Poet Sylvia Plath

TOEFL® Listening: Lecture 1



Today we ‘re gonna look at the life and some of the works of one of America’s finest modern female poets, Sylvia Plath. At the time of her death in 1963 Sylvia Plath was on the verge of the critical success and recognition that she had sought for most of her life. Her first novel “The Bell Jar” had just been published and the publication of her collection of poems ‘Ariel’ had just been agreed.

These poems, which were mostly written during the last year of her life, chronicle the traumatic developments taking place in her personal life and were to make for her a reputation as a first rate poet. But it wasn’t until 1982, almost twenty years after her death, that her posthumously published “Collected Poems” won the Pulitzer Prize for literature. Since this time the fascination and intrigue with her work has continued to grow. Very few modern poets have captured the popular imagination as much as Plath, even to the extent that in 2003 a movie was made about her life and her intense relationship with husband and fellow poet Ted Huges.

To understand the continued growth interest in her work, we have to look at the issues which her life and work address. As Susan Bassnett writes in her book on women writers. “Dying as she did in 1963, Sylvia Plath never knew that so soon afterwards the problems of what and how women write was to become such a crucial matter and was to be debated

by so many other women." So, Sylvia Plath was a woman writing about women's issues before they were recognised as being of any importance.

Sylvia Plath was born at Robinson memorial Hospital in Boston on 27th October 1932. She was the first born child of Otto and Aurelia Plath, both highly educated academic people. Her father Otto was a professor of Biology at Boston University, but her mother had been subjugated into a domestic role housewife despite her level of education. Her father was not too pleased with
the birth of his daughter and demanded that his wife have a son within the next two years. Amazingly enough, his wife obliged by giving birth to a son almost exactly two years later.

This domineering father figure became a common theme that recurred throughout Plath's writing. With the birth of her brother, Sylvia had to work much harder to win her father's attention and approval. When in 1936 plath's father became ill, access to him became even more restricted, and plath's main means of getting attention from her father was by achieving academic success. This meant that from an early age she began to equate love with success.

In 1940 plath's father died and this left the family in a very difficlt financial situation. They were forced to move away from the seaside home that plath had enjoyed so much and into a suburb of Boston and her mother had to take a part time job to support the family. In 1950 plath graduated from Bradford high school and won a scholarship to smith college. In the same year she published a short story entitled "And summer will not come again" and a poem called "Bitter strawberries".

plath's time at smith was difficult as she had very high expectationsof herself. She wanted to achieve immaculate grades, but she also wanted to be accepted by her peers and an important part of being accepted was being popular and dating lots of boys. This was difficult because as a scholarship girl she had only a very small allowance to spend on clothes and going out, and each year's continued scholarship was dependent on the level of her grades.

In 1953 plath won a fiction contest sponsored by Madamouselle magazine and was offered the opportunity to go to New York as a guest

editor. She realized this opportunity to spend a month working in a professional publishing environment, but plath returned from New York feeling exhuasted and after hearing news that her application to a creative writing course had been rejected, she fell into what was to become one of many depressions.

Appendix (2-B)

TOEFL Listening Test

Items	*Fit*	*Unfit*	*Modifications*
1. *The Bell Jar* was ……. a) about her father b) her first novel c) a very successful collection of poems d) her last poem			
2. Sylvia Plath's '*Collected poems*' …….…… a) won the Pulitzer Prize twenty years after it was published b) were written during the last year of her life c) won the Pulitzer Prize in 1982 d) were never published			
3. Sylvia's husband …….. a) made movies b) died in 2003 c) was also a poet d) had a movie made about him			
4. Susan Bassnett thought Sylvia's work …… a) was about her husband b) wasn't very good c) was about work life d) was of great interest to women			
5. Sylvia's brother ……. a) was two years older than her b) was born two years after her c) was a professor at Boston University			

d) was a highly educated academic			
6. Sylvia Plath's time at college was difficult because ……. **a) she got bad grades.** **b) she won a scholarship.** **c) boys didn't like her.** **d) she was short of money**			
7. In 1953 Sylvia…… **a) left New York to get a job as an editor.** **b) rejected an offer to teach creative writing.** **c) worked as a guest editor in New York.** **d) returned to new York because she was depressed.**			
8. What does the lecturer imply when she says "*Very few modern poets have captured the popular imagination as much as Plath*" **a) Plath was able to understand the hopes of ordinary people.** **b) Plath has become very popular.** **c) It is unusual for a modern poet to become popular with ordinary people.** **d) Plath's writing was about modern people and their imagination.**			
9. What does the lecturer imply when she says "*This domineering father figure became a common theme that recurred throughout Plath's writing*." **a) The image of her father appears in many of her poems.** **b) Plath often wrote of her love for her father.** **c) Plath writings were dominated by the image of her father.** **d) Plath's father often told her what to write about.**			

10.Most of plath's poems were written during …… a) the first years of her life. b) the last years of her life. c) her first year in college. d) her last year in college.			
11. Sylvia plath was born in ……. a) 1930 b) 1932 c) 1934 d) 1935			
12. Her father was a professor of …….. a) biology b) physics c) medicine d) sociology			
13. The death of her father obliged the family to …….. a) move away from the seaside. b) return to the seaside. c) sell their house. d) buy a new house.			
14. In 1953 plath won a fiction contest sponsored by ……..…..… magazine. a) New Yorker b) Madamouselle c) New York Times d) Wall Street Journal			
15. After she had graduated from high school,Sylvia won a sholarship to…… College. a) Smith b)Yale c) Oxford d) New York			
16. The name of Sylvia's husband is …… a) Amiri Baraka. b)Ted Huges. c) Charles Olson d) Robert Creeley			

17. A movie made about Sylvia's life in ….. **a) 2003. b) 2005.** **c) 2002. d) 2007.**			
18. Plath is an ……..... poet. **a) American** **b) English** **c) Australian** **d) Italian**			
19. In 1950, she published a short story entitled …….. **a) " And summer will not come again".** **b) " The Bell Jar".** **c) "Bitter Strawberries".** **d) "Ariel".**			
20. One of the following doesn't summarize the passage best. **a) What's remarkable about Plath's work is that it addresses many women's issues that were ahead of her time.** **b) Plath's father was one of her guiding influences and he supported and mentored her until he died in 1940.** **c) The real significance and the greatness of work was never recognised within in her lifetime.** **d) Plath's work reflects the many of the personal difficulties that she had whilst growing up and later as a wife and mother.**			

Appendix (3)

Listening Comprehension Test

Items	*Fit*	*Unfit*	*Modifications*
1-MRI is an abbreviation of ..... **a) Magnatic Resonance Imaging** **b) Measuring the Requirements of Intelligence** **c) Mobile Rebot Instruments** **d) Minimizing Radio Interference**			
2-Micro-Chip was discovered by ..... **a) Martin Gardner** **b) John Gribbin** **c) Jack Kilby** **d) Max Planck**			
3-Puddle is ..... . **a) a small body of standing water or other liquid.** **b) a layer of snowflakes covering the ground.** **c) a rain falling lightly in very small drops.** **d) an occurence of bad weather in which there is a lot of rain.**			
4-..... breaks up the rain drops into smaller pieces. **a) Air particles size** **b) Air particles direction**			

c) Air resistance **d) Air position**			
5-The further away the things are, the ..... they appear to the eyes. **a)smaller b) same** **c) bigger d) biggest**			
6-Beavers are known for building ..... **a) bridges b) dams** **c) towers d) ships**			
7-The name of beaver's home is ..... **a) lodge b) den** **c) nest d) stable**			
8-The part of our body which is responsible for our emotions is ..... . **a) heart b) brain** **c) Stomch d) liver**			
9-A ..... is made up of tiny water droplets suspended in the sky. **a) rain b) snow** **c) cloud d) thunder**			
10-The new species of human ancestors were discovered in ..... . **a) 2013 b) 2014** **c) 2015 d) 2016**			
11-The new species of human ancestor was found in ..... . **a) North Asia b) South Asia** **c) North Africa d) South Africa**			
12-Emaraties ..... **breaks the record of flying around the world without the use of fuel.** **a) Solar Impluse Airplane** **b) Boeing 747 Airplane**			

c) Antonov An-22 Airplane **d) Airbus A380-800 Airplane**			
13- The typical lifespan of a small cumulus cloud is only ……. minutes. **a) 6 to 10 b) 5 to 15** **d) 7 to 16 d) 3 to 11**			
14- Galileo Galilei is one of the founding fathers of modern …… **a) science b) medicine** **d) pathology d) sociology**			
15- Drizzle is a very …… . **a) light snow b) light rain** **c) heavy fog d) heavy snow**			
16-Toyota is a ……. company. **a) Chinese b) Korean** **c) Japanese d) Indian**			
17-Some ……. can assist our motion. **a) robots b) mobiles** **c) cameras d) printers**			
18-In 1609 Galileo made a short but fateful journey from his home in Padua to ……. **a) Rome b) Naples** **c) Genoa d) Venice**			
19-Euclid discovered that light travels in ……. lines. **a) curved b) straight** **c) horizontal d) verticle**			
20-…….. is a large black and white seabird that lives in the			

Antarctic. **a) Eagle** **b) penguin** **c) Gull** **d) Goose**			