



The Effect of A proposed Teaching model Based on Modern Technology in Teaching Listening Competencies to EFL Sinai Higher Institute Students

Prepared By

Shery Eid Mohammed Abdulaal

Applied linguistics lecturer at Sinai Institute for Specific Studies
English Department

Abstract

The present study aimed at investigating the effect of using the proposed teaching model using modern technology on the development of EFL University students' listening skills. The study adopted the quasi-experimental design, using one experimental group and one control group. Participants of the study were first year EFL university students, Ismailia city, in the academic year 2022/2023. Then, they were randomly assigned into two groups: experimental and control. The experimental group received training through the proposed teaching model, at the same time, the control group continued to study the content in the regular way. To determine the necessary listening skills for the first year EFL university students, checklist was designed and the necessary listening skills were approved by the jury members. Based on these listening skills, listening test was developed and used as a pre-posttest. The teaching model was developed by the researcher to teach the listening competences. Results indicated that there was a statistically significant difference between the mean scores of the experimental group (taught through the passionate teaching model) and the control group (taught traditionally) on the posttest in the overall listening competence. Results also revealed that there was a statistically significant difference between the mean scores of the experimental group in the pre- and the posttest in the overall deep learning competences favoring the post scores. It was concluded that the proposed teaching model was effective in enhancing some listening competences.

Key words: proposed teaching model – listening competences.

**أثر استخدام نموذج التدريس القائم على التكنولوجيا الحديثة لتنمية بعض
كفايات الاستماع لدى طلاب شعبة اللغة الإنجليزية
اعداد
شيري عيد محمد**

المخلص:

تعد كفايات الاستماع في اللغة الانجليزية بمثابة الدعامة التي تعزز مهارات اللغة. فكفايات الاستماع هي عمل منظم حيث يقوم الطالب بسرد المعلومات وفقا للترتيب المنطقي للاحداث، يعرف الاستماع على أنه شكل من اشكال اللغة التي تعتمد على المهارة في توضيح المفاهيم و المناقشات الموجودة في النص لاكتشاف الرسائل التي يريد المتحدث أن يعرفها المستمع. و يعد الهدف من الاستماع في اللغة الانجليزية هو تزويد المتعلمين بالمعرفة حول أساسيات و قواعد اللغة الانجليزية ، هذا و يعتبر تدريس الاستماع في المستويات المتقدمة مريكا لمعلمي اللغة الانجليزية طالما ظل بعيدا عن الكفاءة و الفاعلية نظرا لاتباع المعلمين عموما خطط تدريسية تقليدية بالاضافة الى قصور في كفايات الاستماع والامكانيات المتاحة. و من الضروري ان نأخذ في الاعتبار أن كلا من الدقة و الطلاقة يتوقفان على الاخر. و في تدريس الاستماع لطلاب اللغة الانجليزية كلغة اجنبية ، ربما يشعر المعلم بالاحباط عندما يدرس الاستماع و يطلب من طلابه التحدث عن انفسهم فانهم عادة ما يقعون في اخطاء لغوية. ايضا كشفت الكثير من الدراسات و الابحاث التي تناولت تدريس كفايات الاستماع في اللغة الانجليزية عن استمرار المزيد من مشكلات تدريس كفايات الاستماع لدى كل من المعلمين و المتعلمين.

لذا ينبغي أن يشمل تدريس كفايات الاستماع في اللغة الانجليزية على طريقة التدريس المثير للشغف حيث التركيز على المضمون و المحتوى. و لهذا يهدف البحث الحالي الى التحقق من أثر استخدام نموذج التدريس المقترح لتنمية بعض كفايات الاستماع لدى طلاب شعبة اللغة الانجليزية.

الكلمات المفتاحية: نموذج تدريسي مقترح - كفايات الاستماع

Introduction:

Listening represents the receptive side of oral communication of language and means the ability to understand the audio part. The means of transferring the oral language is not only perception of meaning, but interpretation, analysis evaluation and judgment of the spoken words as well. The International Listening Association (ILA) (in Bond, 2012) acknowledges the universal definition of listening as “the process of receiving, constructing meaning from, and responding to spoken and/or nonverbal messages” (ILA, 1996). Due to its importance as a skill very difficult to acquire by EFL learners in general and Libyan students in particular, the researcher attempts in this paper to investigate how teaching of listening to Libyan students is problematic. The study reported here focuses on the significance of teaching listening to EFL Libyan students through modern technology, i.e. using labs versus traditional methods of in class activities done by the teacher.

Listening Difficulties:

There are several problems embedded in the skill of listening for the EFL learner. These problems stem from a number of factors, which include the inability to cope with the speed of the speech, the inability to ask for repetitions, limited vocabulary, and lack of concentration. All language learners face difficulties when listening to the target language. Nevertheless, the types and the extent of difficulty, and much listening comprehension research have been conducted to investigate these differences. The main difficulties of listening for EFL students are summarized by Goh (2008) as follows:

1. Quickly forget what is heard:

Students reported that they could not remember certain words and phrases they had just heard. One of the most common complaints was that, although they could understand what was said when they heard it; they would forget it as soon as they began listening to another part of the message.

As Anderson (1995) has suggested, the three phases of language comprehension do not always occur in distinct stages, but can be recursive and overlapping. Therefore, these listeners could be trying to store one part of the input they had successfully perceived while simultaneously attending to the acoustic signals for the next part. Short-term memory is constantly cleared for new input and unless some form of association or fixation in long-term memory occurs immediately, the information will be forever wiped out from an individual's memory (Howard, 1983; Anderson, 1995).

This appeared to have been the problem faced by the students. Overlap among the three comprehension phases was evident from some students' verbal reports. There was some indication that the students experienced this problem most when the part they had just parsed was followed by input with unfamiliar elements, such as new concepts or vocabulary.

2. Do not recognize words they know:

The second most common problem the students faced during listening was related to a fundamental aspect of comprehension perceptual processing. It is likely that for some of them, sound-to-script relationships have not been fully automatized. Therefore, although they

knew certain words by sight, they could not recognize them by sound.

Put another way, their listening vocabulary was underdeveloped.

Their ability to understand spoken words was greatly handicapped because they had not stored the sounds of lexical items efficiently in long-term memory. This underdeveloped listening vocabulary could have been directly related to the way the students learnt new words.

Many of them said they learnt by memorizing the spelling of words and often neglected to remember how the words sounded. Another possible explanation for this problem is that word-referent relationships might not be automatized. The students 'knew' the words but were slow when activating this knowledge. Some students were aware of a possible link between learning practices and this specific listening problem.

3. Understand words but not the intended message:

Students said they were unable to get the full meaning of the message even though they had understood the literal meaning of the words. This is a utilization problem because it is related to the listeners' ability to make useful elaborating inferences or act on the intended meaning of the message.

4. Unable to form a mental representation from words heard:

The last of the five common problems occurs at the parsing phase. The students reported that they failed to derive a reasonable mental representation of the input by connecting the words they heard.

5. Other listening problems:

Three more problems at the level of perception were identified. Students reported that they could not chunk streams of speech into recognizable words or phrases. This problem seemed to be largely due to a lack of

local or specific context, which earlier parts of the text would have provided. The degree to which this lack of local context affected comprehension might have depended on how much prior knowledge the students could bring with them to their interpretation. Those who had rich background knowledge were often able to compensate for this lack by engaging in top- down processing to fill in the gaps. Those who could not do this would have no choice but to fall back on input-driven parsing, which became even more difficult when there were many unfamiliar words. On the other hand, Lin (2002) identifies the most important obstacles as including the listener's experience in listening to the target language, his/her general intelligence, and his/her background to the topic of the listening segment.

Moreover, the listener may be affected by the style of the speaker, accent, speed of delivery, and the cohesion of the segment (Ali, 2010). A study investigating the use of ineffective listening strategies by Arabic-speaking EFL learners was conducted by Hassan (2000). He reported the findings of a questionnaire study that investigated the listening problems encountered by Arabic speaking EFL students at Damascus University. The study reveals learners' perceptions and beliefs about their listening comprehension problems, some of which include features of the listening text, characteristics of the speaker and the degree of visual and written support.

The results of the questionnaire revealed that 59.4% of the participants reported using some ineffective listening strategies such as listening to every detail to get the main idea of the spoken text, which might impede their listening comprehension. The author proposed that activating

students' schema before listening could remedy this problem as learners wouldn't try to process the listening passage word by word but rather try to construct a meaningful interpretation of the text as a whole.

Vandergrift (2003) examined the effect of two tasks designed to teach students how to listen and make them focus on the listening process rather than the listening product. He explained that integrating a process approach into regular listening exercises would raise students' consciousness of the process of successful listening and help students gain greater control over their listening efforts. The first task consisted of a weekly table which the students used to fill in their predictions about what kind of information and key words they anticipated hearing in the given text. Then the students listened to the text and compared their predictions. The second task was created to help students understand an oral text through some written support provided to them before the listening activity. The task was aimed at understanding the sequence of events of a story.

Processes Involved in Listening:

A proficient listener does not passively receive what the speaker says. S/He actively constructs meaning. S/He identifies main points and supporting details; s/he distinguishes fact from opinion. S/He guesses the meaning of unfamiliar words. These are cognitive aspects of listening.

There are also affective or emotional dimensions to listening. The listener agrees or disagrees with a speaker. Likes or dislikes the speaker's tone of voice or choice of words. S/He may find the speakers' choice of topic morally objectionable or absolutely boring. Moreover, listening is a

difficult skill to acquire. It is composed of certain processes that need to be explicated. These processes can be summarized as follows:

- Top-down processing

When a listener hears something, this may remind him of something in his previous knowledge, and this in turns, leads him to predict the kind of information he is likely to hear. When this happens, he is said to be using 'top-down' processing. When a listener can relate what he is about to hear he already knows, this will help him understand what he hears well. This is why pre-listening activities are introduced to help students see how the listening text relates to what they already know.

- Bottom-up processing

If what he hears does not trigger anything in the previous knowledge, then the listener would resort to what is called 'bottom up' listening, the slow building up of meaning block by block through understanding all the linguistic data he hears. This kind of processing is much hard way to solve this problem, however, is not to focus the student's attention on the 'building blocks': pronunciation, word knowledge, etc. People listen for words and sounds. They listen for meaning. So you should teach your students to list meaning: to use whatever clues they can get from the context-who is speaking, .on what topic, for what purpose, to whom, where, etc.-to make sense of what they hear. They should, for example, try to guess the meaning of unknown or partially heard words from the context. They should be taught to have a whole-to-part focus in their listening. They should work at understanding the whole message and to use grammar, vocabulary and sounds only as aids in doing this and not as important in themselves.

Listening Skills and Sub-skills:

The listening skill is an essential component of teaching/learning a foreign language. However, the skill is not regarded as a 'solid' one: it is composite in nature, and can be broken down into several sub-skills. According to Richards (1983, p. 93) and Ali (2011, p. 53), listening involves several sub-skills that can be presented briefly below:

1. Guessing the topic.
2. Predicting the topic.
3. Note-taking while listening.
4. Asking for repetition to identify main ideas.
5. Asking for slower speech speed to identify main ideas.
6. Scanning for global ideas or gist.
7. Skimming for specific details of who, what, when and where.
8. Guessing meaning from context.
9. Recalling important details.
10. Identifying markers of addition.
11. Identifying markers of cause and effect.
12. Identifying markers of clarification/ explanation.
13. Identifying markers of conclusion.
14. Identifying markers of comparison.
15. Identifying markers of contrast.
16. Identifying markers of exemplification.
17. Identifying markers of generalization.
18. Identifying what the speaker said.
19. Identifying why the speaker said it.
20. Identifying when the speaker changes the topic.

21. Recognizing parts of speech.
22. Distinguishing between facts and opinions.
23. Detecting key words to identify meaning.
24. Distinguishing between literal and implied meaning.
25. Detecting meanings expressed in different grammatical forms.

These skills are complex, and one skill may overlap with one or more other skills. For example, detecting words to identify meaning, overlap with guessing meaning from context. This inherently requires the listener to recognize parts of speech and distinguish implied meaning.

Main Principles of teaching the listening skill:

Norkunas (2011, p. 100) considers listening as critical to the oral history process. He provides a series of listening exercises designed for her students and the reflexive journals they kept to record their responses to the exercises. One of the motivations for the deepening of listening skills was to assist students in becoming more sensitive to issues involved in listening to someone who was different from them in significant ways.

While many of the students' responses centered on increasing their perceptions of listening in general, some commented specifically on what it means to listen to someone who is racially different from the listener. Students wrote about listening as a very active process that deeply impacts the content, performance, and emotional tone of the narration. They acknowledged the significance of nonverbal affirmations, directed questions, unstructured environments, empathetic bonding with narrators, and the role of silence in listening. They also commented on the impact that power negotiations had on the interview, and how honesty, openness, and self-revelation eased discomfort in

talking about racial issues. Many commented on the lack of intensive listening they engaged in during their ordinary lives, and sought to incorporate their new listening skills not only in oral history interviews, but also in their personal interactions with family and friends. Listening can also be taught through several traditional ways. **Some of these ways are summarized by Richards (2008):**

1. An EFL teacher can read orally a piece of literature such as a passage, play or poem in a natural manner. The reading [of dialogue] should sound as normal, natural, lively and meaningful as possible. This will help students to acquire the native language sounds. Gradually students will be familiar with the features and sounds of pauses, stresses, tones, rhythm and intonation.

2. An EFL teacher can ask his students to listen and imitate various aspects of pronunciation of the target language while recorded segment of actual dialogue' Rivers identifies two levels in the acquisition of target sounds, The Effectiveness of Using Technology in Teaching Listening to Libyan Preparatory School Students i.e., recognition and selection: E L learners who are exposed to a conversation in a lively manner for the first

time hear meaningless noise. Gradually and eventually they will recognize automatically and unconsciously the phonological, syntactic and semantic codes. These features can be mastered after comprehensive exposure to the target language and conscious effort made by the EFL learners and casual conversation is playing.

3. An EFL teacher can tell a short story about a pleasant and humorous incident that happened to him or someone else in order to provide his

students with varied, interesting and self- device for listening. This variation in initiating oral materials will enhance the students' listening capability. He should make sure not to stick with the assigned material. He should try to minimize listening boredom by using a variety of listening activities.

4. An EFL teacher can provide his students with plenty of exercises on minimal pairs to enhance their ability to differentiate sounds. In a minimal pair, i.e., a minimal contrast exercise, the teacher gives students two words in the target language which are pronounced alike except for a single distinctive sound (i.e. one phoneme). This phonemic difference leads to changes.

5. An EFL teacher can use the Auditory Memory drill to enhance students' ability to remember and repeat immediately, in sequential order what is heard. In this drill, the teacher asks his students to listen carefully to series of words or numbers, remember them and then say what they have listened to, i.e. digits, license number, phone number and address. This activity encourages the students to listen attentively and enhances their memory to recall the data immediately.

6. An EFL teacher can give short dictations on particular topics, which might deal, for example, with numerical information, Places, colors, foods, dates, and times.

Passages for dictation should come in only familiar material. Dictation practice should be followed by listening and comprehension questions. The selected dictation should be, arranged from simple to difficult topics and from short to long texts. However, if the teacher selects a long paragraph from .the textbook to dictate or has a large class size, he

should give his students a transcript so that they can chew what they have written. Alternatively, he could let his students correct each other's dictation. Dictation should be used frequently but judiciously the teacher may wish to use the following procedures concerning a passage of dictation:

- Read the entire dictation at normal speed as the students listen. This helps students understand the concept and the general notion thereof.
 - Repeat the passage over again with pauses to allow students to write.
 - Read it at normal speed with pauses at punctuation marks and between clauses, phrases and sentences in order to give the last chance for students to check their work, fill in missing words and make changes.
- Dictation exercises are excellent practice for listening comprehension. They can also be used for different purposes. Dictation can be used as a revision drill, a punctuation exercise, or a spelling test.

7. An EFL teacher can give a brief summary of the theme of oral reading passages, which gradually progresses in difficulty and length. The selected material should be relevant to the students' age and interest. In this activity the teacher can clarify the meanings of the reading passage and then read it several times at normal speed. Listening comprehension questions of the main idea of the oral reading passage are essential. Hence, it should be tested by using essay or objective questions i.e., multiple choice answers and true-false items.

8. An EFL teacher can engage his students in listening to him while giving instructions for routine classroom activities, games and tests. He can also ask his students to devote some time to listen to the instructions

and then ask quick questions. Such questions could be part of revision of daily work and practice activities.

9. Encourage his students to express themselves, ask questions, give directions; share a joke, and talk about any topic closely related to them such as personal experiences, family affairs, educational careers, funny incidents, their hobbies, relatives, friends and pets. The topic might also include hot issues, current events and cultural activities such as holidays, family parties, weddings, births and deaths, local or national news. The teacher should remain silent, nodding to show understanding without probing for additional information or facts.

Modern or innovative methods of teaching listening can be summarized as follows:

1. **Using a well-equipped lab**, an EFL teacher can play a recorded play, poem, speech prepared by native speakers with necessary pauses and fillers, false starts and idioms. This exercise proves effective and useful if it is used as part of the language laboratory program. The exercise will help train EFL learners' ears to listen to all the features of pronunciation and to recognize the elements of the target language sounds. Gradually students will be able to distinguish different sounds, stress, intonation and rhythm. The phonological code includes phone, rhythm, stress, intonation and sandhi-variation (social, regional and dialectical variations). The syntactic code encompasses word classes (affixes), and word order (stylistic variations). The semantic code contains word meaning, connotation, dialect, culture (national-ethnic), idiom, colloquialism, false starts, pauses, fillers and redundancies. Competency

is reached when a student is able to comprehend passages in the target language without paying conscious attention to individual components.

2. **Using a well-equipped lab**, an EFL teacher can use taped segments in his class from selected radio, video and television programs. The topics of these segments should include news, weather forecasts, talk shows, guessing games, interviews (of dialogue/conversation), cooking programs and dramatization. Listening to a broadcast is a useful tool to improve the students' pronunciation, intonation and tone. These topics provide exposure to live language and meaningful issues of the target language. Afterwards, he should develop several questions to measure the listening comprehension of his students. It is important that the students have some

tangible record of how they are performing and progressing in listening comprehension. Live language also helps students understand a native speaker when he utters the language at normal speed in unstructured contexts and situations. Live language assures the students that the target language is manageable, functional and unrestricted for use behind the four walls of the classroom.

3. **Using a well-equipped lab**, an EFL teacher can ask his students to take part in telephone conversations with native speakers. Making phone calls can be simulated in the class. This activity can be used to inquire about a phone number, a flight arrival or departure time, schedules of TV or lecture programs, making an appointment, and giving directions in the target language. Students should be asked to write down all the giving and receiving information 'via telephone. He should also refer his students

to English speaking companies or agencies available in his city for gaining information and communication.

4. An EFL teacher can provide an opportunity for his students to listen to outside speakers of the target language from the community or other staff members of the school personnel students should be encouraged to take notes and make summaries from such lectures. Hence, he can arrange for their visits to his classroom or to the English Language Club at his school. In short, the teacher should his utmost to take advantage of the surrounding exposure to the target language for improving the level of his students in the listening skill.

5. An EFL teacher can ask his students to conduct interviews with native speakers of the target language in the community, if it is feasible. Questions of the interviews on hobbies or special interests should be pre developed in the class. Each student, with the assistance of the teacher, should actively participate in the construction of the questions.

From the above discussion, it is clear that using language labs is an essential environment for teaching listening effectively. This is the ideal case for teaching listening. However, Libyan school teachers still insist on using classroom activities in a traditional way. Thus, they resort to dictation and drilling, and use the blackboard instead. The present study will focus on the effectiveness of using labs for teaching a group of lessons to EFL students.

Context of the Problem:

Teachers' methodology and techniques in teaching listening are not effective as they mostly focus on rote teaching of listening without using

technology, i.e. equipped laboratories. Practice is given less importance. It is also felt that the methodology as presented in the teacher's books is being mostly ignored or perhaps there is no awareness of this aspect. Sinai Instructors of English still adopt the traditional methods such as dictation approaches to teaching listening. This approach results in having weak learning outcomes. As for students, they usually complain about the difficulty embedded in teaching listening, especially in the preparatory school phase. The researcher is concerned with assuring and investigating the weakness of the listening competency for EFL Sinai higher institute students. The study focuses on the following four skills:

1. Scanning for global ideas or gist.
2. Skimming for specific details of who, what, when and where.
3. Guessing meaning from context.
4. Recalling important details.

Statement of the Problem:

The present research addresses the problem of teaching listening in the Sinai higher institute students. The traditional in-class vs. the lab-using approach is compared in an attempt to show how innovative approaches are more fruitful. The research is confined to a randomly selected group of students from Sinai higher institute.

Research Questions:

The problem of the study arises out of the following questions:

- 1- What are traditional and innovative methods of teaching listening?
- 2- What are the actual listening problems among EFL students at Sinai higher institute?

3- What is the effectiveness of using equipped labs in developing students' five skills of listening at Sinai higher institute?

Hypotheses of the Research:

1. There are statistically significant differences between the mean scores of student teachers of the experimental group and control group in the five listening skills in the pre-test.
2. There are statistically significant differences between the mean scores of student teachers of the experimental group and control group in the five listening skills posttest in favor of the experimental group.

Significance of the Research:

The research may effectively contribute to:

- 1- Identifying the students' weak points in acquiring listening. In addition, it provides a motivation to raise these skills when they feel that they are important in the field of their work.
- 2- Directing the attention of those concerned with teaching listening to EFL Sinai higher institute students, especially at the first year.
- 3- Paving the way to future studies related to the development of the listening in the other higher institutes for language and translation.

Delimitations of the Study:

This research is limited to the following:

- Five skills of listening for EFL Sinai higher institute students.
- Traditional vs. innovative approaches (i.e. using equipped labs) to teaching listening to EFL students.
- A research sample of 20 participants (N=20).

- The experiment is administered on a simple random sample that consists of 10 students for the control group and 10 students for the experimental group.

Research Methodology:

The quasi-experimental method was selected. According to Brown and Rogers (2002) “quasi-experimental allude to studies which are comparing group behavior in probabilistic terms under controlled conditions using intact group”. In this direction, the subjects were randomly selected. The randomly chosen group of 20 students from the Sinai higher institute was divided into two groups: one control group of 10 students, and one experimental group of 10 students. The researcher adopted both traditional methods and the use of labs with both groups. The five skills took 6 weeks as shown by the following table:

Table 1: Timetable of the study

The researcher first carried out a pre-test for both groups. Then, the 12 lessons selected from units 1, 2, and 3 were taught to the control group in the traditional method, while the experimental group was taught the same lessons through active participation and excessive practice in a well-equipped lab. The pre-test and post-test scores for the five skills were compared to show how the different methods adopted had various outcomes.

Participants:

The subjects of this study are 20 EFL first-year students at Sinai higher institute, randomly chosen. They were divided into two groups: 10 students for the control group and 10 students for the experimental one.

Instruments:

The researcher selected 8 lessons from the official English syllabus for Sinai Higher Institute EFL students. The lessons were selected because they contained listening sections. A rubric (see Appendix 1) was also developed by the researcher to assess the performance of the sample groups in both the pre-test and post-test in the

Four skills of:

1. Scanning for global ideas or gist.
2. Skimming for specific details of who, what, when and where.
3. Guessing meaning from context.
4. Recalling important details.

Data Collection:

The answers of the students to the tests administered functioned as the source of data for the present research. The scores of the pre-test and post-test were compared.

Analysis of Findings:

The Effectiveness of Using Technology in Teaching Listening to Sinai higher institute Students. Data were collected over a 6 week period in two classes, showing two conditions: Group A known as Control Group (n=10) was taught through traditional methods such as dictation and reading out loud, while Group B known as Experimental Group (n=10) was exposed to listening activities in a well-equipped laboratory. All EFL learners completed the pretest and posttest. The score retrieved from the treatment period, the pretest and posttest were utilized for juxtaposing the differences between the two groups to see whether or not there was a significant between treatment and control groups. Statistical

computations were conducted using the Statistical Package for Social Science (SPSS) 11 for Windows. The alpha-level of significance $p < 0.05$ was used throughout the study which is generally accepted standard for all statistical analyses. Mean score differences were considered significant whenever the p-value obtained in the collection were less than $P = 0.05$.

The following tables show the statistical results of the pre-test and post-test:

Table 2:

Pre-test Results: Descriptive statistics for the pretest of Control and Experimental groups

group	Control (n=10)	Experimental (n=10)
Mean	4.87	5.10
Standard Deviation	1.39	0.74

Table 3: Post-test Results: Means of EFL learners in Control and Experimental groups for the posttest Group

group	Control (n=10)	Experimental (n=10)
Mean	4.70	6.20
Standard Deviation	1.49	1.03

Subjects in Control group, who did traditional exercises, had an overall mean change of 0.17. As for Experimental group, subjects had an overall mean change of 1.1. Although the improvement in performance from the pretest to the posttest for all groups is evident, what remained to be seen is whether the differences between the pretest and the posttest for the group were signified to the different to the post lessen practice methods. Therefore, additional statistical analyses were directed; this was achieved via paired-sample t-test which juxtaposed the mean score of the posttest with that of the pretest at the beginning of the experiment.

Table 4:

**Pre-posttest paired-sample t-test result within Control group
and Experimental group**

	t	df	Sig.(2.tailed)
Control group	-3.18	9	0.01
Experimental group	4.61	9	0.000

* Significant at P= 0.05

Clear differences in means were found between Experimental group and Control group. The t-test analysis for experimental group showed that the increase in the means between the posttest (M= 6.20, SD= 1.03) and the pretest (M= 5.10, SD= 0.74) was statistically significant (t=- 3.18, df= 9, 2 tailed p<.05). As for Control group, the t-test analysis showed that the increase in the means between the posttest (M= 4.70, SD= 1.49) and the pretest (M= 4.87, SD=1.39) was not statistically significant (t= 4.61, df= 9, 2- tailed p>0.05). As such, one can conclude that from the finding that, there was a significant improvement in subjects'

performance between the Control and Experimental group and the Experimental group achieved a higher significant difference than did the Control group.

Discussion and Conclusions:

It is clear that there are several problems with teaching listening for EFL Sinai higher institute students, these problems include teachers who did not use tape recorders in teaching listening comprehension and even those who used tapes but did not use them effectively. Teachers did not use pre-listening during listening or post-listening activities in teaching listening comprehension. Moreover, teachers did not do any modifications to the new syllabus tasks to suite their students' level and interest. Teachers were not aware of the importance of teaching listening and of the use of the authentic materials in teaching English. Most of the teachers, as models, had problems in pronunciation, reading and speaking especially in dealing with the tape script. No specific courses for teachers to develop teachers towards the importance of teaching listening.

Teaching listening for EFL students, especially Sinai higher institute should focus on using technology. The use of technology should enhance the four skills discussed in this paper. To improve teaching of listening, the teacher must encourage the students to develop their confidence in their ability to deal with listening problems. It is important for the teacher to give feedback so that s/he can judge where the class is going and how it should be guided. Teachers must also teach students how to learn to understand that individual words can be learnt best in context of sentences.

Listening materials, tasks and activities should be graded according to the students' level, and provide authentic materials because the final aim of listening classes is to understand natural speech in real life. Furthermore, the teacher may try to find visual aids or draw pictures and diagrams associated with the listening topics to help students guess or imagine actively. Finally, different kinds of input should be provided, such as radio news, films, TV, everyday conversation, English songs, storytelling, and so on.

Recommendation of the study:

1. draw on crossover theory to explain the transference of work passion from teachers to students. Our research reveals that a teacher's work passion can be translated into their student's work passion.
2. establish the validity of emotional contagion theory (ECT) in the area of education. ECT posits that one's behavior, attitude, and cognition can be transferred to others and that individuals tend to express/feel emotions that are similar to those of others. In line with this theoretical notion, the present research extends our understanding by linking a teacher's work passion to their student's via the mediation of emotional contagion in an education setting.
3. highlights that emotional contagion facilitates the transference of work passion from teachers to students.
4. understand the transference of work passion from teachers to students via emotional contagion, the moderating effect of the teacher's education (i.e., non-PhD. vs. PhD) was examined.

5. exploring the moderation of the teacher's education on the transferal of work passion from teachers to students.
6. established the importance of a teacher's work passion as a strategic tool in improving students' work passion.

Suggestions for further researches

- 1- Replicating the present study on a larger sample that belongs to different governorates and universities inside Egypt.
- 2- A longitudinal study which will allow students ample time to adjust to this new method of instruction.
- 3- The effect of administering the proposed program to other skills needs to be assessed.
- 4- Designing other programs for primary and preparatory stages and investigating their effectiveness on developing students' deep learning.
5. Designing other programs for pre-university levels that aim at nourishing the value of tolerance in our students.
- 6- Designing other programs for developing university students' critical thinking in general.

References

- Ali, A. K. (2011) The Effect of an Aural-Oral E-Learning Program on Developing Faculty of Education First Year English Majors' Oral Communication Skills. Unpublished PhD thesis, Department of Curricula and Methodology, Minia University.
- Anderson, J.R. (1995). *Cognitive Psychology and its Implications*, 4th Edition. Freeman, New York.
- Bond, Christopher D. (2102) An Overview of Best Practices to Teach Listening Skills. *The Intl. Journal of Listening*, 26, pp. 61–63.
- Brown, J. & Rodgers, T. (2002). *Doing Second Language Research*. Oxford: Oxford University Press.
- Goh, C.M. (2008) A cognitive perspective on language learners' listening comprehension problems. *System* 28 (2000), pp. 55-75.
- Hasan, A. (2000). Learners' perceptions of listening comprehension problems. *Language, Culture and Curriculum*, 13, pp. 137-153.
- Lin, L. (2002) The Effects of Feature Films upon Learners' Motivation, Listening and Speaking Skills: The Learner- Centered Approach. (An online ERIC Database Full text No. ED470811).
- Norkunas, M. (2011) Teaching to Listen: Listening Exercises and Self-Reflexive Journals. *The Oral History Review*, Vol. 38, No. 1, pp. 63–108.
- Richards, J.C. (1983). Listening Comprehension: Approach, Design, Procedure. In M.H. Long & J.C. Richards (Eds.), *Methodology in TESOL* (pp. 161-176). Rowley, Mass.:Newbury House.
- Richards, Jack C. (2008). *Teaching Listening and Speaking From Theory to Practice*. Cambridge: CUP.
- Vandergift, L. (2003). From prediction through reflection: Guiding students through the process of L2 listening. *Canadian Modern Language Review*, 59 (3), pp. 425-440.