

An Investigation of Perceptions and Advantages of Audio and Audiovisual Listening Materials for Iraqi EFL Undergraduate Learners

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Abstract

The current study investigates the performance of (60) Iraqi undergraduate EFL learners in listening comprehension skills based on two different types of listening materials, namely audiovisual and aural listening materials. The study also discusses how Iraqi EFL learners can vary in their perceptions of aural and audiovisual listening materials. Data were collected by using two sets of international listening tests as pre-tests and post-tests, namely Allan's Oxford (2004) Placement Test and Cambridge English Listening Test (2015). The results of the study indicate a variance in the performance of the participants who were taught listening by only using audiovisual listening materials from the participants who were taught listening skills by only using aural listening materials. The participants in this study were also found to vary in their perception of the two different types of listening materials. The study draws implications for the teaching of listening skills as well.

الملخص

إن الدراسة الحالية تبحث في أداء (٦٠) من المتعلمين العراقيين الدارسين للغة الإنكليزية كلغة أجنبية على المستوى الجامعي في مهارات استيعاب الاستماع وذلك بالاعتماد على نوعين مختلفين من مواد الاستماع وهما بالتحديد مواد الاستماع السمعية البصرية و مواد الاستماع السمعية, و تناقش الدراسة أيضا كيف أن المتعلمين العراقيين الدارسين للغة الإنكليزية كلغة أجنبية على المستوى الجامعي يتباينون في إدراكاتهم لمواد الاستماع السمعية و لمواد الاستماع السمعية البصرية. ولقد تم تجميع البيانات البحثية و ذلك باستخدام مجموعتين من اختبارات الاستماع العالمية كاختبار قبلي و اختبار بعدي في تدريس مواد الاستماع, و إن الاختبارين هما اختبار الآن لقياس المستوى في جامعة أكسفورد (٢٠٠٤) و اختبار الاستماع لجامعة كامبردج (٢٠١٥). إن نتائج الدراسة تشير إلى حصول تباين في أداء المشاركين في الدراسة, حيث اختلف أداء المشاركين في الدراسة الذين

تم تدريسهم مهارات الاستماع باستخدام مواد الاستماع السمعية البصرية فقط و هي المجموعة التجريبية عن اداء المشاركين في الدراسة الذين تم تدريسهم مهارات الاستماع باستخدام مواد الاستماع السمعية فقط و هي المجموعة الضابطة. ولقد وجدت الدراسة أيضا بأن المشاركين في هذه الدراسة يتباينون أيضا في إدراكاتهم تجاه النوعين المختلفين لمواد الاستماع, و قد قدمت الدراسة أيضا مضامين لتدريس مهارات الاستماع.

Introduction

Rost (2001), Morley (2001), Jones and Plass (2002) and Osada (2004) emphasized the importance of listening in FL learning in spite of its description as a passive language skill. They indicated that listening is the most used language skill in daily life communication; EFL learners can develop their listening skills faster than other language skills in an indication that listening can facilitate the acquiring, learning and development of other language skills. Gruba (2004) clarified that listening is an essential skill in the process of foreign language learning and acquisition; the development of EFL learners' listening skills is necessary for the success of acquiring and learning a foreign language. Steinberg (2007) claimed that EFL learners should be able to construct meaning out of the listening comprehension and comprehend the listening materials. The success of EFL in constructing meaning from listening comprehension requires understanding of linguistic units such as phonemes, different meanings of words, different structures of FL grammar.

Listening comprehension plays a very important role in the acquisition of a second or foreign language. It is indispensable for the acquisition and learning a second or foreign language because of the importance of understanding the oral message and communicating with people. Listening is essential for successful social interaction and communication in a foreign language. Taylor (2005) pointed out that speaking cannot form communication without prior understanding of what is uttered earlier. In addition, Nunan (2001) claimed that listening has a more complicated nature than speaking; it consists of various sub-skills These sub-skills which quickly occur include hearing, understanding, attending, remembering, evaluating and replying.

Furthermore, listening helps a foreign language learners improve their speaking skills, correcting their pronunciation and acquiring grammar rules. Through listening, a second language learners will acquire the exact speech sounds which form a certain word or how particular phonemes should be pronounced as in 'explosion', 'sure', 'machine', 'sandwich', 'chemistry'. It also reinforces the speaking ability of a foreign language learners like the acquisition of stress types (primary and secondary) and intonation patterns (falling and rising). Certainly as Ellis, Basturkmen and Loewen (2001) indicated that, frequent practice of listening helps a foreign language learners achieve the native-like fluency. Moreover, it can help a foreign language learners acquire various grammatical structures. For instance, by acquiring the different ways of pronouncing certain words, a foreign language learners can determine their word grammatical classes. For example, 'use' as a noun and verb, 'appropriate'



as an adjective and verb, etc. Therefore, it is necessary to investigate the advantages and perceptions of Iraqi EFL undergraduate students of aural and audiovisual listening materials.

The Problem of the Study

The present study investigates the advantages and perceptions of EL listening skills among two sets of Iraqi EFL learners who are enlisted at the Department of English. This examination is based on the comparison between their performance in two aural and audiovisual listening tests. In addition, the study compares the perception of aural and audiovisual listening materials among participants. In addition, this study discusses pedagogical implications for teaching listening to EFL learners.

The Aims of the Study

The aims of the present study are briefly of three aspects. First, it compares the advantages of using audiovisual and aural listening materials for the learning of listening comprehension. Second, it provides quantitative data on the participants' perception of these two different types of listening materials. Third, it discusses teaching pedagogical implications for listening instructions at the Department of English, College of Education for Human Sciences.

Questions of the Study

The current study tries to answer the following question:
Which medium is best for learning FL listening skills, aural or audiovisual listening comprehension in the following:

- (1) listening performance, (2) understanding the linguistics information included in the listening comprehension, (3) applying different ways of words discrimination, (4) in the perception of using aural and audiovisual materials in learning listening comprehension skills?

The Significance of the Study

The current study comes in agreement with the linguistic and educational objectives of the Department of English, College of Education for Human Sciences, Al-Muthanna University. The present study may enrich the literature on Iraqi EFL learners' language skills since it emphasizes the need to improve their English proficiency and pay much more attention to listening comprehension as a medium of improving their FL learning against claims that they are passive receptive language skills.

The Scope of the Study



The present is limited to (60) Iraqi EFL learners at the Department of English, College of Education for Human Sciences, Al-Muthanna University. Furthermore, it is restricted to the investigation of learning EFL listening skills through aural and audiovisual materials and the participants' perceptions of these two types of listening materials. This study was carried out in the 2017-2018 academic year.

Literature Review

Al-Jibouri (1992) investigated the listening comprehension of some Iraqi EFL secondary-school students using two approaches, namely 'the mixing approach' and 'the separation approach'. The first approach is based on translating parts of the listening text, which was being read by the teacher, into Arabic language. The second approach is based on providing an explanation of the listening text in Arabic language before reading it in English. Both approaches relied on using the participants' native language along with the target language in teaching FL listening. Although the results of the pre-test showed no statistical significance in the listening comprehension of the two groups of participants. The participants who were taught using the separation approach outperformed their counterparts that were taught using the mixing approach. The result of the study was significant at 0.05. Al-Jibouri concluded that the separated use of the native language along with the target language improved listening comprehension of Low-level Iraqi EFL learners. Al-Jibouri (2000) distinguished theoretically between 'the skills-based approach' and 'the whole language approach'. The first approach, because of its deeply related roots to 'structural linguistic' and 'behavioural psychology' claimed that listening should be divided into sub-skills. These sub-skills should be taught separately to EFL learners whose learning of each sub-skill should be verified objectively as a pre-requisite for studying the other sub-skills. This approach was criticized because of the little room it gives to EFL learners to practice the sub-skills of listening. The second approach, which is related to 'cognitive psychology' and 'sociolinguistics' emphasized the spontaneous interrelation among all listening sub-skills which enables listeners to comprehend the listening text. It was mostly criticized for not focusing on FL accuracy and the over estimation of EFL learners' direction of the learning process. In this respect, Al-Jibouri investigated how these approaches affect the listening comprehension of high and low Iraqi EFL learners at the university level. Data were collected through a listening placement test; a listening comprehension test and two observation instruments for the two approaches. The result of the study revealed that 'the whole language approach was statistically significant than 'the skills-based approach' in affecting the participants' listening comprehension ability. Al-Jibouri resulted that the listening comprehension development could be realized through the integration of both approaches.

Bueno, Madrid and McLaren (2002), Lynch and Mendelsohn (2006) pointed out that FL listening performance consists of two main processes: top-down listening process and bottom-up listening process. The first listening process requires having a general understanding of the



main idea implied in the listening comprehension without concentrating on the meaning of given words or particular grammatical structures. Meanwhile, the second listening process is linguistic in nature as it emphasizes the need for FL learners to use their FL linguistics knowledge. FL linguistic knowledge in this process relates knowledge of FL sounds to knowledge of words; for instance the ability to differentiate between minimal pairs and types of phrases; for instance knowledge of types of phrases like noun phrase, verb phrase and prepositional phrase; the ability to distinguish between utterance and to comprehend the full-text meaning. In accordance with these two main processes, EFL learners, according to Rost (2002) and Celce-Murcia (2000), go through other phases in order to understand the spoken text. EFL learners are expected to use their FL knowledge in order to recognize FL sound units, boundaries of syllables so that they can identify words. They are also expected in the parsing phase, then, to deal with the retained words, phrases and sentences in their memory. At the next phase which is known as utilizing phase, EFL learners should restore to their long term memory in order to match the new information to the old one. When they manage to do so, comprehension of the new information takes place. Beginners or Low-level EFL learners always depend on using one process either top-down listening process or bottom-up listening process and fail to carry out the two processes together.

Field (2003) pointed out that aural listening comprehension provides EFL learners with opportunities to improve and develop their communicative competence along with their linguistics competence. Those types of aural listening comprehension provide EFL learners with recorded materials on different listening subjects. Such subjects are relevant to the need of EFL learners to construct relevant schemata. Chung (2001) and Umagan (2006) claimed that in the literature of FL listening comprehension; aural listening comprehension is echoed to the term 'authentic listening materials' which according to Hwang (2004) referred to the language which native speakers use to communicate orally. Gerjets and Kirschner (2010) and Shrum and Glisan (2001) strongly emphasized that empirical listening studies have positive results when listeners used oral authentic texts. Furthermore, Grgurovic and Hegelheimer (2006) claimed that students who listened to radio tape materials were better in their listening comprehension performance than those students whose listening instructions did not include radio tape listening materials.

Buck (2002) explained that audiovisual listening materials are the language materials in which FL learners can hear and see the speakers. They are useful to help low-level EFL learners and they can facilitate the comprehension of difficult listening texts. In this respect, Lever-Duffy (2004) explained that audiovisual listening materials have various advantages as the combination of the audio and visual elements stimulates the involvement of different senses of EFL learners and establishes varied cognitive contacts to the texts being seen and listened to. Such a combination of audio and visual images can facilitate learning as well because it meets different types of learners' learning styles.

Baker and Vandergrift (2016) investigated how FL listening comprehension is affected by FL learners' variables including vocabulary of both native and foreign languages, native language listening comprehension, auditory discrimination, and capacity of working memory. They also examined which learners' cognitive variables interact together in foreign language listening comprehension. Data were collected through the following instruments: The French



listening comprehension test and the English listening comprehension test were used to analyse native language listening comprehension and foreign language listening comprehension. Baker and Vandergrift used a self-report known as MALQ comprising (21) items pertinent to the strategies and processes of foreign language listening comprehension. Furthermore, These strategies and processes cover problem-solving, planning and evaluation, mental translation, person knowledge, along with directed attention. In addition, Baker and Vandergrift pointed out that all predicted learners' variables were positive indicators of their native language listening comprehension. Statistically significant correlation coefficients were found to affirm the positive relationships between learners' variables of native language and foreign language vocabulary, native language listening comprehension, auditory discrimination and working memory on the one hand and their native listening comprehension skills on the other. As to native language vocabulary knowledge, Field (2004) explained that EFL learners may not be able to identify native language words because of the rapid speech. This failure on the part of foreign language learners does not, however, underestimate the contribution of foreign language vocabulary knowledge to the success of foreign language listening process as Mecarty (2000) found that knowledge of foreign language vocabulary, grammar and syntax contributes by 16% to reinforce foreign language learners' listening skills. Staehr (2010) pointed out that the foreign language listening comprehension test scores of Danish learners are correlated to their foreign language vocabulary size and depth; foreign language vocabulary knowledge accounts for 52% of the listening comprehension differences among Danish participants, where 49% explain foreign language listening comprehension differences in terms of participants' vocabulary size while 2% of that difference is attributed to vocabulary depth. Bonk (2001) and Zeeland and Schmitt (2014) highlighted the considerable effect of foreign language vocabulary knowledge on foreign language listening comprehension variation because foreign language learners vary in their management of the words which they know and those words which they are not sure of their meanings while listening to a foreign language listening task. This variation is mainly attributed to their different metacognitive abilities.

As to metacognition, Goh (2003), Vandergrift (2004), Vandergrift and Goh (2011) explained that metacognition reveals the cognitive strategies which foreign language listeners use in order to comprehend the listening task; these strategies include regulating, controlling and directive the cognitive processes of comprehension. In this respect, Graham and Macaro (2009) attributed better performance in foreign language listening to the cluster of foreign language learners' cognitive strategies.

As to working memory, Juffs and Harington (2012) explained that foreign language learners vary in their learning and use of a foreign language; their retention of foreign language phonological information related to foreign language sounds; their processing of visual and spatial information. Andringa, Olsthoorn, van Beuningen, Schoonen, and Hulstijn (2013) found statistically insignificant relationship between foreign language listening ability of Dutch learners and their working memory.

As to auditory discrimination, just like the little evidence on the correlation between foreign language listeners' working memory and their success in a foreign language listening task, little is known about the relationship between foreign language listeners' auditory



discrimination and foreign language listening success. In this regard, Wilson, Kaneko, Lyddon, Okammoto, and Ginsburg (2012) emphasized the statistically significant relationship between foreign language listeners' ability of auditory discrimination and their success in foreign language listening.

As to the cognitive theory of multimedia learning of Mayer (2002), its main components are: (1) visual and auditory structures; (2) little capacity of processing available in the memory; (3) sensory; working and long-term memory stores; (4) cognitive ability to select words and images, organise work and images, and integrate newly acquired knowledge with the stored knowledge. Participants' responses to the (14)-item questionnaire are analyzed in terms of these components. Mayer (2010) emphasized that the first, third and fourth components of the cognitive theory of multimedia learning help realize meaningful learning.

Conceptual Framework

The theoretical framework of the current study is based on both learners' foreign language variables devised by Baker and Vandergrift (2016) and Mayer's (2002) cognitive theory of multimedia learning. The present study is theoretically based on the variables of foreign language learners, namely foreign language vocabulary knowledge, metacognition, working memory, and auditory discrimination. Whereas foreign language listening test is devised and analyzed in terms of Baker and Vandergrift's learners foreign language variables, the participants' responses to the perception questionnaire are analyzed and interpreted in line with Mayer's cognitive theory of multimedia learning.

Methodology

Sixty second-year students who were enlisted at the Department of English, College of Education for Human Sciences, Al-Muthanna University were selected to participate in the current study using the cluster sampling procedure. In the third academic year, they are required to study an advanced listening comprehension course: *Developing Listening Skills in English*. The three-hour course is weekly divided into (2) theoretical hours and (1) practical hour. The participants were divided into two groups: the experimental group and the controlling group. They were pretested at the beginning of the first semester of the academic year 2017-2018. Each group comprised (30) participants. Both groups attained a (28)-week listening programme where the experimental group was trained on listening through using audiovisual listening materials while the control group was trained on listening by using aural listening materials. Both groups were post tested at the end of the listening training programme. Both groups were taught by two experienced EFL instructors under the researcher's supervision. The participants were taught at the language laboratories which are well-equipped to facilitate the teaching of aural and audiovisual listening materials.

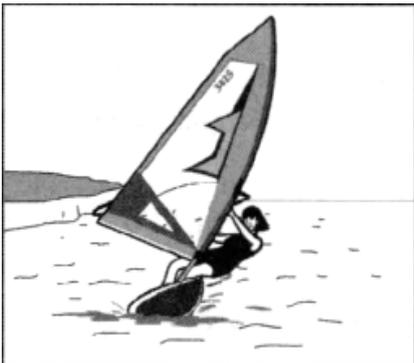
Data Collection Instruments

Listening Test

The present study adopts two listening tests, namely the English Listening Test which is part of Allan's Oxford (2004) Placement Test and Cambridge English Listening Test (2015). These two tests were chosen because of their reliability and validity. They are reliable as they have been intensively used to determine the proficiency levels of several foreign language learners. They are valid as they manage to investigate what they intend investigate. Allan's English Listening Test was used as a pre-test whereas Cambridge English Listening Test was administered as a post-test. Allan's English Listening Test consists of (100) items where participants were asked to write the words they heard on the tape in the opposite column which bears serial numbers for all items. Before getting indulged in the test, participants were given five illustrative examples. Indeed tested words are minimal pairs (e.g. flight / fright, selection / election, pan / pen, eight / late, soup / soap, shorts / shirts, vine / wine, expandable / expendable, rice / race, chairman / German, price / prize, choking / joking, etc.) which play an important role to determine foreign language learners' listening and speaking abilities on the one hand and distinguish English native speakers from non-English native speakers on the other hand. The tested words also measure the participants' awareness of the syllabic strategies mainly used by English native speakers like the ability to differentiate between 'back in / backing, 'an ice cold / a nice cold', 'catalan / cattle and'.

Furthermore, Cambridge English Listening Test consists of four parts. Part (1) comprises seven questions. There are three pictures and a short recording for each question. The participants were asked to choose the correct picture and put a tick in the box below it. An example of these questions in Cambridge English Listening Test (2015: 2) is:

"Which sport will the woman learn on holiday?"

		
A	B	C
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part (2) contains (6) questions and the participants were asked to put a tick in the correct box after hearing an interview with a writer called Peter Taylor. An example of these questions in Cambridge English Listening Test (2015: 6) is:

"In Peter's first book, the story takes place in

- A. a country which he's recently been to
- B. a country where he lived as a child



C. the country where he was born

Part (3) contains (6) questions in which the participants were asked to fill the spaces with suitable information after hearing a radio announcement. An example of these questions in

Cambridge English Listening Test (2015: 6) is:

"Don't forget to take yourwith you?"

In part (4), the participants were asked to determine (true) and (false) sentences after hearing a conversation between a boy and a girl talking about cooking. An example of these questions in Cambridge English Listening Test (2015: 7) is: Sally knows that Ian is an excellent cook. (True / False)

Questionnaire

A (14)-item questionnaire was designed in order to get information about the participant's perceptions of aural and audiovisual listening comprehension tasks. It is based on five-Likert scale, namely Strongly Agree, Agree, Neutral, Disagree and strongly Disagree. The fourteen items are adopted and adapted from various relevant studies, namely (Buck 2001, Chamot 2003, Lever-Duffy 3003, Richards 2008, Aldera 2015). Instead of letting the participants fill in the spaces of the questionnaire by providing either aural or audiovisual listening materials, the researcher equally divided the fourteen items into seven items in favour of using the audiovisual listening materials(1, 4, 5, 7, 9, 11, and 13) and seven items in favour of using aural listening materials (2, 3, 6, 8, 10, 12, and 14). The questionnaire task was completed in a 30-minute session.

Procedures

Both listening pre-test and post-test were not piloted as they are devised and administered at Oxford and Cambridge Universities. Though the questionnaire was derived from different studies, it was piloted and administered to (20) EFL students. The questionnaire's piloting resulted in reducing its items into (14) items instead of (18) items. The questionnaire was found to have high reliability as the Cronbach Alpha reliability ratio was 0.95. As some EFL students asked about the meanings of certain items in the piloting of the questionnaire, the questionnaire was translated into Arabic language before using it with the participants of the current study. In both pre-test and post-test listening comprehension tests, the experimental group and the control group were concurrently examined at two different language laboratories. The experimental group participants were tested using audiovisual listening testing items, whereas the control group participants were tested using only aural listening items. In the same way, the questionnaire was concurrently administered to both groups in two different classes.

Data Analysis

Since the present study is a quantitative study, the results of the pre and post listening comprehension tests and the participants' responses to the questionnaire items were computed by using descriptive and inferential statistics. Table (1) indicates that the

participants in the experimental group outperformed their control group counterparts in the pre and post listening comprehension tests. The result asserts the privilege of using audiovisual test and materials over those aural materials and test in learning, teaching and testing listening comprehension skills. Undoubtedly, the experimental group supremacy over the control group in the pre and post-tests was attributed to the use of audiovisual materials that helped them answer the test questions because of images, intonation patterns and gestures contained in the audiovisual items.

Table (1): Mean Scores and Standard Deviations of all Participants in the Pre-tests and Post-tests

Participants	Pre-Test		Post-Test	
	M	SD	M	SD
Experimental Group	12.8	3.92	13.9	3.91
Control Group	9.6	3.56	11.6	3.45

The mean scores of the experimental group participants in the pre and post tests were respectively (12.8 and 13.9), whereas the mean scores of their control group counterparts were successively (9.6 and 11.6). Accordingly, the gain rates of the experimental group over the control group in the pre and post tests were (3.2 and 2.1) respectively.

Additionally, the analysis of variance (ANOVA) was conducted between the participant's scores in both pre and post listening comprehension tests in order to verify that differences in their scores is statistically significant at the level of 0.5 (Table 2).

Table (2): ANOVA of Scores Differences among Participants in Pre-tests and Post-tests

	Sum of Squares	DF	Mean of Squares	F	Sig.
Within Groups	322.960	٢	118.982	48.603	.000
Between Groups	30.235	11	2.789		
Total	353.195	١٣			

indicated that the difference in the mean score between the experimental group and the control group was statistically significant at the level of 0.05. Table (3) presents the frequencies and percentage of the experimental; group's responses whereas

Table (4) introduces the frequencies and percentage of the control group's responses to the questionnaire items.

Table (3): Frequency and Percentage of the Experimental Group Participants' Responses

Items	SA	%	A	%	N	%	SD	%	D	%
	F		F		F		F		F	
١	26	84.4	٦	17.8	-	-	-	-	-	-
٢	٥	14.4	٧	20			٩	27.7	١٣	٤٠
٣	٦	17.8	١٠	30			١٣	٤٠	٥	14.4
٤	٢٩	94.4	٣	7.8						
٥	٢٤	77.8	٨	24.8						
٦	٣	7.8	٩	27.7			١٥	47.8	٧	٢٠
٧	٢٤	80	٦	17.8					٢	4.8
٨	٦	20	٥	14.4			١٢	37.8	١٠	٣٠
٩	٢٣	74.4	٩	27.8						
١٠	٣	10	٥	14.4			١٣	40	٩	27.7
١١	٢٧	٩٠	٣	7.8			٢	4.8		
١٢	٣	7.8	٢	4.4			١٠	30	٩	27.7
١٣	٢٧	87.8	٥	14.4						
١٤	٥	14.4	٤	10			١٢	37.8	٦	17.8

Table (4): Frequency and Percentage of the Experimental Group Participants' Responses

Items	SA	%	A	%	N	%	SD	%	D	%
	F		F		F		F		F	
١	٥	14.4	6	17.8			11	34.4	٩	٣٠
٢	٢٧	87.8	٥	14.4						
٣	٢٤	٨٠	٦	٢٠						
٤	٦	17.8	٦	17.8			١٢	٤٠	٩	27.7
٥	٣	١٠	٨	24.4	٥	14.4	٨	24.4	١٠	٣٠

٦	١٨	٦٠	١٢	٤٠						
٧	٣	6.8	٣	7.8			١٢	٤٠	١٥	47.8
٨	٢٦	84.4	٦	17.8						
٩	٦	٢٠	٩	27.7			٩	٣٠	٨	24.4
١٠	٢٧	87.8	٥	14.4						
١١	٩	27.7	١٢	٤٠			٩	٣٠	٢	6.8
١٢	٢٣	74.4	٩	27.8						
١٣	٨	24.4	١٢	37.8			٣	١٠	١٠	٣٠
١٤	٢١	67.8	١١	34.4						

As to the participants' responses to the questionnaire items, the experimental group participants have higher frequencies and percentages for items (1), (4), (5), (7), (9), (11), and (13) (which are in favour of using audiovisual listening materials) than their control group counterparts. On the contrary and compared to the experimental group participants, the control group participants have higher frequencies and percentages for items (2), (3), (6), (8), (10), (12), (14) which are in favour of using aural listening materials.

Conclusions

Based on the results of both pre and post listening tests, the current study concludes that audiovisual listening materials are more appropriate and useful to improving Iraqi EFL learners' listening comprehension skills compared to the aural listening materials.

1-The listening performance of Iraqi EFL learners varied according to the type of listening material.

It is evident that experimental group participants outperformed their control group counterparts in the pre and post listening tests. This supremacy appeared in their ability to distinguish the meanings of several words included in the two tests. They were able to identify most of the words which they heard such as 'bird island walk, guitar day, plaza cinema, cycle race, and green street theatre'. They also managed to identify the words which they were not sure of because of the help of visual listening materials such as 'my bus is taking ages to get here, the kitchen department, frying pans, sightseeing, and before someone came past and rescued me'. This result highlighted the impact of participants' knowledge in the foreign language vocabulary, grammar and syntax on their performance in the two listening tests. This result as well indicated a certain variation in metacognitive abilities between the participants in the two groups. This finding confirmed those results reported by Bonk (2001), Mecarty (2000), Field (2004), and Zealand and Schmitt (2014).

2-They differed in understanding the linguistic information included in the listening comprehension based on the type of listening materials.

Participants in the experimental group on the contrary to those in the control group were also able to identify the true and false statements in a better way than their control group counterparts did. They managed to do so due to their ability of understanding the linguistic information included in the six statements in part four of the post-listening test. they were also able to correctly answer the six questions included in part two based on the interview which they heard. This result indicated the ability of experimental group students to control and regulate the cognitive processes while listening to the interview. This result was compatible with those reported by Goh (2003), Vandergrift (2004), and Juffs and Harington (2012). However, it contradicted the results reported by Andringa, Olsthoorn, van Beuningen, Schoonen, and Hulstijn (2013).

3-The type of listening materials affected their ability of discriminating and guessing of unknown words.

Audiovisual listening materials helped participants in the experimental group to outperformed their counterparts in the control group in discriminating words such as 'at least and at last, cup and cap, lapped and rapped, likes and lacks, to love and two love'. This result conformed those reported by Goh (2003), Vandergrift (2004), and Wilson, Kaneko, Lyddon, Okamoto, and Ginsburg (2012).

4-They differed in their perception of using aural and audiovisual listening materials in learning listening comprehension skills.

The present study indicated that participants in the experimental group were more interested in learning listening comprehension skills by using audiovisual listening materials on the contrary to their counterparts in the control group. The higher achievement of the experimental group students suggested the appropriateness of using audiovisual listening materials for developing the EFL learners' listening skills. Accordingly, it was recommended that the audiovisual materials and tests should be used in the listening classes as they enhanced EFL learners; ability to comprehend the listening task and test items.

Implications for Teaching Listening Comprehension

Achievements of Iraqi EFL participants in the pre and post listening tests were mainly correlated to the use of audiovisual listening materials than being associated with aural listening materials. This was attributed to the fact that in aural listening comprehension, foreign language learners were expected to process the speech without interruption whether they comprehended it or not. On the contrary, the audiovisual listening materials established an interpersonal exchange with the listeners so as they could better perceive the included information than in the case of aural listening materials.

There were common problems facing Iraqi EFL participants when using both aural and audiovisual listening materials. These problems were represented in the full understanding and comprehension of the listening to the text as learners were expected to master all details included in the listening comprehension. The issue of understanding the listening comprehension details should be immediately met and solved by English language teachers. Instructors are advised to train their learners to listen intensively, selectively and

extensively. Intensively, Iraqi EFL learners should be trained to concentrate on phonemes, words and discourse markers. Selectively, Iraqi EFL learners should be trained to concentrate on the important information included in the listening comprehension. Extensively, Iraqi EFL learners should learn how to develop a top-down comprehension of the speech which they hear. They should be also trained to match the information which they hear to their existent knowledge.

Consequently, The EFL instructors are advised to use video-based teaching materials to enhance their students understanding of the listening activities. In this respect, Buck (2002) asserts the benefit of using video in teaching low-level students as the visual support can help EFL learners have better understanding of the listening comprehension. According to Lever-Duffy (2004) audiovisual materials help develop EFL learners' senses and make them more cognitively connected to the text which they hear. In addition, in audiovisual listening materials, EFL learners will focus more as they can see the speakers' gestures, actions and settings of the situation which are helping factors for EFL listeners to comprehend the text which they hear. As such EFL instructors are required to understand the important role of listening comprehension in the process of foreign language learning. EFL instructors should be aware as well of the complex interactive nature of listening comprehension so that they can provide their EFL learners with a variety of appropriate listening activities.

The above-mentioned explanation supports the result of the present study that there is a significant difference in listening performance between EFL learners taught by using audiovisual materials and EFL learners who were only taught by using aural listening materials. On the whole, teaching listening skills by using audiovisual materials is more effective than using aural materials only.



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