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## Research Article

# The Effect of Translation Tasks on Listening Comprehension of Iranian Intermediate EFL Learners

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### Abstract

Listening has long been neglected in second language acquisition, research, teaching, and assessment. However, in recent years there has been an increased focus on L2 listening ability because of its perceived importance in language learning and acquisition. The present study explored the effect of translation tasks on the second language listening comprehension. Eighty intermediate level students in 8 classes, in three terms at Shokouh institute were placed into two groups: one experimental and one control group. A 40 item pre test was administered to both groups to assess their listening proficiency. The pretest revealed no statistical difference between the two groups' performance. The treatment started and experimental group were exposed to two kinds of translation tasks: one by the teacher and the other by the students themselves. A posttest was administered at the end of the terms. The data were then put to statistical tests. A statistical analysis of the results provided some evidence in support of the effect of translation on listening comprehension. The result showed that translation helped the students in acquiring the second language listening comprehension. This study has implications for teachers in that it demonstrates the importance of meaning and understanding in the process of listening comprehension in teaching programs.

**Key words:** Learning, acquisition, listening comprehension, translation tasks.

## **1-Introduction**

Listening plays a significant role in the lives of people. Janusik (2006) says that listening and listening related abilities such as understanding, open mindedness and supportiveness constitute a single dimension upon which people make judgments regarding communicative competence. Of the four major areas of communication skills and language development listening, speaking, reading, and writing the most basic one is listening. It is evident that children listen and respond to language before they learn to talk. When it is the time for children to learn to read, they still have to listen so that they gain knowledge and information to follow directions. In the classroom, students have to listen carefully and attentively to lectures and class discussions in order to understand and to retain the information for later recall. Moreover, listening ability plays a significant role in the development of other language skills. When students learn a language, they generally have to listen to the words several times before they are able to recognize and pronounce those words. Nunan & Carter (2001) and Guo & Wills (2004) suggest that listening should be combined with other skills i.e. writing and speaking. First, students might answer teachers' questions in written English after listening to spoken language material. What is important is that the listener recalls the message of the material rather than the precise detail. Second, teachers should combine listening activities with speaking in ways that bring out the basics of oral communication. Not only are listening skills the basis for the development of all other skills, they are also the main channel through which students make initial contact with the target language and its culture (Nunan & Carter, 2001). Despite the importance of listening practice in language instruction, English language classes in many countries still emphasize the skills of reading and writing only. This is especially the case in English as a foreign language (EFL) situation in which the English language is taught as a subject at school and used only inside, but not outside, the classroom. EFL students are studying English as a foreign language have very few opportunities to hear the real language; they are not therefore; accustomed to hearing the language as produced by the native speakers. Consequently, students from the countries in which English is taught as a foreign language frequently have great difficulty understanding English spoken to them when they come into contact with native speakers of the language (Schweer, 1999) In the case of English as a second language (ESL) situation, students in the classroom are those whose native languages are any language other than English. ESL students are studying English in an English-speaking medium. Where they are surrounded by the target language both in the community and in the school; listening comprehension is therefore important for everyday survival (Carrier, 2004; Richard and Amato, 1996). Since students reside in the country where the target language is used, they will have more opportunities to experience English language both inside and outside the classroom. In addition, there are plenty of authentic materials that ESL students will encounter each day. Authentic materials refer to oral and written

language materials used in daily situations by native speakers of the language (Rogers & Medley, 1988).

A major trigger for the relatively intense interest in listening comprehension research has been the realization and accumulating evidence that input plays a critical role in second language acquisition because it is the primary channel for receiving input. One example of such studies is seen in Hasan (2003) who used normal aural and visual input to test listeners' comprehension. Listening comprehension status was changed partly due to Krashen's emphasis on the role of comprehension and comprehension input.

He claimed that comprehension plays a central – and possibly predominant part – in the whole process of language learning. Current approaches which are emphasizing the role of listening comprehension, e.g. Natural Approach, have their roots in observation of two features of first language acquisition. First, young children are allowed a silent period in the early part of their lives, during which they are not expected to produce adult like language in response to input addressed to them. Second, even after they have begun to attempt linguistic production, children clearly understand more than they can say. Vandergrift (2006) reported that linguistic interdependence hypothesis (LIH) implies that reading/listening performance in the L2 has many features common with reading /listening in the L1, but few researchers have tried to investigate the listener problems in first language and their effects on the second language listening.

The recognition of the above mentioned characteristics of L1 acquisition context has had a major influence on areas of learning /teaching research. Brown (2001) mentions that Comprehension approach is the product of these characteristics in various forms focusing on concentration, in the beginning phase of a language course, on activities that develop comprehension without requiring learners to produce L2; they may respond either in a non-verbal way or in their first language, the second activity is the focus of this study .

Call (1985) says the act of listening to and understanding a spoken language can be described as a series of processes through which the sounds associated with a particular utterance are converted into meaning. According to Anderson & Lynch (1988), a range of factors influence the listening task difficulty. Some of them are key principles in undertaking this study. They are as follows:

- 1: The explicitness of the information in the text
- 2: The type of input
- 3: The type and the scope of the task to be carried out
- 4: The amount of support provided to the listener

Then a number of characteristics of spoken language make listening skill a more difficult one, they are as: Clustering, Redundancy, Rate of delivery, Interaction, etc.(Brown, 2004).

They need to be taken into consideration while designing lessons and techniques for teaching skills.

This study investigates the role of perhaps a new variable on foreign language learners' listening comprehension skill. The use of students' first language in the foreign language classroom has been a bone of contention for linguists and teachers alike since the fall from grace of Grammar-Translation as a teaching method.

Students' native language and its role in language classrooms have, for a long\_ time, been a matter of discussion. Experts and researchers have dealt with this very important issue via calling it the *translation*.

According to Shouyuan, listening deserves a particular attention in the five aspects of English competence \_ listening, writing, reading, speaking and translation. This study aims to build a model that recognizes the distinctive nature of knowing two or more languages and does not measure L2 knowledge by monolingual standards. According to Cook (2001), L2 users' knowledge of the second language is not the same as that of the native language and L2 users think in different ways in comparison to monolinguals. Indifferent studies researchers such as Cook, 2001; Tucker, 1999 and Shouyuan,2003 have supported the use of L1 in classrooms, but translation which is a dimension of using L1 is absent in their works. They have not also provided clearly the tasks and techniques based on the first language.

## 2-Method

### 2-1-Participants

The participants who took part in this study for three terms were 80 students of Shokuh English language institute in 8 classes. Some of the students in three terms sat in the searcher' class again who were not included in the study anymore. Participants of all the classes ranged from fourteen to nineteen year-old students and all of them were male. The study was limited to intermediate level classes because students with basic-level proficiency may have had difficulty expressing strategy use and may, in fact, have lack of proficiency to process the listening tasks presented during the study.

Students taking part in the study were two types, those newly registered into the English language classes and those who had been promoted from lower levels (or who may have been repeating a level they failed in a previous term).

## **2-2-Instrument**

Three research instruments were used in the study. The first was the listening comprehension portion of the NTC's Preparation for the TOEFL (Broukaland Nolan-woods, 1991), administered at the beginning of the study to determine listening comprehension proficiency levels of participants. For the purposes of this study, the listening portion of the test was used to determine the appropriate listening proficiency levels of the participants. Since students were placed in course levels based upon results from an entire battery of tests, some students may, in fact, have possessed a listening proficiency level somewhat higher or lower than what one might expect from their overall course placement. The test included 40 items consisting of short statements, short conversation and longer conversation.

The second instrument consisted of two course books. In two terms the course book was 'True Colors', and in one 'spectrum'. Both books were communication based and had nine units which were all covered. Two quick quizzes were administered based on those books.

The third instrument consisted of V.O.A special English activities '*the making of a nation*', and of an intermediate bilingual level short story, "*a time to kill*" where the English and Persian translations of both texts were presented to the participants.

## **2-3-Procedure**

Before the beginning of each term, the participants of this study were administered a pre – test to assess their knowledge of listening comprehension. To do that, the researcher chose and administered the listening section of a TOEFL test, including 40 items. In order to score the test, the researcher gave '1' to the correct answer and '0' to the wrong one, and then added them up scoring. Therefore, the final score of each participant on this test fell within 40 but rounded to twenty (because all the exams of the study were part of the class activity score of the students in the report card).

Forty items were chosen on the basis of TOEFL sample test. The first group of items that measured subjects' performance on true-false tasks included ten items, each of which was followed by three answers: true, false, or not given. The subjects were expected to listen to the corresponding dialogue and to decide whether the statement of the speaker at the end of that dialogue was true or false.

The second set of items aimed at measuring the subjects' performance on sentence completion. This set included 15 items followed by possible endings. The subjects had to listen to the corresponding dialogue and, on the basis of the information present in the text, to choose two possible endings from the list to complete each item.

Third group of items measured the subjects' performance on over all comprehension. This category included fifteen items. The subjects were expected to listen to a dialogue and then answer the questions. Moreover, the TOEFL test was checked for reliability and the result turned out to be satisfying (Cronbach alpha=.84).

The control group were exposed to the common techniques of listening comprehension, but the students of the second group practiced the Persian paraphrase of the text(The two tasks used in the translation group were: a) providing Persian paraphrase by the teacher b) asking students to paraphrase the text they had already listened to in Persian.

The participants were not informed that they were taking part in an experiment. This is done to control the external validity of the experiment. There is no reason to suspect that the results of the study originated from a reaction to the experimental arrangement the teacher of the group himself carried out the text as an activity. Each term consisted of 20sessions, and in each session, students in the experimental group received treatment between twenty and thirty minutes. One or two 20 - item exams in the term were given to assess the students' progress.

Generally, the teacher started each lesson in the control group with a few pre- listening exercises that is, discussion about the illustrations in the textbook, pronunciation of vocabulary items, and matching definitions with vocabulary items. Then the teacher normally introduced an audio-tape containing a dialogue or a monologue. Each of them ranged from 2 to 3.30 minutes in length, with the mean length of 2.40 minutes. The tape revealed a wide range of academic topics including business, engineering, computer science, general science, and so on. When the teacher began to play the tape for the first time, he generally paused the tape after a few sentences, to ask the students to identify the vocabulary items they had practiced during the pre-listening phase, before he continued the tape. After the students had listened to the entire dialogue for a few times, they did some exercises related to what they had heard. The exercises during the listening phase primarily involved identifying the main idea and the supporting details of the dialogue. Then, the teacher played the tape one or two more times so that the students could practice taking notes. Eventually, the teacher gave each student a transcript of the dialogue.

The work in the experimental group was generally like the control group. It started by playing a tape. Like the control group, the average length of the recordings was about 2.5minutes. First students were asked to provide a general description about the text and then to answer base on the text sentence by sentence in Persian. Longer sentences were cut down into meaningful units. If they couldn't answer anyway the teacher provided the translation of that text.

In the first term, from two classes, one was given the treatment by the above said translation tasks, and in the other one the control group, the usual techniques were used such as

synonym/antonym, cloze passage, etc. The data was recorded for the analysis as a pilot study to show the differences of the two groups. At the end of the term, a post-test was administered to assess the progress of the students.

In spring term, the same method was followed. There were two classes: one class was given treatment and the other served as the control group. Like the previous term, one exam during the term and the other as the posttest in session 18 were administered. In the summer term, there were two classes. Like the previous terms in session 12, the first quiz of the term was administered. In the second exam, as the post test, a general test was given to the two classes.

### **2-4-Design**

The design of this study is pre- experimental. In fact, all approaches involve the control group and the manipulation of three basic characteristics: 1) the population 2) a treatment during the course of study 3) and a final measurement of the treatment (posttest). In this research there are two groups –the experimental which received the specific treatment and the control group which did not. Here, the use of Persians technique for listening comprehension is the independent variable and improvement on listening comprehension was the dependent variable.

### **3-Data Analysis**

In each term two separate tests were administered to examine whether there were any significant differences between the two groups. On the basis of students’ scores on the pre-tests and the post tests and the statistical computations of the data are shown in the following tables and Figures, 1 and 2. what follows shows the results of the analyses to examine whether the translation tasks had any effect on listening comprehension. Term one served as a pilot study. Data obtained from this term was put into analysis through t- test.

**Table.1 Frequency Analysis of Pretest Scores of Control and Experimental Groups**

CON		Frequency	Percent	Exp		frequency	percent
Valid	12.00	3	30.0	Valid	12	2	20.0
	13.00	1	10.0		13	0	0.00
	14.00	2	20.0		14	3	30.0
	15.00	3	30.0		15	4	40.0

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	16.00	1	10.0		16	1	10.0
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**Table.2 T-Test for the pre –test of the pilot study**

	Mean	Std. Deviation	Std.Error Mean	df	Sig.(2- tailed)
Exp	14.10	1.28	.40	9	.434
Con	13.80	1.47	.46		

**Table.3 Frequency Analysis of Posttest Scores of Control and Experimental Groups**

CON1		Frequency	Percent	Exp		frequency	percent
Valid	13.00	2	20.0	Valid	13	2	20
	14.00	3	30.0		14	1	10
	15.00	3	30.0		15	2	20
	16.00	2	20.0		16	2	20
	17.00	0	00		17	2	20
	18.00	0	00		18	1	10
	Total	40	100.0		total		100

**Table.4 T-Test statistics of the post –test of the pilot study**

	Mean	Std. Deviation	Error Mean	Std.	DF	Sig.(2-tailed)
Experimen	15.5	1.53	.54		9	.029
CONTROL	14.5	1.06	.34			

The test comparison of group means of post–tests of these two classes in the pilot study show the t- observed 1.5 which is higher than t\_ critical 1.73 therefore; there is a significant difference between the experimental groups and the control groups. The pilot study shows that the research null hypothesis was rejected in smaller sample and it’s time to conduct a study with a larger population.

**Table.5 Frequency Analysis of Pre test Scores of Control Groups**

CON1		Frequency	Percent	CON2		Frequency	percent
Valid	12.00	0	0	Valid	12	2	11.7
	13.00	6	35.3		13	3	17.6
	14.00	7	41.17		14	6	35.3
	15.00	4	23.5		15	5	29.4
	16.00	0	0		16	1	5.8
	Total	40	100.0		total		100

Students’ scores in control groups ranged from 12 to 16. The most frequent scores in control group (1) were fourteen and thirteen as seven and six students got them respectively. In control group (2) the most frequent score was 14 as six students scored it and the least frequent scores were 12 which two students scored it.

**Table.6 Frequency Analysis of Pre test Scores of Experimental Groups**

Exp1		Frequency	Percent	Exp2		Frequency	percent
Valid	12.00	2	11.7	Valid	12	1	5.88
	13.00	2	11.7		13	4	23.5
	14.00	6	35.3		14	4	23.5
	15.00	3	17.6		15	6	35.3
	16.00	4	23.5		16	2	11.7
	Total	40	100.0		total		100

Students' scores in experimental groups ranged from 12 to 16. The most frequent score in experimental group (1) was fourteen as six students scored it. In experimental group (2) the most frequent score was 15 as six students scored it and the least frequent scores were 12 which one student scored it.

**Table.7 Summary of Pre-test Statistics of Four Groups**

	Con1	Con2	Exp1	Exp2
N	17	17	17	17
$\sum X$	236	238	242	243
Mean	13.88	14	14.23	14.29
DF 64/3	4.10			

The mean differences of four groups do not show any significant difference. The total differences of four groups are not significant at  $P < 0.5$  and more over DF 4.10 is lower than 0.316.

**Table.8 Weights for Group Comparisons of Pretests**

	Experimental		Control	
Gp1 with Gp2	-1	+1	0	0
Gp3 with Gp4	0	0	-1	+1
Gps1+2 vs. Gps3+4	+1	+1	-1	-1

The statistical significance of the differences between the means in each comparison by checking the t value with the t critical for the t distribution with appropriate degree of freedom can easily be obtained. The degree of freedom is 32 for the first two comparisons (17+17-2) and 64 for the last one (68 - 4). T-critical for 32 is maximum 1.69 and for 64 is less than 1.67.

The results show that not only there is no significant difference between the two experimental groups or the two control groups but also there is no significant difference between the control and experimental groups at the beginning of the study.

**Table.9 Frequency Analysis of Post test Scores of Control groups**

CON1		Frequency	Percent	CON2		Frequency	Percent
Valid	12.00	4	23.5	Valid	12.00	3	17.6
	13.00	3	17.6		13.00	4	23.5
	14.00	2	11.8		14.00	3	17.6
	15.00	5	29.4		15.00	4	23.5
	16.00	3	17.6		16.00	3	17.6
	Total	17	100.0		Total	17	100.0

Students' scores in control groups ranged from 12 to 16. The most frequent scores in control group (1) were fifteen and twelve as five and four students got them respectively. In control group (2) the most frequent score was 15 as four students scored it.

**Table.10 Frequency analysis of Post test scores of experimental groups**

Exp1		Frequency	Percent	Exp2		Frequency	percent
	13.00	1	5.9		13.00	0	0.00
	14.00	1	5.9		14.00	2	11.8
	15.00	3	17.6		15.00	3	17.6
	16.00	3	17.6		16.00	2	11.8
	17.00	4	23.5		17.00	5	29.4
	18.00	2	11.8		18.00	3	17.6
	19.00	3	17.6		19.00	2	11.8
	Total	40	100.0		total		100

Students' scores in experimental groups ranged from 13 to 19. The most frequent scores in experimental group (1) (2) were seventeen as four and five students scored it. The least frequent score in both groups was 14.

**Table.11 Summary Post test Statistics of Four Groups**

	Con1	Con2	Exp1	Exp2
N	17	17	17	17
$\sum X$	238	238	282	283
Mean	14	14	16.52	16.64

DF	2.75
64/3	4.10

The raw data was then put into analysis by ANOVA. Below you will see the improvement of experimental groups after receiving treatment while control groups as shown in Table 12 did not show much improvement.

**Table.12 Frequency Analysis of Post test Scores of Control groups**

CON1		Frequency	Percent	CON2		Frequency	Percent
Valid	12.00	4	23.5	Valid	12.00	3	17.6
	13.00	3	17.6		13.00	4	23.5
	14.00	2	11.8		14.00	3	17.6
	15.00	5	29.4		15.00	4	23.5
	16.00	3	17.6		16.00	3	17.6
	Total	17	100.0		Total	17	100.0

Students' scores in control groups ranged from 12 to 16. The most frequent scores in control group (1) were fifteen and twelve as five and four students got them respectively. In control group (2) the most frequent score was 15 as four students scored it.

**Table.13 Frequency analysis of Post test scores of experimental groups**

Exp1		Frequency	Percent	Exp2		Frequency	percent
	13.00	1	5.9		13.00	0	0.00
	14.00	1	5.9		14.00	2	11.8
	15.00	3	17.6		15.00	3	17.6
	16.00	3	17.6		16.00	2	11.8

	17.00	4	23.5		17.00	5	29.4
	18.00	2	11.8		18.00	3	17.6
	19.00	3	17.6		19.00	2	11.8
	Total	40	100.0		total		100

Students' scores in experimental groups ranged from 13 to 19. The most frequent scores in experimental group (1) (2) were seventeen as four and five students scored it. The least frequent score in both groups was 14.

**Table.14 Summary Post test Statistics of Four Groups**

	Con1	Con2	Exp1	Exp2
N	17	17	17	17
$\sum X$	238	238	282	283
Mean	14	14	16.52	16.64
DF	2.75			
64/3	4.10			

The raw data was then put into analysis by ANOVA. Below you will see the improvement of experimental groups after receiving treatment while control groups as shown in table 4.13 did not show much improvement. Each comparison is computed by multiplying weights by their respective means and adding them up.

The values are predicted for the comparisons each can be tested for statistical significance of using the t- formula. The degree of freedom is 32 for the first two comparisons (17+17-2) and 64 for the last one (68 - 4). T-critical for 32 is maximum 1.69 and for 64 is less than 1.67.

The results indicate that there is no significant difference between the two experimental groups or between the two groups. However, there is a significant difference between the control

and experimental groups. The experimental groups out performed significantly than the control groups.

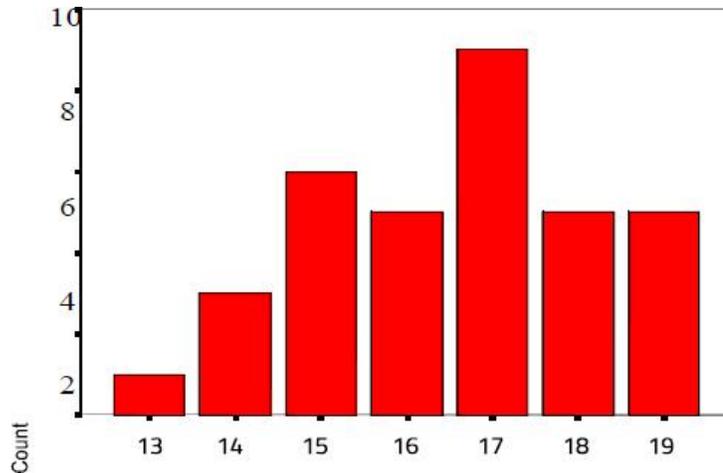


Figure 1: Score frequency graph of the experimental groups in post-test

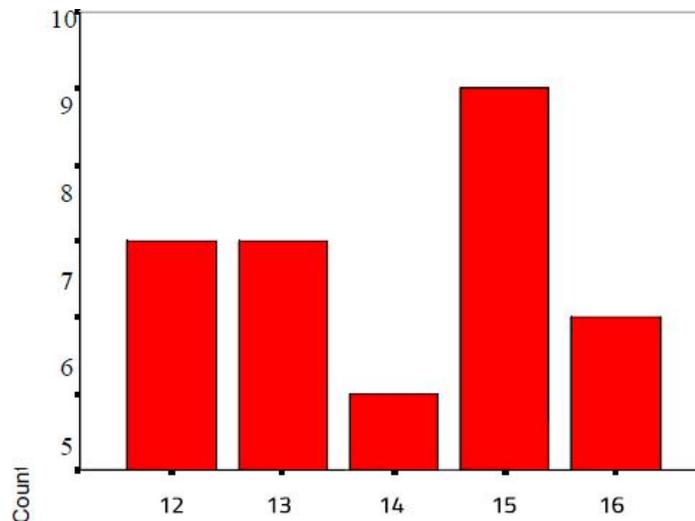


Figure 2: Score frequency graph of the control groups in post-test

The mean of the experimental group (EG) is 16.4, and that of control group (CG) is 14.7. The standard deviation for the EG is 1.69, and that of the CG is 1.16. Both the range of scores and the standard deviation indicate that there is more variation among the subjects' scores of the CG as compared with the EG. Considering the obtained data, it can be claimed that the subjects in the experimental group performed more homogeneously than those of the control group. Therefore, it can be concluded that this homogeneity is due to the treatment given to the EG. The distribution of the scores of both EG and CG is positively skewed, though the former is more positively skewed (0.666 and 0.403, respectively). This shows that the scores of the EG group have been closer to each other than those of the CG. In addition, the distribution of the scores obtained from the application of the test to both groups is flat (EG= -0.88 and CG= -0.67). This, too, indicates the fact that there is a rather higher variation among the subjects' scores of the CG.

In all, putting all descriptive statistics together, it can be assumed that the performance of the EG has improved due to the treatment, and subjects in this group performed more homogeneously than those in CG.

The present study examined the impact of translation on second language listening comprehension by using one monolingual and a bilingual methodology. Findings indicated that there was a significant difference between the translation (experimental) and the control groups in terms of comprehension as measured by post-tests. It is clear that students understand, learn and feel secure when they are presented with the translation (the meaning) compared with the time when a traditional monolingual methodology is applied because in the latter, there is no guarantee to check whether the learners comprehended the vocabulary or the text (as in listen and write practice of listening). What is even more important to note is that "the use of the primary language in the form of translation facilitate significantly this comprehension and even learning new vocabulary items because they have to translate and use exact equivalent words" (Simon, 2006 p. 192). This speaks against the view of keeping both languages separate in terms of instruction. The study showed that translation assists the students in acquiring the second language listening comprehension. When methodologies using the students' primary language as a scaffold to support learners are properly engaged, substantial listening improvements can result. Although Krashen's (1985) input hypothesis speaks against the reasons for using the first language, the notion of translating the language into the students' primary language would seem reasonable.

When students know that the input will be translated into their primary language, they feel secure to pay attention carefully to input in English. As a general rule, listening exercises are most effective if they are constructed round a task. That is to say, the students are required to do something in response to what they hear that will demonstrate their understanding.

On the other hand as Ur (1984) says designing tasks which provide effective responses needs to have some features. It is more interesting for students to respond actively to something than to listening passively. Students should be given immediate feed back on their performance of the task. Task should be success oriented and simple. The tasks in the present study were aimed to meet the best objectives.

Ellis (2003) regards listening to another language as task at a high level of difficulty in cognitive terms and therefore demanding full attention. Second language listeners appear to fall into two groups, namely the risk takers and the risk avoiders. The first group of listeners forms hypotheses as to meaning while recognizing little of the signal. The latter demand a large amount of hard bottom-up evidence before they draw conclusion as to the overall meaning. Neither, however, react in groups of listeners the way they would in L1 listening problems where they employ different listening skills/techniques. There has been a revival of interest to translation due to the shift of its emphasis – to using a mother tongue as a resource for the promotion of language learning. Translation method develops three qualities essential to any language learning: accuracy, clarity, and flexibility (Carrier, 2004). Therefore, translation can serve as a tool for improving language skills.

Many methods and techniques have their place, depending on the differing circumstances of the teaching environment. By excluding the students' L1, we are severely limiting the number of methods and techniques available to teachers. Regarding the use of L1 in the L2 classroom, it is important to find out how students themselves feel about it. C. Schweers (1999) conducted a research into this issue and found out that a high percentage (88.7%) of the student participants felt that mother tongue should be used in their English classes.

The key to listening comprehension teaching and learning, as well as language acquisition, can be seen as mediation of meaning. It is the role of teachers to mediate such acquisition using methodologies and techniques that focus their attentions on learners' needs and best responses to different tasks and techniques. Second language listening competence is a complex skill which needs to be developed consciously. It can best be developed with practice when students reflect on the process of listening without the threat of evaluation. "Using listening activities to only test comprehension leads to anxiety which debilitates the development of meta cognitive strategies" (Vandergrift, 2002 p.17). Use of strategies positively impacts self-concept, attitudes, about learning and attribution beliefs about personal control. Guiding students through the process of listening not only provides them with the knowledge by which they can successfully complete a listening task; it also motivates them and puts them in control of their learning (Vandergrift, 2002).

Even though many research studies indicate that L2 listening comprehension is complex and difficult to describe, it has not been always approached as a language skill in its own right. More recently there appears to be a movement toward regarding listening comprehension, and particularly listening in academic contexts, as a skill area that specifically needs investigation (Shouyuan, 2003; Carrier, 2004).

## **5-Conclusion**

The results of this study showed the positive effects of adhering to such a methodological and theoretical framework. These findings support previous research indicating that listening without using the facilities which show students' comprehension will not be effective, using techniques in which student will correctly remember the exact words but they cannot say the meaning of the sentences (Robin, 2007).

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