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**The Effectiveness of Scaffolding Interactive Activities in
Developing the English Listening Comprehension Skills of
the Sixth Grade Elementary Schoolgirls in Jeddah**

**A Thesis for the Master's Degree in
Curriculum and Methods of Teaching English as a Foreign Language**

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Abstract

The present study aims to investigate the effectiveness of scaffolding interactive activities in developing the English listening comprehension skills of sixth grade elementary schoolgirls in Jeddah. The problem of the study is stated in this question: "What is the effectiveness of scaffolding interactive activities in developing the English listening comprehension skills of sixth grade elementary schoolgirls in Jeddah?". The subjects in this study were 50 sixth grade pupils at The One Hundred and Twenty Eighth Elementary School in Jeddah. They were assigned to two groups: 25 pupils in the control group and 25 pupils in the experimental group. Each group studied the same lessons. The experimental group participated in the scaffolded interactive activities designed by the researcher.

To determine which listening skills are included in the English textbooks taught in the sixth grade in elementary schools, a listening skills list was selected. Based on these listening skills, the content of the textbooks was analysed and then a listening comprehension test was designed and used as a pre-post test. Before the treatment, a pre-administration of the listening comprehension test was performed. The treatment was designed by the researcher to develop the listening comprehension skills of the experimental group. The treatment was taught for two periods a week over eight weeks. At the end of the treatment, a post-test was administered to each group to find out the effect of the treatment on developing the pupils' listening comprehension skills.

The main statistical results of the study showed that:

1. there was a statistically significant difference between the mean scores of the pupils of the experimental and control groups in the listening comprehension post-test (as a whole) in favour of the experimental group
2. there was statistically significant difference between the mean scores of the pupils in the experimental group in the pre-test and their mean scores in the post-test (the total test) in favour of the latter.

It was concluded that the proposed scaffolded interactive activities were very effective in developing the listening comprehension skills of sixth grade elementary schoolgirls in Jeddah.

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Table of Contents

Abstract.....	i
Acknowledgments.....	iii
Contents.....	iv
List of Figures	xi
List of Tables.....	xii

Chapter I The Problem

1.1. Introduction.....	1
1.2. Context of the Problem.....	11
1.3. Statement of the Problem.....	14
1.4. Questions of the Study.....	14
1.5. Purpose of the Study.....	15
1.6. Significance of the Study.....	16
1.7. Hypotheses of the Study.....	17
1.8. Design of the Study.....	18
1.9. Limitations of the Study.....	19
1.10. Instrument of the Study.....	19
1.11. Procedures of the Study.....	20
1.12. Definitions of terms.....	21

Chapter II Review of Literature

2.1. Listening:

Introduction.....	26
2.1.1. Significance of Listening.....	26
2.1.2. Nature of Listening.....	30
2.1.2.1. Listening and Hearing.....	30
2.1.2.2. Listening as a Receptive Skill.....	32
2.1.2.3. Listening as an Active Skill.....	32
2.1.2.4. Listening as a Complex Skill.....	34
2.1.3. Listening and English Language Teaching.....	36
2.1.3.1. Stages of Teaching Listening.....	39
2.1.4.. Different Types of knowledge used in Listening.....	42
2.1.5. Processes of Listening.....	43
2.1.6. The Micro Skills of Listening.....	46
2.1.7. Recommendations for Effective Listening.....	50
2.1.8. Review of Related Studies on Listening.....	53
2.1.8.1. Studies Dealing with Young Learners.....	53
2.1.8.2. Studies Dealing with Adult Learners.....	54

2.2. Scaffolding

Introduction.....	63
2.2.1. Scaffolding: Concepts and Pedagogical Implication.....	63
2.2.2. Origins and Further Understanding of Scaffolding.....	65
2.2.2.1. Psychological Aspects of Scaffolding.....	70
2.2.2.2. Cognitive Aspects of Scaffolding.....	70
2.2.2.3. Pedagogical Aspects of Scaffolding.....	71
2.2.3. Scaffolding Techniques.....	73
2.2.4. Scaffolding Guidelines.....	75
2.2.5. Advantages and Disadvantages of Scaffolding.....	78
2.2.6. Recommended Activities and Techniques for Teaching and Scaffolding Listening Comprehension Skills.....	80
2.2.7. Related Studies on Language Scaffolding.....	86

Chapter III Methodology and Procedures

3.1. The Study Sample	95
3.2. Design of the Study.....	97
3.3. The Instrument Used in the Study.....	97
3.3.1. Test Design.....	98
3.3.1.1. Content Analysis.....	98

3.3.1.2. The Listening Skills List.....	99
3.3.1.3. Listening Comprehension Pre-Post Test.....	100
3.3.1.4. Aim of the Test	101
3.3.1.5. Description of the Test	101
3.3.1.6. Test Instructions	105
3.3.1.7. Test Validity	106
3.3.1.8. Test Reliability	108
3.3.1.9. Piloting the Test	109
3.3.1.10. Scoring the Test.....	110
3.3.1.11. Test Administration.....	111
3.4. Treatment of the Study.....	111
3.4.1. Aims of the Treatment.....	112
3.4.2. Objectives of the Treatment.....	112
3.4.3. Assumptions of the Treatment.....	112
3.4.4. Duration of the Treatment's Administration	113
3.4.5. Description of the Treatment.....	114
3.4.5.1. Scaffolding Interactive Activities Included in the Treatment.....	114
3.4.5.1.A. Pre-Listening Stage.....	123
3.4.5.1.B. During Listening Stage.....	123
3.4.5.1.C. Post-Listening Stage.....	124

3.4.6. Instructional Aids and Equipment	124
3.4.7. Evaluation.....	124
3.4.7.1. Formative Evaluation.....	124
3.4.7.2. Summative Evaluation.....	125
Conclusion.....	126

Chapter IV Statistical Analyses, Results and Discussion

4.1. Analyzing the Results of Testing Research Hypotheses.....	128
4.1.1. Analyzing the Results of Testing the First Hypothesis.....	128
4.1.2. Analyzing the Results of Testing the Second Hypothesis.....	129
4.1.3. Analyzing the Results of Testing the Third Hypothesis.....	131
4.1.4. Analyzing the Results of Testing the Fourth Hypothesis.....	132
4.1.5. Analyzing the Results of Testing the Fifth Hypothesis.....	133
4.1.6. Analyzing the Results of Testing the Sixth Hypothesis.....	134
4.1.7. The Effectiveness of the Experimental Scaffolding Interactive Activities (The independent variable)	135
Conclusion.....	138

Chapter V. Summary, Recommendations and Suggestions

5.1. Summary.....	141
5.1.1. Statement of the Problem.....	141
5.1.2. Purpose of the Study.....	142
5.1.3. Design of the Study.....	142
5.1.4. Questions of the Study	142
5.1.5. Hypotheses of the Study	143
5.1.6. Limitations of the Study.....	144
5.1.7. Instrument of the Study	145
5.1.8. Procedures of the Study.....	145
5.1.9. The Statistical Analysis of Data	147
5.1.10. Results of the Study.....	147
5.2. Recommendations.....	149
5.3. Suggestions for Further Research.....	150
References.....	151
Appendix 1. Content Analyses.....	164
Appendix 2. A Checklist of Listening Comprehension Sub-Skills	
Hamada's List (1990).....	168
Appendix 3.A. The Letter Addressed to the Jury Members.....	175
B. Names of the Jury Members Who Validated the Listening Comprehension Skills Test.	176

Appendix 4. A Listening Comprehension Test for the Pupils in the	
Sixth Grade Elementary Stage.....	178
A. Teacher's Version.....	179
B. Pupil's Version.....	190
C. Correction Key.....	202
Appendix 5. The Proposed Treatment.....	204
A. Description.....	205
B. Sample Lesson.....	210
Appendix 6. Volume of Effect.....	214

List of Figures

Chapter I

1.6. Figure.1. Design of the Study.....	18
---	----

Chapter II

2.1.2.4. Figure.2. The Complex Cognitive Nature of Listening.....	35
---	----

2.2.1. Figure.3. The Gradual Release of Responsibility.....	65
---	----

2.2.1. Figure.4. The Integrated Aspects of Scaffolding.....	72
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List of Tables

Chapter II

2.1.3.1. Table (1) Comparison between the Traditional and New Trends o f Teaching Listening.....	41
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Chapter III

3.3.2.6. Table (2) Reliability Coefficients of the Listening Comprehension Test	108
3.3.2.6. Table (3) Correlation between Each Part of the Test and the Whole Test.....	109
3.4.5.2. Table (4) Description of the Scaffolding Interactive Activities Included in the Treatment.....	117

Chapter IV

4.1.1. Table (5) Results of the T-test between the Mean Scores of the pupils of the Control and Experimental Groups in the Pre-Listening Comprehension Test (as a whole).....	129
4.1.2. Table (6) The Significance of the Difference between the Mean Scores of the Pupils of the Control and Experimental Groups in the Three Parts of the Listening Comprehension Pre-Test.....	130
4.1.3. Table (7) Results of the t-test between the Mean Scores of the Pupils of the Control and Experimental Groups in the Post-	

Listening Comprehension Test (as a whole).....	131
4.1.4. Table (8) The Significance of the Difference between the Mean Scores of the Pupils of the Experimental and Control Groups in Each Part of the Listening Comprehension Post-Test.....	132
4.1.5. Table (9) The Significance of the Difference between the Mean Scores of the Pupils of the Experimental Group in the Listening Comprehension Pre-Test and the Mean Scores in the Post-Test.....	133
4.1.6. Table (10) The Significance of the Difference between the Mean Scores of the Pupils of the Experimental Group in each part of the Pre-Test and their Mean Scores in the Three Parts of the Post-Test.....	134
4.2. Table (11) The Difference in the Effectiveness of Learning Activities as Shown by the Scores of the Experimental Group pupils and the Control Group pupils in the Listening Comprehension Post-Test (as a whole).....	136
4.2. Table (12) The Differences in Effectiveness of Learning Activities as Shown by the Scores of the Experimental Group Pupils and the Control Group Pupils in Each Part of the Listening Comprehension Post Test ...	140
4.2. Table (13) Black's Modified Gain Ratio for the Experimental Group.....	137

Chapter I

The Problem

Chapter I

The Problem

1.1. Introduction:

English is acknowledged as the dominant language of communication in the age of globalisation and technology. Therefore, teaching English as a foreign or second language has become vital in order to help the new generation cope with the vast changes and challenges of this age. Responding to this international trend, and based on the recommendations of many researchers who have proved that the earlier a learner is exposed to a foreign language the easier s/he learns it (Carroll, 1969; Jachbovitz, 1971; Sadek, 1986; Zughloul, 1988 & Elmuttawa, 1996), the Saudi Ministry of Education has introduced the teaching of English at the primary stage. As such, it is hoped that pupils can learn English more effectively and use it for different communication purposes (Teacher's Manual, 1426 A.H.). However, in a foreign language (FL) context, where English is not commonly spoken in the society, pupils are not sufficiently exposed to this foreign language. It has therefore become urgent that English should be taught effectively in school classrooms. In other words, the quality of the teaching of English must be emphasised and more attention should be paid to different language skills in order to achieve the objectives of teaching English, particularly developing the pupils' ability to communicate.

However, communication is a two-sided process; a message cannot be communicated unless there is someone to receive it (Johnson & Morrow, 1981; Rivers, 1989 & Mee, 1999). Listening comprehension is considered a pre-requisite for communication. In Dakin's (1997, p. 31) words, "listening is one

half of the process of communication". More recently, Adrian (2002) emphasized the very important role of listening when he stated that listening is considered **the queen** of communication skills because the better the learners understand what they hear, the better they will speak. Leloup and Ponterio (2005) agreed with Adrian declaring that "Oral language development needs two essential elements in order to be maximally realized: comprehensible input and social interaction". They recommended that school classrooms - the language learning environment in the FL context - should be structured to provide more comprehensible input through meaningful listening activities.

The above suggestion echoes the comprehensible input of Krashen (1985) who asserted that the more comprehensible the language input is, the easier and the faster the learner acquires that language. Here, the significance of listening comprehension to language acquisition in general, and second and foreign language learning in particular, becomes obvious. El-Sagheer and others (2002) revealed that listening to comprehensible input can actually aid language acquisition. As such, listening is considered the channel through which language is naturally acquired. Through listening, children learn to imitate and produce sounds which they hear from people around them. Then, in time, they construct their mother tongue and become capable of communicating with others while deaf children cannot acquire this skill (IELP-II, 2002). The Natural Approach pioneered by Krashen and Terrell (1984) stressed this fact. Therefore, learning a language is not considered "just learning to talk, but rather learning a language is building a map of meanings in the mind" (Nord, 1985, p. 17). According to Al-Hariree (2004), listening activities in classrooms should provide a language input

to the learner, and without understanding this input at the right level, any language learning simply cannot begin.

Listening is considered one of the most essential skills for both communication and language learning. At the same time, it facilitates the emergence of the other language skills: speaking reading and writing. It provides the basis for developing them as explained by Hasan (1998); Saricoban (1999) and Petrcion (2003). They assert that listening is the first step to achieving oral fluency and accuracy, and it assists in the development of speaking skills. Petrcion adds that if a learner can listen effectively, speaking will follow naturally.

In addition to these views concerning the significance of listening comprehension, particularly in the foreign language learning context, Rivers and Temperly (1978), Oxford (1993) and Clece-Murcia (1995) agree that listening constitutes 45% of daily communication among individuals.

Therefore, many researchers such as Nord (1980); Gary and Gary (1981); Morely (1984); El-Sagheer and Levine (2002) and Al-Hariree (2004) argue for teaching listening first and delaying speaking or oral responses for many reasons. These include:

a- the learner is not overloaded by having to focus on two or more skills at the same time.

b- listening-based approaches easily fill the requirements for acquisition to occur and avoid the bad effects of having to produce language before the learner is ready.

c- learners will not feel shy or worried about their learning classes because listening activities reduce the stress involved in language learning.

Moreover, these researches also suggest that listening should be separated from speaking and taught as a skill in its own right, though there is another view which considers that both skills should be taught together (El-Gameel, 1982; Harmer, 1998 & Aly, 2001). In the present study it is assumed that listening should not only be treated inside classrooms as a basis for developing other language skills, particularly speaking, it should also be simultaneously taught and developed as a skill in its own right, especially in the first stages of learning a foreign language.

It is surprising, therefore, that teaching listening comprehension skill is still neglected in schools; it is not really taken very seriously by English language teachers, even though it has begun to be given some space in schools' English language textbooks. Many researchers, such as Long (1986); Brown (1987); Vanasco (1994); Bohlken (1998) and AbediLatif (2002), have referred to this negligence saying that there are many reasons that listening remains one of the least stressed skills in language teaching and learning in spite of its importance. For instance, early language teaching methodologists referred to reading and listening as passive skills that develop automatically through exposure to oral language input. The listener's role, therefore, was always thought of as passive in the process of communication (Celce-Murcia & Terrel, 1991). Another reason is the traditional method of teaching listening in which learners simply listen to a spoken message in order to answer some comprehension questions at the end. This type of teaching material does not help the learners acquire such an important skill. According to other researchers, this is because most teachers are

not certain about how best to teach listening skills (Hyslop & Tone, 1988; El-Sagheer & Levine, 2002 and Al-Hariree, 2004). A further practical reason is the fact that pupils and teachers in Arab countries are exam-oriented and, as long as listening is not tested, it is not given the importance it deserves (Hamada, 1990 & IEIP-II, 2002).

After a long time of neglecting listening comprehension skills, language teaching has moved toward comprehension-based approaches. As a result, learning to listen has become an important element in both foreign and second language classrooms (Lund, 1990 & Van-Duzer, 1997). Since then, teaching listening has begun to attract the attention of many researchers. Many attempts have been made to investigate the effectiveness of different teaching techniques in developing the learners' listening skills. Dadour (2003) asserts that such interest has emerged as a result of the movement of consciousness-raising in language learning classrooms. Therefore, many researchers have directed their attention to the study of devices and factors which can convert language input into language intake.

Simultaneously, listening has been regularly viewed as "a complex skill involving a large number of sub-skills or micro-skills such as discriminating English sounds, recognising stress patterns, intonation meanings, recognising words and expressions involved in the spoken discourse, and organising grammatical rules" (Brown, 1994, p. 241). Moreover, the listener has to guess the meaning from the verbal and non-verbal contexts and adjust listening strategies to listening purposes. Above all, s/he has to use his background knowledge and

experience to make inferences, predict outcomes and comprehend relationships among ideas (Goh, 2000).

Such awareness of listening as a complex and active skill has led to some important pedagogical implications: first, listening skills should be taught and many teaching techniques and strategies have emerged to help language learners face listening difficulties and develop their listening skills. Second, the listener should be activated so that s/he can be more involved in the listening process. The latter was the core of interactive teaching of listening. Lewis and Hill (1997) mention that it is not enough for listeners to say: "I understood the message"; rather they should carry out many tasks to show their understanding. Brown (1994, p. 235) stresses the idea that listening is an interactive process in which the listener receives the sound waves through the ear and then acts on them, making use of cognitive and affective mechanisms. All researchers who have adopted the same view have tried to identify the processes involved in listening comprehension and the actions that active listeners must perform. Many taxonomies of listening processes have been presented (Brown, 1994; Lynch, 1996; Lewis & Hill, 1997). Some of these processes include the ability to: a) process raw speech and hold an image of it in the short-term memory, b) decide the objective of the speaker, c) assign literal meaning to the utterance, d) assign intended meaning to the utterance, e) understand specific details, and f) recall background information.

Concerning the functions to be done by active listeners, they are open-ended. Lund (1990) identifies six of them: a) identification which refers to the recognition of the elements of the message, b) orientation which includes finding out the important facts about the text, c) main idea comprehension, d) detail

comprehension, e) full text comprehension, and f) replication which is the ability to reproduce the message.

What is more important is that Lund (1990) has provided nine responses which can show the listener's comprehension of the message which are: a) physical responses, for instance nodding head or shaking head, b) choosing, such as matching or arranging, c) transferring information from one modality to another such as creating tables, figures or drawings, d) answering some questions, e) condensing which includes taking notes and making outlines, f) extending or going beyond the text, g) duplication which refers to the ability to reproduce the message, h) modeling which involves imitation of the speaker, and i) conversation which is actual interaction with the text .

This brief discussion of the listening process and listeners' functions and responses may demonstrate that listening is a difficult skill and that language learners need more conscious, systematic and purposeful help. Harmer (1998) comments saying that students get better at listening with help from teachers. In regard to this point, Rost (1991) provides language teachers with three recommendations to provide help when teaching interactive listening: a) simplifying the provided text, b) giving pre-listening activities, and c) making use of visual support for the listening activity. Further recommendations have been suggested by other researchers; they include preparing learners to listen, providing support during listening, selecting appropriate tasks, providing positive feedback (Sheerin, 1997), teacher's modelling of appropriate listening strategies, direct instruction, guided practice, metacognitive strategies (Miller, 2003; Abo-Esaa, 2005) and the use of modern technology such as computers and interactive audio- and video-assisted learning (Strother, 1987; Willets, 1992).

However various and effective these techniques are, they are considered types of help that language teachers and researchers attempt to provide to language learners when teaching listening. The effectiveness of such help depends on it being used appropriately by teachers and educators (Willems, 1992). The researcher believes that the multi-nature of the listening process, skills, and difficulties on one hand, and of listener's functions and responses on the other hand, in addition to the variety of the available teaching techniques and procedures necessitates the sensitive, supportive intervention of English foreign language teachers, particularly in the first stage of learning any foreign language.

More recently, both psychologists and educationalists have preferred to use the concept of “**scaffolding**” to describe the sensitive and active support provided by teachers during the process of learning. Mercer (1995, p. 74) describes scaffolding as "the sensitive supportive intervention of a teacher in the progress of a learner who is actively involved in some specific tasks, but who is not quite able to manage the task alone". It appears that scaffolding requires 1) the teacher's involvement in the learner's learning, 2) an active learner, and 3) a challenging learning task which requires particular support from the teacher in order for the learner to complete the task. Bruner (1982, p. 45) comments that "Scaffolding refers to the steps taken to reduce the degree of freedom in carrying out some tasks so that the learner can concentrate on the difficult skill s/he is in the process of acquiring". As such, scaffolding refers to both cognitive and strategic help provided by the teacher which, as Mercer(1995, p. 75) believes, requires "the provision of guidance and support which is increased or withdrawn in response to the developing competence of the learner". This requires awareness of the learner's needs, difficulties and competence levels in a

particular skill. Consequently, the teacher can determine the degree of his/her scaffolding. Successful scaffolded interaction requires shared understanding of the task. Teachers are responsible for leading the learners toward understanding and for helping them develop their own perception of the task. This is done by creating a balance of support and challenge (Roehler & Canlon, 1997, p. 2).

The essence of scaffolding is that when pupils are learning new skills, they are given more assistance. As they begin to demonstrate more developing levels, the assistance or support is decreased gradually in order to shift the responsibility of learning from the teacher to the pupil. Such a concept of scaffolding (Bruner, 1983; Rosenshine & Meister, 1992; Mercer, 1995; Hamada, 1999; Stager & Harman, 2002, and others) is based on the work of Vygotsky (1978), who proposed that with the assistance of an adult, children could accomplish tasks that they ordinarily could not perform independently. Some researchers who have followed Vygotsky's line of interest have studied the language of teaching and learning as scaffolding tools (Bruner, 1975; Mercer, 1995; Roehler & Cantlon, 1996; Hamadah, 1999). However, there is a more recent tendency to broaden the field of scaffolding, referring to it as the support the teacher gives to the pupil in any number of ways, ranging from hints or feedback to doing the task for the pupil as demonstration (Stager & Harman, 2002, p. 3). In respect to this, Bull and others (1999) see that scaffolding can be provided by teachers, peers or computers, and may include the use of tutoring, a performance system and online support. Furthermore, scaffolding can be embedded in the information or the input such as providing visual supports.

This researcher thinks that narrowing the concept of scaffolding to the use of talk inside classrooms, or broadening it to involve any type of support provided by

the teacher, is not helpful in the field of education in general and language learning in particular. Rather, this researcher considers that both trends can be integrated. The researcher - depending on her analysis of the teaching learning situation at hand - used different types of support, and simultaneously used interactive talk with the pupils to maximise their comprehension of the tasks at hand. As such, the researcher will not give up Vygotsky's line of interest - the use of "talk" or "classroom discourse" as a medium for internalising skills including language skills. However, it is important to mention here that "talk" is used in this respect generally and is not restricted to the language which is being taught, i.e., the mother tongue can be used when needed (Leki, 1992; Gibbons, 2002). The teacher at the same time can benefit from other types of help such as visual support, modelling, direct instructions, demonstration, etc., as long as she aims at helping pupils to become more independent learners.

Hogan and Presley (1997, pp. 186-190) identified different guidelines that can help the teacher use scaffolding. These include: 1) pre-engagement with the student and the curriculum, 2) diagnosing pupils' needs, 3) providing tailored assistance such as cueing or prompting, questioning, modelling, telling or discussing, 4) maintaining pursuit of the goal by questions and encouragement, 5) giving feedback, 6) controlling frustration and risk (pupils should feel free to take risks with learning), and 7) assisting internalisation, independence and generalisation to other contexts. This means that the teacher helps the pupils to be less dependent on the teacher's signals to complete a task and also provides opportunities for the pupils to practise the task in a variety of contexts.

In foreign language learning contexts as in Saudi Arabia, as described earlier, English language learners in general require support or help to restructure their

language. Beginning learners of English as a foreign language, in particular, need more conscious and systematised support so that they can acquire sound and good language from the very beginning. Providing support or help as discussed in the literature related to scaffolding is better based on a strong and sound psychological and pedagogical basis, taking into consideration practical implications as well. Therefore, the present researcher tried to adopt some psychological and pedagogical principles underlying scaffolding as a guide for the help or support she provided to elementary schoolgirls in Jeddah during the process of developing their listening comprehension skills.

1.2. Context of the Problem

It has been noticed that teaching listening comprehension skills has attracted the attention of many researchers and course designers. This tendency has begun to be reflected in the new English school textbooks presented to schoolgirls in the sixth grade of elementary education in Saudi Arabia. The new textbooks include some listening activities.

However, the complex nature of listening skill and the difficulties which beginners of foreign language learning meet when listening to the language have urged the researcher to investigate the situation more seriously. As is apparent from the literature on listening comprehension, listening to a tape or providing some listening activities are good strategies, but this is not sufficient. These methods are not equivalent to teaching listening skills. Arnold (2005) goes further, suggesting that: "Simply asking students to listen to something and answer some questions is a little unfair, and makes developing listening skills

much harder"(p. 11). She asserts that inadequate listening practice could have negative effects on foreign language learners. Many pupils can become afraid of listening and can be disheartened when they listen to something and feel that they understand very little. Considering these points, in addition to the fact that listening while trying to understand oral language is difficult in the beginning stages of language acquisition (SPEER, 2002), a **pilot study** has been conducted to investigate some variables and to answer these necessary questions:

1. To what extent are listening comprehension skills emphasised in English textbooks taught in sixth grade elementary schools in Saudi Arabia compared with other language skills (speaking, reading and writing)?
2. To what extent are the listening activities included in the English for Saudi Arabia Sixth Grade Elementary textbook designed mainly to develop the pupils' listening comprehension skills?
3. How suitable are these activities for the cognitive level of pupils of this age?
4. To what extent are these listening activities interactive?;that is, do these activities involve the pupils in oral messages and ask them to show their understanding by giving different responses?
5. Do English language teachers appreciate the listening activities included in the book?
6. Do sixth grade pupils appreciate these activities?

To answer questions 1 to 4, the researcher has analysed the content of the school textbooks quantitatively and qualitatively*.

The quantitative analysis of the activities for each skill shows that reading in particular is the most emphasised skill (40 activities), then comes writing (14 activities), while 12 activities have been designed for both listening and speaking skills. These results show that there are few listening activities compared with those for the other skills, particularly those designed for practising reading and writing skills (the language skills which are usually included in school language tests!). Most of the listening activities are integrated with activities for other skills. Listening is used as a tool in the service of other skills. There are only a few activities in just two lessons that are mainly purely for listening. In these activities the pupils repeat, read what they have listened to, or carry out very simple responses. Such responses are not cognitively challenging for the pupils. The study sample, the 15 teachers and 30 learners who were interviewed by the researcher, mentioned that the listening activities were not motivating and that the pupils lose interest in them quickly. One of the pupils' commented in Arabic that "They are childish and similar to those presented in nursery books". A further comment was "We repeat only!". These comments, though very simple, are very valuable and meaningful. Listening activities in the textbooks are neither interactive nor challenging. Pupils do not know how to listen; for them it is equivalent to doing nothing. In other words, they are passive listeners.

The above analysis and results have motivated the present researcher to design scaffolded interactive activities to develop the listening comprehension skills of

* See appendix (1) for content analysis.

sixth grade elementary school girls in Jeddah. In designing these activities, the principles and guidelines underlining scaffolding have been taken into consideration to determine the types and the degree of support provided to the pupils.

1.3. Statement of the Problem

Listening is considered a very important skill in language learning and language acquisition. It is a complex and active skill that requires interactive teaching within which language learners need more conscious, systematic and purposeful help. Yet, the pilot study revealed that listening skills are not seriously treated in the English school textbook activities; these activities are not interactive and the teacher's help is not clear (see the pilot study). The complex nature of listening comprehension skill and the difficulties which beginners of foreign language encounter when listening to the language, in addition to the neglect of listening skills in English school textbooks, have urged the researcher to adopt some psychological and educational principles underlying "scaffolding" as a guide for the help or support she will provide to sixth grade elementary school girls during the process of developing their listening comprehension skills.

1.4. Questions of the Study

The problem of the present study can be stated in the following question:

What is the effectiveness of scaffolding interactive activities in developing the English listening comprehension skills of sixth grade elementary schoolgirls in Jeddah?

The following sub-questions emerged:

- 1- What are the listening comprehension skills included in the English textbooks used in the sixth grade in elementary schools?
- 2- To what extent do sixth grade elementary schoolgirls acquire these skills?
- 3- What are the appropriate principles and guidelines for constructing scaffolded listening comprehension activities for sixth grade elementary schoolgirls?
- 4- What are the criteria for selection of the interactive activities to be provided to sixth grade elementary schoolgirls in the area of listening comprehension?
- 5- What are the English language elements (sound system, vocabulary and structures) included in the English for Saudi Arabia Sixth Grade Elementary school textbooks?
- 6- To what extent are the proposed scaffolded interactive activities effective in developing the identified listening comprehension skills of sixth grade elementary schoolgirls in Jeddah?

1.5. Purpose of the Study

This study attempts to:

- 1- identify the listening comprehension skills included in the English textbooks used in the sixth grade in elementary schools
- 2- design a collection of scaffolded interactive activities to develop the listening comprehension skills of sixth grade elementary schoolgirls.
- 3- investigate the effectiveness of the newly-designed scaffolded interactive activities in developing the listening comprehension skills of sixth grade elementary schoolgirls in Jeddah by administering a listening comprehension test.

1.6. Significance of the Study

To the knowledge of the researcher, no study has been conducted to investigate or to help develop the English listening comprehension skills of elementary schoolgirls in Saudi Arabia. Therefore, the listening activities designed in the present study may guide course designers when designing other listening courses for elementary school pupils. The present study is the first one that uses the concept of scaffolding in the area of listening comprehension in Saudi Arabia. Thus it can enrich the field of listening comprehension with valuable scaffolded activities that demonstrate various types and degrees of help that can be offered by English language teachers. Furthermore, the present study is the first one that has attempted to integrate scaffolding from the teacher's perspective and interactivity from the learner's perspective (learners carry out some functions and responses) in joint activities.

As such, the present study can help English language teachers use the same activities and also help them design similar ones with other pupils. Other

researchers can use the designed scaffolded interactive activities as model samples to investigate their effectiveness in developing the listening comprehension skills of pupils in other grades. A further significance of the study is that it provides the field and the Ministry of Education in Saudi Arabia with a listening comprehension test that can be used in evaluating the listening comprehension skills of sixth grade elementary school girls.

1.7. Hypotheses of the Study

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

1. There is no statistically significant difference between the mean scores of the pupils in the experimental and control groups in the results of the listening comprehension pre-test (the total test).
2. There is no statistically significant difference between the mean scores of the pupils in the experimental and control groups in each part of the listening comprehension pre-test results.
3. There is a statistically significant difference of 0.05 between the mean scores of the pupils of the experimental and the control groups in the listening comprehension post-test results in favour of the experimental group.
4. There is a statistically significant difference of 0.05 between the mean scores of pupils of the experimental and control groups in each part of the listening comprehension post-test results in favour of the experimental group.

5. There is a statistically significant difference of 0.05 between the mean scores of the pupils in the experimental group in the pre-test and their mean scores in the post-test results (in the total test) in favour of the latter.
6. There is a statistically significant difference of 0.05 between the mean scores of the pupils in the experimental group in each part of the pre-test and their mean scores in each part of the post-test results in favour of the post-test.

1.8. Design of the Study

The present study made use of experimental design. Two groups were included: the experimental group which was exposed to different scaffolded interactive activities aimed at developing the pupils' listening comprehension skills and the control group which received the usual activities included in the English textbooks. As such, the independent variables included the scaffolded interactive activities designed by the researcher. The dependent variable was the listening comprehension skills of the sixth grade elementary schoolgirls as shown in Figure (1).

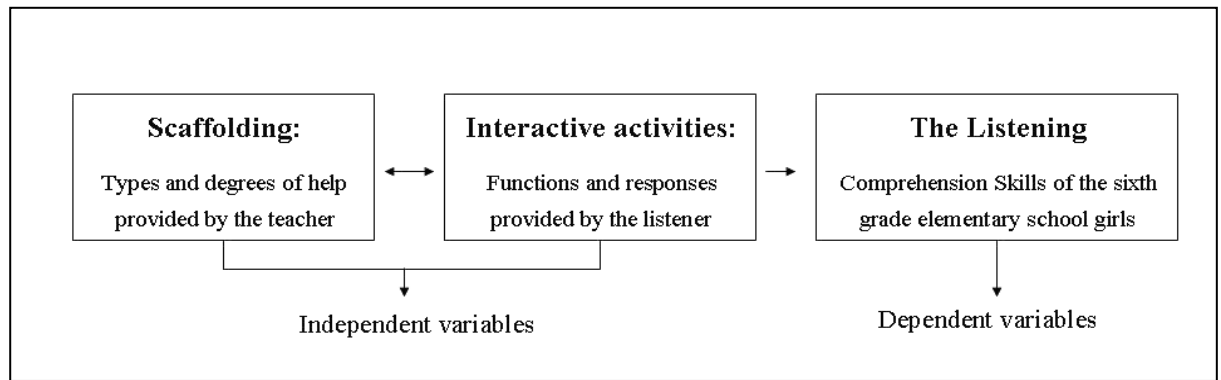


Fig.1. Design of the Study

1.9. Limitations of the Study

The present study was limited to:

- 1- a sample of 50 sixth grade elementary schoolgirls enrolled in two classes in the 128 Elementary Girls School in Jeddah. They were assigned to two groups -one class (N.25) as the control group, the other class (N.25) as the experimental group
- 2- the language elements included in English For Saudi Arabia Sixth Grade Elementary textbooks
- 3- a limited duration for implementing the proposed activities: in the first term of the school year 1428-1429 (approximately eight weeks).

1.10. Instruments of the Study

To investigate the effectiveness of the proposed scaffolded interactive activities in developing the identified listening comprehension skills of sixth grade elementary schoolgirls in Jeddah, a listening comprehension pre/post test was designed. For analysing the content of the listening activities included in English school textbooks and designing the test, some lists of listening comprehension skills were surveyed and a list was selected to be used in the study.

1.11. Procedures of the Study

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

1. review of the literature and previous studies related to "scaffolding", listening comprehension in general, and interactive listening in particular
2. preparing a list of listening comprehension skills to determine the listening comprehension skills included in the English textbooks taught in sixth grade elementary schools
3. submitting the list to a panel of specialists in the field of teaching English as a foreign language to determine the most important listening skills for sixth grade elementary schoolgirls in Jeddah
4. analysing the content of English textbooks - the sixth grade elementary textbook English For Saudi Arabia- to determine the listening comprehension skills and the language points included in them
5. designing a listening comprehension pre-post test in the light of the listening skills and language elements identified from the content analysis of the English textbooks taught in sixth grade elementary schools
6. submitting the listening comprehension pre-post test to a panel of specialists and experts in the field of teaching and testing English as a foreign language to determine its face validity
7. verifying the reliability of the listening comprehension pre-post test items using Alpha Cronbach
8. designing scaffolded interactive activities for developing listening comprehension skills based on the content analysis

9. selecting two sixth grade classes from an elementary girls' school in Jeddah
10. administering the listening comprehension pre-test to the two groups to identify the pupils' level in the identified listening comprehension skills. The results of the test would help the researcher determine the functions and responses that cannot be carried out without the teacher's assistance (actual level of development).
11. implementation, with the experimental group, of the scaffolded interactive activities developed by the researcher aimed at developing their listening comprehension skills while the control group were taught through the usual activities
12. administering the listening post-test to the two groups to investigate the effectiveness of the designed scaffolded interactive activities in developing the listening comprehension skills of the experimental group
13. analysing the results statistically by using the T-test
14. discussing and interpreting the collected data
15. providing a summary, conclusions, recommendations and suggestions for further research.

1.12. Definition of Terms

Scaffolding

Scaffolding, in its more usual sense, is a temporary structure that is often put up in the process of constructing a building. As each bit of the new building is finished, the scaffolding is taken down (Gibbons, 2002, p.10).

Scaffolding learning, like its namesake, is a "temporary framework" that supports students as they develop new skills (Harman, 2002, p. 3).

Bruner(1982)describes **scaffolding** as the steps taken to reduce the degree of freedom in carrying out some tasks so that the child can concentrate on the difficult skill she is in the process of acquiring.

Rosenshire and Meister (1992, p. 75)define **scaffolding** as a process in which students are given support until they can apply new skills and strategies independently.

Scaffolding is described by Wood, Bruner and Ross (1976, p. 9) as controlling those elements of the task that are initially beyond the learner's capability, thus permitting him/her to concentrate upon and complete only those elements that are within his/her range of competence.

Dickson et al., (in Larkin, 2002, p. 2) define **scaffolding** instruction as "the systematic co- sequencing of prompted content, materials, tasks and teacher and peer supports to optimise learning.

Mercer (1995, p. 74) described **scaffolding** as the particular sensitive and active support provided by teachers during the process of learning.

Based on the researcher's understanding of the previously mentioned definitions, she suggests the following operational definition of scaffolding:

Scaffolding is a sequence of different types and degrees of responsive support provided by the teacher to the learners during the process of learning new or difficult language skills (listening comprehension skills in the present study).

This support depends on the learning situation as well as the learners' responsive interaction during the process of learning.

Interactive

In Oxford (1999, pp. 400-401), to interact means to communicate or mix in a way that has an influence or effect on somebody else. Interactive means involving or allowing direct two-way communication (pp. 400-401).

Horton (2001, p. 192) states that "Learner **interactivity** is the active involvement, participation, and engagement of the individual in the learning process".

In this study, the researcher aims to involve the learners in the scaffolding activities designed, so students will interact with English language in real use.

Activities: Language Activities

Activity is "a very popular term in literature. An activity may refer to virtually anything that learners actually do in the classroom" (Brown, 1994, p. 136). This shows that using activities in teaching language is not a recently developed strategy but has always been integrated in the teaching/ learning process.

Thomas (1991, p. 88), on the other hand, points out that **language activities** are the main unit in designing experiences for teaching. He says that "in a lesson plan in the classroom, activities are joined together in a sequence. Lesson plans outline a sequence of activities that the teaching intends to follow".

Activities are seen as a medium for teaching, but not the target. Richards (1999, p. 161) affirms this point saying that "an activity is described as a task that has

been selected to achieve a particular teaching/ learning goal”. This indicates the need for teachers to identify their intended objectives before working on choosing or designing their language activities.

Horton (2001, p. 191) describes activities as "coordinated actions that exercise basic intellectual skills, thought processes, and analysis techniques. Learning activities are the verbs of learning. They elevate learning from passive reading and watching to active seeking, selecting and creating knowledge".

Activities, then, can be defined as a set of procedural decisions made by the teacher or course designers to find an answer to “the question of how the goals are to be realized. Activities can be used in the development of skills that the children will learn in order to achieve a goal or goals”(Day et al., 1984, p. 183).

Ibraheem (2000, p. 90) affirms that language **activities** “aim at developing linguistic ability for students, besides helping them acquire language (linguistic) skills and experiences". Therefore, language activities are reported to be crucial to foreign language practices, and teachers need to use them to help their pupils develop their skills in English. Ghareeb(1989, p. 44) describes **activities** as "learning that requires more than watching, observing and listening to the teacher or gathering subjects. Activities refers to the things that a learner shows as a response to the teacher's instructions".

Interactive Activities

In this study, interactive activities means a set of actions performed by the learners as a response to the different types and degree of scaffolding provided or controlled by the teacher before, during and after listening.

Listening comprehension

Listening comprehension is defined as an active and complex process which requires learners to receive sounds, attend to relevant sounds, assign meaning, and store the message for later use (El-Sagheer&Leviene, 2002, p.112).

According to Saricoban (1999, p.5), **listening** is the ability to identify and understand what others are saying.

Bohlken (1997, p. 2) also defines **listening** as "the process of receiving, constructing meaning from, and responding to spoken language and/or nonverbals".

Moreover, Beatty (1999, p. 47) indicates that **listening** is an intellectual as well as a moral skill where the good listener pays an adequate amount of attention to comprehend the message in order to interact effectively with the speaker.

In addition, Devito (2004, p. 8) views listening as an active process of receiving, understanding, remembering, evaluating and responding to communicative discourse.

Thus, **listening** can be operationally defined in the present study as an active, complex and intellectual process in which learners receive sounds, construct meanings, and respond to the verbal as well as nonverbal messages.

Chapter II

Review of Literature

Chapter II

Review of Literature

Introduction

This chapter covers a review of the literature and of previous studies related to the research domains. The review deals with two major domains:

1) listening and 2) scaffolding. The first part focuses on the significance of listening, its nature, sub-skills, and finally the activities and techniques that can be used in developing the learners' listening comprehension skills. The second part is concerned with scaffolding as a recent approach to teaching new skills, concepts and higher levels of understanding. Furthermore, it explores the concepts, characteristics, types, and techniques of scaffolding and examines some practical guidelines and cautions when scaffolding is used in classrooms. This chapter also includes a review of a number of previous studies related to both domains mentioned above.

2.1. Listening

2.1.1. The Significance of Listening

Listening is crucial to people's everyday communication. Byrne (1984, p. 78) suggests that "communication is a two-sided process: a message cannot be communicated unless there is someone to receive it". In the case of oral communication, listening is the receiving process. It is the basis for building up relationships, making others feel important, and for communicating understanding. Rivers (1989), Temperly (1987), Oxford (1993) and Celce-

Murica (1995) agree that more than forty-five percent of total communication time is spent listening, thirty percent speaking, sixteen percent reading and nine percent writing. The importance of communication in different aspects of life urged Adrian (2002) to consider listening **the queen** of communication skills because the better listeners understand what they hear, the better they speak.

Furthermore, different researchers have indicated that listening plays an effective role in social interaction. For instance, Smith, Finn and Dowdy (1993) mention that social interaction, and even most jobs, require the ability to listen and to receive information. They assert that without the ability to listen and to participate in verbal exchanges, individuals are at a major social disadvantage. They add that individuals in a social setting will not be able to interact if they have limited listening skills. Moreover, Schilling (2002) says that listening is an essential skill at work; it reduces errors and wasted time. In the home, listening develops resourceful, self-reliant children who can solve their own problems. Also, Johnson (1996) refers to the fact that when someone is willing to stop talking or thinking and begin truly listening to others, all of his/her interactions become easier, and communication problems are all eliminated.

In addition to its general significance, listening has a very effective role in the processes of language acquisition and learning. Listening is considered the channel through which language is naturally acquired. Through listening, children learn to imitate and produce the sounds that they hear from the people around them. Then, in time, they construct their mother tongue and are able to communicate with others while deaf children cannot acquire this skill (IELP-II, 2002). The Natural Approach pioneered by Terrell and Krashen (1985) stressed

this belief. Furthermore, learning a language is not considered “just learning to talk, but rather learning a language is building a map of meanings in the mind” (Nord, 1985, p. 17). Hence, listening activities in classrooms should provide language input to the learner but without understanding this input at the right level, any language learning simply cannot begin (Al-Hariree, 2004).

Many researchers have tried to explore the important role of listening in the field of language acquisition and learning. Nord (1985) clarifies this importance saying that:

Listening is the way of learning the language. It gives the learner information from which to build up the knowledge necessary for using the language. When this knowledge is built up, the learner can begin to speak. The listening-only period is a time of observation and learning which provides the basis for the other language skills. (p.17)

In addition, Hyslop and Tone (1988), Mee (1990) and Al Khuli (2000) support the previous view explaining that listening provides the foundation for learning and for all aspects of language and cognitive development, and it plays a life-long role in the process of learning and communication essential to productive participation in life. Moreover, Al Khuli (2000, p. 58) adds that "unless the learner hears accurately and understands correctly s/he will not be able to respond adequately". In this respect, Smith, Finn and Dowdy (1993, p. 142) explain that any deficit in this important skill means a significant reduction in the cognitive ability of the student to process incoming information.

It has also been proved that listening is a critical element in the performance of foreign language learners. More precisely, it facilitates the emergence of the

other language skills - speaking, reading and writing. It provides the basis for developing them (Hassan, 1998; Saricoban, 1999; and Petrcion, 2003). Listening and speaking are two major parts of communication in the sense that communication involves the productive skill of speaking and the receptive skill of listening. Also on this point, these authors assert that listening is the first step to achieving oral fluency and accuracy and is a way of developing speaking skills. Moreover, Petrcion (2003) adds that if a learner can listen effectively, speaking will follow naturally, and if the learner cannot catch the incoming language, s/he will not be able to speak to the point with her interlocutors.

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

Listening is also considered a basic element in the emergence of written expression. It helps students take notes and activate their prior knowledge to use in writing activities. Ronald and Roskelly (1985) indicate that if students have not learned to listen, they cannot write. They explain that listening is an active process requiring the same skills of prediction, hypothesizing, checking, revising and generalizing that writing and reading demand. According to these researchers, what people listen for determines the form, style and the content of the responses they write. From another perspective, Hasan (1998, p. 23) reveals

that "both listening and writing skills can be used for supporting each other, in the sense that writing activities can be developed from listening activities and at the same time listeners need the help of the written form to comprehend listening tasks". Thus, it can be said that listening has a positive effect on the students' ability to write.

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

2.1.2. The Nature of Listening

To understand the nature of listening, some points should be briefly explored - listening and hearing, listening as a receptive skill, listening as an active skill, and lastly, listening as a complex skill.

2.1.2.1. Listening and Hearing

Listening has been misleadingly defined simply as hearing, but a more thorough distinction should be made between the two concepts. Brown (2004, p. 72) reveals that many people confuse the term "listening" with the term "hearing", then he explains the difference between these two terms saying that hearing is merely a sense while listening is a learned behaviour. He adds that, just as decoding the written word is not the same as comprehending its meaning,

hearing a sound is not the same as understanding and correctly interpreting what is being said.

Listening involves more than just hearing. It is an active process involving perceiving and organizing oral language input. The ability to attend to and recall these organized perceptions is required (Seedfeldt & Barbour, 1990, p. 368).

Widdowson (1996) provides definitions for both listening and hearing, highlighting the difference between them:

Hearing is the activity of recognizing the signals conveyed through the oral medium which have certain significance. Listening is the activity of recognizing what function sentences have in an interaction, what communicative value they take on as instances of use. (p. 60)

Orwig (1999) considers hearing as a door for listening. She states that listening comprehension is the receptive skill in the oral mode. When we speak of listening, what we really mean is listening to and understanding what we hear. According to Lapp and Anderson (1988), listening comprehension is a complex process and this complexity is due to the general categories involved - hearing, listening and auding. They conceptualize this complex process by describing these general categories as follows:

1. Hearing is the actual physical ability to hear; it is the act of receiving sounds through the ears without interpreting it.
2. Listening is broader than hearing since it involves not only sensing but also interpretation and evaluation of the received message.
3. Auding is a reproduction by students of a previously recorded story after listening to it once or twice (Mitryaeva, 1989, p. 43).

2.1.2.2. Listening as a Receptive Skill

Listening and speaking are known to be the two oral skills of any language; speaking is the productive skill while listening is the receptive one. Widdowson (1996) points to the reciprocal relationship between these two skills saying:

It is perfectly true that speaking is active, or productive, and makes use of the aural mode. Speaking as an instance of use, therefore it is part of a reciprocal exchange in which both reception and production play a part. In this sense, the skill of speaking involves both receptive and productive participation. (p. 59)

Reception is preliminary to production, thus listening is necessary for productive language use (Saricoban, 1999). Speaking is not the only oral mode of responding to listening; there are other ways to respond to listening (El-Mutawa & Taisser, 1989). Here is where the role of teachers and course designers comes in - to work on training pupils to invest their receptive skills in the acquisition of the foreign language and to learn how to respond effectively. Brown (1994) notes that:

It is essential to encourage active participation by the listener - to listen predicatively and critically, watching out for new information which fits neatly into already existing conceptual structures, and reacting sharply, and indeed even accusingly, when confronted with information which does not fit into the preconceived framework. (p.171)

2.1.2.3. Listening as an Active Skill

The type of listening preferred in the field of applied linguistics and methodology is effective listening. Lapp and Anderson (1988, p.16) stress the active nature of listening and demonstrate the inadequate nature of the "listener as tape-recorder" view of listening.

Being described as receptive does not imply that listening is a passive skill. "The term is misleading. Most listening requires a readiness and active cooperation on the part of the listener" (Discroll & Frost, 1999, p. 70). Learners have to share and exert effort to listen; they are required to think while listening in order to be able to decode the encoded message and to respond correctly.

As a way to make listening effective, it is recommended that teachers set a clear objective or objectives of listening for their pupils and for themselves as well.

Nunan (1989, p. 23) suggests that "we do not simply take language in like a tape-recorder, but interpret what we hear according to our purpose in listening and our background knowledge".

Listeners, then, are always making use of their mental abilities in order to work out what they are listening to; this is a recent trend in the research field that has caused an advancement in regard to tackling the receptive language skills - listening and reading (Stevick, 1994). Listening demands active processing to decipher the encoded message and to grasp its meaning in an adequate way; in order to carry this out successfully, the listener has to depend on his/her previous knowledge. El-Sagheer and Levine (2003) summarize this operation in the following lines:

Current researchers believe that listeners use a wide range of knowledge to understand the spoken word. They need what Widdowson (1983) calls semantic knowledge, which involves knowledge of phonological (sound), syntactic (grammatical), and semantic (meaning) aspects of the language system. Listening also requires schematic knowledge, or knowledge of the world. (p.95)

Many linguists and methodologists stress the active nature of listening (Littlewood, 1984; Brown, 1990). Byrne (1983:103) emphasizes the importance

of paying attention for effective listening, and identifies the characteristics of an effective listener, saying that the listener should be:

- mentally checked
- supported
- challenged
- extrapolated to the stream of information contained in the discourse.

More recently, Barna (1994) has defined the active listener as a good listener who “can sum up what has just been said, showing that he has concentrated on the speaker’s words. He may also ask questions” (p. 77). In this definition, listening is viewed as a receptive skill that is essential for language production.

2.1.2.4. Listening as a Complex Skill

Listening is not a simple skill. Mee (1990) describes listening as a complex process which involves two basic levels: recognition and selection. He explains such complexity as follows: When a learner is first confronted with a foreign language, s/he hears only a barrage of meaningless noise. Gradually, after exposure to the language, the learner recognizes the elements and patterns like phonemes, intonation, words and phrases. When the learner is able to recognize the phonological, syntactic and semantic codes of the language automatically, the learner has reached the level of recognition. Next, the learner sifts out the message bearing units for retention and comprehension without conscious attention to individual components. This is the level of selection.

According to Rost (1991) and Aly (2001), listening is an interactive, integrative , interpretive and a creative process in which listeners play a basic role in

constructing the overall message; learners construct meaning, predict topic development, anticipate what may be coming next, and analyze and relate the new information to what they already know or what they listen to. Rivers and Temperly (1998) reflect this complex cognitive nature of listening which involves perception based on internalized knowledge of the language in the following figure:

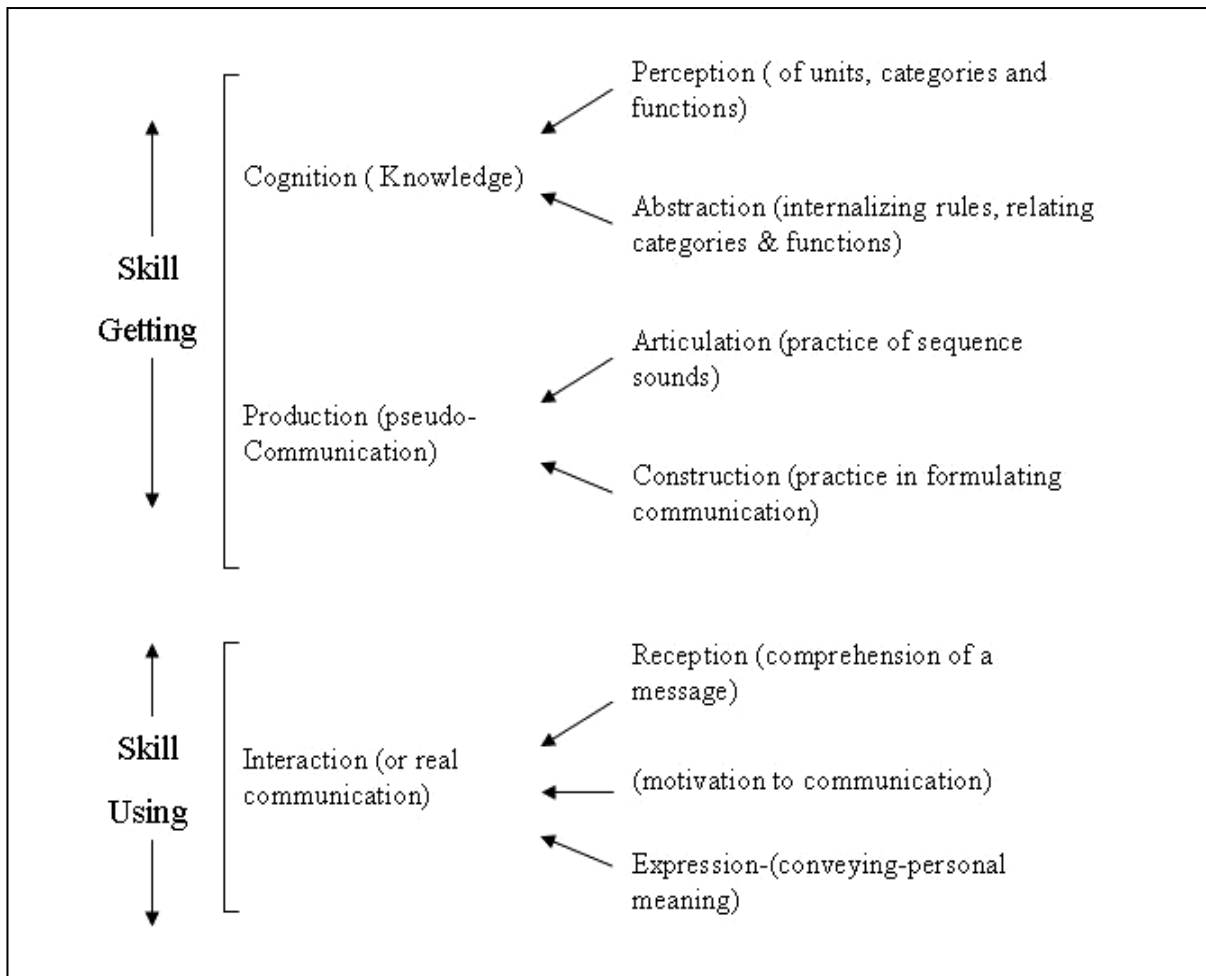


Fig.2. The complex cognitive nature of listening
(Rivers & Temperly, 1998, p. 4)

This reveals that it is not easy to develop listening comprehension. Furthermore, it cannot develop automatically. In addition to such cognitive complexity, learners face some difficulties that they cannot avoid in the situation of listening (Grenfell & Harris, 1999):

- Learners have no visual clues unless a video recording is used.
- Learners are not supported by the written word and must therefore break the stream of sound into individual words for themselves.
- Learners do not have time to reflect on the meaning unless the recording is played a number of times. (p. 81)

Brown (1990) suggests other types of difficulties in regard to teachers' traditional techniques of teaching. He believes that:

Many teachers of foreign languages develop particularly slow, clear styles of speech when speaking the foreign language to learners. In real life, however, ordinary speakers of the language are simply using it to go on with living. Another difficulty is that many teachers have a very idealistic impression of how English is spoken. Most literate people find it very difficult to dissociate knowledge of how a word is spelt from how it is pronounced.
(p. 23)

Based on the previous argument, it can be concluded that listening is a complex process where many things happen simultaneously inside the mind of the listener. Hence, listeners need to be actively engaged in the process of constructing the meaning of a message and comprehending it. Therefore, teaching the skills of listening comprehension should be seriously considered.

2.1.3. Listening and English Language Teaching

In spite of the significance and complexity of listening comprehension skill as explained above, this language skill has not received adequate attention among foreign language teachers. El-Mutawa and Taisser (1989) point out that:

Listening comprehension is probably the least taught skill in the language classroom; this neglect causes frustration on the part of EFL learners. Thus, after seven or eight years of English instruction, secondary graduates find it difficult to understand spoken language, even though many of them have a good grasp of grammar, vocabulary, writing, and comprehension. (p. 95)

Vantasco (1994), Stein (2000) and Abdel-Latif (2002) refer to this neglect saying that listening remains one of the least stressed skills and it has received less attention in language teaching than have the other language skills, and therefore, little class time is devoted to developing more than very basic listening skills.

There are different reasons for this neglect which represent different viewpoints:

1. Listening is rarely taught in schools because educators - along with almost everyone else - have assumed that listening is automatic, and it develops naturally and over time. (Hyslop & Tone, 1988; Schilling, 2002; and Beare , 2004).
2. Listening is thought of as a tool for learning other language skills but not as an instructional goal in its own right (Morely, 1984; Van-Duzer, 1997; Schilling, 2002; El-Sagheer & Levine, 2002; and Al Hariree, 2004). These authors affirm that EFL teachers spend most of their teaching time working with their students on reading and writing activities. In other words, they have studied to teach speaking, reading and writing, but they may not be as experienced in developing objectives and activities for listening skills. Thus, it is noticeable that listening serves as the basis for developing other language skills but not as a skill in its own right (Abo Essa, 2005).

3. In traditional methods of teaching listening, listening is a skill area that is often tested but not really taught (Hassan, 1998, pp. 22-24). In traditional methods of teaching second/foreign language, students simply listen to the spoken text in order to answer comprehension questions at the end but this does not help learners acquire this important skill. This is perhaps, according to Hyslop and Tone, (1988); El-Sagheer and Levine (2002) and Al-Hariri (2004), because most teachers are not certain about how best to teach listening skills.
4. A further practical reason is the fact that pupils and teachers in Arab countries are exam-oriented, and as long as listening is not tested it is not given the importance it deserves (Hamada, 1990; IEIP-II, 2002).

As a matter of fact, the neglect of listening has continued for a long time and the impact has been that very little direct research on foreign/second language listening comprehension has been undertaken (Eltokhy, 1999; Dadour, 2003; and Miller, 2003). Commenting on the shortage of studies in the field of teaching listening, Dadour (2003) summarizes some reasons as follows:

1. Traditional approaches to the teaching of listening stress repetition only, and this technique is not a very creative one that needs to be continually studied.
2. The communicative approach requires the integration of language skills. Consequently, there have been few studies that have dealt with listening by itself.
3. Some educators think that the teaching of listening in a foreign language classroom is merely the use of a tape.
4. Listening is thought of as a skill to be tested rather than taught.

5. The productive skills (speaking and writing) are thought to be more important than the receptive ones (listening and reading). (p. 7)

After a long period of neglect of listening, Lund (cited in Van-Duzer, 1997) suggested that as language teaching had moved toward comprehension-based approaches, listening to learn had become an important element in second language classrooms. Since that time, the notion of teaching listening has begun to attract the attention of many researchers who have studied the history of teaching listening and how it has been developed (Brown, 1990; Mendelson, 1998; Dadour, 2003).

2.1.3.1. Stages of Teaching Listening

There have been three different perspectives on, or three major stages in, the teaching of listening during the last fifty years.

The First Stage took place in the 1950s, 1960s and early 1970s, when language educators were influenced by behaviourism as mentioned by Mendelson (1998). Brown (1990) has refers to the position of listening in the first stage saying that as the idea of teaching the four skills developed during the late 50s and 60s, listening comprehension, as one of those skills, began to be paid little attention. During that period, the stimulus-response concept was used as a technique in the audio-lingual method (ALM), and listening was taught by offering the learners the opportunity to listen to the teacher or to a tape and then to repeat what they heard, imitating the utterances produced by the model (McDonough, 2003).

Moreover, Brown (1994) and Dadour (2003) point out that in the first stage listening was taught only so that certain micro skills of listening that could affect the learners' comprehension of the received message could be identified. The teacher's job in the first stage was to train the learners, mainly through repetition techniques. Thus, the teaching of listening in the first stage was to: a) identify certain micro skills of listening, and b) train the students so that they could develop these micro-skills through repetition techniques.

The Second Stage started in the late 1970s and extended into the 1980s and was influenced by the principles of the communicative approach to language teaching and the natural approach to language acquisition. This stage emphasized the role of unconscious learning of language skills where learning took place in the classroom through interaction and exposure to sufficient input to allow students to be able to formulate hypotheses about the language and to give them sufficient vocabulary to be able to produce satisfactory and meaningful utterances, as explained by Krashen and Terrell (1983). Thus, there was no explicit attention devoted to the development of listening abilities in the second stage since it was hypothesized that comprehension would occur on its own through learners' exposure to input, as described by Shrum and Glisan (1994).

The Third Stage began in the 1990s and represents the new trends in the teaching of listening. Generally, language teaching during this stage has emphasized the role of consciousness-raising in language learning classrooms and, therefore, researchers have directed their attention to the study of the factors that can convert language input into intake. In other words, more attention is directed to what is actually stored in the learners' competence rather than to the

sent messages. Research conducted on the teaching of listening since the 1990s has focused on ideas such as: a) training the students on using learning strategies when listening; b) considering the learners' awareness and background knowledge of the received messages; and c) utilizing technology in the teaching of listening (Dadour, 2003).

The following table summarizes a comparison between the traditional and the new trends of teaching listening:

Item	Traditional trends	New trends
Main focus on	Skill and micro-skills	Processes behind comprehension
Type of training	Repetition and/or exposure to the target language	Training on strategy use
Learners' roles	Offering input	Developing intake
Media	Repetition, imitation and rehearsal-based activities	To raise learners' awareness/metacognition
Senses evoked	Ears only	The eyes, imaginary views, and kinesthesia are also involved

Table 1: Comparison between the traditional and new trends of teaching listening (Dadour, 2002, p. 8)

The previous brief review of the trends in the teaching of listening reveals that while traditional approaches to language teaching tend to underemphasize the importance of listening, more recent approaches emphasize the role of listening in building up language competence, suggesting that more attention should be paid to the teaching of listening in the initial stages of second language learning.

Abdel Latif (2002) asserts that "the importance of listening cannot be underestimated nor can it be treated trivially in foreign language programs; it needs to be one of the central focal point of curricula" (p. 10). For this reason, teachers and researchers interested in developing listening comprehension skills should be aware of four further issues: 1) the types of knowledge used in listening; 2) the processes of listening; 3) the micro skills of listening; and 4) the techniques and activities used in teaching, or more recently scaffolding, of listening skills.

2.1.4. Different Types of Knowledge Used in Listening

When the language comprehension system is considered, it is obvious that a number of different types of knowledge are involved - linguistic knowledge and non-linguistic knowledge. There are different types of linguistic knowledge, but among the most important are phonology, lexis, syntax, semantics and discourse structure. The non-linguistic knowledge used in comprehension is knowledge about the topic, about the context, and general knowledge about the world and how it works. There has been much debate about how this knowledge is applied to the incoming sound. Yet, two important views, the **bottom-up** view and the **top-down-** view, have attempted to reflect the order in which different types of knowledge are applied during comprehension.

In "bottom-up" processing, the listener attends to data in the incoming speech signals whereas, in "top-down" processing the listener utilizes prior knowledge and expectations to guide the process of understanding (Rost, 2005). This simultaneous bottom-up and top-down processing takes place at different levels of cognitive organization - phonological, grammatical, lexical, propositional and

discoursal. Because of the multiple levels of organization, every listener utilizes a parallel processing model to find the “best fit” of meaning: Representations at each of these five levels create activation at other levels while the entire network of interactions serves to produce a “best match” that fits all of the levels (McGruddy, 1999).

2.1.5. Processes of Listening

Listeners outside and inside classrooms undergo various processes when listening to different oral input. Cohen (1990, pp. 44-45) presents five types of oral language input:

- i. Commentator talk: the language of TV and radio commentators. If you are a beginner in the language, such talk will be most difficult to understand.
- ii. Native speaker talk
- iii. Foreigner talk
- iv. Teacher talk: the form of foreigner talk that teachers choose to use in the classroom
- v. Inter-language talk: the speech of foreign language learners with all its developmental forms.

Teachers may use listening materials ranging from the first to the last type.

Learners will need to learn how to process the type of input presented to them.

The first type of process is the "bottom-up" model of understanding the oral message that prevailed during the 1940s-50s and was later proved not to be efficient on its own (Brown, 1990). It is evident that responding to orally received input does not take place in one step, but it takes various steps.

Comprehension has its own approaches or processes to be followed by the listener. Richards (1987) pinpoints two contradictory approaches stating that:

Two distinct kinds of processes are involved in listening comprehension, which are sometimes referred to as 'bottom-up' and 'top-down' processing. Bottom-up processing refers to the use of incoming data as a source of information about the meaning of a message. Top-down processing, on the other hand, refers to the use of background knowledge in understanding the meaning of a message. (pp. 50-51)

Therefore, the two kinds of listening processes need to be used in a complementary manner. One concentrates on the use of linguistic forms of the heard message while the other concentrates on background knowledge for getting the intended meaning. Paran (1997) found that both kinds of processing are correlated and interactive; they take place at the same time.

When looking deeply into the two types of processing, one can see that the bottom-up process is a teacher-centered approach. The teacher is supposed to teach student the sounds, words and structures of the language first, which is similar to the traditional way of teaching. The other approach is more communicative and more student-centered. The main focus is on the learners' use of their background knowledge; the teacher's role here is experience-organizer or facilitator.

A model of listening processes suggested by Saricoban (1999) is:

1. perception of sounds, letter shapes, etc.
2. initial recognition of the meaning of short stretches
3. material held in short-term memory
4. related to material already held in short-term memory
5. related to material arriving in short-term-memory
6. meaning extracted from message and retained in long-term memory
7. gist recalled later.

According to Saricoban (1999):

Listening to and understanding speech involves a number of basic processes, some depending upon linguistic competence, some depending upon previous knowledge that is not necessarily of a purely linguistic nature, and some depending upon psychological variables that affect the mobilization of this competence and knowledge in the particular task situation. (p. 96).

The former varied descriptions of the processes involved in listening are attempts to explain what really takes place when one is listening. They have a number of steps in common. These steps do not take place in the same sequence.

Researchers may integrate these classifications in order to come up with a more comprehensive description of the listening process that would facilitate the teaching of listening in order to help foreign language learners effectively develop the micro skills of listening.

2.1.6. The Micro Skills of Listening

Listening is one of the macro-skills of language learning. In turn, listening is composed of a number of micro-skills.

Lapp and Anderson (1988, pp. 83-88) present a number of listening micro skills categorized according to different listening types:

i. Social Listening:

- listening courteously and attentively to conversations in social situations with a purpose.
- understanding the roles of the speaker and listener in the communication process.

ii. Secondary Listening:

- listening to music that accompanies rhythms or folk dances
- enjoying music while participating in certain types of school activities such as painting and working with clay.

iii. Aesthetic Listening:

- listening to music, poetry, choral or drama heard on radio or on recordings
- enjoying stories, poems, riddles, jingles and plays as read or told by the teacher or pupils.

iv. Critical Listening:

- noting correct speech habits, word usage, and sentence elements of others
- listening to determine the reason
- listening to make judgments

- listening to find the answers to specific questions which requires selectivity and concentration.

v. Concentrative Listening:

- listening to follow directions
- perceiving relationships such as class, place, quantity, time, sequence, and cause and effect
- listening for sequence of ideas
- listening for a definite purpose to elicit specific items or information.

vi. Creative Listening:

- constructing visual images while listening
- adopting imagery from imaginative thinking to create new results in writing, painting and dramatizing
- listening to arrive at solutions for problems as well as checking and verifying the results of the problem solved.

The above classification of the micro skills of listening presented by Lapp and Anderson (1988) was specifically for elementary school pupils. It pinpoints the need of those pupils to develop their ability to listen to various materials.

Beare (2004) presents another classification of listening micro skills divided into two main categories: perceptual and cognitive skills.

I. Perceptual Skills:

- being able to distinguish phonemes and segmented words from the continuous speech stream
- interpreting assimilations and elisions

- inferring meaning and emphasis from stress
- identifying how prosody can carry a communicative function
- recognizing and reconstructing elliptic forms.

II. Cognitive Skills:

- recognizing discourse-organizing features
- making predictions about the development of the topic
- interpreting the speaker's intentions
- applying background knowledge and world experience and adapting this to accommodate what we hear
- script knowledge and scaffolding.

It is important to mention here that listening micro skills suitable for beginners may not be suitable for advanced learners; therefore, teachers need to identify which listening micro skills are required for their students (Imhof, 2001, pp. 2-19).

Beginners and intermediate students need to be trained in these micro skills:

- predicting what they are going to hear
- listening for the gist (the general idea)
- listening for specific information
- coping with language which is too fast for them
- coping with unfamiliar words and expressions
- using the context to increase understanding
- detailed listening.

On the other hand, advanced learners need more training in the following micro skills:

- recognizing how stress, rhythm and intonation are used to convey meaning
- deciding what situation the speakers are in
- distinguishing between the different sounds of English
- understanding relationships between different speakers
- understanding colloquial speech
- being able to imagine someone's character from what they say
- making inferences. This is like reading between the lines which is one of the most difficult skills of listening.

The classifications of listening micro skills mentioned above share some items; some skills are found in some classifications and are missed in others. These classifications helped this researcher to identify and choose the listening micro skills that will be most suitable for sixth grade elementary pupils (*See Chapter III*).

2.1.7. Recommendations for Effective Listening

Because of the growing need to include listening comprehension skill as one of the fundamental components of any language course, there are some recommendations for effective listening:

1- We never listen without a purpose. We should not ask a student to listen without identifying, or helping him to identify, a purpose that relates to the communicative value of the text (Byrne, 1984). It is the supposed

role of the teacher to assign pupils a specific purpose to listen for.

Lindsay (2000) states that generally there are four purposes for listening:

- listening for gist
- listening for specific information
- listening to establish a context
- listening to provide information for later discussion, role-play, or information exchange.

2- Effective listening is mainly characterized as having an identified target for listening. Consequently, the acknowledged objective of listening determines the type or steps of processing to be followed. Krashen and Terrell (1984) believe that:

What must happen is that by hearing everything in a clear context, the student is able to follow the communication without necessarily understanding all of the language. When this goal is attained, students will believe they can understand a new language.
(p. 75)

3- Listening is difficult for young foreign learners of English; therefore, the role of the teacher is to facilitate listening. Cohen (1990) suggests some strategies which help listeners to listen effectively:

- listening for key words
 - tapping into the key topics and paying particular attention to skim listening
 - listening just for the overall theme without worrying about the details
- (p. 47).

More recently, Rost (1991) recommended a set of steps that should be taken into consideration to simplify or adjust the listening activities to remove the difficulties that students and teachers face:

- make the input language of the activity simpler or less complex
- create pre-listening activities that give a useful preview of the content and procedures of the activity
- give visual support for the listening activity
- break down the steps of the activity in order to provide sub-goals
- decreased amount of time required to be spent on oral and written production.

4- Teachers and course designers need to help language learners develop suitable listening habits. Teachers can help their students take part in preparing for the listening experiences. The following are some strategies that can be employed by both teachers and students to plan lessons that help develop effective listening:

- Activate existing knowledge: students should be encouraged to ask the question; "What do I already know about this topic?"
- Build prior knowledge: teachers can provide appropriate background information including information about the topic.
- Establish a purpose: teachers should encourage students to ask the question; "Why am I listening?" (Lindsay, 2000)

5- Teachers should concentrate on the way English uses certain sound distinctions, rhythm and pitch to alert listeners to significant grammar and

discourse features that are used to keep listeners (learners) on track with speakers.

Teachers need to think of various ways to apply the former recommendations in order to scaffold their students' listening skills. They need to be more effective and more imaginative, and they should be aware of their students' language proficiency levels, their growth requirements, and the techniques of teaching and scaffolding listening comprehension skills.

2.1.8. Review of Related Studies on Listening Comprehension

Listening is a language skill which was, and still is, a core research field. Many studies have been conducted to explore the effectiveness of different teaching techniques and activities in developing the listening comprehension skills of: 1) young learners, and 2) adult learners.

2.1.8.1. Studies Dealing with Young Learners

Perkins (1992) conducted a study which aimed at measuring the effectiveness of teaching certain listening skills to increase the auditory discrimination ability of pre-school children. The research sample was 20 pre-school children and an experimental and a control design was used. The control group received the regular lesson plan activities; the experimental group was given extra activities including rhyming words, retelling stories, listening games, and the opportunity to practice phoneme sounds for 30 minutes each day for 9 weeks. The experimental group showed a significant gain in the post-test.

Thomas (1997) carried out another treatment to teach listening to young learners of English as a foreign language. The study aimed to examine whether reading adult literature aloud to children in the intermediate classroom would increase the students' listening and reading comprehension skills. The research sample was 30 intermediate school children and an experimental and a control design was used. The Stanford Achievement Test was used as the measure for both pre- and post-testing of the experimental and the control classes. The experiment lasted for two years. The experimental group showed a significant gain in both listening skills and reading skills over the control group.

Seif El Nasr (2003) conducted a study that aimed to identify the effectiveness of using language activities based on songs, dictation and dialogues on developing the listening skills in English of fifth grade primary pupils. The sample of the study consisted of 68 pupils. 34 pupils from each of two government schools were randomly chosen and assigned to a control and an experimental group. The results of the study showed a significant difference between the mean scores of the two groups in the listening post-test in favour of the experimental group.

The studies on developing the listening comprehension skills of young learners reviewed above indicate that listening comprehension skills can be developed at an early age using different kinds of activities such as rhyming words, retelling stories, listening games, reading aloud activity, and activities based on songs, dictation and dialogues.

As it aims to develop the listening comprehension skills of primary schoolgirls, the present study can make use of the designs, the activities and the evaluative techniques used in these studies.

2.1.8.2. Studies Dealing with Adult Learners

Quinn (1996) conducted a study aimed at investigating the pedagogical utility of songs as a means of raising language learners' awareness of stress in English. In this study, the researcher used songs with adult learners of English as a foreign language. The research sample, 47 adult intermediate students of English, was divided into two groups. The researcher compared the two groups' perception of stress; one group participated in spoken activities, while the other group participated in activities involving song. The researcher also compared the

groups' recall of stress patterns in the absence of the original oral input. Test results revealed statistically significant improvement in the performance of both groups despite the statistically insignificant differences between them. Although the songs and the spoken materials proved to be equally useful for developing stress perception, the study proves that songs are a guaranteed motivational tool that teachers can use to develop the language skills of adults.

Hasan (1998) conducted a field study investigating the actual teaching of listening in the EFL classroom at Damascus University. His study aimed to improve the traditional method of teaching listening in the EFL classroom at Damascus University and also to examine the effectiveness of some alternative techniques in teaching listening. These techniques included: (1) pre-listening activities; (2) strategies or enabling skills; (3) aural input; (4) tasks and activities; and (5) visual and written support. A descriptive-analytical approach was used for this study.

The results of the study showed that listening comprehension was not taught properly in EFL classrooms at Damascus University, and this could be attributed to the fact that teachers had not made much use of effective techniques for teaching listening comprehension; instead, they had focused on the traditional techniques of teaching this skill. In addition, the study ascertained that when alternative techniques for teaching listening were instigated well, they could provide effective techniques for improving the teaching of listening skills and could lead to students having greater confidence in using the language for interactive and communicative purposes.

Abou-Hadeed (2000) carried out a study aimed at investigating the effectiveness of cognitive and metacognitive learning strategies on developing students' listening and reading comprehension. The study was partly analytical and partly experimental. Two classes were chosen at random and assigned to an experimental or a control group; there were 40 students in the experimental group, and 45 students in the control group. The experimental group received a self-instructional program based on cognitive and metacognitive strategies for developing their listening and reading skills. Students in the control group received the usual type of instruction. They were given ten additional listening and reading comprehension passages by the researcher using the traditional method.

The results of the study indicated that there was evidence that the self-instructional program, when used with cognitive and metacognitive learning strategies, helped students to develop certain listening comprehension skills, i.e. getting the general idea, getting the specific idea, predicting the next incident, and making inferences. The program also developed their reading comprehension skills, i.e. skimming, scanning, guessing the meaning of unfamiliar words, predicting the next incident, making inferences, and summarizing.

Abdel-Aal (2002) conducted a study aimed at helping student teachers of English in Egypt learn how to go about listening, and how to get over the problems they had in listening to English as a foreign language. This was to be achieved by designing an instructional program for listening based on strategy instruction and then evaluating the effects of this program on the development of

listening comprehension among the student teachers of English. It also compared the effects of this program with two other approaches - metacognitive instruction only, and the pure exposure approach.

The sample of the study was a homogeneous group of 72 third year undergraduate students majoring in English at the Faculty of Education at Al Azhar University. The subjects were assigned to three groups of 24 students - the strategy group, the metacognitive group, and the control group. The researcher investigated six instruments; a) listening comprehension tests; b) a strategy questionnaire; c) a self-efficacy questionnaire; d) an attitude questionnaire; e) follow-up interviews; and f) retrospective interviews.

There were positive findings from the experiment. The strategy training approach was most effective in enhancing FL learners' listening skills and promoting learners' self- efficacy. Both the strategy training and the metacognitive approaches had a positive effect on the learners' attitude towards the treatment. The effect of the treatment seemed to be the same for high and low proficiency students.

Kashghari (2003) conducted a study aimed at examining the effect of visual cues on listening comprehension skill. The sample of the study was 29 female L2 students in the English department at Umm Al-Qura University. They were assigned to two groups: 14 students in the Audio group and 15 students in the Visual group. All subjects listened to two lectures. The lectures were presented to the Audio group using an audiotape, and to the Visual group using an audiotape and pictures related to the content of the lectures. The Audio and

Visual groups completed five tasks: the SLEP test, a demographic profile, writing a summary for each lecture, comprehension questions, and a questionnaire.

The results of the study revealed the significance of using visual cues in developing the listening comprehension skill of L2 learners. The Visual group showed a positive attitude toward listening comprehension with visual cues.

AL-Hariree (2004) aimed at developing some listening comprehension skills for first-year secondary school students through the use of some metacognitive strategies. The study adopted a quasi-experimental design. Subjects in this study were female first-year secondary school students. Two classes were randomly selected and assigned to two groups: an experimental group of 40 students and a control group of 40 students. Students in the experimental group were taught using metacognitive strategies through the Strategy-Based Approach to listening and the Cognitive Academic Language Learning Approach (CALLA) for developing their listening comprehension skills. The control group received regular instruction.

The results of the study were positive and showed that (1) there was a statistically significant difference between the mean scores of the experimental group and the control group in favour of the experimental group, and (2) there was a statistically significant difference between the mean scores of the experimental group who had been exposed to the metacognitive strategy instruction in the pre and post-test in overall listening comprehension skills and in each listening sub-skill with the group doing significantly better in the post-test. The study concluded that adopting metacognitive strategies using the

strategy-based approach and the CALLA approach helped the experimental group students develop their listening skills.

Otte's descriptive and exploratory study (2006) examined the outcomes of aural authentic texts on the listening comprehension ability of four ESL students who were enrolled in a nine-week advanced ESL listening course at a private university in the United States. The subjects' primary purpose for taking the listening course was to become better prepared for academic listening. This study also sought to identify the learning strategies the advanced ESL students used the most when faced with aural authentic texts in the listening course, and also to examine the students' attitude towards learning the English language in this way. The advanced ESL listening course employed audio recordings of live conversations on topics of high interest to students. Data collection included classroom observations, face-to-face interviews with the students and the instructor, and two questionnaires - a self-evaluation questionnaire and a learning strategy questionnaire.

Results from this study indicated that the use of aural authentic texts in the advanced ESL listening course increased students' motivation to seek opportunities to listen to aural authentic language outside the classroom. The students also gained a greater awareness of the learning strategies - cognitive, metacognitive, and socio-affective - that they employed most when dealing with aural authentic texts as well as their strengths and weaknesses as listeners and as learners. Lastly, the students' attitude towards learning English in this way improved as they found themselves more successful in comprehending features of real English language such as contractions, reductions and elisions.

A review of the previous section indicates that some studies were concerned with the effectiveness of using different techniques for developing and teaching listening. These techniques include songs, cognitive and metacognitive learning strategies, using visual cues and aural authentic texts.

Although the previous studies dealt with adults, this researcher found them of benefit. Ideas for using each teaching technique and for simplifying some of the strategies to suit young learners have been developed for the present research based on the findings of these studies. Reviewing previous studies has also allowed the researcher to anticipate most of the students' needs during listening. As a result, the researcher has been able to design some different types of interactive listening activities for developing the listening comprehension skills of sixth grade elementary schoolgirls.

Other studies have been concerned with evaluating listening comprehension skills and designing validated listening comprehension tests. For example, **Sheir (1977)**, who designed an English achievement test to assess the language proficiency of Egyptian preparatory school leavers, allocated a part of the test to measure the students' listening comprehension skills. The test used a number of discrete-item questions and statements to which students listened once. These listening items were tape-recorded. The test used written multiple-choice responses. The listening section was reliable (0.90). It was administered to 160 students chosen randomly from third year preparatory stage classes. Results showed that students had difficulties in listening skills.

Another listening comprehension test was designed by **Hamada (1990)** to evaluate the listening comprehension skills of the pupils in Grade7 of preparatory

education in Egypt. Two samples were used; the sample of the pilot study consisted of six classes (242 pupils – both boys and girls), and the sample of the main study consisted of eight classes (four classes of boys and four classes of girls). The analysis of listening comprehension test scores indicated that most of the students got low grades in listening comprehension skills with the girls scoring better than the boys. Hamada made several recommendations: more attention should be paid to teaching and practising listening comprehension skills; teacher training courses should be organized to improve teachers' ability to speak English correctly and fluently; special listening materials and exercises should be prepared to develop the students' listening comprehension skills; and schools should be provided with language laboratories for practising and testing listening comprehension skills.

The previous studies assisted the researcher in choosing some techniques to evaluate and test the listening comprehension skills of sixth grade elementary schoolgirls, taking into consideration their linguistic level and their age.

Conclusion

After reviewing the literature and related studies on listening, it can be concluded that:

- Listening is a skill that can be developed by using appropriate techniques.
- Listening is a complex process in which listeners construct meaning within the context of their experience and knowledge.

- Listening involves many different sub-skills that are necessary for communication and language learning.
- Different techniques and strategies can be used for teaching listening as well as for testing it.
- Developing listening can start at an early age, even before children go to school. This may be achieved by using interesting techniques such as songs and games which make language learning more enjoyable and motivational.
- Different strategies proved to be effective in developing the listening comprehension skills of young and adult learners.
- Listening is a vital and a fertile field of research and it is still in need of more oriented research to investigate and explore the areas of listening that have not been studied yet.

2.2 Scaffolding

Introduction

Scaffolding is a recent view of teaching new skills, concepts and higher levels of understanding. It is a more mature educational and psychological view of the teachers' support and intervention in the learners' learning. Many efforts have been made to explore this view, its concepts, characteristics, types and techniques, and to develop guidelines and cautions for using scaffolding in classrooms.

2.2.1. Scaffolding: Concepts and Pedagogical Implications

Scaffolding, in its usual sense, is defined as "a temporary structure that is often put up in the process of constructing a building. As each bit of the new building is finished, the scaffolding is taken down. The scaffolding is temporary, but essential for the construction of the building" (Gibbons, 2002, p. 10).

Wood, Bruner and Ross (1976, p. 9) were the first to use the term "scaffolding" in its educational sense. They defined it as an "adult controlling those elements of the task that are essentially beyond the learner's capacity, thus permitting him to concentrate upon and complete only those elements that are within his range of competence". Similarly, the teaching process can be seen as comparable to the process of constructing a building. From this perspective, the term scaffolding is used to describe the assistance given to a learner while s/he is trying to acquire a new skill.

This assistance increases or decreases according to the learner's ability to accomplish the task alone. Scaffolding, then, is a special kind of temporary help that assists and motivates the learner to move to a higher level of understanding or success in accomplishing the targeted task. It is what a teacher - the scaffolder - does when working with a learner to solve a problem, carry out a task, achieve a goal or acquire a skill which would be beyond his or her unassisted efforts (Hogan & Pressley, 1997; and Larkin, 2002).

Pressley (2002) provides a particularly rich description, explaining both the metaphor entailed in the term and its educational meaning. The scaffolding of a building under construction provides support when the new building cannot stand on its own. As the new structure is completed and becomes freestanding, the scaffolding is removed. In the same way, during scaffolded adult-child academic interactions, the adult carefully monitors when enough instructional input has been provided to permit the child to make progress toward an academic goal. Thus, the adult provides support only when the child needs it. If the child makes progress quickly, the adult's responsive instruction will be less detailed than if the child experiences difficulties with the task.

Figure 3 summarizes the crucial and sensitive relationship between the teacher's (the adult's) and the student's (the child's) responsibilities in scaffolded reading situations.

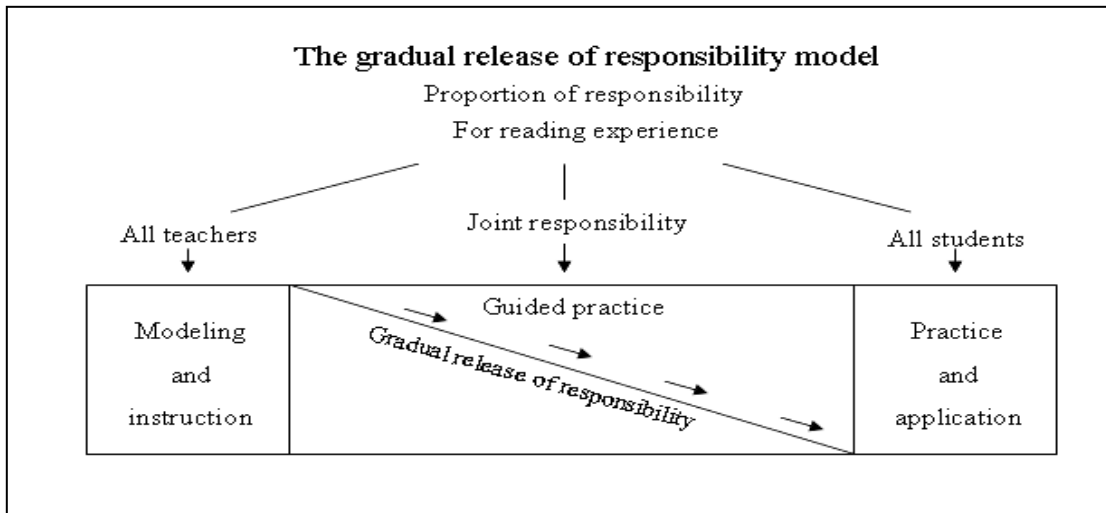


Fig.3. The gradual release of responsibility (Pearson and Gallagher, 1983, p. 337)

This figure goes along with Hogan and Pressley (1997) who describe scaffolding as “a temporary supportive structure that teachers create to assist a student or a group of students to accomplish a task that they could not complete alone” (p. 116). Clark (2005) and Cagiltay (2006) describe scaffolding as a process that enables a child or a novice to solve a problem, carry out a task or achieve a goal which would be beyond his unassisted efforts. Graves (2003) expanded this definition, noting that “in addition to helping children complete tasks they could not otherwise complete, scaffolding can aid students by helping them to complete a task with less stress or in less time, or to learn more fully than they would have otherwise” (p. 30). In scaffolded learning situations, learners can also extend current skills and knowledge to a higher level of competence (Rogoff, 1996).

2.2.2. Origins and Further Understanding of Scaffolding

Scaffolding is nowadays a popular method for developing new skills, concepts and higher levels of understanding within learners' performance. The notion of scaffolding has been linked to the work of the Soviet psychologist Lev Vygotsky.

Although Vygotsky did not use the term scaffolding, he believed that learning first occurs at the social or interindividual level, and he emphasized the role of social interactions as being crucial to cognitive development. Therefore, according to Vygotsky (1978), a child (or a novice) learns with an adult or a more capable peer; and learning occurs within the child's zone of proximal development (ZPD). ZPD is defined as the "distance between the child's actual developmental level as determined by independent problem-solving and the higher level of potential development as determined through problem-solving under adult guidance and in collaboration with more capable peers" (Vygotsky, 1978, p. 86). Enabling the learner to bridge this gap between the actual and the potential depends on the resources or the kinds of support provided. Moll (1990) defined the relationship between student and teacher as a 'give and take' relationship based on a mutual responsibility for the task and the learning environment. He said:

Within the ZPD, the child is not a passive recipient of the adult's teachings, nor is the adult simply a model of expert successful behaviour. Instead, the adult-child dyad engages in joint problem solving activity, where both share knowledge and responsibility for the task. Rather than simply modeling, the adult teacher must first create a level of "intersubjectivity", where the child redefines the problem situation in terms of the adult perspective. Once the child shares the adult's goals and definition of the problem situation, the adult must gradually and increasingly transfer task responsibility to the child. (p. 219)

Later, the notion of scaffolding was linked with the ZPD. Instruction in the ZPD then came to be viewed as taking the form of providing assistance (or scaffolding), enabling a child or a novice to solve a problem, carry out a task or

achieve a goal that s/he would not be able to achieve on his or her own (Bruner, 1985).

The original notion of scaffolding assumed that a single, more knowledgeable person, such as a parent or a teacher, helped an individual learner by providing him or her with exactly the help s/he needed to move forward (Bruner, 1985; Wood et al., 1976). In this description, one of the most critical aspects of scaffolding is the role of the adult or the expert. Wood et al. documented six types of support that an adult can provide: (1) recruiting the child's interest; (2) reducing the degree of freedom by simplifying the task; (3) maintaining direction; (4) high-lighting the critical task features; (5) controlling frustration; and (6) demonstrating ideal solution paths. The expert functions as a facilitator who is knowledgeable in the skills, strategies and processes required for effective learning. The expert not only helps motivate the learner by providing just enough support to enable him or her to accomplish the goal, but also provides support in the form of modelling, highlighting the critical features of the task, and providing hints and questions that might help the learner to reflect. In this view, the adult's role includes perceptual, cognitive and affective components (Van Lier, 2004).

Successful scaffolding is related to other educational notions:

1. A shared understanding of the goal of the activity "intersubjectivity":
Intersubjectivity is attained when the adult and child collaboratively redefine the task so that there is combined ownership of the task and the child shares an understanding of the goal that s/he needs to accomplish.

2. **Gradual assistance:** Mercer (1995, p. 74) clarifies the assistance provided by an adult when she describes scaffolding as "the sensitive supportive intervention of a teacher in the progress of a learner who is actively involved in some specific tasks, but who is not quite able to manage the task alone". Thus, "scaffolding" requires (A) the teacher's involvement in the learner's learning; (B) an active learner; and (C) a challenging learning task which requires particular support from the teacher to be done by the learner. More precisely, scaffolding requires gradual assistance in the sense that the adult provides appropriate support based on an ongoing diagnosis of the child's current level of understanding. This requires that the adult should not only have a thorough knowledge of the task and its components as well as the sub-goals that need to be accomplished, but s/he should also have knowledge of the child's capabilities that will change as the instruction progresses (Van Lier, 2004). Therefore, the number and types of strategy are different, not only for different learners who are at different levels in their learning but also for the same learner over a period of time. The adult may model the ideal solutions (Wood et al., 1976) or the appropriate strategies (Brown, 1984) or provide several types of support such as offering explanations, inviting participation, modeling desired behaviour, and providing clarifications (Roehler & Cantlon, 1997).
3. **Ongoing assessment:** An important point is that the ongoing assessment and adaptation of support is attained through the dialogic and interactive nature of scaffolded instruction. Van Lier (2004) added that interactions also enable the adult to monitor progress, provide appropriate support,

and eventually fade the support so that the learner is now able to function on his or her own.

4. Learning responsibility: The final key theoretical feature of scaffolding is fading the support provided to the learner so that the learner is now in control and taking responsibility for learning. Vygotsky (1978) theorized that the cognitive processes that first occur on an interpsychological plane move on to an intrapsychological plane, a process that he called internalization. There is a transfer of responsibility from the teacher to the learner and the scaffolding can be removed as the learner moves toward independent activity. According to Vygotsky, internalization is hardly a mechanical operation. In Wood's original conception, what is important about the transfer of responsibility is that the child not only learns how to complete a specific task, but successful scaffolding entails that the child also abstracts the process of completing the particular activity to generalize this understanding to similar tasks (1976).

It is now evident that scaffolding plays a significant role in the process of learning in general and in learning new skills in particular. Stager and Harman (2002) concluded that scaffolding contributes a significant amount of strengths that are critical to teaching. They emphasized the fact that one cannot teach without using some of the techniques of scaffolding. It is also clear that scaffolding is multidimensional in the sense that it includes different types of

assistance and support which can be provided to the learner - psychological, cognitive and pedagogical.

2.2.2.1. Psychological Aspects of Scaffolding

From the psychological perspective, when scaffolding techniques are applied properly, they provide individualized support based on the learner's ZPD. Scaffolding builds self-confidence when the learner feels that s/he could accomplish the task without frustration. According to Stager and Harman, "Scaffolding is valued because it helps the student master the task, strategy or skill using easier material, and then move toward mastery of higher level content with more confidence and actual understanding". This temporary and adjustable assistance provided by the teacher allows the learner to complete a task that would have been impossible to complete without the scaffolded support. Furthermore, scaffolding fosters a different relationship between the teacher and the learner; the teacher provides a comfortable and interesting learning atmosphere in order to make the learners more excited about acquiring the new skills.

2.2.2.2. Cognitive Aspects of Scaffolding

Cognitive scaffolding is what a teacher does when working with a student to solve a problem, carry out a task, or achieve a goal which would be beyond his/her unassisted efforts. It can be said that scaffolding is a wonderful tool for getting learners to acquire critical thinking skills and to develop a problem-solving mentality. Critical thinking is the intellectual-disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing and/or

evaluating information gathered from, or generated by, observation, experience, reflection, reasoning or communication, as a guide to belief and action (Rogoff, 1996). Problem-solving has been defined as a higher-order cognitive process that requires the modulation and control of more routine or fundamental skills. All these cognitive processes require not only a lot of scaffolding but different levels of the teacher's involvement in the learners' learning.

2.2.2.3. Pedagogical Aspects of Scaffolding

The ultimate goal of scaffolding is to support, assist and facilitate the learning process. Hammond (2001, p. 60) describes how scaffolding works by stating that “Knowing when and how to intervene is what scaffolding is all about. It is about the teacher taking an informed and active role in guiding students’ learning as they come to terms with new ideas and concepts”. He adds that scaffolding is far more than ‘helping out’ so that a student can complete a task. It requires the teacher to act contingently, using a variety of strategies, so that students can gain understanding and confidence to work independently in applying new learning”. In other words, they can work without assistance. This requires that teachers carefully monitor students' learning, provide assistance when needed, and withdraw at a suitable time.

Van Lier (2004) and Walqui (2006) illustrate different and significant pedagogical aspects of scaffolding:

Continuity: Tasks are repeated with variations and are connected to one another.

Contextual support: Exploration is encouraged in a safe, supportive environment; access to means and goals is promoted in a variety of ways.

Intersubjectivity: Mutual engagement and rapport are established; there is encouragement and nonthreatening participation in a shared community of practice.

Contingency: Task procedures are adjusted depending on the actions of learners; contributions and utterances are oriented towards each other and may be co-constructed.

Handover/takeover: There is an increasing role for the learner as skills and confidence increase; the teacher watches carefully for the learner's readiness to take over increasing parts of the action.

Flow: Skills and challenges are in balance; participants are focused on the task and are 'in tune' with each other.

The above mentioned pedagogical aspects of scaffolding assert that psychological and cognitive scaffolding do exist within pedagogical scaffolding. They all interact together and it is hard to characterize the features of each aspect separately as in Figure 4.

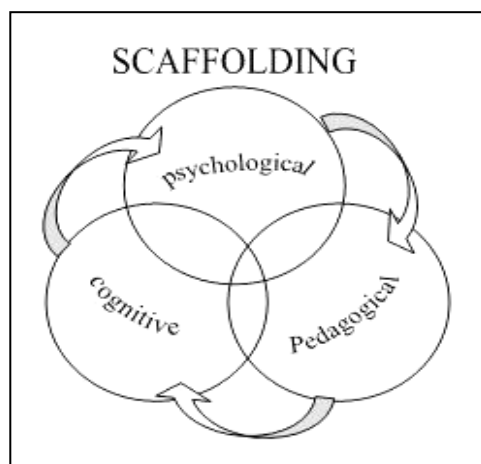


Fig.4. The integrated aspects of scaffolding

2.2.3. Scaffolding Techniques

What is needed in EFL classrooms is effective or successful scaffolding where a teacher assists students to learn and to manage the parts of a task and hence presents just the right challenge at the right time and place and in the right way. Rogoff (1996) mentions that scaffolding integrates multiple aspects of a task into a manageable chunk and permits students to see how they interrelate. In so doing, it helps students to cope with the complexity of tasks in an authentic manner.

The way that scaffolding is implemented in the classroom depends on students' abilities. Varying levels of support are possible, and the teacher and learner collaboratively redefine the task so that there is combined ownership of the task and the learner shares an understanding of the goal that he or she needs to accomplish it (Van Lier, 2004).

According to Hannafin (2001), scaffolding can be differentiated by mechanisms and functions. Mechanisms emphasize the methods by which scaffolding is provided while functions emphasize the purposes served. Scaffolding varies in complexity according to different contextual variables. Scaffolding approaches or methods therefore vary accordingly. In some instances, where the problem or the task is very explicit, simple scaffolding can be closely linked to specific performance demands. But when the task is not well-known or is ill-defined, scaffolding of a generic nature is generally provided. The teacher can use different types of scaffolds - conceptual, metacognitive, procedural and strategic.

- Conceptual scaffolding is provided when the task is well defined and guides learners regarding what to consider. Conceptual scaffolding can

be accomplished by several mechanisms such as cueing/hinting, coaching comments for motivational purposes, providing feed back, and providing a model (Cagiltay, 2006).

- Metacognitive scaffolding provides guidance in how to think and how to relate the given information to previous knowledge.
- Procedural scaffolding emphasizes, clarifies and aids the learner while s/he is performing the task until the task is accomplished.
- Strategic scaffolding takes the form of response-sensitive guidance at key decision points.

Hogan and Pressley (1997, pp. 17-36) present different instructional scaffolding techniques such as modeling of desired behaviors, offering explanations, inviting learners' participation, verifying and clarifying learners' understandings, and inviting learners to contribute clues. These techniques may either be integrated or used individually depending on the material being taught. The instructor's goal in employing scaffolding techniques is to offer just enough assistance to guide the students toward independence and self-regulation.

As such, the instructor plays a very crucial role in the scaffolding activities. In these activities, s/he can:

- motivate or enlist the child's interest related to the task
- simplify the task to make it more manageable and achievable for a child
- provide some direction in order to help the child focus on achieving the goal
- clearly indicate differences between the child's work and the standard or desired solution

- reduce frustration and risk
- model and clearly define the expectations of the activity to be performed
(Bransford, Brown, & Cocking, 2000).

2.2.4. Scaffolding Guidelines

Effective scaffolding enables teachers to accommodate individual students' needs. Eight essential elements of scaffolded instruction that teachers can use as general guidelines have been summarized by Hogan and Pressley (1997, pp. 138-146). These elements do not have to occur in the sequence listed:

- Pre-engagement with the student and the curriculum. The teacher considers curriculum goals and the students' needs to select appropriate tasks.
- Establish a shared goal. The students may become more motivated and invested in the learning process when the teacher works with each student to plan instructional goals.
- Actively diagnose student needs and understandings. The teacher must be knowledgeable of content and sensitive to the students (e.g., aware of the students' background knowledge and misconceptions) to determine if they are making progress.
- Provide tailored assistance. This may include cueing or prompting, questioning, modeling, telling or discussing. The teacher uses these as needed and adjusts them to meet the students' needs.
- Maintain pursuit of the goal. The teacher can ask questions and request clarification as well as offer praise and encouragement to help students remain focused on their goals.

- Give feedback. To help students learn to monitor their own progress, the teacher can summarize current progress and explicitly note behaviours that have contributed to each student's success.
- Control for frustration and risk. The teacher can create an environment in which the students feel free to take risks with learning by encouraging them to try alternatives.
- Assist internalization, independence and generalization to other contexts. This means that the teacher helps the students to be less dependent on the teacher's extrinsic signals to begin or complete a task and also provides the opportunity to practice the task in a variety of contexts.

Based on classroom observations and interviews with teachers who use scaffolding activities in their teaching, Larkin (2002, pp. 30-34) includes other guidelines:

- Begin with what the students can do. Students need to be aware of their strengths and to feel good about tasks they can do with little or no assistance.
- Help students achieve success quickly. Although students need challenging work in order to learn, frustration and a "cycle of failure" may set in quickly if students do not experience frequent success.
- Help students to "be like everyone else". Students want to be similar to and accepted by their peers. If given the opportunity and support, some students may work harder at tasks in order to appear more like their peers.

- Know when it is time to stop. Practising is important to help students remember and apply their knowledge, but too much may impede the learning.
- Help students to be independent when they have command of the activity. Teachers need to watch for clues from their students that show when and how much teacher assistance is needed. Scaffolding should be removed gradually as students begin to demonstrate mastery and then no longer provided when students can perform the task independently.

In order to incorporate scaffolding throughout the lesson, teachers may find the framework outlined by Larkin (2002, pp. 58-65) helpful. This framework reflects how the responsibility for learning is gradually shifted to the learner; the dependent becomes independent.

- First, the teacher models how to perform a new or difficult task, and "thinks aloud" as s/he describes and illustrates the relationships in the information contained in it.
- Second, the class does the task. The teacher and students work together to perform the task.
- Third, the group does the task. Students work with a partner or a small cooperative group to complete related exercises.
- Fourth, the individual does the task. This is the independent practice stage where individual students can demonstrate their task mastery.

Although scaffolding can be used to optimize learning for all learners, there are some challenges and cautions teachers should be aware of (Hogan & Perssley, 1997, pp. 138-146). The following are some challenges and cautions for scaffolding instruction.

- Scaffolding should be provided at the appropriate time but only for the students who need it; all students may not need scaffolding for all tasks and materials.
- Awareness of the curriculum is very necessary; it will enable the teacher to determine the difficulty level of particular materials and tasks as well as the time and support necessary to benefit students.
- The teacher should be equipped with different prompts. The first prompt the teacher gives to a student may fail, so s/he may have to give another prompt or think of a different wording to help the student give an appropriate response.
- Teachers should be positive, patient and caring until the student's success becomes evident.

2.2.5. Advantages and Disadvantages of Scaffolding

Based on this review of the literature, it has been clearly noticed that:

- Scaffolding is a highly flexible and adaptable model of instruction that can be used to support learners at all levels.
- Scaffolding engages the learner. The learner does not passively listen to the information presented. Instead, through teacher prompting the learner builds on prior knowledge and forms new knowledge.

- In working with students who have low self-esteem and learning disabilities, scaffolding provides an opportunity to give positive feedback. This makes them feel that they are capable of performing the task. This leads to another advantage of scaffolding in that, if done properly, scaffolding instruction motivates students so that they want to learn.
- It can minimize the level of frustration of the learner.

However, scaffolding instruction has some disadvantages. Rachel & Van Der (2002) mention that the biggest disadvantage of scaffolding is that if the teacher were to present scaffolded lessons to meet the needs of each individual, this would be extremely time-consuming. Implementation of individualized scaffolds in a classroom with a large number of students would be challenging. Another disadvantage is that, unless properly trained, a teacher may not properly implement scaffolding instruction and therefore will not see the full effect. Scaffolding also requires that the teacher give up some control and allow the students to make errors. This may be difficult for teachers to do. Finally, the teachers' manuals and curriculum guides do not include examples of scaffolds or outlines of scaffolding methods that would be appropriate for the specific lesson content. Although there are some drawbacks to the use of scaffolding as a teaching strategy, the positive impact it can have on students' learning and development is far more important.

Teachers should be aware that what suits some learners does not necessarily suit others. Each teacher should understand the nature of his/her students, what skills

they have and what they do not have, so that appropriate scaffolding activities can be well-designed and presented at a suitable time.

2.2.6. Recommended Activities and Techniques for Teaching and Scaffolding Listening Comprehension Skills

Lots of listening activities have been designed and suggested in order to encourage the learners to share and interact in these activities; as such their participation in interactive listening comprehension activities will show how much they comprehend what they listen to. Here are a few general types of scaffolded interactive activities as mentioned by Kathy (1997) and Gibbons (2002, pp 141-150).

-Activities Based on Visual Cues

In these activities, the teacher asks the students to:

- choose the picture that corresponds to the oral description
- complete grids, pictures or sentences with missing information
- put the pictures into the right sequence after listening to a story.

Listen and Draw: Primary pupils always enjoy drawing. Simple stick figures are modelled for the pupils. They listen to short sentences in English including the words in their lesson. Then they draw what the teacher says in their notebooks. After each drawing is completed, pupils are shown a picture of the target vocabulary so they can check their answers.

Listen and Colour: The pupils have a matrix with objects drawn on it. Then they listen and colour the pictures according to the teacher's directions.

Listen and Sequence: The pupils are given a group of pictures that tell a story or illustrate a sequence. They are asked to listen as the teacher tells the story then they arrange the pictures in the correct order.

- Information-Based Activities

These are listening activities aimed at developing pupils' skills in listening for information. The students have to:

- indicate which word does not belong in a given sequence
- respond to questions about message content in a variety of formats
- supply possible titles for listening passages
- supply the missing portions of a telephone conversation
- supply the ending for a story
- participate in chain activities in which each person repeats what the preceding people said and then adds a detail
- indicate the number of words heard in a sentence
- indicate if they heard a particular statement in a passage
- repeat a description as accurately as possible
- categorize words heard
- distinguish sentences, questions and exclamations
- respond to possible, impossible and unlikely statements
- paraphrase what is said.

- **Jigsaw Listening:** In this activity, each group listens to an audiotape. There is different information on each tape which all students will eventually need. Each group takes notes about what they have learned. Then the groups regroup to share the information they need.

- **Hands Up!:** Pupils are given a set of questions based on a text. The text is read aloud and when the students hear the information that answers the question, they raise their hands. The questions are in the order in which the information is given.

- **If You Are**: This is a listening activity in which the students are required to follow instructions depending on other information that relates to them.

- **Information Extraction Tasks:** These are listening activities aimed at developing students' skills in listening for key information.

- **Spot the Difference:** This activity is aimed at developing students' skills in listening for general information.

- **Listen and Classify:** The pupils are provided with a table that is partially filled in. The table is designed according to the topic of the lesson. Next, the pupils listen and look for the information they need to complete the table. The first one is done for them.

- **Listen and Judge:** For this activity, the teacher reads a text to the pupils. The pupils have some written sentences on a separate paper. They are asked to listen and judge which sentence is right and which one is wrong. Pupils will find this particularly interesting if the teacher uses sentences about them.

- ***Listen and Match***: A list of target vocabulary words are written on the board.

The pupils are asked to listen as the teacher defines one of the words, then asks them to write the appropriate word on their paper. They are helped to check their answers at the end of the activity.

- **Game Activities**

Describe and Draw: This is a barrier game that can be done as a teacher-directed activity or between pairs of students or with one student directing the class:

Draw a circle in the middle of the paper.

Draw a big triangle on top so that it touches the circle.

Under the circle draw.....

Map Games: These are barrier games using incomplete maps that must be completed through questioning, or games involving the giving of directions using the maps.

Matching Games: Students have several pictures, each labeled with a number. The teacher describes one of the pictures, giving each description a letter. Students then match the pictures with the description saying which number goes with each letter.

Sound Bingo: This is based on the traditional Bingo game. Children hear sounds rather than words; for example, they may hear a baby crying or a dog barking. As they hear the relevant word, they cover the appropriate word on the Bingo board, for example, *baby* or *dog*.

-Following Instruction Activities

In such listening activities the pupils have to:

- act out what is said
- follow oral directions
- signal (by standing, raising hand, clapping, etc.) recognition of grammatical features (tense, gender, etc.).

Listen and Do: The pupils listen to the teacher and perform actions; for example:

Put your hand on your head, Tap your feet, Close your eyes. The teacher demonstrates the actions at the beginning of this activity and later gives directions with no demonstration.

- Activities that improve pronunciation and listening

Say It Again: This is a listening activity in which pupils select some lines spoken by a character in a video. The teacher plays the scene a second time, then stops the tape after each sentence and asks the students to repeat the line exactly as it was said. This activity provides practice in pronunciation, stress, and intonation.

Sound Stories: In this listening activity, children must find a connection between several sounds. Using a sound tape, the pupils listen to three different sounds. In groups, they make up stories in which all three sounds are significant. When the pupils are ready, they are asked to listen to more than one sentence. They are given an oral description of a certain object, job or a person and are asked to circle the item on their paper.

These activities require different degrees of cognitive involvement and interaction from the pupils and different degrees of scaffolding from the teacher.

It is apparent that many listening activities can be used to develop EFL learners' listening comprehension skills. However, each teacher/researcher should select the activities which suit their students. They should take into consideration the students' language level, their age, their culture and their purpose of learning.

Hence, the present researcher has tried to select the activities that will be most suitable for young beginner learners studying English in Saudi government schools.

As such, the scaffolding listening activities used in each research can only help in providing general guidelines and implications for other researchers. Therefore, the next part will discuss some related studies in the area of scaffolding.

2.2.7. Related Studies on Language Scaffolding

Different studies have been conducted. **Palincsar (1986)** conducted a study to examine whether scaffolding (the interaction that emerges when novices and experts work cooperatively) can be extended if the scaffolding model for facilitating problem-solving instruction is imposed. Eight teachers were instructed and coached in the use of scaffolding to teach first graders listening comprehension skills. When a group of eight teachers was introduced to reciprocal teaching (teaching in which there is a dialogue between teacher and students as well as among students, and in which students take turns assuming the role of teacher) within the scaffolded instruction framework (all having received the same preparation), they varied considerably in the manner in which they applied their skills. Each teacher read expository passages to her students (six per group) that were written at a third grade level. Two sample sets of dialogue are given; what distinguishes the two examples is that one teacher scaffolded the students at the "word level" while the other scaffolded them at the "idea level." An examination of the transcripts of the classes also showed that some teachers relied more on instructional statements, others on prompting statements, still others on reinforcing statements. These statements were evaluated against the contributions of the students to elicit an instructional profile.

Renner's study (1999) investigated the nature and effects of scaffolding metacognitive strategies for fifth-grade remedial writers. The areas addressed were: (a) the construction of the metacognitive scaffold; (b) the use of the scaffold during the composing process; (c) the writers' conscious metacognitive

reporting (thinking aloud) while composing; and (d) the writers' responses to the survey regarding the efficacy of scaffolding. The five participants in this study received scaffold-based instruction for 15 weeks. The study consisted of three phases: pre-test (writers' interview), scaffold-based instruction and generated samples, and post-tests (verbal reports, a writer's survey, and the New York State Elementary Writing Test).

The study concluded that using scaffold-based instruction assisted the participants in developing metacognitive behaviour for composing, and was found to be an effective writing intervention. This study concluded that scaffolding, although challenging, was both beneficial and efficacious for the participants.

Rancourt (2001) conducted a quasi-experimental study to investigate the effects of direct instruction with ongoing scaffolding for web-page construction and development of writing performance and reading ability of fourth and fifth grade students. The study was carried out over a period of eight months with a sample of 214 students of varying reading and writing abilities. The sample was composed of entire classes from each grade: the two fourth and two fifth grade classes designated as the experimental groups developed web pages, while the students in the control groups maintained a traditional classroom curriculum.

The results confirmed that the fourth and fifth grade students who developed web pages while receiving direct instruction with ongoing scaffolding by adults and peers showed greater gains in writing performance and reading proficiency than

those fourth and fifth grade students who maintained the traditional classroom curriculum.

Helmar-Salasoo (2001) conducted a study focusing on the social context and instructional scaffolding deliberately developed by a teacher who was an expert in supporting the literacy development of English language learners (ESL) in a literature-based urban high school classroom. Research in second language contexts has highlighted the importance of a challenging curriculum, of building a highly literate community, and of the instructional scaffolding needed to develop high literacy in the classroom. This study was informed by Vygotsky's developmental theories on learning and ZPD, Bakhtin's views on dialogism, and Langer's ideas on literate thinking. Findings indicate that both social context and instructional scaffolding were critical to the development of high literacy in the classroom studied. The social context required that all students collaborate in groups every day using English or their native language as a support. Students were scaffolded in how to work in a group and were required to read and think deeply about literature. Over the year, students came to internalize ways to discuss and ways to think and transform their role to scaffold others. This study emphasizes the power of using instructional scaffolding to help learners to become highly literate thinkers and to learn to participate in a highly literate community.

Chang, Chen and Sung (2002) conducted a study to test the learning effects of three concept-mapping methods on students' text comprehension and summarization abilities and to determine how students can most effectively learn from concept mapping. Three concept-mapping methods were designed "with

varying degrees of scaffolding support, namely, map construction by correction (with constant and the highest degree of scaffolding), by scaffold fading (with gradually removed scaffolding), and by generation (with the least scaffolding)".

The subjects were 126 fifth grade students who were randomly assigned to 4 groups, one for each concept mapping method and a control group. Both pre- and post- comprehension and summarization tests were administered to evaluate the students' abilities. Each group received the same reading materials and training on concept mapping. The map correction group was given a partially revised expert-generated concept map that included some incorrect information. The students had to read the materials provided before correcting the errors in the map. The instructions for the scaffold-fading group consisted of the following: "(a) read an expert concept map, (b) fill in the blanks of the expert concept map (with the whole structure), (c) complete the partial expert concept map (with partial structure), (d) construct the concept map using the given concepts and relation links, and (e) determine the key concepts and relation links from the text to construct the concept map". Only the reading materials were provided to the students in the map generation group.

The study results showed that the scaffolds provided by the map-correcting method (framework and partial information) was a more suitable way for conducting concept mapping for elementary students than the other methods - scaffold-fading and map generation. However, any form of concept mapping (scaffolding) "may serve as a useful graphic strategy for improving text learning".

The study by **Middleton (2004)** was an investigation of the ways in which teachers in a special school for children with specific learning difficulties support the learning of children in this context. This thesis questioned the utility of the 'scaffolding' metaphor in the context of Specific Learning Difficulties and sought to redefine the metaphor for the teaching of atypical children. This was because of the nature of the learning difficulties. A second aim of the study was to determine whether there were qualitative differences in the teaching strategies employed in mathematics and guided writing lessons during 'speaking and listening' when novel tasks were introduced. Observations were carried out during eight mathematics lessons and five guided writing lessons. Although the metaphor that best captures a sense of shared competence and permanent support at a basic level remains open to discussion, this research succeeds in highlighting some ways in which teachers can effectively scaffold children and foster learning.

Qualitative analysis of the data revealed that teachers scaffolded children in these contexts by 'creating an effective learning environment'. This was achieved in three main ways: the mutual construction of knowledge, the negotiation of failure and teacher mediation of the learning environment.

Liang (2004) conducted a study to investigate the effectiveness of two ways of scaffolding - reader-response and cognitive-oriented activities - in developing the students' learning from literature. It examined the results on 85 sixth-grade students' comprehension of and response to literature when they were led to read stories using a reader-response approach and when using a cognitive-oriented approach. In order to compare the two approaches, each was operationalized in a

Scaffolded Reading Experience (SRE), an instructional framework designed to foster students' understanding and engagement with individual texts.

The study used a pre-test/post-test design and quantitative and qualitative research techniques. Cognitive-oriented SREs and reader-response SREs were created for three stories by acclaimed children's authors. Two experienced middle school teachers used the SREs with students. Results from pre-test-post-test, comprehension and response assessments were scored using pre-designed scoring rubrics, and the scores were analyzed using ANOVAs with a covariate of student reading ability.

Results from field notes, teachers' journals, and teacher and student interviews were analyzed using the constant-comparative method. Results showed that both the reader-response and cognitive-oriented SREs fostered students' comprehension of short stories. Qualitative results indicated that the teachers valued the SRE framework and that students found both the activities and the purpose of the SREs useful.

Two studies - as far as the researcher knows- have been conducted in the field of teaching English as a foreign language for Arabic speakers: Both studies used different ways of scaffolding as teaching strategies to scaffold their students in two different language areas - grammar and reading.

Hamada (1999) used scaffolding as a teaching strategy for developing the pedagogical grammatical awareness of Egyptian English language trainee teachers. Proleptic classroom discourse was used as a scaffolding medium

through which grammatical concepts and generalizations were built with the students. Only 16 trainee teachers were involved in this study. Both quantitative and qualitative analyses proved that proleptic classroom discourse was an effective scaffolding strategy. It was effective in developing both the articulated and practical grammatical knowledge of trainee teachers (the differences between the trainees' pre and post scores in the designed grammar test were significant at 0.001 level in favour of the post-treatment application). In addition, scaffolding was effective in developing the trainees' pedagogical awareness: they could select appropriate teaching techniques and could use scaffolding as a teaching strategy in their own teaching.

Ibrahim (2004) aimed to develop Egyptian EFL teacher's pedagogical awareness of teaching reading by designing and implementing an action research program. The researcher used scaffolding throughout the different stages of the program implementation and integrated reflection and scaffolding to develop the Egyptian EFL teachers' pedagogical awareness of teaching reading. Within the Vygotskian theory of cognitive development, the researcher selected scaffolding to be used as the process component of the suggested integrated program. Twenty-two trainee teachers were involved in this program. Data analysis indicated that there was an improvement in different aspects of the trainees' pedagogical awareness of teaching reading.

General Comments

The above studies emphasize that using scaffolding in teaching in general and in teaching English as a foreign or a second language in particular was very useful.

It has different positive effects: (1) scaffolding activities create an effective learning environment, (2) they foster high academic achievement of students, (3) they positively affect students' comprehension levels, and (4) scaffolding is effective in developing different variables - convincing skills, language skills (reading and writing), learners' independence, feeling of responsibility, grammar awareness and reading awareness.

It has been noticed that different ways of scaffolding can be used with young and adult language learners. Researchers recommend using scaffolding strategies with other learners and in other language areas.

The present research is a response to these calls and recommendations. The researcher designed some interactive activities based on scaffolding principles to develop the listening comprehension skills of sixth grade elementary schoolgirls in Jeddah.

Chapter III

Methodology and Procedures

Chapter III

Methodology and Procedures

This chapter provides a detailed description of the following topics:

- 1- the study sample
- 2- the design of the study
- 3- the instrument used in the study
- 4- the treatment of the study.

3.1. The Study Sample

In this study, the sample consisted of fifty pupils from two classes selected at random from sixth grade elementary schoolgirls in Jeddah in the academic year 1428/1429 H. One class was randomly assigned to be the experimental group. This class consisted of twenty five pupils and they were exposed to interactive scaffolding activities. The other class was assigned to be the control group. It consisted of twenty five pupils and this group had the regular English lessons with no additional activities.

The reasons for selecting sixth grade elementary schoolgirls as a sample for this study were as follows:

- The sixth grade is considered to be the first year that students study English in the public schools in Saudi Arabia.
- It has been noticed that many researchers and course designers have become interested in studying the teaching of listening comprehension skills. This tendency has begun to be reflected in the new English school

textbooks presented to girls in the 6th grade of elementary education in Saudi Arabia; the book includes some listening activities*.

- The significance and the complex nature of listening skills and the difficulties that young EFL learners encounter during listening to English, as discussed earlier in the literature review, are important factors that have prompted the researcher to investigate the situation more seriously.

The experimental group received the treatment based on interactive scaffolding activities designed and taught by the researcher during eight weeks in the first term of 1428/1429 H. The researcher taught the interactive scaffolding activities herself for the following reasons:

- 1- The researcher was familiar with the concept of scaffolding and teaching listening comprehension skills through the survey she did before the experiment.
- 2- She could have better control of the instructional variables.
- 3- She had more awareness of what should be done during the instruction.
- 4- She wanted to be sure that the cognitive, psychological and pedagogical views underlying the designed activities would be applied properly during the experimentation.

* See Appendix 1 for the listening activities included in the textbook

3.2. The Design of the Study

The present study made use of an experimental design to investigate the effectiveness of interactive scaffolding activities in developing the listening comprehension skills of the study sample. In this study, the experimental group was exposed to the scaffolding interactive activities designed to help develop their listening comprehension skills. The experimental group and the control group were subjected to a pre-post listening comprehension test, prepared by the researcher to validate the effectiveness of the experimental activities. The test was piloted on first year intermediate schoolgirls at the beginning of the first term (1428/1429 H) before they had studied the English textbooks designed for first year intermediate schoolgirls and it was submitted to a panel* to establish its validity and reliability.

The pre-test was given to both groups to make sure of the equivalence of the level of the pupils in the two groups (see Chapter IV).

3.3. The Instrument Used in the Study

One instrument was prepared and administered by the researcher in the present study. It was a listening comprehension pre-post test to measure the pupils' listening comprehension skills. The test was based on the textbook English For Saudi Arabia Sixth Grade Elementary.

* See Appendix 3.B for the names of the jury

3.3.1. Test Design

For constructing the listening comprehension test, the researcher followed some research steps:

3.3.1.1. Content analysis

The content of the English textbook was analyzed for two purposes:

a) to determine the language points (sounds, vocabulary and grammatical structures) included in the lessons selected in the treatment. The research was restricted to the sounds, vocabulary items, and the grammatical structures found in the selected lessons. The sounds included *consonants*: /b/, /p/ - /f/, /v/ /ʃ/, /tʃ/, /k/, /g/, /s/, /z/, /θ/, /ð/, and vowels: /i/, /e/, /æ/, /u/, /ə/, / ^ /, /i:/, /əi /, /ei/, /ai/, /au/, /əu/). The grammatical structures included the verb to be; indefinite articles (a, an); singular/plural forms; and demonstrative pronouns (this-these). As mentioned before, the research was restricted to the vocabulary items included in the English textbooks.

b) to determine the listening comprehension skills included in the listening activities in the school textbook. Therefore, a listening comprehension list was selected by the researcher. It was used in the analysis of the listening activities.

The following listening skills were revealed by the analysis:

- a. recognizing and discriminating English speech sounds
- b. recognizing word meaning
- c. recognizing sentence meaning
- d. observing a single detail
- e. recognizing syntactic patterns.

3.3.1.2. The Listening Skills List

A. The Purpose of the Listening Skills List

A listening comprehension skills list was selected to determine the listening comprehension skills included in the English textbook studied by sixth grade schoolgirls. The listening comprehension pre-post test was designed in the light of the listening skills revealed by the analysis of the English textbook used in schools, both the pupil's and teacher's books.

B. Sources of the Listening Skills List

The researcher surveyed previous studies concerned with developing listening skills, especially at early stages of learning, for example, Sheir (1977), Hamada (1990) and Seif El-Naser (2003). Hamada's listening skills list* was selected to be used in this study for several reasons:

1. It included most of the important listening comprehension skills found in other lists.
2. It was divided into these categories: phonology, grammar, vocabulary and overall comprehension - the same categories the present researcher is interested in.
3. The list was used to analyze the content of Welcome to English Book 1, the textbook taught in First Year Preparatory Stage in Egypt which is the first year for teaching English in government schools. Similarly, the list could be used to analyze the content of English For Saudi Arabia Sixth Grade Elementary.

* See Appendix 2 for Hamada's listening skills

The analysis of the English textbook for sixth grade revealed five listening comprehension skills (see page 100).

3.3.1.3. Listening Comprehension Pre-Post Test

Based on the list of listening skills and the language elements revealed by analysis of the textbooks, a listening comprehension test was developed. This test was used as a pre-and post-test. As a pre-test, it was used to measure sixth grade pupils' level in the identified listening comprehension skills before the experimentation and to make sure that pupils in both groups (the control group and the experimental group) were at the same level before starting the experiment. The progress achieved by the experimental group (if any) could, therefore, be attributed to the treatment they had been exposed to. As a post-test, the comprehension test was used to investigate the effectiveness of the experimental treatment in developing the listening comprehension skills of the pupils.

The test was designed in the light of the following procedures:

- A. a review of previous studies concerned with language tests, especially those tackling the topic of how to develop and measure listening comprehension skills
- B. identification of the skills to be measured by the test based on the listening skills revealed by the textbooks analysis
- C. identification of the language elements (vocabulary, grammar and sounds) included in the assigned lessons
- D. submitting the test to a panel to establish its validity
- E. estimating the reliability of the test.

3.3.1.4. Aim of the Test

The major aim of the listening comprehension test was to measure the level of sixth grade pupils in the identified listening comprehension skills mentioned previously. The test also helped the researcher to determine the functions and responses that the pupils could not carry out without the teacher's assistance.

3.3.1.5. Description of the Test

For the present study, the researcher needed to measure the listening comprehension skills of pupils in the sixth grade elementary stage. Therefore, she designed a listening comprehension pre-post test. The initial version consisted of sixty five items distributed to cover the above mentioned listening skills. After submitting it to the jury, the final version of the test consisted of sixty items divided into three parts.

-The test consisted of two versions*:

A) The teacher's version included the verbal stimuli for the test and the test directions. The content of this version was recorded on a tape by a native speaker. Each verbal stimulus was recorded twice.

-The teacher's version included the written items, pictures and written directions.

-The teacher's version was recorded on a tape. The test took 90 minutes to administer. Data obtained were used in testing the study hypotheses and questions.

* See Appendix 4 for the two versions of the Listening Comprehension Test

B) The pupil's version consisted of the answer sheets on which the pupils gave their responses by circling the number or the letter of the suitable answer.

No written words were included in the pupil's version for two reasons.

- using written distracters introduces a reading element to the listening test
- the pupils in the sixth grade are poor readers as they will have only been reading for a short time – from the middle of the year.

The pupil's version had colored pictures and a number for each item followed by a number of letters from which they had to choose one to circle. It also included Arabic written directions followed by an example.

The items in the test were divided into three parts:

- Part One was for measuring the pupils' ability to discriminate between English sounds. It consisted of 25 items.
- Part Two was for measuring the pupils' ability to recognize word and sentence meaning. It consisted of 22 items.
- Part Three was for measuring the pupils' ability to determine correct grammatical structures and forms. It consisted of 13 items.

It is important to mention that if testing is to be effective, we must select the most appropriate item-type and construct the test so carefully that it brings out the desired responses. Therefore, great care was exercised in constructing the test items to be sure that they were appropriate for the listening comprehension skills they were designed to measure.

The following is a description of the listening comprehension items:

Part One: Phonology (Sound Discrimination)

This part measured the pupils' ability to recognize and discriminate English speech sounds. It had four questions, and each one included five items. The first and the second questions were for discriminating consonants. The third and the fourth questions were for discriminating vowels.

- In the first question, the pupils were asked to listen to some words containing some problematic sounds - /b/and /p/, /f/and /v/ - and to circle the letter that matched the sound they heard.

- In the second question, the pupils were asked to listen to five items; each item had three words. They had to circle the numbers of the same words. Emphasis was placed on certain consonants to be discriminated:- /ʃ/, /tʃ/, /k/, /g/, /s/, /z/, /θ/, /ð/.

- In the third question, the pupils were asked to identify the words that had different vowel sounds. This question consisted of five items, each item having three words. Two of the words had the same vowel sound and the pupils had to circle the word that had the different vowel sound - /i/, /e/, /æ/, /u/, /ə/, / ^ /, /i:/, /əi /, /ei/, /ai/, /au/, /əu/.

- In the fourth question, there were five items, each item had three words, and one of these words matched a picture. The pupils were asked to circle the number of the word that went with the picture.

Part Two: Vocabulary and Overall Comprehension (Word and Sentence Recognition)

This part measured the following listening skills:

- recognizing word meaning
- recognizing sentence meaning
- observing a single detail.

This part included only the vocabulary items found in the school textbook.

It consisted of four questions:

- The first question had five items. Each item had three options (pictures). The pupils had to circle the number of the picture that matched the sentence they heard.
- The second question consisted of seven incomplete sentences followed by three words. The pupils had to circle the number of the suitable word that could complete the sentence.
- The third question had a box which contained different items. The pupils would hear five sentences describing the items in the box. Some of these sentences were true, some were false. The pupils had to choose (T) if the sentence was true and (F) if the sentence was false.
- The fourth question had five pictures which were not in order. The pupils were asked to listen to 'Maha' describing her family. There were pictures that illustrated this description. The pupils had to write the number of the appropriate sentence next to the each picture while listening for the second time.

Part Three: Determining grammatical structures and forms

This part measured the pupils' ability to recognize syntactic patterns. It included the grammatical structures which exist in the lessons selected for the treatment:

the verb to be; indefinite articles (a, an); singular/plural forms; demonstrative pronouns (this-these).

This part had two questions:

-The first question consisted of five incomplete sentences, and each sentence was followed by three choices. The pupils had to circle the number of the correct choice.

-The second question consisted of eight incomplete sentences, and each sentence was followed by two choices. The pupils had to circle the number of the correct choice.

Designed in this way, with all the language elements and listening skills included in the English school textbooks for sixth grade elementary schoolgirls incorporated into the test ,the test could be used all over the Kingdom.

3.3.1.6. Test Instructions

It was necessary for the pupils to understand and become familiar with the instructions before the test was administered to help them interact with the test without any anxiety. Accordingly, the test instructions were given to the pupils beforehand on a separate page so they could read them and everything could be made clear before the test was administered. The instructions were written in Arabic, and also recorded on tape. The pupils were given a brief description of

the test, they were asked to listen carefully to the recorded material and to pay attention to the given examples for each question before answering. Each item was to be repeated twice. The pupils had to choose one answer only and circle the number or the letter they thought was correct. If they did not know the answer, they could leave it and listen to the next question. The pupils were asked to keep quiet so that everyone could concentrate. In addition, they were asked to be careful of the time allowed for each item.

The instructions for each question in the test were recorded on a tape in English and in Arabic as well. The same instructions were also written on the answer sheets. Example answers were given to show the pupils what was required in each question. Furthermore, the researcher explained some instructions for some items clearly and orally for the pupils during the pre-test in order to avoid any misunderstanding.

3.3.1.7. Test Validity

The validity of a test has been defined by Nunan (1992, p. 14) as "The extent to which a piece of information of research actually investigates what the researcher purports to investigate". This test was designed to measure the pupils' mastery of listening comprehension skills that are included in the lessons selected from English For Saudi Arabia Sixth Grade Elementary. It was mainly based on the language elements found in the textbook. As such, the test has content validity. Furthermore, the researcher used jury face validity as will be explained below.

The initial version of the test was given to a jury who were asked to review and examine the test items and instructions. The jury included specialists in teaching

English as a foreign language (N= 9)*. They were asked to read the questions, listen to the tape, and give their opinions with regard to the following:

- A. the consistency of the items with the skills measured in the test
- B. the representativeness of the items for each intended skill
- C. the sufficiency of the number of the items designed to measure the intended listening skills
- D. the appropriateness of the test items for the level of the pupils of sixth grade elementary school
- E. the appropriateness of the test for its time limitations and for the scoring method.

The test proved to be mostly a valid one as the jury approved most of the items and agreed on the following:

- A. the test measured the intended listening skills
- B. there were enough test items to measure the intended listening skills
- C. the instructions for the test were clear and understandable
- D. the test as a whole was appropriate for the level of the pupils.

Moreover, the jury suggested the following modifications:

- A. omitting some items because they were too easy for the pupils
- B. changing the order of some questions
- C. adding more words to test the contrast of consonants

* See Appendix 3.B for the names of the jury

D. omitting some items because they were repeated.

Thus, there was a total of sixty five test items before the test was submitted to the jury. After submitting it, the final total number of test items was reduced to sixty, distributed to cover the intended listening comprehension skills.

3.3.1.8. Test Reliability

To estimate the reliability of the test, a pilot study of the listening comprehension skills test prepared by the researcher was conducted at the beginning of the first term of the school year 1428/1429 H. It was administered to a randomly selected group of first year intermediate school pupils (N: 50). Then the researcher used Alpha Cronbach to estimate the reliability of the test. It was found that the reliability coefficient of the test in general was 0.91 and the reliability of the parts of the test was estimated as shown in Table 2.

Listening Comprehension Test	Alpha
Part One: sound discrimination	0.82
Part Two: determination of word and sentence meanings	0.89
Part Three: determination of grammatical structures	0.71
Total	0.91

Table 2: Reliability coefficients of the listening comprehension test

Furthermore, the correlation of each part of the test with the test as a whole was also estimated as shown in Table 3.

Listening Comprehension Test	Correlations
Part One: sound discrimination	0.81
Part Two: determination of word and sentence meanings	0.79
Part Three: determination of grammatical structures	0.86

Table 3: Correlations between each part of the test and the whole test

As shown in the tables above, the researcher found that the reliability coefficient was 0.91 which was high and statically significant at less than the 0.001 level.

The correlation coefficients also indicated that the test had a high level of consistency which ensured that the listening comprehension test prepared by the researcher was a reliable one.

3.3.1.9. Piloting the Test

The main purpose for piloting the test was to find out the relevance of the test as a whole to the objectives of the study. In addition, the pilot study aimed to:

- A. make sure that the test instructions were clear and comprehensive
- B. determine the time the test took
- C. measure the intervals between the items of the test or determine the time of each item
- D. determine the materials required for administrating the test
- E. make sure that the answer key was accurate.

- **Sample of the Pilot Study**

The sample of the pilot study consisted of fifty pupils randomly selected from first grade intermediate schoolgirls in Jeddah. This sample was selected to be the subjects of the pilot study because they had studied English For Saudi Arabia Sixth Grade Elementary the previous year. The test was applied in the first week of the school year 1428-1429 H. Pupils in the sixth grade who would participate in the experimentation had not as yet have studied any English, so it was very difficult to try the test on them. The pilot study was conducted to choose the items which proved to be statically valid, to try out the test directions, and to establish the test validity and reliability.

- **Results of the Pilot Study**

The pilot study revealed the following results:

- the instructions for the test were clear
- the materials required for administrating the test were a tape-recorder, high quality tape, and coloured answer sheets for all the pupils
- the mean time spent conducting the pilot study allowed the exact time of the test and intervals between the test items to be accurately calculated . The test lasted approximately 90 minutes.

3.3.1.10 Scoring the Test

To score the test, the researcher prepared a correction key for the final form of the test with one mark allocated to each item. Then, the test was corrected out of 60. The students' raw scores from the pre-post tests were prepared and entered into the computer to obtain statistical analysis of the data.

3.3.1.11. Test Administration

After the test was modified and shown to be valid and reliable, and after a suitable length of time was estimated according to the results of the pilot study and from the feedback from the jury, the test was administered to the pupils of the control group and the experimental group as a pre-test on the 8th of Shawaal 1428H. It was administered as a post-test to the pupils of both groups after the treatment on 30th Thu Al-Quedah.

3.4. The Treatment of the Study

The present study was concerned with designing some interactive scaffolding activities for developing the listening comprehension skills of sixth grade elementary pupils from the 128th Elementary School in Jeddah. This treatment was conducted in the middle of the first term of the school year 1428/1429 H. It lasted for eight weeks (from 8th of Shawwal 1428H to 30th Thu Al-Quedah 1428H.)

In designing this treatment, the researcher followed these steps:

- A- review of previous studies related to designing listening treatments or programs.
- B- determining the aim of this treatment
- C- determining the objectives of this treatment
- D- identifying the assumptions of the treatment
- E- determining the length of time taken to administer the treatment
- F- describing the treatment

G- describing the activities included in the treatment

H- explaining some instructional aids and equipment used in administration of the treatment.

3.4.1. Aims of the Treatment

The treatment included in the present study was aimed at:

- A. developing the listening comprehension skills selected for the sixth grade elementary pupils using scaffolding interactive activities
- B. shedding light on the importance of teaching listening comprehension skills.

3.4.2. Objectives of the Treatment

The treatment had certain objectives to be achieved by the end of the experiment. These objectives were concerned with developing the aforementioned listening comprehension skills that resulted from the content analysis of the English textbook and which were approved by the jury members.

3.4.3. Assumptions of the Treatment

The treatment was based on the following assumptions:

- A. listening is very critical for language learning at different stages of learning and in the beginning stage of language acquisition in particular
- B. listening is a highly integrative skill. It plays an important and crucial role in the process of language acquisition.
- C. teachers should emphasize teaching listening rather than testing it

- D. scaffolding is a useful teaching strategy, especially with young EFL learners, because it provides a more reliable and less frustrating route to language learning
- E. the pedagogical sequence of pre-listening, during listening and post listening activities that scaffold pupils through the mental process for successful listening comprehension may be most suitable for maintaining the development of listening skills
- F. pre-listening activities are crucial to good foreign language pedagogy. During this phase of listening, teachers prepare pupils for what they will hear and what they are expected to do.
- G. in during listening activities, pupils continue to monitor their comprehension
- H. post listening activities are important for evaluating pupils' comprehension of what they have listened to.

3.4.4. Duration of the Treatment's Administration

The administration of the treatment started on 8/10/1428H and ended on 30/11/1428H. The treatment was carried out by the researcher herself over a period of eight weeks. The researcher met the experimental group two days a week for a period of forty five minutes a day. The students were exposed to the interactive scaffolding activities designed by the researcher and integrated with the lessons selected from their textbook - English for Saudi Arabia Sixth Grade Elementary .

3.4.5. Description of the Treatment

The treatment consisted of seven lessons selected from the English textbook for sixth grade elementary students - English For Saudi Arabia. The researcher designed interactive scaffolding activities for each lesson. The aim was to develop the listening comprehension skills of the pupils. Eight essential elements of scaffolding instruction were used as general guidelines: (1) pre-engagement with the pupils and the curriculum; (2) establishing a shared goal; (3) actively diagnosing pupils' needs and understandings; (4) providing tailored assistance; (5) maintaining pursuit of the goal; (6) giving feedback; (7) controlling for frustration and risk; and (8) assisting internalization, independence, and generalization to other contexts. The researcher aimed to begin with what the pupils could already do, to help and scaffold the pupils to achieve success quickly, to help shy pupils to be like everyone else, to know when it was time to withdraw, and to help pupils to be independent when they had command of the activity. The researcher followed a helpful framework to incorporate scaffolding throughout the lesson. The researcher had to first model how to perform a new or difficult task using the overhead projector, then work with pupils to perform the task, then have pupils work with a partner to complete the task, and finally, have individual pupils demonstrate their task mastery.

3.4.5.1. Scaffolding Interactive Activities Included in the Treatment

It is important to mention that pedagogical, cognitive and psychological scaffolding were integrated into the activities designed in order to help and motivate pupils to interact with the listening materials without frustration.

- Pupils were asked to listen and circle, listen and colour, listen and do, listen and classify, listen and judge, listen and match, listen and sequence, and listen and respond. These activities required different degrees of cognitive involvement from the pupils and different degrees of pedagogical scaffolding from the researcher.

- Songs and rhymes were used to motivate and activate pupils. Young learners enjoy songs, and rhymes. [Songs facilitate and reinforce the target language as the repetitive nature of most songs and rhymes scaffold the pupils' learning of vocabulary and simple structures of English]. Pupils also played the games designed by the researcher with the researcher. The games added fun and entertainment to the learning. When they managed to play well, the pupils showed that they had comprehended the listening activity. Songs and games scaffolded the pupils psychologically; everyone participated with no frustration and with great joy.

- Pictures, posters, flash cards, models, and toys were used to scaffold pupils' comprehension. By using these materials, the researcher used different visual scaffolding to provide support through visual images which aimed to make the instructions more understandable and also allowed the pupils to hear English words and to connect them with the visual images.

- The students' seats were arranged in a **U** shape which scaffolded them psychologically. It created a good and comfortable atmosphere in the class, and also facilitated the movement of the pupils around the classroom which made them more interactive. Furthermore, the researcher was near to most pupils.

- Singing, playing and sitting on the floor with the students also scaffolded the

students psychologically.

As mentioned before, the experimental group received different scaffolding interactive activities to develop their listening comprehension skills. Table 4 shows a description of these activities

.

Table 4: Description of the Scaffolding Interactive Activities Included in the Treatment

Lesson(9)	Pre-Listening Activities	During Listening Activities	Post-Listening Activities	Instructional Media
.Alphabet Revision	<p>-sticking the alphabet letters on the board while naming each letter</p> <p>-listening to the <i>A B C</i> song</p>	<p>- singing the <i>A B C</i> song while listening to the song</p> <p>- watching the cartoon of "<i>March with the Animal Alphabet</i>" and listening to the sounds of the letters</p>	<p>-circling the letters mentioned in the handouts</p> <p>-(<i>dragging the letters for the sounds that the pupils heard</i>)</p> <p>- answering the exercises on the answer sheets</p>	<p>- cassette (<i>ABC</i> song) names of letters .</p> <p>-a computer is used to display a cartoon "<i>March with the Animal Alphabet</i>" to emphasize the sounds of letters { <i>A song for the sounds of letters</i>}</p> <p>- a poster , flash cards , handouts</p>

Table (4) continued

Lesson(11)	Pre-Listening Activities	During Listening Activities	Post-Listening Activities	Instructional Media
<p style="text-align: center;">My Family</p>	<p>-Introductory questions</p>	<p>-listening to the cassette of the members of the family.</p> <p>Pointing to each member on the poster.</p> <p>-holding up a picture of the family member while listening</p>	<p>-listening to a cassette of a little <i>native girl</i> talking about families. <i>Then circling the letter of the correct number of times families [sisters, brothers] are mentioned on the answer sheets.</i></p> <p>-playing" Guessing Games"</p>	<p>cassette, poster , flash cards , toys, [<i>Guess Bag</i>]</p>

Lesson(15)	Pre-Listening Activities	During Listening Activities	Post-Listening Activities	Instructional Media
My House	Introductory questions	<ul style="list-style-type: none"> -listening to Ali describing his house - pointing to the rooms on the poster 	<ul style="list-style-type: none"> -pointing at the toy house, individuals show the different rooms -other individuals stick the pictures of members of the family in different rooms on the poster after listening to the teacher -sitting in a circle on a rug -putting up a poster of a house, with numbers of rooms -distributing cards including pictures of room pieces and pictures of family members -after naming a room, whoever has a piece of that room places it on the poster 	cassette, poster, flash cards, a toy house , pictures of family members, handouts- answer sheets

Table (4) continued

Lesson(18)	Pre-Listening Activities	During Listening Activities	Post-Listening Activities	Instructional Media
Colours*	Coloured balloons are distributed among the pupils after asking them some questions and eliciting correct answers.	<ul style="list-style-type: none"> -listening to the cassette - singing the colour song - while singing the pupils gather in groups according to the colour of the balloons they have -coloured ribbons are distributed among the pupils, then, when listening to the cassette, anyone who hears their colour stands up. 	<ul style="list-style-type: none"> - a coloured mat is put on the floor, volunteers play the colour game 	cassette, poster , coloured balloons , coloured ribbons, colour mat

Lesson(20)	Pre-Listening Activities	During Listening Activities	Post-Listening Activities	Instructional Media
<p style="text-align: center;">Surroundings Where is he?</p>	<p>- Introductory questions about the models on a table in front of the class. (The models include a mosque, an airport, a hospital, a supermarket, a school, a street)</p>	<p>-listening to the cassette pointing to the models</p>	<p>- giving each pupil six coloured flash cards with pictures of <i>a sick person, a plane, a trolley full of food, a prayer mat, a traffic light , a schoolboy)</i></p> <p>-raising the flash card that suits the name of the place while listening</p> <p>- sticking items on the magnetic board next to the places that match them.</p>	<p>Cassette, poster, flash cards , models of a mosque, a hospital, a supermarket and an airport; hand outs, answering sheets</p>

Table 4 (continued)

Lesson(23)	Pre-Listening Activities	During Listening Activities	Post-Listening Activities	Instructional Media
What is s/he?	Introductory questions- Role playing	-listening to the names of different professions	-selecting the items that belong to each profession -listening to a story and deciding whether the sentence is true or false	-selecting the items that belong to each profession. -listening to a story and deciding whether the sentence is true or false

Each treatment lesson was described in terms of the specific objectives, instructional aids, and the teaching procedures.

Moreover, each session was divided into three stages: pre-listening, during listening, and post listening activities. These stages are explained in detail as follows.

3.4.5.1. A. Pre-Listening Stage

In the pre-listening stage, the researcher used various types of activities which scaffolded the processes of teaching and learning listening comprehension.

These activities motivated pupils to listen and concentrate on the instructions of the researcher and to not be worried or frustrated about what was expected from them. These activities facilitated and scaffolded the pupils' comprehension of the topic of the listening text and prepared them for the next stage.

3.4.5.1. B. During Listening Stage

In the during listening stage, the researcher gave the pupils other interactive activities to help them concentrate on the listening tasks. In this stage, pupils were asked to listen to and interact with the activities related to the intended skills. Such activities helped them monitor and evaluate their comprehension.

During this stage, the researcher scaffolded the pupils cognitively, pedagogically and psychologically in order to develop their listening comprehension skills.

Through this stage, students could listen to the text more than once according to their needs. The researcher provided help when needed.

3.4.5.1. C. Post Listening Stage

This stage aimed to check the pupils' comprehension of the listening text and to evaluate their development, and it provided yet more practice. In this stage, the researcher presented the pupils with a group of similar activities to be used as a criterion for judging their success in the listening comprehension tasks alone (without scaffolding from the researcher). Post listening activities were used for evaluating the pupils' success in completing the tasks. For the description of the content of the whole treatment see Appendix 4A.

3.4.6. Instructional Aids and Equipment

In presenting the three stages mentioned above, the researcher used some instructional aids and equipment that scaffolded the experimental group pupils; these aids helped the students to interact with the listening materials and the researcher successfully. They included: songs, games, models, toys, posters, flash cards, pictures, computer, handouts /answer sheets given to the pupils, tape-recorder and tapes.

3.4.7. Evaluation

The evaluation techniques used during implementation of the treatment contained formative and summative evaluation as follows:

3.4.7.1. Formative Evaluation

This was used for assessing the pupils' progress in listening comprehension as well as to provide the necessary feedback on their listening comprehension performance (during listening activities / post-listening activities).

3.4.7.2. Summative Evaluation

This was conducted at the completion of the treatment. It included administration of the post listening test to investigate the effect of the scaffolding interactive activities on developing the listening comprehension skills of sixth grade elementary pupils.

As such, the researcher here presents a detailed description of the treatment and the lessons included in this treatment. During implementation of this treatment, the researcher noticed the following:

1. The pupils interacted very well with the researcher, and were very motivated to participate in the lessons.
2. The pupils expressed their interest in sitting in a U shape.
3. The pupils paid great attention to the activities used in each lesson.
4. The pupils expressed their interest in the games and songs. They had fun while learning.
5. The pupils did not meet with any frustration; the shy ones were involved in the activities and participated with more confidence.
6. The pupils developed good habits while listening; they paid more attention when someone was speaking.
7. At the end of the experiment, the pupils were interested enough to ask about the source of the native materials so that they could get them and listen to them again by themselves. It could be tentatively said that they wanted to be independent learners - a serious objective of scaffolded instruction is that the dependent student becomes independent.

Comment

For young pupils, listening while trying to understand oral language is a powerful beginning for the language acquisition process. In order to accelerate this natural process of language acquisition, pupils need to hear abundant and meaningful language input. This comprehensible input can be more meaningful and motivating when scaffolding interactive activities are used to support and assist pupils' understanding with gestures, pictures and other context clues. The validity of this was demonstrated to this researcher as she experienced the benefit of using these methods and materials with students in the present study. Singing and playing were also very helpful as this made the learning fun and challenging.

The pupils' curiosity and interest were engaged when a variety scaffolded interactive listening comprehension activities were used in this treatment. The pupils received pedagogical, cognitive scaffolding as well as psychological scaffolding which played an important role in motivating them and raising their interest to be partners in the lessons.

Conclusion

The third chapter included all the procedures that the researcher followed in the present study. It provided a detailed description of the design of the study and the sample. In addition, it described the listening test, the instrument used in the present study, in terms of its aim, its objectives, the procedures followed in designing the test, its validity, and its reliability. It also included the proposed treatment and the procedures followed in designing this treatment. In the next chapter, the researcher will investigate the effect of the treatment on developing the listening comprehension skills of sixth grade elementary schoolgirls.

Chapter IV

Statistical Analyses, Results and Discussion

Chapter IV

Statistical Analyses, Results and Discussion

This chapter presents the statistical analyses of the data, the results of the study and a discussion of the results. Data obtained from the pre and post listening comprehension tests were statistically analyzed by SPSS/PC+ (Statistical Package of Social Science/Personal Computer). A paired samples t-test and Black's Ratio were used to validate the effectiveness of the proposed interactive scaffolding activities. In this chapter, the results of the study will be discussed in terms of the research hypotheses.

4.1. Analyzing the Results of Testing the Research Hypotheses

4.1.1. Analyzing the Results of Testing the First Hypothesis

The first hypothesis is: There is no statistically significant difference between the mean scores of the pupils in the experimental group and the pupils in the control group in the listening comprehension pre-test (as a whole).

To verify the validity of this hypothesis, data obtained from the listening comprehension pre-test (as a whole) were analyzed. Table 5 shows the results of this analysis:

The number of pupils involved in the test (N), mean scores (M), standard deviation (SD), degree of freedom (DF), and t-value of the performance of pupils of both control and experimental groups in the listening comprehension pre-test were included.

Table 5: Results of the T-test for the pre-listening comprehension test (as a whole)

Data Group	N	M	S.D.	DF	T-value	Level of Significance
Cont. Group	25	28.64	5.47	48	0.56	Not significant
Exp. Group	25	27.68	5.73			

Table 5 shows that the difference between the mean scores of the pupils in the two groups was only 0.56. This means that there was no statistically significant difference between the mean scores of the pupils in the experimental and control groups. This indicates that there was homogeneity between the scores of the groups in the pre-test. Therefore, it can be said that the groups were almost at the same level before the experiment. Therefore, any difference between the groups in scores on the listening comprehension test that might occur after the experiment would be attributable to the teaching technique. Hypothesis one was accepted.

4.1.2. Analyzing the Results of Testing the Second Hypothesis

The second hypothesis is: There is no statistically significant difference between the mean scores of the pupils of the experimental and control groups in each part of the listening comprehension pre-test.

To check the validity of this hypothesis, a t-test was used to estimate the significance of the difference between the mean scores of the pupils in the two groups in each part of the listening comprehension pre-test.

Table 6 shows the mean scores (M), standard deviation (SD), t-value, and level of significance of the difference between the mean scores of the two groups in the three parts of the listening comprehension pre-test - Part One: phonology; Part Two: vocabulary and overall comprehension; and Part Three: grammatical structures.

Table 6: The significance of the difference between the mean scores of the pupils of the control and experimental groups in the three parts of the listening comprehension pre-test

Group Parts	Control Group		Exp. Group		T-Value	Level of Significance
	Mean	S.D.	Mean	S. D.		
Part One	12.48	3	12.76	3.34	0.30	Not significant
Part Two	7.64	3.19	7.2	3.23	0.47	Not significant
Part Three	8.52	1.38	7.72	1.31	1.84	Not significant

Table 6 shows the consistency of the results of analysis of the data for each part of the test with the results included in Table 5 showing the results for the whole test. There was very little difference between the mean scores of the pupils in the experimental and control groups (0.28, 0.44 and 0.8) and therefore the t-value for the difference in each part was not statistically significant. As such, the second hypothesis was also accepted ensuring the homogeneity between the experimental and the control groups.

4.1.3. Analyzing the Results of Testing the Third Hypothesis

The third hypothesis is: There is a statistically significant difference between the mean scores of the pupils of the experimental and control groups in the listening comprehension post-test (as a whole) in favour of the experimental group.

To verify the validity of this hypothesis, the data presented in Table 7 were analyzed by means of a t-test:

Table 7: Results of the T-Test between the Mean Scores of the Pupils of the Control and Experimental Groups in the Listening Comprehension

Total Post-Test

Data Group	Mean	S.D.	T- Value	Level of Significance	In favour of
Cont.	47.84	4.36	8.11	0.01	Experimental group
Exp.	55.8	2.4			

Table 7 shows that the t-value is significant at the 0.01 level in the total scores of the three parts of the post-test in favour of the experimental group indicating that the level of the pupils in the experimental group was higher than the level of those in the control group. This result indicates that the interactive scaffolding activities used in the treatment had a positive effect on the listening comprehension skills of the experimental group. Hence, the third hypothesis was accepted.

4.1.4. Analyzing the Results of Testing the Fourth Hypothesis

The fourth hypothesis is: There is a statistically significant difference between the mean scores of the pupils in the experimental and control groups in each part of the listening comprehension post-test in favour of the experimental group.

To verify the validity of this hypothesis, the data presented in Table 8 were obtained and analyzed.

Table 8: The significance of the difference between the mean scores of the pupils of the experimental and control groups in each part of the listening comprehension post-test

Group Data Test Parts	Control Group		Exp. Group		T- Value	Level of Significance	In favour of
	Mean	S. D	Mean	S.D.			
Part One	18.12	2.40	22.96	1.42	4.84	0.01	The exp. group
Part Two	18.12	3.06	20.32	2.09	3.11	0.01	
Part Three	11.64	1.01	12.28	0.66	2.59	0.05	

Table 8 shows that the mean scores of the experimental group pupils were higher in each part of the listening comprehension post-test. The most progress occurred in Part One (phonology) - the t-value between the mean scores of the pupils in both experimental and control groups in the post-test was significant at the 0.01 level in favour of the experimental group. The t-value between the mean scores of the groups in Part Two (vocabulary and overall comprehension) was also significant at the 0.01 level in favour of the experimental group. The difference between the mean scores of the pupils of the groups in Part Three (grammatical structures) was statistically significant but at the 0.05 level in

favour of the experimental group. These results reflected the improvement of the experimental group pupils' level in the listening skills included in the test. This also confirmed that the fourth hypothesis was accepted.

4.1.5. Analyzing the Results of Testing the Fifth Hypothesis

The fifth hypothesis is: There is a statistically significant difference between the mean scores of the pupils in the experimental group in the pre-test and their mean scores in the post-test (the test as a whole) in favour of the latter.

Table 9 presents the data analyzed to test the fifth hypothesis.

Table 9: The significance of the difference between the mean scores of the pupils of the experimental group in the listening comprehension pre-test and their mean scores in the post-test

Data Group	Mean	S. D.	D.F.	T- Value	Level of Significance	In favour of
Exp. Pre-test	27.68	5.73	24	22.17	0.01	Post-test
Exp. Post-test	55.8	2.4				

Table 9 shows that the difference between the mean scores of the experimental group pupils in the listening comprehension post-test (as a whole) and their mean scores in the pre-test were statistically significant at the 0.01 level in favour of the post test. This result validates the fifth hypothesis and shows that the level of the listening comprehension skills of the pupils in the experimental group improved as a result of their exposure to the interactive scaffolding listening activities included in the treatment.

4.1.6. Analyzing the Results of Testing the Sixth Hypothesis

The sixth hypothesis is: There is a statistically significant difference between the mean scores of the pupils in the experimental group in each part of the pre-test and their mean scores in each part of the post-test in favour of the post-test.

To test this hypothesis, the data presented in Table 10 were statistically analyzed.

Table 10: The significance of the difference between the mean scores of the pupils of the experimental group in each part of the pre-test and their mean scores in each part of the post-test

Data Test Parts:	Pre-Test Exp.		Post- Test Exp.		T- Value	Level of Significance	In favour of
	Mean	S.D.	Mean	S.D.			
Part One	12.76	3.34	22.96	1.42	13.76	0.01	Post test
Part Two	7.2	3.23	20.32	2.09	16.70	0.01	
Part Three	7.72	1.31	12.28	0.66	15.22	0.01	

Table 10 shows that the calculated t-values for the difference between the mean scores of the experimental group pupils in each part of the pre-test and their mean scores in each part of the listening comprehension post-test were statistically significant at the 0.01 level. This means that there was an improvement in the level of the pupils' listening skills measured by each part of the test after the experiment. This also confirms the validity of the sixth hypothesis.

It can be said that the listening comprehension skill level of the experimental group pupils in the proposed activities included in the treatment and measured by the test has improved as reflected in their scores in each part of the test.

4.1.7. The Effectiveness of the Experimental Interactive Scaffolding

Activities (the independent variable)

The effectiveness of the experimental interactive scaffolding activities was also computed using Black's modified ratio (Gay, 1992):

The following formulae were used:

$$\eta^2 = \frac{(t)^2}{(t)2 + N}$$

where t = the differences between the scores of the two groups (experimental and control) in the listening comprehension

$$d = \frac{2x\sqrt{\eta^2}}{\sqrt{\eta^2} - 1}$$

where d = degree of freedom of the two groups

$$\text{Black's modified ratio} = \frac{y - x}{t} + \frac{y - x}{t - x}$$

where y = mean scores of the experimental group pupils in the post-test

x = mean scores of the experimental group pupils in the pre-test

t = the pupils' total score in the test

The difference in the effectiveness between the experimental and the control group pupils' scores in the listening comprehension post-test (as a whole) are shown in Table 11:

Table 11: The difference in effectiveness of learning activities as shown by the scores of the experimental group pupils and the control group pupils in the listening comprehension post-test (as a whole)

Group	Degree of Freedom	T-Value	Value of η^2	Volume of effect	Value of (d)	Volume of effect *
Experimental	48	8.11	0.57	Large	3.08	Large
Control						

It is clear from the above table that the interactive scaffolding activities used with the experimental group were highly effective; the value of $d = 3.08$ which means that the effectiveness of the activities was great as measured by the listening comprehension test (as a whole).

The same formula was used with each part of the test to determine which area developed more.

Table 12: The differences in effectiveness of learning activities as shown by the scores of the experimental group pupils and the control group pupils in each part of the listening comprehension post test

Testing Dimensions	Degree of Freedom	T- Value	Value of (η^2)	Volume of effect	Value of (d)	Volume of effect
Part One	48	4.84	0.32	Large	1.38	Large
Part Two	48	3.11	0.16	Large	0.89	Large
Part Three	48	2.59	0.12	Medium	0.74	Medium

Table 12 indicates that the effectiveness of interactive scaffolding activities (the independent variable) in developing the listening comprehension skills of the pupils in the experimental group, and which were assessed in Part One and Part

* See Appendix 6 for the volume of effect

Two, was great whereas it was medium in Part Three. This means that the listening skills included in the areas of phonology and vocabulary improved more than those included in the grammar area.

The following table summarizes the results of the before-mentioned formulae:

Table 13: Black's Modified Gain Ratio for the experimental group

Test parts:	Scores assigned to each part	The mean of pre-test scores	The mean of post-test scores	Ratio of modified gain	Level of significance
Part One	25	12.76	22.96	1.24	Acceptable
Part Two	22	7.2	20.32	1.48	Acceptable
Part Three	13	7.72	12.28	1.21	Acceptable
The test as a whole	60	27.68	55.8	1.33	Acceptable

The previous table indicates that Black's modified gain ratio in the test as a whole and for each part ranged between 1.21 and 1.48. In this respect, and according to Black, it can be said that the use of interactive scaffolding activities in the treatment was effective in achieving the goals as all values of the calculated ratio of gain were more than one. This means that the pupils in the experimental group in which the treatment was used demonstrated development of their listening comprehension skills as reflected by the significant difference between the mean scores of the pupils in pre- and post- listening comprehension tests as a whole and in each part of the test. This verifies the validity of the sixth research hypothesis. Therefore, it can be said that the interactive scaffolding

listening activities used in the treatment were effective in developing the listening comprehension skills of the pupils in the experimental group.

Conclusion

The previous discussion of the study hypotheses indicates that the proposed interactive scaffolding activities achieved an observable effect in developing the experimental group pupils' listening comprehension skills. This was reflected in the high scores the pupils obtained after being exposed to these activities. Based on these results, the following conclusions can be drawn:

1. The proposed interactive scaffolding activities were very effective in developing the listening comprehension skills of sixth grade elementary schoolgirls in Jeddah (this result was limited to the sample included in the study).
2. The present study made an observable change in the performance of the pupils in the experimental group.
3. Offering psychological, pedagogical and cognitive scaffolding formed the basis for active classroom listening.
4. The suggested interactive scaffolding activities proved to be helpful in developing the pupils' listening comprehension skills and promoting their ability to communicate in the target language.
5. The suggested interactive scaffolding activities motivated the pupils to participate more during the learning-teaching process.

6. The pupils gained good listening habits.
7. The suggested interactive scaffolding activities bridged the gap between the researcher and the pupils and acted as a facilitator and scaffolder for the pupils throughout the listening process.
8. The listening comprehension skills of foreign language learners can be developed from the early stages of learning. Furthermore, foreign language teachers should not neglect these important skills.

Chapter V

Summary, Recommendations and Suggestions

Chapter V

Summary, Recommendations and Suggestions

This chapter is a description of what was implemented in the present study. It:

1. provides a summary of the study problem, its background, questions, aims, significance, subjects, limitations, hypotheses, procedures, and the results
2. offers recommendations, and
3. suggests some research areas to be considered.

5.1. Summary

5.1.1. Statement of the Problem

Listening is considered a very important skill in language learning and language acquisition. It is a complex and active skill that requires interactive teaching within which language learners need more conscious, systematic and purposeful help. This complex nature of listening comprehension skill and the difficulties which beginners of foreign language encounter when listening to the language, in addition to the neglect of listening skills in English school textbooks, have urged the researcher to adopt some psychological and educational principles underlying "scaffolding" as a guide for the help or support she will provide to sixth grade elementary school girls during the process of developing their listening comprehension skills.

5.1.2. Purpose of the Study

This study aimed to:

1. identify the listening comprehension skills included in the English textbooks used in the sixth grade in elementary schools
2. design a collection of scaffolded interactive activities to develop the listening comprehension skills of sixth grade elementary schoolgirls.
3. investigate the effectiveness of the designed scaffolded interactive activities in developing the listening comprehension skills of sixth grade elementary schoolgirls involved in the treatment of the study.

5.1.3. Design of the Study

The present study made use of experimental design. Two groups were included: the experimental group which was exposed to different scaffolded interactive activities aimed at developing the pupils' listening comprehension skills and the control group. As such, the independent variables included the scaffolded interactive activities designed by the researcher. The dependent variable was the listening comprehension skills of the sixth grade elementary schoolgirls.

5.1.4. Questions of the Study

The problem of the present study can be stated in the following question:

What is the effectiveness of scaffolding interactive activities in developing the English listening comprehension skills of sixth grade elementary schoolgirls in Jeddah?

The following sub-questions emerged:

1. What are the listening comprehension skills included in the English textbooks used in the sixth grade in elementary schools?
2. To what extent do sixth grade elementary schoolgirls acquire these skills?
3. What are the appropriate principles and guidelines for constructing scaffolded listening comprehension activities for sixth grade elementary schoolgirls?
4. What are the criteria for selection of the interactive activities to be provided to sixth grade elementary schoolgirls in the area of listening comprehension?
5. What are the English language elements (sound system, vocabulary and structures) included in the English for Saudi Arabia Sixth Grade Elementary school textbooks?

To what extent are the proposed scaffolded interactive activities effective in developing the identified listening comprehension skills of sixth grade elementary schoolgirls in Jeddah?

5.1.5. Hypotheses of the Study

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

1. There is no statistically significant difference between the mean scores of the pupils in the experimental and control groups in the results of the listening comprehension pre-test (the total test).

2. There is no statistically significant difference between the mean scores of the pupils in the experimental and control groups in each part of the listening comprehension pre-test results.
3. There is a statistically significant difference between the mean scores of the pupils of the experimental and the control groups in the listening comprehension post-test results in favour of the experimental group.
4. There is a statistically significant difference between the mean scores of pupils of the experimental and control groups in each part of the listening comprehension post-test results in favour of the experimental group.
5. There is a statistically significant difference between the mean scores of the pupils in the experimental group in the pre-test and their mean scores in the post-test results (in the total test) in favour of the latter.
6. There is a statistically significant difference between the mean scores of the pupils in the experimental group in each part of the pre-test and their mean scores in each part of the post-test results in favour of the post-test.

5.1.6. Limitations of the Study

The present study was limited to:

1. a sample of 50 sixth grade elementary schoolgirls enrolled in two classes in the 128th Elementary Girls School in Jeddah. They were assigned to two groups -one class (N.25) as the control group, the other class (N.25) as the experimental group

2. the listening comprehension skills and language elements included in English For Saudi Arabia Sixth Grade Elementary textbooks
3. a limited duration for implementing the proposed activities: in the first term of the school year 1428-1429 (approximately eight weeks).

5.1.7. Instrument of the Study

To investigate the effectiveness of the proposed scaffolded interactive activities in developing the identified listening comprehension skills of sixth grade elementary schoolgirls in Jeddah, a listening comprehension pre/post test was designed by the researcher. For analysing the content of the listening activities included in English school textbooks and designing the test, some lists of listening comprehension skills were surveyed and a list was selected to be used in the study.

5.1.8. Procedures of the Study

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

1. review of the literature and previous studies related to "scaffolding", listening comprehension in general, and interactive listening in particular
2. preparing a list of listening comprehension skills to determine the listening comprehension skills included in the English textbooks taught in sixth grade elementary schools
3. submitting the list to a panel of specialists in the field of teaching English as a foreign language to determine the most important listening skills for sixth grade elementary schoolgirls in Jeddah

4. analysing the content of English textbooks - the sixth grade elementary textbook, English For Saudi Arabia- to determine the listening comprehension skills and the language points included in them
5. designing a listening comprehension pre-post test in the light of the listening skills and language elements identified from the content analysis of the English textbooks taught in sixth grade elementary schools
6. submitting the listening comprehension pre-post test to a panel of specialists and experts in the field of teaching and testing English as a foreign language to determine its face validity
7. testing the reliability of the listening comprehension pre-post test items using Alpha Cronbach
8. designing a suitable number of scaffolded interactive activities for developing listening comprehension skills based on the content analysis
9. selecting a random sample of sixth grade elementary schoolgirls enrolled in the 128th Elementary School (a class consisting of twenty five pupils was randomly selected)
10. administering the listening comprehension pre-test to the two groups to identify the pupils' level in the identified listening comprehension skills. The results of the test helped the researcher determine the functions and responses that could not be carried out without the teacher's assistance (actual level of development).

11. implementation, with the experimental group, of the scaffolded interactive activities developed by the researcher and aimed at developing their listening comprehension skills
12. administering the listening post-test to the two groups to investigate the effectiveness of the designed scaffolded interactive activities in developing the listening comprehension skills of the experimental group
13. analysing the results statistically by using the T-test
14. discussing and interpreting the collected data
15. providing a summary, conclusions, recommendations and suggestions for further research.

5.1.9. The Statistical Analysis of Data

To test the validity of the study hypotheses, the researcher used the following statistical treatments: a t-test for estimating the significance of the difference between a) the mean scores of the control and experimental group pupils, b) the mean scores of the experimental group pupils before and after the treatment.

5.1.10. Results of the Study

The statistical analysis of data highlighted the following results:

1. There was no statistically significant difference between the mean scores of the pupils in either the experimental group or the control group in the listening comprehension pre-test (as a whole). This refers to the equivalent skill levels of the pupils in the two groups before the

experiment which allowed the pupils to be selected to participate in this experiment.

2. There was no significant difference between the mean scores of the pupils in the two groups in each part of the listening comprehension pre-test. This showed that the level of the two groups was equal before using interactive scaffolding activities in the experiment.
3. The t-values indicated statistically significant differences at 0.01 between the mean scores of the pupils of the two groups in the overall listening comprehension post-test. These differences were in favour of the experimental group as their mean scores were higher and were consistent with all previous indicators.
4. There were statistically significant differences at the 0.01 level between the mean scores of pupils in the first and second parts of the listening comprehension test. There was also a statistically significant difference between the mean scores of the groups in the third part of the testing at 0.05. The differences in the three parts were in favour of the experimental group pupils as their mean scores were higher. This means that the listening comprehension skill level of pupils was higher in every part of the test after the experiment. This also demonstrates the validity of the hypothesis mentioned before.
5. The calculated t-values between the mean scores clearly demonstrated a statistically significant difference at the 0.01 level overall between the pre-testing measure and the post-measure. These differences were in favour of post-testing as its mean scores were greater. This demonstrated

the validity of the previous hypothesis and the improvement in the level of pupils in this group after the experiment.

6. The calculated t-values for the differences between the mean scores of the experimental group pupils in each part of the pre-test and their mean scores in each part of the listening comprehension post-test were statistically significant at the 0.01 level. This means that there was an improvement in the pupils' level in the listening skills measured by each part of the test after the experiment. This proved the validity of the hypothesis mentioned before.

5.2. Recommendations

Based on the results of the present study, the following recommendations are suggested:

1. The proposed treatment in the present study can be adopted for teaching listening comprehension skills at other learning stages taking into consideration the learners' age, needs and levels.
2. More attention should be paid to teaching listening, not to testing it.
3. More time and effort should be devoted to developing listening comprehension skills.
4. Appropriate listening conditions and an interactive environment should be provided to students by their teachers.
5. Immediate positive feedback throughout the listening process is recommended.

6. More listening activities should be included in school textbooks.
7. Listening comprehension skills should be evaluated as other skills are.

5.3. Suggestions for Further Research

The following suggestions are presented to be considered for further research:

- 1- examining the effect of interactive scaffolding activities on developing the students' listening comprehension skills at intermediate, secondary and university stages
- 2- examining the effect of different scaffolding strategies on developing other language skills
- 3- evaluating the listening comprehension skills of the pupils at different learning stages.

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Appendices

Appendix (1)
Content Analysis

Appendix (1)

Content Analysis

Skill	Type of Activities	Place of Occurrence	
		Pupil's Book	Work Book
Listening	Listen and repeat/ Listen and read/ Listen and play/ Listen and circle	Lessons: 1,2,6,8,10,14,20	Lessons: 8,11,19
Speaking	Listen and say/ Say / Say and trace/Say and match/Say and color	Lessons: 1,2,3,8,9,11,17,24, 25,26.	Lessons: 5,8,11,19
Reading	Listen and read/ Read and copy/ Read and complete		Lessons: 19,24
Writing	Trace / Trace and copy/ Copy		Lessons: 1,2,3,4,5,7,8,9, 11,12,13,14,15,17,19,20,21,23,24, 25,26.

Types of Listening Activities in the Sixth Grade Elementary Textbooks

Types of listening activities	Place of occurrence
Listen and repeat	Pupil's Book .Lesson 1,2,10,20
Listen and read	Pupil's Book. Lesson 6, 8, 10, 14. Work Book .Lesson8.
Listen and play	Work Book. Lesson11.
Listen and circle	Work book. Lesson 19.

The Weight Given to Listening Skill in the Sixth Grade Elementary Textbooks

Types	Lesson	Frequency	Page	Objectives
Listen and repeat	L.1	Pupil's Book	p.27	Pupils say letters then numbers.
Listen and repeat	L.2	Pupil's Book	p.28	Pupils repeat words.
Listen and read	L.6	Pupil's Book	p.32	Pupils listen to Ali talking about his computer. Then read
Listen	L.7	Pupil's Book	p.33	Listen and point to family members
Listen and read	L.8	Pupil's Book Work Book	p.34 p.10/11	Pupils look at the pictures and listen then read. Listen and read Listen and circle
Listen, repeat then read	L.10	Pupil's Book.	p.38	Pupils listen, repeat then read.
Listen and play	L.11	Work Book.	p.46	Pupils listen and touch their eyes, ears, etc.... While playing.
Listen and read	L.14	Pupil's Book	p.40	Pupils listen then read
Listen and circle	L.19	Work Book	p.54	Listen and circle
Listen and repeat	L.20	Pupil's Book	p.46	Pupils listen and repeat

Appendix (2)

A Check List of Listening Comprehension Sub-Skills

Hamada's list (1990)

A Check List of Listening Comprehension Sub-Skills

Hamada's listening comprehension skills list (1990)

Phonology:

1. The ability to discriminate sounds of English language.
2. The ability to discriminate between English sounds and similar Arabic sounds.
3. The ability to discriminate sounds in isolated words esp.,
 - phonemic contrasts
 - phonemic sequence
 - permissible phonemic variation
- 4- The ability to discriminate sounds in connected speech:
 - strong forms and weak forms
 - reduction of unstressed vowels
 - modification of sounds at word boundaries through assimilation, elision ... etc.
- 5- The ability to discriminate stress patterns within words e.g., compounds.
- 6- The ability to recognize use of stress in connected speech e.g. for emphasis or for contrast.
- 7- The ability to recognize intonation patterns and use of tone.

8- The ability to recognize discourse marks e.g., "well" and "oh".

Grammar:

1- The ability to identify syntactic patterns and devices.

2- The ability to recognize grammatical errors.

3- The ability to recognize grammatical word classes (parts of speech)

4- The ability to understand relations within the sentence esp.,

- elements of sentence structure

- modification structure e.g. pre and post modification, disjuncts, negationetc.

5- The ability to understand relations between parts of a text through grammatical cohesion devices of:

- comparison

- substitution

- ellipsis

- time and place relators

Vocabulary and Overall Comprehension:

1- The ability to recognize words meaning.

2- The ability to recognize word groupings e.g. in the sense that

- 3- The ability to detect key-words (i.e. those that identify topics.)
- 4- The ability to understand relations between parts of the text through lexical cohesion devices of:
 - repetition
 - synonyms
 - hyponyms
 - antithesis
 - opposition
- 5- The ability to guess at unknown words and phrases.
- 6- The ability to deduce the meaning and use of lexical items through
 - stems or roots
 - Affixation
 - Derivation
 - Compounding
- 7- The ability to follow oral directions.
- 8- The ability to observe a single detail.
- 9- The ability to observe a series of details
- 10- The ability to recall facts and ideas
- 11- The ability to understand, explicitly stated, information.

10- The ability to understand, not explicitly stated, information through inferences.

11- The ability to recognize organizational elements.

12- The ability to distinguish the central idea from supporting details by differentiating:

- Primary from secondary significance

- The whole from its parts

- The process from its stages

- A statement from an example

13- The ability to select what is relevant to the purpose of listening and reject what is irrelevant.

14- The ability to understand conceptual meaning, esp. quantity, location, comparison, time, result and purpose.

15- The ability to take notes on an oral communication.

16- The ability to predict outcomes from events described.

17- The ability to infer links and connections between events.

18- The ability to deduce causes and effects from events.

19- The ability to distinguish between literal and implied meanings.

20- The ability to identify and construct topics and coherent structures from on going discourse involving two or more speakers.

21- The ability to identify the speaker's feelings through nonverbal and verbal expressions (excited- disappointed- cautious- angry)

22- The ability to understand the communicative value (function) of utterances e.g., an interrogative that is a polite request.

23- The ability to evaluate stories heard.

24- The ability to evaluate the development and conclusions of the speaker's utterance.

25- The ability to respond to content by formulating opinions and judgments.

26- The ability to adjust listening strategies to different kinds of listener purposes or goals.

Appendix (3)

A. The Letter Addressed to the Jury Members

**B. Names of the Jury Members Who Validated the
Listening Comprehension Skills Test and the Scaffolding
Interactive Activities.**

Appendix (3)

A. The Letter Addressed to the Jury Members

Dear Professor,

The researcher is undertaking a study entitled "The Effectiveness of Scaffolding Interactive Activities in Developing English Listening Comprehension Skills of the Sixth Grade Elementary School Girls in Jeddah". This study mainly aims at developing the listening comprehension skills of the sixth grade elementary schoolgirls in Jeddah. In order to achieve the purpose of the study, the researcher will analyze the content of the textbooks of the sixth grade to determine the sounds, the words, the grammatical items, the topics and the listening skills included in the lessons of the school textbooks; she does not aim at adding new skills, but developing the skills already found in the school textbooks through different scaffolding interactive listening activities.

You are kindly asked to have a look at the content of the scaffolding interactive activities and the listening test items determining the validity of the activities and the test items, In other words, whether they include the listening skills included in the textbooks or not and whether the activities and the test items are suitable for the pupils' age and learning stage.

Your modifications are needed and highly appreciated.

Appendix (3)

B) Names of the Jury Members Who Validated the Listening Comprehension Skills Test

No.	Names	Position
1	Prof. Dr. Sirvert Sahakian	Professor of English Language Methodology, Mansoura University.
2	Dr. Shawky El Sheriefy	Associate Professor of Curriculum and Methods of Teaching English as a Foreign Language, Mansoura University.
3	Dr. Hanaa El Baz	Assistant Prof. in Curriculum & Teaching Methods, Mansoura University
4	Dr. Mona Hamouda	Assistant Professor in Linguistics, Girls' College of Education, King AbdulAziz University.
5	Dr. Mona Ba Duwais	Assistant Professor in Linguistics, Girls' College of Education, King AbdulAziz University.
6	Dr. Maysoon Al Dakheel	Assistant Prof. in Curriculum & Teaching Methods, Girls' College of Education, King AbdulAziz University.
7	Mrs. Shymaa	English teacher
8	Mr. Ramy	Assistant lecturer in Misr University.

9	Mrs. Maysa Rakha	A supervisor
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Appendix (4)

A Listening Comprehension Test for the

Pupils in the Sixth Grade

Elementary Stage

A) Teacher's Version

B) Pupil's Version

C) Correction key

A) Teacher's Version

Part One:(الجزء الأول)

The First Question:[السؤال الأول]

- Circle the letter that matches the sound you hear (/b/ or /p/, /f/ or /v/):

ضعي دائرة حول الحرف الذي تسمعين (صوته) /p/ أو /b/, /f/ أو /v/ عند سماعك لكل كلمة:

One (الفقرة الأولى)

Example (مثال):

-read (b – p) - ...en (b – p)

1-.....ook b p

2-.....lease b p

3- com...uter b p

4- um.....rella b p

5- sou.... b p

Two (الفقرة الثانية)

Example (مثال):

- ...amily (f – v) - li....ing-room (f – v)

1-.....ish f v

2-.....egetables f v

3-dri....er f v

4-le...t f v

5-.....riday F V

The Second Question: [السؤال الثاني]

- You will hear three words. Two words are the same; circle the same words:

سوف تستمعين إلى ثلاث كلمات ، ضعي دائرتين حول رقمي الكلمتين المتشابهتين:

Example(مثال):

1- share 2- chair 3- chair

a. 1- class 2- glass 3- class

b. 1- close 2-close 3- clothe

c. 1- watch 2-wash 3- wash

d. 1- sing 2-sink 3- sing

e. 1- think 2-thing 3- think

The Third Question:[السؤال الثالث]

- You will hear three words; circle the word that goes with the picture:

سوف تسمعين ثلاث كلمات؛ ضعي دائرة حول رقم الكلمة التي تناسب الصورة:

Example (مثال):

1- box 2- books 3- bakes



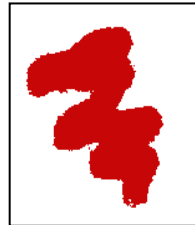
a) 1- cat 2- coat 3- caught



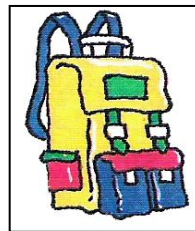
b) 1- lane 2- line 3- lion



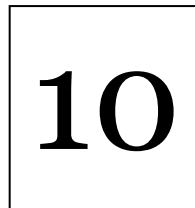
c) 1- road 2- read 3- red



d) 1- big 2- bag 3- bug



e) 1- tin 2- ton 3- ten



The Fourth Question: [السؤال الرابع]

-You will hear three words. Two of them have the same vowel sound; the other one has a different sound .Circle the different word:

سوف تستمعين إلى ثلاث كلمات، كلمتان تحملان نفس الصوت المتحرك وكلمة أخرى ذات صوت مختلف ؛ ضعي دائرة حول رقم الكلمة ذات الصوت المختلف :

Example(مثال):

1- cup 2- car 3- far

a. 1- that 2- hair 3- hat

b. 1- milk 2- list 3- left

c. 1- nice 2- night 3- fish

d. 1- lunch 2- mouse 3- house

e. 1- cheap 2- bread 3- meat

Part Two:(الجزء الثاني)

The First Question:[السؤال الأول]

I- You will hear five sentences. Choose the picture that matches the sentence:

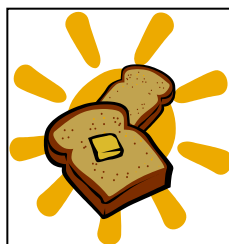
سوف تستمعين إلى خمس جمل ، اختاري رقم الصورة التي تناسب الجملة:

Example (مثال):

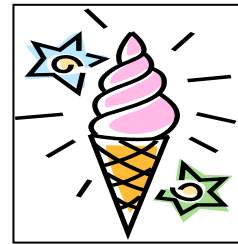
- I like ice cream.



-1-



-2-



-3-

a) The boy has four balloons.



-1-

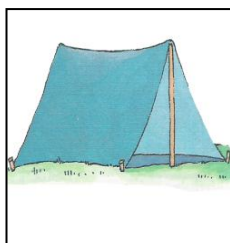


- 2 -



- 3 -

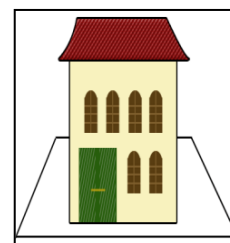
b) We live in a big house.



- 1 -



- 2 -



- 3 -

c) The doctor works in a hospital.



- 1 -

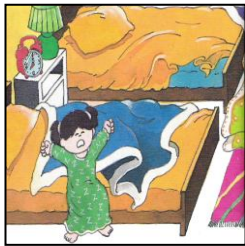


- 2 -



- 3 -

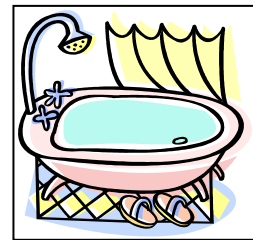
d) I sleep in my bedroom.



- 1 -

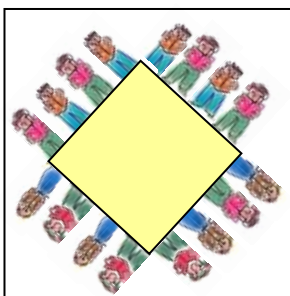


- 2 -

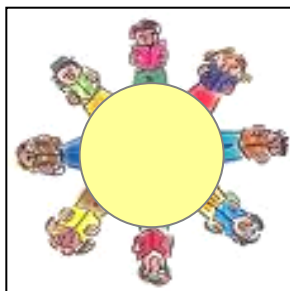


- 3 -

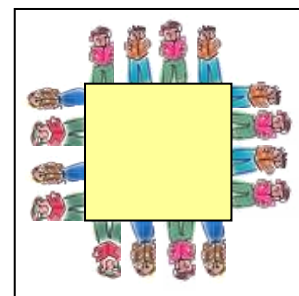
e) The boys sit around a yellow circle.



- 1 -



- 2 -



- 3 -

The Second Question: [السؤال الثاني]

You will listen to seven incomplete sentences. Each sentence is followed by three words. Choose the number of the suitable word that can complete the sentence.

سوف تسمع سبع جمل ناقصة و يتبع كل جملة ثلاث كلمات. اختاري رقم الكلمة المناسبة التي يمكن أن تكمل الجملة.

Example (مثال)

- Doctors work at (1- schools 2- hospitals 3- houses)
- a- Bananas are (1- yellow 2- red 3- white)
- b- Teachers work at(1- houses 2- schools 3- hospitals)
- c- We watch TV in the ... (1- living room 2- kitchen 3-bathroom)
- d- Trees are (1- black 2- green 3- blue)
- e- There are in the house. (1- classrooms 2- boards 3- rooms)
- f- We put books in (1- bags 2- beds 3- pens)
- g- At hospitals, there are many (1- drivers 2- engineers 3-nurses)

The Fourth Question [السؤال الرابع]

- You will listen to Maha describing her family. The pictures you see show that description. The pictures are in disorder. Put the number of the sentence next to the suitable picture while listening to the description for the second time

سوف تستمعين إلى مها تصف أسرتها و الصور التي أمامك توضح هذا الوصف ؛ و لكنها غير مرتبة .
ضعي رقم الجملة أمام الصورة المناسبة عند سماعك للوصف للمرة الثانية.

1- Maha lives with her family in a big house.

2- The house has three bedrooms.

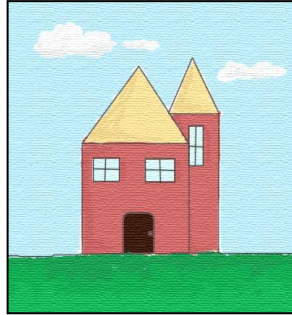
3- She has one sister and two brothers.

4- Her father is an engineer.

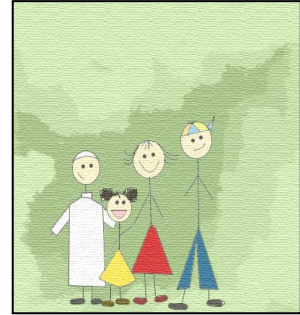
5- Her mother is a teacher.



4 (a)



1 (b)



3 (c)



5 (d)



2 (e)

Part Three:(الجزء الثالث)

First Question:[السؤال الأول]

You will hear six incomplete sentences, followed by three choices, circle the correct choice as shown in the example:

أ- سوف تستمعين إلى ست جمل ناقصة. تحتاج كل منها إلى تكملة وسوف تستمعين إلى ثلاث اختيارات بعد كل جملة ضعي دائرة حول رقم الاختيار الصحيح

Example(مثال):

-Hi. I Ali. (1- am 2- is 3-are)

a- My name Maha. (1-am 2- is 3-are)

b- I a school girl. (1- am 2-is 3-are)

c- She a teacher. (1-am 2- is 3-are)

d- How you? (1-am 2-is 3- are)

e- How old Ahmad? (1-am 2- is 3-are)

The second Question:[السؤال الثاني]:

You will hear eight incomplete sentences, followed by two choices; circle the correct choice as shown in the example:

ب- سوف تستمعين إلى ثمان جمل ناقصة. تحتاج كل منها إلى تكملة وسوف تستمعين إلى اختياريين بعد كل جملة ضعي دائرة حول رقم الاختيار الصحيح.

Example(مثال):

- These are red (1-apple 2- apples)

a- It is a blue (1-car 2-cars)

b-My brother is engineer. (1-a 2- an)

c-.....is a nice house. (1-This 2-These)

d-We have four (1- bedrooms 2-bedroom)

e- He is schoolboy. (1- a 2-an)

f- Nasir and Waleed are..... (1-brother 2- brothers)

g-..... are two books. (1-This 2- These)

h-I want ice-cream. (1- an 2-a)

B) Pupil's Version

A Listening Comprehension Test for pupils in the Sixth Grade Elementary

School

Name:..... Class:.....

Part One:

Part Two:

Part Three:

Total score:.....

تعليمات عامه:

أ- يقيس هذا الإختبار قدرتك على إستماع وفهم اللغة الإنجليزية.و يتكون من ثلاث أجزاء

الجزء الأول: يقيس قدرتك على التمييز بين أصوات اللغة الإنجليزية المختلفة.

الجزء الثاني: ١- يقيس قدرتك على التمييز بين معاني بعض كلمات اللغة الإنجليزية

٢- يقيس قدرتك على التمييز بين معاني بعض الجمل باللغة الإنجليزية.

الجزء الثالث: يقيس قدرتك على التمييز بين بعض قواعد اللغة الإنجليزية.

ب- توجد تعليمات خاصة بكل سؤال اسمعها جيدا وافهمها قبل البدء في الإجابة كما يوجد مثال محلول في ورقة اجابتك إفهميه جيدا .

ج-سوف تسمعين كل كلمة أو جملة أو سؤال مرتين. فلا تبدأي الإجابة إلا بعد الإستماع للمرة الثانية.

د-اخترى إجابة واحدة فقط . اذا لم تعرفي الإجابة فلا تحاولي أن تضعي أي إجابة بل اتركها واستمعي الى السؤال التالي .

هـ- يجب أن تلتزمي الهدوء لتسمعي جيدا وتتمكني من الإجابة الصحيحة.

الآن ... انتبهى واستمعي جيدا

Part One:(الجزء الأول)

First Question:[السؤال الأول]

- Circle the letter that matches the sound you hear (**b** or **P/f** or **v**):

ضعي دائرة حول الحرف الذي تسمعين صوته **p** أو **b / f** أو **v** عند سماعك لكل كلمة :

One:(الفقرة الأولى)

Example(مثال):

1) - (**b**) - p) - (b - (**p**)

1- b p

2- b p

3- b p

4- b p

5- b p

Two:(الفقرة الثانية)

Example(مثال):

2) - (**f**) - v) - (f - (**v**)

1- f v

2- f v

3- f v

4- f v

5- f v

The Second Question: [السؤال الثاني]

- You will hear three words. Two words are the same; circle the same words:

سوف تسمعين إلى ثلاث كلمات ، ضعي دائرتين حول رقمي الكلمتين المتشابهتين:

Example(مثال):

-1-

-2-

-3-

a. -1- -2- -3-

b. -1- -2- -3-

c. -1- -2- -3-

d. -1- -2- -3-

e. -1- -2- -3-

The Third Question:[السؤال الثالث]

- You will hear three words; circle the word that goes with the picture:

سوف تسمعين ثلاث كلمات؛ ضعي دائرة حول رقم الكلمة التي تناسب الصورة:

Example(مثال):

-1-

-2-

-3-



a) -1- -2- -3-



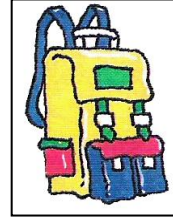
b) -1- - 2- -3-



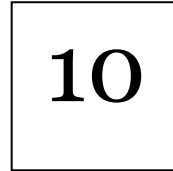
c) -1- - 2- -3-



d) -1- - 2- -3-



e) -1- - 2- -3-



The Fourth Question:[السؤال الرابع]

-You will hear three words. Two of them have the same vowel sound; the other one has a different sound .Circle the different word:

سوف تستمعين إلى ثلاث كلمات، كلمتان تحملان نفس الصوت المتحرك وكلمة أخرى ذات صوت مختلف ؛
ضعي دائرة حول رقم الكلمة ذات الصوت المختلف :

Example(مثال):

①-1-

-2-

-3-

a. -1- -2- -3-

b. -1- -2- -3-

c. -1- -2- -3-

d. -1- -2- -3-

e. -1- -2- -3-

Part Two:(الجزء الثاني)

The First Question:[السؤال الأول]

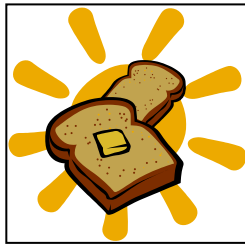
I- You will hear five sentences. Choose the picture that matches the sentence:

سوف تستمعين إلى خمس جمل ، اختاري رقم الصورة التي تناسب الجملة:

Example(مثال):



- 1 -



- 2 -



- 3 -

a)



- 1 -

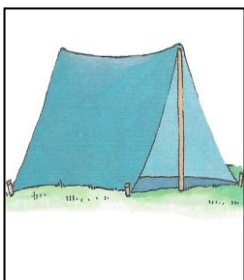


- 2 -



- 3 -

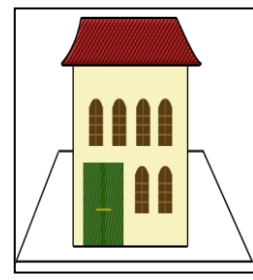
b)



- 1 -



- 2 -



- 3 -

c)



- 1 -



- 2 -



- 3 -

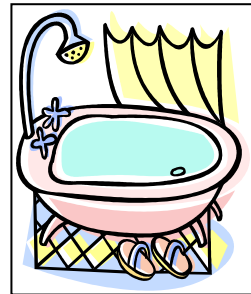
d)



- 1 -

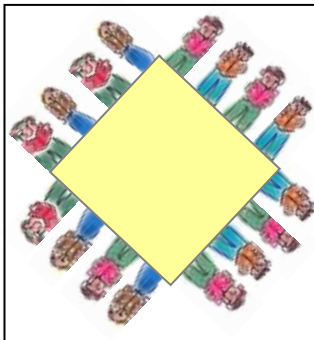


- 2 -

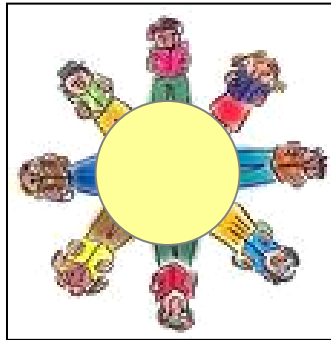


- 3 -

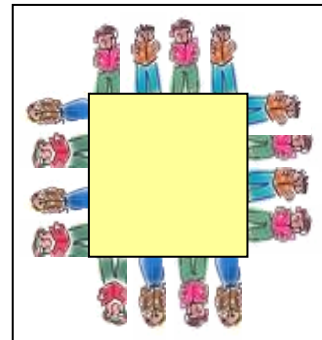
e).



- 1 -



- 2 -



- 3 -

The Second Question: [السؤال الثاني]

You will listen to seven incomplete sentences. Each sentence is followed by three words. Choose the number of the suitable word that can complete the sentence.

سوف تسمعين سبع جمل ناقصة و يتبع كل جملة ثلاث كلمات. اختاري رقم الكلمة المناسبة التي يمكن أن تكمل الجملة.

Example (مثال)

- (1- ② 3-)

a- (1- 2- 3-)

b- (1- 2- 3-)

c- (1- 2- 3-)

d- (1- 2- 3-)

e- (1- 2- 3-)

f- (1- 2- 3-)

g- (1- 2- 3-)

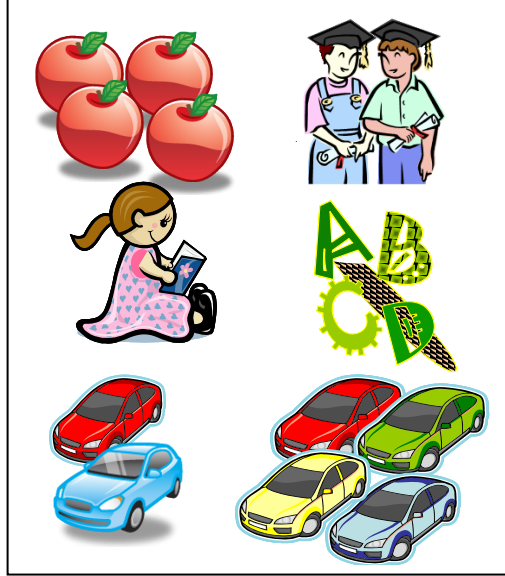
The Third Question: [السؤال الثالث]

You have many items in the box. You will listen to five sentences describing the items in the box. Some of these sentences are true, some are false. Choose (T) if the sentence is true, and (F) if the sentence is false.

أمامك مربع يحتوي عدة أشياء. سوف تسمعين خمس جمل تصف هذه الأشياء، بعض هذه الجمل صحيح والبعض الآخر خاطئ. اختاري الحرف (T) إذا كانت الجملة صحيحة و اختاري الحرف (F) إذا كانت الجملة خاطئة.

Example (مثال)

(T) - F)



1- (T - F)

2- (T - F)

3- (T - F)

4- (T - F)

5- (T - F)

The Fourth Question [السؤال الرابع]

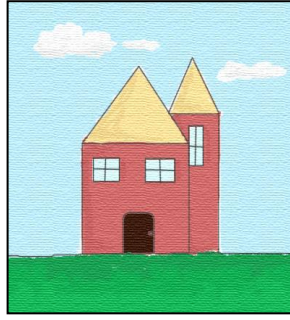
- You will listen to Maha describing her family. The pictures you see show that description. The pictures are in disorder. Put the number of the sentence next to the suitable picture while listening to the description for the second time

سوف تستمعين إلى مها تصف أسرتها و الصور التي أمامك توضح هذا الوصف ؛ و لكنها غير مرتبة .

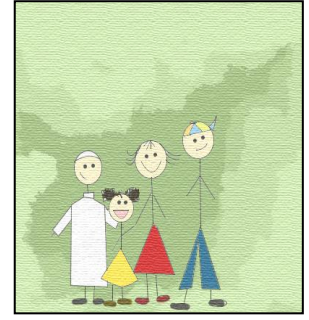
ضعي رقم الجملة أمام الصورة المناسبة عند سماعك للوصف للمرة الثانية.



(a)



(b)



(c)



(d)



(e)

Part Three:(الجزء الثالث)

First Question:[السؤال الأول]

You will hear six incomplete sentences, followed by three choices. Circle the correct choice as shown in the example:

أ- سوف تستمعين إلى ست جمل ناقصة. تحتاج كل منها إلى تكملة وسوف تستمعين إلى ثلاثة اختيارات
بعد كل جملة ضعي دائرة حول رقم الاختيار الصحيح

Example(مثال):

(1-) 2- 3-)

a- (1- 2- 3-)

b- (1- 2- 3-)

c- (1- 2- 3-)

d- (1- 2- 3-)

e- (1- 2- 3-)

The second Question:[السؤال الثاني]:

You will hear eight incomplete sentences, followed by two choices, circle the correct choice as shown in the example:

ب- سوف تستمعين إلى ثمان جمل ناقصة. تحتاج كل منها إلى تكملة وسوف تستمعين إلى اختيارين بعد كل
جملة ضعي دائرة حول رقم الاختيار الصحيح.

Example(مثال):

..... (1- ②)

a- (1- 2-)

b- (1- 2-)

c- (1- 2-)

d- (1- 2-)

e- (1- 2-)

f- (1- 2-)

g- (1- 2-)

h-. (1- 2-)

C) Correction Key

Part One:

The First Question:

One: 1- b / 2- p / 3- p / 4- b./ 5- p. (5 marks)

Two: 1- f./ 2- v./3-.v./ 4- f./ 5-.f. (5 marks)

The Second Question:

a.1-3 / b. 1-2 / c.2-3 / d. 1-3./ e. 1-3 (5 marks)

The Third Question:

a. 1 / b. 2 / c. 3 / d. 2 / e.3 (5 marks)

The Fourth Question:

a. 2./ b. 3 / c. 3 / d. 1 / e. 2 (5 marks) [25 marks]

Part Two:

The First Question:

a. 1 / b. 3 / c. 2 / d. 1 / e. 3 (5 marks)

The Second Question:

a. 1 / b. 2 / c. 1 / d.2 / e. 3 / f. 1 / g. 3. (7 marks)

The Third Question:

1- F / 2- T / 3- T / 4- F / 5- F (5 marks)

The Fourth Question:

a. 4 / b. 3 / c. 2 / d. 1 / e. 5 (5 marks) [22 marks]

Part Three:

The First Question:

a. 2 / b. 3 / c. 2 / d. 3 / e. 1 (5 marks)

The Second Question:

a. 1 / b. 2 / c. 1 / d. 1 / e. 1 / f. 2 / g. 2 / h. 1 (8marks) [13 marks]

{Total: 60 marks}

Appendix (5)

The Proposed Treatment

A) Description

B) Sample Lesson

A) Description

4.1. Introduction

In the treatment proposed for developing the listening comprehension skills of sixth grade elementary pupils, the researcher tried to tackle the problem of the pupils' ability to listen and comprehend well. It was noticed that the sixth grade pupils had difficulty comprehending listening materials. This might be due to:

1- following the traditional method of teaching listening which considers listening as a skill that is used to give pupils practice in pronunciation and speaking in the sense that pupils are simply listening to a tape or repeating what the teacher is saying

2- the lack of listening activities included in the curriculum; there are very few and these activities usually only ask the pupils to carry out very simple actions

3- the lack of suitable interactive activities for facilitating the listening process

4- the absence of listening as a necessary component in EFL exams.

Consequently, the researcher suggests using interactive scaffolding activities to develop the listening comprehension skills of sixth grade elementary pupils.

4.2. Aim of the Study

The main aim of the study was to develop the listening comprehension skills of sixth grade elementary pupils in Jeddah schools. To achieve this aim, interactive scaffolding activities were designed by the researcher.

4.3. Aims of the Treatment

The treatment included in the present study aimed to:

1- develop the listening comprehension skills of sixth grade elementary pupils using interactive scaffolding activities

2-shed light on the importance of listening in learning English as a foreign language.

4.4- Objectives of the Treatment

The treatment had certain objectives to be achieved by the end of it. These objectives were concerned with developing the listening comprehension skills included in English For Saudi Arabia Sixth Grade Elementary including

- a. recognizing and discriminating English speech sounds
- b. recognizing word meanings
- c. recognizing sentence meanings
- d. observing a single detail
- e. recognizing syntactic patterns.

4.5. Description of the Treatment

The treatment consisted of six lessons selected from the pupils' book English For Saudi Arabia Sixth Grade Elementary. A number of interactive scaffolding activities designed by the researcher were integrated with these lessons. Each lesson was divided into three stages: pre-listening, during listening, and post-listening. Each stage consisted of several interactive scaffolding activities used to develop the listening comprehension skills of sixth grade elementary pupils.

4.5.1. Content of the Listening Materials and Activities used in the Treatment

The experimental group received some interactive scaffolding activities based on games, songs, visual cues, the computer, and taped material of native speakers talking.

The lessons were as follows:

- Lesson one: Alphabet Revision
- Lesson two: My Family
- Lesson Three: My House
- Lesson Four: Colours
- Lesson Five: Surroundings: Where is s/he?
- Lesson Six: Professions: What is s/he?

The researcher designed interactive scaffolding activities to suit each lesson to give the pupils an opportunity to develop their listening comprehension skills. These activities trained the pupils to focus on comprehension rather than structure, and also how to listen for sound discrimination, word recognition, matching pictures with words, organizing unordered information, and following instructions.

4.5.2. Steps Followed in Designing the Treatment

In designing the treatment, the researcher followed these steps:

- 1- implementing the same content as the lessons selected from the pupils book English For Saudi Arabia Sixth Grade Elementary
- 2- adopting the pedagogical sequence of pre-listening, during listening, and post-listening activities because this sequence can guide pupils through the mental processes for successful listening comprehension
- 3- integrating a number of interactive scaffolding activities in each lesson
- 4- using different instructional materials that aid each lesson and each activity
- 5- using tape-recorded materials. Live voice (of the researcher) was also used.

4.6 Description of the Lessons of the Treatment

Each lesson in the treatment was described in terms of the specific objectives, instructional aids, and the teaching procedures. Moreover, each lesson was divided into three stages: pre-listening, during listening, and post-listening activities. These stages are explained in detail as follows:

4.6.1. The Pre-Listening Stage

In the pre-listening stage, the researcher used various types of activities which scaffolded the process of teaching and learning listening comprehension. These activities motivated pupils to listen to and concentrate on the instructions given by the researcher and to not be worried or frustrated about what was expected of them.

These activities facilitated and scaffolded the pupils' comprehension of the topic of the listening text so that their prior knowledge was activated and they were then prepared cognitively for the next stage.

4.6.2. The During Listening Stage

In the during listening stage, the researcher gave the pupils another group of interactive activities to help them concentrate on the listening tasks. In this stage, the pupils were asked to listen to and to interact with the activities related to the intended skills. Such activities helped them monitor their comprehension.

During this stage, the researcher scaffolded the pupils cognitively, pedagogically and psychologically in order to develop their listening comprehension skills. The pupils gave their responses with the help of the teacher's scaffolding.

4.6.3. The Post-Listening Stage

This stage aimed to check the pupils' comprehension of the listening text and to evaluate their development. In this stage, the researcher presented a group of

similar activities to the pupils to be used as a criterion for judging their success in the listening comprehension tasks alone (without scaffolding from the researcher). Post listening activities were used for evaluating the pupils` success in completing the tasks alone (dependant responses).

4.7. Instructional Aids and Equipment

In presenting the three stages mentioned above, the researcher used some instructional aids and equipment that scaffolded the pupils in the experimental group; these materials helped them to successfully interact with the listening materials and the researcher and included songs, games, models, toys, posters, flash cards, pictures, the computer, handouts /answer sheets given to the pupils, and a tape-recorder and tapes.

4.8. Evaluation

The evaluation techniques used when implementing the treatment included formative and summative evaluation as follows:

4.8.1. Formative Evaluation

This was used for assessing the pupils' progress in listening comprehension as well as providing the necessary feedback on their listening comprehension performance (during and post stage activities).

4.8.2. Summative Evaluation

This was conducted at the end of the research after the treatment had been implemented. It included administration of a post-listening test to investigate the effect of the interactive scaffolding activities on developing the listening comprehension skills of the sixth grade elementary pupils.

B) Sample Lesson

Colors

Specific Objectives:

By the end of this lesson the pupils will be able to :

- listen and differentiate among these colors (*black – white – red – blue – yellow – green*)
- differentiate between singular and plural forms of words.

Instructional Media:

Cassette , poster , colored balloons , colored ribbons, colored mat ,

- The seating of the class will be in U shape.

Teaching Procedures:

Step1: Pre listening activities :

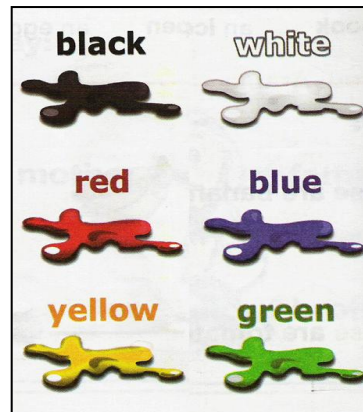
- The teacher will enter the class with colored balloons in her hand. After warm-up questions she asks the pupils about the balloons : *What are these?*
Are they balls?..... No. They are ...
She tries to elicit (balloons)



- Then she calls some pupils and asks them to pick one "each" and asks if they know what color the balloon is ?
- The teacher distributes different colored balloons among all pupils.

Step2: During listening activities:

- Then the teacher hangs the poster and asks the pupils to listen to the cassette.
- While the pupils listen, the teacher points to each color and asks them to repeat.



Black – white – red – blue – yellow – green

A red apple 4 yellow bananas

- Then the teacher asks the pupils to listen to the *Color Song* carefully, then she sings the song with them.

Color Song

Black and white, red and blue, yellow and green, too.

Colors, colors, colors all around.

Between the sky and the yellow sand.

- While singing the pupils gather in groups according to the color of the balloons they have.

-The teacher distributes colored ribbons among them , then she plays the cassette again and those who have the color they hear will stand up. e.g. (*Black, the pupils with black ribbons stand up.*)



-The teacher will stick a black ribbon on the board.

Then she asks ***What color is this ribbon?***

Pointing to standing pupils ***What color are these ribbons?*** And gives them choices (1- blue -2- black -3- white)

[The teacher stresses the difference between the singular and the plural forms]

Step3: Post listening activities:

Pupil's Book p. 18

What color is this apple?

It is..... (1- green 2- yellow 3- red)

What color are these bananas?

They are..... (1- green 2- yellow 3- red)

{They select the suitable number. They can say the color

(not necessary) }

The teacher brings a colored mat and puts it

on the floor, then asks volunteers to play
the game .

The teacher names a color, the pupil puts

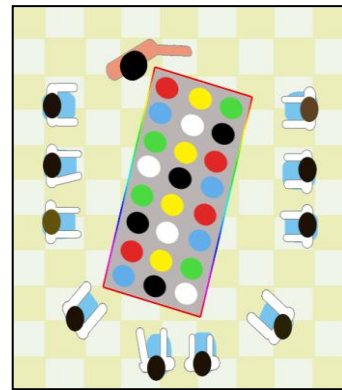
*one foot on it, when the teacher names
another color the pupil puts the other foot,*

next she names another color and the pupil

puts one hand on it. Finally, she names a

color and the pupil puts her other hand on

*it. The class will clap for her if she manages putting her hands and feet
on the right colors.*



(This game will add fun to the lesson. It will

motivate the pupils. It also builds courage

in the pupils)

- Exercise (A & B) *Listen and color.*

page 20 (Work Book).

Appendix (6)

Volume of Effect

Volume of Effect

Volume of effect can be explained in the following table which refers to levels of effect volume.

Tool used	Volume of Effect		
	Large	Medium	Small
Value of η^2	0.14	0.06	0.01
Value of d	0.8	0.5	0.2