

The Efficacy of Teaching Listening Skill to EFL Learners in Iraqi Secondary Schools in their Speaking Skill

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Abstract:

The present study aims to explore whether Iraqi EFL teachers teach listening skill properly and adequately via the instructions of the "Teacher's Book" for the prescribed textbook 5th preparatory "English for Iraq". It also aims to find out how they value listening skill in comparison to the other language skills (i.e., speaking, reading and writing). The data are collected through a questionnaire directed to "185" EFL teachers in Basra province to explore what values, beliefs and attitude teachers share in teaching listening skill and to identify whether they follow the instructions of the "Teacher's Book" for the prescribed textbook "English for Iraq". The questionnaire gathers both open-ended and closed-ended questions; hence, the mixed method research design is used in this study.

Keywords: Listening, Speaking, EFL teachers, Teacher's Book.

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فاعلية تدريس مهارة الاستماع للمتعلمين العراقيين في المدارس الثانوية للغة الانكليزية على مهارة التحدث لديهم

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المخلص:-

تهدف الدراسة الحالية للكشف عما إذا كان مدرسين اللغة الإنجليزية كلغة أجنبية العراقيين يقومون بتدريس هذه المهارة بصورة ملائمة وصحيحة حسب إرشادات كتاب دليل المدرس للكتاب الموصوف للصف الخامس الاعدادي " الإنجليزية من أجل العراق". كذلك تهدف الدراسة لمعرفة كيف يقيم المدرسون مهارة الاصغاء بالمقارنة مع مهارات اللغة الأخرى (التكلم، القراءة والكتابة). جمعت المعلومات من خلال استخدام أستبانته موجهة لـ " ١٨٥" من مدرسين اللغة الإنجليزية كلغة أجنبية في محافظة البصرة للكشف عن القيم والمعتقدات والموقف الذي يتشاركونه في تدريس مهارة الإستماع ولمعرفة ما إذا كانوا يتبعون التعليمات الخاصة بدليل المدرس للكتاب الموصوف " الإنجليزية من أجل العراق". تضمنت الأستبانته أسئلة مفتوحة وأخرى مغلقة وعليه تم استخدام طريقة البحث المختلطة في هذه الدراسة.

كلمات مفتاحية: الاستماع، التكلم، دليل المدرس، مدرسين اللغة الانكليزية كلغة اجنبية.

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Introduction:-

Listening is the first skill humans acquire and that is why it is considered as the most significant skill of the four skills (listening, speaking, reading and writing). listening plays a crucial role whether in our daily communication or in the educational process. Baker (1971:25) states that listening has a great role in developing other language skills and it helps students in so many ways. It enables them to build vocabulary, develop their language usage and enhance their proficiency of language. For Purdy (1997:28), the first language skill that is developed in a baby is listening. For O'connor (1980:1), language comes through listening (i.e. through the ears) and that is why deaf people cannot talk. He added that if foreign learners wish to learn English, they need to listen to English properly as much as they can and by doing so one can notice the improvements and developments in their performance. Furthermore, he stated that listening is a gift from God and if there is no listening, there will be no language. Accordingly, unless there is listening no oral communication can occur. Listening is "the natural precursor to speaking". To be able to speak and to develop speaking skill is dependent on listening. Despite its importance, listening skill is taken for granted, looked at and valued as the most overlooked skill in language teaching (Nation and Newton, 2009: 37). listening is needed to be taken seriously and to be taught properly by EFL teachers, in this way, EFL learners' speaking skill will be enhanced and progressed.

1.2 Statement of the Problem

Despite its importance, listening skill is taken for granted and relegated to a secondary level in teaching English language. For (H. Michael & Catherin J, 2009; Nation & Newton, 2009), listening is the most neglected and overlooked skill in the classroom and its role is also undervalued whether in language acquisition or communication. The problem of this study arises from the view that teaching listening skill is neglected and marginalized by EFL Iraqi teachers. The Teacher's Book for the prescribed textbook "English for Iraq" provides a comprehensive information and steps for teachers to carry out through the teaching process but, mostly these instructions are neglected. According to Rebecca (1993: 205-211), "Listening is a

fundamental language skill, but it is often ignored by foreign and second language teachers". The present study comes to fill the gap in the related studies of listening skill.

1.3 Research Questions

This study aims to find answers to the following questions:

1. Do Iraqi EFL teachers follow the instructions of the "Teacher's Book" for the prescribed textbook "English for Iraq" in teaching listening skill or not?
2. How do Iraqi EFL teachers evaluate the importance of listening skill?

1.4 Research Objectives

The present study tries to arrive at the following objectives:

1. To identify whether Iraqi EFL teachers follow the instructions of the "Teachers' Book" which is set for the prescribed textbook "English for Iraq"
2. It examines how Iraqi EFL teachers evaluate the significance of listening skill in comparison to other language skills.

1.5 Significance of the study

The significance of this study arises from the fact that it deals with listening skill which is considered a crucial skill behind language acquisition and learning.

This study is hopefully going to help EFL teachers through raising their attention and awareness towards this skill and its impact on EFL learners' speaking skill.

2.Theoretical Framework

It has taken many years to give listening skill the importance it deserves whether in second or foreign language learning among the teaching profession. Language learning and teaching were directed and limited to grammar, literacy and reading since 1950 s and 1960s. Later, new methods show interest in listening. At first, the Direct Method followed by the Audio-lingual Method which shed light on the oral skills speaking and listening.

Listening is a fundamental skill in the language classroom since it is the source of input to learners and learning can not be done without comprehending the input; that's why listening is essential to speaking. If you do not understand, you will be unable to speak and to use language. (Rost, 1994: 141 -142)

According to Nunan (2002: 238) "listening is the Cinderella skill in second language learning". For Rost (2001:7), listening refers to a complicated procedure that helps us to comprehend the spoken form of language. Cross (1992:244) states that listening is considered as an affective factor that gives contribution to speaking skill; therefore, it can not be looked out and neglected in language learning.

Nation and Newton (2009: 37) state that learners are engaged in listening almost over 50 percent of their time in classroom as they function in a foreign language. Despite this fact, its importance is neglected in comparison to other skills. They add that listening is the first stage in language acquisition which preceds speaking that's why it has the main role in language acquisition. Also Hedge (2000: 229) states that the amount of the input which comes from listening plays an important role in the acquisition of language. As a result, developing an effective listening strategy is substantial not only for oracy but also for the process of a new language acquisition.

2.1 Types of listening

Listening has been dealt with and looked at from different presepectives such as the types of input, the types of its activities or its purposes and the cognitive process of listening. Consequently, there would be so many taxonomies of listening. Ur (1984:33), distinguishes two types of listening, listening for perception and listening for comprehension. The former insists on listening to perceive what is being said correctly "the different sounds, sound combinations and stress and intonation patterns of foreign language". The latter is related to the content of

understanding which is either passive listening or active listening, that is to say we listen either passively or actively to comprehend and understand what we are listening to.

For Anderson and Lynch (1988:4), listening is divided into two types either reciprocal or non-reciprocal listening. The first one gives the listener the opportunity to be active and interact with the speaker via certain listening activities. The second one is the opposite way around in which the listener only receives information from the speaker and that is why it is called one-way listening such as listening to news, lectures etc. Ellis(2001:49) states that in this type of classification, the listener's role is taken into consideration, that is to say whether the listener is engaged in the interaction or not. Non-reciprocal listening happens when the listener is not interacting and responding to the input such as radio, TV, lectures.... Reciprocal listening, on the other hand, is interactive which means that the listener listens and responds to the interaction. Furthermore, Ellis adds that non-reciprocal tasks need a one-way flow of information, that is to say inputs from the part of a speaker to a listener while reciprocal tasks require a two-way flow of information, that is to say a speaker on one hand and a listener on the other hand.

2.2 Listening Strategies

According to Rost and Wilson (2013: 244), a listening strategy refers to any conscious way used by a learner to develop and enhance his or her listening comprehension and performance. Richards and Burns (2012: 35) state that a strategy refers to "integrated sequences of procedures selected with a purpose in view, and successful learners have developed a range of strategies from which they are able to select appropriately and adapt flexibly to meet the needs of a specific situation." Listening strategies are divided into two types; the metacognitive and cognitive listening strategies. The processes that are used consciously by learners for the sake of learning language are called metacognitive strategies. These strategies composed of five major parts. These are "planning and choosing strategies for learning, monitoring the usage of these strategies, organizing and systemizing various strategies and finally, the evaluation of the

use of strategies and the use of learning (Altuwairesh, 2016: 37). According to Richards (2008:11), cognitive strategies are the mental actions associated with understanding, comprehending and saving incoming information whether in long- or short-term memory for the purpose of posterior recuperation. For Gilakjani and Sabouri (2016:124), Cognitive strategies are those special techniques used by learners to acquire knowledge or skill and those strategies are considered to be problem- solving techniques.

2.3. Receptive skills and Productive skills

Receptive language skills mean the ability to successfully read and listen while productive skills mean the ability to write and speak. Through the receptive skills, people receive an input and they produce an output. These four language skills play a vital role in communication. They are interlinked with each other. For Celce_Murcia & Olshtain (2000:102), listening and reading are considered secondary skills; they are the start points in learning language and they are means to other ends, that is to say they paved the way to another two skills (speaking and writing). Nation and Newton (2009:49), explain how these four skills works. They stated that learners start to learn language with receptive experience and knowledge through the input which is represented by the first two skills (listening and reading) and by means of information transfer learners start speaking or writing and those represent the productive skill. Among these four-language skill, listening and speaking are very essential in communication. According to Cross (1992: 244), listening skill is counted as an essential part of communication, and a basic skill towards good speaking. Thus, it plays the role of an affective factor that gives contribution to speaking skill so its role in language learning must be recognized without negleganle. Nation and Newton (2009: 38) state that in language learning, listening is the key of learning that language since it provides learners with information that are used to form up the knowledge for using the language and then learners start to speak when the

knowledge is built. This proves the connection between these two language skills, that is to say, we perceive an input through listening, and we produce an output through speaking.

2.4 A survey of Listening in English for Iraq 5th preparatory:

English for Iraq is developed to teach English for 5th preparatory students. It aims at developing their knowledge of English and makes them more fluent using the language. It includes topics that are related to their experience and background of the world. It also aims at developing their four language skills and encourages them to use language independently. It is based on the communicative approach to teach and learn English language. Since it applies the communicative approach so, its main purpose is to develop the learners' communicative competence.

English for Iraq contains many listening texts kinds such as discussions, narratives, phrases and words, conversation etc. It includes many texts that are used to develop the listening skill and the sub – skills such as taking notes, identifying the attitude and feelings of speakers etc. The course contains instructions for the teachers to follow when they teach listening skill, among those instructions the followings which are highlighted in the questionnaire too:

1. It is significant to read the notes of the teacher's book carefully to know the aim of the any listening exercise.
2. Teachers must try to let students feel comfortable and relaxed when listening to the audio.
3. Teachers should contextualize the listening texts like who is speaking, where, how many people etc before playing the audio as long as it does not affect the purpose of the listening task.
4. Teacher should discuss any picture.
5. Teachers should play the audio and follow the teacher's note on how many times to play the audio for students.

2.5 Review of Related Studies:

Listening skill has been researched for many years by many scholars and researchers to identify its efficacy on other language skills from different aspects. Borogain (2012) conducted a study concerning listening skill and its relationship with other language skills in International English language testing system IELTS. He looked at listening as the fundamental track of learning a language. He assumed that in applied linguistics, Listening is treated lightly regardless of the other skills. He used the results of 1800 Iranian subjects who took IELTS in Tehran. It is concluded that there was a relationship between the overall language proficiency and listening skill. Celik, O, Yaruz. (2015) investigate the relationship between speaking grades and listening grades of university level preparatory students. The research design used in this study is the experimental research design for one term six hours in a week. The materials used in the listening and speaking course was an adopted topic-based approach. Two tests were set for the students at the beginning and the end of the course (i, e pre -test and post-test). The listening test included questions in the form of fill in the blanks and post – test). The listening test included questions in the form of fill in the blanks and multiple choice which was a written test while the speaking test was an oral one where students were asked to think about certain topic for one minute and speak for two minutes. The exam results of 100 students were analyzed and it was concluded that there is a little relationship between the speaking and listening graded of preparatory students. This low correlation between speaking and listening was mainly attributed to the students' anxiety specifically in the speaking test. Saputra, . and Akib, (2020) investigate the efficacy of using listening journal media on students' speaking skill. The type of the research design that the research used here is a pre – experimental design which include only one group with a pre – test and a post – test. The method of data collection that is used is a test to detect the learners' level before and after the experiment. The pre – test was carried out before the experiment, that is before the usage of listening journal media, to determine their level of speaking ability while the post – test was carried out after implementing a listening

journal. The participants of this study were 50 students of English education from the universitas soreug. The experiment was done via an online section because of the covid 19 pandemic. The results revealed that there was difference between the pre – test and post – test scores in favor to the post – test which proved that there was an impact of the “listening journal meadia” on the subjects speaking skill.

3. Research Methodology

This section is dedicated to present the methodology used in this study. It offers an explanation of the research design used in this study as well as the population and the sample of the study. It presents an account of the research method of data collection which is the questionnaire, constructing the questionnaire, piloting and administration of the questionnaire.

3.1 Research Design:

This study is conducted in a way that combines both quantitative and qualitative data. Using two types of data provides a better understanding to the problem of the study. The questionnaire is directed to EFL teachers and it includes two types of question, closed – ended questions and open – ended questions. Hence, we have both quantitative and qualitative data. As a result, a mixed methods research design is applied in the present study. According to Cress Well (2012: 22), a mixed method designs combines two types of data, the quantitative and the qualitative data and it offers “a better understanding of a research problem” instead of using only one type of data.

3.2 Research Sample:

According to Dornyei (2007:96), “sample is a group of participants whom the researcher actually examines in an empirical investigation, and population is the group of people whom the study is about”. The population of the questionnaire are EFL teachers of Basra city. The sample of this tool who participated is (185) EFL teachers. The questionnaire’s sample is selected

according to the most popular kind of sampling and that is the convenience sampling. The participants of the questionnaire have participated willingly in this study.

3.3 Questionnaire:

Questionnaire contains two types of questions, the closed-ended and open-ended items so it has both quantitative and qualitative data. The factual questions and the attitudinal items are two types used in the questionnaire. The attitudinal question is mainly related to the demographic characteristics like age, gender ect while the attitudinal questions which is used to find out what participants think, it focuses on attitudes, interest, beliefs, opinion and values (Dornyei, 2003: 108).

3.4 Construction of the Questionnaire:

The questionnaire consists of two types of questions, the closed – ended and the open – ended question. It contains twenty-four (24) items (see appendix), twenty items are closed – ended items. Four of them are open – ended questions. The questionnaire requires almost 10-15 minutes to be answered. It starts with a letter to the participants asking their permission to participate and assuring that the information they offer remains confidential and secret. The second part of the questionnaire presents the twenty-four items to be answered. The questionnaire consists of seven sections. The first section represents the demographic information (item 1, 2) while the second part deals with general listening information from item 3 to item 7. Those items aim at investigating teachers' knowledge about listening, its importance and its level of difficulty comparing to the other skill ecth. The third section (item 8, 9) is used to know the participants' point of view about using visual aids and whether these aids are helpful or not. Section three is about the training courses (item 10, 11) that are held for EFL teachers and whether they have joined such courses or not and if these training courses shed lights on teaching listening or not. Part four starts from item 12 to item 23 and it investigate whether EFL teachers follow the instructions of the Teacher's Book or not since this part is

mainly constructed to tackle the different steps found in Teacher's Guide for the prescribed textbook "English for Iraq" to be followed when teaching listening skill. The last part of the questionnaire is an open item set for any addition that the participants may want to add. The closed – ended questions represent the quantitative data and these questions are of two types, closed – ended question and a likert – scale questions. Alikert – scale questions range from 5 "strongly agree" to 1 "strongly disagree". Closed _ended items are analyzed according to the frequencies and percentages to offer a descriptive analysis for the collected data while the data collected from the open _ended items are analyzed via item by item procedure. See appendix (A) for the questionnaire and appendix (B) for the analysis of the questionnaire's closed_ended items.

3.5 Administration of the Questionnaire:

The questionnaire is administered to the EFL teachers of English in Basra city via online platforms (what's up, Telegram and Facebook) on the 11 November the academic year (2020/2021). They were asked to willingly participate in the questionnaire and all the instructions needed on how to answer the questionnaire were presented to them. The collected data is gathered within three weeks.

4. Results and Conclusions

According to the data collected via the questionnaire, the results are mentioned below alongside the research questions:

Research Question1: Do Iraqi EFL teachers follow the instructions of the "Guide Book" for the prescribed textbook "English for Iraq" in teaching listening skill or not?

Based on the statistical findings, it is revealed that a high percentage of EFL teachers do not depend on the teacher's book solo. In fact more than fifty percent of the whole number who took part in the questionnaire state that they integrated their own ways and techniques with the Teachers' Guide ,those represent (118) teachers with a percentage of 64% .However, only (25) out of 185 teachers with a percentage of 14% which constitutes a very small percentage indicate

that they solely depend on the Teacher's Guide procedures while the rest of them (42) with a percentage of 23% state that they have other ways. The findings revealed that EFL do not fully follow the instructions of the Guide Book since a respectful proportion of them do not follow the Teacher's Book instructions as it is shown in the following table:

Table (1): Teachers' Response to the questionnaire: (Item 14)

Alternative	Frequency	Percentage
Solely depend on the Teachers' Guide instructions and procedure	25	14%
I integrate the Teacher's Guide with my own other ways	118	64%
other ways	42	23%
Total	185	100%

This question is constructed to have a general outline about the methods EFL teachers follow when it comes to teaching the listening skill. As the table above shows, only (25) of the participants with percentage of 14% follow the instructions of the Teacher's Guide alone while (118) of the participants with percentage of 64% merge the instructions of the Teacher's Guide with their own methods in teaching listening skill. Lastly, only (42) of the participants with a percentage of 23% use other ways in teaching listening skill.

Research question2: How do Iraqi EFL teachers evaluate the importance of listening skill?

Based on the statistical findings in the questionnaire, it is revealed that EFL teacher rank listening skill at the same level regarding its importance in comparison to the other language skills (i.e. speaking, reading and writing) . A high percentage of EFL teachers state and agree that listening skill is as significant as the other skills. Based on their responses, 95 out of 185 teachers which represent (51.4%) state that listening skill is as significant as the other skills. Further, fifty-five teachers out of 185 which represent (30%) acknowledge that listening skill is more important than the other skills while thirty-five of them look at listening as a less significant skill.

As a result, and according to the statistical findings, EFL teachers value and rank listening at the same level of importance as other language skills and this is shown in the following table:

Table (2) Teachers' Response to the questionnaire: (Item 3)

Alternative	Frequency	percentage
a) more significant than other skills	55	30%
b) less significant than other skills	35	19%
c) As significant as other skills	95	51.4%
Total	185	100%

The main purpose for this question is to investigate teachers' attitudes towards the significance of listening skill and to reveal the level of importance that is presented by the teachers to evaluate listening skill as it is compared to the other skills. Based on the responses displayed in the above table (2), it is concluded that most of EFL teachers look at listening skill and evaluate its significance in the same way they do with the other skills so they consider listening is of equal importance to the other language skills.

Conclusion

Listening has a fundamental role in both language communication and language learning; this role cannot be marginalized. Listening is looked at and evaluated as an affective factor that contributes to the development of the productive skill (i. e. speaking skill) and that is why it cannot be looked out and neglected in language learning. It is concluded that listening skill has a major impact on speaking skill and its efficacy on developing speaking. It is concluded that most of the EFL teachers do not fully follow the instructions of the "Teacher's Book" which is set to help them carry out the teaching process of listening skill inside the classroom. It is also concluded that EFL teachers range listening as the same level of importance as compared to other language skill (i. e. speaking, reading and writing).

Recommendation

The study comes out with some recommendations. To start with, EFL teachers should read and comprehend the notes, steps and the instructions of the Teacher's Book since they represent the first step any EFL teacher need to do so as to carry out the teaching process properly because the Teacher's Book for the prescribed textbook "English for Iraq" provides teachers with a detailed information about what, why and how to teach. In addition, teachers should be engaged in training courses so as to be well trained teachers who know how to handle the new series of "English for Iraq" and how to teach it according to the approach of the textbook. A critical point is needed to be mentioned here which is the availability of advanced educational staff who are responsible for these training course plays a vital role in creating a well-trained teacher who knows the importance of listening skill and its effect on developing speaking skill and the other skill of the learners.

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Appendix (A): The Questionnaire

* Please tick the choice that fits your answer. Some questions are open for your own comments.

Part I: (Personal Information)

1- Gender:

1.male 2. Female

2- How long have you been teaching English?

1.Less than 5 years

2.From 5 to 10 years

3.More than 10 years

Part II: (General Listening skill information):

3. Comparing listening skill to other language skills, listening is:

a.more significant than other skills .

b. less significant than other skills.

c. as significant as other skills.

4. The most difficult skill to teach is:

a. listening b. C.speaking d. reading e. writing

5. Teaching listening skill properly and adequately enhances the learners' speaking skill:

a. strongly agree b. agree c. not sure d. disagree e. strongly disagree

6- Neglecting the teaching of the listening skill negatively affects the Iraqi EFL learners' achievement, particularly at the spoken level.

a. strongly agree b. agree c. not sure d. disagree e. strongly disagree

7- Getting learners to listen to familiar topics and familiar language items a useful technique for the enhancements of their speaking fluency .

a.strongly agree b. agree c. not sure d. disagree e. strongly disagree

Past III: (Using Visual Aids in Teaching Listening Skill)

8- Using listening texts aided by visual clues is helpful for the learners to understand and comprehend listening exercises.

a.strongly agree b.agree c. not sure d.disagree e. strongly disagree

9- Do you use visual aids in your class?

a.Yes b. No

Part IV: (Training courses)

10- Have you joined the training courses confined to the teaching of the new series of “English for Iraq”?

a.yes b. no

11- If your previous answer is yes,then have you been trained on the teaching listening skill

a.yes b.no

Part V: (The Guide's Instructions):

12. Based on your knowledge and/or experience, how would you rate the instructions offered by the teacher's guide in fulfilling teaching listening skill?

a. They are sufficient.

b. They are insufficient.

13. why do you choose this evaluation for instructions?.....

14. When it comes to the teaching of the listening skill, I:

a. solely depend on the teacher’s guide instructions and procedures.

b.I integrate the teacher’s guide instructions with my own techniques

c. other ways

15- It is necessary to fully read guide guidelines to map the learning objectives behind the exercise

a. strongly agree b. C.agree d. not sure e. disagree

strongly disagree

16- It is necessary to use the students’ book illustrations as visual clues to assist their comprehension.

a.strongly agree b. agree c. not sure d. disagree e. strongly disagree

Part VI: (Playing the Audio inside the class)

17- In listening tasks, do you play the audio to the learners?

a.yes b. no

* If your previous answer is “no”, please leave the following two questions (18 and 19), and skip to question 20 to complete the remaining questions.

18- Do you depend on the teachers' guide instructions concerning how many times to play the audio (i.e, once, twice or more)?

a.yes b. no

19- Before playing the audio, do you contextualize the listening materials whether by explaining whether by explaining the task or clarifying and illustrating any picture, etc?

a.yes b. no

20. What are the alternative means do you use instead of playing the audio?

21.Do you think playing the audio is something necessary?

a.yes b. no

22.Why do you think so?

23- Before listening, do you explain the new and the critical words of the listening materials?

a.yes b. no

Part VII: (Additional Information):

24: Do you have anything to add concerning the teaching of listening skill? You can write your feedback in Arabic.

Appendix (B): The Analysis of the Questionnaire

Gender	Frequency	Percent
Male	88	48%
Female	97	52.4%
Duration of teaching English (years)	18	10%
Less than 5 years	57	31%
From 5 to 10 years	110	59.4%
More than 10 years		
Total	185	100%

Comparing listening skill to other language skills, listening is:

Level	Frequency	Percent
More significant than other skills	55	30%
Less significant than other skills	35	19%
As significant as other skills	95	51.4%
Total	185	100%

The most difficult skill to teach is:

Skill	Frequency	Percent
Listening	54	29.2%
Speaking	89	48.1%
Reading	12	6.5%
Writing	30	16.2%
Total	185	100%

Question	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
Teaching listening skill properly and adequately enhances the learners' speaking skill	80 (43.2%)	99 (54%)	4 (2.2%)	2 (1.1)	0 (0.0%)
Neglecting the teaching of the listening skill negatively affects the Iraqi EFL learners' achievement, particularly at the spoken level	68 (37%)	97 (52.4%)	13 (7.0%)	5 (3%)	2 (1.1%)

Question	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
Getting learners to listen to familiar topics and familiar language items a useful technique for the enhancements of their speaking fluency	92 (49.7%)	79 (42.7%)	11 (5.9%)	3 (1.6%)	0 (0.0%)
Using listening texts aided by visual clues is helpful for the learners to understand and comprehend listening exercises	90 (48.6%)	85 (45.9%)	7 (3.8%)	2 (1.1%)	1 (0.5%)
It is necessary to fully read guide guidelines to map the learning objectives behind the exercise	63(34.0%)	72 (38.9%)	42(22.7%)	8 (4.3%)	0 (0.0%)
It is necessary to use the students' book illustrations as visual clues to assist their comprehension	60(32.4%)	105 (56.8%)	17(9.2%)	3 (1.6%)	0 (0.0%)
Total					185 (100.0%)

Question	Yes	No
Do you use visual aids in your class? *	77(41.6%)	108(58.36%)
Have you joined the training courses confined to the teaching of the new series of “English for Iraq”? *	124 (67.0%)	61 (33%)
Have you been trained on the teaching of listening skill? **	33 (27%)	91 (73.3%)
In listening tasks, do you play the audio to the learners? *	81 (43.7%)	104 (56.2%)
Do you depend on the teachers' guide instructions concerning how many times to play the audio (i.e, once, twice or more)?***	27 (33.3%)	54(66.6%)
Before playing the audio, do you contextualize the listening materials whether by explaining whether by explaining the task or clarifying and illustrating any picture, etc? ***	16 (19.7%)	65 (80.2%)

Question	Yes	No
Before listening, do you explain the new and the critical words of the listening materials? *	151 (81.6%)	34 (18.4%)
Do you think playing the audio inside the classroom is something necessary? *	162 (88 %)	23 (12.4%)

* Total= 185

** Total= 124

*** Total= 81

Question	Frequency	Percent
Based on your knowledge and/or experience, how would you rate the instructions offered by the teacher's guide in fulfilling teaching listening skill?		
They are sufficient	136	74%
They are insufficient	49	27%
When it comes to the teaching of the listening skill, I:		
Solely depend on the teacher's guide instructions and techniques	25	14%
I integrate the teacher's guide instructions with my own techniques	118	64%
Other ways	42	23%
Total	185	100.0