

**Using Listening Activities and Authentic Materials
to Enhance EFL Iraqi University Students Listening Skills**

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Abstract:

The following research aim mainly at illuminating the skill of listening through examining the impact of pre-listening Exercises on Iraqi EFL learners' listening understanding to English language genuine materials. To achieve the study objective, a question and hypothesis were created as follows: " Do pre-listening exercises develop EFL learners' understanding skills of native English? .Fifty EFL learners from university of technology had been arbitrarily chosen and divided into two groups. The first one was taught genuine listening materials (Pilot group) and the second one was taught basic listening topics (control group). An aptitude exam (involving subsidiary tests: listening understanding, listening conception) is utilized like a pre-test for gauging the students' possible contrasts as the investigation started. The sample groups were undertaken a post-test following the teaching classes. By examining the quantitative information and correlating the mean marks of both groups, it becomes clear that the sample students of the pilot group that had been subjected to genuine pre-listening Exercises preformed better than those of the control group in the post-test. In addition, the examination of outcomes showed the affirmative influence to pre-listening exercises on genuine English material understanding.

Finally, in light of the study findings, the answer for the study question is positive and the hypothesis is supported, so it can be said that the English as foreign language can be developed by the pre-listening exercises.

Keywords: pre-listening, listening understanding, genuine English films

Introduction

The fundamental objective of this examination is to explore the effect that can be made for listening understanding by pre-listening exercises given to intermediate EFL students'. The skill of listening cognizance is especially troublesome to the individuals that consider English as non native dialect (EFL) classes, because in EFL classes the scope of pre-listening exercises may be limited as well as listening exercises maybe confined to textbooks of English. In Iraq the same number of EFL settings, restricted open doors for creating L2 listening ability are found in dialect classrooms.

Because of middle EFL students need adequate foundation learning of language words, those students will have need of utilizing pre-listening exercises previous to watch native films in English. Pre-listening exercises increase the words information (input) of EFL students in addition to rearrange the listening cognizance of genuine English motion pictures. Also, utilizing pre-listening exercises upgrades the input of students, and intentions them to enhance their listening cognizance. In light of our objective, the investigation endeavored to find an answer the accompanying exploration question:

Study question: Do pre-listening exercises develop EFL learners' understanding skills of native English?

Negative Hypothesis: Pre-listening exercises do not develop EFL learners' understanding skills of native English.

Positive Hypothesis: Pre-listening exercises do develop EFL learners' understanding skills of native English.

2.1. The significance of understanding the listening skills

Various matters have stimulated many enthusiastic civil arguments with reference to ways of creating linguistic capacities, speaking and listening skills develop in natural way, otherwise a person is conceived imbecilic and hard of hearing. They likewise must be learnt, obviously while being youthful and being without any formal or casual direction. Speaking starts things out in our life history as people. As users of language need to be learn how to read and write, yet despite everything we continue in speaking and hearing as well as the process of learning is continues for us via utilizing the skills speaking and hearing.

Each person language has potential for significance in two methods, it can be an asset to be employed to do with, and it is an asset to be employed to think with. There is no goal to go into stray pieces of which have lived in the cerebrum. As Halliday (1985) expressed, language has practical and stylish capacities that is, it is an asset used to do and to learn. In this way, language is immediately a piece of and a picture of the community we part of.

As indicated by the verifiable review of listening understanding, listening had been seen as a latent procedure wherein the ears are beneficiaries as the data were flowed into, here the only mission of listeners were inactively recording information. Nowadays, it is perceived that skill of listening can be a dynamic procedure as well as active hearers can be similarly as dynamic while hearing as speakers while talking. (Lynch, 2002, p. 193). The capacity of hearing can be "a characteristic procedure which creates within every ordinary baby. For sure the majority of people start to listen to voices prior to they can be still conceived". (Richards, 2005, p. 21).

Purdy (1991, p. 11) thought of listening skill as "dynamic and active procedure of going to, seeing, recollecting, and reacting to the communicated needs, concerns, and data offered by other people". As per Rubin (1995, p. 151), this skill was believed to be "a dynamic procedure as an audience chooses as well as translates data that originates as of sound-related and visual pieces of information keeping in mind the end goal to characterize what is happening and what a speaker is endeavoring to communicate". Rubin had contended that, the skill of listening may be the absolute mainly vital part for coaching. Lacking of instructing will lead to fail realizing the need of learners. It can be additionally an uncommon and liberal blessing – to hear somebody – within such shelled community.

Learners utilize twenty percent of entire study time simply in hearing. On the off chance that TV viewing and one-portion of discussion can be incorporated, learners spend roughly 50 % of their waking hours simply tuning in. regarding to the time used in the class, the measure of listening duration may have been right around 100 %. Consider your own exercises in school. Are the greater part of your exercises centered about tuning in, particularly in the classroom? How well do you truly tune in?

In case some throws a question to a gathering from learners to provide a single word portrayal of listening few would state listening can be a physical. Listening can be following and comprehending sounds, it could be hearing along with a reason. Great listening is based on three essential abilities: mentality, consideration, and alteration. These aptitudes can be referred to all in all as triple-A tuning in.

The skill of Listening represents the ingestion of the vocabularies plus clauses importance by the cerebrum. This skill prompts the comprehension of features and thoughts. Be that as it may, listening takes consideration, or adhering to the job needing to be done despite diversions. It requires fixation, which is the centering of your considerations upon one specific issue. A man who fuses tuning in with focus is currently tuning in. Undivided attention is a strategy for reacting to another that empowers correspondence. Listening cognizance has gotten significant consideration in the fields of connected etymology, psycholinguistics and second dialect instructional method amid the most recent two decades.

2.2. Related former studies about L2 Listening Comprehension

As per Morley (2001), amid the 1980s unique consideration had been consolidated to fresh teaching structures, to be exact, utilitarian language as well as open methodologies. All through the 1990s, consideration regarding the skill of listening guideline expanded significantly. This skill is presently for the most part recognized as an imperative feature of language; in any case, a lot of work stays to be conducted for hypothesis and practice. (Morley, 2001, p. 69). Up to this point, listening perception pulled in little consideration as far as both hypothesis and practicing,

whereas the remaining linguistic skills (i.e., reading, writing, and speaking) got immediate teaching consideration (Mendelsohn, 1984; Oxford, 1993).

For Call (1985), the faith in the Audiolingual strategy can be the one when learners tune in to the targeted language throughout the day, they will enhance their listening cognizance ability via practice. The way that listening skills have been dismissed or inadequately educated could be originated from the assumption that they are inactive skills and that simply presenting learner to the talked language gives sufficient direction to comprehend that skill.

The underlying foundations of Audiolingualism can be found in the beginning of twentieth century, it impacted the hypotheses of language instructing. Such hypotheses can be given as: (a) entrenchment of positivistic pragmatic mindedness, (b) the blooming of American basic linguistic and behaviorist brain science, beside (c) outflow of logical via formalisms (Johnson and Johnson, 1998).

Meyer (1984, p. 343) had alluded that, behaviorists described motivation as of Pavlov's molding tests that advanced a record of conduct as far as motive and reaction and recommended that these would be ventured into a regularly extending system through affiliation and recently learned reactions fortified through fortification. language improvement had been believed as clarified comparatively; language comprises of at last limited elements and could be learned through impersonation and practice situated exercises that has caught learners in an excited Listen to it, rehash it! Listen to it, reply it! On the other hand „Hear it, decipher it!“ bad dream.

Notwithstanding the American Audiolingual method, the English language learning project of the British Situation method had no focus on listening rather than its part in language structure and articulation exercises and students' impersonation of discoursed amid the 1940s, 1950s, and 1960s (Morley, 2001). At that point, gradually and consistently, more consideration had been turned to listening understanding. In the 1970s, the status of listening started to change from being accidental and fringe to a status of focal significance. Instructional projects extended their emphasis on businesslike abilities to incorporate listening and additionally reading, writing, and speaking. Amid the 1980s, as specialists turned out to be progressively keen on investigating the complexities of this mind boggling expertise, more research, hypothesis building and educational programs advancement on listening cognizance had been finished. During the 1990s, the concern for the listening skills of language educating expanded significantly. Aural understanding for second or foreign language acquiring turned into a vital territory of research.

Celce-Murcia (1995) expressed that, the study about listening for the previous three decades has, most importantly, featured the major unpredictability of the

procedures included (Lynch, 1998). So as to grasp talked messages, audience members might demand to incorporate data out of a scope of resources such as: phonetics, phonology, prosodic, lexis, semantics, and pragmatics.

2.3. Obstacles faced by EFL learners

As per Vishwanath Bite (2013), the skill of listening can be difficult and various hindrances obstruct successful participation of a listener, both inside and outside the working environment. These hindrances might be ordered according to the categorization beneath.

Physiological hindrances: a few persons may have bona fide listening issue or insufficiencies that keep them from listening appropriately which can be dealt with. A few persons could suffer form issue in handling data or holding data in their memory.

Physical obstructions: these allude to diversion in nature, for example, the sound of a ventilation system, smoking tobacco, a hot hall.

Attitude obstructions: being preoccupied by individual or business interrelated issues may do it hard for concentrating a person's consideration on what the speaker is stating, regardless of whether what is being said is of extremely significance.

Mistaking suppositions: the accomplishment of correspondence relies upon both the one who sends and receives. No one can announce that correspondence can be the exclusive responsibility of a person who speaks and that the audience has no part to act. Such a presumption could be a major boundary to tuning in. For example, a wonderful communication or introduction can be squandered when the recipient isn't tuning in at the opposite point. Listeners possess the same right of those who speak for making the connection fruitful. The procedure ought to be made effective by focusing, looking for illuminations and providing input.

Social hindrances: accents represent boundaries to listen, because they meddle by the capability of understanding the vocabulary importance which may be articulated in an unexpected way. The matter of diverse dialects comes out among communities, in addition within a culture. For example, in the Indian community as there is colossal communal decent variety, dialects may contrast among locales provinces.

Sex boundaries: researches have uncovered that males and females listen distinctively and for various reasons. Ladies will probably tune in for the feeling behind a speaker's words, when a male listens more for the realities and substance.

Absence of being trained: Listening cannot be an innate aptitude. Individuals are not conceived great audience members. Listening can be enhanced via training and preparing. Absence of preparing for listening is a vital obstruction.

2.4. Schema and comprehension of listening skill

Few experimental researches that deal with the conceivable connection between schema constructing and comprehending the skill of listening can be found. Scholars had guaranteed that schematic information encourages the process of comprehending the listening and enables audience members to manage hindrances in learning this skill.

Rost (1990, pp. 23,183-189) expressed that the audience members have various wellsprings of data that allow listening understanding less demanding. At the end of the day, listening perception is impacted by the data that an individual has in the brain. In this way, schematic learning is plainly valuable to listening understanding and "applicable schemata must be actuated" (Carrel, 1988a, p. 105).

Likewise, O'malley and Chamot (1989) contended that "listening understanding can be a dynamic and cognizant process that the hearer develops importance by utilizing signals shape relevant data and existed learning, while at the same time depending upon numerous key to satisfy the undertaking necessity" (p. 420).

In a similar way, Long (1989, p. 32) communicated the possibility as "understanding depends on students' capacity to draw on their current information". As indicated by Fang (2008, p. 22), "listening understanding is viewed hypothetically as a dynamic procedure where people focus on chosen parts of aural info, shape importance from sections, and partner what they hear with existing learning"; in this way, suitable schemata should be initiated amid content preparing in order to encourage proficient understanding (Carrell and Eisterhold, 1998).

In an investigation of Markham and Latham (1987) who surveyed the impact of religious-particular foundation information on listening understanding of grown-up ESL learners. Sixty five ESL learners that had been delegated Muslim, Christian, and nonpartisan, partook in the investigation. The investigation of reviewed information showed that the learners who clung to a particular religious gathering reviewed thoughts and created more suitable elaborations. They additionally had less off base twists in regards to the sections related with their specific religion. Along these lines, foundation information does altogether impact ESL students' listening understanding.

Beside the above examinations, the impact of earlier information had been inspected by Jensen and Hasen (1995). They speculated that learner's earlier information can be a wellspring of inclination to the tests. In the wake of having contemplated the aftereffects of 128 college level L2 students, they reasoned that earlier learning cannot drastically add to L2 listening perception, and that more

examination can be expected to research whether schematic information truly encourages listening understanding.

The results of L2 listening studies on the effects that schematic information has on listening understanding are yet disputable. The results of the uncertain part of schematic learning in listening understanding backings the demand to plan an examination, the primary reason for which is to explore to which degree schema constructing exercises affect upon listening understanding.

2.5. Native Material Significance

Amid the previous decades, learning foreign languages has increased considerably in many nations around the globe. Therefore, hunting down suitable and powerful learning materials possesses an extraordinary space of teachers' considering. The reason for teaching in a foreign language can be to profit by utilizing it in reality and in genuine circumstances. consequently, many language instructors think whether it can be sufficient to educate the language by utilizing the text book assignments, that may be respected fake since they are intended for just learning purposes , or they ought to employ native materials to framework students' learning process.

The thing of utilizing genuine topics in language teaching may have been compelling in the course of recent period. Martinez (2002) characterized native topics as the ones that can be set up for local users and not intended to be utilized for instructing purposes. Kilickaya (2004) characterized native materials as presentation to genuine language and utilizing it in one's society. Additionally Bacon and Finnemann (1990, p. 459) expressed that educators have to discover techniques plus methods for using native materials in classroom guidelines". Numerous scientists guarantee that if learners will utilize English language adequately, they should be presented to that language, precisely as the language can be utilized as a part of actual circumstances by native users.

Widdowson (1990), attested that presenting students to native materials can be basic, on account of the enriched language input they give. Presenting learners to such linguistic structures will empower them to adapt to genuine cooperation, regardless if it is in or out the classroom. Scholars assert that when genuine materials can be utilized with the reason for teaching, learners may possess a feeling that the genuine language for correspondence is being taught, rather than the teaching material itself. As opposed to the outline of the course books, genuine materials are characteristically more dynamic, intriguing and invigorating (Lee, 1995; Little, Devitt and Singleton, 1988; Peacock, 1997; Shei, 2001).

Likewise, Kelly, Offner and Vorland (2002) trusted that genuine materials can be helpful tools to cross over any barrier between class and actual life. Scholars had

demonstrated that the language instructed in the classes should be connected to its capacities in reality. What's more, Richards (2001) stated that the language that students utilized in classes, should be similar to the one utilized as a part of real life. In the historical backdrop of showing listening understanding, the matter of realness of second language topics has dependably been a state of dialog for the two scholars as well as specialists. All the more strangely, an accord has not been come to on which sort of materials can be viewed as real. The definition extensively acknowledged in the language learning job in the 80s and 90s of last century was that genuine writings had been examples of language utilized to actual correspondence between local users, and not particularly registered for reasons of language learning (Lynch, 2009). Genuine materials are characterized as "genuine writings not composed for language learning reasons" (Julian 1997, p. 27). These may incorporate handouts, fliers, flyers, notes, menus, , blurbs, and commercials, different sorts of magazines, daily papers and videos, radio communicates and web topics. These topics were delivered for social or scholarly, and commercial aims in the society. In this manner, the language utilized can genuine or real.

2.6. Effectual and Ineffectual techniques for Listening

Studies in listening skill have shown that not the majority of the techniques utilized by learners may be effectual in enhancing that skill. O'Malley and Chamot (1990) competed that critical contrasts exist amongst effectual and ineffectual hearers for matters, for example, checking understanding, explaining, and concluding. Aforementioned scholars discovered that while the effectual hearers utilized up-down and bottom-up techniques, the ineffectual hearers utilized just a bottom-up technique for understanding (O'Malley and Chamot 1990, p. 132). In any case, the examination of effectual is yet hazy in light of the fact that different scholars investigating sorts of listening utilized as a part of formal test circumstances discovered that L2 students utilize regularly bottom-up handling rather than utilizing of top-down handling (Tsui and Fullilove 1998).

In a prior investigation, O'Malley, Chamot, and Kupper (1989) explained that effectual plus ineffectual hearers contrasted in three principle ways: perceptual handling, parsing, and usage. Perceptual handling that is a normal for effectual hearers happens when they know at whatever point they quit to attend and attempt at diverting their focus for the content. Ineffectual hearers are frequently put off by the length of the content and by the quantity of obscure words they experience. When they quit to attend in view of these variables, they make less effort to divert their consideration regarding the content. Parsing that is available in effectual hearers for the most part happens when they go to bigger lumps (or parsing) of data and just takes care of individual vocabularies as some message breakdown exists.

They use sound and stops and tune in for expressions or clauses. Ineffectual hearers concentrate to large extent on a word-by-word- a bottom-up technique.

Usage is a feature for effectual hearers happens at whatever point hearers utilize world information, individual information, and self-inquiring as a method for taking care of the message. Ineffectual hearers, then again, utilize less these elaboration strategies. Though effectual hearers are depicted as currently taking an interest in the hearing procedure, ineffectual hearers can be more detached. Albeit a few students might be sorted as having insufficient systems, there have been numerous cases of how these hearers are prepared to build their technique collection and utilize the methodologies they possess very effectually (Derry and Murphy 1986; O'Malley et al., 1985; Weinstein and Mayer 1986).

2.7. Techniques for Listening skills in Class

Another technique by which learners are noticeably mindful for enhancing best listening propensities is via "the incorporation of listening teaching techniques within classes of language, for example, verbally strategy (a strategy when students are made a request to register the ideas or strategies when playing out a language mission) and allowing students to participate in different messages in a other language" (Vandergrift 1997, pp. 392– 394).

3- The study investigation

3.1. Design of the investigation

The current investigation contains two tests, namely: pre-test and post-test, while the sample is divided into groups, control and Pilot group. Because of the members of the sample have not been arbitrarily chosen, the investigation is viewed as a semi exploratory study. In this investigation, the pre-listening exercise represents independent variable (by double levels of acting rather than acting exercises), understanding of the learners represents the dependent variable which was examined.

3.2. The sample of the investigation

Fifty EFL students with intermediate level had been chosen to represent the sample of this study. Those participants, who were 1st year students of university of technology, were isolated into Pilot and control groups (25 participants in the former and 25 ones in the latter) so as to make the groups of equivalent language capability. The scores in the pretest, which comprised of parts (vocabulary and multiple choice, was employed to divide the students into aforementioned groups. Before the beginning of the investigation, a survey was directed to acquire other data (such their age, scores, background etc.) about the students that such data may negatively

affect the outcomes of the investigation. It turns out that there is affinity among the majority of the sample students, the thing that will be in favor of this study.

3.3. Tools to collect the data

To gather the information of this investigation and for the purpose of examining the study hypothesis, it was utilized a listening section of proficiency test. The same section of listening was employed to assess the skills of participants' listening. The previous test comprises of two sections, each section evaluates the capacity to understand an alternate sort of listening topics, as follows: various multiple choice (20 points), short dialogues (15 points). In addition, to quantify the listening understanding as the result of the effect of pre-listening exercises on the EFL participants, a post-test was intended. Eventually, a DVD player and various English motion pictures were utilized for information gathering in this investigation.

3.4. Spatial and Temporal setting of the investigation

This investigation was conducted in labs and halls of English language Center of the University of Technology in Baghdad, Iraq. It was lasted for four weeks, starting from November 12 up to December 10 of 2017. The students were being taught at a rate of 8 to 10 hours and five days a week.

3.5. The steps

In the wake of guaranteeing the general homogeneity of the EFL sample in regards to its capability level, 50 intermediate EFL students from a 1st year were relegated for both groups by the utilization of a pretest as well as post-test taken out listening site (www.els.lab.com). The Pilot group had been presented to and gotten genuine listening data where as the control one got rearranged listening topics. To quantify the possible dissimilarities of students in the start of the examination, A proficiency test (involving 2 secondary parts: listening understanding along with listening discernment) was utilized to represent the pretest. Once again, the two study groups were taken aforementioned test right after taking the instructed class. By analyzing the quantitative information and correlating the mean scores obtained by both groups through means of post-test, it was demonstrated that the students that had been subjected to the exercises of pre-listening achieved better in the post-test. As for investigation of the feedback, it demonstrated affirmative influence of the pre-listening exercises upon the listening understanding which was caused by genuine English films for EFL students.

3.6. Teaching the Pilot Group

The teaching process in the current paper comprised of pre-listening exercises and items by the utilization of various contextual mindfulness exercises that meant to

instruct the idioms and actual expressions of the films to the EFL students. These exercises had been utilized so as to produce premium, make trust, and enact EFL students' present information that will encourage their understanding. The structures of the teaching were chosen from 3 English instructing films: *Mulan* (Disney Classic), *Top Notch* (Saslow and Ascher, 2006), and *American English File* (Oxeden et al., 2007).

Three stages were adopted to teach the material, these are: pre-, during-, and post-listening. Various important vocabularies and idioms had been chosen in the pre-listening stage which taken out English films for EFL students' mindfulness besides understanding of the English motion pictures. Above examples had been characterized into two classifications as indicated by the idioms and vocabularies alongside clause instances (The objective structures to be focused on were italicized).

For understanding the English films, the exercises that caught students' concern were employed in teaching the Pilot group. In this way, understanding English films was solidified through academic assignments.

The First Stage was arranged as an instructor-drove exercise in the class to make students mindful of the important vocabularies that assist in planning a brief and understand the film in a simple way. However, the instructor discussed the subject of the film and made a few inquiries to motivate the L2 foundation information of the students' language.

Then, the learners were relied upon to exchange the information obtained regarding the subject. At that point, the sentences were explained in details and every single new vocabulary along with idioms and terms were clarified. The learners were urged to figure and comprehend the new vocabularies depending on the specific situation before giving their meaning. The instructor explained to them how to utilize the setting to get the meaning. On the off chance that the learners did not succeed to achieve a right meaning, the instructor would give that. In the event that any new linguistic forms existed, they would likewise be clarified. Moreover, particular features of the spoken form of language, for instance, constrictions and omissions of sounds had been explained.

Dialogues and visual recordings were employed in stage five Step. To begin with the instructor turned on short dialogues including idiomatic expressions and actual vocabularies need to be focused on. The learners at first heard those, and then the instructor requested that the learners remember them as possible as they can, depending on the dialogues. As such, while the students were restudying the dialogues, they utilized the specific type of the objective structure. In the following lessons they viewed chose recordings in English. These dialogues and recordings were similarly chosen via the English instructed films and English textbooks

(American File). In step five, the students got a content of the dialogues and recordings. Such method assisted them to recognize the start and the finish of idiomatic expression and English clauses.

For the second stage and following the exposure to the objective language, the instructor read and clarified loudly the new idiomatic expressions and vocabularies with various distinctive illustrations. With composing new cases on the board, students obtained better regard for the instructed materials. Having the clarifications given by the instructor, students rehashed them to comprehend and expose to complete understanding. Moreover, students concentrated on the new idiomatic expressions and vocabularies of clauses by a few inquiries that instructor asked or by finishing few fragmented sentences that instructor composed on the board.

As for the third stage, the students were prepared to connect their instructor direction of former stages with the highlights of idiomatic expressions and actual vocabularies they had effectively obtained their meaning. This made open door for the instructor to teach in reference to context by the utilization of instances of the assignments in the first Stage.

In the subsequent stage the learners used the dialogues in gatherings and afterward they performed those by acting roles technique for the entire class. This technique was viewed as genuine language usage, by including personal connection between the two speakers. Such way assisted the participants to survey what is officially realized in the past stages and the instructor gave them input as required.

It merits saying that English textbooks, for instance, hardly give students genuine pragmatics material. Diverse investigations had inspected the benefit of utilizing genuine materials for English lecture for EFL students. In instance, concentrating on demands, Fernandez-Guerra (2008) examined the impact of TV shows along with recordings in talked corpora.

Findings of this examination demonstrated that, asking for conduct in TV show and recordings is characteristic and helpful language asset by which to educate the discourse demonstration of asking. Alcón and Martinez-Flor (2008) analyzed the adequacy of recordings in students' familiarity with demands. Outcomes of the examination affirmed the importance of utilizing films to present pragmatics and the affirmative influences of teaching on students' attention to demands at the seeing and the comprehending levels.

the final stage and keeping in mind the end goal to be very sure about the students' perception of the film, they were made a request to portray the film in light of the educated and rehearsed genuine words, idiomatic expressions, focuses and

dialogues regarding various contexts and the finished questionnaire. Later on the students got input from their companions.

3.7. Teaching the Control Group

This group assembles the Pilot one in every condition but with one exception that the learners of this group simply got the while-and post-listening teaching to act the narration of films in English with instructor clarification with no different procedures or focus on the particular structures. Besides, as it was specified already, after teaching the lessons other post-test was conducted after seven days for the two groups.

3.8. The Validity and Reliability of the test

These are two important aspects need to be verified for any test before it could be administered. First, all test's paragraphs were presented to a number of linguistic professors and English teachers. The test is amended according to the suggestions made by the experts referred to above to in order to make it valid.

Second, according to (Harris, 1969:16) the reliability of a test can be proven via the stability of the scores achieved from the same test being conducted two times on the similar sample with a certain time interval. Consequently, the reliability will be yielded by correlating the scores of each member of the sample which has taken the same test twice. Therefore, a test retest technique was applied on (25) students from the University of Technology to calculate the reliability of the test. The results showed a high correlating coefficient of reliability (0.78) for the sample, (see table 3.1).

Table (3.1) Reliability coefficient from Sample Scores in Test Retest

Total no.	X test	Y retest	X ²	Y ²	X Y	Correlating coefficient
25	285	265	3380	2655	2977	0.78

3.9. Completing the test score

The scores of learners' answers for the pre-test and the post-test paragraphs had been completed in a way that every paragraph with a precise significance and proper answer got one mark, while zero mark was given to an inaccurate response. All the right responses were added to an aggregate total.

3.10. Tools of statistic steps

Statistic Package (SPSS) and the computer program (Excel) are employed for the statistic steps of this investigation. To fulfill the objective behind this study the

accompanying measurable techniques were taken after: i) Frequency Analysis: to figure the mean and standard deviation of the Completed Tests; ii) T-test: To discover the contrasts among the means for pilot and control groups, also to discover the contrasts among the means for LP.

4. The Results

4.1. Analyzing the data

For the purpose of examining the information and to response the investigation question, a comparison was made between the information of both groups. The data information was examined by the basic estimation of t. The t dispersion basic estimation assumes a part in various broadly utilized statistic investigations, such as the learners' t-test to evaluate statistic importance of the distinction between specimens' means, the development of certainty interims for the contrast between two populace means, and in direct relapse examination. The statistic Package (SPSS) had been utilized to examine the information. A combined example T-test had been employed to investigate the information. The alpha level was adjusted at 0.05. A reference level of '0.05' shows that a 5% likelihood may exist and that the outcomes are because of coincidence. To make a good comparison between the groups and to have meaningful experimentation, there is must be certainty about the students of the sample had a similar grade of information with respect to the listening capability being investigated. To achieve this necessity, the learners were pretested to gauge the expertise of their listening. Table 4.1 shows the graphic data of mean marks for the learners which obtained in the pre-test.

The following part of manages the portrayal of the statistic examinations directed to answer any inquiry made in this investigation, along with the outcomes' arguments for analyzing the information according to the study question and theories. Also in this part, the outcomes of analyzing information examination have been introduced and classified to give the response to the investigation question. In addition to, the outcomes of the pre- and post-tests have been exhibited in tables and charts. The two tests contained testing paragraphs. The objective of the investigation is to examine if the learners, whom thought to be at a similar level of English information and began studying the language at a similar age, had been influenced in the current investigation.

Table4.1 the Pretest Statistical Description

Variables	N	Min.	Max.	Mean	Std. Deviation
Control Gr	25	7	17	11.00	2.366
Pilot Gr.	25	7	17	10.78	2.63

From table 4.1, one could be concluded that the mean marks of both groups are measurably so close (10.78 -11.00). In this manner, it can be presumed that the students of both groups are not varying enormously from each other as far as their information into the objective structures being referred to. Consequently, the learners' earlier learning of the objective structures is measurably even before teaching, yet so as to be certain of the relative homogeneity to the sample, a binary example t-test had been conducted. The outcomes didn't point to any measurably important distinction within the study sample and both groups exhibited same execution in tests.

4.2. A Binary examples test of pretest

	Binary Contrasts					T	Degree of freedom	2-tailed indication
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval contrast				
				lower	upper			
Pair 1 CON&EXPER	.105	.510	0.090	-0.082	.285	1.210	28	.365

As it can be noticed in table 4.2., that the watched estimate for t is 1.210, at 28 degree of freedom, this is lower than the t-basic estimate (1.69). Accordingly, both groups have a similar scale of information. Following the teaching lesson delivered for the two groups and for the purpose of answering the investigation question, which was, do pre-listening exercises develop the comprehension of EFL learners to English films, or do not?, as well as to examine the effect of obvious instruction on the learners' listening understanding, a binary examples t-test was conducted. This test is expected to make comparison about the acquired mean marks of the learners in both groups to demonstrate the adequacy of the teaching. The statistical description alongside the outcomes of the t-test can be seen in Tables 4.3 and 4.4, separately.

Table 4.3 Statistical Description of posttest

Variables	N	Min	Max	Mean	Std. Deviation
Control Gr	25	4.50	16.79	10.6000	3.1642
Pilot Gr.	25	6.20	19.80	12.2453	3.3395

4.4. A Binary examples test of posttest

	Binary contrasts					T	Degree of freedom	2-tailed indication
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval contrast				
				lower	upper			
Pair 1 CON& EXPER.	-.9445	.9870	.1345	-1.1234	-.5982	-5.980	30	.001

The 2-tailed indication was utilized in light of the fact that the contrasts between the means had been examined. The alpha scale was made at .05 as indicated by the consequences of test for uniformity of variations rise to changes was accepted. Regarding to the data in Table 4.3, it can be unmistakably observed that the mean mark acquired on the post-test of the pilot group (12.2453) is greater than the mark got of the control group (10.6000). Notwithstanding, a binary examples t-test had been conducted to guarantee that the watched contrast was important. Table 4.4 demonstrates that an important contrast in the marks got by both groups does exist in light of the fact that the likelihood estimation is basically littler than the particular basic estimation ($0.0010 < 0.05$) and the assessed t (t watched) is 5.980 with degree of freedom 30, this is larger than the one of the Distribution Table ($t = 1.699$) with indication level of .05, plus 30.

Therefore, as indicated by the achieved information, the t watched surpasses the t of the Distribution Table which refer to a likelihood scale of $P=0.000$. Thus, one could be inferred that a genuine distinction between the achievements of both groups exists; similarly, the pilot group indicated measurable prevalence against the control gathering. Hence, the theory is affirmed by certainty. Consequently, the teaching, which was provided to the students, has a beneficial outcome on listening understanding for EFL learners to English films.

After obtaining some simple data regarding the distinctions in the execution of the individuals from both groups on the post-test, it was required to decide if The watched contrasts are noteworthy at the basic estimation (ind.) of $p < 0.05$. Accordingly, a one way between-group ANOVA test had been directed. Table 5 presents the ANOVA test outcomes.

4.5. ANOVA test outcomes for the protest

EG POST	Squares total	df	Mean Square	F	indication
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Amid Groups	311.892	16	19.822	37.334	0.001
in Groups	7.767	15	.643		
Total	302.467	31			

by a close assessment of Table 4.5, it can be concluded that both groups varied remarkably concerning their mean marks in the post-test due to that the estimation for indication 0.001 is not as much as the basic estimation (0.05). Consequently, pre-listening methods made an impact on students amid the teaching.

Conclusion

The current investigation is mainly aiming at probing the influence of Pre-listening exercises of EFL students' understanding to genuine English material, in turn, to check the skill effect of listening for developing the students' second language. To achieve that objective, two (pilot and control) groups had been chosen out of sample including fifty 1st year intermediate level students from university of technology. The experimental group was taught genuine listening material of English where as the other one was instructed regular listening topics. At start of study, the participants were pretested by completion and MCT tests, (www.els.lab.com), and American English record books to recognize their proficiency contrasts. As per the pre-test information of the participants (table 4.1), the mean marks of both groups revealed to be factually close (10.78, 11.00), therefore, these groups are generally homogeneous. Additionally, there was not any measurable critical contrast between the groups according to a binary examples test (4.2.). To discover the proficiency of the methods of this study; the pilot group got special teaching. After teaching classes with pre-listening, binary examples tests (4.2., 4.4.) were run to compare the mean marks of posttests. The results of both groups, which obtained by examining the quantitative information and correlating the mean marks by the way of posttests, demonstrated that the learners' performance whom had been presented to pre-listening exercises are better than that of control group. The examination of outcomes showed the affirmative influence to pre-listening exercises on genuine English material understanding. These outcomes give a positive answer to the study question and support its positive hypothesis "Pre-listening exercises do develop EFL learners' understanding skills of native English". To be more specific, understanding of participants' listening skills was enhanced essentially because of the impact of the instructing the pre-listening exercises.

Finally, The reality in which the learners got exposed to teaching with pre-listening exercises preformed considerably better on the posttest proves that teaching is effectual for learners to understand new vocabularies and idiomatic expressions, similarly, those exercises are proved to be significant for obtaining foreign language students. Furthermore, via the instructive mediation, the students connected the models taught amid the teaching to realistic contexts. Briefly and despite the

limitation of study in time and range, the outcomes explicitly support concept of exercises in pre-listening achievement and having positive effects on specific crucial elements, for instance, motive plus classroom enjoyment.

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