

AUDIO TEXTS AND ENGLISH SPEAKING ABILITY: EVIDENCE FROM IRANIAN EFL LEARNERS

Ramin Rahimy

Department of English Language and
Postgraduate Studies, Islamic Azad
University, Tonekabon Branch, IRAN.
Rahimy49@yahoo.com

Seyedeh Masoomeh Asaei

Department of SAMA,
Islamic Azad University,
Tonekabon Branch, IRAN.
masoomeh_asaei@yahoo.com

ABSTRACT

The present study aimed to investigate the effect of using audio texts as a classroom activity in teaching English speaking skill on Iranian EFL learners' speaking ability. The questions this study tried to answer were 1) whether using audio texts might enhance a more acceptable speaking performance in Iranian learners of English at university level, 2) whether there was a difference between the means of the experimental (treated) group and the control (placebo) group of the study. To answer the questions, 60 junior undergraduate translator trainees participated in the experiment of the study. They were randomly selected from among a population of translator trainees via an OPT test score of at least one standard deviation below the mean. They were then divided into two groups of 30 and were randomly assigned to an experimental and a control group. A pretest of English speaking was administered to both groups, then, they were taught speaking for 10 sessions but with different methodologies: the experimental group received a treatment of audio texts while the control group received a placebo. A posttest of speaking was then administered to both groups. The data of the study were analysed using the t-test to indicate the groups mean difference, and the degree of progress from the pretest to the posttest of the study in the experimental group was indicated by calculating the ANCOVA coefficient. The results indicated that the Iranian EFL learners in the experimental group received higher speaking score after being treated with 10 sessions of audio texts.

Keywords: Audio Text, Speaking Ability, Iranian EFL Learners, OPT, Methodology

INTRODUCTION

This study aims to focus on two main variables: 'audio texts' as the independent variable and 'the speaking skill' as the dependent variable. Since the core of this study has something to do with proposing a suggestion to lessen (if not remove) the target foreign language learners' speaking problem, the skill becomes noteworthy enough to be discussed in terms of significance and applicability in today's global situations. Thus, focusing on the significance of the speaking skill seems necessary in this section.

Proficiency in a second language is one of the most fundamental concepts in Applied Linguistics, and accordingly its character is the subject of ongoing and intense debate. Often this debate is about competing theories or models of second language proficiency and its development, as in the influential discussions by Canale and Swain (1980) and Bachman (1990). In case a second language learner succeeds in attaining proficiency, s/he will be able to get involved in an act called communication.

According to Brown (2000), communication may be regarded as a combination of acts, a series of elements with purpose and intent. Communication is not merely an event, something that happens; it is functional, purposive and designed to bring about some effect-some change, however, subtle or unobservable-on the environment of hearers and speakers. Communication is a series of communicative acts or speech acts which are used systematically to accomplish particular purposes. Researchers have since been led to examine communication in terms of the effect that utterances achieve. That effect has implications for both the production and comprehension of an utterance; both modes of performance serve to bring the communicative act to its ultimate purpose. Second language learners need to understand the purpose of communication, developing an awareness of what the

purpose of a communicative act is and how to achieve that purpose through linguistic forms (Brown, 2000: 250).

Since speech is at the core of communication and regarding what will be discussed in the statement of the problem section, the main concern of the current study is the speaking ability. To deal with the issue satisfactorily, first, the theoretical framework of the study has been discussed followed by the statement of the problem. The purpose and the significance of the study have come next in which the rationale behind the study as well as its importance theoretically and pedagogically have been elaborated. Finally, the main key terms used in this study have been defined focusing on the main points about the terms.

BACKGROUND

Teaching and Learning Speaking

Teaching and learning English speaking has been one of the controversial issues in learning a foreign language. Due to the nature of the problem stated in the statement of the problem section (see section 1.2), the theoretical framework of the current study turns round the theories of teaching and learning speaking. On the one hand, teaching speaking needs upgrading by applying the obtained result of the copious amount of research studies in the classroom; on the other hand, learning speaking should be focused because, as was mentioned, perhaps foreign language learners' main concern may be how to communicate in their foreign language in a more acceptable way as can be understood by the native speaker of the target language, and thus, focusing on the elements that influence the speaking ability become prominent as to be good motivation toward conducting research studies in the field.

Therefore, the theoretical framework of the current study takes the speaking as a process and emphasizes the classroom activities needed to teach and learn speaking. Chastain (1988) discusses how to develop classroom speaking skills by underlining what is possible to be employed in the classroom including attitudes, language forms, and other facilities.

Audio Texts

They are sorts of text that have been converted into tape-recorded materials or CD tracks. The main characteristic of such texts is that they are more characterized by the prosodic features of language rather than the orthographic specifications. Audio texts main purpose of use is in teaching listening comprehension and speaking. According to Piccolo (2011), audio texts contain 'Informal' talk, that is, they should be based on discourse that is genuine, improvised or spontaneous speech; as compared with written texts which can be simply read aloud and will not incorporate characteristics of informal speech such as spontaneity. Their use will also lead to direct speaker-listener interaction, that is, such texts provide a sort of conventional use of audio recordings which can be considered a positive contribution to effective listening practice.

Since in real-life listening situations, discourse is single exposure i.e. it cannot be exactly repeated, using audio texts can help EFL learners develop the ability of extracting the information they need from a single or multiple played-back- stories. For language learners to master this ability, information can be provided more than once within the original listening text. As in real-life situations, students can ask for a repeat or explanation of what was said.

STATEMENT OF THE PROBLEM

A large percentage of the world's language learners study English to develop proficiency in speaking, because speech is the most basic means of human communication, perhaps the most difficult aspect of spoken English is that it is almost always accompanied via interaction with at least one other speaker. This is one reason why many of us were shocked and disappointed when used our second or foreign language for the first time in real interaction. Oral skills have not always figured so centrally in second language pedagogy. In classes that utilize comprehension-based approaches to language teaching, listening is stressed before speaking. The ability to speak a second language well is a very complex productive task if attempts are made to understand the nature of what appears to be involved.

Investigations must be centered on developing the speaking skill of EFL learners through appropriate course design and materials.

Oral proficiency (Speaking) has been strongly affected by the listening comprehension skill. There was a time when listening comprehension was paid little attention due to the assumption that its main problem to a foreign language had been in identifying the sounds that made up the words (Brown, 1987). Listening comprehension status was changed partly due to Krashen's emphasis on the role of comprehension and comprehensible input: the input hypothesis. Then, some new theoretical models of comprehension were derived from cognitive psychology that led to top-down and bottom-up processing. The former emphasized active construction of meaning, based on schema knowledge, inferences, etc. while the latter emphasized the extent to which the listener was successful in decoding the spoken text (Richards and Rogers, 2001).

There are many technological aids that foster the process of speaking, among these tools audio-visual texts will provide realistic listening practice for producing speech. Video is an extremely dense medium, one which incorporates a wide variety of visual elements and a great range of audio experiences in addition to spoken language (Richards and Renandya, 2002).

The problems of speaking a second language are not limited to a specific group of learners, or it is not restricted to a geographical area; rather, investigations (see Literature Review section) have indicated that different learner groups encounter problems in improving their speaking ability and Iranian learners are not an exception.

Jamshidnejad (2010), in his study, has brought together current isolated approaches and provides a comprehensive overview of the sources of oral problems in foreign language learning and communication. Using a systematic approach, he employs the general theory of interpersonal communication to understand the complexities of problem-construction in EFL oral communication. Accordingly, he summarizes the Iranian learners' problems in oral proficiency in three main categories: 'communicator based problems', 'meaning creating problems', and 'contextual problems' (Jamshidnejad, 2010: 9).

Considering the current paucity of research evidence about the factors influencing EFL speaking ability in Iranian context especially lack of supporting and empirical studies of authentic texts characteristics, a pilot study consisting of an oral interview of 10 questions to be answered by the participants was conducted on 10 junior translator trainees in the Islamic Azad University at Tonekabon. The questions targeted general issues about the participants' life and education careers. In spite of the fact that they were expected to have an acceptable performance, 7 out of them showed great deficiency in their oral proficiency (with the average mean of 6 out of 20 marks). Thus, the obtained result of the pilot study founded the motivation and the rationale for replicating the experiment on another size of samples to find out whether or not treating participants with audio texts would enhance a more acceptable oral proficiency.

The Research Question and the Hypothesis of the Study

Based on the problem stated and the background presented, the current study aimed to find answer to the following question:

Does using audio-texts affect the speaking ability of Iranian learners of English language?

Accordingly, the null hypothesis of the study is as follows:

Using audio-texts does not affect the speaking ability of Iranian learners of English language.

THE DESIGN OF THE STUDY

The present study followed a quasi-experimental design. The rationale behind using such a design lied in the fact that there was no random selection of subjects throughout the universities in the country, and the study was supposed to be conducted in one university, thus, the participants were from Tonekabon Azad University. The design of the current study has been illustrated diagrammatically in figure (3.3) below.

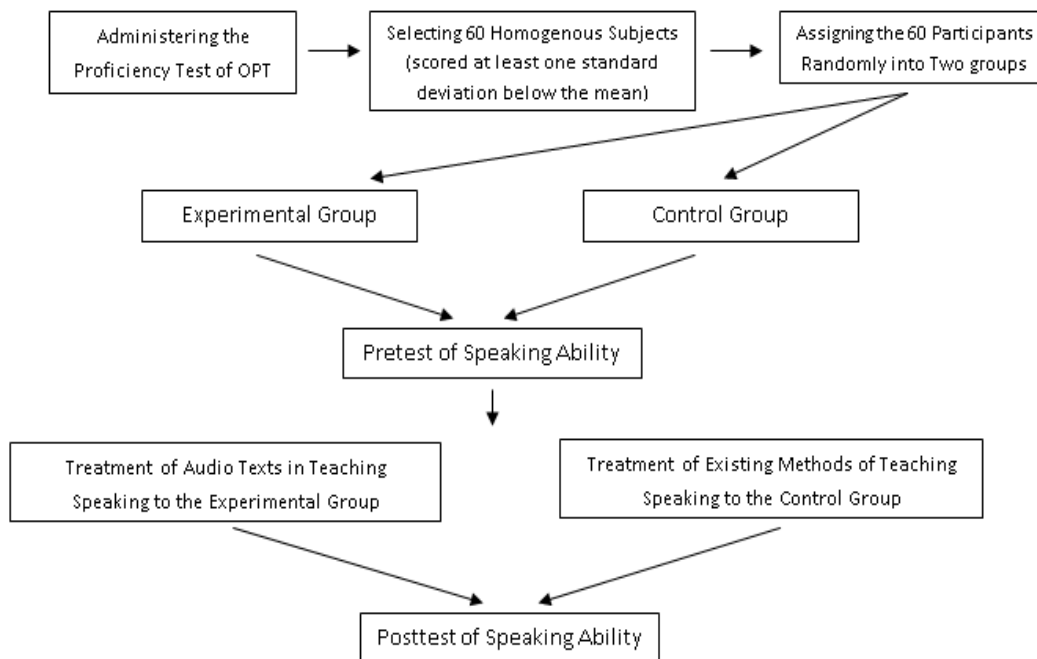


Figure (3.3). The Diagram of the Design of the Study

Figure (3.3) illustrates the general schematic representation of the design of the current study. This includes at least four stages: 1) subject selection via administering an OPT test, 2) exposing the participants to the pretest of speaking ability, 3) treating the experimental group of the study with the audio text and the control group with the existing methods of teaching speaking, and 4) administering the posttest of speaking to both groups of the study.

The next section will detail the characteristics of the subjects that participated in the study.

Participants

The participants of this study were 60 Iranian EFL learners of English language majoring translation. They were junior translator trainees, with the age range of 24-27 and no control of sex, who were selected randomly from among the trainees in the Islamic Azad University at Tonekabon based on the results of an OPT test administered. Since the problem of speaking ability is targeted, the 60 participants had to be representative of the weak trainees, thus, they were the students with the scores that are at least one standard deviation from the mean of the class. The 60 participants were then be divided into two groups and were randomly assigned to the experimental (audio-text) group as well as the control (existing- method) group.

Materials

The materials used in the current study were of four sorts: the OPT material for proficiency, the material for the pretest of the study, the material for the treatment of the study and finally, the material for the posttest of the study. The OPT test used in this study consisted of several sections including vocabulary, grammar and sentence recognition. For each section, the participants were asked to answer the questions in the specified answer sheets. The answers were then collected and scored by the researcher. The scoring procedures will be explained in section 3.5.

The pretest of the study consisted of a test of speaking in the form of an oral interview. This was a teacher-made test of speaking including 10 questions based on the certain general concepts of general proficiency such as the participants’ life and education careers, family relationships, jobs, and future life targets and orientations (see Appendix 3-a). The final version of the pretest was made after being judged by three professors (inter-rater reliability), also, after being administered to a pilot group of the

students for its rational equivalence via the Kurder/Richardson-21 formula for reliability ($r=7.2$). The scoring procedures for the pretest of the study will be explained in section 3.5.

The material for the treatment of the study contained 5 lessons of New Interchange for speaking practice in both the experimental and the control groups of the study as well as the target audio texts consisting of a complete package of special VOA containing daily events and news. New Interchange was decided on since it was a common textbook in their university and because it was at the junior level, thus, any other outsider factor such as inappropriateness of the teaching material could be excluded.

The material for the posttest of the study consisted of the interview questions used in the pretest of the study. Since the study here aimed at indicating the degree of progress from the pretest to the posttest in the experimental group of the study in which audio texts were being applied, the same test was administered as the speaking-ability test in both the experimental and the control groups, and any other parallel tests of speaking ability was ignored to rule out the possibility of the effects of test differences.

Procedures

The OPT test of the study administered for measuring the degree of the participants' proficiency was a paper-and-pencil test. Hence, the participants' had to answer the questions in specified answer sheets. The time allowed was 70 minutes as had been determined in the OPT test. The pretest of the study was an oral interview with the characteristics explained (see section 3.4). The time allocation for the speaking pretest was about 15 minutes for each participant: the questions were asked and their answers were heard and scored. The treatment of the study included 10 sessions of teaching speaking to both groups using the New Interchange textbook as well as 15 minutes of treating the experimental group with audio texts (a complete pack of special VOA containing daily events and news). Finally, the posttest of speaking consisted of the test used in the pretest of the study and resembled to it in terms of time allocation and test characteristics.

Scoring

The OPT test that was used in this study was scored on the basis of the standard criteria introduced by the test itself. The criterion for scoring the pretest and the posttest of the study was the maximum of 20. The participants' performance was scored 2 marks for the correct answer to each question.

DATA ANALYSIS AND FINDINGS

The Descriptive Analysis of the Data

This section focuses of the descriptive analysis of the obtained data of this study. Such analysis was done using the SPSS (Statistical Package for Social Science) from which the 'Analyze', 'Descriptive Statistics' and 'Descriptives' windows were selected and used. Table (4.1) shows the descriptive analysis for the pretest and the posttest of speaking in the experimental group of the study.

Table (4.1). Descriptive analysis of the data of the Experimental Group of the study

Tests	N	Mean	Std. Deviation	Variance	Missing Value
PRspeaking	30	4.2333	2.38795	5.702	0.00
POspeaking	30	14.4667	1.94286	3.775	0.00
Valid N (listwise)	30				

As is indicated in table (4.1), the number of participants has been 30 in each experiment (NPRE = 30; NPOE = 30), and there has been no missing value (Missing Value = 0.00) which means that all selected participants participated in the experiments of the study. The mean for the PRspeaking

(pretest of speaking) scores was shown to be 4.2333 ($\bar{X}_{PRE} = 4.2333$) as compared to the mean for the POspeaking (posttest of speaking) scores which was 14.4667 ($\bar{X}_{POE} = 14.4667$). Although it does not seem statistical to compare means non-inferentially, the obtained means are representative of a significant difference. As for the standard deviations obtained for the experimental group, there seems to be more variability among the PRspeaking scores than the scores in the POspeaking. This may give an image of the participants' posttest scores being more homogenous after conducting the treatment of the study (treating with audio texts).

Similarly, the descriptive analysis for the pretest and the posttest of speaking in the control group of the study has been indicated in table (4.2) below.

Table (4.2). Descriptive analysis of the data of the Control Group of the study

Tests	N	Mean	Std. Deviation	Variance	Missing Value
PRspeaking	30	6.77	2.161	4.668	0.00
POspeaking	30	8.8667	1.69651	2.873	0.00
Valid N (listwise)	30				

As is indicated in table (4.2), the number of participants has been 30 in each experiment (NPRC = 30; NPOC = 30), and there has been no missing value (Missing Value = 0.00) which means that all selected participants participated in the experiments of the study. The mean for the PRspeaking (pretest of speaking) scores was shown to be 6.77 ($\bar{X}_{PRC} = 6.77$) as compared to the mean for the POspeaking (posttest of speaking) scores which was 8.8667 ($\bar{X}_{POC} = 8.8667$). Although it does not seem statistical to compare means non-inferentially, the obtained means are representative of a no significant difference. As for the standard deviations obtained for the control group, there seems to be more variability among the PRspeaking scores than the scores in the POspeaking. This may give an image of the participants' posttest scores being more homogenous after conducting the treatment of the study (the existing method of teaching speaking).

As has been indicated in table (4.3), the number of participants in the experimental and the control group of the study is 30 (NE = 30; NC = 30). Here, due to the specific method of calculation for the t value, the participant groups of the study had to be given a label. Thus, the experimental group was labeled 'A (Ex)' and the control group of the study was labeled 'B (Con)'. Apparently, the means of the posttests of the two groups were significantly different; however, the significance of the difference between the means had to be determined when the t value could be calculated.

The Inferential Analysis of the Data

This section focuses of the inferential analysis of the obtained data of this study. Such analysis was done using the SPSS (Statistical Package for Social Science) from which the 'Compare Means', 'Independent Samples Test' for calculating the t value, also, 'Correlate' and 'Bivariate' windows for calculating the Covariance and Correlations were selected and used.

Table (4.4). The T-test result of the study

T-Test Results	Observed t	df	Sig. (2-tailed)
Between the Posttest Scores of the Experimental and the Control Groups of the Study (Equal variances not assumed)	11.892	56.965	0.000

As is indicated in table (4.4), the t-value of the study was calculated between the posttests of speaking the participant in the experimental and the control groups. The observed t value was calculated as to be 11.892 (tobs= 11.892) and the degree of freedom was 56.965 (df = 56.965). The reason why the degree of freedom here was not calculated based on the common formula of $df = N-1$ was that the

SPSS calculated the degree of freedom while considering the variances of the participant posttest groups as unequal instead of equal ($VE= 3.775$ Vs. $VC= 2.873$) see tables (4.1) and (4.2). Finally, the level of significance was calculated as to be 0.00 ($p = 0.00$) which has been used in interpreting the data for the rejection or support of the first hypothesis of the study in the next section.

The next inferential analysis of the data of this study was related to the degree of relationship between the pretest and the posttest of speaking in each participant group. This was indicated by calculating the Pearson Product Moment Correlation as well as by analyzing the Covariance between the pretest and the posttest scores in each group of the study. The results have been illustrated in the Covariance Matrix in table (4.5) and the Correlation Matrix in table (4.6) below.

Table (4.5). The Covariance Matrix for the pretest and the posttest Scores of the experimental and the control groups

Matrix	Between the Pretest and the Posttest of the Experimental Group	Between the Pretest and the Posttest of the Control Group
Covariance	0.336	1.037
Significance	1-tailed = 0.352	2-tailed = 0.1

According to table (4.5), the covariance between the two sets of pretest and posttest scores in the experimental group is 0.336 (CovPRE POE = 0.336) while it is 1.037 (CovPRC POC = 1.037) in the control group of study. This means that the degree of statistical distance between the pretest and posttest scores in the experimental group is higher than the control group which is representative of the closeness of the scores in the control group; thus, it can be concluded that the control group of the study has undergone no significant change as a result of being treated without audio texts.

The significance level was calculated between the pretest and the posttest of the experimental group as to be 0.352 (Sig 1-tailed = 0.352) since the degree of progress in the experimental group had been predicted i.e. the hypothesis postulated was directional positive. Because the significance value of the test, 0.352, is greater than 0.10 ($0.352 > 0.1$), there is no reason to believe that the equal variances assumption is violated. Thus, the small differences in group standard deviations observed in the descriptive statistics table (see table 4.1) are due to random variation.

Respectively, the significance level was calculated between the pretest and the posttest of the control group as to be 0.1 (Sig 2-tailed = 0.1) since no degree of progress in the control group had been predicted i.e. the hypothesis postulated was null in nature. Because the significance value of the test, 0.1, is equal to 0.10 ($0.1 = 0.1$), there is no reason to believe that the small differences in group standard deviations observed in the descriptive statistics table (see table 4.2) are due to random variation.

The last inferential statistical method used to interpret the data of the current study was the Pearson Product Moment Correlation to act as a support for the covariance numerical value. The result of the Pearson correlation coefficient between the pretest and posttest scores of the experimental and the control groups of the study has been illustrated in table (4.6) below:

Table (4.6). The Correlation Matrix for the pretest and the posttest scores of the experimental and the control groups

Matrix	Between the Pretest and the Posttest of the Experimental Group	Between the Pretest and the Posttest of the Control Group
Correlation (Pearson)	0.072	0.283
Significance	1-tailed = 0.352	2-tailed = 0.1

Table (4.6) indicates that the correlation coefficient between the pretest and the posttest scores of the experimental group is 0.072 (RPRE POE = 0.072) as compared with the correlation coefficient between the pretest and the posttest of the control group to be 0.283 (RPRC POC = 0.283). The RPRE POE is much more different in value than the RPRC POC, and thus, is representative of the low

relationship as well as significant distance between the scores of the pretest and posttest of speaking in the experimental group. On the other hand, the higher value of RPRC POC indicates that the scores in the pretest and posttest of speaking in the control group of the study are closer to each other than the scores in the experimental group. It can be inferred from such closeness that there has been no significant progress in the pretest scores of speaking in the control group after being compared with the scores in the posttest. Finally, the justification for the significance levels is as was explained for the covariance matrix.

CONCLUSION

The first hypothesis of the study which targeted the effect of using audio texts on Iranian EFL learners’ speaking ability was rejected. Evidence from various sources of data could help to verify the rejection. The results of the T-Test of the study (see table 4) could be employed to confirm this analysis, accordingly, the observed t value calculated by the SPSS was 11.892 (tobs = 11.892) while the critical value of t determined on the basis of considering the 2-tailed significance level of 0.05 (P = 0.05) was 2.000 (tcrit = 2.000). Thus, the observed t was higher than the critical t and high enough to reject the null hypothesis of this study.

The second evidence to verify the rejection of the first hypothesis was the value of the level of significance calculated by the SPSS to be 0.000 (Significance2-tailed = 0.000). Since this value was lower than 0.05 (based on the SPSS regulations), the difference between the means of the posttests of the study could not be by chance, and thus, the rejection of the first hypothesis of the study indicated that using audio texts would enhance the speaking ability of the participants of the experimental group of the study.

DISCUSSION

Based on the results of the study which confirmed the effect of using audio texts on Iranian EFL learners’ speaking ability, and adopting from Grosjean’s (2001) Language Mode Continuum model, it is now possible to introduce and present a model to teach speaking to Iranian foreign language learners. The rationale behind the attempt to suggest a model here lies in the fact that the suggestion can be taken into account as the researcher main contribution in addition to the experimentation conducted in the current study. However, before discussing the MTD model, Grosjean’s (2001) Language Mode Continuum should be focused briefly.

According to Grosjean (2001, cited in Fernandes-Boechat and Siebeneicher Brito, 2007), in the monolingual speech mode, the foreign language learner deactivates one language (but never totally) and in the bilingual mode, the bilingual speaker chooses a base language, activates the other language and calls on it from time to time in the form of code-switches and borrowings (Grosjean, 2001: 2). The language mode is what he calls “the state of activation of the foreign language learner’s languages and language processing mechanisms, at a given point in time (ibid: Grosjean, 2001: 2). The model has been presented below.

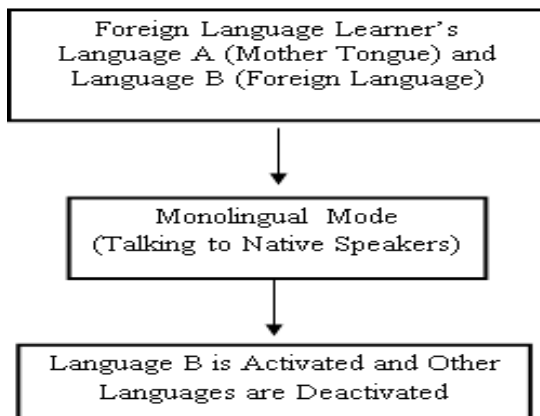


Figure (5.1): Grosjean’s (2001) Language Mode Continuum

Grosjean (2001) represents the language mode continuum, in which language A, or the base language, is the most active; language B is activated to lesser degrees. This variance in activation of language B determines if the speaker's use of the language is either closer to one extreme, the monolingual mode, or to the other, the bilingual mode; language B, however, is never as much activated as language A. When interacting with monolingual speakers, foreign language learners are believed to be usually in a monolingual mode. In this situation, they are said to deactivate their other language. When the interlocutor knows the other language (B), but would prefer not to use it, the speaker would be in an intermediate position. The speaker's language B would, then, be only partly activated. The movement along this continuum will differ from one bilingual to the other, regarding the extension they take on it; or the situation when they choose a specific mode.

Now adopting from Grosjean's model, a modifying new model is presented which can contribute to linguistic approaches of teaching speaking. The model has been named the MTD (Mother Tongue Deactivator) model. The schematic representation of the model has been illustrated in figure (5.2) below.

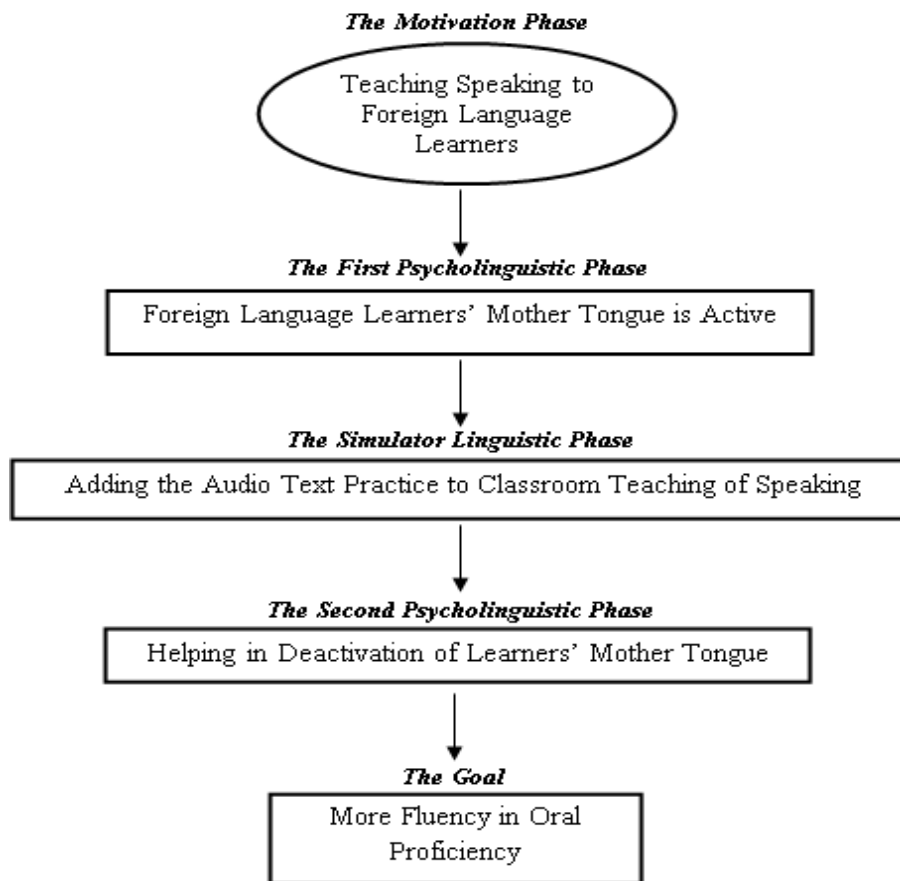


Figure (5.2). The Mother Tongue Deactivator (MTD) Model

This model contains four phases as well as a goal. Accordingly, the first phase is the Motivation phase whereby the motivation for establishing verbal communication should be determined. Figure (5.2) indicates that the base motivation for this model is teaching speaking (here, to target Iranian EFL learners), thus, any other decisions or processes involved must be in line with the principles and fundamentals of that decision or process.

The second phase of the MTD model is called the First Psycholinguistic phase whereby it is believed that the foreign language learner's mother tongue and foreign language are both active and the activation of the mother tongue may hinder the process of learning the foreign language. Additionally, selecting class activities to teach speaking should be done while taking this principle into account.

The third phase of the model has been called the Simulator Linguistic phase in which a linguistic element (here the audio text used in the study) is added to the classroom activity to meddle in the process of language production and assist its progression. During this phase, foreign language learners are exposed to a corpus of real situation linguistic knowledge (here media genre), and as a result, they pave the way to get access to a command of using language more proficiently in real situations of language. In fact, through the 'injection' of a linguistic element such as audio text, the real situations of language use can be said to be SIMULATED that prepare foreign language learners for the next phase.

The fourth phase of the MTD model is the Second Psycholinguistic phase. The significance of this phase is that it is a process in which the objectives of the previous phase i.e. the simulator linguistic phase are subject to implementation. In other words, the degree of the foreign language learners' command over their L2 depends upon the degree of deactivation of their mother tongue mechanism. It is worth noting that the deactivation of foreign language learners' mother tongue is not perfectly done and it is by no means representative of the termination of the mother tongue mechanism; rather, it means that the volume of the learners' use of their second language exceeds over that of their mother tongue; and the more deactivation occurs in their mother tongue mechanism, the more adaptation of the foreign language may occur.

Finally, the model is completed by the predefined Goal regarding teaching the speaking skill, which is more fluency in foreign language learners' speaking ability. If the previous phases included in the model are satisfactorily implemented in the classroom via the appropriate approaches, methods and techniques used during teaching speaking, it can be expected that determined goal be achieved and the problem of foreign language learners' (here Iranian EFL learners) oral proficiency be lessened if not removed totally.

REFERENCES

- Canale, M. and Swain, M. 1980. Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics* 1(1), 1-47.
- Bachman, L.F. 1990. *Fundamental Consideration of Language Testing*. Oxford University Press.
- Brown, D.H. 2000. *Principles of Language Teaching and Learning*. Oxford University Press.
- Chastain, K. 1988. *Developing Second Language Skills: Theory and Practice*. H.J.B.
- Piccolo, L. 2011. Methods to improve English listening skills. Online Article Retrieved [On June 2011] from: <http://www.brighthub.com/education/languages/articles/73924.aspx>
- Richards, J.C. and Rogers, S.T. (2001). *Approaches and Methods in Language Teaching*. Cambridge. Cambridge University Press.
- Richards, J.C. and Renandya, W.A. (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge University Press.
- Brown, G. (1978). Twenty-Five Years of Teaching Listening Comprehension. *English Teaching Forum*.
- Jamshidnejad, A. (2010). The Construction of Oral Problems in an EFL Context: An Innovative Approach. In *Studies in Literature and Language*, Vol. 1, No. 6, 2010, pp. 8-22.
- Grosjean, F. (2001). The bilingual's language modes. In J. Nicol (Ed.), *One mind, two languages: Bilingual language processing* (pp. 1-22). Oxford: Blackwell.
- Fernandes-Boechat, M.H., and Siebeneicher-Brito, K. 2007. Speaking Models: From Levelt's onolingual to Williams & Hammarberg's Polyglot. *New Sounds 2007: Proceedings of the Fifth International Symposium on the Acquisition of Second Language Speech*.