The Impact of Dialogue and Discussion Strategy for Teaching Spoken English on Improving Academic Listening Skills among Students at the First Secondary Class in Jordan ✳

Dr. Rula Mohammad Hmeidan ✳✳

Abstract:

This study aims to explore the impact of the dialogue and discussion strategy for teaching Spoken English on improving academic listening skills among students at first secondary class in Jordan. The study was applied on 46 students of the first secondary class at Wadi Al-Seer Secondary Girl›s School. The school was intentionally chosen where two sections of the first secondary class were randomly chosen. The first section consisting of 24 students was classified as an experimental group, while the second section consisting of 22 students was classified as a control group. The experimental group was taught speaking skill through using the dialogue and discussion strategy while the control group was taught through using the conventional method. The researcher used an instrument which she had prepared, an academic listening skills test in English, it is an essay test consisting of 15 written listening questions.

The result of the study revealed that there is a statistical significant difference at the level of ($\alpha = 0.05$) between the two means regarding the performance of the participants in English listening skills, in addition to the six skills. The result was in favor of the group members who were taught the speaking skills through the dialogue and discussion strategy.

Keywords: Dialogue and Discussion Strategy, Academic Listening Skills

ملخص:

هدفت هذه الدراسة إلى الكشف عن أثر استراتيجية الحوار والمناقشة لتدريس التحدث باللغة الانجليزية في تحسين الاستماع الأكاديمي لدى طالبات الصف الأول الثانوي في الأردن، طُبّقت الدراسة على (46) طالبةً من طالبات الأول الثانوي ممن يدرسن في مدرسة وادي السير الثانوية للبنات حيث جرى اختيارها قصديًا، في حين اختيرت شعبتان من شعب الأول الثانوي عشوائيا، صنفت الشعبة الأولى مجموعة تجريبية تكونت من (24) طالبةً، والشعبة الثانية مجموعة ضابطة تكونت من (22) طالبةً. ودرس أفراد المجموعة التجريبية التحدث باستراتيجية

الحوار والمناقشة، في حين درس أفراد المجموعة الضابطة موضوعات التحدث ذاتها بالطريقة الاعتيادية. استخدمت الباحثة أداة من إعدادها هي: اختبار مهارات الاستماع الأكاديمي باللغة الإنجليزية، وهو اختبار مقالي تألف من (15) سؤالاً استماعيًا كتابيًا.

أظهرت نتائج الدراسة وجود فرق ذي دلالة إحصائية عند مستوى ($\alpha = 0.05$) بين المتوسطيْن الحسابييْن لأداء أفراد الدراسة على مهارات الاستماع الأكاديمي باللغة الانجليزية مُجتمعةً، وعلى كلّ مهارة من مهاراته الست تعزى لاستراتيجية التدريس، ولصالح أداء الطالبات اللواتي دَرَسْنَ التحدث باستراتيجية الحوار والمناقشة.

الكلمات المفتاحية: استراتيجية الحوار والمناقشة، مهارات الاستماع الأكاديمي

Introduction

Interest in listening as a goal of language teaching has grown lately for its effective role in the attitudes of learning a second language and because it is an important factor in the understanding and acquisition of language. Besides, the mastery of language skills is mainly due to the efficiency of the listening skill since it is the first knowledge tool and it is most used in study attitudes in life(Hilal, 2006; Sharab, 2011).

Listening skills contribute to shaping the skill of oral linguistic communication; help a learner to acquire new vocabulary, to build mental perceptions of the proper pronunciation, and to improve his/her ability to excellence. The contribute also to the development of all language skills, where students' understanding of the topic through reading, then expressing themselves through speaking skill and the ability to write, are all indications of the students' efficiency in the listening skill (Imhof, 2006; kurita, 2012).

Many researchers have contributed to the field of second language learning significantly in enriching the listening area, and a number of them tried to rate listening to more than one type, so listening skills has been ranked according to its required skills into two types: conversational listening (normal), and academic listening. Academic Listening is a complex skill that includes listening and speaking pooled, it is used

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mostly for the purposes of learning in lectures, tutorials and seminars. It is very different form of listening from the usual listening skill whose purpose is merely for enjoyment (Jeon, 2007).

Academic Listening is also defined as an understanding of the purpose of a lecture, the ability to identify the main ideas, the practice of follow-up and the ability to determine relationships between key and supportive ideas; the term is also defined as the ability to draw meaning and take notes through presentation and the use of cueing mechanisms (Khaldi, 2013).

Richard, referred to in (Aryadoust &Groh& Kim, 2012), and who is one of the most important top scientists who gave a formal nature of the distinction between public and academic listening, suggests a list of sub-skills for academic listening, including the ability to specify the topic (the topic of the lecture), as well as the relationships between units of the talk, inferring the relationships between elements of the topic, and identifying aspects of the problem which is the topic of communication and listening. Academic listening is not only decoding connotations and audible words, but also a solution to a problem where the learner perform an active and critical role in correctly predicting the potential developments of speaking (Smit, 2009)

Academic listening requires that learner be equipped with an extraordinary ability to focus and understand during the receiving period without the need for a means to facilitate the interactive dialogue, it requires also self-effort exerted by the learner in guiding the sense of the word and the acquisition of skills of decoding academic lecture symbols, as well a mastery of audio and visual skills (Huang& Finn ,2011). A listener in learning attitudes needs to integrate prior knowledge within-coming knowledge, to distinguish between what is important and what is more important, to know the goal of the speaker, to draw valid conclusions, and to rearrange the rhetorical ideas and language structures of the speech in a way that reflects the recipient›s awareness of the contents of the audible material (Song, 2008).

Academic listening is a problem for English language learners as a second language because it requires a broad vocabulary base. While another reason is that learners try, during listening, to focus on the details which leads to dispersion of mind and causes lack of good understanding of the lecture (Jinan, 2008). Another difficulty is that learners do not understand the signals and allusions a speaker uses to build academic comprehension of topics, where lectures include specific "grammatical words" that distinguish it from other audio activities ;these grammatical words either facilitate or hinder the listening comprehension as represented by rapid recitation and new definitions .Moreover, there is a lack of awareness to the importance of organizing a lecture because understanding should be at the level of the lecture not at the level of the statement; the understanding which is associated with language improficiency (Smit, 2006).

Among the difficulties students also face in the listening comprehension is the diversity of accents of English language they hear during lectures, especially that most of the teaching students receive is direct (face to face) in classrooms that are heterogeneous in terms of social and cultural class and ethnic background, all this leads to the student ability to comprehend the English language in spite of the many accents. These difficulties contribute to the dispersion of the students' concentration; making them focus on the spoken language attributes rather than focusing on its meaning (Murakami, 2014; Tsai & Wu, 2010).

Academic listening is perceived as the most commonly used skill in classroom, as it plays an important role in students' academic success; as the success in listening leads to the success in comprehension and understanding, it also has a major role in the acquisition of vocabulary necessary for academic success, and for the development of students' communicative ability. (Owca & Pawlake & Pronbis, 2003).

Performance in the listening attitudes can be more clearly determined by student's level of capabilities and since the internal psychological processes of the student cannot be measured directly, many researches on academic listening comprehension test the students' academic written notes as a tangible record of these processes. Taking notes in itself is one of the important aspects

of academic comprehension; as it facilitates the encoding or memorization of information, which thus improves students' ability to memorize the speak; this is why academic listening is strongly associated with academic performance (Nasr, 1990; Tasi & Wuk, 2010).

If the development of the four skills is among the goals of language learning and teaching, it requires effective and appropriate strategies that create the interaction between a teacher and learner, create a dynamic educational attitude, and improve the learner mental and language skills; these strategies must suit the learner needs and abilities as well. Teaching strategies are among the basic elements of the curriculum that work on the development of students' higher mental processes, and lead to the acquisition of the necessary skills to deal with the knowledge effectively, possession of proper mindset tools, and motivation of thinking about important issues, problem solving, and taking appropriate decisions (Ababneh, and al-Khatib, 2011).

Also among the important teaching strategies in the field of language teaching is the strategy of dialogue and discussion as it is an interactive process that guides the learner towards interaction in an educational attitude so as to contribute to access the knowledge easily, improve the performance achievement, help to achieve self-learning, and also raise the underlying potentials of the students to make them more effective in learning attitudes. These strategies also conform to the goals of teaching thinking and learning languages and science and to the students' answers; they are compatible with the requirements of the current era (Saleiby,.2010).

Some believe that this strategy is a framework for the production of ideas, and expressing them in the form of bilateral dialogues and group discussions that are based in essence on the questions and answers on the topic of the discussion ;activating the process of exchange of views and ideas, proposing solutions and linking data, stimulating thinking processes, and improve its skills and the production of new meanings, in addition to building perceptions about the issues and problems related to the subject matter of the research(Murphy et al, 2009).

The strategy of dialogue and discussion provides real opportunities for students to participate actively in their own learning process and equips them with language skills, where knowledge can be built individually and /or participatory between a teacher and learner, a speaker and listener, and between the learners themselves (AL Regeb, 2009). The strategy of dialogue and discussion is based on social situations in which dialogic discussions take place and collective formulation of lessons' topics as such strengthens understanding and the real learning.

As the strategy of dialogue and discussion is based on dialogue and discussion mechanisms, it then provide active mental and moral environment that helps students to ask questions, receive and exchange answers ;it also increases their ability to provide new ideas, and evaluate the ideas of others. It provide freedom to express views. (Brookfield & Preskill, 1999).

Since the philosophy of the Ministry of Education is based on making the learner the center of the educational process ,then the strategy of dialogue and discussion serves that goal where it moves the learner from negative attitudes to positive attitudes as a result of moving away from rote learning, and directs students towards the positive participation with experiences and ideas in the various language learning attitudes in particular.

Therefore, this study, which is based on the strategy of dialogue and discussion in teaching speaking skill and its impact on improving academic listening, was conducted with a hope to contribute to help students, the population of this study, to make changes in their oral linguistic behaviors in the English language.

The Problem of the Study

The idea of this study came as a result of the researcher's observation through an experience in teaching English as a second language; there is learning weakness in this language and using it orally in a correct way among a number of female students, despite the importance of listening and speaking skills in scientific and practical life, but many of the students suffer from

difficulties in the speaking skill; because of their weakness in the skill of listening, it is also due to the lack of connection between listening and speaking skills by appropriate teaching methods. Dmour's study(2013) showed that among the main weaknesses of English language problems at the secondary school is the weakness in the performance of students in the course of the use of language skills, and that the students' attention is focused only on learning English language grammar but not to use them.

Olimat study (2013) has revealed low performance and achievement by students in high school because of the lack or low efficiency in language skills, as the focus is on the skills of reading and writing while the skills of speaking and listening are neglected.

Abdul-Hamid's study(Abed-ALHameid, 2009) indicated that the weakness of the listening skill in various levels of education is because the English language teachers teach listening as a form of reading, let alone the inadequacy of listening and speaking activities used in the classroom.

In this context, according to a Al-Jamal study (Al-Jamal, 2007) students' efficiency in listening skills are largely related to their attitudes towards the language teacher, and this is measured by the feelings and concerns of students during learning inside the classroom, which may be caused by nonuse of interactive strategies during learning this important language skill.

Based on the foregoing, the present study aims to reveal the impact of dialogue and discussion strategy on teaching academic listening skills given the importance of listening skills among the population of the study.

Study Question

The present study attempted to answer the following question:

» *What is the impact of teaching speaking using the strategy of dialogue and discussion on improving academic listening skill in the English language among female students of the 11thclassin the secondary education in Jordan?*

Hypothesis of the Study

Based on the question of the study, the researcher tried to test the following hypothesis:

* *There is no statistically significant difference at the level of statistical significance of (α = 0.05) between the arithmetic mean of the performance of students in the experimental group in the academic listening skills test collectively and individually, compared to the performance of students of the control group due to the teaching strategy (dialogue and discussion, and the ordinary method).*

Significance of the Study

The significance of this study is realized in its results, and in the reflection of those results on those affected by it in the attitudes of teaching the English language especially in terms of the following aspects:

1. This study provides an educational vision on academic listening; it is the first study to address this type of listening in the local environment in general and in Jordan in particular

2. It opens the door for researchers to address the academic listening skill for its important role in improving the achievement level of students.

3. The desired improvement in the performance of students in the attitudes of teaching academic listening skills

4. It opens the door to the supervisors and those in charge of the English language curriculum to address the issues related to the results of the academic listening, in order to help improve the language curriculum.

Definition of Terms

The study mentioned a number of terms and keywords defined as follows:

Dialogue and Discussion Strategy

The term is defined procedurally in the current study as a set of procedures which the English teacher followed in the attitudes of teaching speaking; so that she made it possible for the

students participating in the study to participate positively, introduce their previous experiences to build on them, offer different points of their opinions, focus on listening participate in the implementation of activities, invest the entire time in maintaining effective dialogues and discussions, and attempt to connect students to the attitudes in life.

Academic listening

The term in the current study means the mental linguistic performance processes that allow students to receive and understand information verbally, , and record such information in special notebooks using the student's own language. It is measured by the grade the students in the eleventh class in the scientific branch, who are the sample of the study, score on a test that measures the academic listening skills the subject matter of the research, namely: concentration, comprehension of the content of the speech, distinguishing information, following-up, evaluating the contents of the speech, and taking notes.

The Usual Strategy of Speaking

The strategy the teacher follows in the teaching of speaking topics planned for the individuals of the sample according to specific steps identified in a the teacher's guide for teaching English language skills.

Limitations of the Study

- The current study was applied on Wadi Seer Secondary School for Girls, which was chosen intentionally, because it has a number of classes for the scientific branch of grade eleven. The study was applied on two randomly chosen classrooms.

- The study was applied during the second semester of the academic year in 2015 and the experiment took (16) teaching hours.

- The study was limited in terms of academic listening skills on six sub-skills: concentration, comprehension of the content of the speech, distinguishing information, following-up, evaluating the contents of the speech, and taking notes, and the behavioral indicators of those skills.

Review of Literature

Trends in this field indicate that academic listening is an essential foundation in comprehending the ideas and communication; it is an important element in second language acquisition as well as its impact on academic achievement and success in higher education ;it develops confidence in the hearts of students and increases their productivity in their academic, professional, and personal lives; in addition to developing their ability to interact in the classroom. Despite the importance of academic listening but succeeding in it among students who are studying English is determined by different aspects represented in the linguistic ability of students as well as the content, structure, and style of academic discourse the student received. It is possible to add a number of environmental factors to these considerations, such as distraction conditions in lectures that are likely to hinder the comprehension process, in addition to the rapid recitation, and new definitions and vocabulary (Gho, 2005; Graham, 2011).

Academic listening stimulates interaction between speaker and listeners or between learners and lecturer in spite of its non-interactive nature, as it urges students to ask the lecturer for clarification, or responses for effectively and successfully interaction, it also features a lot of verbal responses or non-verbal responses to indicate understanding. Students can understand the contents of the audio text without understanding all the vocabulary, and understand complex plots in the text as the process of understanding the text is an interactive process between the listener ,his knowledge and previous experience and the experience of audio text (Ying, 2007).

Academic listening skills targeted in the study : Academic listening skills identified in this study are the following six skills: concentration, comprehension of the talk content, distinguishing information, following-up, evaluating the contents of the talk, and taking notes, the following are definitions of each one of them.

Concentration skill: the ability to concentrate while thinking of the speaker's message to give meaning to what is being listened to, as well as paying attention to specific and important

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elements for the listener (Nasr, 1997; Abu-Qurah, Sinje and Abu-Laban, 2011).

Comprehension of the talk content: the recipient's understanding of the most important ideas, meanings and words contained in the audio message and interpreting them, in other words, to understand the lecturer speech(Nasr, 1997).

Distinguishing information: the ability to distinguish information; main ideas and supporting details, used words and their meanings and the ability to determine the quality of audible information, and distinguishing connectivity tool and other tools.(Jordan, 1997).

Follow-up skill: means is the ability to follow up with the speaker while moving in events and ideas in a logical or time sequence in the light of the meaning (Nasr, 1997).

Evaluating the contents of talk: this skill requires that the listener be critical to the audible information and be able to issue some judgments and show attitudes towards the topic being listened to; the skill also includes a verification procedure of the correctness and accuracy of the information, and reaching logical conclusions on the topic of the lecture or the listening text (Alathmat, 2010).

Taking notes: indicators of this skill are: writing notes in concise language and summarizing the main ideas in short phrases and sentences, and drawing mind maps for ideas and events in the talk. It is a strategy, a method and skill at the same time and is also an effective educational activity as it forces the reader or listener to read or listen according to the method of the author or lecturer which leads to the interest in the main ideas, and find out the intertwined relationships between them; this facilitates the process of comprehension, and increases its efficiency in the study. It is also a skill used for the control or the ability to deal with written and audible material. The process of taking notes has gained acceptance by most of students, especially in the stages of secondary and tertiary education (Nasr, 1990: 129).

The note-taking strategy is important in teaching a second language, and it is crucial in the students 'ingenuity in the academic listening tests, according to the logic that the taking notes process occurs either simultaneously with the listening activity or directly after finishing this activity; it achieves academic proficiency in listening, enhances academic success, facilitates information storage process, and strengthens long-term memory ;therefore, these notes become a storage for the listener to return to it, and retrieve or recall and use the information gained later (Aminifard & Amini, 2012; Song 2011; Oefinger 0.2014).

Dialogue and Discussion

This strategy emanates from the fact that meaning is being built through language. Linguistic knowledge is made up from social interactions, through which meaning is being obtained. Dialogue and discussion strategy is a form of oral communication, where the exchange of knowledge and conversations, beliefs, feelings, and previous experiences between two or more individuals in an organized manner targeting to achieve greater understanding and based on expressing opinions, accepting others' views and opposing them honestly and objectively.

The speech or talk that goes on during panel discussions in the classroom is not just an activity, rather t is a product of learning and one of the important foundations that support thinking; it is also a product of research and modern educational studies. Psychological studies revealed the importance of language in the building thought, that speaking is the core of learning, where ideas are being formulated for the first time, so the input ideas are processed, and then they become output. These ideas can be adjusted, re-formulated and they can communicate ideas with others through social interaction using dialogue that begins with (and is supported by) physical movements; it takes place when the teacher talks individually with students, then the students talk to each other, and thus all students are engaged in the discussion. (Brierton, 2011).

Dialogue and discussion strategy, as based on the interactive input, provides opportunities for students to help them develop their mother tongue and second language acquisition depending on the language contexts, and then use them in the attitudes of study in life which provides them with the appropriate and comfortable atmosphere

through social networking channels and exchange of knowledge, where students feel that knowledge is common to all, and that the reformulation of ideas provides students with positive participation, and thus leading to the success of mental linguistic communication process between them .In addition to the fact that practicing language in this way develops language acquisition automatically and in unprompted manner (Aldlabih, 2011; Moyles & Margreaves & Roger & Petrson, 2003).

One aspect of dialogue and discussion strategy is its ability to build cognitive development; however there is the another aspect, which is its ability to build or create positive social learning environments that help identify individual, bilateral and collective participations patterns, thus it unites cognitive aspects with social aspects (Ghazwi, 2011).

Dialogue and discussion strategy is one of the strategies of effective teaching as it is a social method that is based on thought and language, accompanied by non-verbal communication because it provides students with opportunities to think about what teacher provides and delivers; this is the essence of effective teaching, and comprehending what is being presented or put forward may happen simultaneously with the intellectual stimulation; a student works to form positive attitudes towards learning in general and language in particular, the strategy also allows the development of views and positions on issues of common interest between the dialogue parties and members of the discussion group, leading to a common understanding of these issues or problems. This understanding is an essential block in building knowledge of students in an orderly manner based on cooperation and partnership in building meaning that achieves the desired goals and outcomes (Kuo, 2008; Larson, 2000).

Some researchers believe that teaching using the method of dialogue that is followed by discussion provides great opportunities for students' answers and leads to shared opinions between the teacher and students; these views represent different values and beliefs and different perspectives. Teaching using the method of dialogue and discussion also enhances community spirit, develops a common understanding

consequently, and it also makes students also an important source of knowledge and cognitive patterns of thinking and remembering. Among the most prominent features of this strategy is that it encourages students to identify skills, ideas, values, principles, and new information they have not yet known, it also provides more flexible opportunities that those of other methods and strategies in the area of acquiring new knowledge, as the students retain new information which resulted from the dialogue and discussion becomes enhanced when students are able to link these information with their personal experiences, expertise, and previous knowledge especially when they talk about the raised issues and problems using their own words. (Salas & Fitchett & Marcado, 2013).

The classroom questions are key to the strategy of dialogue and discussion to achieve the highest level of comprehension and participation, teacher's questions contribute also to the effective learning, where students work in pairs and groups they use their own language, which in turn achieves the social building of knowledge, and raise the quality of dialogue and discussion and activate it as required, it also stimulate students to think. Students' answers contribute to developing high levels of interaction and cognitive preoccupation .Class discussion and dialogue requires an open-ended questions, that need to organize the available information to get one's own answers. (Yamani, and Askar, 2010; Ghamdi, 2012).

There is evidence that students' participation in the dialogue and discussion aims at better education of the content through organized dialogues and talks between one student and another, then between a group of students. Dialogue and discussion strategy has an important aspect of learning and teaching process as it allows students to participate in different and varied forms of the social interaction forms resulting from the diversity of their worlds, their experiences and their personal and social interests. Researches show that students use their academic, practical, and life experiences during dialogue and discussion ;this facilitates the conceptual change resulting from experiencing a variety of experiences and ideas, and it enhances the perception that others do not always reach a collective agreement. (Alexander, 2006).

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Teacher plays an effective role in facilitating learning on the attitudes of dialogue and discussion; teacher changes the students' status from Inertia and laziness to the active interaction, and provides the needed support; in building a framework of guidance to build their ideas, and develop their skills which they must learn during the dialogue and discussion, provide hints, and evidences that support this process. Teacher's role can be played also by asking open and deep questions, and giving enough time for students to answer them,(Myhill & Jones & Hopper, 2006) building attitudes, design activities, and the development of the tasks .In addition to the teacher's important role in continuing interactions, a teacher also helps students in the reformulation of their colleagues' ideas and in expressing their different points of view, helps them to expand their acquisition of meanings and evaluate their conversations and discussions by themselves, and provides them with feedback.(Scott, 2009).

This strategy is based on the principles of sociocultural theory, of" Vygotsky" theory and his views on the relationship between language and thought ;he sees that the central speech develops and grows to internal speech is the key to understanding the internal discourse.. "thought" because it can be observed and studied, making it easy to identify and study its characteristics before it becomes another thing that is difficult to be observed. Central talk is the connection between language and all its manifestations (spoken words and internal appearance which renders words with meaning) including language development that appears as a result of social interactions. Speech of individuals begins socially at first, then the internal speech(thought) follows, the internal speech(Thought) which an individual produces can organize their perception and understanding of the mental structures contained in the language they use during social interaction.(Spade & Lightbown, 2011).

There is no doubt that social interaction is the means through which the meanings of language are obtained. Meaning within the language depends on the social environment, and a learner has to put meaning to the words surrounding him/her, and refer it to his/her existing ideas and ways of thinking so that learning takes place.

In addition to that learning takes place when an individual or learner interacts with other hubs when in a status that he/she is able to perform at a high level because of the support he/she receives from the interlocutor, the learner reorganizes the speech and activities at the social level .Learner can also control his/her own mental processes as a result of the mental integration between what he said and what others have said; it is an organizing process which is being directed effectively and is transferred via social relations between individuals in order to begin the formation of personal meanings.(Mercer & Littleton, 2007).

The greatest concern in the sociocultural theory, or Vygotsky's theory is related to the speeches, and the process of learning which occurs as a result of interaction with the environment; an interaction which is influenced by the interaction peers, language and experiences which the individuals acquire and use as the basis for the development of the higher cognitive processes by thinking. The theory also suggests that individuals have the ability to adjust, and reorganize cognitive processes as soon as they acquire knowledge during social interaction (Ghamdi, 2012).

Related Previous Studies

Kim, Richard and Jie (Kim & Richard & Jie, 2013) have conducted study in the United States, which aimed to find out the extent to which bilateral and open discussions can contribute to accelerating the development and performance of students in the English language. The sample included (75) students from the primary education who are Spanish-speaking students. Students were divided into two groups, control group and experimental group. The experimental underwent the study of bilateral and open discussions approach for four weeks. Findings of the study showed that the performance of the experimental group students was much better at listening, reading and comprehending compared to the performance of the control group of students. The findings also showed the effectiveness of the discussion strategy in promoting students' interest to participate in discussions.

Gore, Delsey, Koskn and Dalkin (2013) conducted a study in Turkey aimed to investigate the effect of taking notes on listening and

comprehension ,as well as the impact of how these notes are taken on listening, and comprehension in the various lectures. The study sample consisted of (122) male and female students in their third and fourth year in the Faculty of Education at Cumhuriyet University. These students were divided into two groups: experimental group and control group; each group consisted of (61) students. The pretest- posttest quasi-experimental approach was used. Students listened to a text rich with narrative and philosophical information. Each text consisted of (1500) words for (20) minutes, texts were read at the rate of normal speaking, and then researchers read the texts, and these texts were recorded, examined and compared with the original texts to determine if there were any errors. The experimental group received practical training for four hours on note-note-taking techniques, and the members of the group were asked to use these techniques during listening activities. The findings showed that there are statistically significant differences in favor of the experimental group between the pretest and posttest, which indicates a positive impact of taking notes on the levels of listening and comprehension, and an effect of the of note-taking exercise on listening to different lectures and comprehending them.

Tsai and Wu (Tsai &Wu,2010) conducted a study in Taiwan with the aim to recognize the effects of teaching using a note-taking method (the Cornell Way of note taking), and the language used in taking notes (English or Chinese), on the listening comprehension of English as a second language among college students in Taiwan to two types of texts: short dialogues and long lectures. The study sample consisted of a control group included (54) male and female students, and an experimental group consisted of (54) male and female students who were taught by the same teacher. The experimental group was treated using the method of detailed and explicit note-taking instruction. The language that the students use to take notes was ...by seat number. At the end of the research students were tested in listening comprehension based on the content. The one-way analysis of variance (ANOVA) and the multivariate analysis of variance (MANOVA) were used to analyze test scores. Findings showed that there is a significant effect of the method of

teaching in the listening comprehension for the two types of text regardless of the language being used in taking notes. Findings also showed that the performance of the students who took notes in English was better than their peers. The degrees of the students who have been exposed to common effects on both teaching and taking notes in English were higher than the degrees of those who have been subjected to different conditions. The study also showed the importance of the teaching strategy in note-taking, it also showed that the Chinese-speaking students' who learn English as a second language are less able to understand the information presented to them in English. So in order to help learners of English language as a second language to comprehend it better, teachers have to explain to students how to take notes in an orderly manner and encourage them to use English in note-taking.

Noom-ura (Noom-ura, 2008) from Thammasat University in Thailand conducted a study aimed to detect the impact of a program in improving listening and speaking skills for academic purposes for students with low level in English as a second language. The study also aimed to investigate students' attitudes towards learning English. The sample consisted of (28) male and female first-year students who study English as a second language in Thammasat University. In order to achieve the objectives of this study, the researcher designed an achievement test (pretest–posttest), and a questionnaire. The study showed an improvement in the level of students who underwent the educational program, especially in listening and speaking skills.

Barckly (Barckly, 2006) conducted a study in the United Kingdom, the study aimed at recognizing the impact of the class discussion groups in improving the skills of speaking and listening among students at the primary school. The study sample consisted of (88) male and female students, they were divided into two groups: experimental and control group and each group consisted of (44) male and female students. The individuals of experimental group were taught an academic course using panel discussions for four weeks, while the control group studied in the usual classroom context. Thereafter, students were given an attitude posttest in speaking which

showed that the experimental group students practiced speaking more effectively than the control group students and there was a significant improvement in the listening skill.

Jinyan(2006)conducted a study in China aimed to detect the role of dialogue in the development of academic listening skills, and the Chinese students 'degree of confidence in their ability with respect to academic listening. The study sample consisted of (87) male and female students (40males and38 females);Chinese students who were in their English language preparatory year at one of the U.S. universities. In order to achieve the objective of the study a questionnaire was designed; it composed of (30) open questions about the role of lectures, dialogues and discussions in English and targeted the development of their academic listening. Findings showed that dialogues and discussions in the classroom develop students' grammar and speaking skills and therefore they are able to listen more, take notes, and write down the required tasks .Practicing the skill of listening at the classroom encourages students to pay attention and listen more than listening directly from the lecturer. Findings also showed that the development of 80% of the students' four skills collectively helped them to understand 90% of what a lecturer in the classroom say.

From the above ,It is noted that most of the obtained studies aimed to improve listening skills, and that more than one strategy was used. However, the researchers did not find any study that shows the impact of the dialogue and discussion method on improving academic listening specifically. The researchers have benefited from Arab and foreign studies in the development of the study problem, the indication of its importance, and in building tools as well as enriching the theoretical literature.

What distinguishes the current study from all of the previous studies is that it included in the research the academic listening skills that have not been dealt with individually or pooled within the limits of researchers' knowledge in the Arab environment in general and the local Jordanian environment in particular. The researchers wish that her study's findings will contribute to increasing awareness with respect to the importance of the strategy in teaching English as a second language.

Method and Procedures

Study Methodology

For the verification of the objectives of the study ,quasi-experimental method was used: it was based on two groups: the experimental group and the control group and on the pre and post application of the two tools of the study to determine the impact of the strategy on each of the dependent variables, namely academic listening skills.

Population and Sample

Individuals of the sample consisted of (46) students of the scientific branch in the grade eleven in the secondary school enrolled at Wadi Al-Seer Secondary School for Girls. Students were chosen intentionally because of the availability of the appropriate conditions and necessary facilities for the implementation of the experiment.

The individuals of the sample were chosen randomly ;two classrooms of the scientific branch in grade eleven were chosen randomly .One classified as experimental group included (24) students, who studied the speaking units of the curriculum using the strategy of dialogue and discussion, while students of the second division were classified as a control group included (22) students who studied the speaking units of the curriculum in the conventional way.

Study Instrument

A study instrument designed; it was is an essay test. The list of academic listening skills were derived, and a number of them were reviewed. The study instrument has identified six basic skills of academic listening: (*concentration skill ,comprehension skill, skill of content of speech, skill of distinguishing information ,follow-up skill,. Skill of evaluating the contents of speech, skill of note-taking*).And a number of behavioral indicators were determined for each skill. .The list of academic listening skills and its behavioral indicators were verified by presenting it to a group of juries with expertise in the specialty of curricula and teaching methods .The test questions consisting the content were

selected based on the general understanding of the academic listening and the key elements in involves which the students must know. The test questions were organized according to behavioral indicators of the listening skills

Validity of the Instrument

Modifications were carried out in the light of the views of the arbitrators; therefore, all the observations on language safety and some typographical errors were amended accordingly.

Reliability of the Instrument

The reliable agreement between the correctors of the academic listening test in English language skills was verified, after the selection of an exploratory sample of (25) female students from the study population and from outside the sample, where the researchers and a teacher with experience and competence in curriculum and instruction applied the test on the exploratory sample and they corrected the performance of individuals of the sample and estimated the test scores. Then, the reliability coefficient of compatibility between the correctors was calculated and estimations were determined by adopting Holsta Equation.

Study Deign

This was a quasi-experimental study which had one independent variable (dialogue and discussion strategy) and one independent variable (the academic listening skills mean score of the first secondary class students in Jordan).

Data Collection

The approval of responsible / official institutions in the Directorate of Education for Wadi Al-Seer Directorate was obtained to implement the study in its schools .The research tool and the teaching method were validated by a group of EFL experts and a list of academic listening skills was developed by the researcher based on the related literature An academic listening achievement scale was developed to grade students listening achievement . Applying the tool of the study in the pre-test of the academic listening skills test. Pretest

measurement application for the tool of the study on the students of the two groups after the completion of the experiment. The information and data were collected, and statistical design was prepared to answer the question of the study and the related hypothesis.

Data Analysis

To answer the study question, and verify the null hypothesis; a priori and a posteriori means and standard deviations for the performance of the two groups: the experimental and the control on the six academic listening skills in English combined, and every skill of those skills, were calculated, in order to examine the significant difference between the two a posteriori means for the performance of individuals of the sample on each of the academic listening skills and on all of them as a whole after insulation (deletion) of the difference between the two pretest means according to the "teaching strategy variable (usual, dialogue and how much improvement is resulting from the teaching strategy and to find out in the favor of which those differences, Bonferroni test for a posteriori comparisons was used.

Results of the Study

Results related to the question of the study: What is the impact of teaching speaking using the strategy of dialogue and discussion on improving academic listening skills among the female students in eleventh class of the secondary education stage in Jordan?

From this question the second null hypothesis has emerged, which states: (There is no statistically significant difference at the level of statistical significance ($\alpha = 0.05$) between the two means of individuals 'performance of in the sample on each skill of the six academic listening skills in English (concentration, speech comprehension, distinguishing information, following-up, evaluating the contents of speech, and note-taking) and on these skills as a whole, due to the teaching strategy (conventional, dialogue and discussion) variable.)

To answer this question and test its second null hypothesis had to be to identify the significant

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difference between the two means for a posteriori performance of individuals of the sample on the six academic listening skills collectively in English, according to teaching strategy (conventional, or dialogue and discussion) variable:

1. The priori and posteriori means and standard deviations for the individuals 'performance in the sample on academic listening in English skills were calculated collectively according to the teaching strategy variable; Table (1) shows this issue:

Table (1)

Means and standard deviations for the performance of individuals of the sample on academic listening in English skills combined according to the teaching strategy variable

		Pretest performance		Posttest performance	
	Number	Mean	Standard deviation	mean	Standard deviation
Usual teaching strategy	22	30.31	7.01	34.48	6.67
Dialogue and discussion strategy	24	31.80	10.06	49.77	8.39
total	46	31.09	8.67	42.46	10.79

Table (1) shows that there are virtual differences posttest means and standard deviations for the performance of individuals of the sample on academic listening in English skills combined, according to the teaching strategy variable.

2. To know the significance for those virtual statistical differences according to the teaching strategy variable; The one-way analysis of covariance (One Way ANCOVA) is used, as shown in table (2):

Table (2)

Results of the one-way analysis of covariance accompanying means of the pretest performance of individuals of the sample on academic listening in English skills combined, according to the teaching strategy variable

source of variation	sum of squares	degrees of freedom	Mean Square	P value	Statistical significance	Effect size
0.844	2153.632	1	2153.632	232.185	0.000	.844
0.850	2263.562	1	2263.562	*244.037	0.000	.850
Error	398.846	43	9.275			
Adjusted total	5237.163	45		45		

* Statistically significant at the level of statistical significance (α = 0.05)

The results of the variation analysis in table 2 show that the value of statistical significance of the teaching strategy variable was (0.000) which is lower than the level of statistical significance (α = 0.05), so the second null hypothesis was rejected, and the alternative was accepted, which stipulates that: "there is a statistically significant difference at the level of statistical significance (α = 0.05) between the two means of the performance of individuals of the sample on academic listening in English skills collectively, due to the teaching strategy variable (conventional, or dialogue and discussion)"; which confirms that there is an effect

of the teaching strategy in improving academic listening skills in English combined, among the students in the experimental group.

3. Determining the value of the difference - statistically significant- between the two means of the posttest performance of individuals of the sample on academic listening skills in English combined, due to the teaching strategy variable (usual, or dialogue and discussion), as well as to learn for which were those differences; Bonferroni test for a posteriori comparisons was used the results were as shown in table (3):

Table (3)

Bonferroni test for a posteriori comparisons between the adjusted means for the performance of individuals of the sample in the two groups of the study (control and experimental) in the academic listening skills in English language combined according to the teaching strategy variable after isolating the effect of performance in the pretest

Teaching strategy	Adjusted mean	standard error	value of the difference between means
Usual	35.10	0.65	*14.10
Dialogue and discussion	49.20	0.62	

* Statistically significant at the level of statistical significance ($\alpha = 0.05$)

Results provided in Table (3) show that there is a statistically significant difference in the six academic listening skills combined in favor of the performance of individuals of the sample who studied speaking strategy of dialogue and discussion.

Discussion of the Results

The results of the study showed statistically significant differences at the significance level ($\alpha = 0.05$) between the two means for the performance of individuals of the sample on the academic listening skills in English in teaching speaking .This result shows the effectiveness of the strategy of dialogue and discussion in improving the academic listening skills.

The improvement of these skills combined may be due to the activation of the listening process during learning and teaching procedures, and to the directives and to some of the tasks that have been adopted. Implementation of the strategy required good listening to the Interactions during the dialogues and discussions, as well as paying attention and following-up during the exchange of ideas, opinions, comments and explanations provided by the students in the experimental group. The improvement may be due to the following factors combined preparation and planning for the process of listening, taking notes while listening, and the factor of concentration and analyzing the important ideas of the elements of the speaking topics, and reformulating them in a new way. It cannot be ignored that the process of communication and interaction that takes place to learn the language begins with speaking, and ends with listening, in the implantation of this study, listening then speaking were practiced many times, leading to an improvement in both of

skills; as it is unlikely that an interactive attitude and an exchange can take place without one of these two skills to improve academic listening skills combined.

This agrees this with the study of Hilal (2006) that the two skills, listening and speaking are related and that the improvement happens in both skills; this result conforms also with the study of Abu-Qurah, Sinje and Abu-Laban, (2011) which revealed the importance of listening and some of its skills for university students, and with what revealed by Barckly study (2006) which showed the effectiveness of classroom discussion groups to improve the skills of listening and speaking combined.

With regard to the improvement of the skill of concentration among the students in the experimental group compared to the students in the control group, difference may be due to factors associated with the organization and preparation of the arbitrator with respect to the procedures for implementing the strategy the subject matter of the research which required active attention to the a priori questions in order to think about the answer, and find the important ideas in order to comment and decline to comment on them, and to give views on them, or to reformulate after a period of time, depending on the required action, as the understanding of the task, and doing it to the fullest extent, which requires concentration and attention during the listening process, therefore this ongoing activity during the listening led in one way or another to the development of skill, this interpretation is reinforced by what Elizabeth and others (Elizabeth, et al. 2000)have indicated that the discussions group provide opportunities for the formation of behavioral indicators of academic listening skills, it is also consistent with the findings of Nasr's study (1997) that

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the practicing attention and listening during the teaching attitudes leads to the development of the ability to concentrate on the topic or idea subject of learning .

The development and improvement of the skill of comprehension of the content of the speaking topics has been attributed to providing ideas and displaying them in new ways, which contributed to overcome comprehension difficulties among students in the experimental group as every student used the method appropriate to their capabilities, this has been reflected in the attainment of advanced levels of understanding easily, and the reformulation of some of the received ideas in new language forms in the form of oral linguistic responses, the strategy also provided a great variety of activities, and linguistic tasks, which helped in the comprehension of the speaking topic for dialogue and discussion, it has also been found among some students that the ability to differentiate between right and wrong views, which is an indicator to good comprehension, this may be attributed to the correlation between listening and speaking; as the ability to dialogue which includes interpretation processes , analysis and organization in the display, opposition and support all contributed to the comprehension of the contents of the speech and understanding the targeted meaning, and this improvement may also be due to taking notes during listening, which in turn increased the comprehension process. This interpretation reinforces what is suggested by Buck (Buck, 2001) that taking notes improves the comprehension of meanings and ideas contained in the notes taken .This result agrees with the findings of Abd El- Maksoud's study (Abd El-Maksoud, 2012) that the Interactive methods and techniques are effective in improving the academic listening skills.

As for the significant improvement of the skill of distinguishing information may be due to inclusion in the strategy of dialogue and discussion the subject of research, activities related to the skill of differentiation between the main elements of the speaking topics that require dialogues and discussions at wider ranges than the sub-items which do not require a lot of discussion and dialogue. This may be due to focusing on what is related to the speaking topic and enriching

it in the bilateral and multilateral interactions. The strategy has provided tasks to distinguish between the similarities and differences, and to re-arrange and comparison according to understanding the type of information. This explanation reinforces what pointed out by Jordan (Jordan, 1997) that the ability to distinguish the terminology and the connecting tools are of the academic listening skills through discussions and dialogues. This result is consistent with what revealed by the study of Qurh, Sinje and Abu-Laban (2011) of the important and influential role of distinguishing and its different dimensions and levels in the academic listening positions.

As for the improvement of the follow-up skill, which is the ability to understand the nature of the relationships between sequential events, may be due to the learning and teaching procedures that provided activities which emphasized the logical sequence in the presentation of ideas, opinions and viewpoints in the order of the speaking topics, and to good planning in the design of those procedures: where the transition from one idea to another, and from one task to another.(Richard, 2008).

With regard to the development of the evaluation skill relative to the contents and the implications of a speech, may be due to the continued processes of presentation of views supported with evidences that took place in the course of dialogue and discussion processes, to the processes of commenting on the ideas put forward, as well as judgment and evaluation of these ideas, and discussing some of the words contained in the book, This may also be due to some of the learning and teaching procedures which focused on highlighting the negatives and positives of some elements of the speaking topics. This reinforced by what Abdul Bari (2010) pointed out to that the skill of criticism of the audible is a skill of the active listening skills, this study is consistent with Khaldi's study (Khaldi, 2013), which revealed methods used by the second language learners in the course of lectures, including evaluation of lectures' content, and self-evaluation processes.

With regard to the taking-notes skill, the progress among the female students in the

experimental group may be due to the continuous guidance of students to the importance of taking notes in the course of dialogue and discussion processes, and writing important ideas in concise language, and due to the processes of written summary that were taking place at the end of dialogues and discussions, this increased the comprehension of the content of the talk and increased also the processes of attention and concentration. This is agrees with what is indicated by Flowerdew (Flowerdew, 1994) on the importance of the skill of taking notes in the development of academic listening skills, this finding came in consistent with what is indicated in Gur's study (Gur's, 2013) which showed results that taking notes contributes to improve academic listening skills, and increases the listener ability to keep the audible text. This study also concurs with what Nasr's study revealed (1990) that the skill of taking notes develops and grows by writing down notes.

Recommendations

In light of the results of the study, the researcher recommends the following:

- English language teachers should be trained on how to take advantage of teaching language skills using a strategy based on dialogue and discussion mechanisms as the effectiveness of this strategy in the teaching of speaking skill was proved.

- Members responsible for designing the English language curriculum and methods of teaching should pay attention to the topic of academic listening and the relevant skills in general and they need to include it in the English language curriculum of the high school as it is an essential skill in the university education which is based on the lecture method and what it requires of taking notes.

- Studies should be conducted on the impact of dialogue and discussion strategy and other new strategies on improving the skills of English language learning as a second language.

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