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### THE EFFECT OF STATIC AND DYNAMIC TEXT TYPES ON LISTENING COMPREHENSION MOTIVATION OF EFL LEARNERS

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#### ABSTRACT

*Motivation is the Cinderella term in second language learning. However, it lies at the heart of language learning. It is assumed that motivation is a catch-all term for elaborating the success or failure of any task. In other words, success in any task is highly dependent on learner's motivation. Lack of motivation is perhaps the biggest obstacle faced by teachers and students. The present study was undertaken to investigate the effect of different listening text types on students English listening comprehension motivation among Iranian EFL learners. Eighty Iranian upper-intermediate EFL students participated in the current study. Participants' listening comprehension motivation was measured by English listening comprehension motivation scale (ELCMS) developed by Hsu from Chang (2001). The results revealed that the effect of dynamic listening text types on motivation was more than static texts in the female group. However, the effect of listening static texts on listening was more than dynamic in the male group. Therefore, in this study, the data showed there is difference between males and females' listening comprehension motivation scores in different text types.*

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**Keywords:** Listening comprehension, Text types, EFL listeners, Motivation

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#### 1. INTRODUCTION

It seems that the claim that learner will be successful with the specific motivation is easy in second language learning. In fact, such these kind of claims are actually not erroneous, lots of studies and experiments in learning language and human learning have proved that motivation is a main and vital factor to learn. But these claims gloss over a detailed understanding of exactly what motivation is and what subcomponents of motivation are. Generally speaking, a positive attitude and motivation or drive to outperform are fundamental factors which a learner should have and

keep in all kinds of learning . Motivation is a driving force to smooth the way for learning and push the learners forward. Because foreign language learning especially is very demanding task, it needs motivation a lot.

### **1.1. Motivation and Listening Comprehension**

Various definition of motivation have been proposed over the course of decades of research: 1-Behavioristic perspective: motivation is simply the anticipation of reward, driven to acquire positive reinforcement ,and driven by previous experiences of reward for behavior, accordingly to achieve further reinforcement.

2-Cognitive perspective: motivation places much more emphasis on the individual's decisions.

3-Constructivist view of motivation places emphasis on social context as well as individual personal choices. Each person's motivation is not the same. Therefore, everybody acts in an unique way. However, these actions will be done within a cultural and social frame and it is related to texts. The current study is based on the following question:

-In which kind of listening texts (static and dynamic)motivation for listening comprehension is observed more among learners?

## **2. BACKGROUND OF THE STUDY**

Social and behavioral problems in the classroom often, or always, seem to be related to not having enough motivation to learn another language. Ruth Peter states that, "academic achievement is more a product of appropriate placement of priorities and responsible behavior than it is of intelligence" Intelligent students are often out-performed by less bright students with high motivation. A person can achieve learning of any scale if he/she is motivated enough to that accomplishment. Hardly any people are actually good at listening without being more interested in what they are going to listen. Nothing can affect performance of a listener as dramatically as a sudden loss of motivation. Without motivation to succeed a listening task, a listener cannot survive the challenging listening. Motivation is divided into two kinds: 1-Internsic or personal self-motivation, it means the material is interesting, challenging and rewarding. 2- Extrinsic, from the outside, for example, receive a reward. Actually one of the individual personality and point of view that can affect listening comprehension is motivation which has not received the research attention it deserves. Without having an interest in and a motivation for listening and learning ,student get bored with taking apart in listening classes ,normally, such feeling lead them to acquire passive attitude toward this skill and making less progress in listening comprehension. As such, kind of text and task are the vital factors for motivating the listener for listening. Generally speaking, listening is one of the most important skill. It is thought that listening is a passive task for many years; therefore ,this skill did not receive priority in language teaching and learning. However, in 1970's, researchers began to understand the importance of listening comprehension (LC) in language development and placed more value on listening skills in their language instruction approaches (Asher, 1977)(Gattegno, 1972); (Lozanov, 1979; Krashen, 1982)(Terrel, 1977).(Rubin, 1994)(Yule,

1985) reviewed more than 120 studies and came to the conclusion that five major factors influence LC: (1) text characteristics, (2) interlocutor characteristics, (3) task characteristics, (4) listener characteristics, and (5) process characteristics. (Goh, 1998) specified some factors that have effect on learner's listening comprehension. Vocabulary, prior knowledge, speech rate, type of input, and speaker's accent were the five main factors. (Goh, 2002a) also identified ten second language (L2) listening problems: five of the problems relate to the perception phase of listening, three to the parsing, and two to the utilization phase. It is supposed that both more- and less-proficient listeners experienced similar problems in this case. However, researchers on L2 listening comprehension have paid little attention on the basic dimension of the listening process, the listener's attitude (Lynch, 1998). Actually, without having motivation for learning and listen to English texts, students get bored with participating in listening classes, generally, such feeling leads them to acquire passive attitude toward this fundamental skill and making less progress in LC. So, it is accepted that with these gaps that LC still remains a young field that needs greater research attention (Rubin, 1994).

## 2.2. Listening Text

Brown, et.al (1985) categorized spoken text into three broad types, static, dynamic & abstract. In fact, texts that describe an object or give an instruction are static; those that tell a story or recount an incident are dynamic texts. Interesting enough, no two students learn in the same way. In order to expose our student to many different learning strategies, different contexts should be presented for them. In fact, to understand each part, they are supposed to challenge some special learning strategies and styles to improve their listening comprehension. Shohamy and Inbar (2004) considered the relative comprehensibility of three text types: a news broadcast using a pre-written edited monologue, a lecture consisting of a monologue based on written notes, and a consultative dialogue involving constant interaction. The subjects were twelve students of English as a foreign language (EFL). For each text type were two topics, the text type in both topics followed the hierarchical order of difficulty; news was the most difficult, followed by a lecture, with the dialogue being the least difficult text type. This finding is similar to those of Brown et.al, who worked with L1 English-speaking students (approximately age 15) to provide empirical evidence that narrative texts are easier to listen to and recall than expository texts. Furthermore, they report data to support their view that "even described in chronological order are easier to recall than narrative, with disruptive sequences or flashbacks (p.36). On the other hand, a recent dissertation by Bacon (1992) considered whether the listening comprehension of FL learners varied according to text type and assessment task. Bacon worked with English native students studying beginning and advanced-intermediate at the university level. He found no main effect for text type. In a secondary series of analyses, however, she found that, although text/task type was not a significant factor in testing for main ideas, it was significant in comprehension of detail.

### **3. METHODOLOGY**

#### **3.1. Participants**

In the current investigation, 80 intermediate students were randomly chosen from 190 English students learning English in different language institutes in Sirjan. Then, they were divided into experimental group and control group, and 40 subjects in each one. Their age range was between 18 and 28. In the initial stage of this study 190 male and female students were randomly selected from a list of students obtained from the registrar office (in specified institutes), who had enrolled for English classes in institutes. The 190 participants' numbers were drawn out of the lists by the number beside their names which were only written to make the lists ordered. This way of selection was used for this reason to ensure that every element in the sampling frame had an equal chance of selection. Then a proficiency test (TOEFL) screened the randomly selected subjects based on one standard deviation above and below the mean and reduced the number of participants to 80. As mentioned before the participants consisted of both genders, male and female.

#### **3.2. Instrumentation**

Different kinds of research instruments were constructed for current study, including Listening test (two texts types), and motivation questionnaire. In current study the researcher selected a model of Listening Comprehension Motivation Scale (ELCMS) to assess the level of students' motivation for practicing English listening comprehension. The items used in the ELCMS were developed by Hsu from [Chang \(2001\)](#). This motivation scale consists of 24 statements, and these 24 statements are scored on a five points Likert Scale, ranging from "strongly disagree" to "strongly agree".

#### **3.3. Listening Tests**

The listening texts for training sessions in this study were primarily selected from magazines and books with regard to static and dynamic text/tasks whose contents were suitable for the students' current language competence. The content of static contexts were descriptive and instructional, for example: a transcript activity about aerobics from learning to listen and listening to learn, a passage about how a Microwave oven works. Dynamic texts were "Dynamic spoken texts which were narrative listening texts; for instance, some pieces of English news or lecture or a short strip story. All the texts were recorded by a native or a fluent native like speaker.

#### **3.4. Procedures of Data Collection**

After dividing intermediate students into two groups, experimental group (dynamic group) and control group (static group), the participants took part in experimental or training sessions. To familiarize each listener with static (instructional) and dynamic (narrative) listening texts, the researcher tried to introduce and practice different texts (static, dynamic). Six sessions were presented for practicing static and dynamic texts. In the training sessions the experimental group

listened to different dynamic text types and the control group listened to different static texts. In addition, the listening strategies were practiced in accordance with those texts. For example, a variety of listening genres such as radio reports, interviews and lectures were presented. The sessions started with a prediction question such as “what will the speakers talk about in this radio program?” After giving students the chance to listen to the beginning of the conversation or think about their earlier knowledge in order to make guesses. Following the first part, there was a “listening for main ideas” section that generally included a true/false or sentence ordering exercise done after the first listening of the whole listening text.

#### 4. RESULTS

**Table-1.** Runs Test for pre-test (listening)

	<b>Pre-Test</b>
Test Value	15.0000
Total Cases	90
Number of Runs	7
Z	.358
Asymp. Sig. (2-tailed)	.721

The first and the most important factor of a true experimental research is "randomization. For substantiating the pre-test randomization two kinds of tests can be used:

1-Run test 2-Durbin-watson test

Here, the researcher used the Run test. In Run test, if the significance of test is more than 0.05, the hypothesis of randomization will be accepted. As table 1 showed, the significance (p value) is  $.721 = \text{significance} > 0.05$ . Therefore, the randomization hypothesis is accepted.

**Table-2.** Test of Homogeneity of Variances Pre-test

<b>Leven Statistic</b>	<b>df1</b>	<b>df2</b>	<b>Sig.</b>
.966	3	86	.413

As table 2 the homogeneity of variances of two groups in Pre-test was revealed. To analyse this hypothesis, the researcher used "Leven" statistic. According to Leven statistic, if the significance is more than 0.05, the homogeneity of variances will be accepted. Therefore, according to table 2, the significance =  $.413 > 0.05$ . Therefore, the homogeneity of variances in different groups of pre-test (Male & female) was accepted as well.

**Table-3.** The results of the One-way analysis of variance (ANOVA) for

	<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Between Groups	22.564	3	7.521	.254	.859
Within Groups	2550.592	86	29.658		
Total	2573.156	89			

Table 3 is related to analysis of variance, the most important parts of it is the level of F. The low level of F and high level of significant (P value)  $.859 > 0.05$  shows the equality

between groups. According to the result of table 3 , the equality between groups is accepted . We conclude that the mean of Pre-test in different groups is equal.

**Table-4.**Descriptive statistic of Pre-test and Post-test

Mean	Std. Deviation	Variance	Skewness	Kurtosis	min	Max
24.6222	5.37698	28.912	-.133	-.933	14.00	34.00
26.9667	5.01559	25.156	-.225	-1.024	16.00	35.00

According to this table the mean score of students of experimental and control group in pre-test is 24.6222 and the mean score of student in post-test in both groups is 26.9667. This analysis used to revealed significant effects of dynamic task/text types. It led to the conclusion that there was a difference between dynamic and statictask/text types. In other words,the students in experimental group performed significantly better than the participants in the control group.

**Table-5.**The results of the One-way analysis of variance (ANOVA) for post-test(listening)

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	907.998	3	302.666	19.558	.000
Within Groups	1330.902	86	15.476		
Total	2238.900	89			

Table 5 showed the analysis of one way of variances (ANOVA) for the post-test. As the table presented the data, the 0.000=significant > 0.05. It showed that the hypothesis of equality of mean in post-test was rejected.It means that, at least, two groups from four groups had got different means.

**Table-6.** Test of Homogeneity of Variances

(Motivation)

Levene Statistic	df1	df2	Sig.
.155	1	88	.694

Table 6 shows the Levene's statistic. It shows the test homogeneity of variances between groups. The significant is .694> 0.05. Therefore,the homogeneity of variances of motivation is proved.

**Table-7.** The results of the One-way analysis of variance (ANOVA) for Motivation

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	20220.011	1	20220.011	734.639	.000
Within Groups	2422.089	88	27.524		
Total	22642.100	89			

Table 7 is used for analysisof variance of motivation. As the table shows, .000= significant < 0.05.Accordingto this statistic thehypothesis of equality of motivation betweenexperimental(dynamic group) and control (static group) was rejected.It meant that there were differences between experimental group's motivation and control group's motivation.

**Table-8.** Mean of motivation for experimental(dynamic) group

<b>N</b>	<b>Valid</b>	<b>45</b>
	Missing	0
Mean		96.2222

Table 8 shows the mean of motivation for experimental group. As the table shows the mean of experimental (dynamic) group is 96.2222 .

**Table-9.** Mean of motivationfor control(static) group

<b>N</b>	<b>Valid</b>	<b>45</b>
	Missing	0
Mean		66.2444

Table 9 shows the mean of motivation for experimental group. As the table shows the mean of experimental (dynamic) group is 66.2444. According to the table 8 and 9, the experimental(dynamic) group is more motivated than control(static) group.

## 5. CONCLUSION AND DISCUSSION

As revealed in the results, students reflected more motivation for listening comprehension in experimental group than control group. The Levene's statistic shows the test homogeneity of variances between groups. The significant is  $.694 > 0.05$ . Therefore, the homogeneity of variances of motivation is proved. The variance for motivation is  $.000 = \text{significant} < 0.05$ . According to this statistic the hypothesis of equality of motivation between experimental and control was rejected. It meant that there were differences between experimental group's motivation and control group's motivation. Therefore, it showed that motivation for listening comprehension in experimental group (with dynamic text) is more than motivation in control group(with static text). It can be concluded that the dynamic text types had positive effect on listening comprehension and enhance motivation between experimental group. As it was mentioned in tables the mean scores of students motivation in experimental group was 96.2222 and the mean score of students motivation in control group was 66.2444 ; therefore, it is crystal clear that the experimental (dynamic) group motivation was enhanced more than the control(static) group motivation.

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## **APPENDIX**

### **English Listening Comprehension Motivation**

#### **Questionnaire**

Listening Comprehension Motivation Scale (ELCMS) to assess the level of students' motivation for practicing English listening comprehension. The items used in the ELCMS were developed by Hsu from [Chang \(2001\)](#). This motivation scale consists of 24 statements, and these 24 statements are scored on a five points Likert Scale, ranging from "strongly disagree" to "strongly agree".

The following statements are about your own attitudes and situations of learning English listening comprehension. Please circle the scales in terms of how well the statements reflect your actual experience, thoughts, and feelings when you are learning listening comprehension.

Directions: Please respond to the following questions using the scale provided:



(1) strongly disagree (2) disagree (3) neutral (4) agree (5) strongly agree

1. I like English listening materials that can arouse my interest in learning.

1 2 3 4 5

2. I do not like to develop English listening comprehension because it makes me too much time.

1 2 3 4 5

3. I think that the person who has great ability in English listening can find a well-paid job more easily.

1 2 3 4 5

4. I often feel bored when learning English listening comprehension.

1 2 3 4 5

5. In order to improve my English listening comprehension, I will try to do the homework well and often spend time practicing it.

1 2 3 4 5

6. I often feel nervous and uncomfortable when learning English listening comprehension.

1 2 3 4 5

7. I often notice the materials and activities concerning English listening comprehension; for example, English program in the radio, English listening materials and tapes, CDs, and various English listening comprehension examinations.

1 2 3 4 5

8. I like to learn English listening comprehension because it is very important, and I feel confident of learning it well.

1 2 3 4 5

9. I think that English listening comprehension will not be helpful to me in the future.

1 2 3 4 5

10. I like to know the culture and customs of other countries, and often feel excited about getting new knowledge and information in English listening comprehension.

1 2 3 4 5

11. I am often unable to concentrate on the content of the materials when practicing English listening.

1 2 3 4 5

12. I attend English comprehension classes in earnest because I want to develop my listening skills and ability in order that I can use it in future.

1 2 3 4 5

13. I often actively show my ability in English listening and speaking in class, and I know I can perform very well.

1 2 3 4 5

14. I believe that I can learn English listening comprehension very well as long as I make a great effort.

1 2 3 4 5

15. I have a sense of achievement when I perform better than others in English listening comprehension class.

1 2 3 4 5

16. Because my English is poor, I do not like to attend English listening comprehension classes.

1 2 3 4 5

17. My purpose of developing the ability in English listening comprehension is to get good grades in tests and to receive compliments of my teachers and my parents.

1 2 3 4 5

18. If I am the only person that can answer the teacher's question, I feel excited.

1 2 3 4 5

19. I hope I can perform better in English listening comprehension than others.

1 2 3 4 5

20. When I can easily and smoothly understand English by listening, I feel satisfied and have a great confidence.

1 2 3 4 5

21. I hope the teachers and the classmates can notice that my English listening comprehension is better than other students.

1 2 3 4 5

22. After finishing taking English listening comprehension courses, I will not listen to the relevant materials anymore.

1 2 3 4 5

23. I do not like hard English listening materials because those make me feel anxious.

1 2 3 4 5

24. I would like to learn English listening comprehension well because I want to make friends with English speakers and hope to be able to go abroad for advanced study in the future.

1 2 3 4 5

#### **Bio Data:**

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