THE RELATIONSHIP BETWEEN LINGUISTIC PROFICIENCY AND LISTENING COMPREHENSION IN ENGLISH AMONGST TENTH GRADERS IN JORDAN

BY:
MOHAMMAD ALI SALEEM AL-JAMAL

SUPERVISOR:
DR. RIYAD F. HUSSEIN

JUNE 1995
THE RELATIONSHIP BETWEEN LINGUISTIC
PROFICIENCY AND LISTENING
COMPREHENSION IN ENGLISH AMONG
JORDAN TRADERS IN JORDAN

BY:

MOHAMMAD ALI SALEEM AL-JAMAL

B.A (English Literature), Yarmouk University,
Irbid, 1987

Thesis Submitted in Partial Fulfillment of the Requirements of the
Degree of Master of Education (TEFL) at Yarmouk University.

Thesis Committee:
Dr. Riyad F. Hussein .................................. Riyad F. Hussein .................................. Chairman
Dr. Khalaf F. Al-Makhzoomy ......................... Khalaf F. Al-Makhzoomy ......................... Member
Dr. Lutfi A. Abulhaija ................................ Lutfi A. Abulhaija ................................ Member

JUNE 1995
Abstract

THE RELATIONSHIP BETWEEN LINGUISTIC PROFICIENCY AND 
LISTENING COMPREHENSION IN ENGLISH AMONGST TENTH GRADERS IN 
JORDAN.

By:

Mohammad Ali Saleem Al-Jamal

Supervisor:

Dr. Riyad P. Hussein

This study aimed at investigating the relationship between linguistic proficiency and listening comprehension amongst tenth graders in Jordan. For this purpose six questions were raised and the answers to these questions were listed and discussed.

The population of this study consisted of all male and female tenth graders in Irbid First District, Ramtha, and Bani Kananah districts of education for the academic year 1993 - 1994, totalling 9219 students. The sample of this study, however, consisted of 447 randomly selected male and female tenth graders from the above-mentioned three districts of education.

Two different tests were constructed and administered by the researcher on the study sample. The first test which represented linguistic proficiency consisted of two subparts: vocabulary and structure, while the other one consisted of two listening comprehension tasks. The instrument was validated
by a group of university professors, supervisors, and EFL teachers. Test-retest technique with Pearson's coefficient of correlation formula was employed to find out the coefficient of reliability of each of the three tests: vocabulary, structure, and listening comprehension. The coefficients were .90, .79, and .81 respectively. Pearson correlation coefficient (r) was used to compute the correlations among tests, and Analysis of Variance was used to find out if there was difference in linguistic proficiency and listening comprehension due to sex, district, or the interactions of sex and district.

The findings of the study showed:

1. There was a statistically significant relationship between linguistic proficiency and listening comprehension amongst tenth graders in Jordan at $\alpha = .001$.

2. There was a statistically significant relationship between the lexical ability and the structural ability amongst tenth graders in Jordan at $\alpha = .001$.

3. There was a statistically significant relationship between the lexical ability and listening comprehension amongst tenth graders in Jordan at $\alpha = .001$.

4. There was a statistically significant relationship between the structural ability and listening comprehension amongst tenth graders in Jordan at $\alpha = .001$.

5. There was no statistically significant difference in linguistic proficiency amongst tenth graders in Jordan due to sex, district, or the interactions of sex and district at $\alpha < 0.05$.

6. There was a statistically significant difference in listening comprehension amongst tenth graders in Jordan due to sex, district, and the interactions of sex and district at $\alpha < 0.05$.