Perception of Saudi EFL Learners and Teachers towards the Use of Listening Transcript in the Listening Lessons

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Abstract

Undergraduate learners learning English in the Kingdom of Saudi Arabia often complain that they face problems in understanding audios played in their listening skills' classroom. Audio materials are recorded by native English speakers at a speedy pace with challenging linguistic or content input in unfamiliar or less familiar contexts or situations. As it is observed in classes of listening skills, listening materials are more focused on teaching test instead of teaching listening acquisition. Teachers play the audios, students do a variety of exercises and activities (fill-in-the-blanks, multiple-choice, short writing questions, matching and pronunciation practice), and conclude the lesson with 'right/wrong' feedbacks or shift to teaching another skill. In both cases, listening lessons provide insufficient internalization of comprehensible input. The present study explored perceptions of Saudi English as a Foreign Language (EFL) undergraduates and EFL teachers towards the use of 'Listening Transcript' (LT) in lessons of listening skills. It investigates if LT help students in overcoming the difficulties that they face in bottom-up processing and top-down processing and what EFL teachers think about the pedagogical value of LT and ways of using it in the lessons of listening skills. It is a mixed method of research. It employs survey to collect quantitative data in the form of a 15-item questionnaire of 60 female Saudi undergraduates and a semi-structured interview of 10 EFL teachers in King Khalid University (KKU), Abha, Saudi Arabia to gather qualitative data. The result of the study shows that LT plays a more decisive role in developing bottom-up skills like identifying segmental suprasegmental features of speech, recognizing words, recalling information, relating with real life, selecting words, restating and explaining the content than developing top-down skills (high order skills) like distinguishing information, comparing and contrasting, judging, and formulating your learning. The study finds there is a need for designing strategies to use LT more creatively and powerfully.

Keywords: Bottom-up processing, listening comprehension, listening transcript, Saudi EFL learners, top-down processing

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Introduction

Listening transcript (LT) is a powerful tool that students can use to control their learning if they find listening audios to be too fast or face problems in vocabulary, grammar, pronunciation or are unfamiliar with the information in the listening texts. Similarly, EFL teachers can use LT to support EFL students in acquiring bottom-up and top-down skills. They can also employ it to supply comprehensible input. LT is a written record of the speech initially presented in audio. It can be both in printed or digital form. It can also be subtitled with the video displaying the uttered speech on the screen or presenting the whole transcript on the side of the video.

This research paper explores King Khalid University English as Foreign Language (EFL) students' perceptions towards the use of the printed version of LT and analyzes EFL teachers' opinions on how LT adds pedagogical value to listening lessons. The study is conducted at the University Center for Girls' Studies at Al-Samer, in King Khalid University, Abha, Saudi Arabia, with Saudi female undergraduates. The primary rationale behind this research is to support Saudi EFL learners facing problems in listening comprehension. Almjlad (2017) found that lack of prior knowledge regarding the listening topic, loss of concentration, and challenging accents are the top-rated problems followed by unfamiliar words and fast speech of the audio. Depression, distraction, isolation, avoiding listening skill classes, getting the low achievement and performance are other some concerned issues in the listening classes in Saudi Arabia (Oteir & Aziz, 2017). The study assumes that matching all or parts of the audio with LT can develop awareness of form-meaning relationships and word recognition skills (Vandergrift, 2007) and can play a significant role in enhancing listening acquisition and listening comprehension.

In the L2 context of listening, L2 learners receive much less opportunity to hear the target language than L1 learners. According to Information Processing, a theory most commonly used for listening, the first stage of listening is the input that requires much more conscious efforts for L2 reception than for L1, especially in early language learning. The second stage is central processing that involves both the bottom-up and top-down, but bottom-up processing requires a high degree of control of attention until components of L2 knowledge become automatic. Background knowledge may be inappropriate in L2 situation and could account for misunderstanding because of learners' limited store of phonological, lexical, and grammatical information (Troike, 2006)

Another problem lies in the lessons of listening skills itself as they focus more on testing based on listening than providing input to learners. These lessons do not support sufficiently in enhancing ESL/EFL learners' language ability. Listening and speaking textbooks are designed around pre-listening, while-listening, and post-listening framework. Such a framework combines top-down and bottom-up processing in which students start with components of the target language, for example, grammar, vocabulary, and pronunciation, and apply their non-linguistic knowledge to build comprehension. However, if the learners have limited understanding of the language system and they are unable to decode what phonemic, morphological, and syntactical input they are receiving in audio, merely background knowledge will not work. In this situation, bottom-up processing can help learners to understand enough linguistic elements of what they listen to, and then they will be able to use their top-down skills (Morley, 2019). Close examination of listening materials in listening lessons reveal that they have turned into the testing of listening skills such

as prediction, listening for specific information, and listening for gist instead of teaching listening (Thomas 1982, cited in Sheerin, 1987).

Teaching active listening is more than conducting tests. It involves providing adequate preparation, sufficient support, and appropriate listening tasks, together with positive feedback, error analysis, and remedial action (Sheerin, 1987). Assessment activities are a means, not an end. The ultimate goal is to provide sufficient comprehensible input that can enable learners to acquire the target language. LT is such a useful tool that can support the acquisition of language input. A written transcript is a source of support that enables foreign learners to go back after the initial listening and task completion and understand every word spoken. Following a written transcript is an indispensable part of the comprehension process whereby the relationship between the written language and spoken language, with all its inevitable phonological simplifications, can be perceived and gradually assimilated (Sheerin, 1987).

In this study, Saudi female undergraduates in Intensive English programs at the University Center for Girls' Studies at Alsamer in King Khalid University received six listening classes with LT before they answered a perception questionnaire. Students' responses were collected in the form of a survey in a Likert scale. Furthermore, a semi-structured interview of ten EFL (English as a foreign language) teachers was conducted to know how they perceive the use of listening transcripts.

While interviewing EFL teachers at King Khalid University, the researchers found that many of them consider LT a technique to integrate other language skills in language lessons. Some EFL teachers perceived it as a distractor in the aural environment of the listening lessons. Under the exponential growth of technology, the use of LT in different forms has increased, for example, interactive video materials use subtitles to support aural skills of the learners. In the context of this trend, this study looks into the use of the printed version of LT as supportive materials and investigates perceptions of the learners and EFL teachers toward LT. The study will provide insights into various forms of LT in the teaching-learning environment.

Significance of the Study

LT is a powerful tool for students because it supports EFL learners in acquiring bottom-up and top-down skills. Students can use it independently at home. EFL teachers can use it as a pedagogical tool to bridge the gap between the target proficiency and low proficient learners. They can also utilize it to enhance input exposure. Since language learning is an integrated process, LT can also add value to other language skills. With this perception about LT, this study investigates how LT helps students in overcoming the difficulties in bottom-up processing and top-down processing in listening skills and what EFL teachers think about the pedagogical value of LT and ways of using it in the listening lessons. This study aims to investigate the perception of Saudi EFL learners and teachers towards the use of LT so it can be used in the classes of listening skills more effectively. This study is useful for language teachers as well as materials designers to adapt LT for its purposeful role in the language learning process.

Literature Review

What is Listening?

Listening process is perceived differently from hearing. Listening is an active process that involves listener voluntarily to make conscious efforts for a two-way interaction between the speaker and the listener while hearing is a passive process that happens automatically and involuntarily without requiring engagement and involvement of the listener (Panduranga, 2016). The primary purpose of listening is a meaningful communication and interaction between a speaker and a listener. For this, both speaker and listener require an understanding of the language system, knowledge of the context in which listening is taking place, knowledge of culture, and ability to overcome external barriers like background sounds. Vandergrift (1999) defines listening as:

Listening comprehension is a complex and active process in which the listener must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, retain what was gathered in all of the above, and interpret it within the immediate as well as the larger socio-cultural context of the utterance. (p. 168)

According to Richards and Schmidt (2002), listening comprehension in *Dictionary of Teaching & Applied Linguistics* is:

The study of listening comprehension process in second language learning focuses on the role of individual linguistic units (e.g., phonemes, words, grammatical structures) as well as the role of the listener's expectations, the situation and context, background knowledge and the topic. It, therefore, includes both Top-Down processing and Bottom-Up processing. (p. 313)

Rost (2001) defines the term 'listening' in a broader perspective. According to him, listening is used in language teaching to refer to a 'complex process' that allows learners to understand spoken language. It is often used along with other language skills like speaking, reading, and writing. It is not just a kind of skill in language performance but also a critical means of acquiring a second language (L2). He explains that listening is a 'complex process' because it involves 'bottom-up' processing and 'top-down processing'. Both processes are assumed to take place at various levels of cognitive organization: phonological, grammatical, lexical and propositional. This complex process is often described as a 'parallel processing model' (Rost, 2001).

According to Kumar, Sen, and Eapen (1995), when a listener solely depends on the received input for the meaning of the message, this process is called bottom-up processing. The input is analyzed and decoded at different levels: sounds into words; the words into phrases; phrases into clauses and clauses into whole sentences. In this process, the listener uses his lexical and grammatical competence in the target language for getting the intended meaning in the audio/spoken materials. Linguistic competence is not the only tool for decoding the meaning. Awareness of the listener with the topic of the message, the situation in which the listening takes place, and other co-factors also play a significant role in understanding the message. This knowledge is called background knowledge. Listener guesses the intended meaning of the message by applying his background knowledge. This process is called top-down processing (Kumar, Sen, & Eapen, 1995).

Successful listening depends on the ability to combine bottom-up processing and top-down processing (Morley, 2019) because the processing of the different types of knowledge does not occur in a fixed sequence, but, rather, that different types of processing may coincide or in any convenient order (Buck, 2001). In recent years, the emphasis in EFL listening materials has been on developing top-down listening processes because learners need to be able to listen effectively but knowledge about the context may not work with low-level learners even sometimes higher-level students may fail to recognize known words. Bottom-up processing helps learners to understand enough linguistic elements of what they hear to be then able to use their top-down skills (Morley, 2019). When EFL learners complain about the fast speed of speech in the audio, unfamiliar words and grammatical structures, difficulty in pronunciation, stress, and tone indeed, they show the need to be trained in bottom-up skills. In such a situation, LT can be a tool to support.

Listening in Language Teaching Methodologies

Before the emergence of the audio-lingual method, listening was the most neglected skill in the EFL classroom. In the grammar-translation method, reading and writing were given the primary focus, while little or no systematic attention was paid to speaking and listening. The late 19th century's pedagogical reform emphasized on teaching spoken language that also brought listening skills in focus. It classified and ordered language learning into four skills: listening, speaking, reading, and writing. Direct method and Oral Approach and Situational Language Teaching were the initial post-reform methods that took a little notice of teaching listening skills. The Direct method used target language to train learners in oral communication and provided reciprocal listening opportunities in the language classroom. Similarly, Oral Approach and Situational Language Teaching used 'listen and repeat' strategy to practice sentence patterns or a word in isolation. (Richards & Rodgers, 1994)

The first systematic response to teaching listening came from the audio-lingual method. According to the audio-lingual method, language is primarily speech. At the early stage of language learning, it focused on oral skills linking gradually with other skills. Teaching listening comprehension, pronunciation, grammar, and vocabulary was the first step towards developing the ability to accurately perceive and produce the major phonological features of the target language. The audio-lingual method used tape recorders, audiovisual equipment, and language labs to provide dialogue for listening practice and fluency drills on grammar and pronunciation. (Richards & Rodgers, 1994)

The second meaningful response towards teaching listening came from Communicative Language Teaching (CLT). According to Communicative language teaching, language is primarily a means of communication that focuses on developing communicative competence. Contextualization to the dialogues, comprehensible pronunciation, and listening around situations and functions were critical features of teaching listening in CLT. According to CLT, listening comprehension goes beyond linguistic knowledge to non-linguistic knowledge. It considers features of real-life speech as false starts, hesitation, regional accents, and other physical factors into consideration (Littlewood, 1992, Richards & Rodgers, 1994).

Total Physical Response (TPR) was one of those teaching methods that put much emphasis on teaching listening. Abiding by the naturalistic principals of L1 learning, TPR emphasized on developing listening competence before developing the ability to speak. TPR coordinated speech and action requiring listeners to listen and respond to spoken language with physical actions. According to TPR, the brain is divided into hemispheres according to function, with language activities centralized in the right hemisphere and the left hemisphere with language for production. When a sufficient amount of right-hemisphere learning has taken place, the left hemisphere will be triggered to produce language (Richards & Rodgers, 1994).

From the beginning, the reform movement focused on teaching the second language in line with the natural principals of L1 acquisition. But it was Krashen's Monitor Model that explained it more systematically. Krashen suggests five hypotheses: (1) Acquisition-learning hypothesis (2) Monitor hypothesis (3) Natural order hypothesis, (4) Input hypothesis (5) Affective filter hypothesis. Based on these five hypotheses, Krashen and Terrell (1983) formulated the Natural Approach. According to Natural Approach, listening and reading are the comprehensible input that plays a crucial role in language production emerging from nonverbal responses, single words, combinations of two or three words, to phrases, sentences, and ultimately to complex discourse (Richards & Rodgers, 1994).

A brief overview of approaches and methods in language teaching reveals that there has been a growing emphasis on naturalistic principals of language acquisition into teaching listening skills. The audio-lingual method formulated teaching listening skills that were focused on bottom-up processing and acquiring linguistic competence. CLT added aspects of top-down processing (knowledge of non-linguistic sources). Natural methods and TPR emphasized on listening comprehension through comprehensible inputs and physical activities.

As Rost (2001) states that listening is a critical means of acquiring a second language, ESL/EFL learners need more exposure to the comprehensible input so they can attach proficiency in other skills. Comprehensible input in listening is found reciprocal and non-reciprocal. Reciprocal is like listening to someone face to face or listening to academic lectures which involve listener to speak and to collaborate in the negotiation of meaning (Troike, 2006). It also may be non-reciprocal as listening to the radio or TV news broadcasts which places heavier requirements on the listener for processing input and constructing meaning "online" or in real-time, without being able to request repetition or clarification (Troike, 2006). In Saudi Arabia's context, EFL teachers are teaching listening non-reciprocal using CD player, MP3 audio file, and videos.

There are two main problems in Saudi Arabia's listening classes. First, students are unable to cope with listening classes due to the fast speed of the speech in the audio, unfamiliar words, insufficient knowledge about the listening content, loss of concentration, and difficult accent (Almjlad, 2017). These problems cause depression, distraction, isolation, avoiding listening skill classes, getting a low level of achievement and performance among the students (Oteir and Aziz, 2017). Second, teaching listening is restricted to complete assessment activities without providing sufficient exposure to comprehensible input. This research paper looks into how LT can provide support to EFL learners in acquiring linguistic input and helping in content knowledge.

Previous Research on Listening Transcript

Many studies establish that the use of transcript with the listening audio in the EFL classroom has positive effects on language learning. Evidence from these studies strengthens the thesis of this study that connecting listening with LT can be a useful procedure to let the learners understand the relationship between the written language and spoken language. According to Vandergrift (2007), matching all or parts of the aural text with a transcription of text can help listeners develop an awareness of form-meaning relationships and word recognition skills. Brown (2011) states that using a transcript can be a good idea as it is a tool to repeat listening or practice speaking. Chang (2011) researched Reading While Listening (RWL), an approach for developing listening fluency. Below are some studies cited by Chang (2011) and the findings of his research.

Chang (2011) cited a series of longitudinal studies of ESL elementary learners in which Lightbown, Halter, While, and Horst (2002) and Lightbown and Halter (1989) compared the effectiveness of the comprehension approach (experimental group) versus the audio-lingual approach (regular group) on French learners of English. According to these longitudinal studies, the former group of learners involved reading and listening with a large amount of printed and aural input but without formal teaching, while the latter received regular instruction based on a curriculum and engagement in a variety of listening and speaking activities. Findings of these studies revealed that both groups of students performed in the comprehension of listening and reading, vocabulary recognition, and other oral tasks but students in the experimental group showed language gains and very positive attitudes to the type of English class they experienced (Lightbown, Halter, While, and Horst, 2002 and Lightbown and Halter, 1989, cited in Chang, 2011).

In another study cited by Chang (2011), Blum et al. (1995) compared home-based repeated reading of books with home reading and listening to audio-taped books for 19 weeks on five international children with minimal linguistic knowledge. The study found that the participants substantially benefited from simultaneous reading and listening to audiotaped books. Chang (2011) cited Brown, Waring, and Donkaewbua (2008), who compared learning vocabulary through three modes; reading, reading while listening (RWL), and listening only (LO) with 35 Japanese college students. The findings reveal that students learned most words in the RWL mode and found most comfortable the story presented in the RWL mode.

Similar findings were also reported in Brown's (2007) small scale study, in which 58% of his students preferred reading while listening, 40% reading only, and 2% listening only. Thus, simultaneous reading and listening were found to be the most successful and comfortable input mode by Japanese students. Chang (2009) compared L2 listeners of Taiwanese college with RWL versus LO in their comprehension of two short stories of equal level and a length of approximately 1,500 words. Findings revealed that the students achieved 10% more in RWL than with LO. Chang (2011) also studied the effects of reading while listening (RWL) to audiobooks on EFL learners' listening fluency and its by-product, vocabulary gain during 26-week on 19 students. Findings of his study concluded that students could improve their listening fluency through reading while listening to a large number of audiobooks (Chang, 2011).

Ways of Using Listening Transcript

There are many ways suggested using LT in the lessons of listening skills. A few of them are below:

Raza (2016) suggests three ways of using LT are as following:

1. The teacher may provide the students with a transcript of the listening material and let them read it. Play the recording once again and take their feedback if they can match the speed.
2. If they still fail to go with the pace, it means that they are at a lower level than anticipated. Now, display the transcript on the projector and play the recording. The teacher follows the recorded speech on the transcript with the help of a pointer.
3. If the teacher does not have a projector at hand, he may ask them to open the transcript and read it as they listen to the recording being played. (p.87)

Marks (2018) recommended these steps to use transcript:

1. Listening once, then using a transcript to clarify points of confusion before listening again
2. Reading before listening to establish an understanding of content, before listening to what that content sounds like.
3. Reading and listening simultaneously, tracking the relationship between the spoken and written forms of the language.

The literature review looks at issues such as teaching listening skills to EFL learners and what problems low-level learners are facing. It also explores how literature deals with the supportive role of LT in enhancing top-down and bottom up-skills. This study looks for bridging the gap between low linguistic proficiency and target proficiency through using LT in lessons. After providing exposure in the use of LT, the researchers conducted a 15-questionnaire survey to investigate students' perceptions and attitudes towards LT and a semi-structured interview of 10 EFL teachers.

Research Methodology

The study has a *mixed-methods* research design. It combines data from a Likert scale survey conducted among 60 Saudi undergraduate female students who were enrolled in an Intensive English program and semi-structured interviews of 10 EFL female teachers of mixed nationalities at King Khalid University. The study used a Likert scale survey because it is a useful quantitative tool of research to measure the positive and negative perceptions of the students. Interviews are an effective medium to collect qualitative data and to measure participants' views and experiences. Both instruments effectively helped the researchers to explore potentialities of LT and its implications in the EFL setting. This research addresses one of the least research areas in the literature of teaching listening comprehension.

Context of the Research

The present study was carried out with female Saudi undergraduates at the University Center for Girls' Studies, at Alsamer in King Khalid University, Abha, Saudi Arabia. The study includes semi-structured interviews with the 10 EFL female lecturers at King Khalid University. Before the

survey is conducted, a pilot survey was conducted among a group of 10 EFL Saudi female students of English 012 in the same college of King Khalid University. Two EFL lecturers were consulted in finalizing the questionnaire. Necessary edition and modification in the survey were made in the backdrop of students' responses and lecturers' suggestions. To ensure validity, the first researcher provided intervention (use of LT) in the class for six listening classes (sixty minutes each, 3 hours a week) in two different ways. Ten faculty members were interviewed on the use of LT. The interview was focused on three points (1) pedagogical value of LT (2) how to implement it and (3) how often they use it.

Purpose of the Study

This study explores how students feel towards the use of LT in their listening lesson and if it helps them in bottom-up processing and top-down processing. Besides, it also takes teachers' opinions towards LT as a pedagogical tool and how to use it.

Research Questions

1. Does LT help students in overcoming the difficulties that they face in bottom-up processing and top-down processing?
2. What do EFL teachers think about the pedagogical value of LT?
3. How do EFL teachers use it in their listening lessons? What do they think about its use?
4. How does LT help students in developing cognitive skills?
5. Does LT enhance learners' confidence and ability to comprehend speech in real life?

Participants

The participants in the study were 60 female Saudi undergraduates at University Center for Girls' Studies at Alsamer, in King Khalid University, Abha, Saudi Arabia. The participants were enrolled in the Intensive English program-011 in the first semester of the academic year 2019-2020. The participants were from 16 to 20 years old. They had studied English for the last ten years at the school level of education. At the beginning of the data collection, participants weren't informed that LT is being used for the research. They were informed about it when they were given a 15-questionnaire survey. Another category of the participants were ten female EFL teachers who have been teaching Intensive English program in the English language center for the last 8 to 12 years. They were from different nationalities.

The Procedure of the Study

In this study, a mixed-method of research design was used. To collect quantitative data, a questionnaire consisting of 15 statements was designed for the 60 Saudi female students enrolled in English 011 in the Intensive English program. Initial seven statements were related to bottom-up skills. After that, the next seven statements were about top-down processing. And the last two statements were about overall perception about LT. To ensure the reliability of the survey, LT was applied in six listening classes (sixty minutes each, 3 hours a week). LT was implemented in two different ways: (1) students read LT, and the researcher elicited keywords, topic, themes before the students listen to the audio for the first time without LT and second time with LT and (2) students listened to the audio without LT and the researcher asked some questions about the topic of audio, participants in the audio, and themes of the content in the audio then the researcher provided LT and students listen to the audio with LT. To ensure the validity of the survey, two

lecturers in the English Language Center were asked to rate the questionnaire. The lecturers provided their feedback in spoken form. Furthermore, a pilot survey was conducted with a group of 10 EFL Saudi female students of English 012 in the same college at King Khalid University. Necessary edition and modification in the survey were made in the light of students' responses and lecturers' written feedbacks. Furthermore, Cronbach's Alpha was used to measure the reliability of the questionnaire. For this questionnaire, the Cronbach alpha is .885, which is very good. It indicates statements in the questionnaire had strong internal consistency with each other. Formal permission was also taken from the ELC coordinator of the college to conduct the survey and to use the data for the research. When the survey was conducted, 67 female students attended the survey, but only 60 samples were selected for data analysis, and seven were rejected for not completing the survey. Similarly, ten faculty members attended the interview. Inputs from the interview were used for qualitative data. The interview was semi-structured and focused on three points (1) pedagogical value of TL (2) how to implement it and (3) how often they use it. IBM SPSS Statistics V21.0 was used to generate the data analysis in the category of frequency, percent, mean, and standard deviation. To explain survey data clearly, all 15 statements were divided into three tables: Table 1 (Bottom-up processing), Table 2 (Top-down processing), and Table 3 (Overall impression). Interview data was recorded manually in the face-to-face conversation and was later analyzed on three criteria: (1) pedagogical value of TL (2) how to implement it and (3) how often they use it.

Data Analysis and Discussion

Quantitative Data

The survey consisted of 15 statements divided into three tables. Table one had seven statements dealing with bottom-up processing like recognition of phonemes, words, and structure of the sentences. Table two had six statements dealing with top down-processing like background information, guessing and inferring meaning, and decoding intonations. Table three had two statements dealing with overall perceptions about LT. Every statement in the table has been indicated as a category while it is being analyzed. In Table one to three, SD stands for 'Strongly Disagree' D for 'Disagree' U for 'Undecided' A for 'Agree' SA for 'Strongly Agree' and F for 'Frequency' (Number of respondents). All three tables also mention mean and standard deviation (SD).

Table 1. *Bottom-up skills*

Table 1: *Students' perceptions toward Listening Transcript on the development of Bottom-Up Skills*

Statements	SD	D	U	A	SA	F	Mean	SD
	%	%	%	%	%	V %		
1. Listening transcript has helped me in distinguishing between vowel and consonant sounds and how they are pronounced.	7	8	12	18	15	60	3.43	1.31956
	11.7%	13.3%	20%	30%	25%	100%		
2. Listening transcript has helped me in recognizing English pronunciation, stress, intonation.	7	5	11	18	19	60	3.66	1.32884
	11.7%	8.3%	18.3%	30%	31.7%	100%		

3. Listening transcript has helped me in recognizing every word separately from another word.	1	7	8	26	18	60	3.88	1.02662
	1.7%	11.7%	13.3%	43.3%	30%	100%		
4. Listening transcript has helped me in distinguishing between key words and regular words.	1	7	21	22	9	60	3.51	.94764
	1.7%	11.7%	35%	36.7%	15%	100%		
5. Listening transcript has helped me in following transition words that indicate the direction of the conversation.	1	4	10	30	15	60	3.90	.91503
	1.7%	6.7%	16.7%	50%	25%	100%		
6. Listening transcript has helped me in knowing the order of sentences and tense of the sentences if it is a present or future tense.	2	9	13	21	15	60	3.63	1.11942
	3.3%	15%	21.7%	35%	25%	100%		
7. Listening transcript has helped me in remembering pronunciation, words, and grammatical order of the sentences.	3	4	14	25	14	60	3.71	1.05913
	5%	6.7%	23.3%	41.7%	23.3%	100%		

As shown in table one, the positive effects of LT are exhibited on all seven categories of bottom-up processing. Overall perceptions of the students reveal that LT has a positive impact on the development of bottom-up skills. The highest-rated categories are Category five, three, seven, and four. Word-recognition seems benefited the most from LT. Category five: 'using LT to follow the conversation through transition words in the audio' with a mean of (3.90) was the highest-rated one followed by Category three: 'using LT to identify every word separately in the audio' with a mean of (3.88). The third highest-rated category is the Category seven 'remembering pronunciation, words, and grammatical order of the sentences' with a mean of (3.71). The fourth highest category is Category two: 'recognizing English pronunciation, stress, intonation' with a mean of (3.66). Some common cognitive processes among all these four categories are 'identifying, recognizing, and remembering linguistic items like pronunciation, stress, intonation, and words'.

Low rated categories are Category one, four, and six. Category one: 'distinguishing between the vowel and consonant sounds' is rated the lowest with a mean of (3.43) followed by Category four: 'using LT to distinguish between keywords and ordinary words' with a mean of (3.51) and Category six: 'recognizing the order of sentences and tense of the sentences' with a mean of (3.63). Some common cognitive processes among these three categories are 'distinguishing' and 'analysing'.

There have emerged out two important trends. The first trend is related to categories one and two. Both categories deal with English pronunciation. Category one deals with the ability to discriminate among English phonemes while Category two deals with the identification of supra-segmental units of English pronunciation like stress and intonation. Students' perception of the Category two is more positive than to Category one. The second interesting trend is related to Category three, four and five. Category three and five are rated higher than Category four. Category three and five deal with identifying and remembering words, while Category four deals with the ability to distinguish among a variety of words. Category four also shows the highest percent of indecisiveness (35%).

Table 2. *Top-Down skills*Table 2: *Students' perceptions toward Listening Transcript on the development of Top-Down Skills*

Statements	SD	D	U	A	SA	F	Mean	SD
	%	%	%	%	%	V %		
1. Listening transcript has helped me in inferring the topic, outcome and sequence of conversation.	1	11	15	26	7	60	3.45	.98161
	1.7%	18.3%	25%	43.3%	11.7%	100%		
2. Listening transcript has helped me in understanding of the conversation and speakers in the conversation.	3	5	8	22	22	60	3.91	1.13931
	5%	8.3%	13.3%	36.7%	36.7	100%		
3. Listening transcript has helped me in identifying facts and opinions and making a difference between them.	2	6	17	26	9	60	3.56	.98060
	3.3%	10%	28.3%	43.3%	15%	100%		
4. Listening transcript has helped in picking important information and leaving unimportant information out.	3	9	13	20	15	60	3.58	1.16868
	5%	15%	21.7%	33.3%	25%	100%		
5. Listening transcript has helped me in getting a gist of what I listen to.	6	1	11	28	14	60	3.71	1.15115
	10%	1.7%	18.3%	46.7%	23.3%	100%		
6. Listening transcript helped in identifying what different intonations mean to convey in conversation.	1	5	4	32	18	60	4.01	.92958
	1.7%	8.3%	6.7%	53.3%	30%	100%		

Table two illustrates students' perceptions in six categories of top-down processing. Overall perceptions of the students reveal that LT plays a positive role in developing top-down skills. Three highest-rated categories are Category six, two, and five. Category six: 'identifying what different intonations mean to convey in conversation' is the top-rated one with a mean of (4.01). Significantly, 83% of students feel that LT helps them in decoding communicative functions performed through intonations in spoken language. The second most rated category is Category two: 'understanding of the conversation and the speakers in the conversation' with a mean of (3.91). Around 73% of students perceive that LT gives them an understanding of the listening content and speakers. The third important category is the Category five: 'getting a gist of the conversation' with a mean of (3.71). Some common cognitive processes in the three highest-rated categories are identifying and understanding.

However, the positive impact of LT is visible in all categories. Category one, three, and four are rated lower than Category three, five, and six. Category one 'inferring the topic, outcome, and sequence of conversation' is rated lowest with a mean of (3.45). Category three 'identifying facts and opinion and making a difference between them' is rated with a mean of (3.56) while Category four 'picking important information and leaving unimportant information out' is rated with a mean of (3.58). Some common cognitive processes in three low rated categories are inferring, discriminating, and distinguishing.

An observation of Table two reveals that all higher-rated categories have less indecisive factors than low rated categories. For example, highest rated categories (6, 2, and 5) have 6.7%, 13.3%, and 18.3% indecisiveness respectively, while low rated categories (1, 3, and 4) have 25%, 28.3%, and 21.7% indecisiveness respectively. It mirrors the mind of the learners in processing these categories.

Table 3. *Overall impression*Table 3: *Students' Overall Impression toward Listening Transcript*

Statements	SD	D	U	A	SA	F	Mean	SD
	%	%	%	%	%	V %		
1. Because of listening transcript, I feel confident when I listen to other people.	7	5	5	25	18	60	3.7000	1.30579
	11.7%	8.3%	8.3%	41.7%	30%	100%		
2. Listening transcript has changed my previous way of learning a language.	4	12	13	18	13	60	3.4000	1.22405
	6.7%	20%	21.7%	30%	21.7%	100%		

Table three depicts students' overall impressions towards LT. Category one explores if LT builds confidence among the listeners, and LT helps learners in listening to a person in real-life. Students' perceptions show that LT has enhanced their confidence and helped them in facing a listening situation in real life with a mean of (3.7). Category two shows that students feel LT has a positive impact on their way of learning a foreign language. Some common cognitive processes employed in table three are judging, formulating, arguing, and defending. If students' perception in this table is compared with the responses in Table one and two, it can be classified into low rated perceptions.

Qualitative Data

The qualitative data is collected through a semi-structured interview in which 10 EFL teachers from different colleges of King Khalid University were contacted individually. After they were explained the idea of the research, its purpose, and procedure to carry it, they were asked them to respond to the following questions:

- What is the pedagogical value of LT in listening classes?
- How do they use it or want to use it?
- Will they like to use it in their classes? Why and why not?

Summary of the Interview:

Teacher 1	Not all the time, but I use listening script sometime when I teach a listening text that is relevant but challenging, or the audio has significant input of language, and students are unable to catch it. I also use it when I want to train my students in pronunciation (usually connected speech or intonation patterns). I make them listen to the specific sections and discuss what they hear, why that happens, and then practice. I feel it is a kind of supportive material that language teachers can use when they think its needs but not all the time. It may undermine activities and tasks in the listening textbooks.
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Teacher 2	Audio plays fast. It is challenging to follow the listening transcript along with audio, but I agree that it will help students to get the main idea, detailed information, inferring, etc. Activities for pronunciation stress and intonation can be made effective but not by reading. A teacher should mark words for pronunciation, stress, or intonation so the learners can focus on certain items in the script. It is a good idea. I never used it before, but I would like to use in the future.
Teacher 3	Using plain listening transcript can be boring for the students. Exercises in listening textbooks are already taken from the script itself. It will put extra pressure on the teachers too. Another thing is that it is a kind of reading. We are teaching skills separately. We don't get enough time to do other things than what we are assigned to do. I can do it in the future just for experimental purpose, but I don't see anything significant here.
Teacher 4	Listening transcript is a very useful learning material. If we use this for designing learning activities that include language activities as well as comprehension tasks, it is superb. I have lots of things useless in my book, and I am forced to do it just for syllabus purpose. In the future, I would like to change that nonsense stuff with activities designed around the script.
Teacher 5	Language learning is something integrated. So it will not be correct to rule out the role of the listening transcript. It is certainly beneficial and supportive of learning, still, the important thing is how to integrate it in the lessons and how to achieve intended learning outcomes from the listening class. I would like to know about it in detail and techniques on how to use it.
Teacher 6	A listening transcript is an excellent way to practice pronunciation, especially the connected speech by selecting specific sentences from the text. I am in favor of using it in my class. I would prefer to use it if it is given in the listening book itself as a part of the lesson.
Teacher 7	While using a listening transcript, it is quite important for students needs to be familiar with the vocabulary in the written script so the learners can comprehend difficult words in listening to a recording. It serves the main purpose of listening skill otherwise, it may negatively result. I have no problem with using it if students find lots of words difficult.
Teacher 8	Before a teacher plays the audio, she should anticipate how much students are familiar with the use of a transcript. If she finds it is not necessary to implement a listening transcript, her decision should be respected, and if she feels the need to follow the transcript, she may do according to the situation.
Teacher 9	Language in the form of a listening transcript or the form of audio both is comprehensible input. It cannot be denied that both must be contributing positively to language learning. I believe that it certainly helps the students to listen to the words as they read them and to read them as they hear them. I don't think they contradict each other. I don't find any problem if listening transcripts are used.
Teacher 10	I think simultaneous listening and reading is a common practice for teachers. But I guess that this practice unnecessarily adds stress to the learning situation.

	I believe that readings should be assigned as homework or as a quiet task before the material is read aloud or played in the class.
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Out of 10 EFL teachers, eight teachers recognize that LT has significant pedagogical value, while two teachers perceive the opposite. Positive perceptions of the teachers towards LT reveal that LT directly helps in developing bottom-up skills like segmental and suprasegmental components of English language pronunciation and understanding the meaning of difficult words. They also feel that LT helps students in top-down skills like simplifying the texts, getting the main idea, comprehending information in detail, processing the guided and controlled content, and inferring from the content. Negative perceptions about LT include adding additional pressure and anxiety to the learning environment, distracting from listening to other skills, and extra time pressure and repetition. In response to how LT should be used, EFL teachers give the following suggestions:

- 1) It is a kind of supportive materials that can be utilized as per the need in the classroom.
- 2) It is not necessary to use the whole LT. The specific part of LT can be incorporated into the lessons to simplify what students find challenging and stressful.
- 3) It is a kind of adaption technique to improve listening materials. It can be adapted as a part of learning activities that can support language activities as well as comprehension tasks.
- 4) It is a tool to integrate listening with other skills like reading skills.
- 5) LT should specify target words or connected speech or intonation through marking them and focusing specifically and strictly only that part instead of using the whole transcript.

Teacher three and teacher ten reject the idea of using LT because they believe it is a kind of repetition of what has already been adapted in activities and exercises. It put additional pressure on teachers and the teaching-learning environment. Based on these perceptions, they out rule the idea of using LT while the rest of the teachers appreciate the concept of using LT.

Conclusion

After a comparison between highest-rated categories and lowest categories in the responses of the students as shown in table one, table two and table three, it can be concluded that LT has a positive perception among the students. They find LT useful for remembering linguistic input, identifying word and sentence stress, intonation and individual words, understanding conversation and getting gist than for distinguishing between vowel and consonants, between keywords and ordinary words, picking important information and leaving irrelevant out, determining grammatical structures, judging your performance, formulating your own opinion, arguing your learning behavior. Summing up, it can be said that LT is more effective in bottom-up skills than top-down skills. The same perception of the students is supported by EFL teachers who find LT more effective in practicing segmental and suprasegmental components of English language pronunciation and understanding the meaning of difficult words than top-down skills as simplifying the texts, getting the main idea, comprehending information in detail, processing guided and controlled content and inferring from the content.

In the context of Bloom's Taxonomy, this result can be interpreted that LT plays a more positive role in developing a low level of skills. At the knowledge level, it involves recognizing words, recalling information, relating to real life. At comprehension level, it consists of selecting words, restating and explaining the content, and discussing what learners have acquired from listening. In the similar context of Bloom's Taxonomy, the result reveals that LT is less helpful or less useful in learning higher-order skills. As students have rated a low in the categories like distinguishing information, choosing some information and leaving some of them, comparing between a variety of information, selecting some information and rejecting some, judging their learning outcome, and formulating their learning in a new situation, it supports the view that LT is less effective or less useful in acquiring higher-order skills.

The findings of the study correspond to the research questions sought in the study i.e., how do the Saudi female students perceive the intervention of LT in developing top-down as well as bottom-up skills in listening skills. The perception among the students is positive, but students find LT more useful and supportive in bottom-up skills than top-down skills. It is further supported by the EFL teachers' perception also. The study also answers the additional questions of the research, like how it should be used and how much EFL teachers are keen to use it. The findings of the study suggest that teachers are as curious and eager to use as students are positive about it. As far as the implementation of LT is concerned, EFL teachers suggest that it should be used as supportive materials as per the need of the learners in parts and by applying adaptation techniques like highlighting target input of word, pronunciation, connected speech, and stress. There is a standard view among the teachers that LT is not a substitute for textbooks but it can be used as supportive or remedial materials. A minority of EFL teachers believe it as a negative intervention. The study extends the scope of further research in how LT can be adapted effectively in the listening classes.

Limitations

The present study is limited only to Saudi female students enrolled in the Intensive English program at the University Center for Girls' Studies, Al-Samer, King Khalid University, Abha, Saudi Arabia. It is not an experimental study. It doesn't include male students. If the study is conducted on boys and girls both or in experimental design or a group of learners with better language proficiency or other locations, results may differ from the findings of this study.

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