

People's Democratic Republic of Algeria  
Ministry of Higher Education and Scientific Research  
Ibn Khaldoun University of Tiaret, Algeria



Faculty of Letters and Languages  
Department of Foreign Languages  
English Section



**The Effects of Absentmindedness on Learners'  
Achievements During Listening Classes  
The Case of Middle School EFL Learners in Tiaret and  
Tissemsilt Districts**

A dissertation submitted in partial fulfilment of the requirement  
for the degree of Master in Didactics

**Presented by:**

Mr. Bencheikh Sofiane  
Mr. Boudiaf Hamza

**Supervised by:**

Dr. MADANI Habib

**Board of examiners**

**Chairperson**

Dr. Sahli Naima

University Of Tiaret

**Supervisor**

Dr. Madani Habib

University Of Tiaret

**Examiner**

Mr. Toubida Mustapha

University Of Tiaret

**Academic Year 2021-2022**

# *Dedication 1*

*Firstly, the greatest thank would be to ALLAH who gave us strength and paved the way for us to complete this work.*

*We dedicate this work to our parents who always encourage us.*

*To our siblings who always support us.*

*To the rest of our families who didn't let us give up.*

*To our friends and colleagues who always push us forward.*

*To the teachers who helped this work see the light.*

*Sofiane* 

# *Dedication 2*

*We dedicate this work to our parents, siblings, families, our friends, colleagues  
and teachers who helped us achieve what we achieved.*



## *Acknowledgment*

This research work would not have been possible without the help and support of many people. We would like to express our immense gratitude to our supervisor **Dr. MADANI Habib** for his valuable guidance, encouragement, insightful remarks, motivation, and support throughout this work period.

Our appreciation goes to the members of the jury “*Dr. Sahli Naima as a chairperson, Dr. Madani Habib as a supervisor, and Mr. Toubida Mustafa as an examiner*”, who have accepted to read and evaluate this work. We are truly grateful.

Special thanks to the **students** who were part of the study case as well as their **teachers** who answered our research instrument, provided us with insights, and shared their experiences, it was very kind of them. The same goes as well for the education consultants and guidance counsellors for the great and helpful interview.

# Abstract

Paying attention is crucial for every English learner. The process of listening and the listening skill needs attention to be constructive and realized. This research work on one hand is an attempt to help teachers to be aware of the effect of absentmindedness on the listening competence of the middle school learners of Tiaret and Tissemsilt cities, and on the other hand for the learners themselves to overcome those lapses of missing what is going on. This research explores whether absentmindedness influences the learners' attention and the possible ways to ameliorate learners' listening competence through it. The data were collected through two semi-structured interviews with a sample introduced to three middle school education consultants and other three middle school guidance counsellors, in addition to a structured questionnaire covered a sample of 31 middle school teachers of English located in Tiaret and Tissemsilt districts. The current research is a phenomenological research where a mixed-method data collection process was adopted. The findings show that a wide range of factors can distract learners' attention while learning in general and while dealing with a listening comprehension lesson in precise. Based on the findings, the research provides tips to treat the issue and increase achievements among EFL learners.

**Keywords:** Attention, Listening Comprehension, Absentmindedness, Achievement, EFL.

# Table of Contents

<i>Dedication 1</i> .....	2
<i>Dedication 2</i> .....	3
<i>Acknowledgment</i> .....	I
Abstract .....	II
Table of Contents .....	III
List of Abbreviations and Acronyms .....	VI
List of Tables .....	VII
List of Figures .....	VIII
List of Graphs.....	IX
Appendices.....	X
GENERAL INTRODUCTION.....	I
General Introduction .....	2
<b>CHAPTER ONE</b> .....	<b>4</b>
<b>Chapter One: Absentmindedness, a theoretical overview</b> .....	<b>5</b>
1.1 Introduction:.....	6
1.2 Absentmindedness Defined .....	6
1.3 The Way Absentmindedness Occurs .....	8
1.3.1 Blanking or Zoning Out.....	8
1.3.2 Hyper-focus.....	9
1.3.3 Unwarranted Distraction of Attention from the Object of Focus by Irrelevant Thoughts or Environmental Events .....	11
1.4 Attention .....	12
1.4.1 Attention Defined.....	12
1.4.2 Types of Attention .....	13
1.4.2.1 Sustained Attention .....	14
1.4.2.2 Selective Attention .....	14
1.4.2.3 Alternating Attention .....	15
1.4.2.4 Divided Attention.....	16
1.5 The Effects of Attention on a Listening Task.....	16
1.6 Characteristics of an Effective Oral Message.....	17
1.6.1 Spatial Location .....	17
1.6.2 Frequency Spectra.....	18
1.6.3 Loudness .....	18
1.6.4 Semantic Continuity.....	18
1.7 Conducting attention toward the right speech stream.....	19
1.8 Mindfulness in learning .....	20
1.8.1 Maintaining Student’s Attention Span in the Classroom .....	20
1.8.1.1 Distractions .....	21
1.8.1.2 Interest and Understanding .....	21

1.8.1.3	Learning Preferences.....	22
1.9	Conclusion .....	22
<b>CHAPTER TWO .....</b>		<b>23</b>
<b>Chapter Two: The Listening Skill, A Theoretical Overview .....</b>		<b>24</b>
2.1	Introduction.....	25
2.2	Definitions of Listening .....	25
2.3	The Activities Characterizing the Listening Process .....	28
2.3.1	Receiving .....	28
2.3.2	Understanding .....	28
2.3.3	Evaluating .....	29
2.3.4	Responding .....	30
2.4	Approaches in Teaching Listening .....	31
2.4.1	The Theoretical Approach .....	31
2.4.1.1	Listening Situation .....	32
2.4.1.2	Listening Processes .....	33
2.4.1.3	Extensive and Intensive Listening Types.....	34
2.4.1.4	Listening Strategies .....	34
2.4.2	The Practical Approach.....	35
2.4.2.1	Professional Conduction of the Teacher .....	35
2.4.3	Diagnostic Approach .....	36
2.4.3.1	Using Incorrect Answers to Detect Weaknesses and Design Acts to Help ..	36
2.4.3.2	Avoiding Memorization-Based Listening Tasks .....	36
2.4.3.3	Helping Students Develop Wide Range of Listening Strategies .....	37
2.4.3.4	Differentiating Between Listening Skills.....	38
2.4.3.5	Providing Top-Down and Bottom-Up Listening Practice .....	38
2.5	The Role of the Teacher.....	40
2.6	The Teacher’s feedback .....	41
2.6.1	Importance of Providing Feedback.....	42
2.6.2	Types of Teacher’s Feedback .....	42
2.6.2.1	Evaluative and Descriptive Feedback .....	43
2.6.3	Feedback During and Post-listening .....	43
2.7	Conclusion .....	43
<b>CHAPTER THREE .....</b>		<b>44</b>
<b>Chapter Three: Research Methodology and Data Analysis .....</b>		<b>45</b>
3.1	Introduction.....	46
3.2	Research Objectives.....	46
3.3	Research Methodology .....	46
3.3.1	Participants.....	47
3.3.2	Research Instruments .....	48
3.3.2.1	Teachers’ questionnaire .....	48
3.3.2.2	Education Consultants Interview .....	49
3.3.2.3	Guidance Counsellors Interview .....	50
3.4	Analysis of teachers’ questionnaire .....	50

3.5 Analysis of the Education Consultants' Interview .....	67
3.6 Analysis of the Guidance Counsellors' Interview .....	71
3.7 Interpretation and Discussion of the Findings .....	75
3.8 Recommendations and Suggestions.....	77
3.8.1 Teach Relevant Material .....	78
3.8.2 Show Enthusiasm.....	78
3.8.3 The Use of Humor .....	78
3.8.4 Teaching at an Appropriate Level of Difficulty .....	79
3.8.5 The Use of Variety While Teaching .....	79
3.8.6 Encouraging Learners' Participation .....	79
3.8.7 Minimize Criticism .....	80
3.8.8 Make Lessons Clearer.....	80
3.8.9 Divide Learning Tasks into Smaller Sub-skills .....	81
3.9 Conclusion .....	81
GENERAL CONCLUSION .....	82
General Conclusion.....	83
BIBLIOGRAPHY .....	88
APPENDICES .....	99
Summary .....	115



## List of Abbreviations and Acronyms

<b>TD</b>	Top-Down processing
<b>BU</b>	Bottom-Up processing
<b>ADHD</b>	Attention deficit / hyperactivity disorder
<b>APA</b>	American Psychological Association
<b>GPA</b>	Grade Point Average

## **List of Tables**

<b>N° Table</b>	<b>Title of the table</b>	<b>N° page</b>
<b>Table 3.5.1</b>	<b>Education Consultants' Qualification and Professional Experience</b>	<b>67</b>
<b>Table 3.6.1</b>	<b>Guidance Counsellors' Qualification and Professional Experience</b>	<b>71</b>

## List of Figures

<b>N° Figure</b>	<b>Title of the figure</b>	<b>N° page</b>
<b>Figure 1.6.4.1</b>	Processing an Oral Message Route	19
<b>Figure 3.6.2</b>	Some drawings from learners' classroom tables	74

## List of Graphs

<b>Chart 3.1</b>	<b>Teachers' age</b>	<b>51</b>
<b>Chart 3.2</b>	Teachers' gender	<b>51</b>
<b>Chart 3.3</b>	The way teachers consider their learners' level of English language	<b>52</b>
<b>Chart 3.4</b>	Learners' proficiency level in English language listening skill	<b>53</b>
<b>Chart 3.5</b>	Whether developing the listening skill is necessary or not	<b>54</b>
<b>Chart 3.5.1</b>	Sub-skills that are improved by the listening skill	<b>54</b>
<b>Chart 3.6</b>	Whether teachers use feedback or not	<b>55</b>
<b>Chart 3.6.1</b>	Elements that are increased using feedback	<b>61</b>
<b>Chart 3.7</b>	Whether the teacher's feedback is beneficial or not	<b>56</b>
<b>Chart 3.7.1</b>	Elements decreasing absentmindedness	<b>57</b>
<b>Chart 3.8</b>	What to insist on during a listening session	<b>58</b>
<b>Chart 3.9</b>	Side effects emerging when ignoring learners in an absentmindedness status	<b>59</b>
<b>Chart 3.10</b>	The different impacts of informing learners about their absentmindedness status	<b>60</b>
<b>Chart 3.11</b>	The number of learners getting distracted even after being informed by the teacher	<b>60</b>
<b>Chart 3.11.1</b>	Elements causing absentmindedness recurrence	<b>61</b>
<b>Chart 3.12</b>	Whether teachers prefer informing learners about their absentmindedness every time it occurs	<b>62</b>
<b>Chart 3.12.1</b>	Lesson's pace in exchange for attention	<b>62</b>
<b>Chart 3.13</b>	Categorized factors causing absentmindedness	<b>63</b>
<b>Chart 3.14</b>	The effect of absentmindedness on learners' achievements	<b>64</b>
<b>Chart 3.15</b>	The type of feedback that learners prefer	<b>65</b>
<b>Chart 3.16</b>	Types of feedback contributing to increasing learners' attention and decreasing their absentmindedness	<b>66</b>
<b>Chart 3.16.1</b>	Feedback usefulness in dealing with learners' listening problems	<b>66</b>

## Appendices

<b>Appendix</b>	<b>Title</b>	<b>Page</b>
Appendix A	The teachers' Questionnaire	100
Appendix B	The Guidance Consultants' Interview Questions	104
Appendix C	The Education Counsellors' Interview Questions	106
Appendix D	Links for the Interview' Video Recordings	108
Appendix E	Authentic School Statistics of the Learners	109

# **GENERAL INTRODUCTION**

---

## **General Introduction**

Listening is one of the four basic skills in English language learning. In fact, it is a crucial tool to comprehend, appropriately transmit, and suitably exchange ideas in a social environment if accompanied by paid attention along the process. Effective listening is very important along with precise attention as it needs proper teacher interaction and uttering to enhance learners' reception and competence.

Learners in middle school learn to listen and ameliorate their immersion within an English environment practically probably for the first time for most of them, although it is not very easy to learn and adapt that skill. Therefore, teachers are obliged to give adequate feedback to put them on the right track.

Consequently, this work tries to investigate the effects of teachers' feedback on students' listening performance at the middle school level. As a result, it explores whether or not teachers give correct feedback on student behaviour and performance.

Accordingly, three research questions are formulated:

- 1- What are the reasons that cause EFL learners' absentmindedness?
- 2- What are the effects of ignoring as well as considering absentmindedness on learners' listening attainments?
- 3- How can EFL teachers raise learners' attention during learning, particularly during a listening lesson?

On the other hand, the following hypotheses are put forward:

1. There are many factors that make learners inattentive, these factors can be social, psychological, biological and pedagogical.
2. Teachers may use a variety of pedagogical techniques to cope with inattention and increase learners' attainments.
3. Attention span can be increased by several strategies.

To conduct this research, a case study relating to Middle School teachers, middle school education consultants and middle school guidance counsellors through which we

aim at answering the pre-mentioned research questions and prove or disprove the hypotheses above. Thus, this dissertation consists of three main chapters. The first chapter represents an overview in previous studies to tackle the scientific definitions for the issue and to dig for the reasons behind it.

The second chapter stands for the listening skill. It browses previous studies to check after the definitions, the approaches and methods to teach listening as well as the teacher's role in teaching listening.

The third chapter deals with examining the hypotheses through analysing the finding elicited from the two research instruments adopted in this study .it attempts to answer the research questions from different actors in the field of education.



## **CHAPTER ONE**

---

# **Absentmindedness and Attention: A Theoretical Overview**

**Chapter One: Absentmindedness, a theoretical overview**

1.1 Introduction: .....6

1.2 Absentmindedness Defined.....6

1.3 The Way Absentmindedness Occurs.....8

    1.3.1 Blanking or Zoning Out.....8

    1.3.2 Hyper-focus .....9

    1.3.3 Unwarranted Distraction of Attention from the Object of Focus by.....

        Irrelevant Thoughts or Environmental Events.....11

1.4 Attention.....12

    1.4.1 Attention Defined.....12

    1.4.2 Types of Attention .....13

        1.4.2.1 Sustained Attention .....14

        1.4.2.2 Selective Attention .....14

        1.4.2.3 Alternating Attention .....15

        1.4.2.4 Divided attention .....16

1.5 The Effects of Attention on a Listening Task .....17

1.6 Characteristics of an effective oral message .....17

    1.6.1 Spatial Location.....17

    1.6.2 Frequency Spectra.....18

    1.6.3 Loudness.....18

    1.6.4 Semantic Continuity.....18

1.7 Conducting attention toward the right speech stream .....19

1.8 Mindfulness in learning.....20

    1.8.1 Maintaining Student’s Attention Span in the Classroom.....20

        1.8.1.1 Distractions .....21

        1.8.1.2 Interest and Understanding.....21

        1.8.1.3 Learning Preferences.....22

1.9 Conclusion.....22

## **1.1 Introduction:**

This chapter sheds light on both absentmindedness and attention as crucial elements in the field of teaching and learning English. In other words, the researcher aims at browsing the previous studies and tries to emphasize the relevant research that dealt with the issues mentioned above. Thus, the chapter at hand seeks to reveal the definitions introduced by the psychologists on one hand regarding the nature and the reasons behind the issue and by education practitioners, on the other hand, as what both of the pre-mentioned phenomena may cause when it comes to the achievement of learners in any subject presented within their classroom. Furthermore, this chapter browses literature looking for the different facets of the phenomenon, where they overlap, and where they separate. Moreover, this chapter looks for the different facets of the issues.

Thus, this chapter is divided into two sections: the former is about the definitions and the shapes the phenomenon of absentmindedness may have, while the latter is about attention, its definitions, and types in literature. Hence, in the present chapter, the researcher highlights the following hypothesis:

1. Being absentminded is an inevitable occurrence in learning
2. Attention span can be increased to fulfill the learning needs.

## **1.2 Absentmindedness Defined**

Absentmindedness refers to the lack of attention, Gazzaniga, et al. (2002) defined attention as “a brain cognitive mechanism that allows you to process relevant input thoughts or actions while ignoring irrelevant or distracting ones”. That means that attention allows individuals to drive the centre of interest towards a target stimulus.

Schweizer (2010) claimed that there is more than one kind of attention, such as sustained attention, which needs a lot of continuously applied mental effort, selective attention; also called focused attention or and controlled attention, which refers to "controlled information processing", divided attention, which refers to the "ability to allocate attentional resources according to the demands of different processing tasks", and spatial attention, which refers to the "ability to locate a target that appears in an

unexpected location as opposed to an expected location".

Attention is a crucial element when it comes to learning. Kruschke (2000) argued that attention aids the learning process because attending lessons has a huge impact on students' immediate responses. Though keeping learners attentive throughout a lecture may seem an unreachable goal. Hence, selective attention is said to be the most significant aspect of learning because it helps students to focus only on what is important. (Kruschke, 2000)

Many factors affect learners from being focused at all stages of a lecture. Students may face many distractions that prevent them from learning effectively, for example, the setting of the classroom, the school environment, noise from both inside and outside the classroom, the teacher's voice, and the method of teaching.

There are also medical reasons for inattention such as ADHD, a physical weakness that leads to inattention, shallow breathing, and oxygen deprivation (Super & Optom, 2005). Braver and Barch (2002) and Gray, Chabris, and Braver (2003) claimed that attention plays a significant role in the different cognitive operations, such as working memory, long-term memory, comprehension and reasoning, and general fluid intelligence.

According to the APA dictionary of psychology, absentmindedness is a state of apparent inattention marked by a tendency to be preoccupied with one's thoughts and not with external conditions. That introduces the term absentmindedness as the act of orienting the cognitive efforts towards a non-stimulus subject.

Daniel Schacter in his book "the seven sins of memory" linked absentmindedness with memory, and defined it as a failure at the level of memory. For him, absentmindedness is specifically under the subcategory, of the sin of omission. Hence, absentmindedness according to Schacter is simply a failure in attention, involving overlap between attention and memory both in the encoding phase and in the memory retrieval phase. Distracted memory failures occur when one is distracted by problems or worries and is unable to focus on the things that need to be remembered.

“Attention is the stuff that memory is made of, and memory is accumulated genius” James Russell Lowell (cited in Aiken, 1896). A fair amount of forgetfulness is likely to occur because attention is insufficient. Attention is devoted to a stimulus at the time of encoding or retrieval or because the tracked information is processed superficially. Such incidents of forgetting associated with lapses of attention during encoding or attempted retrieval can be described as errors of absentmindedness. (Reason & Mycielska, 1982)

Dana J. Plude in her (Attention and Memory Improvement,1992, p. 150) argued that a percentage of memory impairment affects memory due to incorrect attentional allocation. This idea can be vividly defended due to the fact that the human information processing system is limited in its capacity to process information from the environment, thus, necessitating selective processing of stimuli available to an observer is a need. Otherwise, information will not be coded into the memory and therefore it will be unavailable for recovery attempts, not due to faulty memory retrieval but due to a failure in registering the information in the first place.

### **1.3 The Way Absentmindedness Occurs**

According to Daniel Schacter's Seven Sins of Memory (2003), absentmindedness can refer to three very different things:

1. A low level of attention (“blinking” or “zone out”).
2. An intense attention to a single object of focus (hyper-focus) that makes us oblivious to events around us.
3. An unwarranted distraction of attention from the object of focus by irrelevant thoughts or environmental events.

#### **1.3.1 Blanking or Zoning Out**

Happens when our brains turn into default mode. People often feel like their minds and body are in different places. Far from being an exotic experience, this phenomenon appears to be a pervasive aspect of human life. A wandering mind is an unhappy mind. (Killingsworth MA, Gilbert DT Sciences. 12 November 2010)

Attention becomes disconnected from perception, and people's minds wander to times and places removed from the current environment. (Schooler et al., 2004) Mind-

blinking best occurs when our minds seem "nowhere". It is defined as a lack of awareness. During periods of emptiness, the individual is not focused on any stimulus, internal or external.

Research suggests that conscious awareness is not necessary for a large part of the human being's operation; on the contrary, the vast majority of cognitive processing and behavioural control seems to occur outside of the conscious. Countless stimuli are constantly circulating in and around each individual, in the form of both environmental cues and internal thoughts. Although most of these stimuli never reach consciousness, they are still perceived and they can still influence emotions, opinions, decisions, and behaviours. (Bargh and Chartrand, 1999)

According to Crick and Koch (1990) and Posner (1994), Attention is selecting stimuli from peripherally processed perceptual information and placing it before the spotlight of conscious awareness. It selects from several possible simultaneous streams of thought and presents one to conscious awareness, excluding all others, e.g., James (1907), Baars (1997), and Schooler et al. (2011). Thus, blanking may be defined as the absence of particular information and the failure of the mind to bring it into consciousness.

### **1.3.2 Hyper-focus**

From a psychological perspective, Conner (1994) defined 'Hyper-focusing as a clinical phenomenon of "locking on" to a task in patients with ADHD who find it difficult to shift their attention from one subject to another, especially if the subject concerns their interests.

Clinically, hyper-focusing was defined as a state resembling a "hypnotic spell", according to the subjective experiences of the cases with ADHD (Brown, 2005). Brown (2005) and Conner (1994) stated that individuals are aware of the things that they ignore. However, they cannot give up what they are doing. This grounds for the biological background behind the phenomenon at hand.

Within an educational setting (Kessler et al., 2006) claimed, "While the estimated

8 million adults in the USA affected by attention, deficit/hyperactivity disorder (ADHD) might find it nearly unable to sit still in a lecture hall or difficult to concentrate on writing a thesis, these same people might find themselves spending hours at a time composing a new song, driving their car, writing computer code, or watching television. Thus, hyper-focus interferes directly with the ability to spot attention to a particular learning task. Hence, hyper-focus mismatches with education if the interest of the patient with ADHD was not the desired stimulus.

Goodwin and Oberacker (2011) say that children with ADHD are more likely to face troubles with staying focused on a particular task. This definition sheds light on the biological and clinical reasons behind hyper-focusing as a sort of absentmindedness.

In their article, "Hyper-focus: The Lost and Forgotten Frontier of Attention" (2021) Brandon K. Ashinoff and Ahmed Abu-Akel claimed that hyper-focus is a phenomenon that reflects one's absorption in a task, to a point where a person appears to ignore everything else. Furthermore, hyper-focus may seem like a positive element for some psychologists, it can match the hyper-focus diagnosed patients with the right task needed to accomplish if the task was in their central attention.

This view was defended by Csikszentmihalyi and colleagues (1997;2000) who put hyper-focus and flow as similar phenomena together as positive performance elements. At a certain point and after reviewing some experiments, Brandon K. Ashinoff and Ahmed Abu-Akel proposed some operational definitions for "hyperfocus". They stated that:

- Hyper-focus is induced by task engagement
- Hyper-focus is characterized by an intense state of sustained or selective attention.
- During a state of hyper-focus, there is a reduced perception of stimuli irrelevant to the task
- During a hyper-focused state, task performance improves.

Those findings led the researcher to highlight the positive effect of being absentminded within the task-zoned state in educational settings.

### **1.3.3 Unwarranted Distraction of Attention from the Object of Focus by Irrelevant Thoughts or Environmental Events**

Distraction was best introduced by Adam Gazzaley and Larry D. Rosen (2016) in their book “the distracted mind,” saying: “Despite our brain’s inherent sensitivity to interference, there's no denying that recent advances in technology have made things more difficult for the distracted mind”. That shows how difficult it is to maintain attention over the changing environment enriched with the variety of modern technological media. Welcome to our new reality. However, technology is not the only distraction, it can appear at any time without warning. (Jamet, Gonthier, Cojean, Colliot, and Erhel, 2020, P2) stated, “It is now common for college students to engage in off-work behaviours during class”. In other words, the availability of those distractions and irrelevant ideas are noticeable during a learning session in modern life education.

Numerous studies have clearly shown that students multitask frequently and in various ways when they should be listening to their teacher.

"Learning to become indestructible may be one of the most important life skills of the 21st century" (Eyla Con Li, 2019). This claim leads us to highlight the difficulty of maintaining attention and devoting it to the right stimulus in modern life where distractions are widely experienced in our classrooms.

Evidence from psychology, cognitive science, and neuroscience suggests that when students multitask while doing homework, their learning is much clearer and more superficial than if the work held their full attention. They understand and retain less well and have more difficulty transferring their learning to new contexts.

This practice is so damaging that some researchers are proposing a new prerequisite for academic and even professional success. Mischel, Ebbesen & Zeiss (1972), showed that the ability to delay gratification was critical for success in life.

Research indicates that multitasking interferes with attention and working memory, negatively affecting GPA, test performance, recall, reading comprehension, note-taking, self-regulation, and efficiency. These effects have been demonstrated



during classroom activities (particularly lectures) and while students were studying. Additionally, students struggle to accurately assess the impact that multitasking will have on their academic performance”. May and Elder (2018)

Dave Crenshaw (2008) in his book ‘The Myth of Multitasking’ argued that people can't stay focused on the main task while performing other tasks requiring attention, he introduced this idea in his saying "How to do it all gets Nothing Done” showing that human brain cannot by any main stay focused on one task,

To sum up, absentmindedness is not a lack of attention but a wrong orientation of the mental efforts towards an undesired task. This vividly occurs when individuals swipe attention to their areas of interest.

In a situation of hyper-focus, our brain may switch to default mode. People may drive a long-distance and they don't remember any or some details about their journey.

In a set of zoning out by turning attention towards nowhere. Attention may also be oriented when an unwanted distraction of thoughts or environment occurs and turns the focus of individuals from the task at hand or in mind.

## **1.4 Attention**

It is clear now that attention is the backbone of achievement. In the following section, we will shed light on the term itself by defining what is meant by attention, what the different sorts of attention are, how each type can affect learners' achievement, and how we can improve learners' attention for better achievement.

### **1.4.1 Attention Defined**

According to Posner (1982), attention is the process of selecting perceptual information to limit the external stimuli processed by our bounded cognitive system and avoid overloading it.

Attention can either be guided by the subject or captured by events from our environment. William James in his 1890 book “The Principles of Psychology,” stated that our brains are likely able to process only one task thus, he defined attention as the

taking possession by the mind, in clear, vivid form of one of what may appear to be several possible objects or lines of thought at the same time. This describes attention as the process that keeps the mind busy with processing ideas related to the desired stimulus.

It implies withdrawal from some things to deal effectively with others. Elizabeth A. Styles reported in 2006 in the second edition of her book “the psychology of attention” from Shiffrin (1988, p. 739): “Attention has been used to refer to all those aspects of human cognition that the subject can control and to all aspects of cognition that have to do with limited resources or capacities and methods to deal with these constraints.” That is to say that attention stands for all of the mental processes that one subject requires to be learned.

Desimon and Duncan (1995, p. 193) highlighted the characteristics of visual attention and said that it is a fact that we have a limited ability of processing information, and only a small amount of the information available on the retina can be processed and used. This is vividly shown in assessing the learners.

Based on the definitions above, we can define attention as the whole working cognition out of a particular stimulus. However, individuals may focus sight on a particular view, and hear a song while thinking about something that happened to them in the morning. Thus, Shiffrin (1988) linked attention with controlling and selecting what stimuli our brain may turn attention to.

Allport (1993, p. 203) highlights the problem that the term "attention" refers to a wide range of situations which makes it inconvenient to shorten attention in one form. Therefore, many types of attention have been highlighted by psychologists.

### **1.4.2 Types of Attention**

While executing information, a man may follow different paths regarding the nature of the stimuli, his subjectivity towards the information, and the distractions around the information at hand. Hence, attention may take different forms:

### **1.4.2.1 Sustained Attention**

According to Sadaghiani and D’Esposito (2015), sustained attention refers to maintaining vigilance on particular stimuli. Sustained attention indicates the ability to sustain attention over time in specific goal-directed behaviours. Irene Cristofori, Harvey S. Levini's Handbook of Clinical Neurology (2015).

‘Sustained attention is hyper-focal.’ Carter, John P. Bruno, in the Encyclopedia of the Human, Brain (2002) claimed that sustained attention represents a crucial element of the cognitive skills of humans, and the power to monitor significant sources of information develops into cognitive impairments.

Dean C. Williams, and Kathryn J. Saunders, in the International Review of Research in Mental Retardation (1997) argued that sustained attention refers to the ability to focus attention on a stimulus by repeating a presentation over extended periods of time.

In an educational context, Buehner et al. (2006), and Gordon et al. (1990) claimed that attention and general intelligence are related, attention and intelligence for them are the main reason behind the contrast in school performance among learners.

In this sense, Gordon et al. (1990, p. 144) pointed out that the relationship between potential and performance depends on the child's attention. One can be skilled but due to inattention, his performance may not reflect the abilities he has in a particular subject.

Schweizer and Moosbrugger (2004) stated that sustained attention helps collect necessary resources for all steps of a complex processing plan. Thus, sustained attention is crucial for complex learning tasks.

### **1.4.2.2 Selective Attention**

In their article “The role of selective attention on Academic Foundations: A Cognitive Neuroscience Perspective”, Daphne Bavelier and Courtney Stevens (2011) defined selective attention as the mechanisms that help an individual selects and focuses on particular information to process while removing irrelevant or distracting ones.

Plude et al. (1994), Ridderinkhof, and Van Der Stelt (2000) stated that individuals are likely able to control selective attention which continues to develop into adulthood. This means that keeping attention is a skill that must be shaped and put in the service of education through growing up.

Within a purely pedagogical setting, Astheimer, and Sanders, 2011. Examined the effects of temporal selective attention on the neural processing of continuous speech in adults and children, the results revealed that adults are likely to be more attentive than children (see Astheimer and Sanders's diagram on the list of diagrams).

Data indicate that attention can be shaped, and distraction suppression may be modified. Reviewing the data collected from previous research, Diamond et al., 2007 indicate that in a classroom context, there may be large benefits to incorporating attention training into the school; and in fact, some classroom-based interventions include such activities of training learners to develop attention skills, with evidence for improvements in children's selective attention.

### **1.4.2.3 Alternating Attention**

“Alternating attention” is defined by Parasuraman, 1998 as the fast switching of the attentional focus that causes an inability to process all available information in parallel.

To Lezak et al., 2015, it is the ability to shift focus and tasks, disengage and reengage the focus of attention in response to environmental stimuli.

In an educational setting, some studies by Francis, Kaganovich & Driscoll-Huber, 2008; Gordon, Eberhardt & Rueckl, 1993 revealed that phonetic distinguishing and speech segmentation while reading involved the rapid shifting of attention. This study may be a reflection on listening skills and auditory receptive skills as well.

Reynolds & Besner (2006) argued that an accurate and rapid attentional shifting contributes to the segmentation of a word into its graphemes. And thus, contributes to the segmentation of phonemes within a listening stimulus. This leads the researcher to highlight the fact that shifting attention helps learners grasp the oral message differently.

Shaywitz & Shaywitz, 2008 assumed that attention is crucial for turning print into speech and that attention is critical for fluent reading. Hence, developing skills to turn speech into a written print as well.

#### **1.4.2.4 Divided Attention**

‘Divided attention is the ability to process more than one piece of information at a time’. Harvey S. Levin and Irene Cristofori, in *Handbook of Clinical Neurology* (2015).in other words, it is orienting the mental efforts to manage two or more issues at a time. Divided attention is the ability to integrate into parallel multiple stimuli. ‘Divided Attention in the Normal and the Split Brain’: *Chronometry and Imaging*. Marco Lacoboni, in *Neurobiology of Attention*, 2005. It can be defined as a mental process where the mind attends to more than one stimulus.

Within learning and teaching practices, divided attention plays a significant role in terms of perceiving, encoding, and retrieving information. Previous studies showed that when a person divides attention between two tasks, he remembers less from at least one of them (Cherry, 1953; Wood & Cowan, 1995).

On the other hand, the integration of technology in teaching and learning allows students to divide attention between the classroom and these technological materials, this dividing attention helps learners develop more than one skill at a time. (Grace-Martin & Gay, 2001; Hembrooke & Gay, 2003; Sana, Weston & Cepeda 2013)

It is certain now that divided attention may play both positive and negative roles in the process of teaching and learning.

Several attempts led to other types of attention like visual attention and auditory attention which come under the fact that the major types of attention mentioned above cover both of the types.

### **1.5 The Effects of Attention on a Listening Task**

‘Attention for a speech was briefly discussed by specialists. Cherry (1953) noticed that when individuals attend to more than one stream of speech, they tend to focus attention on one stream and they might not even notice what may be changed in

the other stream like code-switching language. Wood and Cowan (1995) supported this idea grounding their claims on the fact that we have limited cognitive abilities.

Broadbent (1958), stated that the speech that takes place out of our attention zone is blocked at the perceiving stage which means that this information never goes beyond the sensory stage of the information processing mechanism.

Rueda et al. (2005) stated that successfully controlling attention can develop neural networks in charge of executing information during childhood and adolescence. That is to say, attention is a controllable crucial factor in the field of education that can be fixed to develop a biological reinforcement for our neural system and then serve the achievement of our learners successfully.

According to Doyle (1973), individuals develop an ability to focus attention and isolate distraction while growing up.

It is believed that attention plays a great role in the moment of processing information after having perceived it. Hence, being not attentive or absentminded during a listening comprehension class interferes with the process of processing the information and risks not receiving the desired stimuli which makes it impossible to recall information related to the stimuli afterward.

## **1.6 Characteristics of an Effective Oral Message**

In his article "Attention: a necessary aspect of listening 1979", Daniel Tutolo says that if we want to make our learners efficient listeners, we should consider what affects our oral message from being successfully transmitted and he highlighted the 04 characteristics of an effective oral message:

### **1.6.1 Spatial Location**

According to Morton (1977), spatial location is when we help learners focus attention on a particular sound that may be outside the classroom, in their bodies ending by asking them to focus attention on a particular oral message that concerns the target stimuli. It's a sort of driving the learners to train themselves to select attention towards the right oral message rather than being distracted by environmental circumstances.

### **1.6.2 Frequency Spectra**

Based on the same research, Morton stated that we can train our learners selectively highlight the most frequent words while listening so they can match the right vocabulary related to a particular stimulus to gain more control of the facets of the topic at hand.

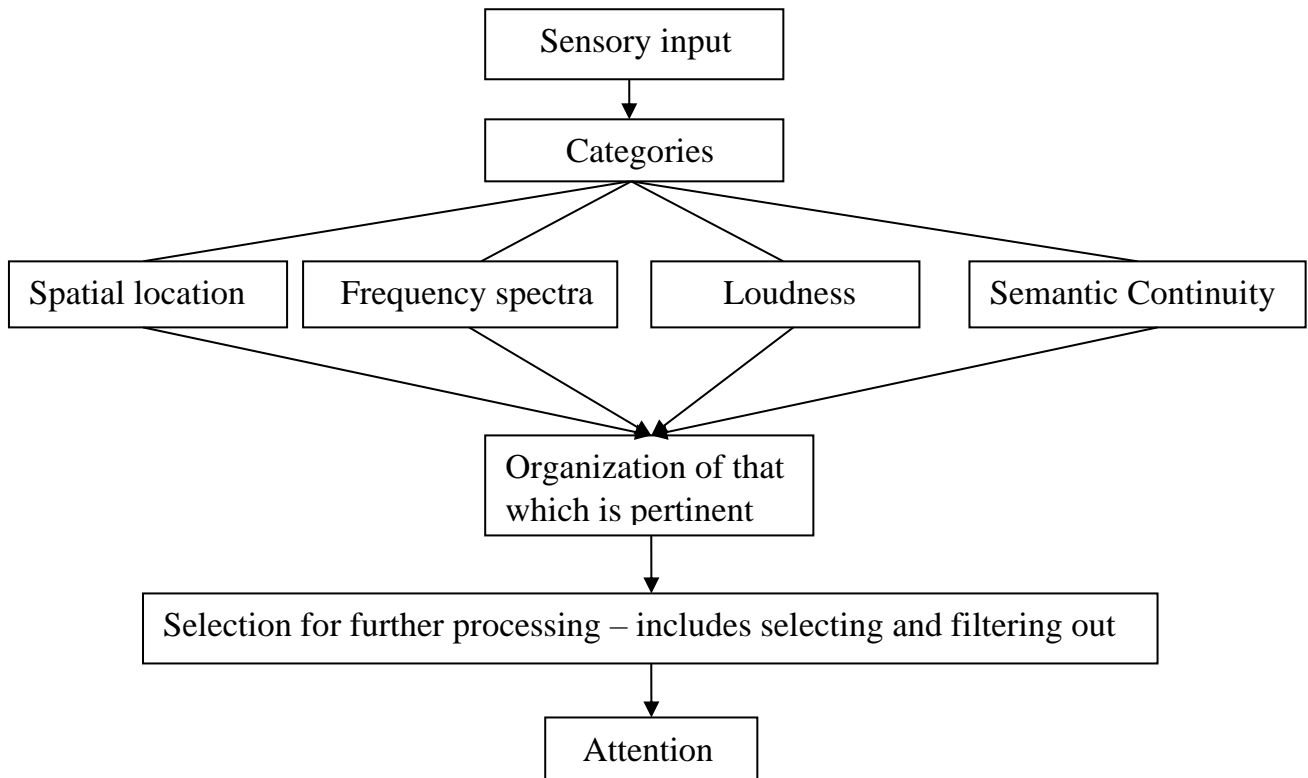
He ran an experiment where a group of closed eyes learners were listening to a knocking on a table and asked to raise their hand each time the frequency of the sound changed. Learners were highly motivated to the task and the results revealed that inquiring about the frequency of the words, as well as intonation, are widely observable when learners focus attention (Daniel Tutolo, 1979, p. 35).

### **1.6.3 Loudness**

It stands for how powerful the sound was and how efficiently it reaches the ear. Educationists may use the following tip to focus attention on their learners. Teachers stand back in the classroom and learners are invited to raise their hands each time the sound reaches their ears. Teachers clap their hands from a less intensity to the most conventional intensity where all learners show a reaction to the sound. That way learners become trained to focus attention on the stimuli at all levels of speech and therefore perceive the auditory message successfully. (Daniel Tutolo, 1979, p. 35)

### **1.6.4 Semantic Continuity**

Literary known as auditing, semantic continuity stands for the essence of listening which expands far from the stage of perception, whilst the three previous characteristics are regarded as crucial factors for a good perception, the latter goes deeper into how our brains process the perceived stimuli. (To see the relationship between the four characteristics, see figure 2 in the list of figures)



**Figure 1.1 Processing an Oral Message Route**

The above figure illustrates the process through which attention requirements for an effective oral message play in processing the oral message into a relevant task. It shows what is needed for an oral message to be attended to and therefore serves the aim behind the listening process.

### 1.7 Conducting attention toward the right speech stream

Since listening comprehension aims at providing the learner with the vocabulary needed and the linguistic resources for a better reproducing of a meaningful written or oral message using in the process of decoding the oral message and processing it ending by reproducing it in a set of perceptual and cognitive procedures, selective attention may seem the right tool.

Auditory attention may be highlighted with the convenience that listening comprehension sessions are likely to be auditory by nature. Hereby, we are about to reveal the attempts made by the scholars, we will give credit for the attempts that worked on orienting the attention to a particular speech stream and ignoring the distractions.



Working on selective attention, Moray (1959) and Cherry (1953) ran two experiments which led to the fact that humans are capable of selecting one stream of speech to attend to and amazingly, participants haven't shown a significant remembering of the non-stimulus speech stream. Those findings may offer a shred of evidence that we can easily make our learners successively select attention to the desired stimuli.

Cherry's dichotic presentation of two auditory stream experiments introduced the factors that interfere with the learner's ability to focus attention on the target speech stream.

Cherry stated that the distraction during listening is strongly related to the location from where the speech comes and the sound's intensity .therefore, regardless of the cognitive and psychological factors that interfere with the effectiveness of a listening session, teachers are initially invited to make their speech attainable by helping learners locate the sound stream and successively perceiving it for better processing and reinvesting of the stimuli carried out with the speech stream at hand.

## **1.8 Mindfulness in learning**

According to Langer (1993), if learners were able to be fully present during a learning session, they will be able to show a significant comprehension of the subject being studied.

Langer, Hatem, Joss, and Howell (1989) argued that if a student was mindful, he can approach the learning situations appropriately by relying on the previous similar situations and hence, building a link to ease comprehension.

Coley and Morris (1990) stated, "Attention is the foundation of most cognitive and neuropsychological functions in our lifestyle", this means that attention is the backbone of all the operations our minds process in our lives.

### **1.8.1 Maintaining Student's Attention Span in the Classroom**

According to Middendorf (1995), attention span refers to the time that a person spends in a period of sustained attention.

Dukette and Cornish (2009) argued that the attention span among children can barely last five minutes while it can exceed twenty minutes among adolescents and adults before refocusing becomes needed.

In his conference "Classroom Strategies for School Perseverance Focus" in September 2012, Jared Gerschler highlighted the factors that influence the attention span positively or negatively.

Based on his work, attention span has three components: distractions, interest and understanding, and learning preferences.

### **1.8.1.1 Distractions**

According to Jared, distractions may take two forms: manageable distractions and unmanageable distractions.

**A-Manageable Distractions:** Those distractions may be treated by teachers during their teaching practices. They can include classroom noise level, student behaviour, and electronic devices such as phones.

**B-Unmanageable Distractions:** These distractions are out of the instructor's control, they may come as a result of the student's physical state like hunger, fatigue, and illness or the emotional state like interpersonal relationships or depression. Furthermore, distractions may come out of the classroom itself such as the noise from the street next to the classroom or from the playground.

### **1.8.1.2 Interest and Understanding**

Studies revealed that students tend to be more attentive to materials that they comprehend. By ensuring that students have enough knowledge background about the subject at hand, teachers may find it easy to maintain student's concentration and thus, transmit the target knowledge appropriately while the lack of understanding or guidance can lead students to a frustrated state which makes it hard to transmit the desired resources and drive learners to lose interest in a learning task. Hence, teachers are asked to check the learners' understanding of particular knowledge items required before building the new target knowledge during the instructional session.

### **1.8.1.3 Learning Preferences**

Learning preferences were first introduced in the early 1970s. Later known as learning styles. Keefe and Ferrel (1990) define learning style as “A gestalt that unites external operations derived from the neurobiology, personality, and development of the individual and reflected in the behaviour of the student.” That is to say that every one of us is unique with what all of our biological and psychological backgrounds may bring to the table. Keefe and Ferrel thought that the existence of such differences was continually criticized by scholars, and that is a fact that some students do better in a particular subject than others. The chance of losing attention in a student who has an auditory style of learning in an auditory task is less than what it is in a student who has a visual learning preference.

## **1.9 Conclusion**

Being attentive during a listening session helps learners grasp the oral message delivered through a stream of speech where learners are focusing attention by simply knowing what to do after that. Learners select and sustain attention, they may even divide it to serve different sides for the main task if teachers get their learners' understanding, and interest and know their learners learning preferences to make it at the service of making the language learnable.

Listening session relies on transferring an oral message and learners are supposed to receive it without any ambiguity which makes it challenging for teachers to reach all their learners mainly when the attention span is too short in an environment where distractions take place.

## **CHAPTER TWO**

---

### **The Listening Skill: A Theoretical Overview**

## Chapter Two: The Listening Skill, A Theoretical Overview

2.1	Introduction .....	25
2.2	Definitions of Listening .....	25
2.3	The Activities Characterizing the Listening Process .....	28
2.3.1	Receiving .....	28
2.3.2	Understanding .....	28
2.3.3	Evaluating .....	29
2.3.4	Responding .....	30
2.4	Approaches in Teaching Listening.....	31
2.4.1	The Theoretical Approach .....	31
2.4.1.1	Listening Situation .....	32
2.4.1.2	Listening Processes.....	33
2.4.1.3	Extensive and Intensive Listening Types.....	34
2.4.1.4	Listening Strategies.....	34
2.4.2	The Practical Approach .....	35
2.4.2.1	Professional Conduction of the Teacher .....	35
2.4.3	Diagnostic Approach.....	36
2.4.3.1	Using Incorrect Answers to Detect Weaknesses and Design.... Acts to Help .....	36
2.4.3.2	Avoiding Memorization-Based Listening Tasks.....	36
2.4.3.3	Helping Students Develop Wide Range of Listening Strategies .....	37
2.4.3.4	Differentiating Between Listening Skills.....	38
2.4.3.5	Providing Top-Down and Bottom-Up Listening Practice.....	38
2.5	The Role of the Teacher .....	40
2.6	The Teacher's feedback .....	41
2.6.1	Importance of Providing Feedback.....	42
2.6.2	Types of Teacher's Feedback.....	43
2.6.2.1	Evaluative and Descriptive Feedback.....	43
2.6.3	Feedback During and Post-listening .....	43
2.7	Conclusion.....	43

## 2.1 Introduction

Language is a necessary means of communication for people to express their thoughts and feelings and share them with others. Listening is an important skill to improve and master in language learning, especially when English is learned as a foreign language, as it is the case in Algeria.

The following chapter provides an overview of EFL learners' listening abilities, beginning with a broad definition of listening and moving on to the activities that signalize yet characterize the listening process as well as the approach to teaching such skill. On the other side, the investigation specifies the role of the teacher in providing feedback, its significance on attention distractibility, its types and causes, and its impact on learners' productivity while listening.

## 2.2 Definitions of Listening

Listening is mandatory for any individual trying to learn a language. Numerous reasons make it crucial, listening entails focusing one's attention on a sound in a case and action accompanying the sound in other cases. Listening implies hearing what others are saying and attempting to comprehend what they are expressing as Kline, J. A. (1996) claims. First, it serves in demonstrating one's attention, it promotes incentive communication; moreover, and it incorporates a variety of affective, cognitive, and behavioral processes.

Jones, S. M. (2011) argued that affective processes comprise the incentive to listen to others to receive information through an active activity; cognitive processes include receiving, understanding, and interpreting messages and signals that are both relational and content-based in a form of creative practice in which meaning and response are built on previous background information; as well as behavioral processes that entail responding by verbal and nonverbal feedback to demonstrate listening comprehension as a communicative practice between two speakers or more. During the process, Sullivan, K. R. (2012) sees that speakers and audiences share knowledge. They listen intently to what the speakers have to say before responding to the statement made by the listener. (Price, J. P. 1991)

Listening witnessed a great change over years in terms of conceptualizing it. The disparity between teachers' and students' views implies that there are multiple facets of listening teaching that need to be examined. Some teachers believe that listening is the most basic ability to impart, while the majority of students claim it is the most stressful to improve (Heyrapetyan, 2016, p. 30). It's reasonable to assume that those who claim it's "the easiest to teach" mean it doesn't require a lot of dedicated preparation but to test and measure the students' comprehension during and after a listening task (Yagang, 2001, p. 87). Concludingly, students should learn how to develop their listening skills and the activities which are beneficial to them, as well as apply those skills to resolve issues while learning.

There are several gradual stages to interpreting an auditory material. Heyrapetyan (2016) categorized listening into three stages for comprehension. First, listening and not responding (usually by following a course book content, habitual teacher talks). Second, listening and delivering quick responses (usually in a form of guided practice, modeling, dictating a picture), true-false tasks, and so forth (Scott, S. 1997). Third, listening and producing longer responses (filling gaps, predicting, rewording, redundancy and dictation, addressing questions, responding to comprehension questions on texts, summarizing, and so on). Thus, by following the steps above, individuals can determine what they require in terms of listening comprehension following the system changes to serve the same standing purpose which is communication.

Furthermore, Nunan (2003) pointed out that in foreign language classrooms, listening is becoming increasingly essential. This is based on several principles, including the importance of hearing feedback. This ability allows students to obtain useful information from what they receive explicitly or implicitly from native and non-native speakers. Learning cannot initiate unless the input is assimilated. Hence, listening is critical to the formation of spoken language skills and proficiency (Turko, O., Kravchuk, T., Kashuba, O., Navolska, H. & Kutsyi, I. 2021). Additionally, interactive practices allow for the creation of new vocabulary, grammar, and patterns of interaction in the target language. (Hall, J. K. 1995)

In a listening session, students are frequently expected to listen to recordings of monologues, dialogues, conversations, speeches, and songs, whether the speakers were natives or non-natives (Madarbakus-Ring, N. 2020). This is provided to familiarize the learners with comprehensible input that they are able to elicit from what they receive. Hence, Language development benefits greatly from input as its comprehension is facilitated by the listening materials provided. (Nunan, D. & Miller, L. 1995)

It is essential to have the ability to understand what is being expressed to communicate effectively. Individuals use language to communicate their ideas or intentions in oral communication and interactions, and they listen to the speakers' utterances to understand what is being conveyed to them so that they can have a pleasant engagement and suitable feedback (Chen, P. C., Chi, T. C., Su, S. Y. & Chen, Y. N. December 2017). As a result, listening is crucial in everyday verbal conversation. Without listening, the interaction will be ineffective partly or lost completely.

It is also significant that students spent the majority of their time attentive to teachers' speeches and explanations. Every day at school, they participate in various listening activities. This fact highlights how important listening is for English language learners and how constructive is its mastery (Kerssen-Griep, J., Trees, A. R. & Hess, J. A. 2008). In other words, the amount of listening and gaining understanding are directly proportional, they increase and decrease by the same ratio. By listening, they can absorb relevant input, which they can employ in their speaking production. In recent years, teaching listening has become a more developed area of interest than it was previously (Goh, C. 2008). It is now a common component of some schools' entrance exams, other academic assessments, and evaluations. This signifies that the listening ability and skill stand as a core component of second language learning competency. (Richards, J. C. 2008)

Within an EFL learning environment, Gilakjani, A. P. (2016) claims that listening skill is vital in second language learning and acquisition as it assists students to recognize a language uttered by native and non-native speakers. It occupies a



crucial part and accounts for one-fourth ( $\frac{1}{4}$ ) share of all linguistic skills. However, foreign and second language instructors frequently overlook it (Feyten, C. M. 1991). For this matter, teachers and second language learners alike should be concerned with listening skills (Celik, O. 2017). As a side effect, listening is a difficult challenge for learners whose English isn't their mother tongue (O'MALLEY, J. M., Chamot, A. U. & Küpper, L. 1989). As a result, it needs the support and instructions of teachers to be properly received, interpreted and responded to as it paves the way for learners to learn other language areas and competencies. (Mariani, L. 1997)

### **2.3 The Activities Characterizing the Listening Process**

The process of listening involves at least four distinct steps which are receiving, understanding, evaluating, and responding to have effective communication through productive listening. (Comer, L. B. & Drollinger, T. 1999)

#### **2.3.1 Receiving**

In the listening process, receiving comes in line with hearing a message sent by a speaker, whereas attending is the complementary half of the receiving stage. Attending is the process of precisely recognizing and interpreting specific combined sounds in a form of a word or more that are heard (Jones, S. M. 2011). These sounds have no meaning unless they are introduced in the context of verbal or non-verbal inputs. Thus, listening is a process in which you actively generate and reflect an understanding accordingly. (Jekosch, U. 2005)

#### **2.3.2 Understanding**

The understanding stage is the follow-up step in the listening process. Understanding is seen as “shared meaning transacted between individuals within a communicative interaction” and constitutes the built-up step in the listening process that shapes its orientation (Richardson, V. 2005). During this stage, the listener ascertains the intended meaning and the context of the received words. Thus, it is foundational for an accurate understanding of the speaker's message.

It can be challenging to focus on what the speaker is transmitting before grasping the ultimate essence of the message. In the listening interaction, you

and the interlocutor could have trouble understanding each other if you exchange language using different characteristics such as style and accent if the receiver is struggling with language fluency, language decoding, or even external influences such as surrounding space and noise. (Lambert, W. E. 1980)

To truly comprehend what a speaker is conveying, one strategy is the use of questioning, it reinforces the understanding and reduces the misunderstanding gap (Wink, D. M. (1993). As a listener, asking interactional questions allows someone to fill in any shortfalls that emerge in his mental reconstruction of the speaker's message. (Olshtain, E. & Celce-Murcia, M. 2016)

### 2.3.3 Evaluating

During this stage, the listener decides and determines whether the speaker's information he received and understood is true or false, significant or insignificant, well constructed or disordered, and biased or unbiased. It's also the listener's critical mind to criticize the speaker, the message he delivers, how he conveyed it, and why. This may include considering a speaker's respective or professional objectives and motives. (Fry, C. L. 1969)

Evaluating speech as a crucial transitory stage occurs most effectively yet sufficiently once the recipient adequately understands what the transmitter is trying to say (Mustajoki, A. 2012). By processing daily bulk doses of information, the human brain becomes lazy taking shortcuts and preserving resources through generating opinions, thoughts, and knowledge that we don't completely understand and sometimes even misunderstand, which consequently isn't always the best persistent strategy in the long-term (Vonasch, A. 2016). With an accurate understanding in parallel with effective listening, a listener can evaluate a speaker's message without becoming entangled in ambiguities or wasting time and energy addressing some points that are extraneous or otherwise unimportant if a clear comprehension of the speaker's message is taking place. (Brezuleanui, C. O., Brezuleanui, S. & Ignat, G. 2011)

### 2.3.4 Responding

The responding part is when the listener expresses themselves verbally or nonverbally as a reaction and response to what they hear. For instance, nonverbal signals can be manifested through gestures such as smiling, making eye contact, fidgeting, nodding, tapping a pen, scratching the head, rolling eyes, or any other forms of body language (Pramling Samuelsson, I. & Johansson, E. 2009). Such responses can be unveiled intentionally (purposefully) or reflexively (involuntarily) (Gerber, S. 2001). On the other hand, to check that the received information matches the intended message, someone may ask a question, request additional information, redirect or change the topic of a conversation, interrupt the speaker, or repeat what has been said to the speaker and to reflect or react. (Cargile, A. C. & Bradac, J. J. 2001)

Nonverbal reactions like eye contact or nodding (head) let the listener express their degree of interest in conversation without causing an interruption to the speaker, keeping his roles intact (Chaikin, A. L., Gillen, B., Derlega, V. J., Heinen, J. R. & Wilson, M. 1978). As a listener responds verbally to what is heard with a question or a comment, this role with the speaker is reversed; it would be at least momentarily if not redirecting the conversation in the first place.

Listening becomes more active when we respond (Holmes, O. W. 1997). To determine whether the message is being comprehended and the way it is considered, the speaker frequently looks for verbal and nonverbal feedback from the listener. The speaker might opt to change or continue the delivery of the message based on the responses he gets from the listener (Kraut, R. E., Lewis, S. H. & Swezey, L. W. 1982). To simplify, if a listener's forehead is furrowed and their forearms are crossed, the speaker may decide that they have to moderate their tone to deliver their points more properly. The speaker may believe that the listener is involved and that their message is being transmitted successfully if the listener smiles, nods, or asks questions as a form of interaction expressing engagement and understanding. (Kline, J. A. 1996)

## 2.4 Approaches in Teaching Listening

There are three approaches followed in teaching the listening skill which are the theoretical approach and the practical approach.

### 2.4.1 The Theoretical Approach

When listening, in order to understand what is being said, learners try to recall their prior knowledge (schemata) as well as their language knowledge. This field called Schema theory is one of the most important learning theories that influence perception and memory (Maguire, E. A., Frith, C. D. & Morris, R. G. M. 1999).

On account of the importance of listening comprehension in language acquisition, Lieberman, A. (1995) argues that it is critical for a foreign or second language education curriculum or programme to include listening activities as a major component and a core block to build learning on. Cheung, Y. K. (2010) claimed that "As per research, "listening is a prerequisite for all other language skills". Therefore, since comprehension typically occurs before reproduction, developing effective listening skills in a second language fosters the development of the other skills areas: speaking, reading, and writing.

Furthermore, listening is a very integrative skill that may easily be combined with other skills. It can be used with speaking when role-playing, or with writing when composing a paragraph or expressing a view about the listening matter (Krivosheyeva, G., Zuparova, S. & Shodiyeva, N. 2020). Aside from its significance, listening comprehension is demanding yet challenging for both teachers and students. Most learners have difficulty relating to new languages and they frequently argue that with their teachers about not being able to comprehend them and imploring them to switch back and forth to their mother tongue (Schwarz, R. L. 1997). In contrast, some teachers, try to assist their students to become better listeners, but they claim to have no idea what goes on in their students' minds during the listening process.

Listening is a complex skill involving numerous processes. Rubin, J.

(1994) argues that "Listening is the skill that requires the most processing time for second/foreign language learners since they must simultaneously retain information in short-term memory while attempting to grasp it". While being exposed to a listening activity, **schemata**, as one of the most important and influential learning theories to perception and memory, takes place within students' minds to comprehend what is being said, they try to recall their background knowledge as well as their linguistic information about the target language. (Gilboa, A. & Marlatte, H. 2017)

"According to schema theorists, we comprehend something only when we can relate it to something we already know", (Carrell, P. L. & Eisterhold, J. C. 1983). However, within the researcher's nine years as an English supervisor and examiner, she realized that many teachers neglect the impact of their students' backgrounds and the role they play in comprehension. They want their students to start listening to tapes or listening materials right away without any pre-listening activities. Others may go even further and switch the listening exercise to reading, claiming that listening is a waste of class time. In this paper, the researcher investigates the effectuality of using schema theory in developing listening comprehension along with strategies to overcome absentmindedness. Also, it presents a group of listening strategies useful to activate learners' background knowledge and build schemata necessary for their listening comprehension hoping to maintain the necessary attention for a successful lesson interaction and information grasp. (Xiancheng, H. L. Z. 2014)

#### 2.4.1.1 Listening Situation

At least two people are required in a listening situation. A person who creates language and conveys the message, and another one receives it and comprehends the intended information (Izumi, S. 2003). Listening is thus a receptive skill owing to the fact that EFL learners generally don't just listen, rather, they connect what they hear with what they already know. "Listen to the meaning behind the words" (van Dulmen, S. 2017) listening is a "meaning-focused", active process. (Lynch, T. & Mendelsohn, D. 2013)

Additionally, the more students receive, process, comprehend and reproduce conversational English, the better they will learn the language and deepen their understanding of its proper linguistic characteristics (phonological ones regarding the listening skill) which influence, redirect, and or change meaning like sentence intonation, word pitch, and word stress. Consequently, the teacher's voice has a significant impact on the students' understanding and responding. (Harmer 2011, p. 133)

#### 2.4.1.2 Listening Processes

“Listening comprehension requires prior linguistic and non-linguistic knowledge that contributes to its inner complexity rather than its outer simplicity” (Müller-Hartmann & Schocker Von Ditzfurth 2004, p. 73). (Teng, F. 2016). There are two forms of processing that a language learner goes through when they hear something: “bottom-up vs. top-down processing” (Nunan 2003, p. 26). (Ramli, S. S. 2019). With the bottom-up process, the language learner concentrates on components he already understands, such as the input’s vocabulary, syntax, and sounds (cf. *ibid.*). By analyzing the input piece by piece and using what he knows about the language, the learner tries to make sense of the inputs he hears.

The tone of the speech is shaped by the speaker's emphasis and intonation, and it influences how the listener receives the intended meaning (Tang, C., Hamilton, L. S. & Chang, E. F. 2017). Furthermore, this person applies “Perception skills” and realizes, for example, “individual sounds”, “reduced forms in fast speech”, “stressed syllables”, or “words in utterances”. “Language skills” are used by inferring meaning from “individual words and groups”. (Müller-Hartmann & Schocker von Ditzfurth 2004, p. 74)

In the “Top-down” comprehension strategy, which is based on general knowledge, the learner compares it to his own non-linguistic knowledge to absorb the input. Thus, to determine and realize the communicative intention, “background knowledge” is explored and used. (*Ibid*, p.75)

It is claimed that both frameworks can be used simultaneously and in any order.

On account of that, information processing encompasses the interaction of “prior knowledge, contextual clues, and linguistic information” (ibid) also possible to be characterized as “interactive / reciprocally active” or “parallel/analogous” (ibid).

### 2.4.1.3 Extensive and Intensive Listening Types

There seem to be two distinct modes of listening. The extensive listening mode refers to a listening process that learners conduct outside of the classroom without the purpose of improving their listening abilities neither the assistance of an instructor nor any other teaching aids (Kim, J. H. 2004). So, one tactic of extensive listening would be indirectly acquiring language by listening to music. Another one is to encourage students to watch subtitled English language films and series. These films and music help broaden the ways of acquisition and learning through the option of reading subtitles or lyrics if the input isn't understood.

In contrast, intensive listening is the opposite of the previous point. Thereby, learners listen willingly to straightforward formal English within tasks and activities that occur in classroom situations with the presence and assistance of the teacher to develop their listening skills. (Harmer 2011, p. 134)

### 2.4.1.4 Listening Strategies

Compellingly, the objective of listening is to make sense of the information piece received from a peer or counterpart. (Köhler& Mayer 2009, p. 47) claimed that to gain a sense of what a text is about, there are three distinct approaches or ways to select attention. When someone pays attention to the gist, he is attempting to obtain basic information.

On the contrary, listening for specific or detailed information seeks to provide him with more information about the content of the text and its context (ibid.). When the listener uses “cognates” (ibid.), he uses words of the foreign language which helps recall words from his mother tongue to keep their meaning in mind, as it is the case for the English word “mother” and the German one “Mutter” (ibid.). By making use of imagery and sounds (ibid., p.48), the listener links to associate between sounds from utterances or records and pictures from flashcards. By exploiting “kinesthetic senses” (cf. ibid.) He can infer a cognitive link between gestures and spoken words.

## 2.4.2 The Practical Approach

In the context of a classroom, heard information is uttered by the teacher, heard, received, analyzed, and further processed by the learner. In this instance, a learner that goes through these steps goes through “the listening process”. (Oliveira, A. W. 2010)

### 2.4.2.1 Professional Conduction of the Teacher

The more learners listen to English, the better they understand it and get used to it. One of the most important responsibilities of the class instructor is to provide as many feasible listening opportunities and support as he could (cf. *ibid*, p. 135). Teachers in primary school should begin to develop listening skills by combining listening activities with appropriate visual support, such as gestures or body language including facial expressions.

Furthermore, it is essential to clearly make statements, repeat them as necessary, and allow task breaks (cf. Scott & Ytreberg 2001, p. 21). It should be pointed out that having listened to recordings or tapes for the first time will only assist the learners get a sense of the speakers’ voices and the overall theme (cf. Harmer 2011, p. 135). Not allowing for additional listening chances either for the recording or for learners to express their own recording-based formulated drilling and modelling, they will be unable to follow the listening task and will become dissatisfied by its ambiguity, and therefore lack enthusiasm and determination (lackadaisical) about it.

Teachers need to retain the learners’ attention through “modulating the voice” (Köhler & Mayer 2009, p. 37). In other words, they need to adjust their tone of voice: to speak up and low, to articulate sometimes quickly, sometimes slowly, or to lower and raise their voice respectively. An unbiased teacher knows and admits that his EFL learners are not expected to understand every word, and that understanding a language requires minimal key information and words to establish a connection and initiate an understanding of a given topic (cf. Brester & Ellis 2002, p. 27). Henceforth, the teacher must make it clear whether the learners should focus on the targeted language part in particular while listening or grasp the overall presented topic.



### 2.4.3 Diagnostic Approach

Teachers usually do some pre-listening warm-up before having learners attend to a material to complete certain tasks (Quách, T. L. 2013). They assess learners' understanding based on the accuracy of their responses before moving on to the next task (Vandergrift, L., Goh, C. C., Mareschal, C. J. & Tafaghodtari, M. H. 2006). The emphasis here on the outcome is implicitly the output of listening which learners generate in a form of correct feedback. This method assesses students' listening comprehension and informs them of their failures and committed mistakes, but it does little to teach them how to listen, that is, to help them identify what went wrong and how to fix it instead. Harding (2015) advocates for a diagnostic approach to listening that helps teachers and learners identify and address listening issues, as well as practice techniques. The following sections outline the characteristics of the approach:

#### 2.4.3.1 Using Incorrect Answers to Detect Weaknesses and Design Acts to Help

A question arises when a learner fails to reply to a listening task or practice, how frequently do teachers proceed to provide a correction? (Ellis, R. 2009). Teachers would use a given material more than once, receive incorrect answers, then seek alternative correct ones from other learners to put things right; as a result, the opportunity to investigate the cause of the listening error is missed. A teacher could detect flaws with this strategy by noting how learners develop comprehension as he reviews their answers. He would then share information with his learners about how they arrived at a particular answer, what was hindering them from understanding specific parts of the material, and what they would do to strengthen their listening skills. Complementarily, any instructor would focus on follow-up activities to work on the issues that arose throughout the learning process by increasing learners' awareness and encouraging appropriate remedial practices for similar encountering challenges in the future.

#### 2.4.3.2 Avoiding Memorization-Based Listening Tasks

Learners' inability to recollect knowledge does not always indicate a deficiency of comprehension. However, other activities, such as multiple-choice and detailed

questions, focus on the memorization and the attention of listeners rather than the listening process itself (Khoii, R. & Sharififar, S. 2013). Instructors should aim to incorporate a variety of questions that enable learners to measure their comprehension and conduct listening skill self-evaluation. (Majzub, R. M. 2013)

### 2.4.3.3 Helping Students Develop Wide Range of Listening Strategies

Unproductive listening focus on a single tactic, some learners may miss the relationship between ideas by focusing on individual sentences, without making any interrelations and adaptations (Trigwell, K., Prosser, M., & Waterhouse, F. 1999). To better cope with difficult materials, students should be exposed to a variety of strategies, such as explaining and modeling, as well as regular practice setting objectives, organizing tasks, self-monitoring, and evaluating, to help them control their listening, anticipate content, infer, guess, and recognize redundancies and resolve specific listening problems (Gilakjani, A. P., & Sabouri, N. B. 2016). Sometimes peers contribute to encouraging interaction, expanding communicative contexts as well as performing with native speakers which augment self-confidence. (Biggs, E. E., Carter, E. W., Bumble, J. L., Barnes, K., & Mazur, E. L. 2018)

Effective strategy implementation does not happen spontaneously. Despite the fact that learners seem to consider the concept of a strategy but an abstract, teachers work on manifesting an idea from an abstract to something interactional so learners understand the value of strategies in facilitating academic learning and information processing (Horn, I. S., & Little, J. W. 2010). As learners discuss in pairs what was done to prepare themselves for listening, follow the text, identify key points, and so forth. They share their individual experiences with varied listening tasks and evaluate the effectiveness of strategies with different types of materials; accordingly, their strategic competence grows. (Johnson, D. W., Johnson, R. T., & Holubec, E. J. 1994)

Implementing a strategy by a teacher necessitates the learners to realize that as a systematic way of dealing with any problem. He could demonstrate the strategy by explaining what is presented, the reason it is beneficial within the provided context, and how it is implemented within practice opportunities in various listening situations (Bouhuijs, P. A. 2011). The adaptive use of flexible strategies according to different

contexts takes language from a unidirectional means of communication inside the class (for the sake of learning a language) to a multi-directional and interactional one outside of the class (to implement the learned language in real-life situations). (Faber, N. R., & Jorna, R. J. (2010, October)

#### **2.4.3.4 Differentiating Between Listening Skills**

Teachers present a lesson according to a lesson plan, yet they provide learners with another peek into the listening process by identifying a set of behaviours that reflect comprehension. Such behaviours take place as micro-skills employed from their native language, yet teachers make use of these characteristics through activities designed to help them adapt these skills and migrate them to the new language (Blancaflor, R. J. D., Mauleon, M. I. I. & Purpura, J. F. 2021). Although each skill could be practiced independently, the key feature to teaching an ability and instructing a skill is to avoid treating them like a to-do list of individual practice points that a learner could or could not get. Comparatively, proficient listening requires integrated pre-acquired L1 skills and their adaptation as newly trained skills in the L2 through encouraging learners to practice the new inter-linkage behaviours in a range of situations and tasks. (Hadi, M. S., Izzah, L. & Putri, A. F. 2021)

#### **2.4.3.5 Providing Top-Down and Bottom-Up Listening Practice**

Considering listening as a multi-step process that involves several types of processing, it is important to practice skills inductively and deductively in the classroom (Egamnazarova, F. A. & Mukhamedova, M. S. 2021). Whilst many teachers prefer Top-Down (TD) tasks like contextual questions, predictions, and listing language components that check comprehension to make learners interact with the given material or support; practicing listening on the other hand should build understanding as a Bottom-Up (BU) process for grammar, pronunciation, and vocabulary that encourage students to pay attention to language and get exposed to it gradually to follow and catch up with it as it is new and unfamiliar to them. (Siegel, J., Burns, A. & Richards, J. C. 2018)

Gradually increasing in-context immersion assists learners' comprehension by allowing them to notice lexical and phonetic aspects of the language through

attending by listening, gathering data, and building complementary language parts as a knowledge base. It is effective for lower-level learners who need to extend their language repertoire that consists of basic constructive units. The pace and precision with which they perceive and process listening material will improve as they become cognizant/aware of the linguistic characteristics (Han, S., Bang, J., Ryu, S. & Lee, G. G. 2015, September). To foster Bottom-Up information processing during listening, learners may:

- Differentiate individual sounds, recognize word boundaries, and identify stressed syllables
- Thoughts grouping by breaking down a long sentence with a short pause for easier listening
- Paying attention to falling intonation, rising intonation, and fall-rise intonation in utterances
- Recognize the grammatical form by knowing what the linguistic units are, and the grammatical function by knowing what these linguistic units do.
- Identify shortened forms of word or group of words that omits certain letters or sounds (known as the contradiction of the English language), and continuous sequence of sounds forming utterances or conversations in spoken language (known as connected speech)
- Be familiar with linking words that help connect ideas and sentences when speaking or listening to English.

Top-Down processing uses the information attached to sounds and words and relies on existing knowledge and experience to generate the meaning from a listening material (Arevalo, E. A. R. 2010). That is to say, the listener matches his understanding and prior knowledge to the presented topic, to the speakers, to the context where the information is heard to end up with a meaning. To conduct top-down processing, these skills are put to work:

- The ability to predict
- The ability to make an inference
- The ability to guess accurately

- Paying attention to a precise piece of information
- Looking up characteristics for the listening material (a general idea, setting, topic scope...)
- Putting information in a sequencing order

Proficient listeners can perform both top-down and bottom-up language encoding at the same time to construct meaning (Field, J. 2004). Although, due to their substantial differences in focus, they are pedagogically practiced with a frequent and independent nature, even being addressed together within a single listening material context. (Adcock, R. A., Dale, C. 2009)

### **2.5 The Role of the Teacher**

Teachers administer everything during the teaching process by choosing input, planning the learning sequence, assigning assignments, and judging what constitutes a valid response (Eden, D. 2001). Once a proper answer is provided, the teacher acknowledges the provider to indirectly reflect the appropriateness of the answer to class; while committing a mistake is to be addressed immediately to reflect its inappropriateness and not be considered acceptable. Teachers hope that by doing so, they can keep the class moving forward while maintaining students' assistance and avoid making the same error henceforth (McCarthy, M. 1991). This approach gives the teacher classroom control and enables learners to double-check their answers, but does it change students' listening behavior?

In a process-oriented classroom, the teacher assumes a more supportive role, facilitating rather than controlling and testing listening. While maintaining a non-interventional approach to listening teaching, he continues to maintain the classroom process of planning, administering, and assessing listening (Lewis, R. 2008). Instead of presenting students with the correct answer, a teacher guides them in comparing responses and reflecting on different steps they took to achieve comprehension. He encourages students to be aware of their listening, keeps track of their efforts, and provides them with guiding and ameliorating comments on their performance. (Chappuis, S. & Stiggins, R. J. 2002)

It is critical that learners are given immediate feedback as soon as possible after completing a task, while they are still recalling the action (Kehrer, P., Kelly, K. & Heffernan, N. 2013, March). At the same time, teachers do not want to embarrass weaker listeners in front of their classmates, so the discussion of common errors and ways to avoid them should be impersonal and nonjudgmental (there were some problems with . . . instead of you made a mistake in ...).

Personal feedback can be spoken or written; a quick in-class conference right after the activity may be followed by feedback with observations and suggestions after class. Individual comments should be transparent, targeting specific strengths and weaknesses and providing improvement tips. A good strategy is to start with a general positive statement, mention areas for improvement, and conclude with encouragement to maintain confidence and foster a pleasant listening atmosphere in which students are not hesitant to try new tactics, make educated assumptions, or discuss their findings. (Ngoon, T. J., Fraser, C. A. April) To relieve anxiety associated with listening in a foreign language, I also tell my learners about my own auditory problems (such as replaying phone messages eight times to get the phone number) and find ways to praise even their smallest successes to give them a sense of accomplishment. (Agudo, M., & de Dios, J. 2013)

## 2.6 The Teacher's feedback

Feedback is critical yet crucial in the educational domain. It increases learners' awareness regarding their mistakes and casts light on areas where competence and performance can be improved. Feedback necessitates allowing an opportunity for learners to make a judgment on their performance and assess it corresponding to their changed work or learning approach. (Black, P., Harrison. 2004) Alternatively said, one of the most difficult aspects of feedback design is creating the conditions that allow learners to demonstrate their progress and improvement.

The content of the feedback may differ. According to the CIRT website "*It comes in a variety of scales as function, focus, tone, specific, and clarity.*" (CIRT). Rewording it differently, feedback has to be clear, and instructions should be appropriate for the task to be comprehensible.

### 2.6.1 Importance of Providing Feedback

When it comes to listening and the multiple interpretations a listener can derive, feedback is crucial. It aids learners in comprehending the purpose of the listening tasks. The combination of good listening skills and positive feedback help learners develop self-awareness, self-confidence, and motivation for public speaking and integrating the voices of individuals in a society (Saraswaty, D. R. 2018).

Additionally, according to Harvard Business Review (Itzchakov, G. & Kluger, A. N. 2018) organization website, there are many ways how feedback improves listening:

- It informs learners of what is most important as they have to grasp the whole feedback and focus on its most important aspects for their listening to be accurate and more interactive.
- Proper teacher feedback allows learners to ask the proper questions, and seek relevant explanations and suggestions; whilst proper learners' feedback reports their understanding and level of comprehension that a teacher builds his next move on.
- Feedback allows learners to clearly visualize their goals by letting them assess their progress and whether there is a necessity of doing more to achieve them.
- Getting feedback can help learners gain control over their listening. As active listeners, learners must find their own voice as speakers.
- Feedback aids learners to revise and review their performance and practices, to develop their skills continuously.
- Allocating respective time for providing feedback showcases its importance to learners as they evaluate it more and realize its benefits and be able to understand their teacher and refine their skills.
- Feedback is more vital than a score; the latter solely measures learners' performance unlike the former which helps improve it.

### 2.6.2 Types of Teacher's Feedback

Evaluative or descriptive feedback, as well as feedback during or post-listening, are the four categories of a teacher's feedback (Tunstall, P. & Gipps, C. 1996).

### 2.6.2.1 Evaluative and Descriptive Feedback

If provided properly, feedback is highly valuable as it evaluates the learner's performance or describes it. Evaluatively, giving feedback in the form of grades or brief comments (e.g., “well done”) is far from supplying enough information to weight the accuracy of listening. Descriptively, this type of feedback is defined as a means for providing learners with precise information about how to improve their learning, which could be achieved through continuous guidance and clear instruction. (Best, K., Jones-Katz, L., Smolarek, B., Stolzenburg, M. & Williamson, D. 2015)

### 2.6.3 Feedback During and Post-listening

Teachers have the option to provide proper feedback timing during or post-listening process respectively. Initially, feedback provided during listening allows learners to immediately absorb it and strive to put it into practice while listening. Admittedly, it offers more effectiveness, productivity, and efficiency (Gipps, C., Hargreaves, E. & McCallum, B. 2015). Alternatively, feedback provided post-listening is delivered to learners after the listening. Commonly, this type of feedback is usually beneficial to excellent learners, but it is more challenging for those who struggle. (Mulyadi, D. 2016)

## 2.7 Conclusion

The current chapter is an attempt to provide some insights into how EFL classroom listening skills are initiated, conducted, adapted, and reflected on along the listening process. The chapter included defining the listening skill, elucidating the type of activities characterizing the listening process, and the approaches followed in teaching it. In addition, this section explicates teacher feedback, displays its forms, and indicates its significance, which is an essential part that assures learning with an upward rate.



## **CHAPTER THREE**

---

### **Research Methodology and Data Analysis**

### Chapter Three: Research Methodology and Data Analysis

3.1 Introduction	46
3.2 Research Objectives	46
3.3 Research Methodology	46
3.3.1 Participants	47
3.3.2 Research Instruments	48
3.3.2.1 Teachers' questionnaire	48
3.3.2.2 Education Consultants Interview	49
3.3.2.3 Guidance Counsellors Interview	50
3.4 Analysis of teachers' questionnaire	50
3.5 Analysis of Interview	67
3.6 Analysis of Guidance Counsellors' Interview	71
3.7 Interpretation and Discussion of the Findings	75
3.8 Recommendations and Suggestions	77
3.8.1 Teach Relevant Material	78
3.8.2 Show Enthusiasm	78
3.8.3 The Use of Humour	78
3.8.4 Teaching at an Appropriate Level of Difficulty	79
3.8.5 The Use of Variety While Teaching	79
3.8.6 Encouraging Learners' Participation	80
3.8.7 Minimize Criticism	80
3.8.8 Make Lessons Clearer	80
3.8.9 Divide Learning Tasks into Smaller Sub-skills	81
3.9 Conclusion	81

### **3.1 Introduction**

In this practical section, the researcher will attempt to prove or refute the hypotheses generated in the general introduction of the study by designing an exploratory case study that explores the impact and repercussion of absentmindedness and attention failure on the achievement of learners' listening competence, as well as the instruments that were deployed to collect the necessary data.

A questionnaire was issued to middle school teachers to examine how teachers deal with the issue and how far the phenomenon interferes with learners' achievement during listening comprehension classes. Two interviews were carried out with both, middle school education consultants to highlight the social background behind the issue on one hand and middle school guidance counsellors to gather information about the effect of the psychological factor in developing the issue, and how to overcome it on the other hand, and based on the literature reviewed and the data collected from the education practitioners mentioned above, the chapter at hand ends by providing pedagogical and psychological recommendations to increase attention span among learners in general and during an EFL listening class at middle school in precise.

### **3.2 Research Objectives**

Based on the browsed literary resources, it is an undeniable fact that attention plays a significant role in affecting the teaching-learning process in general, and teaching and learning of English as a foreign language. Thus, the current research aims at examining the impact of absentmindedness and attention failure on teaching English as a foreign language in general and teaching listening comprehension as the main subject for the research at hand. Moreover, the research provides a theoretical overview of the definitions for the phenomenon of absentmindedness, when it occurs, where it crosses with the different shapes attention may take among learners, and tries to collect data from precisionists in the field of education.

### **3.3 Research Methodology**

'Phenomenological research is a design of inquiry coming from philosophy and psychology in which the researcher describes the lived experiences of individuals about

a phenomenon as described by participants. This description culminates in the essence of the experiences of several individuals who have all experienced the phenomenon. This design has strong philosophical underpinnings and typically involves conducting interviews' (Giorgi, 2009; Moustakas, 1994). Based on the definition above the phenomenological approach was adopted in the research due to the nature of the issue being studied on one hand and to meet the aim behind the study on the other hand.

To examine the causes and the effects of the issue, a mixed methods research design was involved to collect data from different resources shown on three major education precisionists at middle school represented in middle school teachers of English, middle school education consultants, and middle school guidance counsellors. Thus, a questionnaire was issued to middle school teachers to collect data about the possible causes and effects of the phenomenon of absentmindedness and the way teachers deal with it in their teaching listening sessions.

To highlight the psychological and social variables and their interference with the subject and hand, two interviews were conducted. The first is with education consultants to examine the effect of the learners' social backgrounds on their achievement and the second is with middle school guidance counsellors to stand on the psychological interpretations of the issue and to give recommendations to raise attention among learners.

### **3.3.1 Participants**

The research includes three types of samples along with the research instruments chosen to collect data. The first was **31** mixed-gender middle school teachers of English selected randomly from the districts of Tissemsilt and Tiaret to answer a questionnaire about the issue. This was conducted during the current scholar year of 2021/2022.

The second was **3** education consultants from different municipalities in the Wilaya of Tissemsilt selected to answer some questions about the phenomenon in a form of a structured interview.

The third sample was a group of **3** middle school guidance counsellors from

different municipalities in the district of Tissemsilt too whom a structured interview about the issue was carried out with.

### **3.3.2 Research Instruments**

The present research relies on collecting data on two research instruments the first is one questionnaire devoted to middle school teachers of English and the second is two structured interviews devoted to both middle school education consultants and middle school guidance counsellors.

#### **3.3.2.1 Teachers' questionnaire**

“Questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers.” (Brown, 2001, p. 6). That is to say that questionnaires are a collecting data tool where participants are supposed to answer a set of questions either by choosing from a given list of answers or through a personal opinion via closed and opened ended questions.

“The main attraction of questionnaires is their unprecedented efficiency in terms of (a) researcher time, (b) researcher effort, and (c) financial resources. By administering a questionnaire to a group of people, one can collect a huge amount of information in less than an hour, and the personal investment required will be a fraction of what would have been needed for, in other words, interviewing the same number of people.

Furthermore, if the questionnaire is well constructed, processing the data can also be fast and relatively straightforward, especially by using some modern computer software. These cost-benefit considerations are very important, particularly for all those who are doing research in addition to having a full-time job” (Gillham, 2008). In other words, a questionnaire is an efficient data collection tool that allows the researcher to get access to the needed data at the most agreeable cost and with a very possible shortened period of time. Thus, the questionnaire instrument was selected as the main research tool to be delivered to middle school teachers of English in both districts of Tissemsilt and Tiaret.

The purpose of the online questionnaire is to collect data about how teachers

deal with the everyday cases of lack of attention and how well they work on overcoming this phenomenon. Hence, the teachers' questionnaire was built upon three sections that envelope sixteen questions. The first section is about the teacher's profile to highlight the variables of gender and age, the second is about the way teachers behave when they face the issue of absentmindedness in a regular listening comprehension class and the third is concerned with the measures teachers may take to reduce the effect of inattention or lack of attention during a listening comprehension session in an EFL class.

### 3.3.2.2 Education Consultants Interview

To examine how the social background may affect learners' attention during the learning sessions. A semi-structured interview was recorded with five middle school education consultants from different areas in the district of Tissemsilt as a part of the descriptive phenomenological psychological method adopted in the research at hand which aims at investigating the internal and external factors that interfere with the phenomenon of being absentminded.

Furthermore, interviews are likely to be more efficient when it comes to collecting qualitative data about a particular human phenomenon. Magnus Englander (2012) stated in his article (The Interview: Data collection in Descriptive Phenomenological Human Scientific Research p. 3), that for phenomenological research to achieve the same rigorous quality as natural scientific research, it is important for the research process to be methodologically articulated in such a manner that data collection and data analysis are both seen as part of a single and unified process with the same underlying theory of science. Hence, if one is following "Husserlian" descriptive phenomenological philosophy as a basis for a phenomenological theory of science, both the data collection and the data analysis need to follow descriptive phenomenology to achieve rigor' that is to say the interview must follow a typical structure by which the analysis of findings follow the scientific approach in the stage of execution as well as analysis. Thus, the interview addressed to education consultants was translated into Arabic and built upon four sections.

The first is concerned with identifying the variables (degree, career, workplace and general status). The second is about the knowledge the participants have about the

subject. The third is devoted to investigating the possible social causes behind the issue and the fourth is meant to deal with recommendations participants provide to deal with the issue being discussed.

### **3.3.2.3 Guidance Counsellors Interview**

Choosing interviewing middle school guidance counsellors comes from the fact that the issue of being absentminded can have some psychological roots. Guidance counsellors are likely to be more qualified in revealing the psychological issues learners are facing in and outside school. Hence, the guidance counsellors' interview was translated into Arabic and ordered in a semi-structured form with nine questions ordered in four sections.

The first deals with the variables (degree, professional experience, school circumstances), the second is to check the participant's knowledge about the topic, the third is about the causes behind the issue and the fourth is about providing solutions and recommendations.

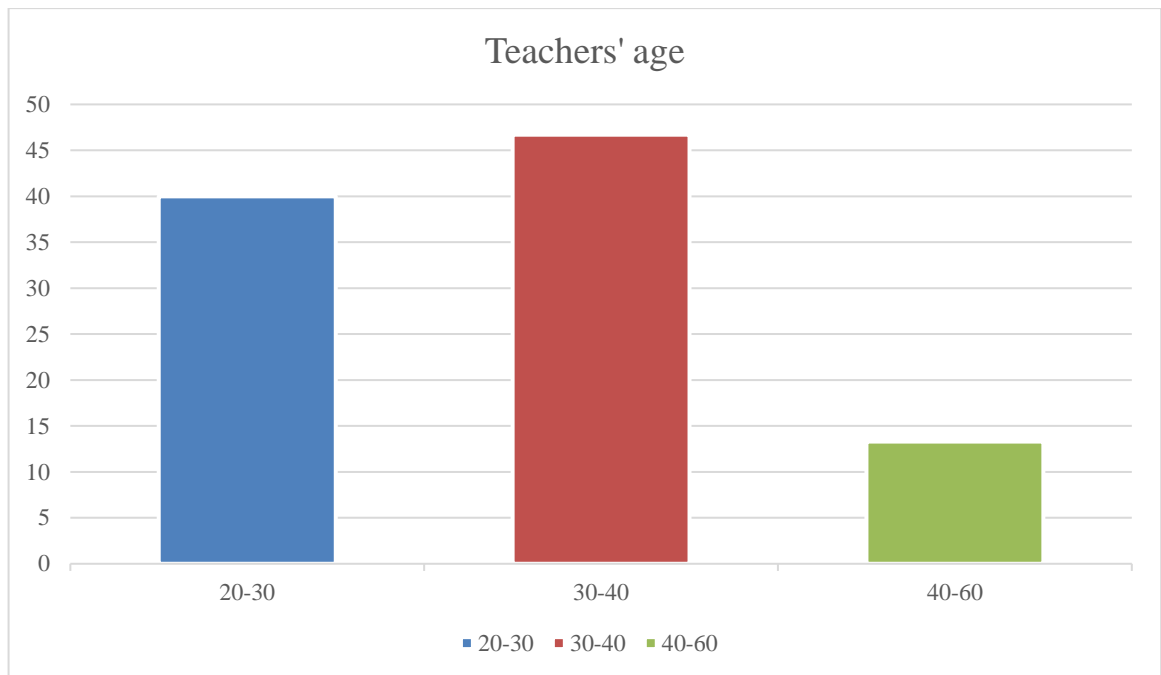
## **3.4 Analysis of teachers' questionnaire**

### **Rubric One: Teachers' Profile**

The objective of this rubric is to illustrate the gender and age of the teachers who took part in this study, as well as to express various points of view.

#### **Question1: Teachers' age**

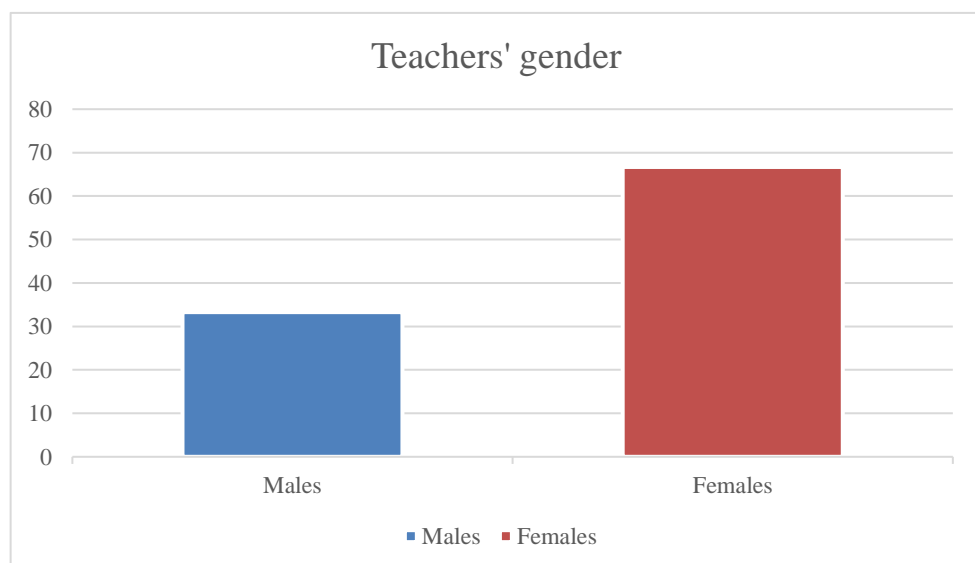
This question attempts to examine different age groups of teachers aimed at determining whether they have sufficient experience to be aware of the impact of absentmindedness on their learners' listening competence. The results obtained from this question indicate that the teachers' age varies from 20 to 60. Thus, it can be observed that the majority of them are having enough experience to know their learners' behaviours, interactions, and needs during the learning process. Yet, enough experience can come with some shortcomings as preferring less interaction, feedback only when necessarily worthy, and straightforward lesson presenting, unlike young teachers featuring more energetic behaviour. The following graph illustrates the above finding:



**Chart 3.1: Teachers' age**

**Question 2: Teachers' gender:**

The results of this question inform that among the **25** participants, there are **66.7%** females and **33.3%** males. Thus, it can be shown that females outnumber males in this position and that they are much more passionate about teaching English as a foreign language, yet being a female can highly bring challenges to the job practice.



**Chart 3.2: Teachers' gender**

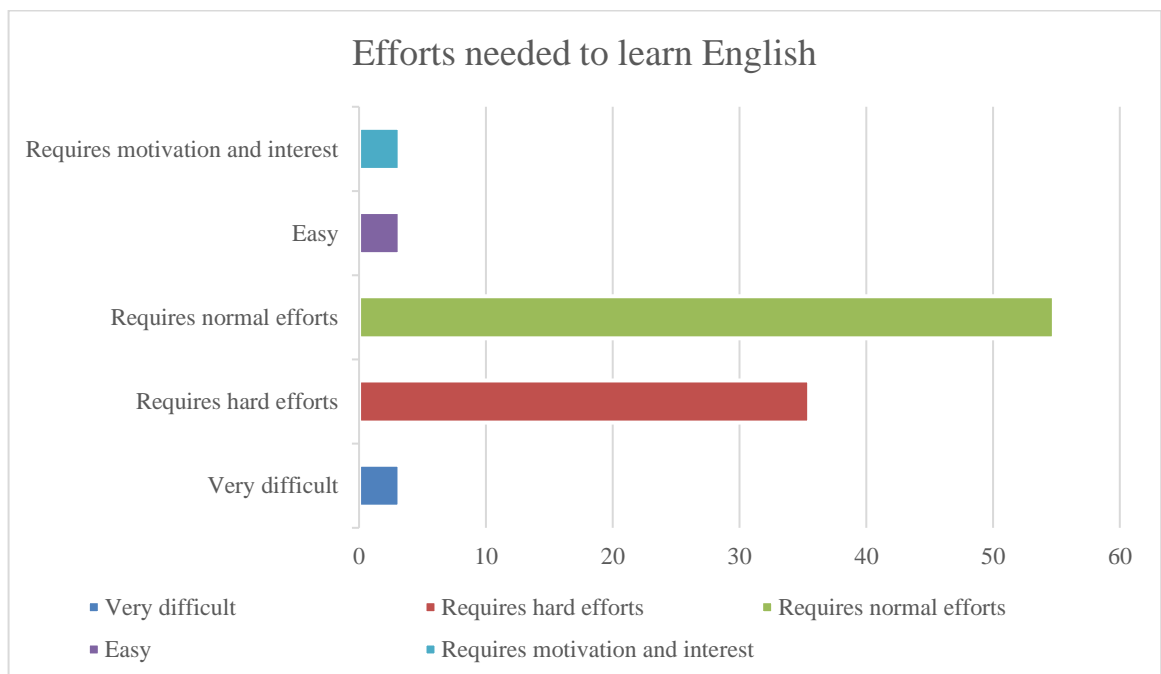


**Rubric two: Students' listening competence and the utility of teachers' feedback to enhance it and reduce absentmindedness.**

**Question 3: Do you think that studying English as a foreign language for learners is difficult, requires effort, or easy ...?**

This question aims to investigate how teachers evaluate their learners' acquirement of the English language. The results show that half of the learners (**50%**) are having a level requiring normal efforts, **36%** require hard efforts along with additional support including optimism, positive attitude, and concern towards the target culture, while only a portion of **4%** finds it easy.

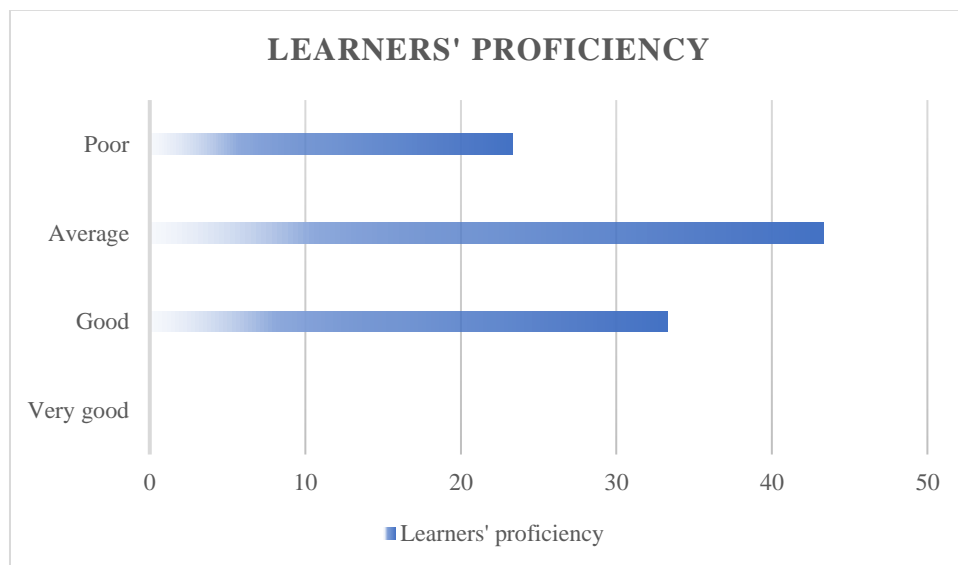
The following graph illustrates the findings above:



**Chart 3.3: The way teachers consider their learners' level of English language**

**Question 4: How do you assess your learners' proficiency level in listening to English?**

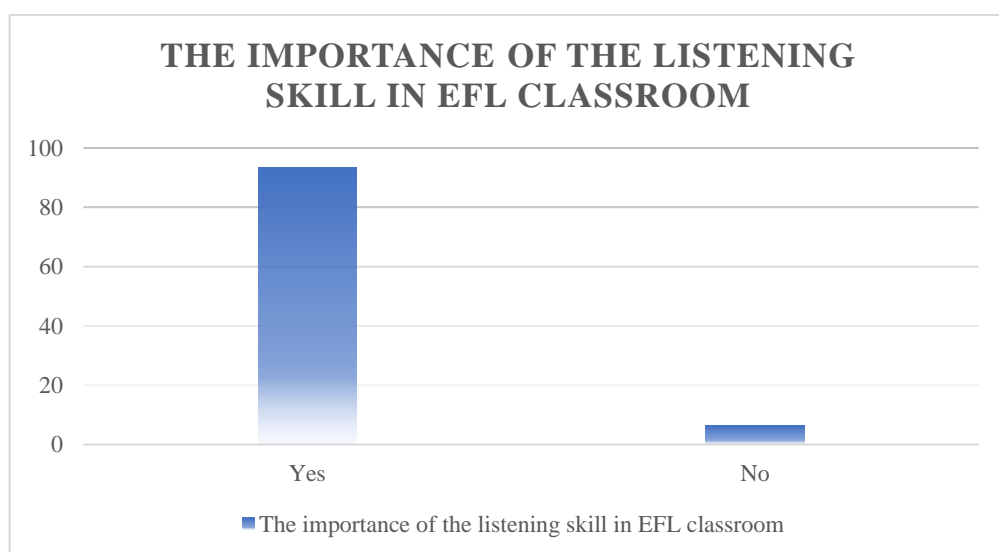
This inquiry seeks to learn how teachers assess their learners' listening skill proficiency; the outcome reveals that **45.8%** of learners have an average level of English language. **37.5%** of them have a good level. None to be getting a high level in English, whereas a percentage of **16.7%** have a poor English level. The next graph is being used to simplify this data:



**Chart 3.4: Learners' proficiency level in English language listening skill**

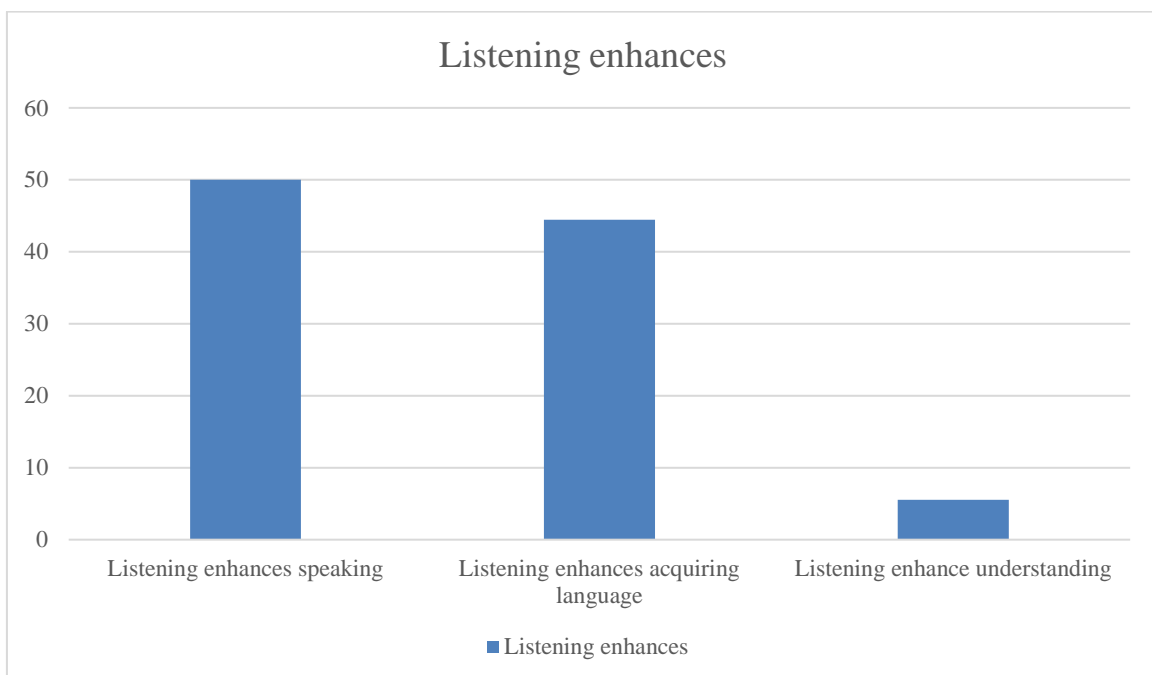
**Question 5: Do you think that developing the listening skill is necessary for EFL classroom?**

The purpose of this question is to determine whether teachers believe in developing the listening skill as an investment and critical element of EFL learning. The results reveal that the dominant majority of teachers confirm that listening is necessarily dominant and only **8%** think that it isn't crucial as the other three skills. The following chart summarizes what has been addressed briefly:



**Chart 3.5: whether developing the listening skill is necessary or not**

The survey in this question demonstrates how teachers see the listening skill as a beneficial learning subpart to their learners, and how its contrary, the absentmindedness, is detrimental and adversely impactful on their achievement. **50%** admit that listening enhances the learners' speaking skill. **44.44%** see that it helps them acquire language. Whilst, a low number of **5.55%** only view that it contributes to their understanding of the topic and boosts their interactivity with the teacher. That is to say, nearly two-thirds (**2/3**) of the overall sample agree that listening helps their learners' overall productivity.

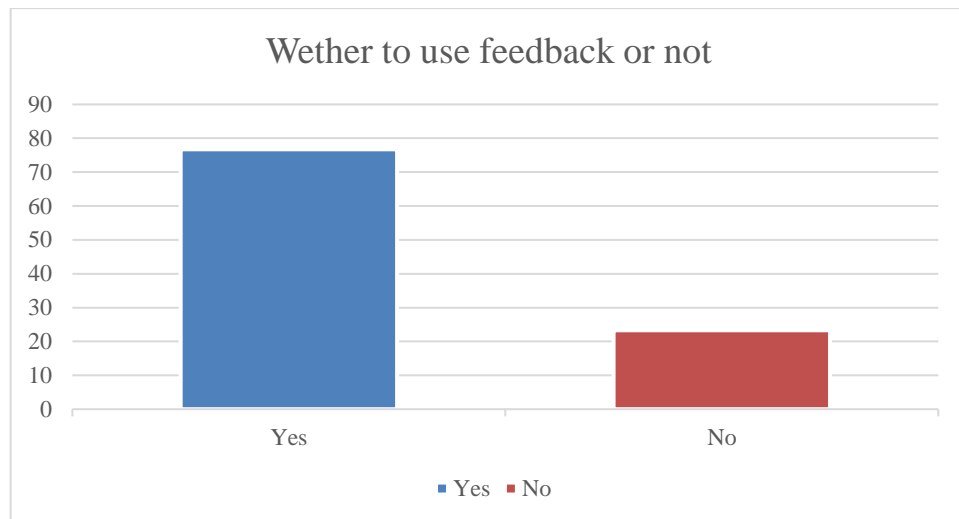


**Chart 3.5.1: Sub-skills that are improved by the listening skill**

**Question 6: Do you use teachers' feedback as a technique in the classroom to deal with absentmindedness?**

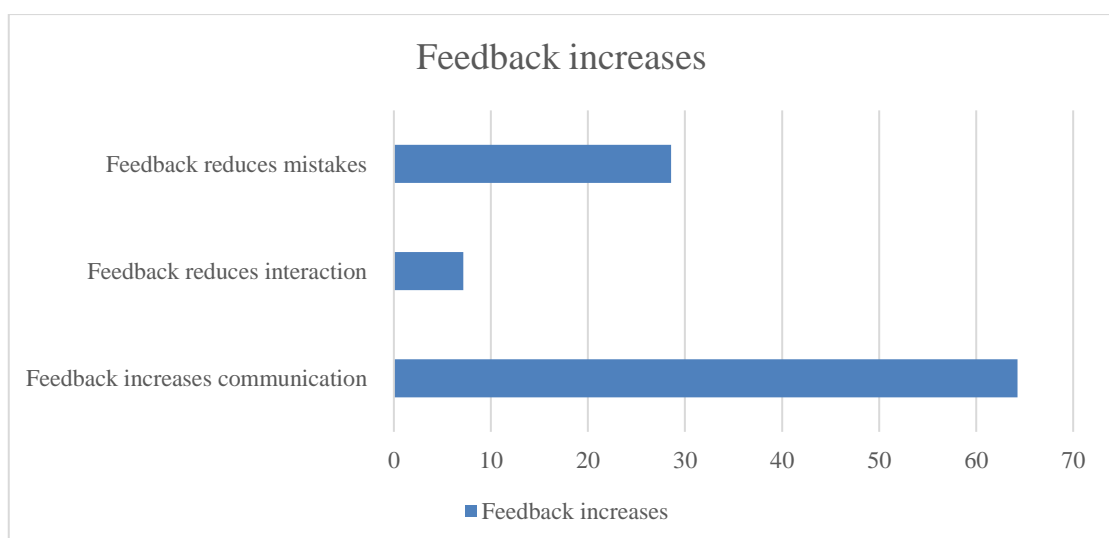
This question investigates whether or not teachers use immediate feedback during a listening activity as a tool to inform their learners about their unconscious absentmindedness status to decrease it and regain their attention once again. The result indicates that the mass majority agree with this idea and only **25%** oppose it.

The following chart illustrates the findings above:



**Chart 3.6: Whether teachers use feedback or not**

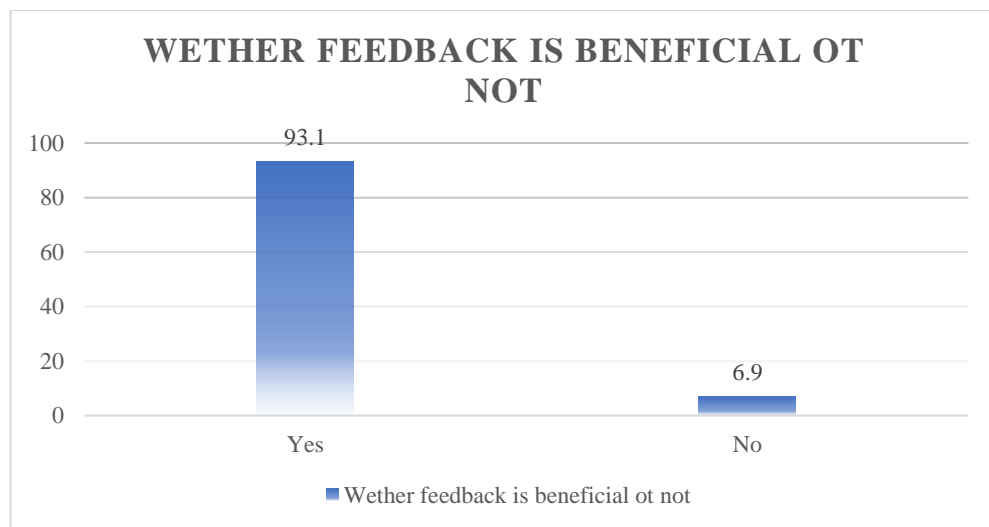
To decrease learners' absentmindedness occurring during listening due to their inactivity and less interaction with the learning materials, teachers gave much importance to providing feedback to learners as much possible as they could to help learners keep track of their learning, measure progress and identify mistakes and weaknesses. Most teachers see feedback as means of communication with learners to take away from the lesson its dryness. A solid majority of **64.28%** attest that feedback increases communication. A **28.57%** said that it is primarily reducing mistakes whilst **7.14%** as a minority think that feedback can be negative and may reduce overall interaction with learners as it is embarrassing and exposing to their unproductive in-class attitude.



**Chart 3.6.1: The elements affected by feedback**

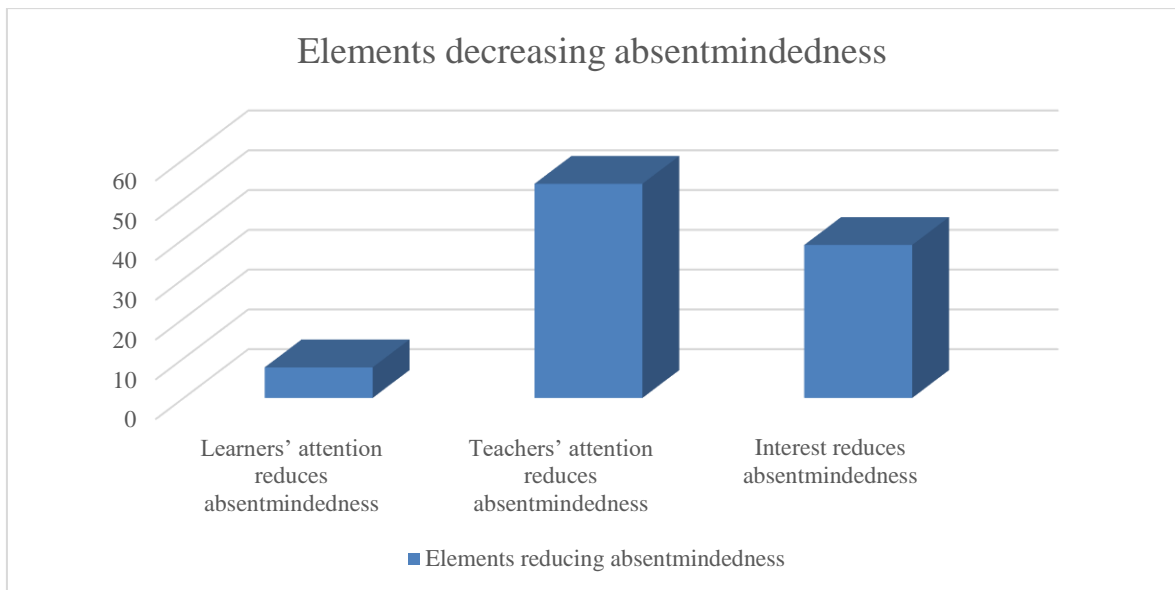
**Question 7: Do you think that teacher feedback is beneficial to improving learners' listening skills and reducing absentmindedness?**

This question attempts to investigate if the teachers' feedback is advantageous to ameliorate listening and diminish absentmindedness in a way to increase attention and boost overall attainment. The findings show that the majority, i.e., **91.7%** firmly believes in this fact; contrarily only **8.3%** think it is not. The following chart demonstrates the result obtained:



**Chart 3.7: Whether teachers' feedback is beneficial or not**

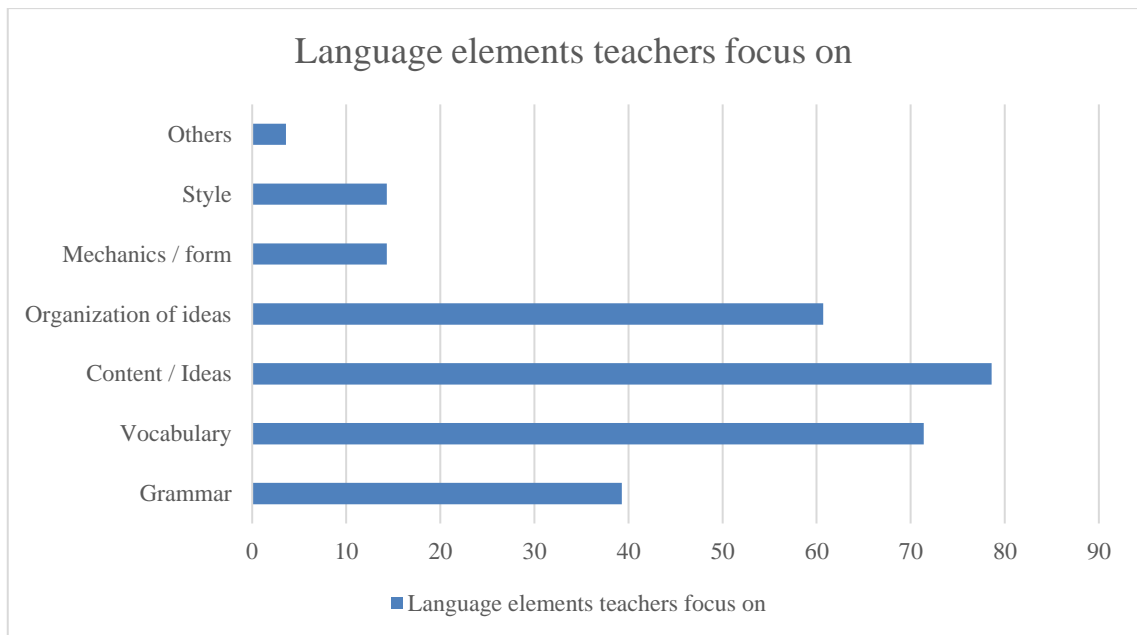
The study came out with two contrasting points of view, with and against. The former is analyzed as follows. A **38.46%** of teachers are with providing feedback in condition to their learners' interest in the subject matter, they see it as a tool to reduce absentmindedness. A **53.84%** of them see providing feedback as a form of showing their interest towards their learners' needs, the fact that also reduces absentmindedness. Whereas a low percentage of **7.69%** link absentmindedness reduction to their learners' main interest. Whereas the latter is the fact that these teachers are against feedback as it has a negative impact on their pace of teaching as well as on their other learners' interests and focus.



**Chart 3.7.1: Elements decreasing absentmindedness**

**Question 8: What do you insist on when learners answer you during a listening class? (You can tick more than one answer)**

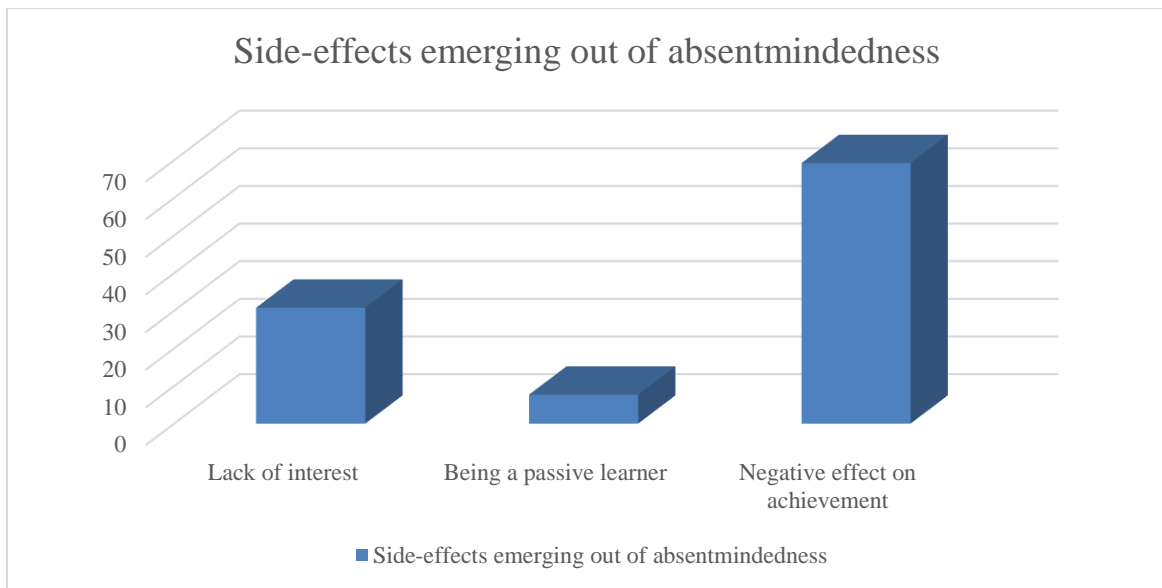
This question is asked to know which type of mistakes triggers how many teachers' feedback. Within the answers, most teachers around **72%** always and usually give importance to vocabulary and expressed theoretical content and ideas, and about **54.5%** take the organization of ideas and grammar into account. Whereas, a percentage of 18% and less is related to style, form, and fluency. Results show clearly that teachers pay more attention and focus on frustrating language elements to learners like grammar and vocabulary. The important thing is for teachers to assess whether the frustration is temporary or has become a long-term problem caused by teachers themselves. That's because over time, frustration can cause students to lose motivation and give chance for absentmindedness to occur. It can lead to heightened anxiety, a lack of confidence, low self-esteem, and a negative attitude towards learning. The following chart presents the results achieved:



**Chart 3.8: What to insist on during a listening session**

**Question 9: If teachers ignore learners in an absentmindedness status during a listening lesson. What are the effects of that on these learners?**

This question aims to shed the light on the core negative elements resulting from absentmindedness and its impact on learners. **30.79%** of teachers noticed that their learners fall to this mind status (and that's out of lack of interest, motivation loss, and negative anxiety). **7.69%** see their learners being passive in class and therefore, lack of activity drives them to slip out of lessons, whereas an outstanding amount of **69.23%** of learners suffers a negative effect on their achievement (as falling behind, misunderstanding key lesson elements, and getting low scores) due to this phenomenon. The Bar-chart that follows summarizes what has been stated earlier:

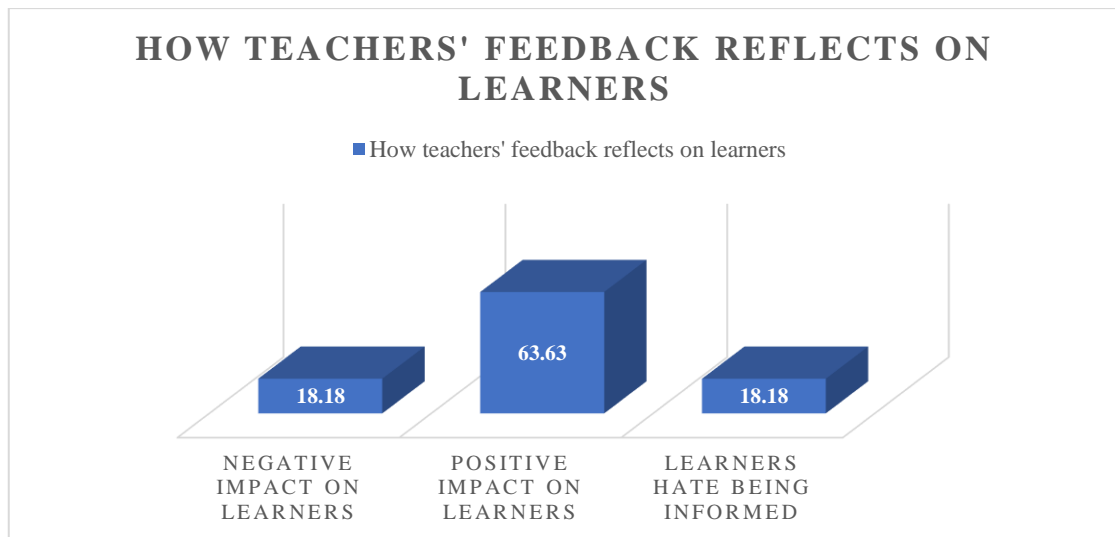


**Chart 3.9: Side Effects emerging when ignoring learners in an absentmindedness status**

**Question 10: If teachers consider alerting/informing learners about their absentmindedness status during a listening lesson. What are the effects of that on these learners?**

This question aims to know the major remarkable different impacts of teachers informing their learners about their absentmindedness status and its reflection on their in-class behaviour and outcome. The investigation shows that a dominant number of **63.63%** of learners reflected a positive impact on their overall general learning, a minor number of **18.18%** noticed sorts of a negative impact whereabout their learners hate receiving that type of feedback which causes embarrassment and discomfort. An inconvenience that reduces their interaction and increases their passiveness. The following chart attests to what is said before:

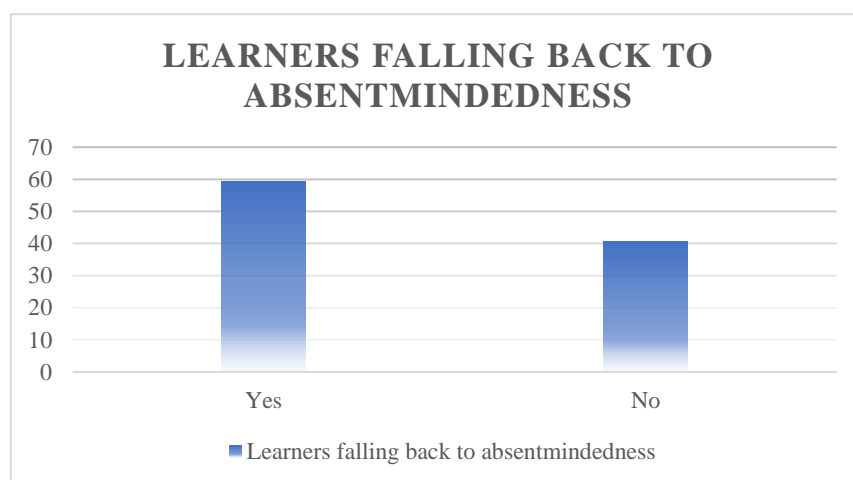




**Chart 3.10: The different impacts of informing learners about their absentmindedness status**

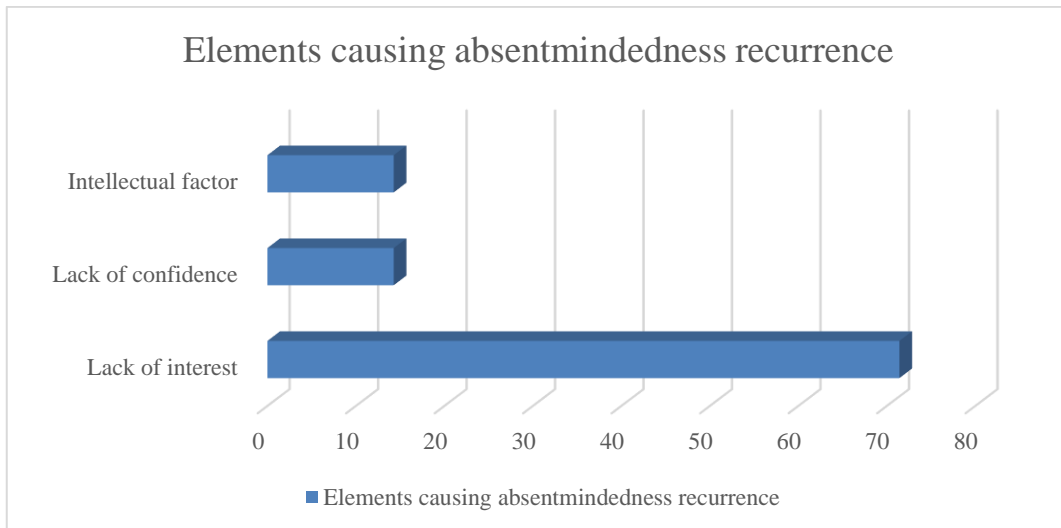
**Question11: Do your learners keep getting distracted even after being informed/alerted by you?**

This question aims to know whether learners maintain their attention after being informed or alerted by the teachers about their absentmindedness. The investigation shows that **59.1%** of learners are likely to fail and fall again for an absentmindedness status, and **40.9%** managed to maintain it. The results clearly call for teachers to be aware of the temporary effect of their alerts on learners. The following pie chart resumes what is said before:



**Chart 3.11: The number of learners getting distracted even after being informed by the teacher**

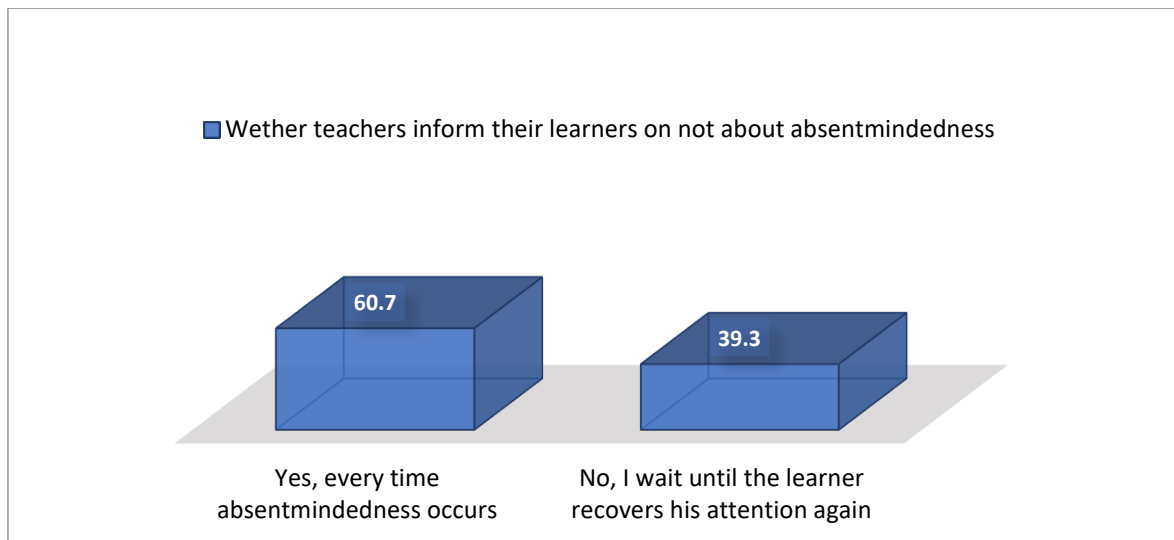
This is due to 3 main categorized causes suggested by these same teachers contributing to the study. **71.42%** said it is due to their learners' lack of interest in learning the language. **14.28%** said it is due to their learners' lack of confidence in their capacities to produce and participate. While another 14.28 revert that to intellectual factors out of their learners' control like their forcible low attention span. The next graph simplifies the results:



**Chart 3.11.1: Elements causing absentmindedness recurrence**

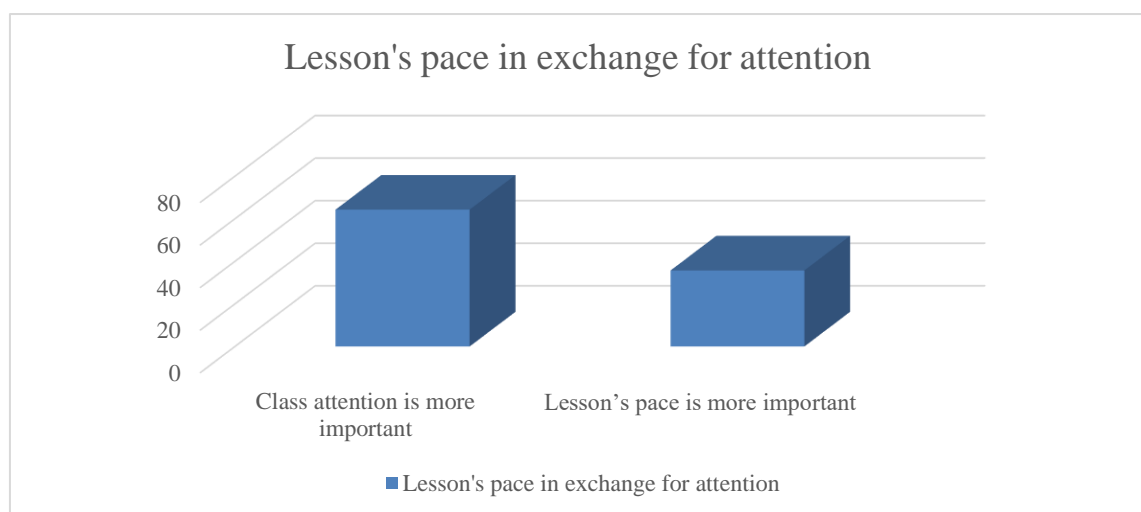
**Question 12: Do you prefer informing/alerting your learners of their absentmindedness every time they get distracted?**

This question tries to know the preference of teachers whether they like to give feedback frequently or occasionally. The investigation showed that **69.6%** like to provide feedback as much as possible to keep their learners involved in lessons for greater achievement, and **30.4%** prefer to have the feedback given when necessary bearing in mind that some learners may fall into hyperfocus status or zoning out which may allow for a better attention comeback in a form of refreshment. Other teachers may take into consideration their lesson's smooth pace and transition, as well as not interrupt their other learners' focus, follow, and attention. The information can be organized in the following chart:



**Chart 3.12: Whether teachers prefer informing learners about their absentmindedness every time it occurs**

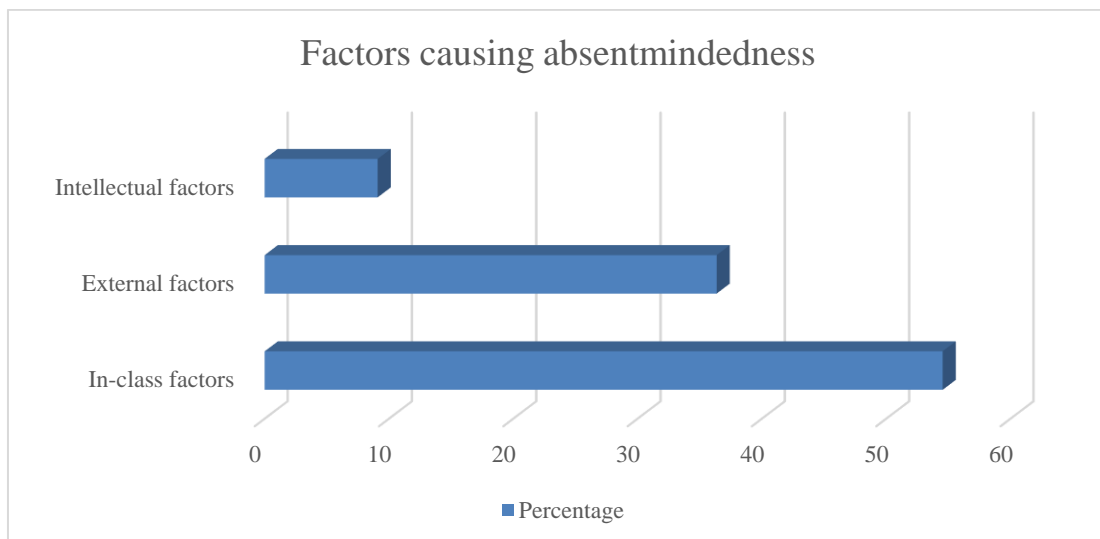
With the majority of teachers pointing out to the necessity of informing their learners about their unconscious in-class behaviours such as absentmindedness and lack of attention. They see that class attention is more important for learners and their achievements rather than keeping up with the lesson's pace and the curriculum yearly distribution. Continuous attention helps learners build up solid language, acquire key language elements and reduce teacher's talking time including repeating elements those absentminded learners could have missed. In other words, teachers clarify that it is better to be late in good lesson delivery than to deliver half lessons with a fragile structure. The following chart demonstrates the teachers' point of view:



**Chart 3.12.1: Lesson's pace in exchange for attention**

**Question 13: What external or internal classroom factors can cause Learners' absentmindedness?**

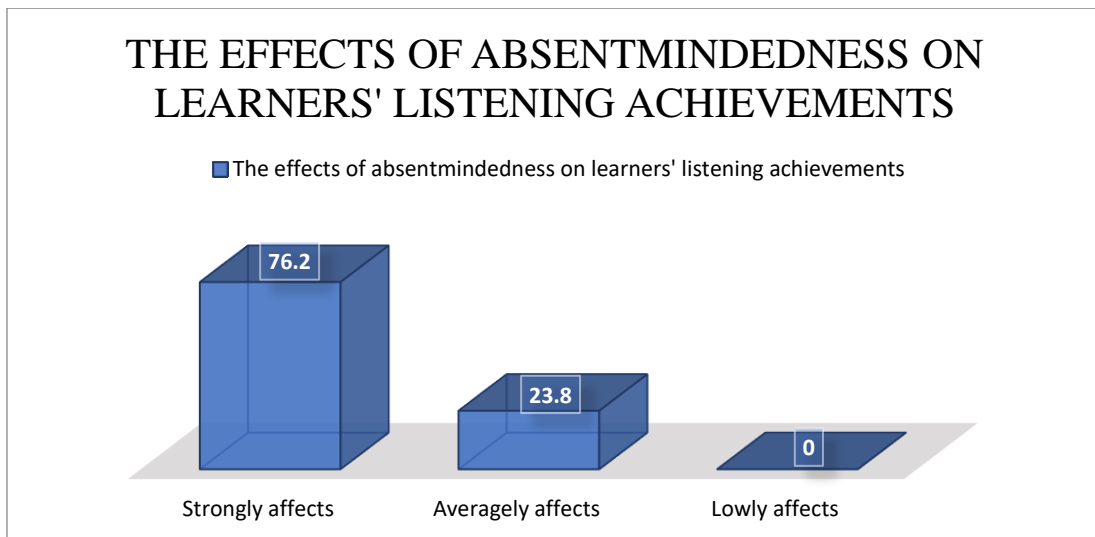
This question was conducted to examine factors influencing learners' attention. It aims to know which factor is playing the most role in affecting learners' presence and focus in class. Diverse factors were collected and then categorized into 3 major categories. External factors with a **36.36%** (... such as social life and society-related connections). Intellectual factors with a **9.09%** (... such as attention span). And an outstanding percentage of in-class factors with **54.54%** (... such as distractions from other learners and the way teachers practice teaching). The majority of teachers approve that the learners' surroundings play a major role in keeping learners' attention and leaving no room for absentmindedness to occur. The following chart illustrates this result:



**Chart 3.13: Categorized factors causing absentmindedness**

**Question 14: To what extent does absentmindedness affects learners' listening achievements?**

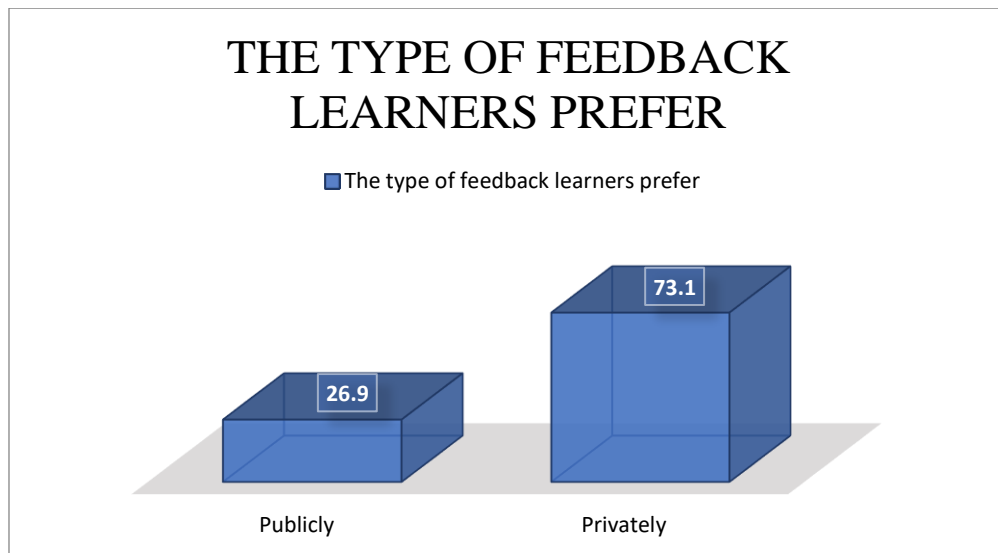
The examination of this survey shows how absentmindedness strongly leads to cognitive and communicative failure that affects the teacher's role to deliver a good lesson to his learners, provide proper and effective feedback, communicate instructions, and accurately assess the teaching-learning process. The bar chart below exhibits the returned results:



**Chart 3.14: The effect of absentmindedness on learners' achievements**

**Question 15: Do your learners like to receive teacher feedback about their absentmindedness and attention loss publicly or privately?**

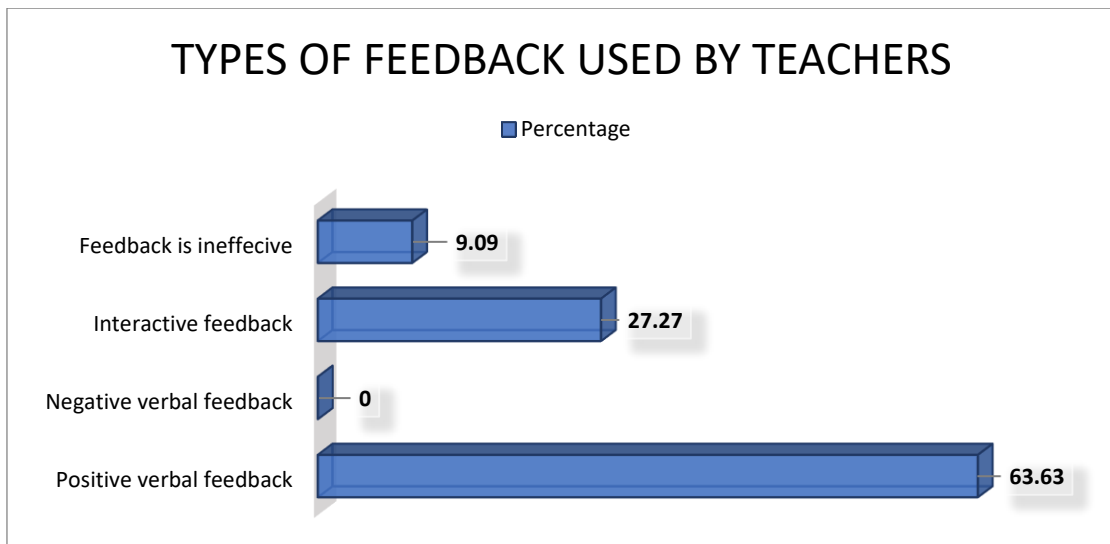
With a bit of wisdom in action, the teaching-learning process encourages public delivery of positive feedback and private delivery of negative feedback. Teachers ordinarily provide all performance feedback in relativity to their learners' performance. To investigate this, we conducted this part of the survey to test how feedback transparency is transmitted (i.e., public versus private delivery) and feedback balance (i.e., positive versus negative feedback) on learners' attention: more interest, more productivity, and less absentmindedness. The results show that teachers strongly agree with the idea of **“Praise in Public, Criticize in Private”** (Seevers, M. T., Rowe, W. J. & Skinner, S. J. 2014). **77.3%** prefer delivering private feedback about absentmindedness and attention. **22.7%** prefer public feedback to affect other learners and reduce if not prevent further learners' blanking.



**Chart 3.15: The types of feedback that learners prefer**

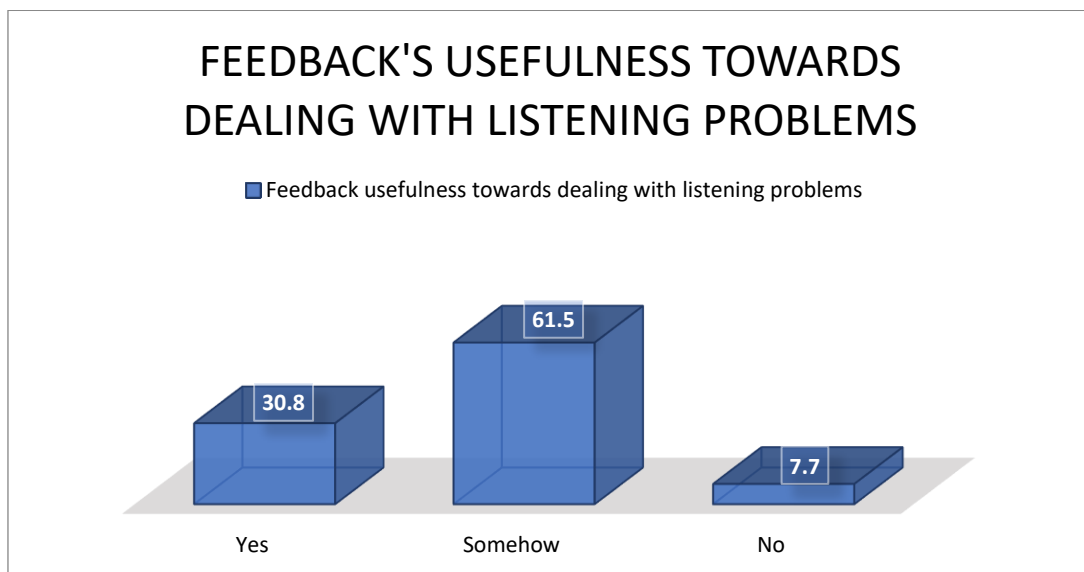
**Question 16: Does your feedback help you to find solutions to overcome your learners' listening problems?**

This question attempts to have an idea of how experienced teachers manage to reduce lack of attention, regain their learners' presence and positively affect them for better upcoming in-class interactivity. **63.63%** of the teachers indicated that "providing positive verbal feedback" is acceptable and receptive by learners as it is immediate, fast, time-efficient, and broadly effective for other learners too. A lower amount of **27.27%** sees that "interactive feedback" (one-to-one feedback) is preferable considering the fact that not all learners may take such feedback positively. A minority of **9.09%** of the teachers see feedback as an ineffective way to reduce the problem as they prefer delivering the lesson as it is. Whilst none of the teachers ticked "negative verbal feedback" such as blaming the learners and the overall criticism. The following chart simplifies the data:



**Chart 3.16: Types of feedback contributing to increasing learners' attention and reducing their absentmindedness**

With due regard that delivering positive verbal feedback isn't always enough in terms of augmenting achievements. Teachers notice that even good feedback delivery may not work well to decrease learners' passiveness in class. A clear **63.6%** majority of the teachers approved that it is somehow helpful to improve learners' listening and somehow is not. Teachers attribute these uncertain results to the daily factors that can affect even the most attentive learners. A **27.3%** confirmed that feedback does improve attention and listening. And 9.1% said it does not. The contrasted answers are shown in the graph below:



**Chart 3.16.1: Feedback's Usefulness Towards Dealing with Learners' Listening Problems**

### 3.5 Analysis of the Education Consultants' Interview

To attend to the necessary result, 15 questions have been addressed to 3 education consultants to give their opinion and expertise about the phenomenon, as well as to have an idea about the techniques used to deal with it. Thus, the section below is about presenting and analyzing the data gathered via the semi-structured interview designed for middle school education consultants. Their interview consists of different types of questions, as it is demonstrated in the following lines:

#### Item 1: Qualification and Professional experience

Interviewees	School	Degree	Working years as a teacher	Working years as an education consultant
Education consultant 1	Mohamed Kati middle school -Sidi Slimane-	Licence in History	08 years	03 years
Education consultant 2	Mustapha Derrar middle school - Beni Lahcen-	Licence in Mathematics	07 years	03 years
Education consultant 3	Mahdjoub Araibi Fatma middle school -Tamallaht-	Licence in English	10 years	04 years

**Table 3.5.1 Education Consultants' Qualification and Professional Experience**

From the table, the three interviewees are experienced as teachers of different subjects as well as education consultants. They are graduated in different fields including English, Mathematics, and History with a close average of experience as teachers and as education consultants.

#### Item 2: Defining the issue of being absentminded

**Interviewee 1:** "Absentmindedness is a psychological phenomenon that affects the learner during learning by which the learner loses attention during the learning session."

**Interviewee 2:** "Absentmindedness is a mental disorder among learners that can be shown as a lack of attention or focus during lessons."



**Interviewee 3:** “Absentmindedness is defined as the lack of focus with the speaker.”

### **Item 3: Providing statistics of teachers’ complaints about the issue**

**Interviewee 1:** “There are several complaints generally discussed in the council of classes for each term. We receive daily complaints from teachers about the issue. Those complaints are recorded to be investigated but it is still impossible to give precise statistics due to the nature of the issue and the absence of a measurement tool.”

**Interviewee 2:** “We record an average of two daily complaints from teachers about the issue which generally appear in a form of misbehaviour.”

**Interviewee 3:** “We always receive complaints from teachers mainly during the classes’ councils at the end of each term. We generally record from one to two cases that most teachers complain about. These cases are not about misbehavior but the full inattention during the learning sessions.”

### **Item 4: Statistics about the special social cases at the three middle schools**

The statistics are included in the appendices section with the interviewees’ signatures.

### **Item 5: In your opinion, what are the causes behind the issue?**

**Interviewee 1:** “there are many factors that lead the learner to be absentminded we can highlight many reasons behind the issue: social factors, familial factors, factors related to the age of the learner, social media factors, and biological factors. Social factors may stand for poverty and the area where the learner comes from:

- **Familial factors** stand for the atmosphere inside the family as well as the relationship between the parents if they are separated or divorced.
- **Biological factors** are those cases of chronic diseases that increase the chances of being absentminded.

- **Social media factors** interfere directly with the issue of attention through which learners became addicted to video games and exposed to a variety of technological tools and applications.

- **Factors related to the age of learners** can mainly be shown on the effect of adolescence on learners where they tend to be more absentminded than childhood era.”

**Interviewee 2:** “While dealing with some cases we noticed that the reasons behind the issue can be familial like divorce or separation between the parents or the emotional damage caused by the death of one of them or both. It can be social like poverty and indeed the learner spares a lot of time thinking about his social status these previous reasons affect learning and grades, grades affect behavior, and behavior effect social relationship between the learner and his classmates or between the learner and his teachers and therefore, he loses attention and desire to learn.”

**Interviewee 3:** “Through the observation, we always notice that pupils with less attention ability always have some problems, and though the social status is an important factor. Yet, I do not think that it has that major effect on the learners’ attention since most of the recorded cases enjoy normal familial stability where parents are educated. We noticed that pupils from poor families are likely to be more absentminded in class than others from medium-class families. We also notice some pedagogical factors where we notice that some learners are much more interested in a particular subject than others.”

**Item 6: Have you contacted the learners’ parents about the possible causes behind the issue?**

**Interviewee 1:** “We generally do whenever it is necessary, parents help diagnose the cases and help overcome the issue by eliminating the causes outside school.”

**Interviewee 2:** “Indeed, we are in permanent contact with parents, they are a crucial element in their children's learning process and they are a part of the

solution for the issue.”

**Interviewee 3:** “As an education consultant, the achievement of learners is at the heart of our mission. We always refer to parents when it comes to their children’s education, behaviour, and achievements. Our work is to ease learning through coordinating with parents and teachers as well.”

**Item 7: Did you record the same average of absentmindedness among learners with special social cases and those from normal status?**

The three interviewees said that pupils with special social cases are likely to be more affected by the phenomenon of absentmindedness than those with normal social status.

**Item 8: Do you believe that teachers can drive learners to lose interest in a particular subject? If yes. How?**

**Interviewee 1:** “Yes, teachers can cause inattention among learners when they are not aware of their learners’ psychological and social state by which they become unable to detect those absentmindedness cases and therefore they cannot overcome them.”

**Interviewee 2:** “Of course, teachers can be the main reason for learners’ inattention if they did not motivate their learners enough or followed non-effective methods, approaches or strategies. Teachers may also drive learners to lose interest if they were unfair while dealing with their learners.”

**Interviewee 3:** “Yes, teachers may be a part in increasing the cases of absentmindedness when lessons are boring due to the absence of planning or the ignorance of the learning preferences as well as the absence of motivation.”

**Item 9: What are the guidelines you can provide to increase attention span among learners?**

**Interviewee 1:** The indicated points were as follows

- keeping the parents in touch with the school and being informed about their children's education and what keeps them away from focusing during the learning session may help find solutions for the issue.
- Collaborating with guidance counsellors at the middle school to discover the cases, try to look for the possible reasons, and find a suitable solution.

**Interviewee 2:** The indicated points were as follows

- Orienting the discovered cases to the listening and follow-up cell
- Encouraging learners to practice sport.
- Help learners have enough rest.

**Interviewee 3:** The indicated points were as follows

- Use trained specialists to diagnose the reasons behind the issue for each learner.
- Help learners integrate and develop social skills to interact with their environment and therefore reduce the effect of absentmindedness.

### 3.6 Analysis of the Guidance Counsellors' Interview

This section is about presenting and analyzing the data gathered via the semi-structured interview designed for middle school guidance counsellors.

#### Item 1: Qualification and professional experience

Interviewees	Work place	Qualification	Professional experience
<b>Interviewee 1</b>	Djardjour Zoubir middle school –Boucaid	Bachelor's Degree in Cultural Sociology	06 years
<b>Interviewee 2</b>	Khdidji Belarbi middle school – Tissemsilt	Bachelor's Degree in Pedagogy	08 years
<b>Interviewee 3</b>	Mohamed Kati middle School- Sidi Slimane -	Master's Degree in School Counseling and Guidance	03 years

**Table 3.6.1: Guidance Counsellors' Qualification and Professional Experience**

**Item 2: Defining the issue of being absentminded**

**Interviewee 1:** “Absentmindedness is the loss of attention and ability to focus on relevant input during learning by which the learner loses the connection with his reality.”

**Interviewee 2:** “Absentmindedness is the inability to maintain attention and focus on a particular thing by any person.”

**Interviewee 3:** “Absentmindedness is defined as the loss of awareness toward time and place where people go through a mismatch of events and thoughts. It is a normal phenomenon that can affect any normal person. It is also a defensive mechanism which individuals use to escape reality.”

**Item 2: Are you aware of those cases of lack of attention among learners in the middle school where you work?**

**Interviewee 1:** “It is hard to detect all the cases since absentmindedness is a normal phenomenon which any normal person can be affected by. But we can focus on the noticeable cases discovered by teachers themselves while dealing with pupils or those cases we as guidance counsellors detect when listening to learners in our daily practices at school.”

**Interviewee 2:** “We cannot have a clear idea about the real number for several reasons. The first is due to the nature of the issue which can affect any human being and the second is the diagnostic difficulty. But we notice some clear cases from time to time when contacting teachers during different pedagogical councils.”

**Interviewee 3:** “We cannot provide a number but we notice that pupils with medium grades are likely to be more affected by the issue. These cases show hyperactivity accompanied with the loss of attention every time.”

**Item 3: Can you provide some statistics about the issue at your school?**

The three interviewees claimed that it is impossible to give certain numbers

because everyone is exposed to being absentminded. Whereas we can record several noticeable cases in each class.

**Item 4: What are the reasons behind the issue?**

**Interviewee 1:** “We can highlight many factors behind the issue. Among those factors we have

1. **Environmental factors:** Factors that may be expressed by the noise around the learner.
2. **Social factors:** Factors that may appear due to familial issues such as divorce, or economic issues like poverty.
3. **Health factors:** Whereas learners with health issues like chronic diseases or weak sight are more affected by the phenomenon than others with normal health states.
4. **Scholar issues:** As an example, it appears when the learner’s learning abilities do not match the average recorded among other learners and therefore the learner loses interest in the subject and be absentminded.”

**Interviewee 2:** Many variables affect learners’ attention categorized below

- Social variables stand for the learner’s social background like family status and the general neighborhood.
- Psychological variables are those feelings the learner has like shyness, absence of self-confidence
- Biological variables are those health issues that cause failure at the level of cognition or those diseases related to ADHD.

**Interviewee 3:** “Absentmindedness occurs due to psychological reasons or health reasons

- **Health reasons** are those cases of chronic diseases and the lack of sleep that affects mental abilities.
- **Psychological reasons** stand for those pressures the learner lives which cause overthinking; learners may think about their future based on their needs

which drive us to highlight the Maslow's Pyramid of Needs. Individuals are in an ongoing process to impose themselves as active members within their societies.

- **Technology and social media** play also a great deal of effect on learners' ability to focus and maintain attention. Learners nowadays are addicted to a variety of video games and mobile applications and the following pictures taken from learners' tables are vivid evidence of how attached with these technologies our learners become."



### 3.6.2 Some Drawings from Learners' Classroom Tables

#### Item 5: Do you think that the issue affects learning? If yes. How?

The three interviewees stated that absentmindedness has an impact on the learning process due to the fact that when learners get into an absentmindedness state, they totally or partially miss the events that surround them.

#### Item 6: Do you believe that teachers can drive learners to lose interest in a particular subject? If yes. How?

**Interviewee 1:** "Teachers are in the first line of learning and they are the ones in charge of learners' achievements. While going through their teaching practices, teachers may cause inattention among learners by either ignoring the factor of motivation, not being able to vary their teaching methods to meet their learners' needs, or not having sufficient knowledge about their learners' social,

psychological, and biological states.”

**Interviewee 2:** “Of course, teachers can affect learners’ attention either positively by knowing them and accordingly making the lessons suitable yet enjoyable, or negatively by neglecting their needs and differences.”

**Interview 3:** “Teachers can develop a social and emotional relationship with their learners, gain their trust and thus motivate them enough to stay focused, or they can just present their lessons without any knowledge about their learners’ needs, abilities and learning styles and get nothing done. Because learners tend to interact with what involves their passion towards an idea or information.”

### **Item 7: What are the guidelines you provide to increase attention span among learners?**

The interviewees highlighted the following strategies to increase attention:

- Learners should have enough mental rest far from life pressures that cause overthinking.
- Parents are invited to control their kids’ use of modern technologies.
- Teachers should vary their lessons and teaching strategies to meet their learners’ needs and differences.
- Learners should have social and psychological care to overcome the issue.
- Teachers should respect their learners’ abilities regarding their age and their mental potential.
- Teachers should keep learners busy through a task-based approach where learners gain trust through working with their classmates.
- Teachers should encourage, motivate and help their learners.

### **3.7 Interpretation and Discussion of the Findings**

Along with the investigation of what causes the phenomenon of absentmindedness, the researcher recorded many factors that interfere with the ability of learners to stay focused during a lesson. The findings show that biological, psychological, and social reasons stand behind the issue.



➤ The six interviewees went on to pin the social factor as a dominant cause behind the issue. The recorded interview shows that pupils with the social or family disorder are likely to be more influenced by the phenomenon and learners seem to spend a lot of time thinking about their state this idea of social status is vividly shown in the following quote, “Poor nutrition affects the ability of children to learn”. Studies have shown that stunted children (children who are short for their age) are less likely to enroll in schools, and if they enroll, are more likely to drop out. (UNESCO EFA, 2006, p. 111) cited in Poverty and education by Servaas Van der berg p. 11 (2008). That is to say that poverty, familial status, and the learner’s environment inside and outside of school strongly affects the learning process in general and the ability to stay focused during a lesson. According to Maslow’s pyramid of needs, for a human being to be at his full mental ability, his need must be satisfied.

➤ The three education counsellors highlighted the effect of media multitasking and how modern technology affects our learners’ ability to stay focused and the way they use its platforms, this idea matches the findings of Lodge, J. M. & Harrison, W. J. (2019) in their journal article The Role of Attention in Learning in the Digital Age when they stated: “Several recent studies demonstrate that technology use can have either positive or negative effects on cognition, depending on the type of technology, context, and cognitive functions being examined.”

➤ One education counsellor raised the positive effect of absentmindedness when individuals switch to hyper-focus mode and gave the example of Albert Einstein who suffered from the issue.

➤ Some biological and psychological factors may interfere with the ability to keep attention. ADHD, anxiety, and Down's syndrome/diseases are some cases where attention may turn into a hyper-focus on an irrelevant stimulus.

In this regard, this study aimed at investigating how teachers deal with absentmindedness and how learners interact with their teachers’ feedback about it, as

well as to what extent this phenomenon can affect these learners' achievements. Therefore, the investigator employed a combination of two research instruments, an interview with education consultants and guidance counsellors, as well as a questionnaire for middle school teachers, in an attempt to achieve fruitful research covering all the view angles and field experiences.

First, this research tried to explore the reasons that cause the absentmindedness status of learners' minds. The obtained results from both the questionnaire and the interview show that the causes can come from different backgrounds such as social, psychological, biological, and pedagogical ones. As an outcome, the first hypothesis was confirmed.

Additionally, the questionnaire results indicate that these learners have two distinct ways of receiving feedback about their absentmindedness status. Therefore, this implies that teachers use many techniques to deliver lessons and maintain their learners' attention and motivation to make sure all the lesson's key points are delivered and grasped. This is exactly what teachers claimed in their answers when they pointed out that absentmindedness-related feedback is a necessity and that their learners are not that fully aware of its importance especially concerning their language attainment and achievements. Therefore, the second hypothesis was also confirmed.

It was also detected that several strategies and measures can be taken by teachers to reduce their learners' absentmindedness during learning listening sessions, yet take into account that its other forms like hyper-focus, zoning out and a distracted mindset may be beneficial and refreshing to their minds for a better attention resumption. All teachers try clearly to make their students aware of the relationship between the listening skill and attention by demonstrating their mutual influence on learners' presence and role in class. This confirms the third hypothesis.

### **3.8 Recommendations and Suggestions**

Besides the above-mentioned suggestions and recommendations presented by the six interviewees which deal with the external factors to increase attention, the following are some strategies to increase attention span in the classroom.

After the instructor minimizes distractions, maximizes students' understanding and interest, and shows a significant knowledge of his students' learning styles and based on publications by Partin and Levy (1987), Jared Gerschler (2012) introduced a list of strategies that may help teachers increase their learners' attention:

### **3.8.1 Teach Relevant Material**

While designing their lessons, teachers should select materials that serve their learners' understanding and interest in the subject at hand as well as confirm their learning preferences, teachers are also asked to provide real-life situations and scenarios for a language class to involve learners more. The more they are involved, the less they are absentminded. For instance, the materials should provide them with the necessary language items to ease the process of calling, reformulating, and building knowledge step by step.

### **3.8.2 Show Enthusiasm**

Teachers should bring energy to their classroom and make sure that everyone is involved in the session. Enthusiasm can be introduced by using a changing tone of voice, or by using gestures and moving between the lines to check how well learners are going with a particular task, or by using hand motions while speaking which helps to show a passion for the point being discussed. These tiny details can promote communication and help learners get a sense of their teacher's interest in their achievements.

### **3.8.3 The Use of Humor**

The use of humor in the classroom was widely investigated by many scholars. (Aylor & Opplinger, 2003 ; Bryant, Comisky, Crane & Zillmann, 1980 ; Bryant, Comisky & Zillmann, 1979 ; Bryant & Zillmann, 1988 ; Conkell, Imwold & Ratliffe, 1999 ; Davies & Apter, 1980 ; Downs, Javidi & Nussbaum, 1988 ; Frymier & Wanzer, 1999 ; Frymier & Weser, 2001 ; Gorham & Christophel, 1990 ; Kaplan & Pascoe, 1977 ; Sadowski & Gulgoz, 1994 ; Wanzer, 2002 ; Wanzer & Frymier, 1999a, 1999b; White, 2001) are the most reliable studies that examined the effect of using humor in teaching . Reviewing literature shows that the concern was not about whether the humor we, as teachers use, is appropriate or

inappropriate, but focused on the fact that learners' acquisition of learned items through a comfortable atmosphere where humor takes place is vivid.

### **3.8.4 Teaching at an Appropriate Level of Difficulty**

A good test is a test that is not too easy nor too difficult for the learners as well as the content it is included within. It should provide an optional answer that can be chosen by these learners and not far from the key answer. Very easy items are to build in some affective feelings of “success” among low-ability learners and to serve how to deal with difficult objects that can be a challenge for the most proficient learners (Brown, 2004: 59).

In this regard, teachers are asked to build up their teaching process on graduation regarding their learner's abilities, age, learning differences, interaction, and social background. Bloom's taxonomy is one tool that serves the instructional process while teaching. Learners must build a minimum set of trust in their abilities before grounding for more challenging tasks.

### **3.8.5 The Use of Variety While Teaching**

In their study “Students' Explanation: Wider Variety of Teaching Methods Increases Motivation and Give Higher Results in Biology”, Martin Granbom and Marianne Granbom pointed out in the findings section of their research: “The students' explanation for the improved performance was the noticeable variation in the methods and activities that motivated them”. The variation was discussed and illustrated in three categories: planning and deciding work methods, different ways of learning, and exam format. It wasn't like there was one way of learning. This means that they obtained information in different ways and from different perspectives that positively influenced learning.

This leaves no doubt that differentiation has a significant impact on the learners' achievement in the different stages of the learning process.

### **3.8.6 Encouraging Learners' Participation**

While reviewing the learning theories, Alexander. W stated in his "Student

Engagement: A Developmental Theory for Higher Education" that the theory of student engagement encourages educators to focus less on what they do and more on what the student does, how motivated the student is and how much time and energy does the student devote to the learning process. Hence, teacher-learner and learner-learner interaction play a significant role in raising learners' attention span and reducing absentmindedness caused by environmental distraction, involving learners helps them stay focused on the target stimuli.

### **3.8.7 Minimize Criticism**

It can maximize positive reinforcement in the process of learning English as a foreign language for those students often having difficulties. Saree (2020) What makes it reasonable for teachers to reduce the level of criticism to the most appropriate level to gain students' trust on one hand and to raise the motivation towards the subject matter. There are times when some students find that they are treated only as I blame when they receive criticism from their teachers. This situation only occurs if teachers criticize student performance without making suggestions to improve student learning progress. Therefore, students interpret criticism as an indication of their failure to learn English (Fong et al., 2018).

Unconstructive criticism without showing how they can cope with the difficulties they face while learning may hurt learners' feelings and thus, lose interest and attention to pursuing the learning process.

### **3.8.8 Make Lessons Clearer**

According to Doff (1988, 227) setting a simple instruction that does not carry a complex vocabulary and grammar structure may help the learners know what is expected from them to do and how they are supposed to do it and therefore be more attentive and involved.

In this regard, the aim is to walk along with the learner gradually from easy to difficult. Which was introduced in Bloom's taxonomy.

Within a listening task, teachers are invited to deliver a clear instruction that should be checked to make sure that listeners are attentive to the speech stream, and

know the vocabulary after clearly perceiving it.

Reviewing the work of Azmi Bingöl, Celik, Yidliz, and Tugrul Mart (2014), learners are likely to do better when a listening text brings the words they know and thus, be more involved, motivated, and attentive.

### **3.8.9 Divide Learning Tasks into Smaller Sub-skills**

According to Chen (2009), while learners go through a listening task, they may not be aware that they have to be active risking that they may fail to comprehend the spoken language in the text they are going through. Hence, teachers are supposed to switch their attention from traditional listening instruction to learners-oriented instruction that helps those learners develop listening strategies dividing a task and bringing it into small pieces may help learners easily grasp the instruction and thus, serves the learning aims successfully.

## **3.9 Conclusion**

The analysis of the questionnaire and the interviews shows that lack of attention is a common phenomenon in the learning environment nowadays. It can have biological, social, and psychological reasons and it affects the learning process negatively by causing a failure at the level of perceiving the information.

To cope with the issue and reduce its effect on learners' achievements, both education practitioners and parents are invited to adopt several techniques mentioned in the section above to increase the attention span among these young learners and thus, increase their achievements quota in learning in general and in EFL class listening comprehension sessions in precise.

# **GENERAL CONCLUSION**

## General Conclusion

The dilemma of having a passive recipient is one of the major concerns that teachers are facing in the modern era. Keeping attention looks further than an aim to be achieved and due to the forked nature of the phenomenon of absentmindedness, maintaining attention became the main concern among teachers while dealing with their teaching practices.

EFL middle school teachers are struggling to keep the learners' minds focused on a relevant stimulus and involved in the different tasks presented during their class. This research revealed the findings of the previous studies that cross with the issue of forgetfulness and lack of attention to briefly define it, digging for the major factors that cause it and to attempt for finding clues to overcoming it. Hence, the first chapter of the study at hand was spared to deal with the pre-mentioned notions. Furthermore, teaching listening requires a high level of sustained attention by which an oral message can be successfully interpreted. Defining listening in literature, exploring its characteristics, revealing approaches to teaching it, and highlighting the role of the teacher in this process were the key elements to be discussed in the second chapter of this study. The third chapter stresses the researcher's will to investigate the hypotheses introduced at the beginning of this research.

To test the hypotheses and serve the aim behind the research a phenomenological research approach was involved to collect data through a mixed-method process. an online quantitative study was integrated through an online questionnaire which was a delivered locally to 31 middle school teachers of English from different schools to collect data about the strategies they follow to increase attention span among learners and to jot down notes elicited about teachers' practices in this concern inside the classroom and their assumptions for the possible reasons that drive learners to lose interest in a relevant stimulus.

To enrich the content of the study, a qualitative study was launched in the form of two recorded interviews with both middle school education consultants and middle school guidance counsellors. The sample included three education consultants and three



guidance counsellors from different areas in the district of Tissemsilt.

The findings confirmed the hypotheses of the research and expanded the area of research to include other factors that were not briefly discussed in the theoretical part of the research at hand.

The research aim was partially fulfilled leaving a chance for further investigation into each cause behind the issue mainly with learners with health issues and special social cases. The collected data shows that a significant number of learners come from low-income families and the records indicate that those learners are less engaged in learning than others with normal social status.

## **BIBLIOGRAPHY**

---

## List of References

- Adcock, R. A., Dale, C., Fisher, M., Aldebot, S., Genevsky, A., Simpson, G. V., ... & Vinogradov, S. (2009). When top-down meets bottom-up: auditory training enhances verbal memory in schizophrenia. *Schizophrenia bulletin*, 35(6), 1132-1141.
- Agudo, M., & de Dios, J. (2013). An investigation into how EFL learners emotionally respond to teachers' oral corrective feedback. *Colombian Applied Linguistics Journal*, 15(2), 265-278.
- Arevalo, E. A. R. (2010). The use of songs as a tool to work on listening and culture in EFL classes. *Cuadernos de lingüística hispánica*, (15), 121-138.
- Astin, Alexander. (1984). Student Involvement: A Development Theory for Higher Education. *Journal of College Student Development*. 40. 518-529.
- Bekelja Wanzer, M., Bainbridge Frymier, A., Wojtaszczyk, A. M., & Smith, T. (2006). Appropriate and Inappropriate Uses of Humor by Teachers. *Communication Education*, 55(2), 178–196. <https://doi.org/10.1080/03634520600566132>
- Best, K., Jones-Katz, L., Smolarek, B., Stolzenburg, M., & Williamson, D. (2015). Listening to our students: An exploratory practice study of ESL writing students' views of feedback. *Tesol Journal*, 6(2), 332-357.
- Biggs, E. E., Carter, E. W., Bumble, J. L., Barnes, K., & Mazur, E. L. (2018). Enhancing peer network interventions for students with complex communication needs. *Exceptional Children*, 85(1), 66-85.
- Black, P., Harrison, C., Lee, C., Marshall, B., & Wiliam, D. (2004). Working inside the black box: Assessment for learning in the classroom. *Phi delta kappan*, 86(1), 8-21.
- Blancaflor, R. J. D., Mauleon, M. I. I., & Purpura, J. F. (2021). The Use of Task-Based Activities in Improving Active Listening Comprehension Skills of Grade 8 ESL Students. *Modern Journal of Studies in English Language Teaching and Literature*, 3(1), 68-81.
- Bouhuijs, P. A. (2011). Implementing problem based learning: Why is it so hard?. REDU. *Revista de Docencia Universitaria*, 9(1).
- Brezuleanui, C. O., Brezuleanui, S., & Ignat, G. (2011). Study About Importance

Of Effective Listening in Communication of Educational Management. *Lucrari Stiintifice*, 54(2), p344-347.

- Cargile, A. C., & Bradac, J. J. (2001). Attitudes toward language: A review of speaker-evaluation research and a general process model. *Annals of the International Communication Association*, 25(1), 347-382.
- Carrell, P. L., & Eisterhold, J. C. (1983). Schema theory and ESL reading pedagogy. *TESOL quarterly*, 17(4), 553-573.
- Carriere, J. S. A., Cheyne, J. A., & Smilek, D. (in press). Everyday Attention Lapses and Memory Failures: The Affective Consequences of Mindlessness. *Consciousness and Cognition*.
- Carriere, J. S., Cheyne, J. A., & Smilek, D. (2008). Everyday attention lapses and memory failures: the affective consequences of mindlessness. *Consciousness and cognition*, 17(3), 835–847. <https://doi.org/10.1016/j.concog.2007.04.008>
- Celik, O. (2017). The importance of listening in communication. *Global Journal of Psychology Research: New Trends and Issues*, 7(1), 8-11.
- Chaikin, A. L., Gillen, B., Derlega, V. J., Heinen, J. R., & Wilson, M. (1978). Students' reactions to teachers' physical attractiveness and nonverbal behavior: Two exploratory studies. *Psychology in the Schools*, 15(4), 588-595.
- Chappuis, S., & Stiggins, R. J. (2002). Classroom assessment for learning. *Educational leadership*, 60(1), 40-44.
- Chelsea Helion, ... Kevin N. Ochsner, in *Handbook of Clinical Neurology*, 2019
- Chen, P. C., Chi, T. C., Su, S. Y., & Chen, Y. N. (2017, December). Dynamic time-aware attention to speaker roles and contexts for spoken language understanding. In 2017 IEEE Automatic Speech Recognition and Understanding Workshop (ASRU) (pp. 554-560). IEEE.
- Cheung, Y. K. (2010). The Importance of Teaching Listening in the EFL Classroom. Online Submission.
- Cheyne, J. A., Carriere, J. S. A., & Smilek, D. (2006). Absentmindedness: Lapses in conscious awareness and everyday cognitive failures. *Consciousness and Cognition*, 15, 578-592.
- CIRT

- Comer, L. B., & Drollinger, T. (1999). Active empathetic listening and selling success: A conceptual framework. *Journal of Personal Selling & Sales Management*, 19(1), 15-29.
- Eden, D. (2001). Who controls the teachers? Overt and covert control in schools. *Educational Management & Administration*, 29(1), 97-111.
- Egamnazarova, F. A., & Mukhamedova, M. S. (2021). Improving english language listening skill. *Academic research in educational sciences*, 2(Special Issue 1), 28-32.
- Ellis, R. (2009). Corrective feedback and teacher development. *L2 Journal*, 1(1).
- Faber, N. R., & Jorna, R. J. (2010, October). Learning environments for sustainable innovation. In Knowledge Collaboration & Learning for Sustainable Innovation: 14th European Roundtable on Sustainable Consumption and Production (ERSCP) conference and the 6th Environmental Management for Sustainable Universities (EMSU) conference, Delft, The Netherlands, October 25-29, 2010. Delft University of Technology; The Hague University of Applied Sciences; TNO.
- Feyten, C. M. (1991). The power of listening ability: An overlooked dimension in language acquisition. *The modern language journal*, 75(2), 173-180.
- Field, J. (2004). An insight into listeners' problems: Too much bottom-up or too much top-down?. *System*, 32(3), 363-377.
- Fry, C. L. (1969). Training children to communicate with listeners who have varying listener requirements. *The Journal of Genetic Psychology*, 114(2), 153-166.
- Gerber, S. (2001). Where has our theory gone? Learning theory and intentional intervention. *Journal of Counseling & Development*, 79(3), 282-291.
- Giambra, L. M. (1995). A laboratory method for investigating influences on switching attention to task-unrelated imagery and thought. *Consciousness and Cognition*, 4, 1-21.
- Gilakjani, A. P. (2016). The significance of listening comprehension in English language teaching. *Theory and Practice in Language Studies*, 6(8), 1670.
- Gilakjani, A. P., & Sabouri, N. B. (2016). Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review. *English language teaching*, 9(6), 123-133.
- Gilakjani, A. P., & Sabouri, N. B. (2016). Learners' Listening Comprehension

- Difficulties in English Language Learning: A Literature Review. *English Language Teaching*, 9(6), 123. <https://doi.org/10.5539/elt.v9n6p123>
- Gilboa, A., & Marlatte, H. (2017). Neurobiology of schemas and schema-mediated memory. *Trends in cognitive sciences*, 21(8), 618-631.
  - Gipps, C., Hargreaves, E., & McCallum, B. (2015). What makes a good primary school teacher?: Expert classroom strategies. Routledge.
  - Glass, A. L., & Kang, M. (2018). *Dividing attention in the classroom reduces exam performance.* *Educational Psychology*, 39(3), 395–408. <https://doi.org/10.1080/01443410.2018.1489046>
  - Goh, C. (2008). Metacognitive instruction for second language listening development: Theory, practice and research implications. *RELC journal*, 39(2), 188-213.
  - Granbom, M., & Granbom, M. (2019). Students' Explanation: Wider Variety of Teaching Methods Increases Motivation and Give Higher Results in Biology. *Nordic Studies in Science Education*, 15(2), 193–205. <https://doi.org/10.5617/nordina.5918>
  - Hadi, M. S., Izzah, L., & Putri, A. F. (2021). Listener adapted Speech: How EFL Junior High School Students Adapt English Listening. *Alsuna: Journal of Arabic and English Language*, 4(1), 92-109.
  - Hall, J. K. (1995). (Re) creating our worlds with words: A sociohistorical perspective of face-to-face interaction. *Applied linguistics*, 16(2), 206-232.
  - Han, S., Bang, J., Ryu, S., & Lee, G. G. (2015, September). Exploiting knowledge base to generate responses for natural language dialog listening agents. *In Proceedings of the 16th Annual Meeting of the Special Interest Group on Discourse and Dialogue* (pp. 129-133).
  - Harding, L., Alderson, J. C., & Brunfaut, T. (2015). Diagnostic assessment of reading and listening in a second or foreign language: Elaborating on diagnostic principles. *Language Testing*, 32(3), 317-336.
  - Harmer, J. (2011, p. 133) *The practise of english language teaching*. London, England: Pearson Longman ELT (2007).
  - Harris, J.E. and Morris, P.E. (1984) (eds) *Everyday Memory, Actions and Absentmindedness*, London: Academic Press.

- Holmes, O. W. (1997). Active listening. *Counselling Skills for Dietitians*, 59.
- Horn, I. S., & Little, J. W. (2010). Attending to problems of practice: Routines and resources for professional learning in teachers' workplace interactions. *American educational research journal*, 47(1), 181-217.
- İRGİN, P., & ERTEN, I. H. (2020). Exploring the role of strategy instruction: Young learners' listening performance and strategy use. *Eurasian Journal of Applied Linguistics*, 413–439. <https://doi.org/10.32601/ejal.834676>
- Itzchakov, G., & Kluger, A. N. (2018). The power of listening in helping people change. *Harvard Business Review*, 1-7.
- Izumi, S. (2003). Comprehension and production processes in second language learning: In search of the psycholinguistic rationale of the output hypothesis. *Applied Linguistics*, 24(2), 168-196.
- Jekosch, U. (2005). Assigning meaning to sounds—semiotics in the context of product-sound design. In *Communication acoustics* (pp. 193-221). Springer, Berlin, Heidelberg.
- Johnson, D. W., Johnson, R. T., & Holubec, E. J. (1994). The new circles of learning: Cooperation in the classroom and school. ASCD.
- Jones, S. M. (2011). Supportive listening. *The Intl. Journal of Listening*, 25(1-2), 85-103.
- Jones, S. M. (2011). Supportive listening. *The Intl. Journal of Listening*, 25(1-2), 85-103.
- Kehrer, P., Kelly, K., & Heffernan, N. (2013, March). Does immediate feedback while doing homework improve learning?. In The Twenty-Sixth International FLAIRS Conference.
- Kerssen-Griep, J., Trees, A. R., & Hess, J. A. (2008). Attentive facework during instructional feedback: Key to perceiving mentorship and an optimal learning environment. *Communication Education*, 57(3), 312-332.
- Khoii, R., & Sharififar, S. (2013). Memorization versus semantic mapping in L2 vocabulary acquisition. *ELT journal*, 67(2), 199-209.
- Kim, J. H. (2004). Intensive or Extensive Listening for L2 Beginners?. *ENGLISH TEACHING-ANSEONGGUN-*, 59, 93-114.

- Kline, J. A. (1996). *Listening effectively*. air univ press maxwell afb al.
- Kraut, R. E., Lewis, S. H., & Swezey, L. W. (1982). Listener responsiveness and the coordination of conversation. *Journal of personality and social psychology*, 43(4), 718.
- Krivosheyeva, G., Zuparova, S., & Shodiyeva, N. (2020). Interactive way to further improve teaching listening skills. *Academic Research in Educational Sciences*, (3), 520-525.
- Lambert, W. E. (1980). The social psychology of language: *A perspective for the 1980's*. In *Language* (pp. 415-424). Pergamon.
- Lee M. Miller, *Neural Mechanisms of Attention to Speech in Neurobiology of Language*, 2016
- Lewis, R. (2008). *The developmental management approach to classroom behaviour: Responding to individual needs*. Aust Council for Ed Research.
- Lieberman, A. (1995). Practices that support teacher development: Transforming conceptions of professional learning. *Innovating and evaluating science education*, 95(64), 67-78.
- Lodge, J. M., & Harrison, W. J. (2019). The Role of Attention in Learning in the Digital Age. *The Yale journal of biology and medicine*, 92(1), 21–28.
- Lynch, T., & Mendelsohn, D. (2013). Listening. In *An introduction to applied linguistics* (pp. 190-206). Routledge.
- Madarbakus-Ring, N. (2020). Learner Attitudes, Strategy Awareness and Strategy Use in Process-Based Listening. *LEARN Journal: Language Education and Acquisition Research Network*, 13(1), 127-144.
- Maguire, E. A., Frith, C. D., & Morris, R. G. M. (1999). *The functional neuroanatomy of comprehension and memory: the importance of prior knowledge*. *Brain*, 122(10), 1839-1850.
- Majzub, R. M. (2013). Teacher trainees' self evaluation during teaching practicum. *Procedia-Social and Behavioral Sciences*, 102, 195-203.
- Maley, A. (2000). *The language teacher's voice*. Macmillan Heinemann English Language Teaching.



- Mariani, L. (1997). Teacher support and teacher challenge in promoting learner autonomy. *Perspectives: A Journal of TESOL Italy*, XXIII (2). Retrieved from <http://www.learningpaths.org/papers/papersupport.htm>.
- McCarthy, M. (1991). *Discourse analysis for language teachers* (Vol. 65). Cambridge: Cambridge University Press.
- Mulyadi, D. (2016). THE ANALYSIS OF METACOGNITIVE AWARENESS AND POST LISTENING FEEDBACK ON EFL LISTENING ACTIVITIES. *Tarbawi: Jurnal Pendidikan Islam*, 13(1).
- Mustajoki, A. (2012). A speaker-oriented multidimensional approach to risks and causes of miscommunication. *Language and dialogue*, 2(2), 216-243.
- Napoli, M., Krech, P. R., & Holley, L. C. (2005). Mindfulness Training for Elementary School Students. *Journal of Applied School Psychology*, 21(1), 99–125. [https://doi.org/10.1300/j370v21n01\\_05](https://doi.org/10.1300/j370v21n01_05)
- Ngoon, T. J., Fraser, C. A., Weingarten, A. S., Dontcheva, M., & Klemmer, S. (2018, April). Interactive guidance techniques for improving creative feedback. *In Proceedings of the 2018 CHI Conference on Human Factors in Computing Systems* (pp. 1-11).
- Nunan, D., & Miller, L. (1995). *New ways in teaching listening*. Alexandria, VA: TESOL.
- Oliveira, A. W. (2010). Improving teacher questioning in science inquiry discussions through professional development. *Journal of Research in Science Teaching: The Official Journal of the National Association for Research in Science Teaching*, 47(4), 422-453.
- Olshtain, E., & Celce-Murcia, M. (2016). Teaching Language Skills from a Discourse Perspective. *In Handbook of Research in Second Language Teaching and Learning* (pp. 144-158). Routledge.
- O'MALLEY, J. M., Chamot, A. U., & Küpper, L. (1989). Listening comprehension strategies in second language acquisition. *Applied linguistics*, 10(4), 418-437.
- Pramling Samuelsson, I., & Johansson, E. (2009). Why do children involve teachers in their play and learning?. *European early childhood education research journal*, 17(1), 77-94.

- Price, J. P. (1991). Effective communication: A key to successful collaboration. *Preventing School Failure: Alternative Education for Children and Youth*, 35(4), 25-28.
- Quách, T. L. (2013). Pre-listening activities to motivate the first year English major students listening skill (Doctoral dissertation, Đại học Dân lập Hải Phòng).
- Ramli, S. S. (2019). *Linguistic and Non-Linguistic Knowledge for L2 Listening Comprehension* (Vol. 1). SAH MEDIA.
- Reason, J.T. (1984) Absentmindedness and cognitive control. In: J.E. Harris and P.E. Morris (eds) *Everyday Memory, Actions and Absentmindedness*, London: Academic Press.
- Renukadevi, D. (2014). The role of listening in language acquisition; the challenges & strategies in teaching listening. *International journal of education and information studies*, 4(1), 59-63.
- Richards, J. C. (2008). *Teaching listening and speaking* (Vol. 35, No. 4). Cambridge: Cambridge university press.
- Richardson, V. (2005). *Constructivist teaching and teacher education: Theory and practice*. In *Constructivist teacher education* (pp. 13-24). Routledge.
- Robertson, I. (2003). *Attention and error*. *Psychologist*, 16(9), 476.
- Robertson, I. H. (2003). The absent mind attention and error. *The Psychologist*, 16, 9, 476-479.
- Rubin, J. (1994). A review of second language listening comprehension research. *The modern language journal*, 78(2), 199-221.
- Saraswaty, D. R. (2018). LEARNERS'DIFFICULTIES & STRATEGIES IN LISTENING COMPREHENSION. *English Community Journal*, 2(1), 139-152.
- Schacter, D. L. (2001). *The Seven Sins of Memory: How the mind forgets and remembers*. Boston, MA: Houghtin-Mifflin.
- Schwarz, R. L. (1997). Learning disabilities and foreign language learning. LD Online. [www.ldonline.org/article/6065](http://www.ldonline.org/article/6065) (accessed March 10, 2008).
- Scott, S. (1997). *Peer pressure reversal: An adult guide to developing a responsible child*. Human Resource Development.

- Seevers, M. T., Rowe, W. J., & Skinner, S. J. (2014). Praise in public, criticize in private.
- Sevik, M. (2012). Teaching listening skills to young learners through. *In English teaching forum* (Vol. 50, No. 3, pp. 10-17). US Department of State. Bureau of Educational and Cultural Affairs, Office of English Language Programs, SA-5, 2200 C Street NW 4th Floor, Washington, DC 20037.
- Siegel, J., Burns, A., & Richards, J. C. (2018). Learning Listening. *The Cambridge Guide to Learning English as a Second Language*, 195.
- Stevens, C., & Bavelier, D. (2012). The role of selective attention on academic foundations: A cognitive neuroscience perspective. *Developmental Cognitive Neuroscience*, 2, S30–S48. <https://doi.org/10.1016/j.dcn.2011.11.001>
- Sullivan, K. R. (2012). Young Children's Understanding of the Relationship Between Conventionality and Communication. Washington University in St. Louis.
- Tang, C., Hamilton, L. S., & Chang, E. F. (2017). Intonational speech prosody encoding in the human auditory cortex. *Science*, 357(6353), 797-801.
- Teng, F. (2016). An In-depth Investigation into the Relationship between Vocabulary Knowledge and Academic Listening Comprehension. *TESL-EJ*, 20(2), n2.
- Trigwell, K., Prosser, M., & Waterhouse, F. (1999). Relations between teachers' approaches to teaching and students' approaches to learning. *Higher education*, 37(1), 57-70.
- Tunstall, P., & Gipps, C. (1996). Teacher feedback to young children in formative assessment: A typology. *British educational research journal*, 22(4), 389-404.
- Turko, O., Kravchuk, T., Kashuba, O., Navolska, H., & Kutsyi, I. (2021). The Latest Tools for the Formation of Foreign Language Communicative Competence of Students of Non-language Specialties. *Arab World English Journal (AWEJ)* Volume, 12.
- Tutolo, D. (1979). Attention: Necessary Aspect of Listening. *Language Arts*, 56(1), 34–37. <http://www.jstor.org/stable/41404756>
- Van der Berg, S. (2008). Poverty and education. *Education policy series*, 10(28), 1-28.
- Vandergrift, L., Goh, C. C., Mareschal, C. J., & Tafaghodtari, M. H. (2006). *The*

---

*metacognitive awareness listening questionnaire: Development and validation. Language learning, 56(3), 431-462.*

- Vonasch, A. (2016). Cognitive miserliness preserves the self-regulatory resource (Doctoral dissertation, The Florida State University).
- Weiss, A. M., Lurie, N. H., & MacInnis, D. J. (2008). Listening to strangers: whose responses are valuable, how valuable are they, and why?. *Journal of marketing Research, 45(4), 425-436.*
- Wink, D. M. (1993). Using questioning as a teaching strategy. *Nurse Educator, 18(5), 11-15.*
- Wulandari, A. P. S., & Anugerahwati, M. (2021). The power of constructive criticism and its effect on students' learning motivation. *JEES (Journal of English Educators Society), 6(2), 301-308.* Retrieved from <https://jees.umsida.ac.id/index.php/jees/article/view/1408>
- Xiancheng, H. L. Z. (2014). *Schema Theory and Listening Teaching in Teaching Chinese as a Foreign Language. JOURNAL OF EDUCATION KHON KAEN UNIVERSITY, 37(2), 1-7.*

# **APPENDICES**

---

## Appendix A

# Teachers' Questionnaire

Dear teachers, this study aims at exploring the impact (effect) of absentmindedness and lack of attention on your middle school learners' listening competence at middle school. Your collaboration through this questionnaire will be of great value. Thank you so much in advance for your precious help and collaboration. Thus, you are kindly requested to answer the given questions below.

**NB:** Teacher's feedback means the teacher's comments.

### Rubric one: Teachers' profile.

1- Which age range includes your age?

20-30       30-40       40-60

2- You are a:

female.       male.

**Rubric two:** Learners' listening competence and the utility of teachers' feedback to enhance it and reduce absentmindedness.

3- What do you think studying English as a foreign language is?

Very difficult

Requires hard efforts

Requires normal efforts

Easy

4- How do you assess your proficiency level in listening to English?

Very good

Good

Average

Poor

5- Do you think that developing the listening skill is necessary for EFL classroom?

Yes.       No.

-If yes, why?

.....  
.....

6- Do you use teachers' feedback as a technique in the classroom to deal with absentmindedness?

Yes.                       No.

-If yes, how? If now what is the alternative technique?

.....  
.....

7- Do you think that teacher feedback is beneficial to improving learners' listening skills and reducing absentmindedness?

Yes.                       No.

-Why?

.....  
.....

8- What do you insist on when learners answer you during a listening class? (You can tick more than one answer)

- |                       |                          |
|-----------------------|--------------------------|
| Grammar               | <input type="checkbox"/> |
| Vocabulary            | <input type="checkbox"/> |
| Content / ideas       | <input type="checkbox"/> |
| Organization of ideas | <input type="checkbox"/> |
| Mechanics / forms     | <input type="checkbox"/> |
| Style                 | <input type="checkbox"/> |
| Others                | <input type="checkbox"/> |

-If you answered "Others" previously, please mention them here:

.....  
.....

9- If teachers ignore learners in an absentmindedness status during a listening lesson. What are the effects of that on these learners?

.....  
.....

10- If teachers consider alerting/informing learners about their absentmindedness

status during a listening lesson. What are the effects of that on these learners?

.....  
.....

11- Do your learners keep getting distracted even after being informed/ alerted by you?

Yes.                       No.

-If yes, could you say why?

.....  
.....

**Rubric three: Teachers' feedback in relation to absentmindedness**

12- Do you prefer informing/alerting your learners of their absentmindedness every time they get distracted?

Yes, every time absentmindedness occurs.

No, I wait until the learner recovers his attention again

-Justify briefly, please!

.....  
.....

13- What external or internal classroom factors can cause learners' absentmindedness?

.....  
.....

14- To what extent does absentmindedness affect learners' listening achievements?

Strongly affects

Averagely affects

Lowly affects

15- Do your learners like to receive teacher's feedback about their absentmindedness and attention loss publicly or privately?

Yes.                       No.

16- Does your feedback help you to find solutions to overcome your learners' listening problems?



Yes

Somehow

No

-Give examples, please!

.....  
.....

Thank you for your collaboration, we really appreciate your contributions.

## **Appendix B**

# **Guidance Counsellors' Interview**

### **A - Questions addressed to middle school guidance counsellors**

#### **1. Personal information**

1.1 kindly, introduce yourself.

#### **2. Introducing the topic**

2.1 Can you define the phenomenon of being absentminded?

2.1 Are you aware of those cases of lack of attention among learners in the middle school where you work?

2.2 Can you provide some statistics about the issue of being absentminded at your school?

#### **3. Highlighting the Causes**

3.1 What are the reasons behind the issue?

3.2 Do you think that the issue affects learning? If yes, how?

3.3 Do you believe that teachers can drive learners to lose interest in a subject? If yes, how?

#### **4. Providing solutions for the issue**

4.1 What are the guidelines you provide to increase attention span among learners?

4.2 Have you tested those techniques? If yes. Were they helpful?

Thank you very much for your collaboration.

## أسئلة المقابلة (Appendix B in Arabic)

### أ- أسئلة موجهة إلى مستشاري التوجيه

#### 1. المعلومات الشخصية

1.1 يرجى تقديم نفسك

#### 2. التعريف بالموضوع

1.2 هل يمكنك إعطاء تعريف لظاهرة الشرود الذهني؟

2.2 هل أنت على دراية بحالات حظ الانتباه هذه بين المتعلمين في المتوسطة حيث تعمل؟

3.2 هل يمكنك تقديم بعض الإحصائيات حول موضوع التغيب عن المدرسة؟

#### 3. إبراز الأسباب

1.3 ما هي الأسباب الكامنة وراء هذه الظاهرة؟

2.3 هل تعتقد أن هذه الظاهرة تؤثر على التعلم؟ إذا كانت الإجابة نعم كيف؟

3.3 هل تعتقد أن المعلمين يمكن أن يدفعوا المتعلمين إلى فقدان الاهتمام والانتباه

لموضوع ما؟ إذا كانت الإجابة نعم، كيف؟

#### 4. تقديم الحلول للقضية

1.4 ما هي الخطوات الإرشادية التي تقدمها لزيادة مدى الانتباه بين المتعلمين؟

2.4 هل اختبرت تلك الأساليب؟ إذا كانت الإجابة بنعم، هل كانت مفيدة؟

شكرا جزيلا لتعاونك.

## Appendix C

# Education Counsellors' Interview

### B - Questions Addressed to Education Consultants

#### 1. Personal information

1.1 kindly, introduce yourself.

#### 2. Introducing the topic

2.1 Can you define the phenomenon of being absentminded?

2.1 Can you provide statistics about the complaints of teachers about the issue?

2.3 Can you provide statistics on the special social cases in your school?

#### 3. Highlighting the Causes of the issue

3.1 In your opinion, what are the causes behind the issue?

3.2 Have you contacted the learners' parents about the possible causes for the issue?

3.3 Did you record the same average among both learners, the ones with special social cases and those of standard social status?

3.4 Do you believe that teachers can drive learners to lose interest in a subject? If yes, how?

#### 4. Providing solutions for the issue

4.1 What are the guidelines you provide to increase attention span among learners?

4.2 How did you treat those cases of lack of attention? Were those techniques helpful?

Thank you very much for your collaboration.

## أسئلة المقابلة (Appendix C in Arabic)

### ب- الأسئلة الموجهة إلى المستشارين التربويين

#### 1. المعلومات الشخصية

1.1 يرجى تقديم نفسك

#### 2. التعريف بالموضوع.

1.2 هل يمكنك إعطاء تعريف لظاهرة الشرود الذهني؟

2.2 هل يمكنك تقديم إحصائيات حول شكاوى المعلمين حول هذه القضية؟

3.2 هل يمكنك تقديم إحصائيات عن الحالات الاجتماعية الخاصة في مدرستك؟

#### 3. إبراز أسباب الظاهرة

3.1 في رأيك، ما هي الأسباب الكامنة وراء هذه الظاهرة؟

3.2 هل اتصلت بوالدي المتعلمين حول الأسباب المحتملة للمشكلة؟

3.3 هل سجلت نفس معدل الشرود الذهني بين كل من المتعلمين ذوي الحالات الاجتماعية

الخاصة وذوي الوضع الاجتماعي العادي؟

3.4 هل تعتقد أن المعلمين يمكن أن يدفعوا المتعلمين إلى فقدان اهتمامهم بموضوع

ما؟ إذا نعم، كيف؟

#### 4. تقديم الحلول للقضية

1.4 ما هي الخطوط الإرشادية التي تقدمها لزيادة مدى الانتباه بين المتعلمين؟

2.4 كيف تعاملت مع حالات نقص الانتباه هذه؟ هل كانت تلك التقنيات مفيدة؟

شكرا جزيلا لتعاونك.

## Appendix D

### Links for the interviews' video recordings

	Interviewees	Download Links
<b>Education Counsellors' Interviews</b>	Educational counsellor 1 – <b>Mr. Mamech Abdelkader</b>	<a href="https://www.mediafire.com/file/eynbmpv1jljq37a/Educational_counsellor_1_-_Mamech_Abelkader.mp4/file">https://www.mediafire.com/file/eynbmpv1jljq37a/Educational_counsellor_1_-_Mamech_Abelkader.mp4/file</a>
	Educational counsellor 2 – <b>Mr. Zanou Belkacem</b>	<a href="https://www.mediafire.com/file/clntnpilc31lboy/Educational_counsellor_2_-_Zanou_Belkacem.mp4/file">https://www.mediafire.com/file/clntnpilc31lboy/Educational_counsellor_2_-_Zanou_Belkacem.mp4/file</a>
	Educational counsellor 3 – <b>Mr. Chaechoue Lakhdar</b>	<a href="https://www.mediafire.com/file/8vse6i9i18sqra6/Educational_counsellor_3_-_Chaechoue_Lakhdar.mp4/file">https://www.mediafire.com/file/8vse6i9i18sqra6/Educational_counsellor_3_-_Chaechoue_Lakhdar.mp4/file</a>
<b>Education Consultants' Interviews</b>	Guidance consultant 1 - <b>Mr. Drafel Rachid</b>	<a href="https://www.mediafire.com/file/e4awynk17eifkpz/Guidance+consultant+1+-+Mr.+Drafel+Rachid.mp4/file">https://www.mediafire.com/file/e4awynk17eifkpz/Guidance+consultant+1+-+Mr.+Drafel+Rachid.mp4/file</a>
	Guidance Consultant 2 - <b>Mr. Makdoud Mohamed</b>	<a href="https://www.mediafire.com/file/59uu4jk9ane8j2j/Guidance+Consultant+2+-+Mr.+Makdoud+Mohamed.mp4/file">https://www.mediafire.com/file/59uu4jk9ane8j2j/Guidance+Consultant+2+-+Mr.+Makdoud+Mohamed.mp4/file</a>
	Guidance Consultant 3 - <b>Mr. Sardou Hassan</b>	<a href="https://www.mediafire.com/file/9bu98vn4r23u4de/Guidance+Consultant+3+-+Mr.+Sardou+Hassan.mp4/file">https://www.mediafire.com/file/9bu98vn4r23u4de/Guidance+Consultant+3+-+Mr.+Sardou+Hassan.mp4/file</a>

#### Note:

**MediaFire** is an easy-to-use cloud storage service that offers better privacy features as well as a security protection for our files (interview videos), the interviewees, and the audience who are willing to browse the web and access these links to watch them securely.

#### What other companies say about the MediaFire platform:



Google Doubleclick Top 100 site



"Top 100 Undiscovered Web Sites"

TechCrunch

"If I had to pick one, it would be MediaFire."

PCWorld

"It's almost perfect!"



"How to store your files online."

## Appendix E: Authentic School Statistics of the Learners

### الجمهورية الجزائرية الديمقراطية الشعبية

وثيقة احصائية لتعداد الحالات الاجتماعية الخاصة علي مستوى المؤسسات التربوية

المؤسسة التربوية: .....**متوسطة محمد قناتي**

العنوان: .....**سيدي سليمان تيسمسيلت**

#### 1. الاحصاء العام

المستوى	التعداد العام	ذكور	اناث
الاولى متوسط	117	68	49
الثانية متوسط	101	58	43
الثالثة متوسط	120	61	59
الرابعة متوسط	83	33	50

#### 2. احصاء الحالات الاجتماعية الخاصة

المستوى	ابوين منفصلين	يتيم الاب او الام	تلاميذ من أسر ذات دخل منخفض	حالات مرضية مزمنة
الاولى متوسط	03	03	46	03
الثانية متوسط	04	02	27	00
الثالثة متوسط	01	05	24	02
الرابعة متوسط	00	02	22	03

مستشار التربية

  
  
مستشار التربية  
عبد القادر ماماش

**People's Democratic Republic of Algeria**

**A statistical document of special social cases at the level of educational institutions**

Educational institution : .....  
متوسطة محمد قاتي

Address : .....  
بني بليمان، تيسمسيلت

**1. General Statistics**

Level	Total number	Male	Female
First year	117	68	49
Second year	101	58	43
Third year	120	61	59
Fourth year	83	33	50

**2. Statistics of special social cases**

Level	Separate parents	Orphans	Pupils from low-income families	Chronic disease states
First year	03	03	46	03
Second year	04	02	27	00
Third year	01	05	24	02
Fourth year	00	02	22	03

Education Consultant

  
  
مستشار التربية  
عبد القادر ماسمش



## الجمهورية الجزائرية الديمقراطية الشعبية

وثيقة احصائية لتعداد الحالات الاجتماعية الخاصة علي مستوى المؤسسات التربوية

المؤسسة التربوية: ...  
العنوان: ...

### 1. الاحصاء العام

المستوى	التعداد العام	ذكور	اناث
الاولى متوسط	101	58	43
الثانية متوسط	83	40	43
الثالثة متوسط	69	32	37
الرابعة متوسط	53	29	24

### 2. احصاء الحالات الاجتماعية الخاصة

المستوى	ابوين منفصلين	يتيم الاب او الام	تلاميذ من أسر ذات دخل منخفض	حالات مرضية مزمنة
الاولى متوسط	01	02	09	/
الثانية متوسط	00	03	07	/
الثالثة متوسط	00	01	05	/
الرابعة متوسط	00	01	10	/

مستشار التربية



مستشار التربية  
ب. ز. ك. ب.

**People's Democratic Republic of Algeria**

**A statistical document of special social cases at the level of educational institutions**

**Educational institution :** DERRAR MUSTAPHA Middle school

**Address :** BNI LAHCEN TISSEMSIT.

**1. General Statistics**

Level	Total number	Male	Female
First year	101	58	43
Second year	83	40	43
Third year	69	32	37
Fourth year	53	29	24

**2. Statistics of special social cases**

Level	Separate parents	Orphans	Pupils from low-income families	Chronic disease states
First year	01	02	09	/
Second year	00	03	07	/
Third year	00	01	05	/
Fourth year	00	01	10	/

Education Consultant



مستشار التربية

*[Handwritten signature]*

## الجمهورية الجزائرية الديمقراطية الشعبية

وثيقة احصائية لتعداد الحالات الاجتماعية الخاصة علي مستوى المؤسسات التربوية

المؤسسة التربوية : ..... ولاية تيسمسيلت

العنوان : ..... ولاية تيسمسيلت

### 1. الاحصاء العام

المستوى	التعداد العام	ذكور	اناث
الاولى متوسط	125	68	57
الثانية متوسط	92	54	38
الثالثة متوسط	92	47	45
الرابعة متوسط	71	41	30

### 2. احصاء الحالات الاجتماعية الخاصة

المستوى	ابوين منفصلين	يتيم الاب او الام	تلاميذ من أسر ذات دخل منخفض	حالات مرضية مزمنة
الاولى متوسط	01	07	78	00
الثانية متوسط	01	05	65	00
الثالثة متوسط	02	03	59	00
الرابعة متوسط	00	01	31	01

مستشار التربية

مستشار التربية  
امضاء: شعشوع حنصر



**People's Democratic Republic of Algeria**

**A statistical document of special social cases at the level of educational institutions**

**Educational institution :** MAHDJOU.B. ARAIBI. Fatma middle school

**Address :** TAMALAHT. TISSEMSILT. ....

**1. General Statistics**

Level	Total number	Male	Female
First year	125	68	57
Second year	92	54	38
Third year	92	47	45
Fourth year	71	41	30

**2. Statistics of special social cases**

Level	Separate parents	Orphans	Pupils from low-income families	Chronic disease states
First year	01	07	78	00
Second year	01	05	65	00
Third year	02	03	59	00
Fourth year	00	01	31	01

Education Consultant

  
مستشار التربية  
امضاء: شعشوع خضر

## ملخص

يبحث البحث الحالي في العوامل التي تتداخل مع قدرة المتعلمين على الحفاظ على الانتباه اثناء مهمة ذات صلة خلال درس فهم مسموع اللغة الانجليزية بين متعلمي المدارس المتوسطة في مدينتي تيارت وتيسمسيلت. تكشف النتائج المستخلصة من كل من الدراسات السابقة والبيانات التي تم جمعها أن الانتباه يمكن أن يتأثر بالعديد من العوامل ويمكن معالجة مسألة الشرود الذهني من خلال العديد من التقنيات والتعديلات في محيط المتعلم.

**الكلمات المفتاحية:** الانتباه-فهم المسموع –الشرود الذهني – الاستيعاب – اللغة الانجليزية كلغة اجنبية

## Résumé

La présente recherche étudie les facteurs qui interfèrent avec la capacité des apprenants à maintenir l'attention sur une tâche pertinent pendant les sessions de compréhension de l'orale d'anglais comme langue étrangère chez les apprenants du CEM dans les villes de Tiaret et Tissemsilt .Les résultats des études précédentes et les données recueillies révèlent que l'attention peut être affectée par de nombreux facteurs et que la question de l'absence d'esprit peut être traitée par plusieurs techniques et modifications de l'environnement.

**Mots-clés :** Attention, Compréhension Orale, Absence d'esprit, Réussite, EFL

## Summary

The present research investigates the factors that interfere with learners' ability to maintain attention on a relevant task during EFL listening comprehension sessions among middle school learners in Tiaret and Tissemsilt cities. The findings elicited from both of the previous studies and the data collected reveal that attention can be affected by many factors and the issue of absentmindedness can be treated through several techniques and environmental modification.

**Keywords:** Attention, Listening Comprehension, Absentmindedness, Achievement, EFL.