



**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**

**Investigating the Use of Learner Centred Approach to Teach Listening by  
Novice Teachers:**

**Case of Middle School EFL Teachers in Tissemsilt**

A Dissertation Submitted in Partial Fulfillment of the Requirements for the  
Degree of Master in Didactics

**Presented by:**

-Miss. Mostefai Nadjjet

-Miss. Ayad Zohra

**Supervised by:**

**Dr. Lahmer Mokhtaria**

**Board of Examiners**

**Chairperson**

**Mr. Toubida Mustapha**

University of Tiaret

**Supervisor**

**Dr. Lahmer Mokhtaria**

University of Tiaret

**Examiner**

**Dr. Madani Habib**

University of Tiaret

**Academic year: 2021/2022**

# *Dedication 1*

*“Effort is the Key to Unlocking Our Potential.”*

*I dedicate my humble effort to my sweet and loving Parents,*

*Djelalli and Fatima,*

*The reason of who I became today,*

*Who taught me to trust Allah,*

*Whose affection, love, encouragement and prayers day and night made me able  
to get such success and honor*

*To my lovely sister, Souad*

*To my brothers, Samir, Abdelkader*

*Who supported and encouraged me to believe in myself*

*To my best friends Zineb, Zahira, Safia thank you to being with me*

*Thank you all for your great support and continuous care*



*Nadjet*

# *Dedication 2*

*In the Name of Allah, the Merciful, the Compassionate, All the Praise is due to Him alone.*

*I would like to dedicate this work to the most precious people in my life, my parents (My mother Kheira, My Father BenAhmed)who are the reason behind my success and for their endless support and love . To my sisters, brothers, nephews and nieces , to my friends (Nadjet, Zineb, Khadidja, Hanane and all the people who contributed to my success (my colleagues ,my pupils).*

*With a special thanks to my dear family.*

*Thank you*



*Zohra*

### *Acknowledgments*

Before all, we thank Allah the Almighty, the most Graceful and the Merciful the Compassionate for the guidance and courage and support he gave us to finish this work.

We would like to express our appreciation to our supervisor Dr. Lahmer Mokhtaria for being a great person with her priceless directions, her patience, advice, the person without whom this work would have never been achieved. Moreover, we would like to thank all the jury members (**Mr. Toubida Mustapha, Dr. Madani Habib**) for accepting to evaluate our humble work.

We are grateful to all the teachers who helped us and answered the questionnaire.

Our gratitude goes to all the teachers who contributed in our success throughout our academic career from the first step to the last especially EFL teachers.

To our dearest classmates for all the great moments we spent together helping each other.

Lastly, to our families for all the support and assistance and every person contribute in this success.

### **Abstract**

Effective teaching especially for novice teachers can be defined as being able to guide his/her learners towards autonomy. Moreover, educational system in Algeria faced many shifts in the last few decades; namely: the Learner centred Approach. With the fact of having EFL teachers give up traditional methods and adopting newer ones, the purpose of this study aims to investigate the extent to which novice EFL teachers are accustomed with such an approach and how they use its techniques to render the teaching of the listening component more effective. Hence, a mixed methodology combining between quantitative and qualitative tools(Questionnaire, Interview) was utilized to collect data from the respondents. The results showed that novice teachers are not able to apply learner centred approach in their first years in the field. This is due to the poor training that they have received and lack of practice. These results suggest that Stake holders (inspectors, experienced teachers) need to draw more attention on the practical side of the pre-service training for novice teachers so that they can apply learner centred teaching strategies in their listening class more effectively.

**Key words:** Novice teachers, learner centred approach, listening, strategies, teacher training.

## Table of Contents

Dedication 1.....	.....
Dedication 2.....	.....
Acknowledgments.....	02
Abstract.....	03
Table of Contents.....	04
List of Abbreviations and Acronyms.....	07
List of Tables .....	08
List of Figures and Graphs.....	09
General Introduction.....	10
<b>Chapter One: Implementation of Learner Centred Approach by Novice Teachers</b>	
1.1.Introduction.....	18
1.2 Definition of the Term Novice Teacher.....	18
1.3 Characteristics of Novice Teacher.....	20
1.3.1.Self –Efficacy.....	20
1.3.2.Effective Communicator.....	20
1.3.3.Knowledge.....	21
1.3.4.Ethics in Teaching.....	21
1.4.Definition of Learner Centred Approach.....	22
1.5. Roots of Learner Centred Approach.....	24
1.6.The Characteristics of Student Centred Learning and Teaching.....	25
1.7.Leraner Centred Teaching Methods.....	27
1.7.1 Balance of Powers.....	28
1.7.2 Functions of Content.....	28
1.7..3 Responsibility for Learning.....	29
1.7.4 Evaluation Purpose and Process.....	30
1.8. Benefits of Learner Centred Approach.....	30
1.9. Obstacles Facing EFL Novice Teachers while Implementing LCA.....	31
1.10. Conclusion.....	32
<b>Chapter Two: Listening Strategies used by Novice Teachers within LCA</b>	
2.1Introduction.....	35
2.2 Definitions of Communication.....	35
2.3 Types of Communication.....	35
2.3.1.Verbal Communication.....	36
2.3.2.Non- Verbal Communication.....	36

2.3.2.1..Facial Expressions.....	36
2.3.2..2.Gestures.....	36
2.3.2.3.Body Language.....	36
2.3.2..4.Paralinguistic.....	36
2.3.2.5.Eye Contact.....	37
2.4.Definition of Communication Skills.....	37
2.5.Definiton of Communication Channels.....	37
2.6.Definition of Communicative Competence.....	38
2.7 The Origin of the Concept Communicative Competence.....	39
2.8.Listening as Skill.....	40
2.8.1.Definition of Listening.....	41
2.9.Process of Listening.....	41
2.10.Basic Types of Listening.....	42
2.10.1.Active Listening.....	42
2.10.2.Selective Listening.....	42
2.10.3.Emphathetic Listening.. ..	42
2.10.4.Ignoring Listening.....	42
2.11.Importance of Listening.....	43
2.12.Listening Skill Strategies.....	43
2.12.1 Bottom -Up Processing.....	44
2.12.2.Top -Down Processing.....	44
2.12.3.Interactive Processing.....	44
2.13.Stages in Teaching Listening Skill.....	45
2.13.1.Pre-Listening.....	45
2.13.2.While –Listening.....	46
2.13.3.Post –Listening.....	46
2.14.Strategies For Teaching Listening in Classroom.....	47
2.14.1 Involving Students in Listening.....	47
2.14.2. Asking Questions to help students.....	47
2.14.3. Using Audio Recondings.....	48
2.14.4. Create Simple Commands.....	48
2.14.5.Listen More and Talk Less.....	48
2.14.6. Give students a listening Task.....	48
2.14.7.Listening for a Purpose.....	49
2.15. Challenges of Teaching Listening.....	49

2.16. Conclusion.....	49
-----------------------	----

### **Chapter Three: Research Methodology and Data Analysis**

3.1 Introduction.....	52
3.2. Research Methodology.....	52
3.2.1. Description of Teacher’s Questionnaire.....	52
3.2.2. Analysis of Questionnaire.....	53
3.2.3. Analysis of Teachers’ Interview.....	63
3.3. Interpretation and Discussion of the Findings.....	66
3.4. Recommendations and Suggestions.....	68
3.5. Conclusion.....	72
Generl Conclusion.....	73
Bibliography.....	76
Appendices.....	81
Résumé.....	86



## **List of Abbreviations and Acronyms**

- **CC:** Communicative Competence
- **EFL:** English as a foreign language
- **ICT :** Information communication Technology
- **L2:** Second Language
- **LCA :** Learner Centred Approach
- **LK:** Listening skill
- **LCT** Learner Centred Teaching
- **LCTM** Learner Centred Teaching Methods
- **M:** Motivation
- **NT:** Novice Teacher

## List of Tables

<b>N°Table</b>	<b>Title of the table</b>	<b>N° page</b>
<b>Table 3.1.</b>	Teacher's Gender	<b>53</b>
<b>Table 3.2.</b>	Teacher's readiness to teach	<b>56</b>
<b>Table 3.3.</b>	Listening Complexity	<b>57</b>
<b>Table 3.4.</b>	Factors affecting listening skill	<b>59</b>
<b>Table 3.5.</b>	Techniques to develop learner's listening	<b>61</b>

### List of Figures and Graphs

<b>N° Graph</b>	<b>Title of the graph</b>	<b>N° page</b>
<b>Figure1.1</b>	The characteristics of Learner Centred Approach	<b>27</b>
<b>Graph .3.1</b>	Teacher's Gender	<b>56</b>
<b>Graph.3.2</b>	Years of experience	<b>56</b>
<b>Graph.3.3</b>	Teacher's Qualification	<b>57</b>
<b>Graph.3.4</b>	Teacher's Training	<b>58</b>
<b>Graph3.5</b>	Teacher's opinion about their training	<b>59</b>
<b>Graph3.6</b>	Teachers readiness to teach	<b>60</b>
<b>Graph.3.7</b>	The complexity of listening skill	<b>61</b>
<b>Graph.3.8</b>	The importance of listening skill in the curriculum	<b>61</b>
<b>Graph.3.9</b>	Learner Centred Approach Teachers	<b>63</b>
<b>Graph3.10</b>	Teacher's Techniques to enhance pps listening skill	<b>65</b>
<b>Graph3.11</b>	Teacher's opinion about their training	<b>66</b>

# **General Introduction**

## General Introduction

Teaching is the process by which the teacher interacts with knowledge and learners in which transforms it into a means for learning. However, the complex nature of teaching in both practice and preparation necessitates a broad range of knowledge and abilities, particularly for new teachers who are dealing with new changes in terms of what and how they teach. Experienced teachers are more familiar with teacher centred methods where they are actively involved in the teaching process, but since new methodologies are brought to the instructional process, the main interest has shifted from the teacher to the learner. This latter rendered the main focus about learner's needs and wants mainly because of the demands of the educational system.

According to a study conducted by Dyan Goldam (2017) that investigates the impact of a student –centred approach on high school media Art Lab participation and motivation. This study took a qualitative approach, relying on data gathered through a variety of methods, including digital surveys, researcher observations and reflections also the critical eye of an onsite instructional coach who observed the classroom environment before, during and after the student centred format was implemented .Students were eager and capable of developing as self-directed learners according to the findings. However, this study only looked at students' roles within a learner-centred approach, leaving out teachers' roles.

In addition, in another study that was a basic qualitative design done by Carmen.M.Cain (2020) to examine secondary teacher's classroom practices and the support they needed to use learner centred teaching strategies. The purpose was to investigate how secondary school educators were using learner centred teaching strategies LCTS in their instruction and what support they perceived to need to use such strategies. According to the overall findings, secondary educators used LCTS in their classrooms by having students take ownership of their learning and employing a range of LCTS in their lessons.

The previous researches investigated learner centred approach as a new methodology and how it is implemented in the secondary school in addition to learners' interaction with the strategies of this approach mainly because the learner is the centre of this approach.

The researcher examines new teachers' ability to apply learner centred approach in their classroom. Learner centred approach is a new method based on active learning since it engages students in the hard work of learning. In addition, it teaches them how to think, solve problems, evaluate evidence and analyse arguments. This approach was developed on the basis of the constructivism theory that believes in learning happening through constructing new knowledge on the previous one so it is interrelated. However, novice teacher finds difficulty in their first year of teaching since it is characterized by survival mainly because of the shock they perceived that is totally different of what they have learnt ; new comers in the teaching profession face five stages in their beginning, Early idealism, surviving, realizing problems, reaching a plateau, and moving forward,

So at their beginning years, their main concern is trying to be a teacher ; however, it is not a matter of lack of theoretical knowledge but it is related to practice and a lack of experience, because new teachers needs time to build the basics that will enable him/her to reach moving forward stage, so it is until this stage that novice teacher will be able to try to apply learner centred approach because he is more aware of what he is doing. Furthermore, Noredayu Ariff(2016) adds that novice teacher has an important role since they transmit knowledge and skills to the learners .They must be updated to all the newest skills and knowledge to perform their duty in decent ways. , This study tries to provide answers to the following research question:

- 1-To what extent novice teachers are ready to implement Learner Centred Approach in EFL classroom?
- 2-What are the strategies used by novice teachers to teach listening skill within learner centred approach?

3-How can novice teachers use the listening skill to contribute into reaching communicative competence via the learner-centered approach?

-These research questions are explored on the bases of the following hypotheses:

1- Novice teachers have received an appropriate training that will enable them to implement learner centred approach in EFL classroom.

2-Novice teachers are not in command of a variety of strategies to teach listening due to reasons such as: lack of material and time.

3-Listening is an important skill that helps learners develop communicative competence, hence, it needs to be practiced via the use of audio files and podcast assignments regularly.

Learning English becomes a necessity in order to communicate effectively with natives and English speaking surrounding individuals. Thus, this is accomplished via being skilful in both receptive (listening ,reading) and productive skills(writing, speaking). The later was always the main focus of learning a second language, studies have identified listening as a passive skill meriting little classroom attention up to the point that Nunan (2002) describes it “the Cinderella skill in second language learning “. On another hand, the 21<sup>st</sup> century classroom is shifting towards the learner being at the center of the teaching/learning process. However, we noticeably observe teachers being still caught up in their teacher-centred methods. Thus, the main Purpose of this study is to help realizing how important the shift towards learner-centredness need to occur in EFL classrooms. Moreover, it is important that EFL teachers give enough attention and focus to listening as an everyday skill facilitating the acquisition of new vocabulary to communicate .

Learner centred approach engage learners in their own learning for a deeper understanding. This approach uses a variety of teaching methods to facilitate the acquisition of the four skills mainly listening since it has a vital role in language learning. However teacher’s role is not neglected as they monitor the hall process whether they are experienced

or novice ,the stake holders (inspectors,headmaster,parents) expects the same results along with the same requirement yet the effectiveness of Novice teacher to use LCA in the field(teach listening) remains questionable.

Consequently, a mixed method of quantitative and qualitative tools was used to attain greater knowledge and understanding along with the production of objective data that can be clearly communicated through statistics and numbers. Concerning our research, we have chosen two data collection tools, questionnaire and an interview and we have chosen Tissemsilt middle school teachers as our sample, their opinions ,comments and perceptions are to be relevant to the study.

This work deals mainly with a sample of 20 English Middle school teachers in Tissemsilt. They have been chosen based on years of work that did not exceed three years as we are targeting novice teachers ,but the emphasis on middle school was because middle school is the place where all the developmental changes of Adolescence start .The questionnaire was sent to different middle schools in Tissemsilt. The sample included 7 males and 13 females from different areas that included both country side and main city of Tissemsilt since the working condition are not the same (Ali bey Ahmed middle school(tissemsilt),sitayeb middle school(Maacem),Ali bey Ahmed middle school(ouled bassem)....)

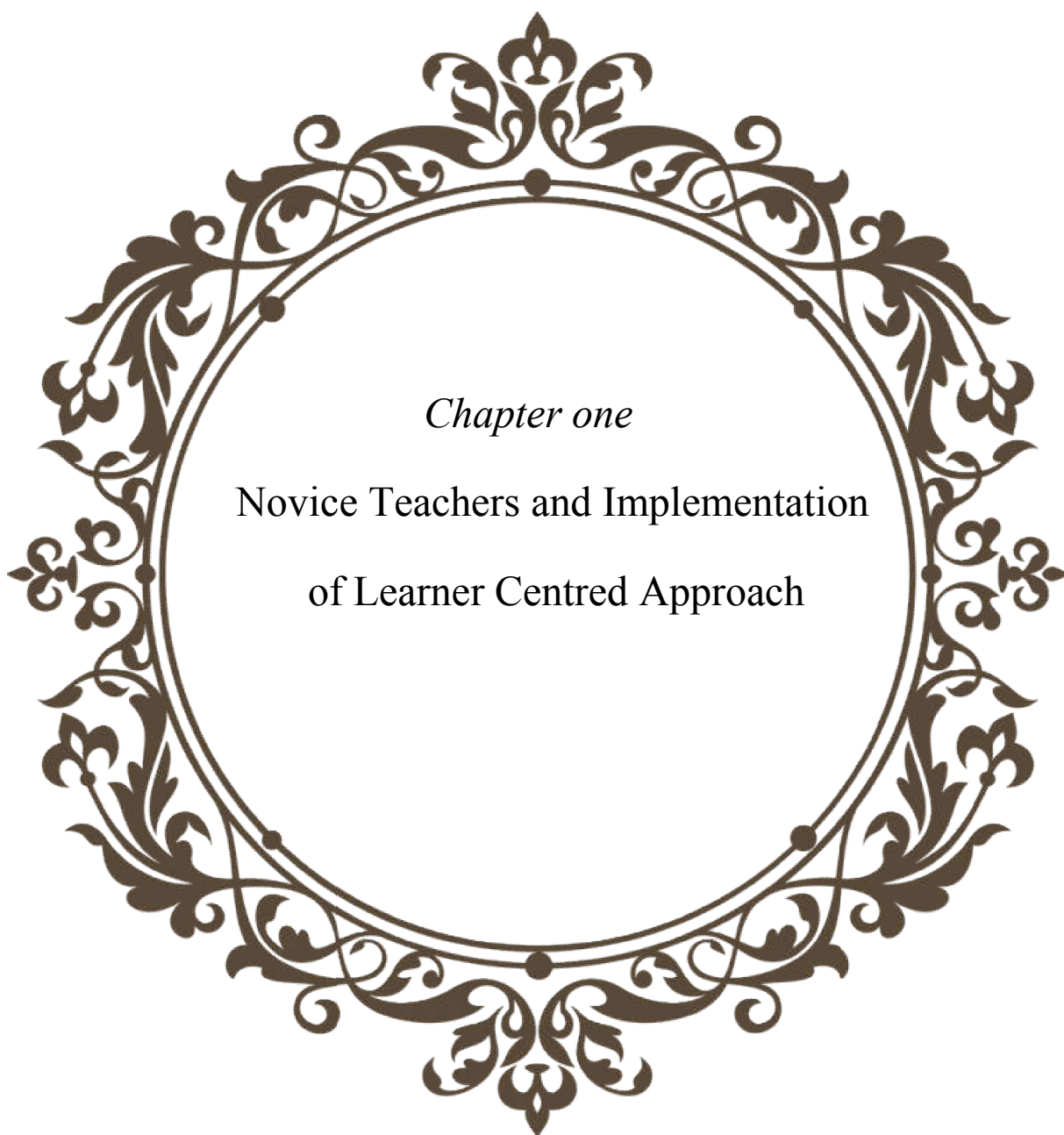
In order to gain a better insight, and to achieve the stated objectives, two data collection tool are going to be used.

A questionnaire is used since it is a research tool consisting of a series of questions for the purpose of gathering information from tissemsilt middle school teachers.it aims at obtaining Novice teachers views and perspectives concerning teaching listening within the new approach.it consists of various questions .teachers are asked to tick the appropriate answer or to write full statement answers where necessary.



It is a research tool that gives the research more worth. An interview will be prepared to take the participants views through their experience as arguments for strengthening the work and proving the stated hypothesis .The interview is made of different questions serving the work.

**The structure of the present work will unfold itself into three chapters , hence, the** dissertation is divided into two parts, one is theoretical containing two chapters, and the other is practical including one chapter. The first chapter explores novice teachers adaptation of learner centred approach, the latter deals with the implication that novice teacher faces when he teaches listening skill within learner centred approach .In the last chapter ,the field study, we will describe and analyse the results of data collection tools which means the questionnaire and the interview.



## Chapter One: Novice Teachers and Implementation of Learner Centred Approach.

1.1. Introduction.....	18
1.2. Definition of Novice teacher.....	18
1.3. Characteristics of a Novice Teacher.....	20
1.4. Definition of Learner Centred Approach.....	22
1.5. Roots of Learner Centred Approach.....	24
1.6. Characteristics of Learner Centred Approach Learning and Teaching.....	25
1.7. Learner Centered Teaching Methods.....	27
1.8. Benefits of Learner Centred Approach.....	30
1.9. Obstacles Facing EFL Novice Teachers while Implementing LCA.....	31
1.10 .Conclusion.....	32

### **1.1. Introduction**

Novice teachers are new comers that are living through a survival period mainly within learner centred approach that views learners as active agents, so it is novice teacher's responsibility to bring learners knowledge and past experiences in their education. The current chapter focuses on the implementation of learner centred approach by novice teachers in which we are going to approach learner centred approach as a general method that can be applied successfully in the teaching-learning process by novice teachers.

First, we will present a definition of both novice teachers and learner centred approach along with their characteristics. Then, we will introduce learner centred methods .In addition to some benefits of this approach. We conclude the chapter by stating the obstacles that novice teachers face while implementing learner centred approach.

### **1.2. Definition of the Term Novice Teacher**

In studies on new teachers, the word novice has been used frequently .There is no clarity on the precise definition of a novice teacher; some researchers defined them as teachers with fewer than five years of experience; on the other hand, Farrell(2012) defined new teachers as teachers who have recently begun teaching in an educational institution within three years of completing their teacher education program. (simon, 2020)

Teaching is the only profession in which newcomers are expected to perform the same obligations and responsibilities as experienced teachers' .In the vast majority of school district, a new teacher is expected to take on full and frequently challenging workload. The novice teacher is expected to acclimate to the school's environment, routines, borders, Policies and procedures while learning about the curriculum and school or board- adopted regulations. (Dougall, 2004)

New teachers are frequently immersed in the process of learning on how to instruct throughout their first years of teaching .they must continue their own education by honing their pedagogical abilities and gaining a better comprehension of the subject matter .New teachers must put their beliefs and ideas to the test ,broaden their teaching approaches ,get real-world experience ,and develop a professional identity .As a result, in order to grow as professionals and find fulfilment in their work, new instructors require assistance and guidance(simon,2020)

This first year period of teacher socialization is a learning process that requires the new teacher's developmental growth .Early studies by fuller and brown classified the first years of teaching as defined by survival ,because new teachers have little direct experience with the practical side of the instructional process ,so they have idealized views of the profession and their main concern is having complete control over the class and the content of their instruction .Teacher's become concerned about their own teaching ability as well as the limitations and frustrations of the teaching process later in the first year .As a result, beginner teachers gradually become concerned about their students learning and the impact of their instruction, according to fuller and brown Maynard and Furlong go into greater detail about how new instructors get through their first year on the job.(Radakovic,2020)

Early idealism, surviving, realizing problems, reaching a plateau, and moving forward, they believe, are the five developmental stages. Early idealism represents a fresh teacher who is deeply connected to their children, but who rejects what they see as an older, jaded teacher .The new teacher then enters the survival stage, in which he or she reacts to the perceived reality shock of the everyday classroom teaching scenario, as well as a growing sense of being overwhelmed by the complexity of the teaching environment .the first year of teaching has been dubbed a "sink or swim" year by many researchers. The first year teacher finds it tough to cope.(Noridayo.A,Mahaliza.M ,2016)

Furthermore, The novice teacher's next stage of development, according to Maynard and Furlong, is when he or she becomes more aware of his or her teaching environment and acknowledges the limitations of not only the act of teaching, but also instructors abilities. This, in turn, leads to a phase of self-doubt in which the novice teacher really doubts his or her ability to succeed as a teacher. After overcoming self-doubt, the rookie teacher reaches a point where he or she learns to cope better with the routines of everyday teaching as he or she becomes more accustomed with the environment, but the teacher also develops a resistance to trying new things. . (Farell, 2008)

### **1.3. Characteristics of a Novice Teacher**

Novice Teachers are new comers to the teaching profession with little or no prior teaching experience. They are just beginning to develop their personal philosophy and implement the learned teaching skills .In addition, Novice has many characteristics that help him in his career such as self-efficacy, effective communicator, knowledge. Ethics.

#### **1.3.1Self-efficacy**

The feeling of being a successful teacher is linked to a teacher's belief in his or her own abilities to have a positive impact on student learning .Teacher efficacy can also be characterized as a teacher's confidence or conviction that they can have an impact on how well their students learn, even if they tough or uninspired. Self-efficacy is based on social cognitive theory's theoretical framework that means Individuals create beliefs about their ability to accomplish a task through cognitive processes, social interaction and vicarious or mastery experiences, according to social cognitive theory. Confidence in one's own abilities is a central point that influences novice teacher interests, ambitions and actions in their area of work since it will help them to enhance the quality of their teaching. (Micheal, 2013)

### **1.3.2. Effective Communicator**

Over the last years, there has been a focus on “communication” ,so Listening, speaking, reading and writing are all parts of communication abilities. Teacher must be highly proficient in all of these areas in order to teach effectively , information delivery is easy and understandable when a teacher communicates well since it facilitates the transmission of knowledge ,classroom management and engagement with pupils in the classroom so it is teacher duty to fulfil the gap between fluency and accuracy so that he can be good example to his students. Furthermore, Communication enables him/her to know his /her students that will enhance teacher /learner relationship. In addition if the teacher is a good communicator that will reflect on the student performance. (Alamgir Khan, 2017)

### **1.3.3. Knowledge**

Before getting involved in the teaching process, novice teacher get trained in which they get in-depth knowledge about pedagogy and content .it includes an understanding of human development and learning theories, so theoretical background about the existing details in teaching and how to be creative in this d discipline.it becomes the main concern on what teachers must know since there is a difference among three categories of content knowledge a)subject matter content knowledge, pedagogical content knowledge and curricular knowledge.

The teacher must not only be capable of defining for students the accepted truths in a domain, they must also be able to explain for instance why a particular preposition is used. Whereas the pedagogical content knowledge goes beyond the subject to include knowledge of teaching, this will help novice teacher to know that there is no single form of representation. The latter form of knowledge is curricular that is represented by the full range of programs designed for the teaching of particular subjects and topics at a given level, so decision making

is a crucial skill in the teaching process. However in order to make reliable decisions, the teacher must hold good quality of knowledge by its three forms. (S.Shulman, 2012)

#### **1.3.4. Ethics in Teaching**

Freeing oneself from biases allows the novice teacher to facilitate learning. Moreover, each ethically complex situation a teacher faces will in some way be unique related to the psychological knowledge that a teacher gets in his training. In addition, this wide range of pedagogical and psychological skills, new teachers have, they need to develop personal qualities, knowledge and understanding that will enable them to successfully navigate these contingencies. So there is great importance of applying values in teacher preparation.

According to Harmer (1991, p.108):

*Since we can say that the aim of all committed teachers is to facilitate learning, however they go about it, it makes more sense to describe different teacher roles in more detail and say what they are useful for, rather than make value judgments about their effectiveness in terms of their 'facilitator' credentials.*

Teacher is not only a transmitter of knowledge but also a psychologist that develops approaches which enable teachers to reflect fruitfully on the dilemmas and conflicts that arise in their on-going classroom practices. (Janet Orchard, 2016).

#### **1.4. Definition of Learner – Centred Approach**

Graeme Smith (2016) stated that learner centred teaching is an approach where the learner is placed at the centre of the learning process. This means that teachers put responsibility for learning in the hands of learners to make them active and responsible agents for learning while teachers play a role as facilitators of learning.

According to Harrapa (2021) Student-centric approach or as it is known learner-centred approach, includes teaching methods where the focus is shifted from teachers to students to develop learners' autonomy. It has changed the roles, relationships and levels of



participation for both learners and instructors, so learners are active participants, responsible for their own learning thing which help them get involved and aware about the change in the learning process while teachers play role of facilitators of learning and they don't take full control of the class also Patricia Cranton and Patricia Thompson(2014) , define the Learner-Centred Teaching as an approach which gives more importance to learners and to their progress rather than to the content transmission since It focuses on the balance of the power in teaching and learning, learners are viewed as active agents who build their own knowledge, and also take the responsibility for their own learning and also they defined it as an approach which concentrates on the learners and their development rather than on the content's transmission.

Furthermore, Tudor (1992) stated that a key element of a learner centered approach to language instruction is that it encourages learners to actively participate in the formulation of their study plan. In this sense, a learner centered approach to curriculum development draws on a broader knowledge dose than traditional approaches to curriculum development, which are often dominated by specialists. Learner participation in program creation can help to improve the relevance of learning content while also helping to shape the format and orientation of learning activities to the preferences and developmental requirements of learners. Furthermore he added that the nature and amount of language learner's contributions to various decision making processes involved in the development of a learning program are determined by two sets of elements. The first concerns the learners preparation in a variety of ways which is related to personal, psychological and experiential factors.

**A. Conditional Factors** learner's preparation to receive information is vital since it helps them to create the necessary background for further development, so motivation and experiential traits are two main factors related to conditional factors that help in learning development.

**B. Motivation** The majority of teachers feel that motivation is essential for the Success language learning. Even if other variables are not ideal, extremely motivated students can always do something worthwhile. However, if motivation is poor, teaching will be a difficult task with low results. While this is true in every language teaching setting, it is especially important when it comes to implementing a learner centred approach, which is focused on learners active participation in the building of their own learning program.

*By keeping the students motivated in learning, teachers set the stage for creating positive class environment. Motivating students in the first step toward preventing discipline problems in classrooms because a student involved in learning is not usually involved in clash with others at the same time. Meet basic needs. Teachers must try to meet student's basic as well as age related needs. Make students feel physically comfortable, age, welcome, more likely to face learning difficulties and be disruptive*

(Aijaz and Bushra, 2009:67)

It would be foolish to expect a learner-centered strategy to succeed without at least a reasonable level of motivation.

**C. Experiential Traits** (maturity, level of education, prior language learning experience).

It is not difficult to understand how these variables could affect learner's ability to participate actively in the construction of their learning program .Maturity is a general enabling feature that is likely to promote negotiation of learning goals and study forms between students and Professors, as well as between students themselves. More experienced learners will have a larger experiential foundation from which to construct more diverse modes of participation in program development. Learners with more experience of the study process and of various teaching learning approaches are more likely to be flexible as learners, and thus better prepared to make reasoned and independent decisions.

### 1.5. Roots of Learner Centered Approach

Learner centered approach was developed as a concept in the field of educational pedagogy and has been the subject of debate in many higher education institutions and governmental policy-making. While the concept of student centered learning is new in its most recent version, the idea of looking at how teaching is done and how learning processes work has been around for over two centuries. Student centered learning was first discussed in terms of modifications to pedagogical methods and making learning and educational processes more flexible so that student may engage as much as possible. The term of student centered was first put by Carl Rogers. The ethos behind this approach to learning shifted in the second half of the twentieth century, when constructivism and constructionism became popular, both of which have their roots in Piagetian theory, individuals' cognitive plans permit them to set up an orderliness and consistency in their experiential universes. When an encounter does not fit with the individual's plans, a cognitive disequilibrium comes about, which triggers the learning process (assimilation and accommodation). This disequilibrium leads to adjustment.

Reflection on effective receptive operations leads to modern or modified concepts, contributing to re-equilibrate. Consequently, from a constructivist point of view, information is not latently gotten from the world, from others, or from definitive sources. Rather, all information is made as people (and groups) adjust to and make sense of their experiential universe. Constructivism is based on the thought that learners must build and reproduce information, this can be the assertion in constructionist speculations. The methodology favoured by constructivism tends to debilitate the conventional approach to learning, as laid out over.

The rise of constructivism brought with it the idea that more flexible learning ways and as outcome-based evaluations of learning ought to be accessible to understudies. This

hypothesis was particularly prominent in Anglo Saxon nations, but it did not penetrate numerous teach, which proceeded to utilize customary strategies of teaching. (Angele Attard, 2010)

### **1.6. The Characteristics of Student-Centered Learning and Teaching**

The considerations given to individual learners experiences, views, backgrounds interests, Capacities, and needs are the key elements of a student centred approach .Teachers use this strategy to emphasize what pupils should learn and why they should study it .Teachers take into account pupils prior knowledge and give a variety of learning chances for them.

According to harden and laidlaw(2013),teachers who use a student centred approach should provide feedback to students, involve students in active learning ,individualize learning to the students particular requirements, and make learning relevant.

According to Maryellen Weimer (2012), there **are five characteristics of learner-centered teaching**

**A. Learner- Centered Teaching involves students in the difficult and messy work of Learning** Teachers are working harder than students, they organize the content, do many learning tasks, they ask questions and add more details to their students ‘ answers and to help students improve learning skills teachers get far more practice than the students and they should give them an opportunity to practice by letting them do more learning tasks

**B. Learner-Centered Teaching contains explicit skill instruction** Students do not need only to develop their understanding of the content but also they need to know how knowledge is organized and acquired. How they can learn more, how to solve problems, think critically, apply information and integrated knowledge.

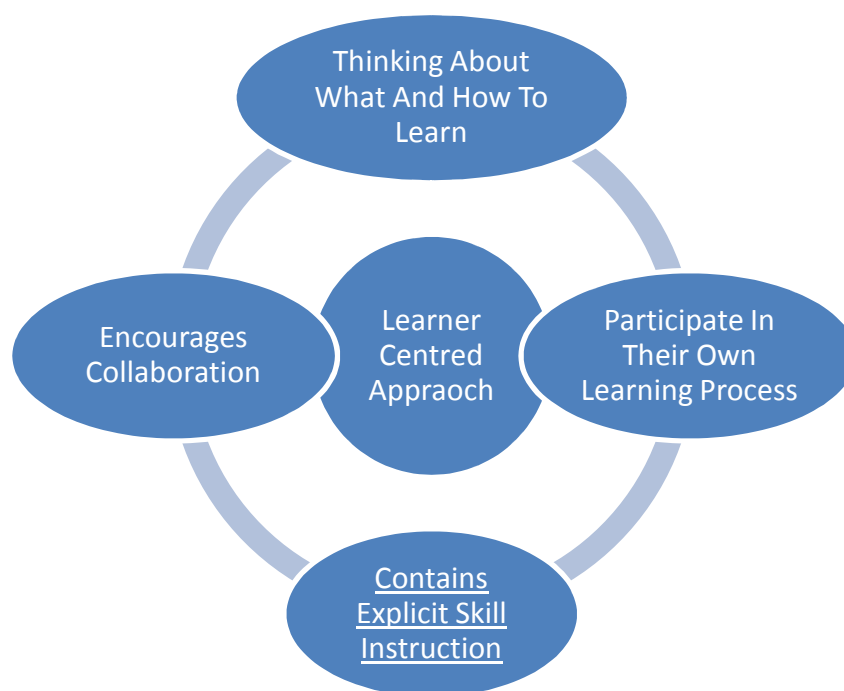
**C. Learner-Centered Teaching encourages students to think carefully** about what they are learning and how they are learning it helps students to reflect, analyse and critique what they

are learning and how are they learning it. It encourages students to make decisions about what they are learning and how they are learning and to take responsibility for their learning

**D. Learner- Centered Teaching encourages students to participate in the learning processes by providing them some control over them** Since teachers take too many decisions about the learning for students, the what and how should they learn, students are not in a position to decide what content should be included in the course. The motivation decrease and learners become dependent. Learner-centered teachers look for ways to share power with students that are ethical and responsible. They might allow learners to choose which assignment they do. They might ask students ‘help to make assessment criteria

**E. Learner- Centered Teaching encourages collaboration** It considers classrooms as communities of learners. Learner- centered teachers realize and research consistently confirms that students can learn from and with each other and teachers can learn from students. Learner- centered teachers consider learning both individually and collectively as the most important goal of any educational experience:

**Figure 1.1.**The characteristics of Learner centred approach



## 1.7. Learner Centered Teaching Methods

Classroom is learner's environment where teachers should allow them to express themselves freely using their background; they also need to know what makes learners active and motivated during the lesson by providing a variety of effective materials. According to Abdelmalek, trespalacios(2013) that explained Weimer ideas, instructional practice needs to change in the following five ways in-order for learning to be Learner- centered .

### 1.7.1. Balance of Powers

When power in the classroom is not equitably distributed , learning is negatively affected ,so there should be flexibility giving by the instructor to the learners that will facilitate applying learner centered approach in the classroom because it is all about teacher ,learner collaboration .it also insists on giving learners the chance to be part of their learning through presenting their assignments and ideas whether in the spoken or written form.

Abdelmalek,Trespalacios(2013) argues that one feature of learner centered teaching is what Weimer and Blumberg called the balance of powers between instructors and students ,when teaching is learner centred ,instructors do not make all or even most of decisions about learning for students .Rather ,learner centered instructors share the centered instructors share the decision making power with students. Learner centred instructors involve students in making some decisions about all components in the learning process: what they learn, how they learn, the ways in which students learning is evaluated and classroom policies.

### 1.7.2Functions of Content

Surface learning is no longer related to the educational system, but the attention was shifted to include high level of thinking based on understating and relating learners new Information to what they already knew and experience .the instructional process should

be based on qualitative change not quantitative in order to reach this point learners need to understand the need to learn and be given strong foundation to be applied.

Abdelmalek,trespalacios(2013) states that learner centered approaches emphasize the importance of creating learning opportunities that improve students learning, they argued that learner centered approaches focus on student learning and the learning process and on the extent to which learning is achieved and that learner centred teaching means subjecting all teaching activities to the test of the question “given the context of my students course and classroom, will this teaching action optimize my students opportunity to learn?”

Indeed in learner centered teaching attention is given not only to what the student is learning. However, how the student is learning and whether the student is able to retain and apply this knowledge, therefore in learner centred approach the emphasis shifts from what the instructor does to what students do to learn ,and the role of the instructor is shifted from a giver of information to a facilitator of student learning.

### **1.7.3. Responsibility for Learning**

Learners may and should be held accountable for their own education because this will help them become lifelong learners. Throughout their professional and personal lives, individuals will apply the abilities they gain and their awareness of themselves as learners that they build during their formal educational experience.it will lead to an active learning and this is what learner centered approach is all about since it contributes in enhancing learners autonomous.

Orienting subject matter to student needs and interests is another feature of learner centered teaching ,they argued that learner centered is the perspective that couples a focus on individual learners (their heredity, experience, perspectives, backgrounds, talents, interests,

Capacities and needs with a focus on Learning. As Auerbah (1992) asserted that what is important to students is at the heart of the instructional process, the direction of which is from the students to the curriculum rather than from the curriculum to the students

#### **1.7.4. Evaluation Purpose and Process**

Grades are not the only criteria to assess learners, there should be a variety in order to have clear vision about learners true level in order to take self-made steps for improvement ,gathering data about learners, interpreting evidence and improving instruction are assessment stages through which teachers can improve the learning outcomes of their learners, so Assessment is a classroom activity conducted to provide a valuable feedback for the improvement of both teaching and learning ,In contrast ,evaluation is seen as a process of using methods and measures to judge the learners achievement for the purpose of grading and reporting. (Junior o. M., february2020)

#### **1.8. Benefits of Learner Centered Approach**

Both students and teachers benefit from student-centered learning. Students improve their studying and other skills, as well as receive valuable knowledge that will benefit them throughout their lives.it is necessary to learn the relationship between rights and obligations. Students realize that learning maybe exciting and enjoyable. Several students have stated in their course evaluations that they learnt more and had more fun because they were active. Teachers, in particular, have less traditional job to accomplish.

According to Nestoy Langu and Thaddeus lekule learner centred teaching and learning are opposite's sides of the same coin it promotes successful learning because a lesson is not taught until it is learned. Teaching can thus be regarded of a process that enhances learning, In addition when using classroom discussion, learner centered teaching emphasizes collaboration and face to face interaction between a student and a teacher. Through continual teaching



experience, both the student and the teacher receive more of what is being taught by the teacher, resulting in shared dedication, comprehension and creativity.

Furthermore, learner centred instruction emphasizes explicit skills of instruction, encouraging students to think more critically, solve issues, assess evidence ,and generate hypothesis while ensuring that they acquire more from what is being taught .Changes to practice such as moving the balance of classroom control from the teacher to the students ,structuring contents as a mean of building knowledge rather as an acknowledge end in itself ,and supporting learning through effective assessment are all part of a learner centered approach .this basically highlights that pupils are fully engaged in the class while using a participative technique.

### **1.9. Obstacles Facing EFL Novice Teachers while Implementing LCA**

Many novice teachers have trouble executing the procedures they learned in their training once they get into their classroom. They experience a detach between what they have learned in their teacher preparation programs and the real situation they encountered. Kennedy called the doubts of new teachers that lead to abandoning their dream career as the problem of enactment although they have already studied the learner centred approach in their training. In addition, beginner teacher know all about this approach and their characteristics, but they have a problem in applying it in the classroom.

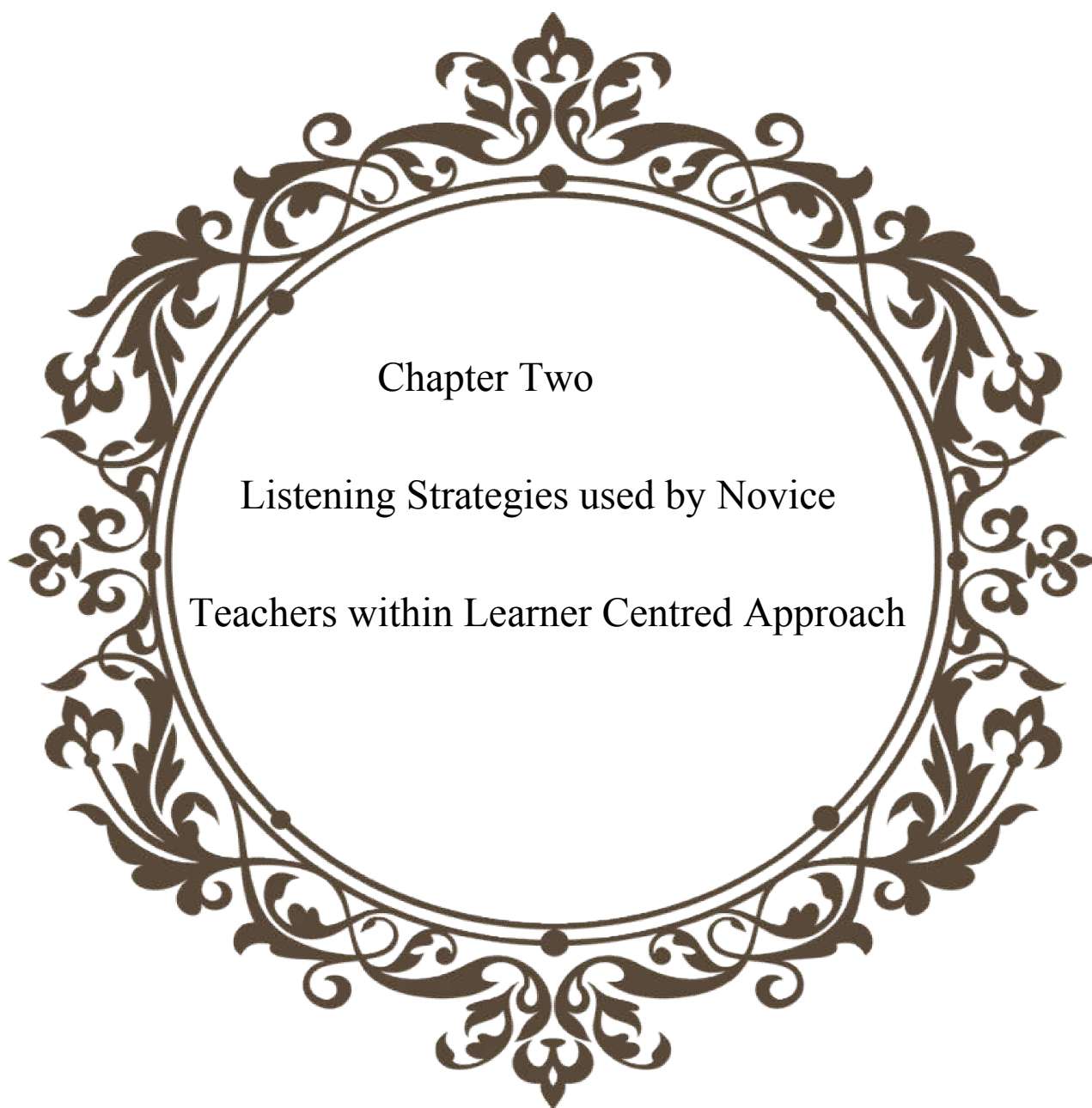
Novice teacher first year at teaching draws the way for their career. Although the new teachers environment is full of stress, lack of support, being unsecured about his performance and unprepared to deal with disciplinary problem in the classroom .In a study by Timor (2015) stated that 80% of novice teachers prefer using a student centered approach to classroom management through problem-solving strategies, although they did not perceive their teaching to effective classroom management. Novice teachers who used LCTS found it

easier to keep students engaged, thus having fewer classroom management problems. (M.Cain, 2020)

Furthermore, learner centred approach is abroad concept that conveys a variety of details being aware of all the details seems a challenge mainly for novice teachers who have a lot to deal with ,so the lack of understanding and interpretation of the true essence of this approach may lead to difficulty in applying it in the classroom ,others may be affected by some experienced teachers point of view that this approach is not effective and the teacher should be the main agent ,but it can be also that applying learner centered approach requires a lot of time and efforts that's why most novice teachers chooses not to use it since it needs energy in all areas of teaching.(Joan and Reigeluth,2011)

### **1.10. Conclusion**

It is well accepted that learning to teach is a difficult process, and that the first year of teaching has a significant impact on beginning teacher's future careers mainly within the new approach that is interrelated to the training of any novice teacher. Furthermore, Student-Centered Instruction is an approach in which learners are given the opportunity to talk most of the time within the classroom. As we mentioned, it will provide an effective environment towards learners since it take in consideration their knowledge and past experience. In this chapter, we have examined the two main concepts novice teachers and Learner centred approach by describing their relationship through the description of their characteristics, roots, benefits and we concluded by mentioning the obstacles that new teachers encounter through the application of this new approach.



## Chapter Two

Listening Strategies used by Novice

Teachers within Learner Centred Approach

## Chapter Two: listening Strategies used by Novice Teachers within Learner Centred Approach.

2.1. Introduction.....	35
2.2 Definition of Communication.....	35
2.3.Types of Communication.....	35
2.4.Definition of Communication Channels.....	37
2.5Definition of Communicative competence.....	38
2.6.The Origins of Communicative Competence.....	39
2.7.Definition of Listening .....	41
2.8.Process of Listening.....	41
2.9.Types of Listening .....	42
2.10.Importance of Listening.....	43
2.11.Listening Strategies.....	44
2.12.Stages of Teaching Listening.....	45
2.13.Strategies for Teaching Listening Skill.....	47
2.14.The Challenges of Teaching Listening.....	49
2.17.Conclusion.....	49

## **2.1. Introduction**

Foreign language acquisition is related to the practice of the four skills in which Students engagement is essential in this process .Although that some researchers emphasise the importance on writing and speaking, yet listening role cannot be neglected in communication. In addition, the most important part when one starts learning a new language; he or she should first listen for them to understand the spoken language .Furthermore, For a better academic achievement, the emphasis has been on learner centred approach as It enables them to have higher degree of thinking.

That is why the current chapter focuses on listening implementation through learner centred approach in which we are going to start with an overview about communication (definition,channels,types). Then the emphasis has been on listening skill (definition ,types, importance and listening strategies).Finally we concluded the chapter with the importance of reaching communicative competence in the process of mastering any foreign language.

## **2.2. Definition of Communication**

Communication is the exchange of information that allows people to share meaning. The technology of communication, the qualities of the sender and receivers of information, their cultural codes of reference and communication protocols, and the extent of the communication process determine the communication process. Only in the framework of social connections, In which information and communication are processed and meaning can be grasped .Furthermore, According to Fatimayin(2015) communication is the activity or the process that people use to express their thoughts or feelings or of providing information to others.

### 2.3. Types of Communication

-When communication takes place among people, belonging to various categories and backgrounds, they put into operation various types of communication.

**2.3.1. Verbal Communication** includes sounds, words, language according to Brown (2020) Verbal communication is use of speech or of the spoken word to communicate information , emotions and ideas. Ligawa (2021) argued that Oral communication consists of:

- **Face to face communication** the listener and the speaker interact within small group or public speaking or as in dyadic.
- **Telephone conversation** Two people communicate with each other by using telephone; also small groups may interact by using teleconferencing.
- **The radio** Speaking to a large number of people at the same time.
- **Written communication** The use of letters, reports to communicate.

#### 2.3.2. Non- Verbal Communication

Fatimayin ( 2018) states that the process of communicating meaning through non-verbal messages involves conveying information by using their physical communication like tone of voice, smell, touch, and body motion or music, dance, painting, drama.....etc instead of using words. Therefore, non- verbal communication is communicating messages without speaking. People convey their feelings, emotions, attitudes and actions more effectively through non- verbal cues rather than using spoken words such as facial expressions, gestures, body language, paralinguistic, eye contact)

**2.3.2.1. Facial expressions** according to people's emotions that they are feeling can be diminished or intensified by our facial expressions.

**2.3.2.2. Gestures** are any movements of our hands, fingers, head, and arms. They add emphasis to spoken words and they improve your ability to communicate our feeling.

**2.3.2.3 Body Language** It helps others to read our inner thoughts and messages through our body language.

**2.3.2.4. Paralinguistic** They are the tone of voice, rate, volume of speech and stress placed on words.

**2.3.2.5 Eye contact** we may rely on our eye contact in order to initiate and regulate conversations. It is used most by people who have lost their hearing. (Brown, 2020)

#### **2.4. Definition of Communication Skills**

They are the abilities that are used to give and receive various types of information. They involve speaking, listening, observing and empathising. According to WikiJob (19 February 2022), they are the different skills which are used to transmit and obtain information. According to Jouany, Martić (2022) *“There are a collection of activities that ultimately result in a high-quality public performance”*.

According to Iksan (2012) Communication skills are essential for students to have before entering the workforce. These abilities are frequently blended and integrated into the educational process. Students not only improve their communication abilities in the classroom through conversations and presentations, but they also gain experience with communication issues in the real world. As a result, we must all continue to help our students grow their communication skills, which are critical for their future careers.

#### **2.5. Definition of Communication Channels**

Communication is the science and practise of transmitting information that can be divided into two main models. First, simple mechanistic model that starts with the sender transmitting the message into the receiver; it is almost impossible to apply it in human interaction since they do not accept any modification. It is also called man machine communication. For example, humans giving instruction to the computer in which the machine do not interact. Second, Helical or a constructive model that means the sender and

the receiver are exchanging rules. For instance, waving to someone may lead to many interactions. So, the latter includes several types like verbal and non-verbal communication that have many medias which facilitates the process of communication. Consequently, communication channels are particular sorts of media that are used to send and receive message. In other word, they are the communication methods which are used.(Crimsy,2021) Fatimayin (2015) said that the term communication channels refers to the way in which people communicate. There are many examples of communication channels such as face-to-face conversations, telephone calls, text messages, email messages, social media ( Facebook , Twitter, Skype.....etc) .Meanwhile, they are the mediums which are used to transmit the message from the source to the audience. (Simon,2020).

## 2.6. Definition of Communicative Competence

In response to chomsky's concept of linguistic competence ,American sociolinguist and anthropologist Dell H.Hymes invented the term “communicative competence” in 1967.He defines communicative competence as what “enables a member of the community to know when to speak and when to remain silent, which code to use,when,where and to whom.” . (Hymes, 1967, p. 13).

Furthermore, according to Nunan (2017), “It is the ability to deply linguistic, interpersonal and sociocultural knowledge effectively for communicative purposes’(p.212). The concept has changed with time as new information was introduced with every new scholar. Communicative competence has major models like Hymes model, canal and swain's model,canale,Bachman's model ....etc.

Richards and Platt Weber (1985, 49) describes **the characteristics of communicative competence as follows**

- ✓ Knowledge of the grammar and vocabulary of the language
- ✓ Knowledge of rules speaking also how to begin and end conversations.



- ✓ Knowing what topics can be talked about in different types of speech events,
- ✓ Knowing which address forms should be used with different persons one speaks to and in different situations.
- ✓ Knowing how to use and respond to different types of speech acts such as requests, apologies, thanks and invitations.
- ✓ Knowing how to use language appropriately

### **2.7. The Origin of the Concept of Communicative Competence**

The term « communicative competence » is consisted of two words, the first one is competence and the second one is communicative. Noam Chomsky (1965) ,was the first who used the term competence and defined it as ‘the ability of the idealized speaker- hearer to associate sounds and meaning strictly following the rules of his language’ (Chomsky 2006,p. 103) and he related it with the word performance «the real use of language in tangible situations ».Nevertheless, In reaction to Chomesky’s notion of grammatical competence, Hymes (1972) introduced the term communicative competence as a sociolinguistic concept since Chomesky gave more attention to the grammatical knowledge of syntax, morphology, phonology and the like but he didn’t take into consideration the social knowledge about how and when to use utterances appropriately.(Tarvin,2014)

Hymes (1972) defined the term communicative competence as the ability to use the grammatical competence in different communicative situations. Knowing to form sentences which are grammatically correct is not sufficient to have communicative competence.

He presents his thesis using four lenses that are required for communicative competence: possibility, feasibility, appropriateness and occurrence. a) possibility: It is used to determine whether or not a location is grammatically possible. Is the language’s lexico-syntax suitable for achieving the desired result? b) Feasibility refers to whether the interlocutors can make use of location. c) Appropriateness refers to whether the site fulfils the

cultural standards for the desired engagement in that context.4- Occurrence refers whether the location is made or not as Hymes mentions, ‘something may be possible, feasible and appropriate and not occur (p. 286)

In addition, Widdowson 1983 tried to clarify the term communicative competence, he made a difference between competence and capacity. He defined competence « communicative competence » as linguistic knowledge and sociolinguistic conventions whereas capacity as procedural or communicative capacity. He gave more importance to the real and actual use of language in concrete situations. Yukiko(2016 )argued that the communicative competence comprised of two different components : organizational and pragmatic. Organizational competence includes grammatical competence while pragmatic competence involves illocutionary competence and sociolinguistic competence. Knowing a language’s grammar is meaningless if the speaker does not understand the rules of use.

Current models of communicative competence involve knowledge of language functions and language contexts as well as knowledge of grammar.

### **2.8. Listening as Skill**

Communication is interactive and dynamic process that involves a variety of powers .Listening is considered one of the major skills that improve humans communication .Furthermore, listening process is one of the most significant and interpersonal communication tasks for communication continuity. Receiving messages from communicators is the first step in the hearing process .The Technique of effective listening entails receiving the message in its whole and then providing exchange in accordance with the communicator’s message.

The first step in interpersonal communication is to listen .Listeners must learn how to listen to order to become intertwined and effective interpersonal communication .However, even though the communicator is clear, the message might become muddled if the listening

process in the communication is ineffective. In addition, this shows the importance of listening in communication that is considered interactive process based on this skill.(Holmes,2019)

### **2.8.1. Definition of Listening**

Listening is a receptive skill that permits people to understand the information and find the meaning others convey to them. As it was written by Gulam(2020), listening in the communication process is the ability to accurately receive and analyse messages and it is also considered as an active process of getting ideas and information for effective communication. However, listening was neglected through time as it is not part of examination ,so all attention was given to writing and reading ,yet Tyagi (2013) disagrees by stating that Listening is one of the four skills of a language (listening, writing, reading and speaking). It includes an individual's active participation. It includes a sender, a message and receiver. She considers it as a psychological process of receiving with an attention to build meaning from and responding to spoken and/ or non-verbal messages also Zhang(2014,p.2472) states that listening is primary skill in communication.

However, the learner needs to know that listening and hearing are different processes. Hearing happens when sound waves are picked up by ears that being transmitted by the speaker, it is physical, passive and natural process while listening involves making sense out of what is being transmitted, it is considered as physical and mental , active and learnt process also 'hearing is with ears, listening is with mind '.

## **2.9. Process of Listening**

- Gulam(2020) argued that the process of the listening skill includes four stage:

### **A. Receiving**

This stage refers to the primary tool « ear » and it is the most fundamental step of the listening process. It necessitates the listener's comprehension of the speaker's information. It

is the deliberate concentration on the speaker's message and avoiding distractions as well as making sure not to interrupt the speaker.

**B. Understanding** It refers to the attempt of apprehending and acquiring the meaning of the message i.e. what have you understood from the message.

**C. Remembering** starts with listening, listening effectively gives us an opportunity to remember what has already said or mentioned.

**D. Evaluating** In this stage the same message can differ completely from one listener to another. The brain represents the second, the third and the fourth stages of the listening process .

**E. Responding** It is the final stage in the listening process, how did you react to the message? The reaction can be emotional and intellectual. It is sometimes referred as feedback which can be verbal or non-verbal.

## **2.10. Basic Types of Listening**

### **2.10.1. Active Listening**

All things are understandable which leads to proper interaction and proper feedback. Focusing on a speaker, understand his/her message. People use their verbal and non-verbal techniques to show and keep their attention on the speaker.(warner.J,Bryan.C,2001)

**2.10.2. Selective Listening** only selective portion can be remembered by us .The topic is not our liking. It involves listening for particular things and ignoring others i.e we listen to what we want to listen .

**2.10.3. Empathetic Listening** listen empathetically refers to the truer understanding of others feelings and feel like them, it necessitates exceptional discrimination and close attention to the changes of emotional signals.

**2.10.4. Ignoring Listening** Not listening at all. It may result in strained relationships. It is the lowest level of listening. While the speakers are talking, you start a conversation with another.

### 2.11. Importance of Listening

-Gulam(2020) added that The listening skill helps people to learn and to understand something new.

- ❖ -It is considered as the key to success i.e. to interact with others and understand them.
- ❖ -It is important to avoid misunderstanding.
- ❖ It improves relations between people.
- ❖ -It improves productivity and negotiation skills.

-According to Borkala(2021) listening is very important for effective communication since

- ❖ It develops language As you listen, you learn .Listening to lectures and talk shows can help you learn new words.
- ❖ It gets you ready « prepared » since it prepares you for a conversation. You are already forming responses to the discussion while you are listening. It entails comprehension and interpretation, as well as providing you with relevant content.
- ❖ -It makes you empathetic. Listening to another person exemplifies the lovely trait of empathy. Empathy is the ability to care for another person’s sentiments.
- ❖ -You become More Productive, When You Listen Listening improves your productivity. For example, you will be able to carry out commands efficiently if you carefully listen to directions.
- ❖ Listening Promotes Better Socialisation .Everybody needs to interact with others to live a full life since no one can live alone in this world. All you need to help someone is listening since it is a real desire to be with another, as a result rising your social circle.

### 2.12. Listening Skill Strategies

The listening strategies have been defined differently by various scholars .Syazana (2020) revealed that “approaches, methods and thoughtful actions used to facilitate learning

while others consider them as conscious behaviours of language students in order to ease the learning, storage, retention and application of knowledge”(p06).

### **2.12.1. Bottom-up Processing**

Listeners who interpret meaning based on the text’s linguistic qualities are known as bottom- up processors. They rely on their schemata in long-term memory which is composed of grammatical or syntactic rules. Listeners should interpret the meaning of the audio text by identifying and decoding the meaning of each single word and of each sound i.e. they give much importance to the smallest units of speech rather than to the individual words for better understanding.

### **2.12.2. Top- down Processing**

Listeners in this process, who frequently employ schematic knowledge to analyse and interpret texts, are engaging in top-down processing .For comprehension, they are relying on information from memory or an examination of text meaning. Graham (2003) describes this process” using top-down processing, , the real- world schematic knowledge should be used by the students to improve expectations of the text meaning .It contains predicting, inferencing, elaborating and visualization”(p06). Consequently, top-down strategies was employed more by advanced listeners rather than the intermediate ones.

### **2.12.3. Interactive Processing**

It occurs when listeners use both top-down and bottom- up processing. The variety of of strategies and the use of both processing strategies make effective listeners while listeners who are embedded in identifying the meaning of a single word are ineffective listeners unlike who are able to use top down and bottom up strategies together.

### 2.13. Stages in Teaching Listening Skills

According to Solak(2016) argued that , The students' metacognitive abilities are developed by the listening sequences especially in the first two years of language learning.

Pre- listening, While- listening and Post- listening are the three stages of the listening sequences and each stages has its own specific objectives.

#### 2.13.1. Pre- Listening

Pre- listening is warming up activity that helps students guess and give some hints about what to expect. They help them also to know what they need to know before listening. They should have clear ideas about the listener's role, information about the topic, the speaker's way of talking and the relationship between the speaker and the listener.

Furthermore, Schemata is activated by the pre-listening tasks to help students predict what they will hear. Activating schemata means activating learner's background. Techniques such as Brainstorming, visuals, realia, text, words, situations, opinions, ideas and facts can be used as activities to activate students' schemata.

First, Brainstorming activities are designed to generate ideas about a topic or an issue in term of posters .Second, visuals are considered as effective activities in this stage, 'a picture is worth a thousand word' as an axiom said besides visuals, realia is also used as pre-listening activity that activates learner's prior knowledge like; a photo, a map, a brochure or any other object that should be related to the listening text(Vithal.P, Sharma.B,2015). Finally, in the pre- listening stage:

- ✓ Task should be related to the listening text and it should not be too broad.
- ✓ The task should not be too long and it shouldn't give too much information about the listening text.
- ✓ The activity should be clear and precise.
- ✓ The teacher should give his/ her students an opportunity to talk and to share

ideas and he should avoid talking too much.

### **2.13.2. While – Listening**

While- listening activity should have direct relation with the listening text. Students do the task during the listening process or directly after the listening. The activities must be related to the instructional goal, the listening purpose and the students' proficiency level by the teacher. According to Underwood (1989) the while – listening task's goal is to gain a better understanding of the content of the listening script.

In this stage, students are supposed to hold responsibility by taking decisions about the right strategy to use according to the task's requirements. In addition, While- listening activities are well-designed tasks that help learners understand the listening content. These are some examples of activities that are given by (underwood,1989,p49.72) :

- ❖ Putting pictures in order in which learners are supposed to find the right order according to what they receive.
- ❖ True/ false activities are detailed tasks that need learners to have a clear comprehension about the listening script.
- ❖ Form/ chart completion and multiple choices: they are more detailed activities that require a great deal of attention since the responses are close to each other, so the listener to understand the conveyed message.

### **2.13.3. Post- Listening**

The use of top down and bottom-up strategies will help learners to connect classroom activities to their real-life experiences, The post-listening task is an activity that is relate to the pre and while- listening tasks. More time is required in the post-listening task rather than other tasks since students deal with the processes of thinking, discussing, reflecting and writing.



Furthermore, it is the more reflective part of the lesson because students discuss and assess the success of their strategy choices. For instance, 'Checking and summarizing' is used as post-listening task in which the teacher splits learners into small groups and monitors them and then they start sharing ideas as a class then the important parts can be summarized by them also creative responses, critical responses, information exchanges, problem solving, deconstructing the listening text and reconstructing the listening text are post-listening tasks .

- Underwood (1989) suggests these activities as post-listening activities:

- ❖ Role-play
- ❖ Summarizing
- ❖ Written work
- ❖ Matching with a reading text

#### **2.14. Strategies for Teaching Listening in Classroom**

- Listening skills should be taught to enhance learners' communication and to develop their speaking skills and their pronunciation and fluency in English and in order to achieve this goal there are variety of activities and strategies that teachers may rely on while teaching listening.(Tess India,2006,p04 to08)

##### ***2.14.1. Involving Students in Listening***

The teacher starts from what is already known to his/her learners to make them active listeners. Learners to listen actively, they should have a cause to listen, Listen and draw can be used as listening activity and to make students active listeners.

##### ***2.14.2. Asking Questions to Help Students Listen***

Learners are not obliged to understand every single word of what they hear. They may understand few of them. The listening activities which are used by teachers in class should help learners improve their listening skills over time. Therefore, Questioning before listening is very effective strategy that orients learners for what they are going to listen to. It helps them

identify the key words so that they can use them to understand what was already said. It also increases learners' interest in what they are listening to and when they are trying to discover the answers to the questions.

### **2.14.3. Using Audio Recordings**

The use of audio recordings makes learning more interesting since it gives learners a chance to listen to variety of voices and accent thing that help them to develop their own pronunciation. These are some examples of audio recordings that can be used in class :

- ❖ recordings taped from the radio and played on a tape recorder.
- ❖ songs played on a tape recorder or CD player.
- ❖ songs played on an MP3/4 player or a mobile phone.
- ❖ audio recordings made by teachers, students or other people by a mobile phone.
- ❖ audio books played on CD player or downloaded to a laptop or MP3 player.
- ❖ audio recordings download onto a mobile phone or laptop .

According to Cox (2022) teachers should know their students first : They should talk to them before starting their lessons to know their lives, hobbies, interests and goals to take them into consideration while they planning their lessons and activities.

**2.14.4. Create simple commands** Teachers before starting teaching their students, they need to make sure if their students are listening or no , they may rely on a series of simple commands to attract their attention . When their attention is captured, it will easy for teachers to keep it.

**2.14.5. Listen More and Talk Less** Teachers should give their students time to speak. They should decrease their speaking time and increase their learner's amount of speaking to make them more engaged.

**2.14.6. Give Students a Listening Task** : Teachers ask their students to listen to what they are saying then ask one of them to retells their friend about what he/she heard by using their

own words. This strategy helps teachers to capture their learners' attention and to make them active listeners.

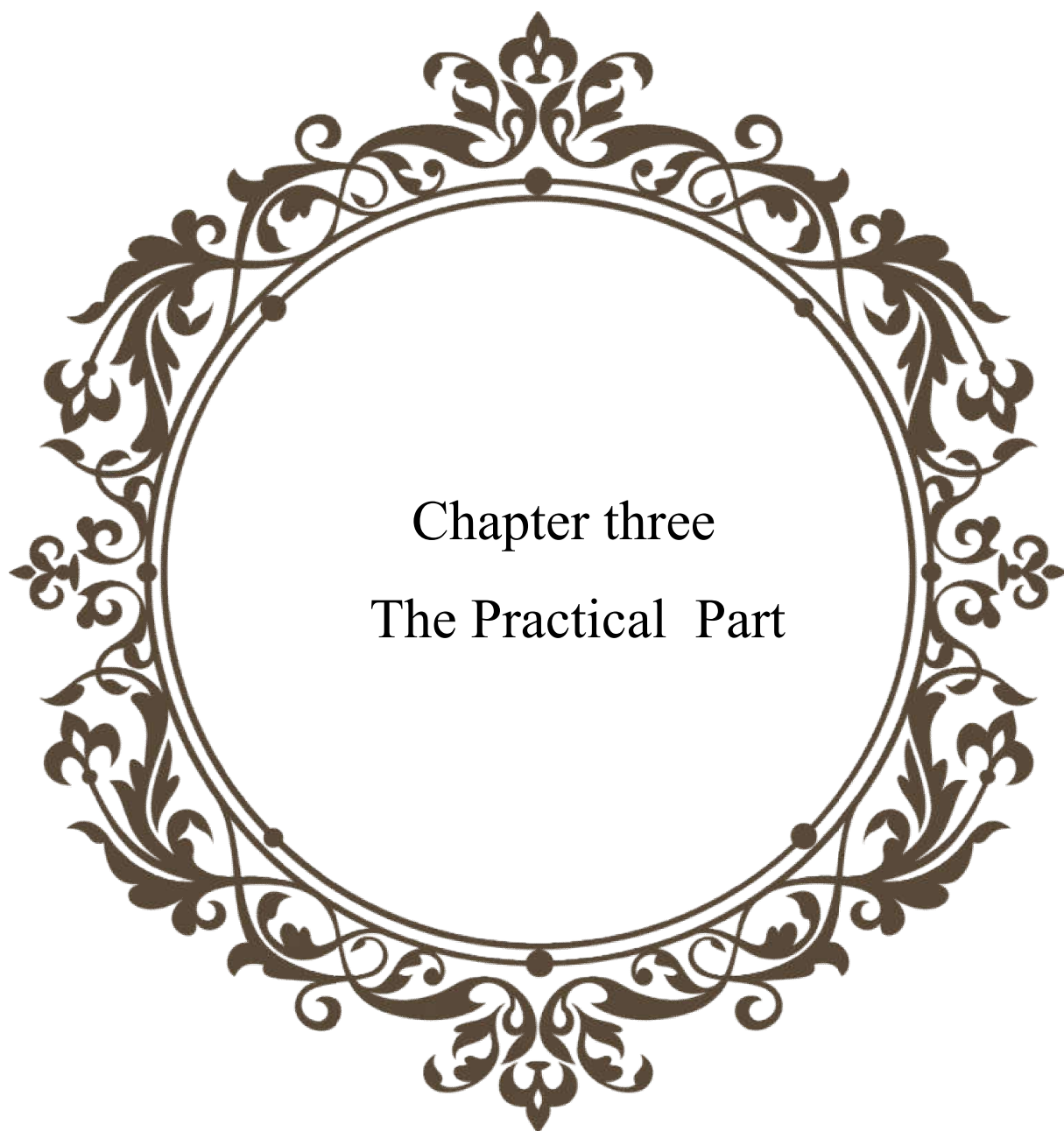
**2.14.7. Listen for a Purpose** Teachers to make their students active listeners and more engaged in learning process, learners should be familiar with a purpose behind listening to them for example, they may ask them to listen to them and to write down a question about what they have heard from them.

### **2.15. The Challenges of Teaching Listening**

According to Yagong (1994) the four factors listed below accompanied the difficulty of teaching listening: the message, the speaker, the listener and the physical setting. First, the way messages are designed and formulated. For example, long messages makes learners bored and not interested. Second, Factors related to situational factors in which the conditions that the listening script is performed in are vital. For instance, the use of technology such as projector, the clarity of the speaker and using the right pronunciation along with a simple language also creating a relaxing atmosphere are vital elements, but its absence leads to obstacles while performing listening lesson. In addition, Factors related to the personal background of the receiver since the listening script should not interfere with students' beliefs and cultures.

### **2.16. Conclusion**

To sum up, listening plays an important role in daily life. It is considered as an effective key to understand the meaning of the conveyed messages. Teachers should be aware of the importance of this skill. In this chapter, we examined listening as a standing skill by showing its importance. In addition, exploring the different processes that can be used during the different stages of this skill and how can we improve learners' performance by using innovative strategies. Finally we tackled the obstacles that learners face during listening.



Chapter three  
The Practical Part

## Chapter Three: Research Methodology and Data Analysis

3.1. Introduction.....	52
3.2. Research Methodology.....	52
3.2.1. Description of Teacher’s Questionnaire.....	52
3.2.2. Analysis of Teacher’s questionnaire.....	53
3.2.3. Analysis of Teacher’s Interview.....	63
3.3. Interpretation and Discussion of the Findings.....	66
3.4. Recommendations and Suggestions .....	68
3.5. Conclusion.....	72
General Conclusion.....	73
Bibliography.....	76
Appendices.....	81
Resume.....	86

### 3.1. Introduction

This section describes the research methods employed for undertaking the aims and the objectives. For validity and reliability reasons of this research, the methodological approach used is based mainly on a corpus that brings together the two methods, quantitative and qualitative. The first, consisting of a questionnaires, addresses middle school teachers. The second, including an analysis of novice teachers using an interview. This is a comprehensive approach, giving chance to all partners' opinions, which characterizes the methodological device of this research and help us to examine the reliability of the data collected.

### 3.2. Methodology

The chapter presents the practical part of the study. it is devoted to the Analysis of teachers questionnaire .the collected data and the obtained results will enable us diagnose the effectiveness of novice teachers when teaching listening within LCA to suggest the appropriate solutions to the existing problems faced by students when they listen. The questionnaire was given to 20 middle school teachers in Tissemsilt who are part of the field so they can suggest valuable views and perceptions (7males-13 females).

#### 3.2.1 Description of the questionnaire

The questionnaire consists of fifteen 15 yes no , open ended and multiple choice questions divided into two sections as follows .

- ✓ **.Section one:** general information it includes general questions about teachers experience, Qualification and the usefulness of their training.
- ✓ **.Section two:** it deals with the process of teaching listening itself along with the difficulties

that both teachers and learners may face in acquiring this important skill

### 3.2.2. Analysis of the questionnaire

This section will speak in detail about the data obtained from the questionnaire. This latter was distributed to Middle school teachers regarding their teaching of the listening skill using the LCA.

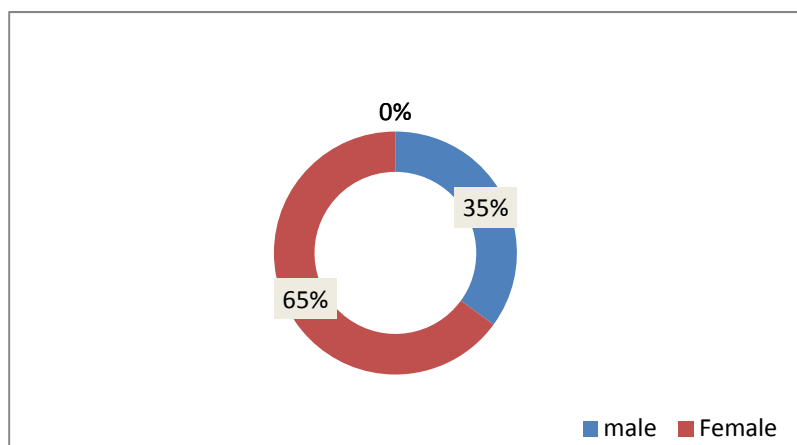
**Question one.** What is your gender?

**Table 3.1.** Gender classification

Response	Male	Female	Total
Participants	7	13	<b>20</b>
Percentage	<b>35</b>	65	<b>100</b>

**Graph. 3.1.:**

Teacher's gender



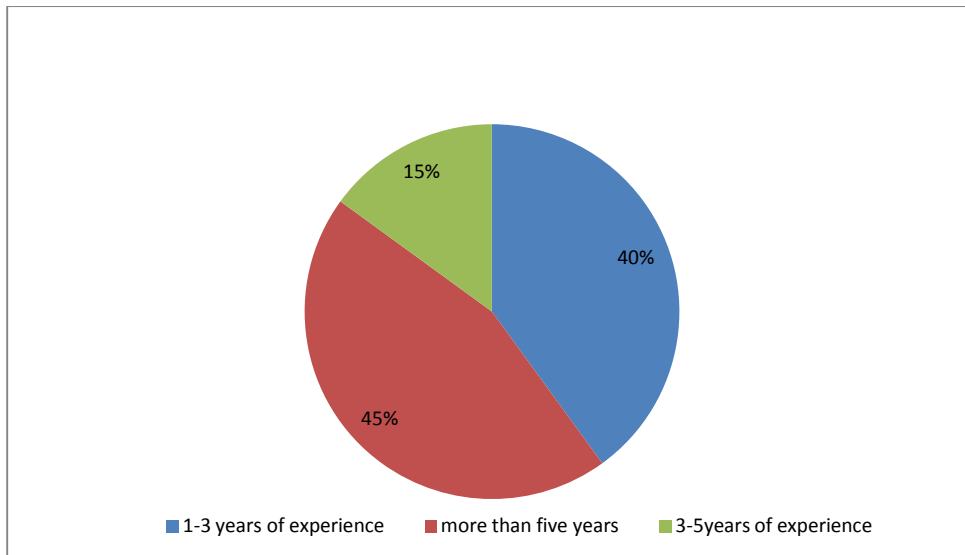
Note : Male= 07 ,Female= 13,total = N 20

-Numbers in this table show that the sample consists of 20 participants among 13(65%) are females and 35/ are males which clearly signifies that females are the most dominant in the teaching profession.

**Question two:** How many years have you been teaching English?

**Graph. 3.2.**

years of teaching .

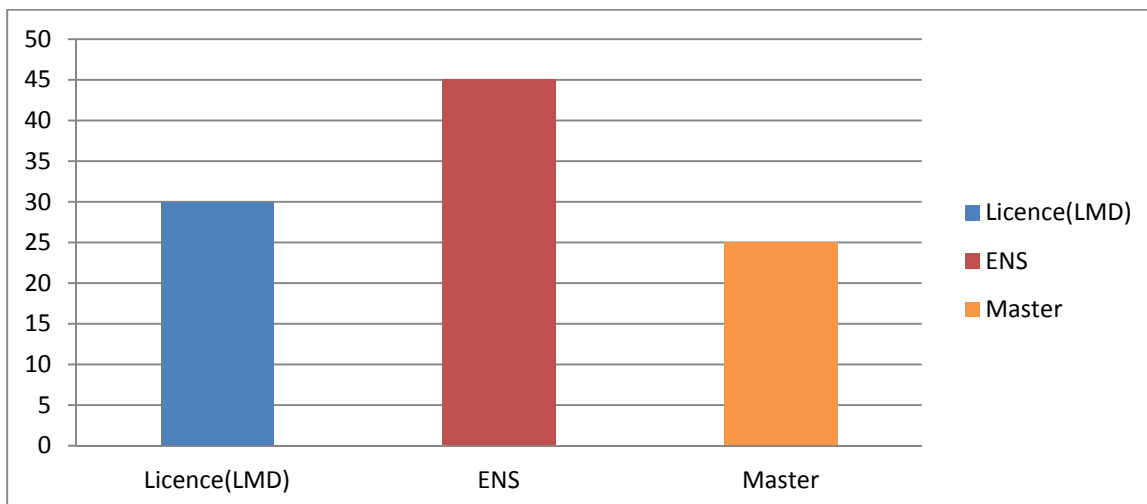


-The results shows that most of respondents 45/ are more than 5 years of experience Meanwhile teachers from 1 to 3 years are 40/,3-5 are 15/ ,this number of new teachers is to be highly valuable mainly because the research is based on novice teachers, so the experience factor is crucial for this research.

**Question three:** \_what degree do you hold?

**Graph 3.3.**

Teachers Qualification





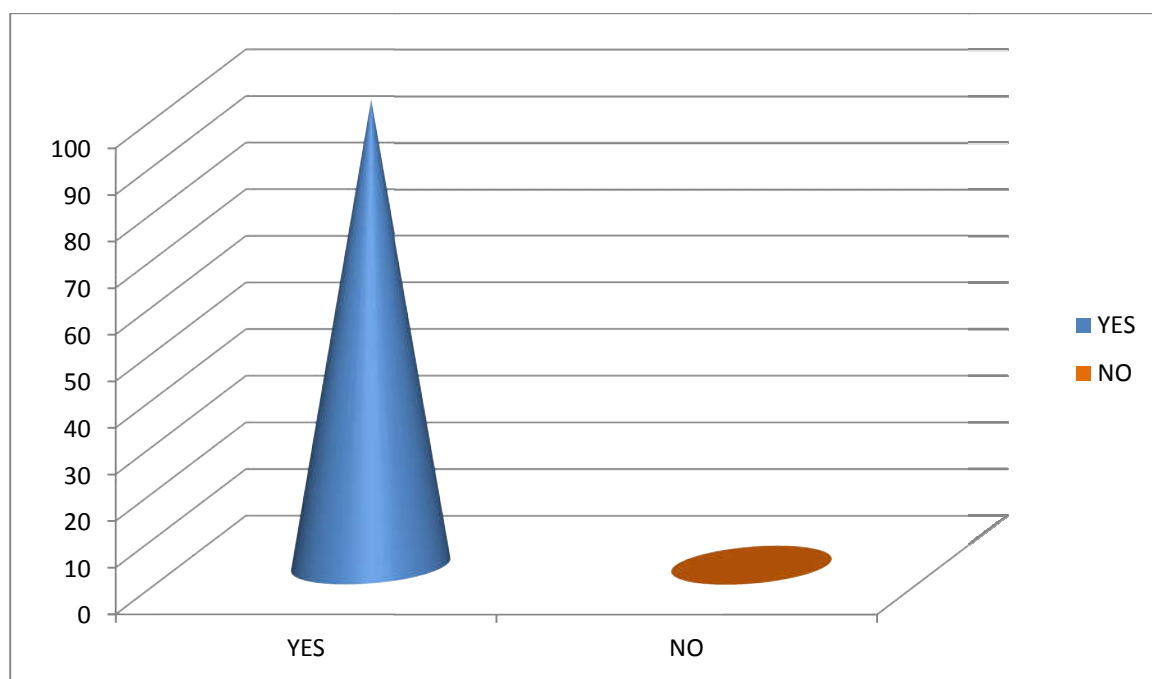
Note: Licence=6teachers, ENS=9teachers, Master=5teachers, Total=20

-The charts shows that the majority of teachers ( nine teachers 45%) are graduated from teaching training college(ENS) since it is specialized for teachers only while 30/ holds Licence and 25/ holds Master degree, they are teachers who decided to have higher degree. This will provide us with different opinions concerning our study under investigation.-

**Question four:** Have you been trained as a teacher?

### Graph. 3.4.

Teacher's training.



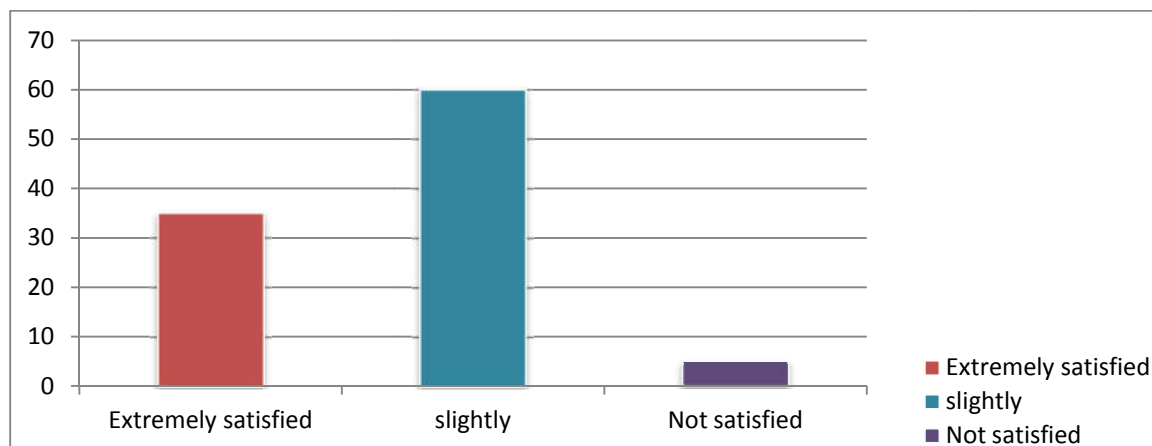
Note: trained teachers=20, Total =20

-When the teachers were asked about their training 100 of the respondents said yes, not only from teacher training college but all teachers graduated from different institutions had their training before being part of the field.

**Question five:** how satisfied are you of your teacher training

**Graph 3.5.**

Teacher's opinion about their training.



-The data displayed in the figure shows that the high percentage of respondents (60/) confirmed that they are slightly satisfied of their training mainly that the respondents are graduated from different colleges. They reported that their training did not cover all areas and its need further development, but that does not mean that it had its own benefits.

However, another category stated that their training was extremely helpful without any flaws to mention ,only 5/ were not satisfied .They stated that training did not add anything to them but they learnt everything from the field.

**Question six:** How would you describe your readiness and motivation to teach English?

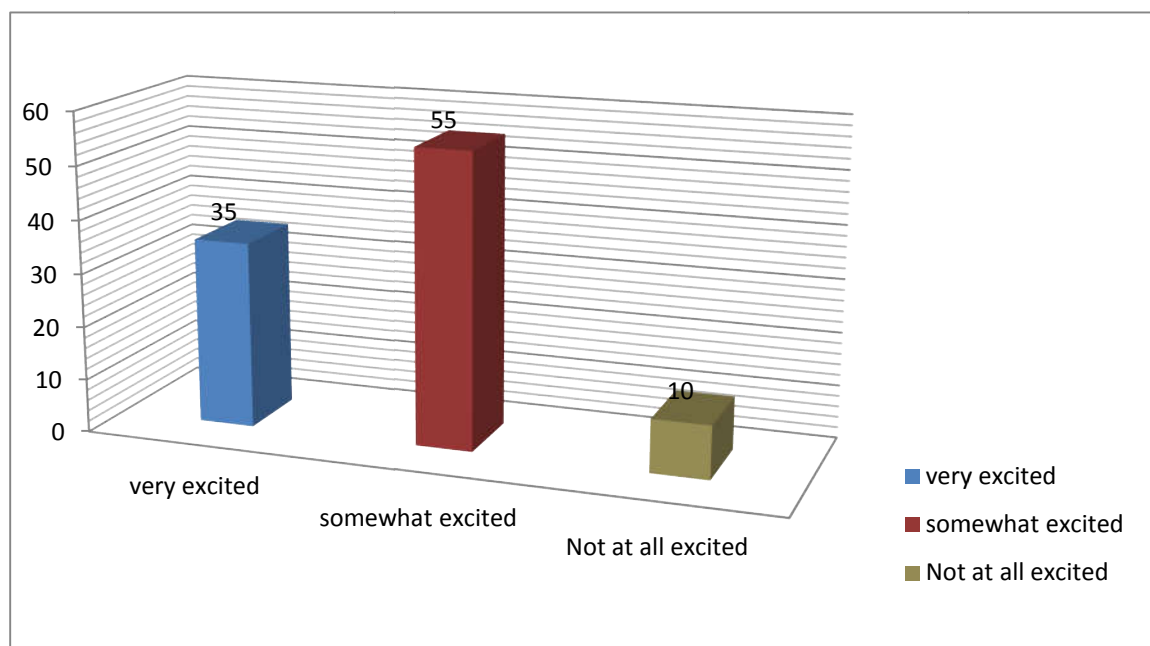
**Table 3.2.**

Teacher's readiness to teach

Options	percentage	Count
Very excited	37	7
Some what excited	55	11
Not at all excited	10	2

**Graph. 3.6.:**

Teacher's readiness to teach



the researcher wanted to explore to what extent teachers are motivated to teach English taking in consideration that most respondents are novice teachers .55/ of the total questioned teachers said that they slightly excited ,35/ were very excited to keep doing their job meanwhile 10/ were not excited at all to keep teaching. This shows a real issue mainly because the majority of the respondents were new teachers, so the shock of teacher's reality leads to poor readiness to keep teaching.

**Question seven:** Is listening complex for your learner?

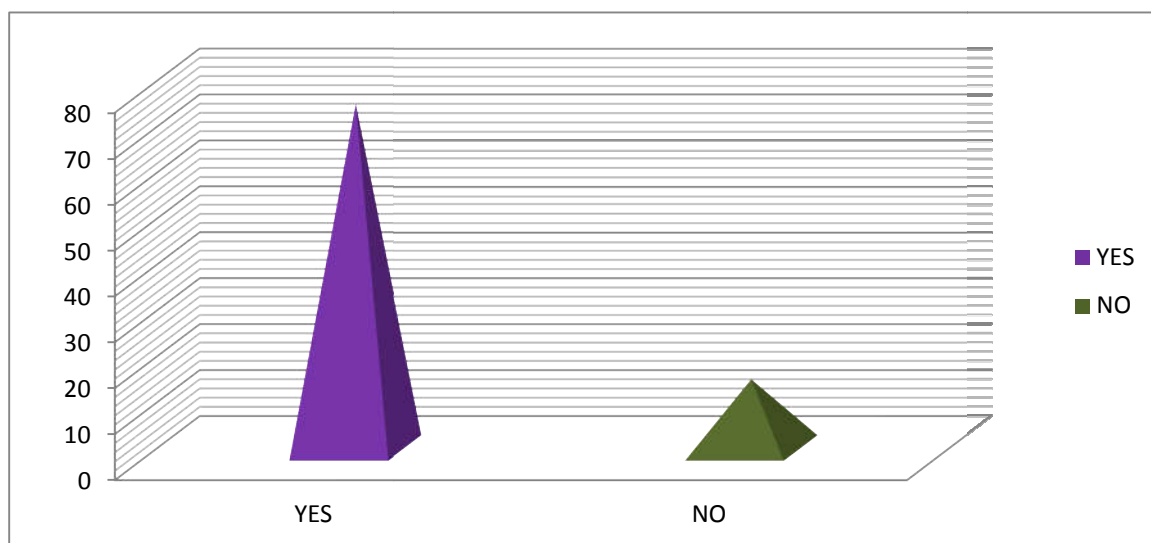
**Table 3.3.**

listening complexity

Options	%	Count
YES	75	15
NO	25	5

**Graph. 3.7.:**

The complexity of listening skill.

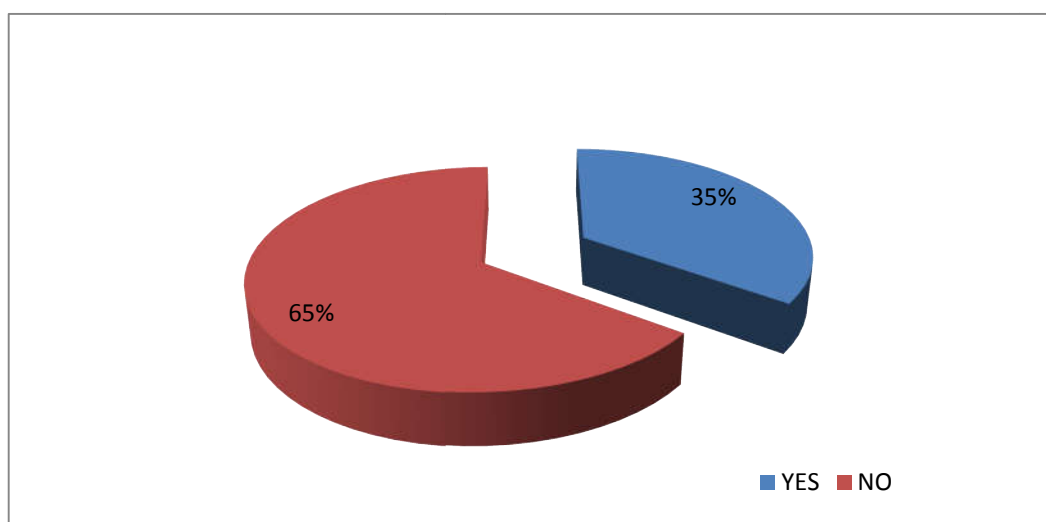


-The collected data confirmed that 75% of the respondents consider listening as a complex process for the learners mainly because teachers are given only two hours to teach four skills not just listening. Meanwhile 15% of teachers said that listening is easy to deal with and it is not difficult for our learners.

**Question eight:** Do you think the curriculum gives listening skill enough importance?

**Graph 3.8.:**

The importance of listening skill in the curriculum.



Note: Teachers consider listening complex process=15,listening easy to teach =5,Total

-The results showed that the great majority of teachers 65/ believed that the curriculum did not give listening much importance. They affirmed that listening is neglected in Middle school because the lack of time and pressure to move on with the syllabus in order to have the bigger picture which are curriculum objectives. Nevertheless 35/ of the respondents disagree by stating that one hour is enough to teach listening.

**Question nine:** What factors influence student listening performance?

**Table 3.4.**

factors Affecting listening skill

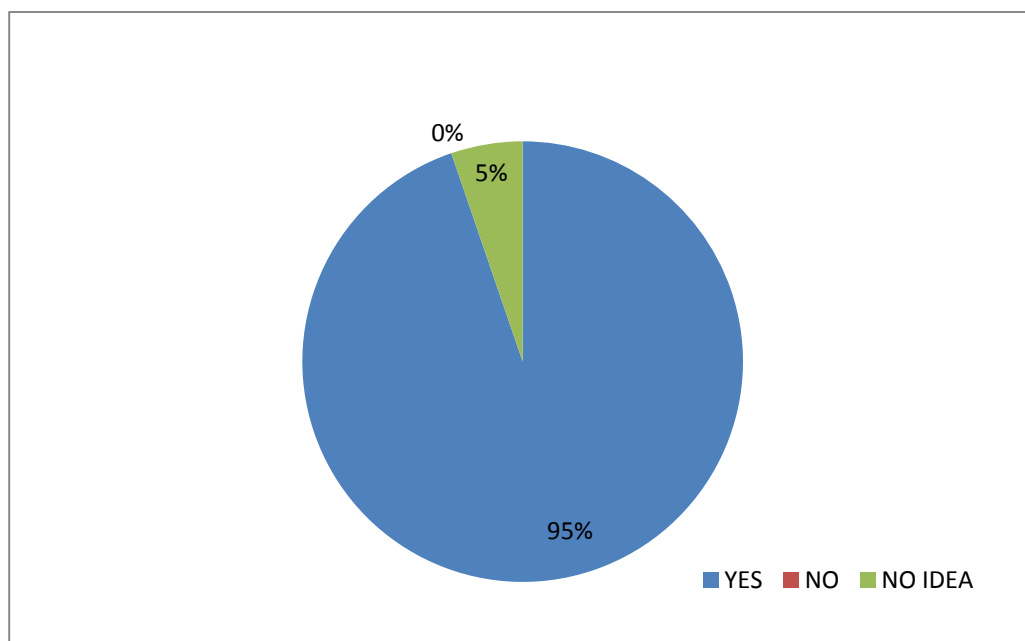
Factors	percentage	Number of teachers
Learner factor(personal problem, low English..)	33	6
Speaker factor(the speed and the clarity of the speaker)	28	5
The use of traditional method	39	7
All of the above	39	7
No answer	-	2

-The finding revealed that 33 of teachers believed that learner factor is crucial element since he is responsible for his own learning so any bad feedback, he should assume responsibility for his own learning of listening skill mainly because it depends on his reception. However, 27.78 / of the respondents that speaker factor is more influential since he needs to motivate his learners to listen by using different tone, and the most important is the clarity of the speaker because if he pronounce with mistakes and with low voice learners will

not concentrate with him. The use of traditional was not seen as a vital reason that would stand by itself. That's why 38.89% of the respondents confirmed that there is not one reason that affects listening but the combination of all the mentioned factors will lead eventually to a difficulty in learning such skill .

**Question ten:** Are you a learner centred approach teacher?

**Graph.3.9.:** learner centred approach teachers



-In this question teachers were asked to classify themselves if they are teachers who apply Learner centred approach in their classes basing their selection on their background Information about LCA, 95% of the teachers considered themselves a true participant in this new approach ,5% did not have much information about LCA to classify themselves that's why they choose the third option no idea.

**Question eleven:** what does it mean?

It is an open ended question where the respondents were given the chance to answer freely. We got varied answers .four of the respondents asserted that it is to give equal roles for both teachers and learners in which the teacher guides the instructional process and learner needs to be active and apply what he has learnt in real life situations. Meanwhile eight of the

questioned teachers said that learner centred approach is all about student, he is everything and there is not any role for teacher to perform. One teacher stated that it is based on teacher efforts without referring to the learners role meanwhile another respondent wrote only one word which is an approach. The remaining respondents (5) choose not to answer this question. Most of teachers stopped for a moment while answering this question .All in all, we can conclude that teachers still not aware about the true meaning of LCA.

**Question twelve:** what learner centred technique do you use in class?

In this question, we aimed to know the most frequent technique used in LCA class, we got the following answers. Five of the respondents asserted that information communication technology is frequently used in EFL classes and give us illustration like audios, cassette and videos. Nine of the questioned teachers confirmed that the use of cooperative techniques like pair work, group work is really useful .They further added that using dialogues, discussions and conversations will enhance the work of these two techniques because they offer relaxing atmosphere for learners to answer since their collaboration will minimize any chance for mistakes and errors. One teacher said that using repetition can be effective. Another respondent claims that using competency based approach is another useful method. However the remaining four respondents did not answer this question.

**Question thirteen:** How teachers can help their learner's to develop their listening skill?

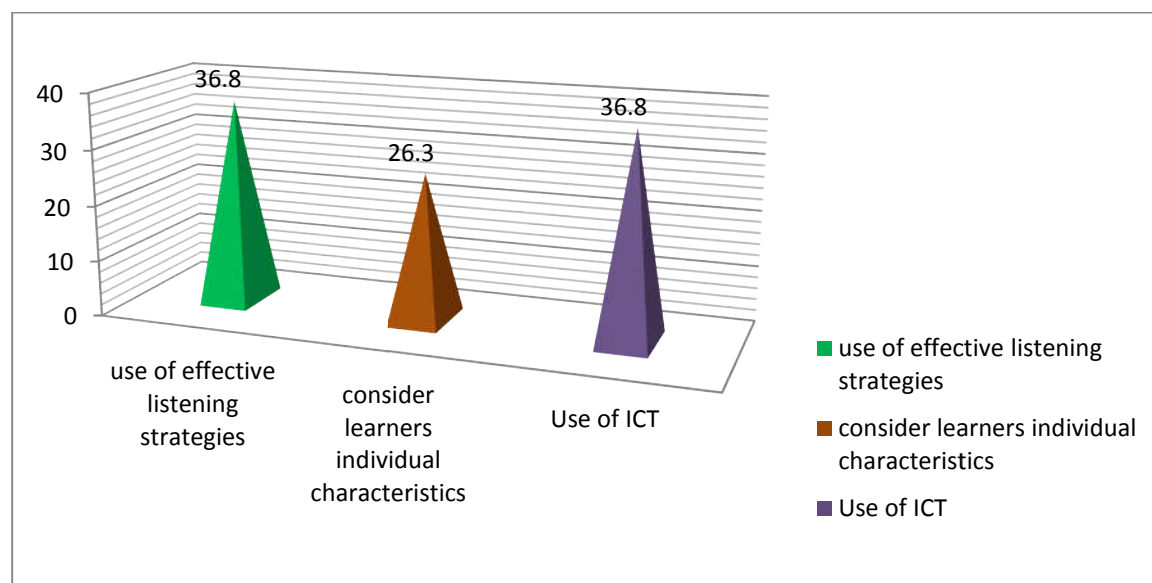
**Table 3.5.**

Techniques to develop learners listening

Techniques	percentage	Count
Use effective listening strategies	37	7
Consider learner's individual characteristics	26	5
Use of ICT	37	7
No answer	-	1

**Graph.3.10.**

Teacher's techniques to enhance pps listening skill.

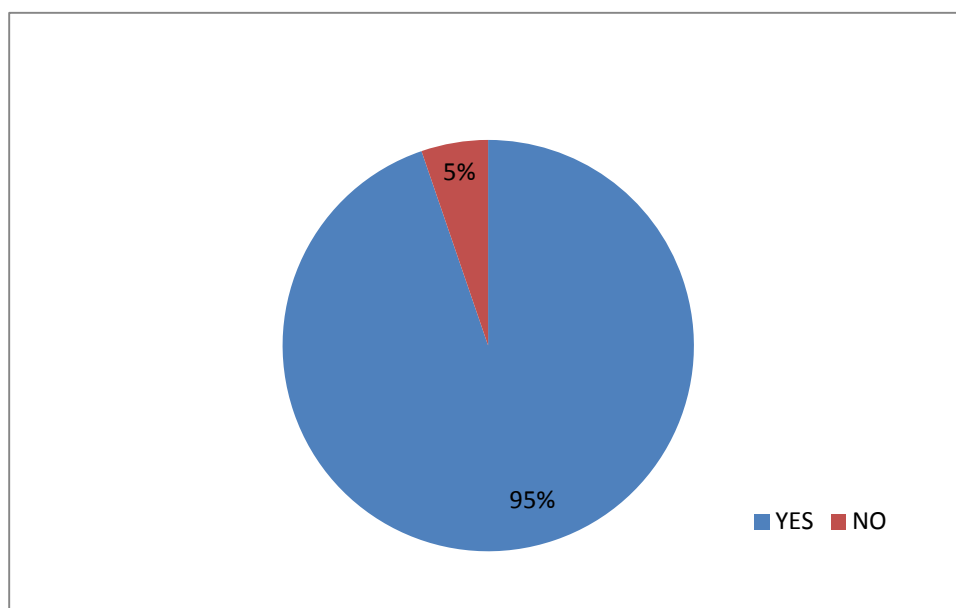


-The results displayed in the above table indicated that the use of effective listening strategies and the use of ICT were equally chosen as effective factors that help learners enhance their listening skill since listening needs the use of Authentic materials that will offer a better understanding towards the listening script .They further added that applying technology in the class will facilitate the transmission in the triangle. In addition,26.3 of the respondents asserted that taking in consider learners characteristics is more effective than any other technique ,they justified their saying by taking learns interest in preparing the script this will be helpful to engage learners in the lesson

**Question 14:** Is teacher's role important during listening within LCA?



**Graph. 3.11.:** Teacher's role in LCA.



-In this question, teachers were asked if they have active role during listening within the new approach. The majority of respondents 95/ confirmed their active role .Nevertheless,5/ of the teachers insisted that their role is passive and only learners are active.

**Question 15:** justify?

The collected data indicated that eight of the respondents stated that the main role of the teacher guides and monitors the instructional process in which he gives learners hints so learners would be able to find the right answer by themselves. One teacher said its his role to make learners understand within LCA, so giving the information explicitly. Another respondent that teachers role is irreplaceable since he offers everything to the pupils .Four of the respondents asserted that the teacher is a facilitator in which he clarifies any vague details to his / her learners. Another teacher stated that the teacher is an implementer that implements different techniques to deliver different information.

**3.2.3. Teachers interview Analysis:**

A qualitative approach was applied in this research through semi-structured interview that was addressed to five novice Teachers at middle school. It involves seven questions; The

purpose of these interviews is to collect data that can help us understand this issue in relation to the surroundings of novice teachers. The start was with general questions that aimed to have general overview about teaching profession and the skills that have been the main interest for teachers. Then the questions get more precise through asking novice teachers about the real definition of learner centred approach and the difficulties that they face during presenting listening skill within the new approach .Finally, we ended the interview with a question about the suggested solutions to overcome this dilemma. In addition, to analyse qualitatively, it is to observe, perceive,compare,judge,order,check,collect and report so it is an attentive process to have reliable results.

**Item one:** How do you find teaching profession?

The overall answers is based on the fact that teaching is really tiring profession that consumes a lot of energy, and that most of students are absent minded also the Algerian school have neglected teachers role since any mistake is on teachers which makes it impossible to teach and build learners as our teachers did to us . This generation is affected negatively by social media that ruined their minds. However they added that there are some categories worth the energy because at the end of the day we made a difference at someone's life even if the number is not big as we hoped.

**Item two** which skills do you focus on teaching?

Teaching English language is based on four main skills reading,listening,writing and Speaking. Nevertheless, the question was meant to determine the dominant skill. Teacher's opinions were split on two categories writing and listening. They argued that since their listening skill is weak that will affect their writing, reading and speaking capacity because it is considered the main source that feeds other skills.

**Item three:** Are you student centred teacher? What does it mean?

The majority of teachers said yes that they are learner centred teacher without hesitation. However, when it comes to the definition of this approach they stopped for a second. Two teachers said it is a learner based approach where the teacher is neglected, one teacher said it is an approach and other did not respond to this question. The contradiction between this two questions were interesting as all teachers agreed that they are part of this approach ,yet when it comes to its definition they could not find meaningful definition that covers this new way of teaching .That means teachers are blindly following the new competency without truly getting its core value.

**Item four:** Do you think you have enough time and material for teaching listening?

This question helped us to identify some problems that harden teaching listening skill .Time for all teachers is a problem mainly we are dealing with novice they added that one hour is never enough to finish the lesson an teach all the required competencies especially that it is eliminated to forty five minute in Ramadan .it is a time race to teach all the required listening lessons within very limited time ,they said that they sometimes remove some listening sessions just to be able to deal with grammar lessons. Then they moved to the second point which is materials. The said that some middle schools in Tissemsilt do not offer materials for its teacher, the projector is broken there are no laptops for teachers, even photocopies is not offered to teachers so they have to do it for themselves .They added that since they are novice teachers so most of them are not get paid so how they are supposed to buy all this with money they do not have. That means that time is not enough since there are no pedagogical representations that facilitate teaching listening, so they all agreed on these two main issues.

**Item five:** What techniques you like to use while teaching listening

Teaching listening is hard for most teachers because it required the use of different techniques that makes this lesson quite easier. Three teachers said they prefer using pair and

group work to ease this lesson for learners as it helps them exchange ideas in which different student are working together to fill the gap of each other meanwhile pair work is successful with shy learners who do not like too much contact with students, so giving him the chance to work with is partner is enough. one teacher said that using ICT is helpful technique to teach listening. Then we added if they know other techniques for teaching this important skill, they could not add other techniques. That means a limited access to listening and how to teach it using innovative methods.

**Item six:** Do you think listening is difficult for your learners?

For most novice teachers that answered us, it is difficult .They added that sometimes they find themselves answering for themselves just because learners are not able the follow the track of the listening script.

**Item seven:** What would you do to improve your learners listening skill

Teaching English is not based on one skill but listening speaking reading and writing are intermingled .As a result, improving the listening skill means enhancing other competencies of the learners. Novice teachers had different opinions .Two of them argued that using ICT will enhance learner's level because it will give teachers more time to guide his learners to master this vital skill. Meanwhile others said that taking in consideration learner's characteristics is also important because adapting a script according to his needs and interest will motivate them to communicate with the teacher as it is related to their background so it is an area that helps students for further development.

### **3.3. General discussion of the findings**

The analysed data from the interview and questionnaire showed that teachers find teaching profession tough mission to practise. Mainly in the first few years since they are getting familiar to the field which lead us to believe that novice teachers training is not sufficient. The short amount of time devoted to new teacher's training is insufficient as they

are supposed to know all about the teaching profession with its benefits and problems is a very limited period. That's why few early years are called survival years since novice teachers are still learning about their profession. All teachers agreed that their role is essential in learner centred approach, but they were confused on which role to perform.

Teaching English is based on four skills, but listening is the most dominant skill since mastering listening will improve other skills. However, teaching listening within learner centred approach becomes a challenge for teachers as they do not have clear idea about this new approach. Nevertheless, learner centred approach is a successful approach that has proved its efficacy around the world, as Akila Mahjoudi (2016) states that learner centred approach techniques are very effective to develop students speaking skills also Kate Tzuching (January 2010) stated that students have positive attitudes towards learner centred writing since this approach served learners different needs and experiences. However, Christine Coombe and Jean Kinney argued that listening skill have not been fully explored through learner centred approach notion which proves that its needs further study to reach its true essence and this is the case for novice teachers in Tissemsilt as it is still vague concept.

Furthermore, Curriculum is a standards-based sequence of planned experiences where students practices and achieve proficiency in content and applied learning skill, yet it is too general to specify the importance of each skill, so teachers could not practise listening in the right way since the curriculum did not give clear instruction on the necessity of concentrating on this skill. In addition, English is being taught in middle school for two hours in the week and the teacher is required to teach all the skills. This led to situation where students are neither motivated nor willing to interact during this lesson.

Teacher's use of different strategies is limited and this is the case for both experienced and novice teachers who did not get enough training for this new approach. There are variety of techniques, yet which one to choose and what makes each technique different

from the other. Novice teacher do not need one of the stake holders (experienced teachers, inspectors) to give them a fish, but they need to be equipped with the right tools so that they can be able to hunt. They need to be aware of the fact that variety is the key element for better results.

### **3.4. Suggestions and recommendations**

Amaro(2012) states ‘There is no learning when nobody’s listening’, That means using innovative methods will motivate learners to be active as the teacher is adapting the script according to the learners interests and in enjoyable way.

#### **❖ Storytelling**

Learners in the LCA need to be exposed to naturally native speech at the beginning of language study. They need to be exposed to storytelling that is slow and understandable so that they can acquire as much language sounds as possible. They learn to listen and extract key vocabulary from the stories told.

In order to develop this skill, teachers need to select audio materials that relates to the course and that are told in an engaging, attention-grabbing way. After the story is told, they may have pairs or groups of learners discuss what they have heard, digging as much meaning out of it as possible. Afterward, they may have a designated reporter from each group to report to the class what they learned from the story, and then they may lead a whole-class discussion.

#### **❖ Active Listening**

Teaching learners thinking skills and helping them arrive at justifiable positions about complex issues requires teachers to listen carefully to their students and to respond in reflective and thoughtful ways. However, it is not only up to teachers to be active listeners . Students with the help of their teachers can develop such skill which will enable them to pay more attention to explanations and content; it will enable them to remember most of what is

said in the classroom. In reality, learners as listeners have their minds on various topics and are planning what to answer in return. Thus, missing important things that are being said at the same time. Therefore, active listening as a technique is very useful to make a conscious effort to hear and understand people around and obtain the complete message.

This skill requires some essential criteria to be taken into consideration such as:

1-Learners pay attention, even if this seems a bit obvious; however, learners need to make eye contact with their teachers and peers, ignore conversations or incidents around them and focus on what the other person is saying. They have to be able to put their own thoughts on hold and resist thinking about answers and devote most of their attention to their interlocutor.

2- Learners as active listeners provide feedback on what is told to them either non-verbally (nodding, smiling...etc) or verbally by paraphrasing and repeating what is being said or by asking questions to make sure that they understood.

3- Learners as active listeners make sure that they listen carefully before planning any answers, they also avoid interruptions. They wait until the other person is finished talking and expressing their point of view, they process what has been said and later respond with their own comments or ask for clarification.

As an activity plan, the teacher can ask his students at the end of the session to work in pairs to answer one or two questions about the story and the lesson. This activity consumes from five to ten minutes maximum. Students may have some time after being done talking and listening to write down some remarks about each other's' behaviors and reactions during the performance of the activity. Questions included in this activity may sound like the following:

- ✓ What was the main problem that you faced learning about this story?
- ✓ What are your personal views on learning such kind of stories?
- ✓ What are your personal conclusions after listening to the story?

Such kind of active listening activities involves more than simple hearing, but, paraphrasing and reflecting back on what is being said and what is being felt when it is said. This activity balances both speaking and listening skills and allows both students to exchange both roles as speaker and listeners.

### ❖ **Thematic Teaching of Listening**

Instead of selecting material from the point of view of its relation to the curriculum, teachers may consider selecting materials from a point of view of their students' interests. Opting for a theme that appeals to students helps facilitating the progress of the listening session. Learners may use materials of a thematically related selection to construct one solid meaning. They will be able to learn more strategies and skills of reading and writing; teachers will use classroom time more effectively by covering various curricular areas.

One may suggest a list of themes that may be appropriate for material selection such as: *acceptance, adventure, choices, change, community, cause and effect, courage, freedom, interpersonal relations, facing fears, individuality and heroism.*

In the same vein, selecting themes related to what learners are facing in their lives or struggling to comprehend will inevitably make these concepts resonate deeply with them. Bearing in mind that theme can be sometimes subtle and more difficult to identify, teachers may consider starting from simpler to more complex themes in their selections as a way to scaffold their learning.

It is worth noting also that teachers using a thematic approach of teaching listening should distance themselves from what is obvious. They opt for material that challenges their learners' understanding and stories that do not conform to the typical pattern. Hence, discussions will be more interesting and far more revealing about learners' life experiences and practices than regular material.

---



Basically, material selection may revolve around these themes. Teachers also may select more than a story/podcast/ audio material covering different aspects of the theme or relating it to other themes to give it a global meaning. By providing a range of listening options, teachers are guaranteed meaningful, authentic and memorable learning experiences.

- 
- ❖ Focus On Teaching The Skill Of Listening: Simplifier the content of the listening text or dialogue and divide it into clear parts for learners then asks them to practise the skill in terms of role play, making posters and dramatize scenarios. Positive feedback should be given to students to encourage them to use the skill.
  - ❖ Model Good Listening for Your Students: Teachers shouldn't give much importance to their students' answers. They should encourage them to rely on the skill of rephrasing or restating what they heard from them by using their own words.
  - ❖ Get To Know Your Students: Teachers should identify their students' interests, hobbies, music, families and sport....etc. Knowing learners makes them feel that they are interested in them and makes them active listeners.
  - ❖ Use Reflective Listening: This strategy is used to defuse complicated situations. Listening to learners can provide teachers with valuable information about their mental state.
  - ❖ Give Students A voice: They will enjoy learning if they have been heard.
  - ❖ Get Everyone's Voice In The Room : At the beginning of class, all students should have equal chance to speak by having 'check in'.
  - ❖ Talk Less : Teachers instead of speaking, they may use variety of classroom activities
  - ❖ Use 'Cold Calling': Cold Calling means no hands up, it gives all students opportunity to response and make them active learners.
  - ❖ Listen And Learn From Students About Their Behaviour: Teachers should have feedback from their learners about the activities given to them to support their learning.

### **3.5. Conclusion**

To sum up, the results which we collected from teacher's questionnaire and interview shows that learner centred is useful approach but it is still vague. After analysing the data, we deduced that novice teachers are incapable of using learner centred approach correctly while teaching such critical skill as listening. Although this new approach has proved it's effectiveness all over the world, yet there are some gaps to fill for novice teachers training.

### **General Conclusion**

The main concern of this current research is set out to determine novice teachers' use of learner centred approach to teach listening skill. We targeted to verify and test our hypotheses -already stated in the introduction- which stated that novice teachers have an appropriate training that will enable them implement learner centred approach in teaching EFL mainly listening. We also intended to examine the different strategies that new teachers use within this approach that enable them to reach communicative competency that lead us to ask the following questions:

- ❖ To what extent novice teachers are ready to implement learner centred approach in EFL classroom?
- ❖ What are the strategies used by novice teachers to teach listening skill within learner centred approach?
- ❖ How can novice teachers use the listening skill to contribute in reaching communicative competence via the learner-centered approach?

In the theoretical part in the first chapter, we gave a comprehensive idea about Novice teachers, an overview about their first years. Also this chapter described several characteristics of new teachers accompanied by detailed definition to learner Centered Approach. Furthermore, we straighten out the different methods of Learner Centered Approach as well as the Benefits and the obstacles facing EFL Novice Teachers while implementing LCA. In the second chapter, we dealt with Listening skill; namely its definitions and its importance. Moreover we referred to its types, strategies,, and challenges of teaching listening .

For the practical part a combination of research methods has been used since we believed that this would add sufficient substance to our research findings and pave the way to collect the needed data and to get deeper insights about the issue. The study was conducted with middle school teachers in Tissemsilt. We administered a questionnaire for teachers to

procure their viewpoint which helped us to understand more clearly the problem and collect information.

The results obtained throughout the different phases of the study indicated that novice teachers training needs further improvement. In terms of the devoted time for this process or for the nature of information they have which led new teachers to suffer while teaching listening skill. Furthermore, Novice Teachers are familiar to the term learner centred approach, but they do not understand its essence which led to lack of efficiency and finding a difficulty in mastering competency as new teachers are not able to use variety of techniques related to this new approach .

As a result the second hypothesis has been declined as the training that novice teachers get is still not enough to have efficient amount of information that will enable novice teachers to apply the stages of listening within learner centred approach without facing difficulties, yet the goal is set by novice teachers to reach communicative competency using innovative methods like audios and storytelling. However it is the situational factors that is affecting its successfulness. As a result, the third hypothesis is confirmed.

The overall results showed that novice teachers are struggling to teach listening. Their point of view towards learner centred approach was vague since they could not give broader vision about the techniques that could facilitate approaching this important skill. Yet they are setting their goal to reach communicative competence whether it is intentionally or unintentionally despite the difficulties that they encounter. However this results could not be generalized to include all the other skills.

The main limitation posed during the research was the schools and teachers accessibility. Most teachers refused to answer the questionnaire arguing that they do not have enough time nor energy to answer few questions. Furthermore, the location of schools was not helpful as most of novice teachers were working in isolated places. In addition, Great

focus was not placed on the issue because of unavailability of resources since most of books related to listening in LCA need advanced payment. Furthermore, small size of sample as the number of novice teachers in Tissemsilt is not large, so it cannot be generalized to other cities.

The researchers would like to propose that for future research this topic can be expanded further. Not much research about listening in Learner-centered Approach is conducted in Algeria. Moreover, targeting only novice teachers who are supposed to teach only using LCA at this phase in Algeria is needed. Such topic can be elaborated to touch other skills like: reading for example.

# *Bibliography*

- Alamgir Khan, S. K.-U.-I. (2017). communication skills of a teacher and its role in the developement of the stuents'academic success. *journal of education an practice*, 18-21.
- Angele Attard, E. D. (2010). *student centered learning An insight into theory and practice*. bucharest: european student union.
- Anonymous. (december29,2012). A primer on communication studies. Dans Anonymous, & A. Schmitz (Éd.), *A primer on communication studies* (Vol. 1, pp. 2-6).
- Antos, K. K. (2009). *Communication Competence Language and Communication Problems*. Berlin: Mouton de Gruyter.
- Barker, A. (2011). *Improve your communication skills*. London: Kogan page .
- Borkala, M. (2021). As You Listen,So Shall You Learn-The Impartance of Listening. *College Marker*, para02. <https://collegemarker.com-author>.
- C.Richards, J. (2005). *Tactics for listening*. USA: Oxford.Castells, M. (2009). *communication power*. New York: oxford.
- Dougall, R. a. (2004). A study of Novice teachers:challenges and supports in the first years. *ontario institute for studies in education*, 1-18.
- Dolores.C. (2012).Teachers code of Ethics and Practice. The council for the Teaching Profession in Malta.
- Farell, T. S. (2008). *Novice language teachers* . london: Equinox.
- Feng,S, and Whealthy.w.(2007). A Literature Review of the Student-Centered Teaching Approach: National Implications. *National forum of teacher education journal*. V 17, No 3.1-17.
- Fluke, F. (2018). What is communication? In social media language and secondary school students. *Reseearch gate*, 1-10. <https://www.researchgate.net/publication/337649561-what-is-communication>.

- Ismail, N. S, and Aziz. A. A. (2020). The teaching of Listening strategies in ESL. *International journal of Academic Research in Business and social sciences*, 10(6), 197-209.
- Janet orchard, R. h.. (2016). philosophy for teachers-developing new teachers applied ethical decision making. *ethics and education*, 1-15.
- Jouany, V., & Kristina, M. (2022). Top five communication skill and how to improve them . *Hailo*, n.d. <http://blog.smarp.com/top-5-communication-skills-and-how-ya-improve-them>.
- Junior, o. M. (february 2020). *use of learner centered teaching methods towards improving student performance in secondary school. kenya* (Master dissertation): Kenyatta university.
- Holmes, R. (2019). *Critical listening*. Infogain publication.
- Hiliti, D. (2016). *Communication in Learner centered classrooms*. [Master dissertation, Stockholm university] Institute of International Education.
- Kim, K. & Roth, G. (2011). Novice Teachers and Their Acquisition of Work-Related Information. *Current Issues in Education*, 14(1). Retrieved from <http://cie.asu.edu/>
- Brown, L. (2020). What is verbal and non-verbal communication. *Lexie*. <https://lexiehearing.com/us/library/verbal-and-non-verbal-communication/>
- M. Cain, C. (2020). *understanding the use of learner centered teaching strategies by secondary educators*. walden: walden dissertations and doctoral studies.
- M. Plumer, D. (2011). *Helping children to improve their communication skills*. Philadelphia: Jessica Kingsley.
- Micheal, H. A. (2013). *the first five years: novice teacher beliefs, experiences and commitment to the profession*. san diago: university of california.
- Machackova, E. (2009). *Teaching Listening*. [Bachelor thesis, Masaryk University Brno] Department of English and Literature.
- Noredayu, A., Mahaliza, M., and Hamidah, Y. (2016). Availability of Novice Teacher Professionalism: A content Analysis. *International Journal of Academic Research in*



- Business and Social Sciences.Vol.6,NO 12.353-373. <http://dx.doi.org/10.6007/IJARBSS/v6-i12/2502>.
- Radakovic.N.(2020).Borders in Mathematics Pre-service Teacher Education. Springer Nature Switzerland.<https://doi.org/10.1007/978-3-030-44292-7>.
- Renukadevi.D,(2014).The role of Listening in Language Acquisition:the challenges and strategies in teaching Listening .International journal of education and information studies.v(04),59-63.
- Rosiana.D.S.(2019).The correlation between listening ability and the student's speaking performance in English at the Eighth graders of junior high school[Doctoral dissertation,Tarbiyah and Teacher training Faculty English Education Departement]State Islamic Institute of Metro.
- Solak.E,(2016).Teaching Language Skills for prospective English Teachers.Pelikan
- Shubhangi.R.(2017). Developing effective communication skills in students. Scholarly Research Journal for Interdisciplinary Studies. VOL- 4/37 No.49366.8799/8817.
- Shulman, L. (2012). knowledge growth in teaching. *American Educational research association*, 1-12.
- shawn, C. (2021, July 9). communication channels in an organization:types,definition and example. (c. shawn, Éd.) *Study*, n.d. <https://study.com/academy/lesson/communication-channels-in-an-organization-types-definition-examples.html>
- simon, j. o. (2020). *professional developement through mentoring*. new york: Routledge.
- Vithal.P.h,Sharma,B.R,and Ramachandran.M.(2015). Innovation Practices for Teaching English Communication skills to Professional students. IJARIE. Vol-1 Issue-2. 135-138.[www.ijarie.com](http://www.ijarie.com).
- Tarvin.L.D,(2014),Communicative Competence:Its Definition,connection to teaching and Relationship with International competence.[PHD,University of Missouri].

Warner.J,Clyde.B,and Warner.D.(2001). The Unauthorized d Teacher's Survival Guide(2<sup>nd</sup> ed). Park Avenue.

Yokiko.K.(2016).Building Communicative Competence .An evaluation of the Effectiveness of an Intense Japanese language Program.[Doctoral Dissertation,The university of San Francisco. <https://repository.usfca.edu/diss/327>.

# *Appendices*

## Appendix 1

### Teacher's Questionnaire

Dear teachers, this questionnaire investigates the The use of learner centred approach to teach listening skill by novice teacher since teaching is the only profession that requires from new teacher to have the same performance as an experience one. You are kindly invited to complete this questionnaire. Please read the sentences carefully, and tick (√)the appropriate answer (s) or make full statements whenever necessary.

#### **Part one:** Background Information

1-What is your gender?

Male

Female

2-How many years have you been teaching English?

1-3

3-5

More than 5

3-What degree do you hold?

Licence lmd

Teacher training college ens

Master

4-Have you been trained as a teacher?

Yes

No

5-If yes. how satisfied are you of your teacher training?

Extremely satisfied

Slightly

Not satisfied

6-How would you describe you readiness and motivation to teach English?

Very excited

Somewhat excited

Not at all excited

**Part two:** Teaching listening using LCA learner centered approach

7-Is listening complex for your learne?r

Yes

No

8-Do you think that the curriculum gives listening skill enough performance?

.....

9-If yes what factors influence student listening performance?

Learner factor (personal problem, low English proficiency)

Speaker factor (the speed and the clarity of the speaker)

The use of traditional methods

All of the above

10-Are you a learner centred approach teacher?

Yes

No

No idea

11-What does it mean?

.....  
.....  
.....  
.....

12-What learner centred technique do you use in class?

.....  
.....  
.....  
.....

13-How teachers can help their learner's to develop their listening skill?

- Use effective listening strategies
- Consider learner's individual characteristics when planning
- Use of ICT information communication technology

14-Is the teacher's role important during listening within LCA?

- Yes
- No

15-Justify?

.....  
.....  
.....

\*Final comments.....

## Appendix 2

**Teachers' Interview**

- 1-How do you find teaching profession?
- 2-Which skills do you focus on teaching?
- 3-Are you student centered teacher?
- 4-What does it mean?
- 5-Do you think you have enough time and material for teaching listening?
- 6-What techniques you like to use while teaching listening ?
- 7-Do you think listening is difficult for you learners?
- 8-What would you do to improve your learners listening skill?

## الملخص

رغم تلقي الاساتذة الجدد التكوين قبل ادماجهم في العمل غير أنهم يواجهون تحديات التي يفرضها القرن الواحد و العشرين الذي يعد الطالب هو محوره. يسلط هذا البحث الضوء على مرونة الاستاذ الجديد في تطبيق التقنيات المتمحورة حول المتعلم أثناء تدريس مهارات الاستقبال (الاستماع). لاستكشاف هذا البحث ، تم استخدام استبيان ومقابلة لجمع البيانات من 20 استاذا جديدا يعملون بولاية تيسمسيلت. أظهرت النتائج أن الاساتذة الجدد غير قادرين على الربط بين المعرفة النظرية التي تلقوها أثناء تدريبهم والمواقف الحقيقية في مهنة التدريس. تشير هذه النتائج إلى ضرورة لفت الانتباه إلى الجانب العملي لتدريب المعلمين.

**الكلمات المفتاحية:** المعلمون المبتدئون ، النهج المتمحور حول المتعلم ، الاستماع ، الاستراتيجيات ، تدريب المعلمين

## Résumé

Malgré que les enseignants novices ont reçus des stages professionnels avant recrutement ils sont mis au défi des changements des classes du 21eme siècle qui sont centrées sur l'apprenant. Cette recherche tente de jeter la lumière sur la flexibilité des nouveaux enseignants à adapter l'approche centrée sur l'apprenant pour enseigner les compétences réceptives (écoute). Pour explorer cette recherche, un questionnaire et une entrevue ont été utilisés pour recueillir des données de 20 enseignants novices sur la Wilaya de Tissemsilt. Nos résultats montre que les nouveaux enseignants ne sont pas en mesure de faire le lien entre les connaissances théoriques qu'ils ont acquises au cours de leur formation et les situations réelles du métier d'enseignant. Ces résultats suggèrent qu'il faut accorder plus d'attention à l'aspect pratique de la formation des enseignants.

**Mots clés :** Enseignants novices, approche centrée sur l'apprenant, écoute, stratégies, formation des enseignants.

## Summary

Novice teachers though being offered pre-service training are challenged by the current updates of the 21<sup>st</sup> century learner-centred classroom. This paper attempts to shed light on new teachers' flexibility in adapting learner centred techniques while teaching receptive skill (listening). To explore this research, a Questionnaire and an interview were used to collect from 20 Novice teachers across the Wilaya of Tissemsilt. The results show that new teachers are not able to draw a link between the theoretical knowledge that they have received during their training and real situations in the teaching profession. These results suggest that more attention needs to be drawn on the practical side of teacher's training.

**Key words:** Novice teachers, learner centred approach, listening, strategies, teacher training.