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**Investigating Teaching Listening Skill among
Algerian Middle School Pupils**
Case Study: First Year at Mihoubi Abdelkader Middle
School –Tiaret

**A Dissertation Submitted
in Partial Fulfilment of the Requirements for Master's Degree in Didactics**

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Dedication

We dedicate this work, first to our beloved mothers and our dear fathers .

We could never have done this without your unlimited and unconditioned faith and support. Thank you for always teaching us how to believe in ourselves.

And showing us the path.

To our lovely sisters who were always there for us. To our shoulders brothers for their priceless understanding.

To my friends , relatives , classmates , neighbors , respectful teachers and all the ones we love

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Abstract

In spite of the importance of listening in the whole process of EFL teaching and learning English, this skill is still not getting the attention comparing it to the other skills. Consequently, pupils are not motivated to learn the skill which leads to a weak aural behavior. The main purpose of this research is to bring out into use the most effective teaching materials for the sake of improving the quality of teaching listening and developing it among beginner pupils. Besides that, is to adopt for new innovative and creative teaching techniques and strategies” for improving learners aural competencies. In order to confirm the hypothesis saying that the major causes which may stand behind learners weak performance during aural sessions is the absence of effective teaching tools. And, it may be due to the type of tasks adopted which doesn't serve the lectures objectives, as it may be related to other factors. The data is gathered and analyzed through an accurate analysis in order to come up within a clear study results. Where the findings show that both teachers and learners have positive attitudes towards the skill and are aware of its importance in EFL field. But the methodology it is actually studied still doesn't accomplish the importance the skill highly plays in the whole teaching and learning English process”. This investigation involves an analysis of quantitative data revolving around two questionnaires for teachers and learners to elicit their views about various points regarding the topic. The issue lies in the selection and use of authentic materials that will solve their aural abilities and bring improvement to their level. This work can open the door for experiencing new methods by which teachers can improve their learners' aural understanding and develop their own listening skill. The study results reveal the following: Pupils have a strong attitude to learn how to master their own aural capacities. A large number of them report that they don't really have problems to receive a foreign oral speech. The problem is with the total absence of authentic teaching materials which suit those abilities. But between having the ability to receive and to give an appropriate response is the gap. Pupils need from their teachers beside motivating them, to bring into use new effective teaching strategies and techniques to the classroom to develop those competencies into active performance. Both teachers and pupils favor listening skills in matter of importance over the other communicative skills. A fact which calls for the essentiality to adopt new effective methods and supportive teaching tools.

Key Words: Listening Comprehension, listening deficiency, listening barriers, listening strategies, feedback.

Key to Abbreviations

| | |
|-----------------------|--|
| EFL: | English as a Foreign Language |
| ELT: | English Language Teaching |
| ICT : | Use of Information Communication Technology |
| MT : | Mother Tongue |
| SL(L2) : | Second language |
| Lab Language : | Laboratory Language |
| PDP : | ” Pre-during- post ” lesson plan « framework » |

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General Introduction

General Introduction

Most pupils in Algerian middle schools listening sessions are accustomed to a picture supplementing a message type of listening activities. This visual dependency may harmfully lead to a total loss of mastering the listening skills. Listening plays a considerable role in daily communication and learning process. Despite of its importance, it is still being for a long life time as a neglected skill in the educational system. Both English teachers and learners are not aware of the value the skill holds in L2 learning. The pedagogy through which "Listening Comprehension" is taught still doesn't suit its real significance.

1-Statement of the problem:

In summarizing the first year middle schools English pupils 'emphasis on listening, the study reported that listening is the one communicative skill that we are never really truly taught. If students cannot understand the message of the speaker, they cannot perform in right path as well. As Osada (2004) explained that language learners can not learn anything without understanding the inputs. Pupils by listening to lessons in class can learn something and as a result they can keep this information in their mind for later recall (Thanajaro, 2000). ...

2-Research questions:

The following questions were asked in this research study :

- Is the listening skill effectively taught?
- What are the main causes leading to poor performance during listening lectures?
- What are the set of recommendations for teaching listening effectively ?

3- Research Hypothesis:

The following hypothesis was set for this study:

- Among the major causes behind pupils' weak performance during the listening comprehension 'sessions is the absence of effective teaching tools as it may be related to other factors.
- The type of tasks devoted to teaching Listening Comprehension doesn't serve the lessons' objectives.
- Less dependence on textbook and more ICT's based materials.

4-Research Objectives:

- Make both pupils and teachers aware of the importance of the listening skill.
- Adopt new strategies and techniques to teaching listening comprehension.
- To attract teachers 'attention to give more focus on listening.

- Make use of effective listening activities to develop pupils' listening abilities.
- Provide appropriate listening materials and bring "Technology" into use.
- Give a large space to do more research in that field.

5-Significance of the study:

The concern of this study is trying to cover the deficiency throughout which the listening skill is taught. The investigation aims at showing and clarifying EFL teachers by the importance of listening comprehension in improving their learner's aural behavior and to the necessity which calls for using technology in their teaching including appropriate materials and listening tasks inside the classroom.

6-The Study Design:

Since our research aims at detecting the factors which stand behind the poor aural behavior among Algerian middle school pupils. The descriptive method seems to be the appropriate.

6.1. Population

Since the purpose of the study is to improve the quality of teaching listening skills among Algerian middle schools ' learners. The case of first year Mihoubi A.E.K middle school at Tiaret would be relevant to our study .Both pupils and teachers comments, opinions and perceptions are appropriate.

6.2.Pupils Sample

This study deals mainly with a sample of one middle school class composed of 31 pupils. In the second semester of the academic year 2018-2019.

6.3. Teachers 'Sample

From the fact that this investigation seeks at improving both teaching and learning aural level .English teachers are mainly concerned .Three English teachers from the same institution were investigated.

7. Data Collection Tools

To enhance the work and achieve the research objectives .Two data tools were designed.

7.1. Pupils' Feedback Questionnaire

The questionnaire devoted for first year middle school pupils. It aims at obtaining their attitudes and perspectives towards attending their listening classes. It consists of various questions .Pupils are asked to tick the appropriate choice that it fits their personal opinions.

7.2. Teachers' Feedback Questionnaire

Another questionnaire was designed for the target institution English language teachers .It aims also at obtaining their views, experience in teaching the English language in general and teaching aural sessions in particular .Teachers comments were highly appreciated in strengthening the work and proving the stated hypothesis above.

8. The Structure of the Research

The current investigation is divided into two parts. Theoretical parts and practical one. The two first chapters are theoretical. The first one, we are going to talk about listening skills from many angles including distinct definitions, types, historical studies, importance and difficulties .The second chapter , is where , we give our research more reliability by putting it into a context .Throughout this chapter , we reviewed the ELT status in Algeria from its inception to setting the objectives behind its announcement as a foreign language in the educational curriculum. Then figuring out the teachers and learners profiles beside the target department. The third chapter, is the practical part .The chapter describes and collects the data from both questionnaires .Then, analyzing the final results. An extra section was added to the field study, is the practical recommendation section. Within this section, we will set out some effective recommendations to follow for the sake of achieving the ultimate research objectives.

Chapter One

Listening, Importance , Deficiency and Related Concepts

Outline of the Chapter

Literature Review

Chapter One : Reviewing the Literature Introduction to Listening, Importance, Deficiency and Related Concepts

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1.1-Introduction:

A large amount of research works had shed a light on the importance of using language skills. When students want to study a foreign language, in fact they are really interested in making use of that language .What is much more important for them is to: understand (listening) and to use (speaking!) that language. Listening skill is a very important step (part) in the whole communication process. Students spend the majority of each school class in listening. Listening is a tool for understanding the world around us (Rost, 1994).

This chapter introduces the topic of listening as an indispensable English language skill. Many points will be tackled relating to the topic under investigation. Starting from giving distinct scientific definitions concerning what listening is, coming to identifying its importance. The process for reviewing the literature goes through shedding the light to the historical overview of listening comprehension studies and the main principles it stands upon. A number of listening comprehension and related concepts were clearly reviewed.

Among the points being examined is that of the correlation between the listening skill and learners' cognitive capacities. Additionally, we covered the three main stages the cognitive listening process proceeds as major variables in the whole complex process. Furthermore, we went through what differs the concept of listening from that of hearing as two interchangeable terms. In addition, we presented out the different types of listening and pointed out the main common situation where can academic listening settings differ from the social ones .Before moving to reviewing where the deficiency flaws in the following chapter and all its related concepts.

The center of this chapter is treating the main flaws where “listening comprehension” ly Between “practicing and teaching”.

The core part of this chapter is turning around the main reasons for listening comprehension and the set of problems that an EFL learner may encounter while learning spoken English. We have started by presenting the topic from its problematic side then going further into setting out the barriers leading to creating the gap in understanding. We have gone through an outline pointing the major problems standing over good listening comprehension proficiency.

In addition to that, we have treated the roles that an EFL teacher may play for the sake of helping his learner's aural competencies improvement. Among the points reviewed in this

chapter is the correlation between listening and the term “vocabulary” as well as the relationship between listening and the other language arts.

1.2. Definition of Listening skill(s)

In this section, we are going to give different definitions to listening as literary term as well as a technical concept. The definitions given are all scientific definitions which come to define the skill from a scientific technical angle and the role throughout which the whole Communicative process is delivered.

1.2.1. In Dictionary

To Listen

Transitive verb (used without object)

Archaic: to give ear to: HEAR

Intransitive verb (used with an object)

1: to pay attention to sound *listen* to music

2: to hear something with thoughtful attention: give consideration *listen* to a plea

3: to be alert to catch an expected sound *listen* for his step (Merriam-Webster Encyclopedia).

Synonym(s)

Listening = Pay attention / Give heed

Listening Comprehension” =”Speech reception”, ”Speech understanding”

1.2.2. As a concept

The process of understanding and identifying meaning

Listening has been given distinct definitions, according to Howatt and Dakin (1974), listening is the capacity to grasp and understand what others are telling. It is the skill of understanding a speaker’s accent, grammar, vocabulary and catch meaning. It is a skill of treating multi operations at once. Listening process takes place in five stages of hearing, understanding, remembering, evaluating and responding (Tyagi , 2013).

Listening is not just only hearing voices but it includes language analysis and understanding, it also helps the students to understand the language and how to use it and it enable them to become a creative use of grammar.

Chastain1971 defined listening as the ability to understand native speech at normal speed. Morley (1972) declared that listening involves auditory discrimination, aural grammar, selecting necessary information remembering it and connecting it to the process

between sound and formal meaning. Rost (2009) said that listening is an active mental ability.

Howatt and Dakin (1974), defined listening as " *Listening is the ability to identify and understand what others are saying .This involves understanding speaker's accent or pronunciation, his grammar, and his vocabulary, and grasping his meaning*". Johnson, (1951:58) defines listening as " *The ability, to understand and respond effectively to oral communication*". Listening was defined also as " *a selective process by which sounds communicated by some source are received, critically interpreted, and acted upon by a purposeful listener.*" (Jones, 1956:12)..

According to Hamouda (2013), listening comprehension refers to the understanding of what the listener has heard and it is his or her ability to repeat the text despite the fact that the listener may repeat the sounds without real comprehension. According to Steinberg, (2007).

Listening means more than just a means to fulfill a certain mission. In fact, it is a more complicated ability that involves, besides listening, emotions and feelings while communicating with others and that by interpreting the messages that are being conveyed whether they are verbal or nonverbal messages.

Which means that listening is a complex operation of decoding the different utterances of the message. It plays multiple functions in the whole communicative process.

EFL pupils must be active listeners. " *Active listening requires the listener to hear the words and identify the feelings associated with the words*" („Trainer 's manual', 2004 .205). This is to say that they should recognize the connection between the words and their Meanings.

1.3.1. A Historical Overview of Listening Comprehension Studies

In this section, we are going to give a brief overview about the last historical of Listening Comprehension Studies. The section comes to review the shift that Listening passed through overtime from the fact as being ignored and passive skill till being defined as an active skill Plus, Why saying Listening "skills" not a "skill "commitment.

1.3.2- Listening From Being "Passive" Skill till Being "Active"

Until recently, listening comprehension still does not attract that real and clear attention in both theory and practice. It is the only communicative skill totally neglected in terms of receiving direct instructional attention. Teachers often expect students to develop their listening skill by osmosis and without help (Mendelson, 1984; Oxford, 1993).

The osmosis approach or the audio-lingual method promotes the idea saying that students can improve their listening comprehension skill through experience (as it is cynically labeled by Mendelson 1984). The fact that led listening being harmfully and totally ignored during the whole teaching and learning process. Calls (1985) sees that the fact where “Listening” comprehension is poorly and ineffectively taught or even completely neglected comes from the view that listening as being a passive skill. Otherwise, listening nowadays is considered as an active skill where many processes take part.

Relating to the set of definitions given .Listening is composed of a series of micro-skills or called ‘enabling skills’ as Wiliis (1981:124) listed .,a series of multiple micro operations working simultaneously under the whole listening process .Students need to be able to recognize **paralinguistic clues** (Intonation).Also, they need to be able **to listen to specific information** and sometimes**for more general understanding.**(**Teaching Listening, Chapter 10**).

1.4. Listening and Hearing

The two terms are often used interchangeably, but there exist a slight difference between them. Lucas and Stephen (1998, 56) distinguishes hearing as being a physiological process from listening as being a psychological one. Listening is about given attention to what we are listening to. As Rost (2002, 27) determined that the main difference lies in the degree of intention given to a spoken message. Tyagi (2013) states that hearing is the perception of sound waves; you must initially hear to listen, but you don’t need to listen in order to hear.

Hearing is unintentional while listening process needs to pay conscious attention to what we are hearing. ”Listening is a gift of hearing “(Barr,2003,.11).This is to say that the capacity to listen is connected to the sense of hearing. Hearing is spontaneous and automatic while listening is about being conscious and giving attention to what we hear.

Human beings are born with the ability to hear; it is one of their five natural senses that they own and use in their daily life. “Hearing is that sense by which we distinguish sounds” (Preston, 1781, p.42).The capacity to hear comes in fact without the need to learn it. While listening needs an intensive practice to activate our listening proficiency through time.

1.5.Kinds of “Listening”

According to Harmer (303) there exist two important kinds of “Listening”, Between “Extensive” and “Intensive” listening.

1.5.1.Extensive: Is when students choose by themselves what to what to listen to using their own personal materials to improve their language. It is usually for the purpose of pleasure far away from the classroom.

1.5.2.Intensive ; The student is when the student is asked to listen to. Intensive listening takes place in classroom and laboratories and with the guidance of teacher. It refers to” The process of listening for precise sound phrases, grammatical units and pragmatic units (Rost, 2002;138).

1. 6-Types of Listening

Listening is a skill which can be figured out and shaped into different listening types. Basically, there exist three listening types under an active listening. The types vary between a type which demands different kinds for giving response . In addition to the type that does not seek at all to receive response or feedback, but, for pleasure.

1. 6.1-Active Listening

Active listeners listen to ideas more than details, making them learn faster and better. They also have the ability to write important ideas in full sentences.

1.6.2-Partial Listening

Listening most of the time but also spending some time day-dreaming or thinking of a” response”.

1.6. 3-Intermittent Listening

Listening at first then thinking about response and looking to interrupt.

1.6.4-Appreciate Listening

Looking for ways to accept and appreciate the other person through what they say. Seeking opportunity to praise. Alternatively listening to something for pleasure, such as to” Music.” (sharifian.2009)

These types suit more real life listening situations than academic or learning settings ‘ contexts .Since , the listener is not in a position when he must provide immediate feedback to what he has listened to .In contradiction to an English pupil or learner in general ; who is obliged to fill in with the tasks related to what he has presented to .

1.7-Four Principles to Listening Comprehension

Aural Comprehension stands upon a set of principles. Harmer (135) sets up a lay out of principles leading for better aural understanding.

Principle 1: Motivation

Motivate learners to “listen” as much as they can .The more they listen, the more they master pronunciation and acquire better understanding. Learners will remain accustomed to listening.

Principle 2 : Preparation to Listening

After motivating your students, make them” ready “to what they are going to listen to and let them “predict “the topic by their own, either by using “Pictures” or” questions” simply.

Principle 3: ” Once is not enough”

When students are presented to the script just once, they will miss some words.The teacher should re-play the listening passage again so that the students can catch what was missed.

Principle 4 : Catch both “Meaning “ and “Language”

Learners are asked to grasp and understand meaning, as well as language.

1.8-Real life listening (Related Concept)

Lee (1986) sees that an active listener depends on both, his knowledge of the language and the knowledge of the world. He continues that people in real situations rarely listen for the sake to listen but usually have specific objectives for listening.

1.8.1-Real Life Situations

As Ur(2000,2) stated; here is a list that she sat out of some real life situations which involve aural comprehension as an essential part of the communicative situation.

N.T.1: Not all the activities are pure listening activities but all need aural comprehension

- ▀ Listening to the news /weather forecast/sports report.
- ▀ Attending a lesson /seminar
- ▀ Being interviewed /interviewing
- ▀ Hearing announcement over a loud speaker (at a rail way ,for example or an airport)
- ▀ Being tested orally in a subject of study

N.T.2: Not all the list is fulfilled , but some examples are extracted at random order !

- ▀ What differs listening in real life than in a classroom ?

1.8.2--Real life situations” and “Academic

This table contains the points where “Real life Listening” differs from “Listening inside a classroom”:

| Real life (Social) | Classroom (Academic) |
|--|---|
| The content is predictable (if you listen to the news, you will hear about politics and weather; if you listen to your boss, she will give you instructions, if you talk to your friends ,they will tell you about their activities. | The content is not predictable- learners don't know what they will hear . |
| Listening is targeted ;listeners are listening for some kind of information(tomorrows's weather report ,what work you should do next, what time you will meet your friends and where) | Learners don't know what they should listen for. |
| Listeners choose to listen because the topic is useful or interesting. | Learners have to listen , and the topic may not interest them. |
| In many cases, listeners can stop the conversation and ask the speaker to repeat or clarify information. | Learners can't stop the listening passage or ask for more information. |

Table 1.1. Introduction to Teaching Methodology (Page 129)

1.9-Listening and Cognition

According to Rivers (1971), speech perception is a cognitive process proceeds upon three stages ,all forming a single complex operation. As Brown (2001,p 69) says : *Listening is not one way street. It is not merely the process of unidirectional receiving of audible symbols. One facet _the first step- of listening comprehension is the psychomotor process of receiving sound waves through the ear and transmitting nerve impulses to the brain. But it is just the beginning of what is clearly an interactive process as the brain acts at the impulses, bringing to bear a number of different cognitive and affective mechanisms.*

This is to say that “Listening” is is not just about the act of hearing sound waves , grasping and passing them to the the brain, but it is just the beginning towards a long complex process of receiving input and give it the right reaction. Human use a variety of of

strategies and techniques to deal within the external the ear receives by which they use those mechanisms to react towards it.

1.10-Importance of Listening in “Teaching and Learning” English Process

Listening for of great importance to both learning in general and second language learning in particular. Listening is important because the ability to understand what others say is essential to communicative interaction. Lee (1986) pointed out that an effective listener is a more effective language learner and user. Belasco (1965) added that listening comprehension has also been called the "*most underestimated and least understood aspect of foreign language learning*". The commonly held view that listening is a receptive and passive skill is incorrect. According to John Field, 1998, a new thinking of the importance of teaching listening session must be called for , and new strategies has to be examined to teach the skill rather than just practice it. The implications are later experienced through using authentic materials. And finally , a strategic way of listening is created .

Listening comprehension necessitate, concentration and understanding the speech listeners should take into account facial expressions and body movements. According to Lightwood and Spada (1993), the "steady diet" it is the best way that makes students achieve a foreign language. Which means also in order to achieve a language you shoud pactice it . Rost (1994), affirmed that listening comprehension is very essential because it is process we get through interventions, and without understand it learning cannot happen.

(Doff 1995) agrees that listening has a big effect in improvement speaking, it will be so easy to the learner to listen to radio and study, or making conversation with native speakers if has the capability to understand the spoken English .In order to make this capacity more advanced learner needs, a lot of training and exposure to English and listen to English is effective also "*Listening is even more important for the lives of students since listening is used as a primary medium of learning at all stages of education*" (Gilakjani & Ahmadi, 2011, p.979).

That is to say that it is considered to be the source by which learners get knowledge. Listening is also important at the level of people’s relationships .Whenever an individual gives attention to what others are saying, the more strong relations he builds. This fact confirms how listening can consolidate the attachment between the teacher and his learners inside the classroom.

1.11-Reasons for Listening: Understanding meaning and Improving Speech

Jeremy Harmer in his book (*Listening skills*,133) went into details in setting the reasons behind mastering how to listen to a spoken English. According to Harmer, listening helps students to have a good pronunciation and being skilled to deliver speech. He further added, the more students are accustomed to listen. the more they foster their understanding.

Learners want to know and comprehend the English that they hear through tv, radio phone ,and face to face conversation.

According to Harmer (2007), adapted in (Bouach 2010),listening comprehension is helpful for learners accent. Which means that whenever they get used to the spoken English, the more they acknowledge and get use to its pitch, intonation, stress, redundancy and clusters. In addition to the reasons cited,(Wilson2009),add other reasons for listening. Like collecting information, pleasure, empathy assessment and criticism.

As conclusion, the main reason of listening beside understanding implicitly, is the meaning of messages and improving speaking by improving pronunciation.

1.12-Listening and learning Vocabulary

Learning vocabulary is also helpful when listening for comprehension because the listener will not be able to participate in a conversation if he/she does not know the words that he/she is listening to. Learning includes the knowledge of words like homonyms, homographs and homophones. Homonyms are words that have both the same sound and spelling but are different in meaning, e.g.: “bear” (noun) and “bear” (verb); homographs are words that have the same spelling but different in meaning, grammar or pronunciation, e.g.: “record” (noun) and “record” (verb) – the stressed syllables are underlined; homophones are words with the same sound but different in spelling and meaning, e.g.: “knew” (verb) and “new” (adjective). According to Krashen and Terrell (1988) “...comprehensibility is dependent directly on the ability to recognize the meaning of key elements in an utterance (155).”

1.13-Listening and the other communicative skills

It should not be difficult to realise the importance of listening when we consider that it occupies about 45 per cent of the time adults spend in communication. This is significantly more than speaking, which accounts for 30 per cent, and reading and writing, which make up 16 per cent and nine per cent respectively.

“Yet, for all its importance, students (and even teachers) often fail to give listening the attention it needs. This is all the more remarkable as learners often say that listening is the most challenging of all the skills in English”. Raphael Ahmed

1.14-Listening Sequencing

1.14.1- Pre-listening Stage

In the pre-listening phase , the teacher” can” do the following : a. Give learners a listening task to “pay attention “to b.Give necessary background information,. c.Relate with the learner’s experience or lives. d. Integrate with other skills (reading, writing and spaeaking). e.Give necessary language skills , what they need to understand only .

1.14.2- While-listening Stage

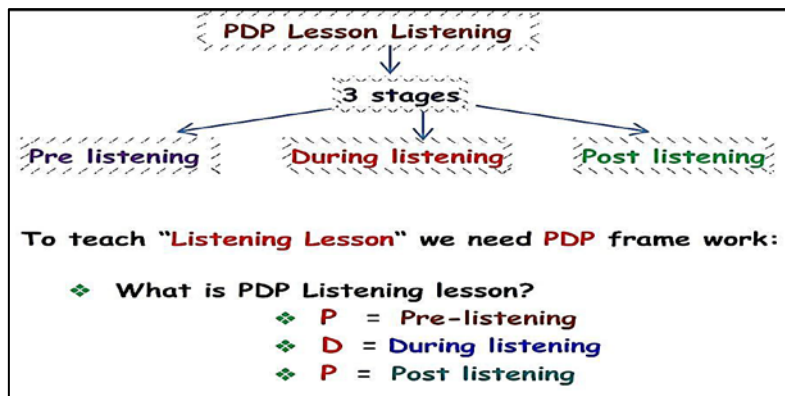
In the while listening phase, learners are asked to accomplish the task being given in the previous pre- listening stage. Activities within the while listening phase vary on many types, learners have to accomplish. The following are some:

- a.** Learners can focus on language skills (pronunciation, intonation, grammar atc.), this activity usually comes after checking comprehension and completion of the aural task.
- b.** Learners can match people and actiond, places and events, things and their description.
- c.** Learners can fill in the blanks or complete sentences.
- d.** Learners can transfer information from the listening passage to another form (Graphic design)
- e.** Learners can predict what will happen next (Predict an end to a s tory)
- f.** Learners can identify the similarities between two or more things, they will be able to compare .

1.14.3- Post- listening Stage

In the post listening stage, the. A Teacher checks how successfully learners have come to accomplish the listening task.

- b.** Teacher can ask to apply the information from the listening passage .He may ask leaners to play or read the listening passage again to collect the information being asked to apply.



*Figure 1.1. Schema to "Listening comprehension"
pdp framework*

■ **To teach Listening Lesson , the teacher need to follow a PDP lesson plan :**

PDP refers to the three fundamental stages in the listening process.(Pre-During and Post).

*Pre – stage : Presentation (pre –listening)

- Vocabulary
- Pronunciation
- Sentence structure
- * While –listening : During listening
- Activities
- * Post –listening : Production stage
- Exercices and tasks

1.15.Barriers to Listening

The following list sets some barriers to an effective listening;

- Sources of noise.
 - Judgment; formulating a judgment or evaluation before we understand what is being said, or 'jumping to conclusions'.
 - Hearing what we want to hear.
 - Being inattentive , not giving attention to what is being said and thinking about something else entirely .
 - Feeling anxious or self- conscious.
 - Judging the person talking either "positively" or "negatively".
- Subjective biases based on ignorance or prejudice.

- Cultural issues ; such as ;listening to the differences in pronunciation of different accent, rather than the content of the message .
- Tuning out a point of view which differs from our own.

Within the developing awareness, the communicator can have more control to those barriers and can succeed to adopt helpful listening behaviors and mechanisms.

1.16-.Students' Major Problems in Listening Comprehension

According to Azmi Bingol, Celik, Yidliz, and Tugrul Mart (2014) there are many difficulties that students may face it in the listening comprehension some of them are :

1.16.A/Quality of recorded material

Teachers use some materials that do not have high quality which make the learners do not understand well (Bingol,A et.al 2014).

1.16.B/ Cultural differences

Learners must have cultural background of language this cultural difference may impact the learners comprehension so the teacher should give a background information about listening exercises before.

1.16.C/ Accent

Munro and Derwing (1999) argued that a lot of operative speech could led to misunderstanding the language .According to Goh (1999), 66% of learners said that the speaker accent is one of most problems that impact on the listener understanding .

1.16.D/Unfamiliar Vocabulary

According to Bingol, Aet.al 2014, when listening passage contain familiar and clear words it would be easy for learners and that comprehending of the words will make them motivated because they know the meaning of the words . One word has different meanings if they are not used suitably learners will get baffled .

1.16.E.Length and Speed of Listening

Bingol, Aet.al (2014) said that the level of the learners is essential when they listen to long piece and keep in their minds the information however it is hard to low level students to listen for more three minutes . According to Underwood (1989), there some obstacles to a successful listening comprehension process . First, listeners cannot stop the speaker and they cannot control the quickness of the speaker. Second ,listeners cannot repeat words and they cannot reply the record and this is a problem for them . Teacher is the one who decide what and when to repeat the record and it is difficult for him to know if the students understood the

passage or not . Third, listeners may face unknown words that can be used by the speaker and this will led the listener to start looking for the meaning and forget to concentrate on the rest of the speech. Within the developing awareness, the communicator can have more control to those barriers and can succeed to adopt helpful listening behaviors and mechanisms

1.17-Teachers Role in Listening Activities

According to Jeremy Harmer (1991) and Machàchova (2009), the teacher has some roles in listening activities:

a-Be as a guide: The teacher should prepare and organize the learners and give them simple feedback.

b-The teacher is the “controller” in the classroom .

c-The teacher is also ” evaluator ” .He should evaluate learners performance and level too.

d-A source: the teacher gives assist to learners if they face problems .

e-A tutor: He helps his learners to progress their ideas and to know the missing information.

f-A promoter: The teacher should encourage his learners and give them support during every listening activity.

1.18- Conclusion

Alongside this chapter, we defined the concept of listening from both literary side and as a technical term. We have also explained the difference between “listening _hearing “and other related concepts .Then , coming into distinguishing between real life listening situations and academic listening.

Furthermore, we have dealt with listening comprehension teaching sequencing as a main teaching framework . Till we arrived into the importance in the foreign language process teaching and learning. To sum up, the chapter gives an image to the reader of what the concept of listening is and all its key and related elements

The purpose of this chapter is also to go in details within the distinct variables coming to listening comprehension deficiency. By the end of this chapter, readers will recognize the problems that EFL learners’ usually face to understand an English spoken passage. Readers will also be familiar within all the listening related concepts and elements like’ Vocabulary and improving speech “; plus, being conscious about the status of listening among the other English language communicative skills. *”The listening skill is for researchers seems to be called the Cinderella skill especially in comparasion within its elder sister speaking”*.

Mastering listening for a beginner foreign learner is fundamental.



Chapter Two

Context of the Study and Data Collection

ELT in Algeria

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2.1.-Introduction

In this chapter, we are going to mirror out the practical image of the research study .We are going also to put the study into a specific context .Where English Language Teaching takes part in Algeria and its national status for the sake of more research' reliability .Then , coming to reviewing the position of teaching listening procedure in Algerian academic settings.

Beside, figuring out both 'teachers and learners' profiles' and giving access of the target Department being under investigation .We have opted for reliable sources concerning ELT in Algeria in order to collect and gain reliable data.

Besides that giving a concise description for the "Questionnaires" as the research data instrument used for collecting information to be analyzed later.

In this section, we are going to treat the main important concern of our research .The principal of this chapter comes to address English Language Teaching process .And more concise, teaching' Listening'. The aim is to detect the gap between the great importance of teaching "Listening "and the poor attention is actually attract .

2.2-Teaching "English" in Algeria :

This section discusses in deep the English Language Teaching status in Algeria and the update changes which occurred throughout the Algerian educational reforms. The section starts by introducing how English appeared in the surface beside Arabic, French and also Tamazight .Then coming to introduce "English" as a foreign language in the structure of Algerian educational system .The section examines the two fundamental approaches have been adopted by educationalists and psychologists to teach English in Algerian schools since its inception .Till, coming to setting the objectives for what Algeria decides to integrate English language in the national educational curriculum.

Since 1973 and after eleven years of the national independence .Education in Algeria was built basically upon the Arabic and the French languages. The curriculum has been Arabicized and the teaching of French has been restricted.

The shift to the use of English as a medium in the Algerian contexts faced the heralding of the French power . In order to know the weaknesses behind the teachings applied in the English language, one has to divide the educational movement into three distinct periods.

The first stage is characterized by the colonial consequences where French language dominated the educational system. The second phase (1960-1990) corresponded to the socialist-era, called the nationalist transition where Arabic language was gradually imposed in the educational sector. The third period starts within the early 2000s, Algerian authorities have encountered antagonism to the educational system and come to admit that education has failed.

2.3-Teaching Listening in EFL Context

“Comprehending the spoken form of the target language is one of the most difficult tasks for the language learner, yet it is probably the most neglected skill in language teaching. (Paulston 1976)”

Under the light of this quotation, in spite of the importance of listening as a language indispensable skill, it is still being as the neglected skill in the language teaching. In this quotation, Paulston stated how it is difficult for a foreign English learner to understand a spoken speech of the target language. And how harmfully it is neglected in language teaching in general and teaching “Listening” in particular. Furthermore, Paulston (1976) goes deeper in identifying how important for any foreign English language learner to master “aural comprehension” for a successful English language learning.

Although listening is the most frequently used language activity where pupils spend three much times listening as reading (Rankin 1929). Equivalent to 45 % of the times adults spend on communication activities. Listening is has always been “the most underestimated and least understood aspect of foreign language learning (Belasco 1965)

2.4.-The Introduction of English as a Foreign Language

By the year 2003, Algeria has started a series of changes with the aim to improve the educational system. Since the introduction of the English language into schools, it has become an indispensable and an important part of the curriculum, and of a great demand in all levels of Education. Various TEFL schools have been established throughout the country.

The new view of the place of English language learning was also filled beside the eminent French grammar. “Due to the economy and industry, there is a demand of English in the country. As it has been stated by professor Meliani (2000) “In an institution where French language has lost much of its ground in the sociocultural and educational environments of the country, the introduction of English has being heralded as the magic solution to the ill-including economic, technological and education ones”(p.13).

2.5. Teaching English in Schools

Generally, speaking ;many approaches have been adopted by educationalists and psychologists for teaching English in schools .Whereas ,in Algeria adopted since its official announcement.

The first approach is the Communicative Approach where language is communication .Curriculum designers argue to put the student or the learner in the skin of the native speaker and make him communicate.

In fact, this was not really the case considering the difficulties of time and space Learners also must be taught the nature of the target language to convince them the necessity to learn its culture which is not their own.

The second approach adapted from the first approach is Competencie- based approach. It is a learner centered and a project oriented approach .The focus of this approach was on meaning and context over grammar.

2.6. Setting the Objectives of Teaching and Learning English

For a country like Algeria , it has been hard to set the objectives of studying English as a Foreign Language (EFL).At the level of higher education for example , the main objectives which motivate students to study English as a specialty are often the following :

Wether, because, the simply “like it” , because “it’s the language of the world or because” it was the only choice they can do with their Baccalaureat mark”.

In order to remedy such problem , the government need to introduce proper goals for a better accomplishment of teaching and learning English that the Algerian educational arena must adapt.

2.7.-Teaching “Listening” in Algeria:

In this section, we are going to present the position of teaching “Listening sessions” in the English first year middle school textbook.

The section provides a small overview about how” Aural Comprehension” is actually taught inside Algerian classrooms. Type of textbook listening activities , and the position of “I listen and I do “unit within the textbook map.

Algerian English teachers still depend on the “Text-book” content .They usually use only the written form of the listening passages included in their English ‘scholar –book ‘.The passages are played by the teachers themselves ones or twice using their own voices. Pupils are asked to give full attention , recording information for later tasks ‘accomplishment. The

type of tasks , they are usually asked to fill in vary between matching pictures to words and fill in the gap with the missing term .

2.8.-The Target Department :

2.8.1- Teachers’ Profile:

The teachers involved in this case study are mostly three females working at Mihoubi A.E.K middle school. They hold a University Degree in English language and work as full time teachers at the institution. The three ladies are namely a young woman whose age ranges from twenty to thirty years old and two other females aged forty and above.

The female participants in this study are permanent teachers where two of them have been teaching the English subject for more than 25 years. Whereas, the third member is a young teacher with four years of experience only.

2.8.2-Learners’ Profile

This study was investigated on the second trimester of the academic year 2018 _2019 at Mihoubi A.E.K middle school –Tiaret. The sample is representing “ First year Middle School “pupils where (55%) of all Respondents are self-identified as male (N= 14) while 55% of all respondents are self-identified as females (N=17).

Pupils’ Identifications:

Gender and Grade:

The participants ‘sample is representing “ First year Middle School “pupils . 55% of all Respondents are self-identified as male (N= 14) while 55% of all respondents are self-identified asfe male (N=17)

| Gender | Grade |First year | | Total |
|--------|-------|-----------------|-----|-------|
| | | N | P | |
| Male | | 17 | 55% | 31 |
| Female | | 14 | 45% | 100% |

Table 2.2. Pupils ‘Identification: Grade and Gender

Participants ‘Age average :

| Age | 11 years old | | 12 years old | | 13 years old | | | |
|-----------|--------------|-----|--------------|-----|--------------|-----|---|---|
| Total :31 | n: | P | n | P | N | P | n | P |
| 100% | 13 | 42% | 10 | 32% | 7 | 23% | 1 | 3 |

Table 2.3. Participants ‘Age average

Table number 3 refers to the pupils’ “Age averages ”.The 31 pupils are between 11 and 13 years old.13 pupils are 11 years old which equal (42%) of the total number 10 pupils (32%) are 12 years old. While the 7 remain pupils are reaching the 13 years old representing (23%) of the whole class.1 copy of the questionnaires was left with no answer (3%).

N.T/ Pupils aged of “12”and “13” years old can refer in a way to the number of the repeated pupils.

3-a+b: Are you a repeater ? and how many years if so ?

| Options | Yes | | No | |
|------------|------|-----|-------|-----|
| Statistics | N | P | N | P |
| Findings | 5 | 16% | 26 | 84% |
| | Once | | Twice | |
| | n | P | N | p |
| | 4 | 80 | 1 | 20 |

Table 2.4. The number of repeated and non- repeated pupils

Table number four shows the “number and percentage” of the repeated and non-repeated Pupils .And it refers also to how many times repeated pupils have missed .The results show that 26 pupils which equal for (84%) are not repeaters .And the 5 remain pupils participant are repeaters representing (16%).4 out of the 5 repeated pupils have missed “twice”(80%) while the 1 remain participant have only repeated “once”(20%).

Research Structure:

2.5. The Participants of the Study:

This study was investigated on the second trimester of the academic year 2018-2019 at Mihoubi A.E.K middle school – Tiaret .

Data Collection Instruments :

The study involves two quantitative questionnaires , one devoted for the middle school English teachers and one for pupils of the same institution.

2.9-What is a Questionnaire?

A simple definition is provided on line would involve the following: A questionnaire is a research instrument consisting of a series of questions (or other types of prompts) for the purpose of gathering information from respondents. The questionnaire was invented by The Statistical Society of London in 1838. Although questionnaires are invented for statistical analysis of the responses, this is not always the case. (Wikipedia)

Searching through dictionaries , the researcher may find the following : As a noun , it is a list of questions , usually printed , submitted for replies that can be analyzed for usable information .Using a questionnaire, a researcher is able to contact large numbers of people quickly, easily and efficiently .Moreover questionnaires are relatively quick to create code and interpret (especially if closed questions are used).In addition , the respondent –not the researcher –does the time consuming part of completing the questionnaire.

A questionnaire is easy to standardize .For example , every respondent is asked the same in the same way .The researcher, therefore , can be sure that everyone in the sample answer exactly the same questions , which make this a very reliable method of research .

Questionnaires can be used to explore potentially embarrassing areas more easily than other methods .The questionnaire can , for example, be both anonymous and completed in privacy.

This increases the chances of people answering questions honestly because they are not intimidated by the presence of the researcher.

On the other hand , the format of the questionnaire design makes it difficult for the researcher to examine complex issues and opinions .Even where open ended questions are used ;the depth of answers that the respondent can provide tend to be more limited than with almost any other method of research .This makes it difficult for a researcher to gather information that is rich in depth and detail .Where the researcher is not present , it's always difficult to know if the respondent has understood the question properly.

Furthermore, the researcher has to hope the questions asked mean the same to all the respondents as they do to the researcher. This is a problem that can to some extent –be avoided by conducting a Pilot Study prior to conducting the real survey. A 20% return of questionnaire is probably something that most researchers would happily settle for and this may mean that a carefully designed sample becomes unrepresentative of target population.

2.10. Instruments Description

2.10.1.-Description and Structure of the Learners' Questionnaire

About the Questionnaires:

Both questionnaires consists of a brief introductory part to present clearly the task to the participants.

Learners' questionnaire

This tool contains two distinct sections. One for gathering some pupils' personal data. The second is about their learning performances. The questionnaire consists of three "3" personal questions and eight "8" learning ones. The questions were translated into Arabic to facilitate it to pupils since they are still beginners. The aspects being treated within the first section are the following:

Aspect 01: is about pupils gender.

Aspect 02: is about pupils age.

Aspect 03: is to find out who are those repeaters 'pupils.

The second section's aspects being tackled are the following:

Aspect 01: is about to know which type of sessions do pupils prefer more.

Aspect 02a): is about pupils attitude towards listening sessions.

b) is to justify the choice in case that pupils don't enjoy listening lectures.

Aspect 03: is about pupils' favorite choice concerning what do they prefer more to listen to

Aspect 04: is about to check out whether do they understand the "listening passages" they are presented to or not.

Aspect 05: is to know if pupils do find difficulties while doing the listening activities.

Aspect 06: is to know if do pupils benefit from the listening comprehension sessions.

Aspect 07: is to know whether their teachers use innovative teaching materials or not.

Aspect 08: is about to know if they have ever been in contact with a native speaker or not.

2.10.2- Description and Structure of the Teachers' Questionnaire

Teachers' questionnaire is divided into two sections. One section devoted for teaching practices. The second is about collecting personal data. The questionnaire consists of two

parts .The parts consist of both”multiple choice “ and “yes / NO” questions. It was about nineteen “19” questions; between personal data and academic ones. It was distributed on “Mihoubi A.E.K Middle “”School English teachers. The questions raised within the first section are the following:

Aspect 01: is about finding out if teachers love teaching English.

Aspect 02: is about teachers’ opinions concerning Teaching English whether it’s hard, difficult, motivating or challenging job.

Aspect 03: is about teachers’ attitude towards teaching aural.

Aspect 04: is about teachers’ views towards mastering listening as a necessary factor to improve English Language Learning or not.

Aspect 05: is about to find out if teachers find problems during listening sessions.

Aspect 06: is about pupils performance, wether they interact or not , how do they do and how often.

Aspect 07: it is concerning using “Taped materials” whithin their teaching.

Aspect 08: it is about which type of materials are mostly used , whether “audio”or “video”.

Aspect 09: is about which type of exercices mostly used to foster “listening Comprehension”.

Aspect 10: is about teachers’ opinions concerning the difference between “real life situations and “academic settings” according to their personal experience.

The following part consists of six “6” questions.Their items are the following:

Aspect 01: is about teachers’ classification of the four language skills depending on their teaching experience.

Aspect 02: is about the teaching method adopted for teaching “I listen and I do” session.

Aspect 03: is about giving teachers’ own definition to what does a “ Qeen Ear ” mean.

Aspect 04: is about using “Mother Tongue” as an affective factor or not wihin the pupils performance.

Aspect 05: is an explanation to the previous aspect ,is about how can using ”Mother Language” affect pupils interaction.

Aspect 06: is about the points taken into account when assessing pupils aural interaction.

2.11. Conclusion

After skinning out the above chapter .The reader would come into having a background knowledge concerning teaching English language in Algeria. Within reviewing some facts reporting the ELT status in the national educational curriculum. We have covered the main fundamental points related to the chapter’s main concern. The purpose of this

section is to detect where English language exactly stands upon the educational teaching hierarchy.

In another additional section, we have drawn a descriptive picture of the target department and the participants' profiles. This section represents the core part of the whole research work , since it targets the context of the study .

Chapter Three

Data Analysis and Practical Recommendations

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3.1.Introduction

Alongside this chapter, we will go to analyze in deeper the findings obtained from the pupils and teachers feedback questionnaires. Throughout, the analysis;we have given a concise interpretation for each aspect of the questionnaires. Within the interpretations, we have provided statistical facts figuring out the research tools' ultimate results. A small discussion will be given to the research final finding for each. The chapter will be concluded within a well precise final interpretation to report the whole statistical analysis.

By the end of the chapter, we have came to propose some practical recommendations that a good teacher would exploit in order to achieve the investigation target objectives for the sake of future implementation.

3.2. Analysis of both Pupils’ and teachers’ Feedback Questionnaires

3.3.Pupils’ questionnaire:

Part One :

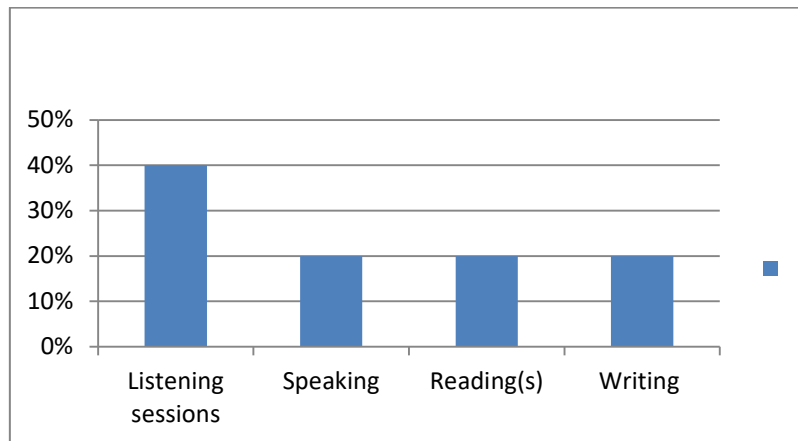
Findings and requiremants :

Section Two: Learning Performances

Q 1 a + b : What do you like more ?

| | Statistics ; number and percentage | |
|--------------------|------------------------------------|-------|
| Listening sessions | n:4 | P:40% |
| Speaking | n:2 | P:20% |
| Reading(s) | n:2 | P:20% |
| Writing | n:2 | P:20% |
| Total number : | 10 | 100% |

Table 3.1: Pupil’s most preferable skill



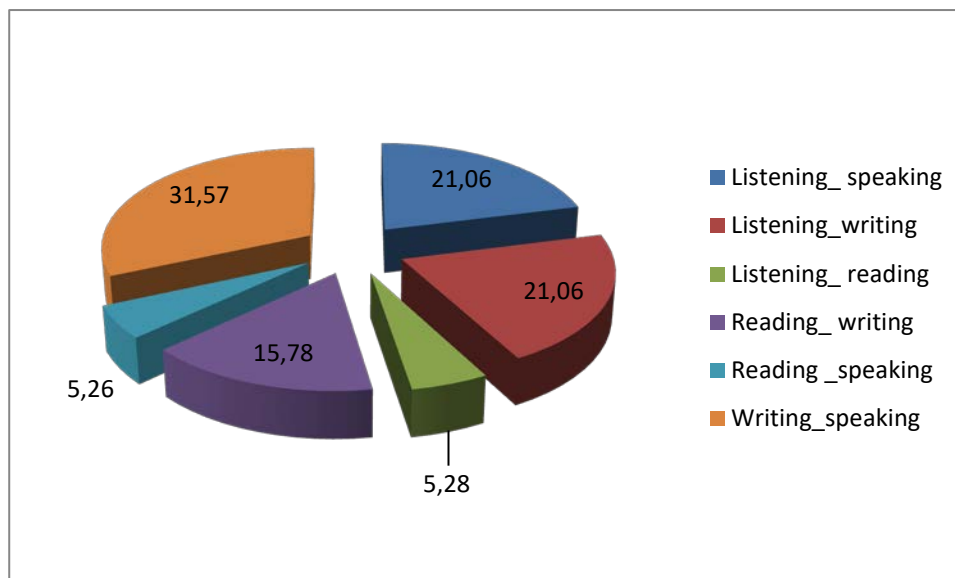
Graph 3.1: Pupil’s most preferable skill

Table number 3.1 is interpreting the first part of the question. It shows pupils’ most referable skills in matter of importance. 10 pupils out of the 31 informants have chosen only one skill .4 pupils preferred “Listening sessions ”which equals (40 %). A number of 2 participants representing a percentage of (20 %) have chosen “Speaking”.2 other learners prefer “Reading”(20%).And another 2 pupils ‘participants favor “Writing”(20%).

*Two acceptable answers:

| The answers chosen | Number – Percentage | |
|----------------------|---------------------|-----|
| Total number :19 | N : | % : |
| Listening _ speaking | 4 | 21% |
| Listening _ writing | 4 | 21% |
| Listening _ reading | 1 | 5% |
| Reading _ writing | 3 | 15% |
| Reading _ speaking | 1 | 5% |
| Writing _ speaking | 6 | 31% |

Table 3.2*Two acceptable answers



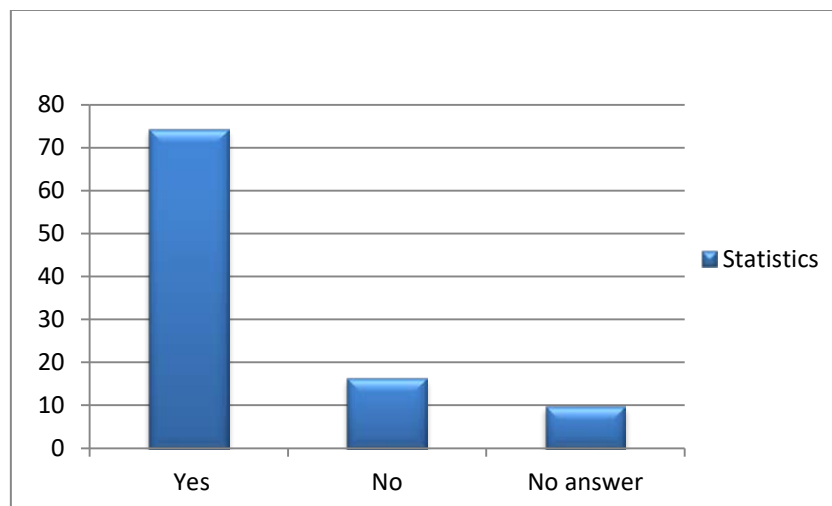
Graph 3.2*: Pupils’ two most preferable skills

While the table above is representing the second part 1* b of the first question. It deals with two most preferable communicative skills.6 informants out of the 19 participants have opted for "writing-speaking" representing the largest percentage (31%). 4 pupils have chosen "Listening- Speaking" (21%).4 pupils favor "Listening- writing" (21%).3 pupils prefer "Reading-writing"(15%).1 pupil has picked for" listening- reading "and the 1 remain participant choses "Reading-speaking"(5%).

Q 2a: Do you enjoy” listening Comprehension “ sessions ?

| Options | Statistics | |
|------------------|------------|--------------|
| Total n:31 | n | p |
| Yes | 23 | 74,19 |
| No | 5 | 16,13 |
| No answer | 3 | 9,68 |

Table 3.3: Pupils’ attitude towards” listening comprehension” sessions



Graph 3.3: Pupils’ attitude towards” listening comprehension” sessions

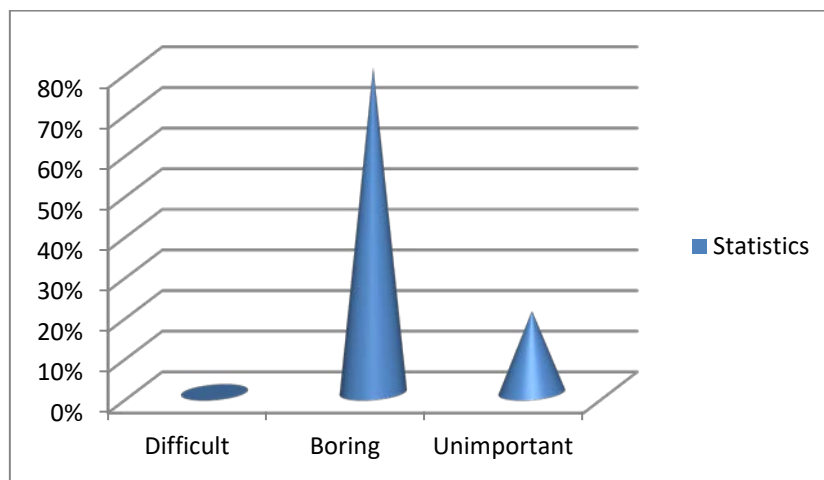
The table above shows “pupils’ attitude towards “Listening” sessions. Nearly and exceeding the half majority of pupils said “Yes”. They enjoy “Listening Comprehension “ sessions , representing 23 out of 31 pupils (74,19%). 5 pupils among the respondents said no , they don’t, which equals (16%).While 3 answers were left blank representing only (10%).

b) If no , why ?

Because, it is:

| Options | Statistics | |
|--------------------|------------|-----------|
| Total n:5 | n: | P: |
| Difficult | 00 | 00 |
| Boring | 4 | 80 |
| Unimportant | 1 | 20 |

Table 3.4: Pupils’ choice justification



Graph 3.4: Pupils’ choice justification

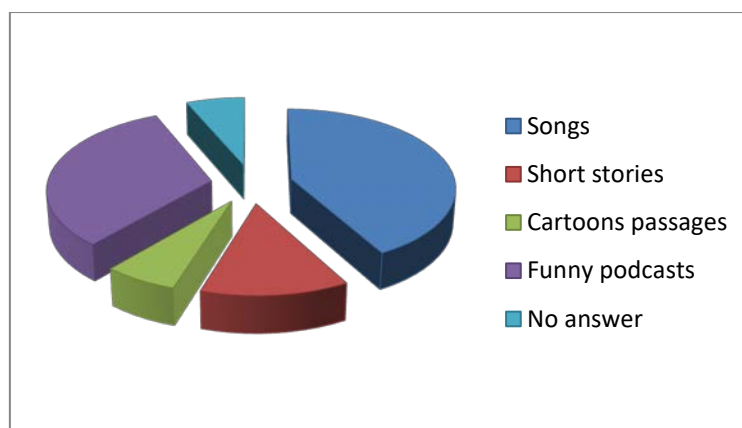
The table above is showing the second part of second “Learning performances” question. The 5 pupils of the 31 total variance who said ” No”, have justified their position as the following :

4 pupils which account for 80% said that they are” boring “while the 1 left pupil which accounts for 20% said that , it’s because they are “ Unimporatnt ”.There was no (00%) answer for the option which stands for “Listening Comprehension” as being “Difficult”

Q3: Which of the following , do you prefer “To listen to “ ?

| Options | Statistics | Percentage Number |
|-------------------|------------|-------------------|
| Total n:31 | n: | p |
| Songs | 13 | 41% |
| Short stories | 4 | 13 % |
| Cartoons passages | 2 | 7 % |
| Funny podcasts | 10 | 32 % |
| No answer | 2 | 7 % |

Table 3.5: Pupils ‘ most preferable listening passages



Graph 3.5: Pupils ‘most preferable listening passages

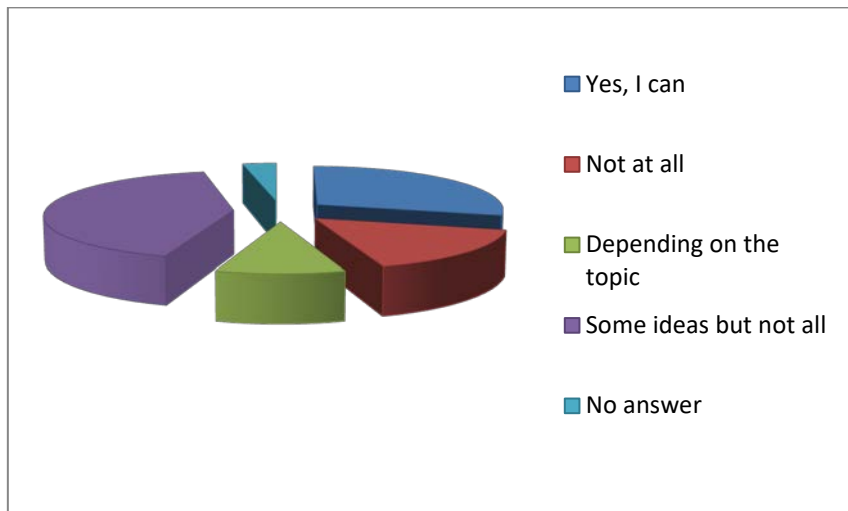
Table number 3.5 is reporting “Pupils ‘most preferable listening passages”. The results show that 13 informants participating in the investigation study have opted for ”songs” representing the largest choice which equals for (41%). 10pupils prefer “funny podcasts” which is equivalent to (32)%. 4 **INFORMANTS** have nominated for “short stories” on a par with (13%).

2 participants nominated for “cartoon passages” to be equal to 7percent the remain 2 informants have left the question with “no answer” representing a percentage of (6,45%).

Q4: When you hear a listening passage, do you” understand” meaning ?

| Options | Statistics | N | % |
|------------------------|------------|---|------|
| Total:31 | N: | | % |
| Yes, I can | 9 | | 29 % |
| Not at all | 5 | | 16 % |
| Depending on the topic | 3 | | 10 % |
| Some ideas but not all | 13 | | 42 % |
| No answer | 1 | | 3 % |

Table 3.6: Pupils’ listening comprehension”reliance and ability



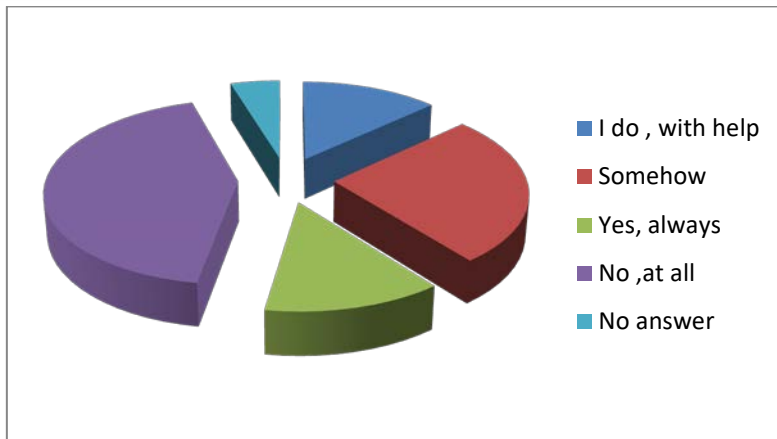
Graph 3.6: Pupils’ listening comprehension ”Reliance and Ability

Table n 3.6 figures out “Pupils’ listening comprehension reliance and ability. 13 participants have opted for the option “some ideas but not all ” that matches to (42,%). of 9 participants said that “ yes ” they can understand meaning which is parallel to (29%).5 informants said that “do not understand at all’ representing a percentage of 16%.3 pupils rely their understanding ” depending ” on the topic which is approximate to (10%). While 1 answer was left blank “ neuter ” nears to (3) %.

Q5: Do you find difficulties when “ Listening ” ?

| Options | N: % | |
|-------------------------|------------|-------------|
| Total n :31 | n : | %: |
| I do , with help | 4 | 13 % |
| Somehow | 8 | 26 % |
| Yes, always | 4 | 13 % |
| No ,at all | 13 | 42 % |
| No answer | 2 | 6 % |

Table 3.7: Finding difficulties when “Listening”



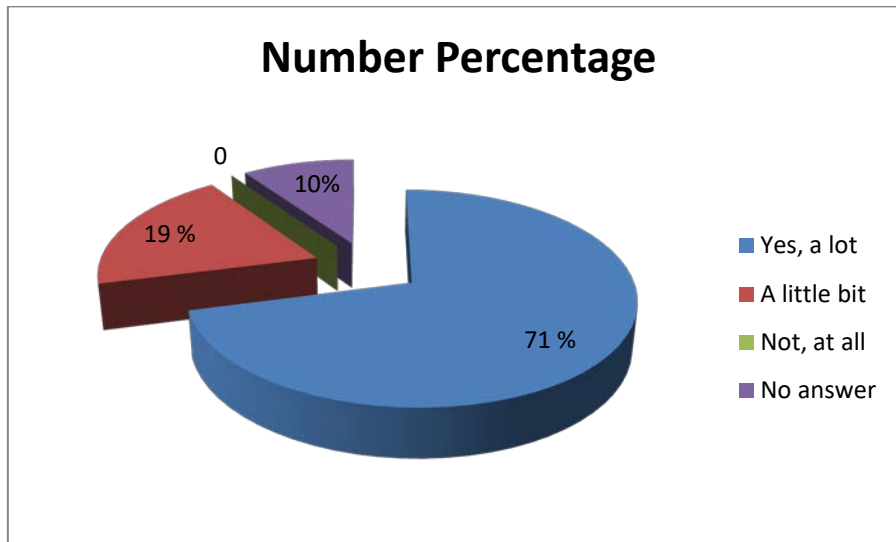
Graph 3.7: Difficulties found when “Listening”

Table number 3.7 illustrates do pupils have difficulties when listening. 13 contestants said that “no, “they don’t find difficulties” at all ”, this corresponds to (42%).8 pupils said “ that “somehow” do find, similar to (26%).4 informants said that they do listen with ”extra help” which counterparts to (13%).4 participants said that “ yes ”, they “always” find ‘ difficulties ’for about approximately (13%).While 2 questions were left” neuter “without answer near to (7%).

Q 6:”Do you benefit from the “listening classes “?

| Options | Number | Percentage |
|---------------------|------------|-------------|
| Total n :31 | n : | %: |
| Yes, a lot | 22 | 71 % |
| A little bit | 6 | 19 % |
| Not, at all | 00 | 00 % |
| No answer | 3 | 10 % |

Table 3.8: Amount of benefit from “listening classes



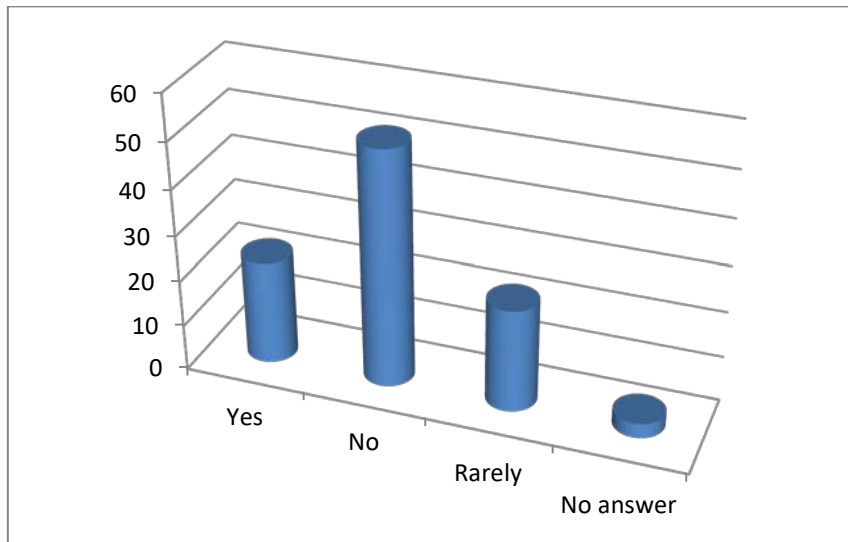
Graph 3.8: Amount of benefit from “listening classes”

Table number 3.8 stands for the title “ Amount of benefit from “listening classes ”. Results show that a number of 22 participants said that “yes”, they benefit “a lot” which is identical to 70,97 percent .6 pupils said that it’s “a little bit” , for about 19,36 percent. 3 questions were left vaccum (10%).While no participant said that “no”, they do not bebefit at all” similar to –(00%).

Q7: Does your teacher use ” videos , games or other materials ”during a “Listening class ”?

| Options | N : % | |
|--------------------|-----------|-------------|
| | n : | % |
| Total n :31 | 7 | 23 % |
| Yes | 16 | 51 % |
| No | 7 | 23 % |
| Rarely | 1 | 3 % |
| No answer | | |

Table 3.9: Possibility to use other materials when teaching listening comprehension



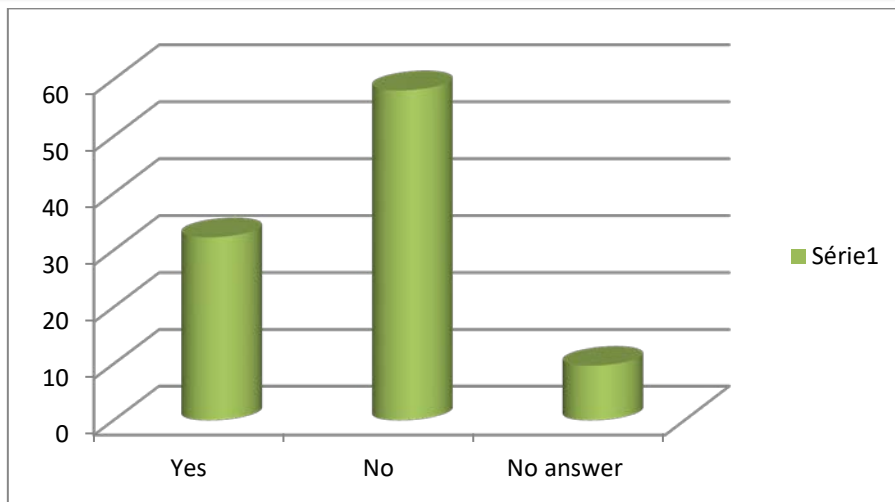
Graph 3.9: Possibility to use other materials when teaching listening comprehension

Table number 3.9 represents “the possibilities where teachers give access to different listening materials when teaching”. 16 informants answered that “no”; teachers don’t do (51%). 7 pupils said that teachers” rarely “ do which is approximate to (23%).7 contestants reported that teachers “rarely” do near to (23%).Where 1 questionnaire was left with no choice representing (3%).

Q 8: Were you ever exposed to an ”English native speaker” ?

| Options | N : | % |
|--------------------|------------|-------------|
| Total n :31 | N : | % : |
| Yes | 10 | 32 % |
| No | 18 | 58 % |
| No answer | 3 | 10 % |

Table 3.10: Chances for meeting an English native speaker



Graph 3.10: Chances to meet an English native speaker

Table number 3.10 reports pupils answers concerning” if they have ever met to “an English native speaker” in reality” .The large majority said “no” , they have never been exposed to representing (58%).While 10 pupils said “yes” (32%).And 3 questionnaires were not filled at all (10%).

3.4.Pupils ‘ questionnaire interpretation

The study reveals pupils’ overviews between the way they are studying English and the fact if they do really benefit from it.

Most pupils enjoy « i listen and i do »classes. Their motivations towards studying the skill come basically from their love for learning the “English language”.

The research study findings show that the most preferable skill for pupils to study is” listening ”.The calculations reveal that approximately the half majority of the learners participated prefer “listening sessions”. Otherwise, pupils whom opt for the other English language skills, see that the methodology they are studying the skill is “boring ”.This is to affirm that truly the skill is uneffectively taught. So, pupils don’t feel motivated to give interest to aquire and learn how to “listen” .Although, exceeding the half majority of pupils feel enjoy attending” listening Comprehension” classes.

The scientific investigation also comes to show that pupils have the ability to understand some of ideas that can a spoken passage contain but not all the speech. That point comes to reassert the need to adopt for an effective methodology to help learners learn English language through mastering their “listening abilities”.

3.5. Teachers ‘ Questionnaires Analysis

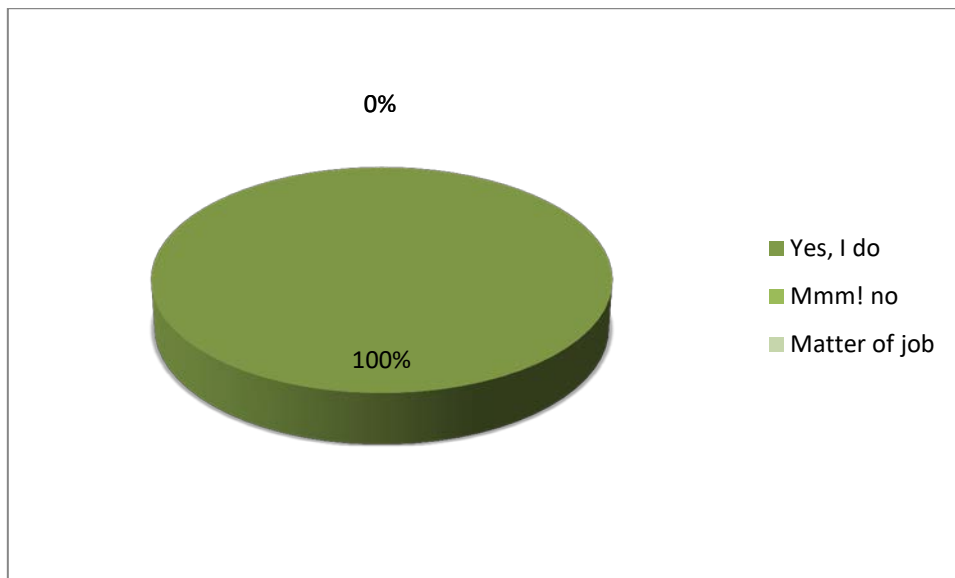
Section One : Teaching Performances

Part One:

Q 1: Do you like teaching English ?

| Options | Statistics | Yes, I do | | Mmm! no | | Matter of job | |
|-------------------------------|------------|-----------|------------|-----------|-----------|---------------|-----------|
| | | N : | % : | N : | % | N : | % |
| Total n :3 | | 3 | 100 | 00 | 00 | 00 | 00 |
| Number _Percentage | | 3 | 100 | 00 | 00 | 00 | 00 |

Table 3.11: Teachers ‘ attitude towards teaching “English”



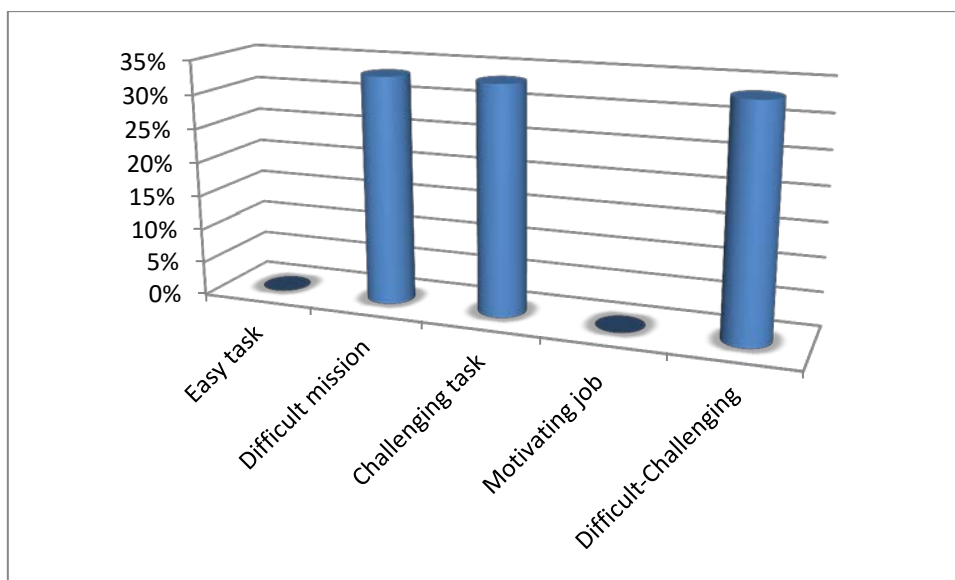
Graph 3.11: Teachers ‘ attitude towards teaching “English”

The table above shows Middle Schools ‘teachers attitude towards teaching “English” language. The results show that all the 3 teachers participating in the study do love “English” which count for 100%.

Q 2: How do see teaching English as a foreign language ?

| Options | Statistics | Number-percentage | |
|------------------------------|------------|-------------------|--|
| Total n :3 | N : | % | |
| Easy task | 0 | 00 | |
| Difficult mission | 1 | 33% | |
| Challenging task | 1 | 33% | |
| Motivating job | 0 | 00 | |
| Difficult-Challenging | 1 | 34% | |

Table 3.12: Teachers ‘views about teaching “English” as a foreign language



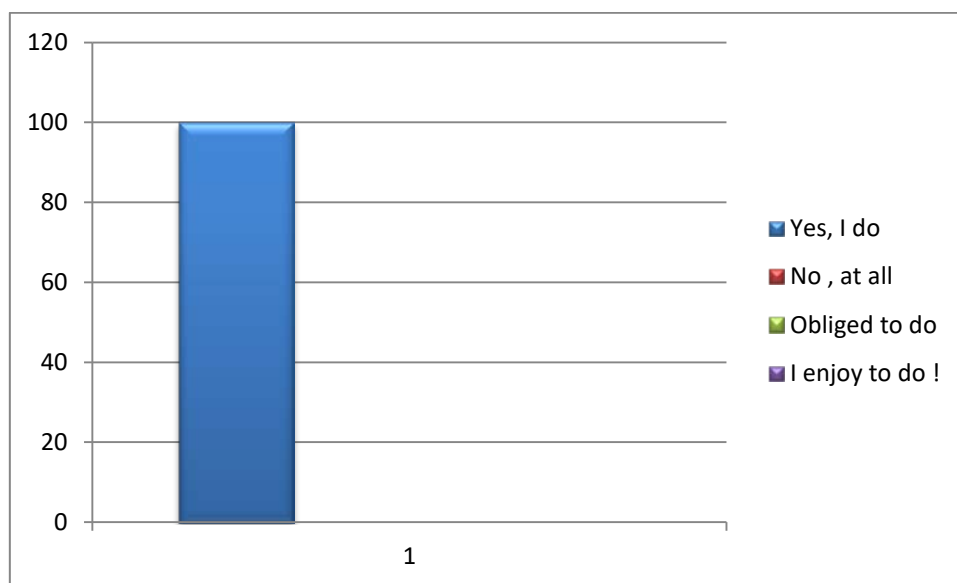
Graph 3.12: Teachers ‘ views about teaching “English” as a foreign language

Table n 3.12 reports how do English Middle schools teachers see “Teaching English”as a foreign language. While one teacher stands for both options: “being difficult-challenging”at once representing for about (34%).Another teachers views the task as a “challenging matter” representing (33%).The third teacher participator considers it as being a “difficult mission”(33%).And one of the 3 informants sees that it is an “easy task” neither a “motivating job”00%

Q3 : Concerning “Listening “, do you like to teach “aural sessions”?

| Options | Statistics | Number-Percentage | |
|------------------------|------------|-------------------|------------|
| | | N : | % |
| Total n :3 | | N : | % |
| Yes, I do | | 3 | 100 |
| No , at all | | 0 | 00 |
| Obliged to do | | 0 | 00 |
| I enjoy to do ! | | 0 | 00 |

Table 3.13: Teachers ‘ attitude towards teaching” Listening



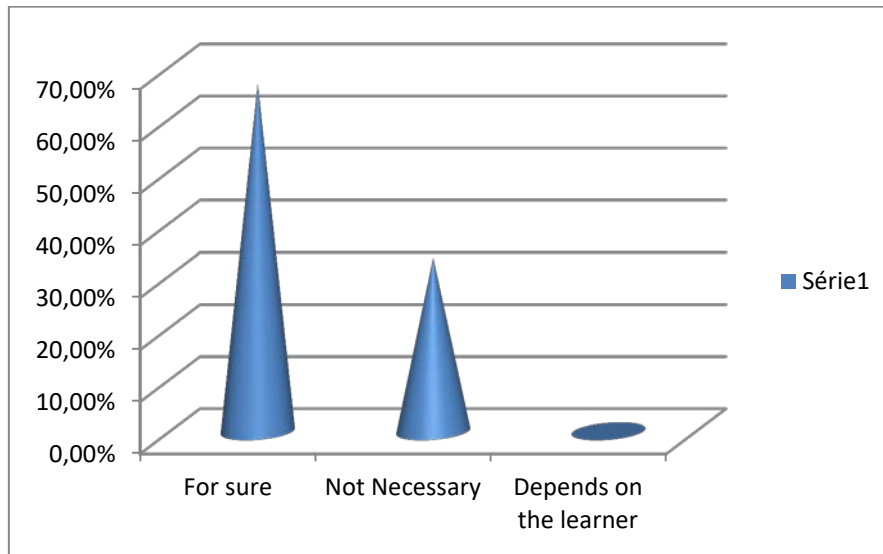
Graph 3.13: Teachers ‘ attitude towards teaching ”Listening

The table above is representing Teachers’ attitude towards teaching” listening” sessions. And the results show that all the 3 teachers participants (100%) “ do love” to teach the “listening skill courses”.

Q4: Does “ Mastering “ listening helps to improve English language learning?

| Options | Statistics | For sure | | Not Necessary | | Depends on the learner | |
|--------------------------|------------|------------|------------|---------------|------------|------------------------|-----------|
| | | N : | % | N : | % | N : | % |
| Total n :3 | | N : | % | N : | % | N : | % |
| Number-percentage | | 2 | 66% | 1 | 34% | 0 | 00 |

” Table 3.14: Mastering ”Listening” in improving “English language learning



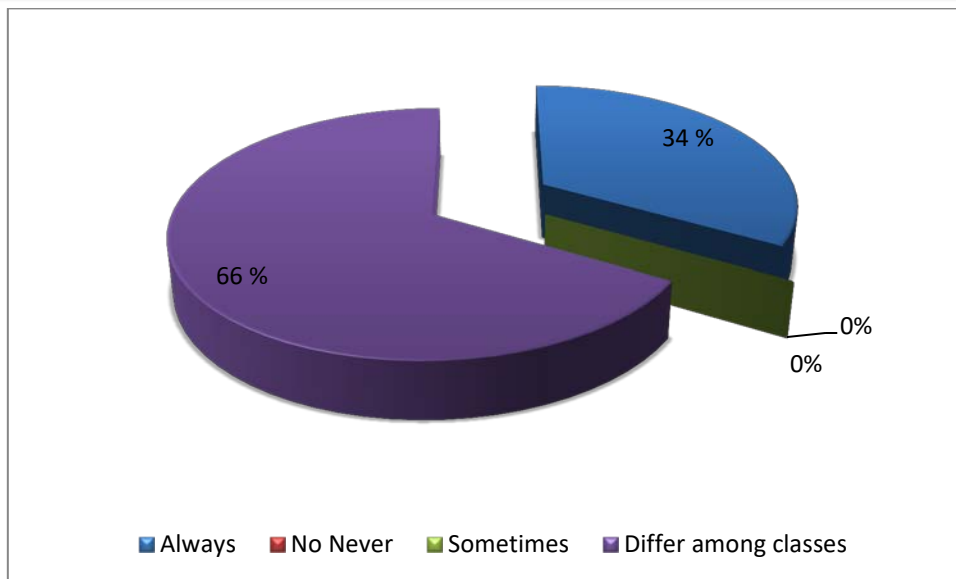
Graph 3.14: Mastering” Listening” in improving “English language learning”

Table number 3.14 reports “teachers’ views concerning the idea that “MASTERING” listening helps to improve “English language learning “.2 teachers have “strongly agree” representing the 66% % of the whole percentage. 1teacher sees that it’s “not necessary” which is equivalent to (34%).While no teacher have opted for the option saying that it “depends on the learner” 00%.

Q5: Do you face problems during teaching aural sessions ?

| Options | Statistics | Number-Percentage | |
|-----------------------------|------------|-------------------|------------|
| | | N : | % |
| Total n : | | 1 | 34% |
| Always | | 1 | 34% |
| No Never | | 0 | 00 |
| Sometimes | | 0 | 00 |
| Differ among classes | | 2 | 66% |

Table 3.15: Problems faced when teaching ”Listening



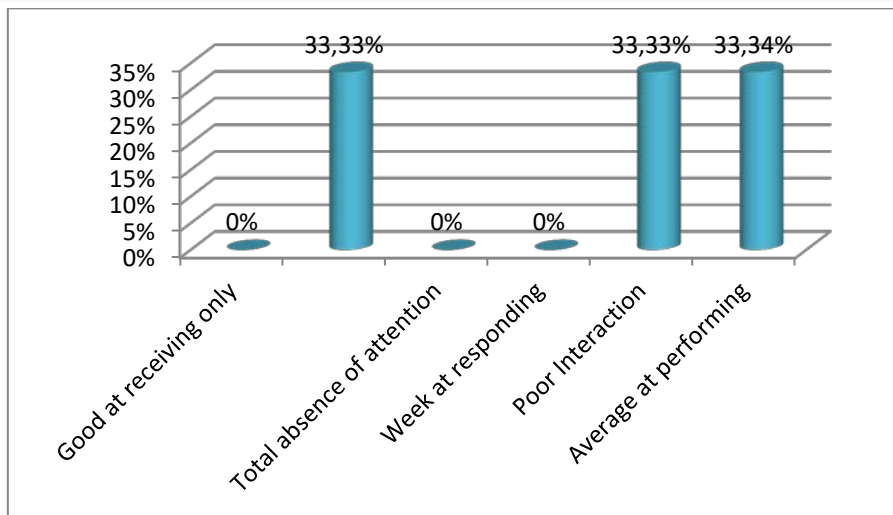
Graph 3.15: Problems faced when teaching” Listening”

Table number 3.15 classifies “times where teachers face when teaching “listening”. 2 participator teachers said that the matter “differs among classes” equal to (66%).1 participator said that it’s “yes” .Teachers “always” find problems equivalent to (34%)While no teacher said “never or sometimes” teachers do representing the 00%.

Q 6:Do your students interact actively inside the classroom when it comes to study an “Aural “ lesson ?

| Options- Statistics | Number-Percentage | |
|------------------------------|-------------------|-----|
| | N : | % |
| Total n :3 | | |
| Good at receiving only | 0 | 00% |
| Excellent listening behavior | 1 | 33% |
| Total absence of attention | 0 | 00% |
| Weak at responding | 0 | 00% |
| Poor Interaction | 1 | 33% |
| Average at performing | 1 | 34% |

Table 3.16: Pupils ‘ interaction level during “Aural “lessons



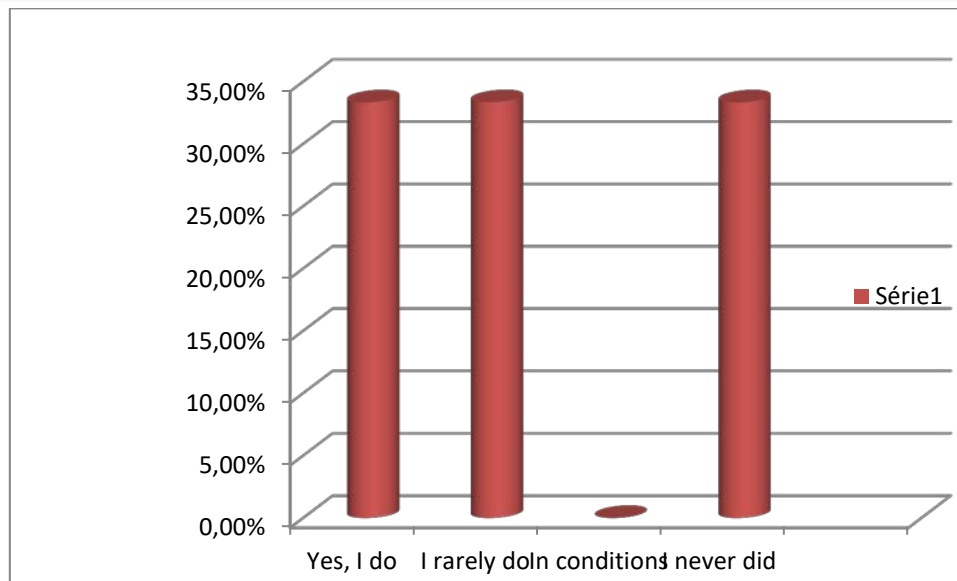
Graph 3.16: Pupils ‘ interaction level during “Aural “lessons

Table number 3.16 is titled as “Pupils’ interaction level duing “Aural “lessons”.It is reporting teachers views towards their pupils “Aural performance”. One teacher said that it’s an” average ”aural interaction representing(34%).Another teacher sees that pupils give” excellent listening behavior” representing (33%).While another teachers sees it as being a “poor” aural behavior (33%).And no participator has opted for the options as being” good at receiving only”, week at responding “or that it’s a “total absence of attention” (00%).

Q 7:Do you use any type of “ TAPED MATERIALS ”to improve your learners ‘listening skills ?

| Options-Statistics | Number- percentage | |
|--------------------|--------------------|-------------|
| Yes, I do | 1 | 33% |
| I rarely do | 1 | 33% |
| In conditions | 0 | 00% |
| I never did | 1 | 34% |
| <u>Total n :</u> | <u>3</u> | <u>100%</u> |

Table 3.17: Possibilities of using” Taped materials” to improve “listening skills”



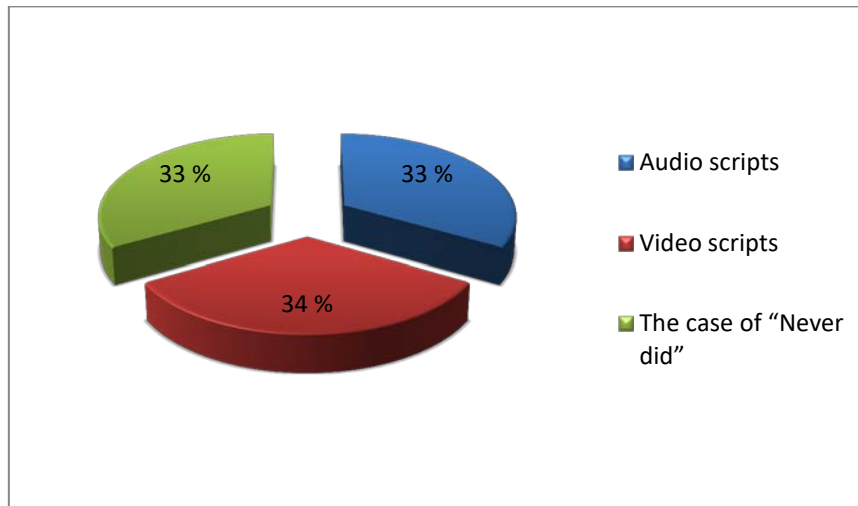
Graph 3.17: Possibilities of using “Taped materials” to improve “listening skills”

Table number 3.17 figures out the possibilities where teachers use any type of “taped materials “ to improve learners’ listening skills. The results show that the highest percentage(34%) goes for the answer where the teacher said that she” never did” use ‘Taped materials’. Another teacher answered that “yes’, she does so (33%). Another 1 possibility is that the teacher” “rarely do” so(33%). While no teacher related the possibility to the option stands for” “conditions”00%.

Q 8: Which of the two following types, do you almost use?

| Options-Statistics | Number- Percentage | |
|--------------------------------|--------------------|------------|
| Total n:3 | N : | % |
| Audio scripts | 1 | 33% |
| Video scripts | 1 | 33% |
| The case of “Never did” | 1 | 34% |

Table 3.18: Most scripts’ types used



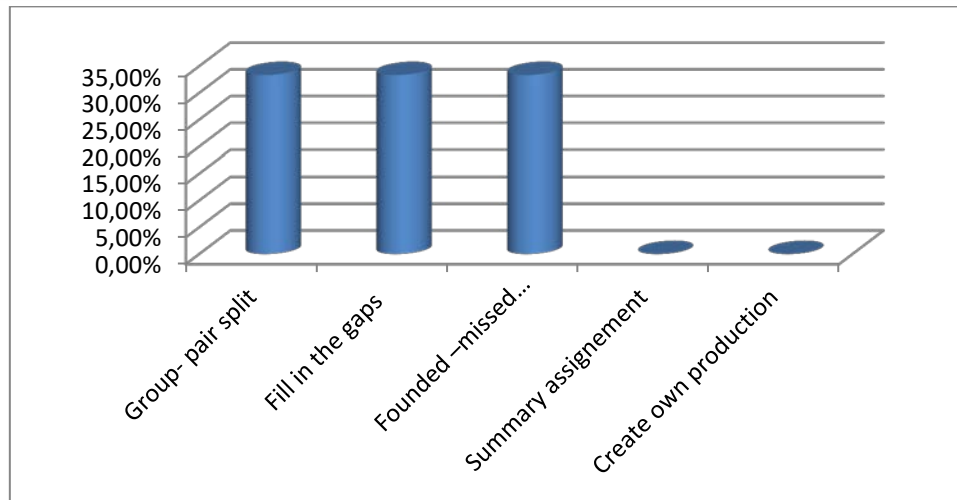
Graph 3.18: Most scripts' types used

Table number 3.18 listed “most scripts types used when instructing” listening classes». The results show that(34%)stands for the option saying that the teacher “never did” use either’ audio or video scripts’.1 teacher almost uses “videos” representing (33%).And 1 teacher uses most “audio scripts” representing(33%).

Q 9: Which type of exercices are mostly used to foster “ Listening Comprehension”?

| Options- Statistics | Number –Percentage | |
|---|--------------------|-------------|
| | N : | % |
| Total n :3 | | |
| Group- pair split | <u>1</u> | 33% |
| Fill in the gaps | 1 | 33 % |
| Founded –missed words_ correct mistakes | 1 | <u>34 %</u> |
| Summary assignement | 0 | 00 |
| Create own production | 0 | 00 |

Table 3.19: Most types “Listening comprehension” exercices actually used



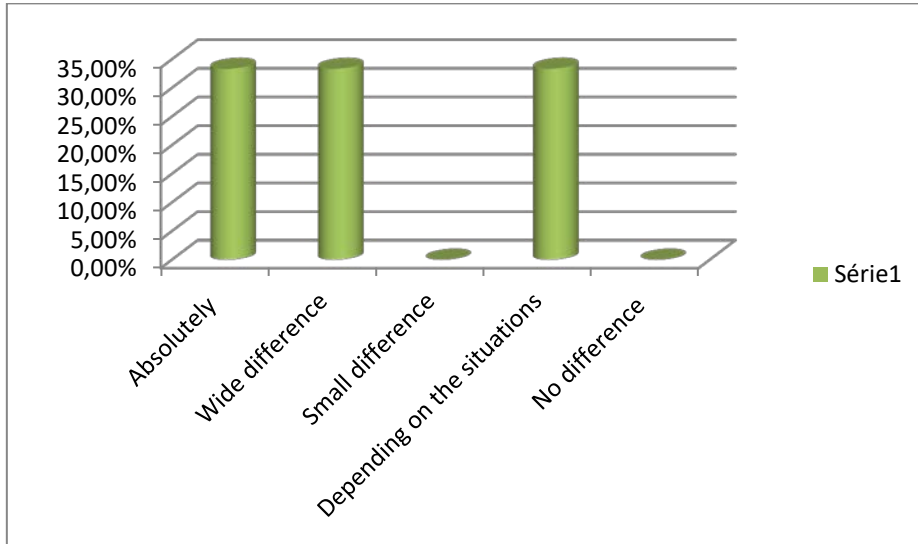
Graph 3.19: : Most types of listening comprehension exercises actually used

Table number 3.19 points out “most types of “listening comprehension’ exercises are usedd”. The results show 1 teacher better like those” Founded _missed words or correct mistakes” type of aural activities (34%). 1 teacher prefer “Group-pair split” type of exercise (33%). And 1 teacher favors to use “Fill in the gaps “type of tasks (33%). While no teacher uses“ summary assignment” or “create own production” type of exercises 00%.

Q 10 : Does “Real situations” differ from “academic ones” in terms of difficulty ?

| Options- Statistics | Number – percentage | |
|-----------------------------|---------------------|------------|
| Total n :3 | N : | % |
| Absolutely | 1 | 33% |
| Wide difference | 1 | 33% |
| Small difference | 0 | 00 |
| Depending on the situations | 1 | <u>34%</u> |
| No difference | 0 | 00 |

Table 3.20: Rate of difference between “Real life” situations “from” academic ”ones



Graph 3.20: Rate of difference between “Real life” situations “from” academic” ones

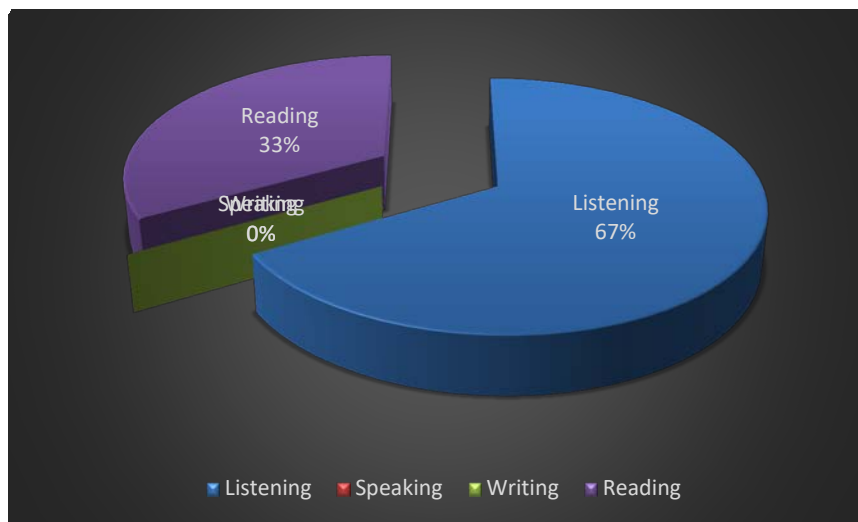
Table 3.20 represents the “rate where “real life situations” differ from “ academic ones”. And one teacher said that it “depends on the communicative situation” (34%).1 teacher sees that “absolutely” , there exist a slight difference between the two (33%).1 teacher finds a “wide difference” between the two situations (33%). While no one said that there is “small” or “no difference”00%.

Part two :

1* -a) Which of the four communicative skills comes first in matter of importance ?

| Skills | Classification order-Statistics | |
|------------|---------------------------------|------------|
| | Number | Percentage |
| Total n :3 | | |
| Listening | 2 | 67% |
| Speaking | 00 | 00 |
| Writing | 0 | 00 |
| Reading | 1 | 33% |

Table 3.21: Teachers’ communicative skills classification



Graph 3.21: Teachers’ communicative skills classification

Table 3.21 is representing the first part of the question .It indicates “teachers ‘ classification of the communicative skills in matter of importance”.2 teachers have opted for “listening” equivalent to (67%). 1 teacher favored “reading” approximates to (33%).

B) Justification : Teachers’ commitments

b *Listening comes first ;for it’s considered as the first step by which pupils are exposed for the first time to a foreign language. So , they listen to speak and in turn to read and write .

b **Listening comes first , because language is more spoken than write.

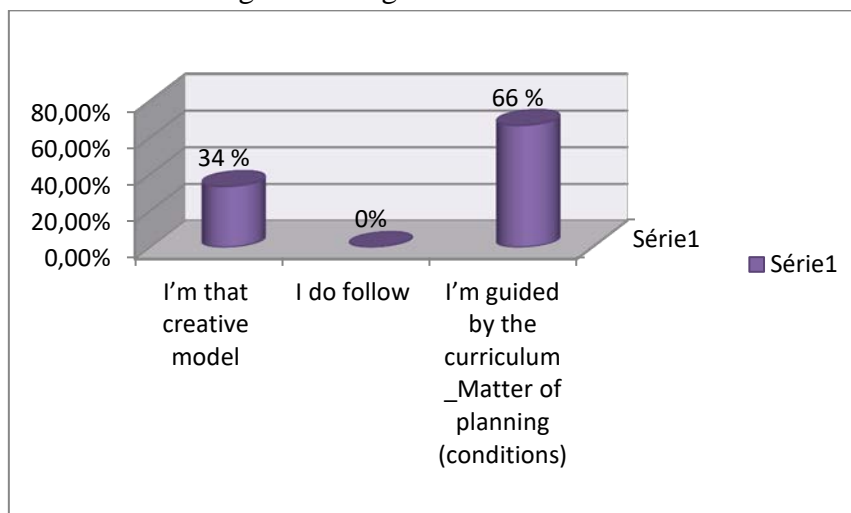
-It is the easiest way to communicate .

B *Reading comes first , because when reading , it helps them to learn how language is used, written.**

2* - Do you use the same method of teaching “I listen and I do” courses as you were taught ?

| <u>Options – Statistics</u> | <u>Number- Percentage</u> | |
|---|---------------------------|-----|
| Total n :3 | N : | % |
| I’m that creative model | 1 | 34% |
| I do follow | 0 | 00 |
| I’m guided by the curriculum _Matter of planning (conditions) | 2 | 66% |

Table 3.22: Methods to teaching” Listening courses”



Graph3.22: Methods to teaching” Listening courses”

Table 3.22 is titled as” the Methodology to teaching “Listening courses”. 2 teachers said that it’s both “stricted by the curriculum – a matter of planning*conditions* representing (66%).And 1 teacher participator follows “a creative methodology” model” of teaching” representing (34%). While no participator said that she follows the same method as they were taught 00%.

3 –“ Qeen ear “ means :

Teachers ‘ answers (Definitions) :

3*: Capable to listen and to understand the language .

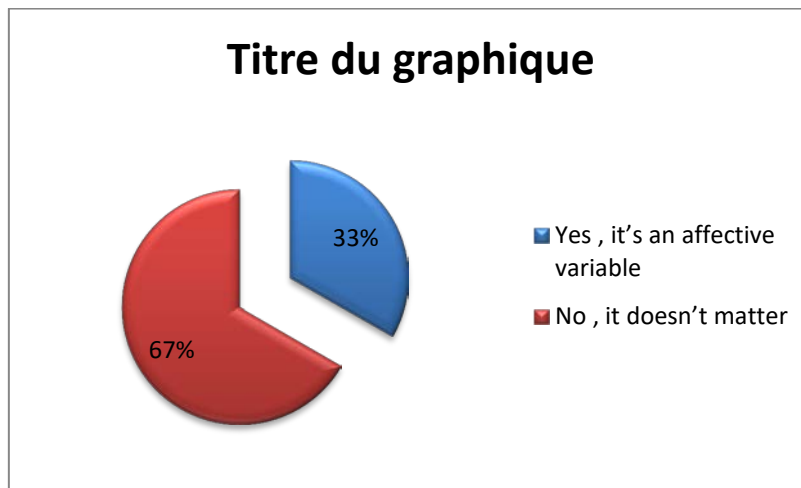
3:** Means , having a good quality of listening.

3*:** The answer was left .

4*- Does “ MT “ use affect pupils ‘ interaction as beginner learners. ?

| <u>Options –Statistics</u> | <u>Number- percentage</u> | |
|----------------------------------|---------------------------|------------|
| Yes , it’s an affective variable | 1 | 33% |
| No , it doesn’t matter | 2 | <u>67%</u> |

Table 3.23: ” Mother tongue”effect on pupils’ interaction



Graph 3.23:” Mother tongue ”effect on pupils’ interaction

Table 3.23 shows how can “Mother tongue use affect pupils’ interaction as beginner learners ”.Teachers’ answers came to say that wether “it’s an affective variable or not”. 2 teachers said “no, it doesn’t”(66%) while 1 teacher reports that “yes” , it matters(34%).

5- If yes , how ?

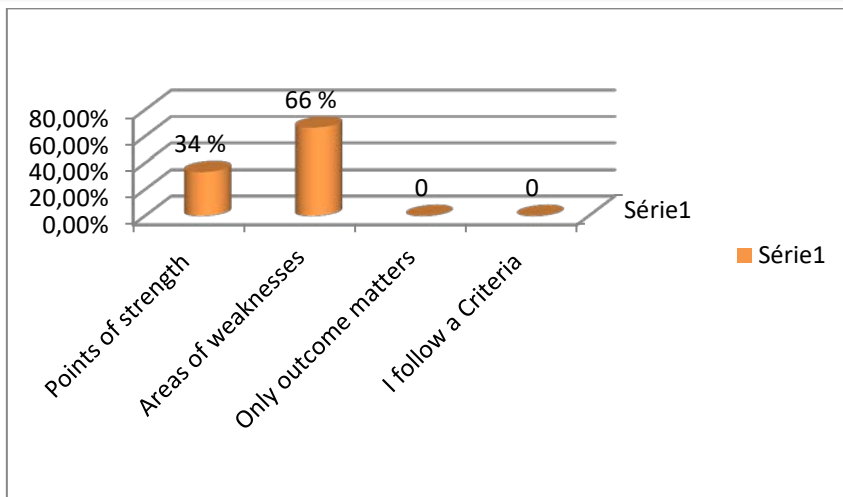
The teacher ‘ justification:

5*: In fact pupils always think in one own’s mother tongue , then they try to translate in English .So, it’s an affective way towards motivation.

6- When assessing learners’ interactive performance development .I focus on :

| Options | Number – Percentage | Total n :3 |
|----------------------|----------------------------|-------------------|
| Points of strength | 1 | 34% |
| Areas of weaknesses | 2 | 66% |
| Only outcome matters | 0 | 00 |
| I follow a Criteria | 0 | 00 |

Table 3.24: Angles to be counted to assess pupils’ interactive performance development



Graph 3.24: Angles to be counted to assess pupils’ interactive performance development

Table 3.24 points out what” angles do teachers take into account when assessing pupils’ interactive performance development”. 2 teachers favor to insist on” the areas of weaknesses” (66%). 1 teacher prefers to focus on” points of strength”(34%). While answer were opted for the options which say that “only outcome ‘results” matter(s) and _i follow a Criteria with”(00%).

3.6. Teachers 'questionnaire interpretation :

Middle schools 'English language teachers are strongly attached to their job. They are most all interested for instructing English Language. Their views towards teaching "English as a foreign language " varies between being as a "challenging task and a difficult mission".

All teachers participated in the study show their extreme interest for teaching "Listening Comprehension" classes. Exceeding the half majority confirm that the mastery of "Listening skill" must help for the improvement of "English Language Learning as a foreign language".

Actually, all teachers face difficulties when instructing "aural classes" .The question raised here is "why"?. There must be a deficiency within the methodology the skill is taught. Teachers need to fill in within the gap the skill is actually taught. And look for an effective teaching strategy to help learners acquire and learn" English "through mastering "listening".

Teachers define their learners' aural interaction as being "average" most of times. .The problem to be solved here is to work on developing effective tools and methodologies for improving learners' aural performance. According to the teachers' attitudes towards their learners aural reaction, having a "Queen ear" means having a good quality of listening. This is to say being able to "listen" and to" understand" the message behind the speech being delivered.

The methodology which teachers are actually adopting for teaching "Aural Comprehension" units is traditional. Exceeding the half majority of teachers don't adopt for new effective teaching approach and techniques. The study reveals that teachers either" don't , never or rarely do use "taped materials" for the sake of improving learners' listening skills. They are still harmfully guided by the "curriculum" and dependent on "text books" .Or relate their reliance to the lack of "materials" although they all claim that "listening" is indispensable in matter of importance .The study 'results strongly confirm the superiority of listening skill over the other communicative skills in matter of importance. Most teachers participated favor "listening" for the importance it occupies .Tutors considered "listening" as the first step by which pupils are exposed for the first time to a foreign language. So, they listen to speak and to read and write as well. Behind the fact that language is more spoken than written. The investigation outcome.

3.7.Discussion

What methodology do teachers adopt for instructing “listening classes”? Which instructional tools do they use? And which type of activities do they opt for to improve their pupil’s aural comprehension and interaction?

According to data collected from both “learners and teachers’ questionnaires. The final results come to claim and confirm the hypothesis saying that among the affective variables which lead to pupils’ low aural feedback during attending listening lectures ; is the total absence of effective audio instructing tools. This gap calls for the an immediate need and to adopt new methodology ; teaching techniques-strategies ;and innovative materials from teachers.

This essentiality can contribute to an increasable pupils aural performance. Pupils will not only be able to just receive a spoken message ; but also help them to be able to decode the speech patterns , and accustomed to listen to different english passages easily. Learners would be capable to give response and feedback to whatever listening passage they come to face , wether in their learning classes as well as distinct spontaneous situations.

Recommendations

3.8.Recommndations:**Recommendations : "Listening Effectively "****Introduction to the Section:****Strategies, tips and activities:**

In this section, we are going to present a set of recommendations to "listening effectively". This research will indicate strategies for "learning how to process , comprehend and respond to a spoken language actively .

***Practical Recommendations:**

As a practical suggestions for the sake of the improvement of the quality of teaching the listening skill. We, as researchers; tend to recommend the following :

- * We favor the use of tapes through implementing language laboratories inside educational institution. Lab based teaching is nowadays considered to be very fruitful.
- * Listening Materials ' preparation is vital .
- * The different listening stages (Pre –while and post) demand different listening tasks .
- * Less dependence on textbook ,and more ICT's based materials.
- * Good teacher exploits all these factors towards a successful listening .

1. Strategies to make classroom listening looks more like real life

- **Selection:** Teachers must select interesting themes to use for aural passages.
- **Preparation:** Prepare learners for listening passages.
- Allow learners to to stop the listening passage or ask for sections to be repeated

(Source) Introduction to Teaching Methodology

(Page 129)

Listening And Understandig in 3 easy steps:

You are talking to somebody (English native speaker!) and you don't understand what he is saying. Then, what do you do ?

Well, here are three key steps to follow. But! you should first know what type of Listener are you? Being a good listener starts within identifying which suitable situation the listener stands upon.

- a) The one looking scared !
- b) Noding head, pretending you understand (most students do this)
- c) Say sorry ,"I don't understand "
- d) Say sorry AND ask your interlocutor to write it down(the listener can use this as a strategy

c) and d) would be the most suitable options to opt for to better listening understanding.

Steps and Clues:

Step 1: Show you don't understand

Simply, be honest and say you don't understand .Ways to say that as simple as the following:

- I didn't 'catch' that.
- Sorry , I don't understand

Step 2: Use a "strategy"

Ask for "**Repetition**".

| |
|------------------------------|
| Write it down ? |
| Repeat that , again ? |
| Speak more slowly , please ! |
| Say it in a different way ? |

Step 3: Check "Meaning ":

To make sure that you have really understood , repeat back what has your interlocutor have said. You can use one of these "Expressions":

- So what you are saying is.....
- So what u mean is
- I think I "get" what you are saying

2.Ten (10) Strategies good listeners usually use:

- Strategie1: Face the speaker and maintain eye contact. ...
- Strategie 2: Be attentive, but relaxed. ...
- Strategie 3: Keep an open mind. ...
- Strategie 4: Listen to the words and try to picture what the speaker is saying. ...
- Strategie 5: Don't interrupt and don't impose your "solutions." ...
- Strategie 6: Wait for the speaker to pause to ask clarifying questions
- Strategie 7:Ask Questions to ensure understanding
- Strategie 8:Try to feel wha the speaker is feeling
- Strategie 9:Give the speaker regular feedback
- Strategie 10 :Pay attention to what isn't said _to nonverbal clues.

3. Recommended “~~I listen and I do~~” lesson plan

Lesson Topic: A” Telephone Conversation”

The Grid: Here is a “scoring Guideline”

| Areas | Item(s) | Fully fulfilled | Somehow | Not |
|-----------------------------------|---|---|---------|-----|
| Lesson organization | - It has to do with defining the relationship of the lesson to previous lesson. | * | | |
| Content knowledge and relevance | -Cited authorities to support statements where appropriate (Relevance). | | | |
| Presentation | - Began class on time as an organised manner. | * | | |
| Teacher- learner Interactions | - There must be a sort of a « Rapport ». Teachers-learners | | | |
| Collaborative Learning activities | - Provided clear tasks for students groups. | | | |
| Lesson implementation | - Asked <u>questions</u> ,with <u>adequate wait time</u> to monitor students’ <u>understanding and performance</u> . | * | | |
| Instructional materials | - Combination between at least two types of materials. a) Use of both handouts for the tasks to be accomplished. and b) Supported the lesson with useful classroom discussions and exercises. | a) *Handouts and audio tape . b) *Four tasks and aural discussions | | |

Image of the” Lecture” to be taught:

a- The lecture is divided into four tasks. There must be a” presentation” of two different” Telephone Conversation” recordings. There must be was a direct students–learners interaction.

b -The activities can be done “ partly or ” separately ’ from the audio pieces’ content.

c -The teacher uses a combination of two types of instructional materials, handouts and audio tape.

- d -Tasks need to be done “individually” .
- e -Integration of “ Oral ” skill within the “Aural” skill as two successive processes.
- f- The two listening passages need to be repeated twice for each.
- g- Pre, while and post listening sequencing:

g *:Pre- listening:

In a listening class, students are introduced to the topic through certain pre-listening activities. They are asked to skim the tasks through quick reading before being presented to the audio passages. In this stage, students are introduced to what they are going exactly to look for when coming to the while listening stage.

g **:While- listening activities:

Within the while-listening phase, students are asked to accomplish the tasks being already given in the previous “pre- stage ”.In this passage,

g *:Post- phase:**

The post stage is almost the teacher’s phase. The teacher at this stage came to assess her students’ whole performance towards the listening subject matter. Students may be assessed based on their participation and interaction during the whole aural comprehension lecture. He can focus on both “areas “of strength and weaknesses «for future improvement among his learners ‘aural behavior.

Recommended Listening activities:

Practice (While Listening)

- ▮ Dictation
- ▮ Story Telling
- ▮ Marking –checking items in pictures
- ▮ Putting pictures in order
- ▮ Completing Grids
- ▮ True_ false
- ▮ Text Completion or gap filling

Production (Post-Listening)

- ▮ Matching with reading text
- ▮ Extending notes into written responses
- ▮ Summarizing
- ▮ Sequencing or grading

3.9. Conclusion :

All in all, the founded results that both pupils' and teachers feedback questionnaires show that there is a gap between the positive attitude towards mastering the aural skill and its importance in improving EFL aural production. The findings come to confirm our hypotheses which believe in the need of implementing new teaching methodology and adopting new creative teaching techniques and strategies. Teachers can enhance their learners' ability to give a positive aural response and feedback by using authentic teaching tools and involving ICT's in a lab – language learning environment.

General Conclusion

General Conclusion

The current investigation examines the factors behind the weak aural performance of a large number of Algerian middle schools' English language pupils. This study targets the ultimate objective of coming to suggest practical recommendations for the sake of the improvement of the learners' aural competencies .

The first chapter stresses on defining clearly the research topic with all its related concepts, addressing almost nearly all the angles that our investigation aims at covering up. After reading the first chapter, one can have a clear idea about the essentiality that called us as researchers to conduct this research work due the importance and the need to the efficiency in teaching listening skills for an English foreign learner .

Alongside this chapter , we have set out an all-inclusive presentation of listening and listening comprehension theoretical aspects. By the end of the chapter , the reader would have to be familiar with what listening skill or listening comprehension is with all its key and related elements . Consequently, we noticed that listening comprehension studies have attracted the interest of many researchers as an important research topic.

As far as the second chapter addresses the research main concern in a local context. The aim of this part was to give a brief overview about the situation of the teaching of the English language in Algeria by providing illustrative explanations and by which reporting some related aspects from its first inception to setting the objectives for teaching and learning English.

The third chapter, is the practical part .All through this chapter and alongside a concise statistical data analysis. We came finally into specifying the data gained .

The results show as that the majority of English teachers rarely use authentic teaching tools inside their classrooms because of the lack and the absence of an effective instructing tools in their schools.

All in all , the data obtained confirmed our hypothesis .1)The absence of effective instructing materials is one of the affective factors which stands behind the poor aural reaction and response among Algerian Middle school English beginner pupils. The investigation also comes into ratifying the second research hypothesis .2) The type of textbook tasks doesn't serve effectively the "Listening "lectures. Teachers are still using a picture supplementing a message type of activity .This visual dependency contradicts totally the lesson objective which aims at developing learners auditory competencies not visual ones. 3) Less dependence on textbook and more ICT's based materials is a must for English language teachers nowadays. Laboratory language (Lab language) becomes a need for improving English language teaching and learning level and outcomes.

General Conclusion

The only obstacle faced during conducting the study was the insufficient number of Teachers participated. Because there are only three English language teachers in“Mihoubi A.E.K middle-school. Beside, the limitation of the research tools due to some emergent Conditions

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- Steps to Improve Your English Listening - How to Improve Your English Listening
- <https://www.youtube.com/channel/UCNbeSPp8RYKmHULiYBUDizg>
- Listening Comprehension Tips and Tricks
- <https://www.youtube.com/user/essar1979>
- How to Improve English Listening & Reading Skills | English Practice | Chet Chat
- https://www.youtube.com/channel/UCjnJwlSN4_FuoE-6RWX_Eaw
- Telling and retelling: the magic of stories in ELT
- <https://www.youtube.com/channel/UC7kXwDQYBMF7Ixzfo8ChnA>
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Appendices

Appendices

Appendix One

Middle School Learners 'Questionnaire

Questionnaire etiquette

Dear pupils , you are kindly asked to fill in within this paper. It is not a tsetso all your answers will be acceptable. There is no need to write your names .Your opinions are highly appreciated. They will serve your learning objectives. Then, we will be very interested in your personal opinions. Please, give your answers sincerely .Thank you very much for your priceless collaboration.

اعزائي التلاميذ

انتم وبكل احترام ومن بعد موافقتكم مطالبون بملا هذا الاستبيان .انه ليس بفرض أو اختبار وكل اجابتم مقبولة. ليس عليكم أعزائي كتابة اساميكم. نقدر كل آرائكم التي لها ان تساهم في تطوير مستوى تعليمكم و تحقيق اهدافكم العلمية. شكرا جزيلاً لكم لمشاركتكم القيمة.

Section One : Personal Data

1. Gender :

Male : ذكر

Female انثى

2. Age : السن

.....years old.

3. Are you a repeater ?

هل انت معيد

Yes نعم

NO لا

How many years did you repeat ?

كم اعدت من مرة

ONE time مرة

Twice مرتان

Section Two : Learning Performances

1-What do you like more?: (2 answers are acceptable) - يمكنك اختيار اجابتين- ماذا تحبون أكثر

Listening sessions حصص السمع - Reading(s) القراءة Comprehension

-Writing Tasks الكتابة -Speaking activities التكلم

2-Do you enjoy listening comprehension sessions ?(enjoy means feel happy)

هل تستمتعون بحصص السمع

Yes

No

-If, no! Why ? لماذا

Because , it is : (Choose one option) لأنها

Difficult صعبة

Boring مملة ☹️

Unimportant غير مهمة

3-Which of the following , do you prefer “to listen to”?

من بين الاختيارات ماذا تفضلون أكثر

-Songs الاغاني

-Cartoons passages مقاطع رسومات

-Short stories قصص قصيرة

- Funny podcasts فيديوهات مسلية

4-When you hear (listen to)a passage , can you have an idea about what it is “talking about

عندما تسمعون مقطع بالانجليزية.هل تستطيعون فهم الموضوع?”

-Yes, I can نعم

- Depending on the topic حسب الموضوع -Not, at all

لا

- Some ideas but not all بعض الافكار فقط

5-Do you have difficulties (problems) in doing listening activities? هل عندكم صعوبات عند القيام

بتمارين السمع

-I Do , with help بالمساعدة

-Yes , always دائما

-Somehow نوعا ما

- No, at all لا

6 - Do you benefit from the listening session? هل تستفيدون من حصص السمع

-Yes, a lot نعم

-A little bit قليلا

- Not , at all أبدا

7-Does your teacher use videos , games or other materials when teaching you (I listen and I

do)? هل يستعمل معلمكم فيديوهات. العاب. أو وسائل تعليمية اخرى أثناء حصص السمع?

Yes نعم

No لا

Rarely قليلا

8-Were you exposed to the native speaker English? هل التقيتم من قبل بمتحدث انجليزي أصلي

Yes, I was نعم

Never لا

Appendix Two :

Middle School Teachers' Questionnaire

Here are some questions concerning teaching listening skill among middle – school pupils. This research is conducted by Ibn Khaldoun University students .The study serves academic objectives only. It is not a test so all your answers will be acceptable. We will be very happy for your collaboration because we are very interested in your personal opinions. Thank you very much for your help.

Section One: Teaching Performances

Part One : 10 questions

1-Do you like teaching English? Please , put a tick near to your choice

Yes , I do

Mmm !,no

Matter of job

2-How do you see teaching English as a foreign language?

Easy task

Challenging task

Difficult Mission

Motivating job-

3-Concerning Listening ,do you like to teach aural sessions?

Yes , I do

Obliged to do

No , at all

I enjoy to do

4-From your professional view, does **MASTERING listening helps to improve English language learning?**

For sure

Not necessary

Depends on the learner

5- Do you face problems during teaching aural classes?

Always

Sometimes

No , never!

Differ among classes

6--Do your students interact actively inside the classroom when it comes to study an“Aural”lesson? Please , put a tick

Good at receiving only

Weak at responding

Excellent listening behavior

Poor Interaction

Total absence of attention

Average at performing

7-As a teacher, you are a part of the Teaching-Learning process. Do you use any type of taped materials to improve your learners' listening skills?

- yes, i do

-In conditions

-I rarely do

-I never did

8 - Among those two types, which do you almost mostly adopt for your sessions ?

- Audio scripts
- Video scripts

9- Which type of exercises are mostly used to foster Listening Comprehension?

- Group_pair split
- Founded- missed word
- Summary assignement
- Fill in the gaps
- Correct mistakes
- Create own product

10- According to your experience, does real life situations differ from academic ones in terms of difficulty ?

- Absolutely
- Small difference
- No difference
- Wide difference
- Depending on the situations

Part two:

1- Among the four communicative skills, please classify them in order in matter of importance from your own experience. **Justify** your choice for the prior skill chosen first only !

| |
|---|
| Skills (Listening, speaking, writing or reading) |
|first |
| |
| |
| |
| |

Justification: Why.....comes first,.....

.....

2- As a 21 century model of an English language teacher. Do you follow the same method of teaching “**I listen and I do**” course as you were taught ?!

- I’m that creative model
- I’m guided by the curriculum
- I do follow
- Matter of planning (Conditions)

3- What does the following expression mean to you “**Qeen ear**” ? Please, give simple definition from an Educational perspective.

“**Qeen ear**” :

4-Does Mother Tongue use in EFL listening' courses affect pupils'interaction as a beginner learner ?

-Yes, it's an affective variable

-No, it doesn't matter

5-If yes, how?

.....
.....

6-When it comes to assessing learners' interactive performance development. I focus on:

-Points of strength

-Only outcome matters

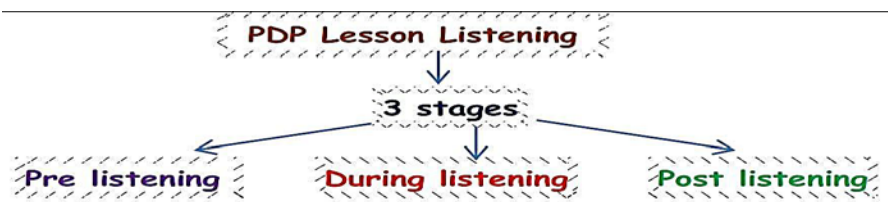
-Areas of weaknesses

- I follow a Criteria

Privacy Q:-Briefly describe a professional interaction in which your listening was not up to par.

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

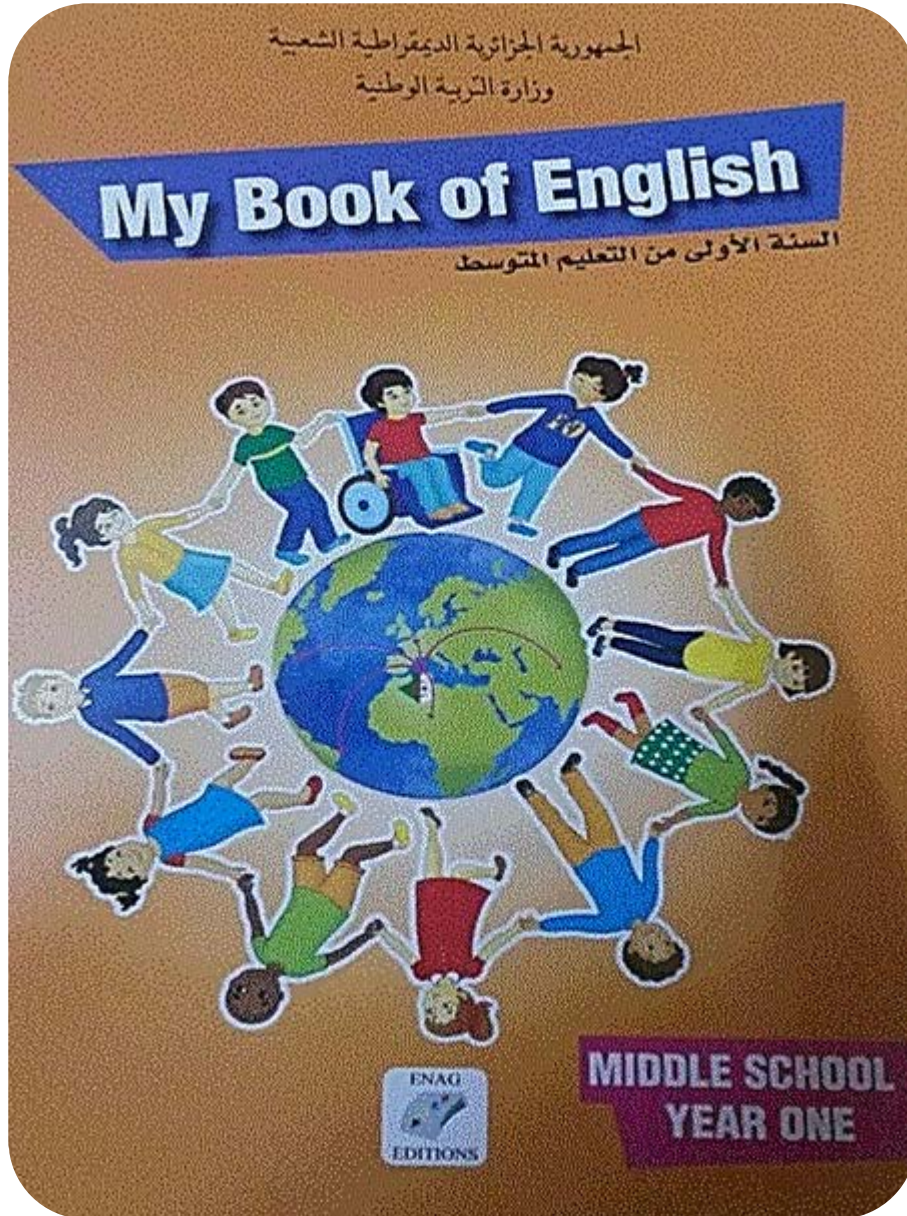
Figures from Internet:



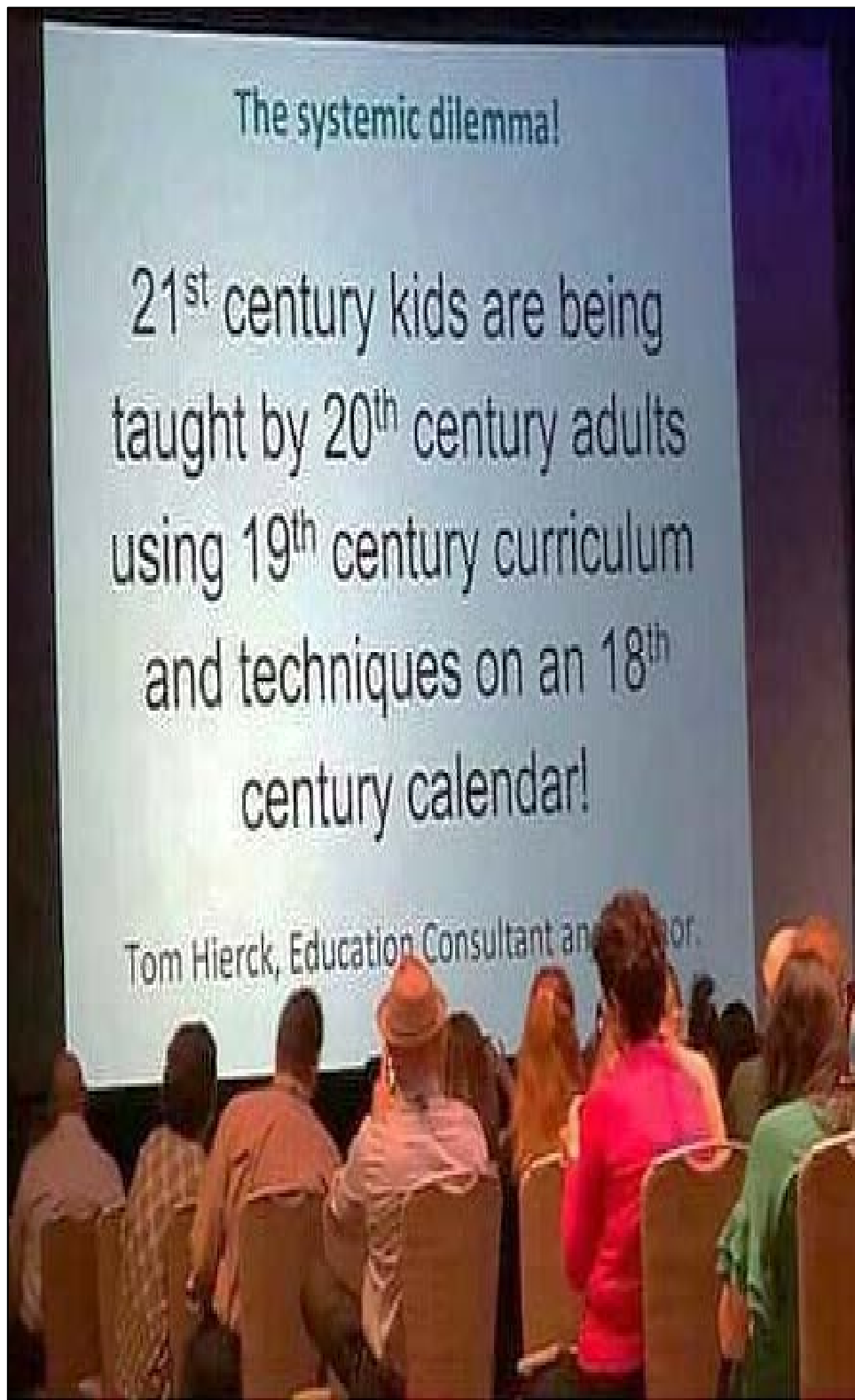
To teach "Listening Lesson" we need PDP frame work:

- ❖ What is PDP Listening lesson?
 - ❖ P = Pre-listening
 - ❖ D = During listening
 - ❖ P = Post listening

A schemma to Listening comprehension lesson, a pdp framework (plan)



¹ - <http://1am.ency-education.com/english-gen2.html>





Résumé :

Ce travail de recherche met en lumière l'importance que revêt la «compréhension à l'écoute» Malgré l'importance de l'écoute dans l'ensemble du processus d'enseignement de l'anglais langue seconde »,cette compétence ne reçoit pas l'attention comparée aux autres .En conséquence, les élèves ne sont pas motivés pour apprendre la compétence qui conduit à une faiblesse auditive comportement. L'objectif principal de cette recherche est de mettre en valeur les méthodes d'enseignement les plus efficaces.* matériels visant à améliorer la qualité de l'enseignement de l'écoute et à le développer auprès des débutants.

A côté de cela, c'est adopter pour un nouvel "enseignement innovant et créatif «Techniques et stratégies» pour améliorer les compétences auditives des apprenants. Afin de confirmer hypothèse selon laquelle les causes majeures pouvant être à l'origine de la «faible performance des apprenants» !. L'absence d'outils pédagogiques efficaces. Et cela peut être dû au type des tâches adoptées qui ne servent pas les objectifs du cours, car elles peuvent être liées à d'autres.

Cette enquête opte pour deux questionnaires. L'un consacré à la première année de élèves du collège Mihoubi A.E.K de Tiaret. Un autre questionnaire a été remis à pour les professeurs d'anglais de la même école. Les données sont rassemblées et analysées. par une analyse précise afin d'aboutir à des résultats d'étude clairs.

Les résultats montrent que les enseignants et les apprenants ont une attitude positive à l'égard de la méthodologie étudiée n'atteint toujours pas l'importance que cette compétence mérite «processus d'enseignement et d'apprentissage de l'anglais» .Ce travail peut ouvrir la porte à expérimenter de nouvelles méthodes permettant aux enseignants d'améliorer les capacités auditives de leurs apprenants, insensibiliser et développer leurs propres compétences d'écoute.

Mots Clés: Compréhension de l'écoute, insuffisance (carence) ,assistance(l'aide),barrières d'écoute, stratégies d'écoute .Efficacité.

ملخص

هذا البحث يلقي الضوء على أهمية أن فن تلقين ومهارة "لاستماع" تزن في عملية تعلم اللغة الانجليزية كلغة أجنبية. على الرغم من أهمية ادراج "تعليمية المهارة السمعية" في عملية تدريس اللغة الانجليزية برمتها، لا تزال هذه المهارة لا تحظى بالاهتمام لمقارنتها بالمهارات الأخرى. وبالتالي لا يتم تحفيز التلاميذ لتعلم المهارة التي تؤدي الى ضعف السوك السمعي. الغرض الرئيسي من هذا البحث هو استخدام أدوات تدريس الأكثر فعالية من أجل تحسين نوعية تعليم مهارة فن الاستماع وتطويره بين التلاميذ المبتدئين. إلى جانب ذلك هو اعتماد منهجية تعليم جديدة ومبتكرة ب"تقنيات واستراتيجيات" فعالة "لتحسين الكفاءة السمعية لدى المتعلمين. من اجل تأكيد فرضية ان من الاسباب الرئيسية التي قد تقف وراء ضعف أداء وتفاعل المتعلمين خلال جلسات السمع التعليمية هو عدم وجود ادوات تعليمية فعالة. كلمات مفتاحية : الفهم السمعي، نقص، مساعدة ، حواجز الاستماع ، استراتيجيات الاستماع، فعالية.