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INSTITUTE OF LETTERS AND LANGUAGES
DEPARTMENT OF ENGLISH**

**TEACHING THE LISTENING SKILL TO THIRD YEAR
STUDENTS OF ENGLISH AT THE UNIVERSITY OF
GUELMA**

**THESIS SUBMITTED IN PARTIAL FULFILLEMENT OF THE
REQUIREMENTS FOR THE DEGREE OF "MAGISTER" IN APPLIED
LINGUISTICS AND ENGLISH LANGUAGE TEACHING.**

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DEDICATION

To my parents, the light of my life, for their generosity and encouragement all

along my educational career

To my fiancé for his support

To my sister Naima and her daughters, to my best friend Mouna And my

cousin Mouna, to my brothers: Mohamed and Yacine.

To all my friends and relatives

To all those who sincerely love me

ABSTRACT

The aim of this research project is to identify some of the difficulties specific to the teaching of the listening skill, and to suggest some adequate techniques to develop this aural skill for the purpose of adequate communication. An investigation of the dominant theories in language teaching and learning was of vital importance as a reference in order to evaluate the current practice in relation to the officially designed objectives of the listening comprehension course. For this purpose, questionnaires were very useful in order to construct an expression of learners and teachers opinions, difficulties, and needs as well as to specify those tools to be used by teachers. We wish that this study will be beneficial to teachers of the "oral expression" module who are confronted with the teaching of the listening skill. We hope that it will provide teachers with some instructions to help third-year English students develop and improve their listening by offering them a description of some helpful techniques.

ABBREVIATIONS AND SYMBOLS USED

1. A: Answers
2. CA: Communicative Approach
3. E.F.L: English as a Foreign Language
4. GTM: Grammar Translation Method
5. lab: Laboratory
6. L1: Mother Tongue
7. L2: Second Language
8. N.A: No answer
9. Nbr: Number
- 10.P: Page
- 11.Q: Question
- 12.T: Teacher
- 13.S : Student
- 14.% : Percentage

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INTRODUCTION

1. Statement of the problem
2. Hypotheses
3. Structure of the dissertation

INTRODUCTION

1. Statement of the problem:

The subject under investigation is the result of personal interest. Being in the domain as a new teacher at the English department of the University of Guelma, I was curious to know how was the listening skill taught. I found out that there were no specific courses for teaching listening but it was done within the "Oral Expression" course. Furthermore there was no official program; the materials and methods used were not based on a planned curriculum but rather depended on personal investment and the choice of the teacher. Listening, then, is probably the most neglected of the major language skills, causing problems that would frustrate and discourage the learner. The need for a methodology along with some consideration of the status of the aural skill to improve the teaching of the listening skill appeared to be necessary.

2. Hypotheses:

Since the teaching of the listening is skill dealt within the "Oral Expression" course, the teachers of this module at the English department of the University of Guelma would pay more attention to improving listening if they were given a detailed framing of the course and appropriate pedagogical materials together with a revised methodology.

We hypothesize that if our students develop their ability to listen accurately they will be much more able to reproduce accurately, refine their understanding of grammar and develop their own vocabulary.

We also hypothesize that our students will be able to communicate with speakers of English as well as to derive pleasure from the language through movies, television, radio, records and so on, if they have the skill of comprehending spoken English.

3. Structure of the dissertation

The teaching of the listening skill is too vast and too complex a subject. Thus we limited our study to third year English students of the University of Guelma, and do not pretend to present a new theory or to make any generalization.

After a general Introduction, in Chapter One we will try to review a few teaching methodologies of the English language in order to show the importance given to the listening skill.

Chapter Two deals specifically with the listening skill within the "Oral Expression" module. It stresses the importance of listening and how it is actually taught.

Chapter Three is concerned with third year English students; it aims at determining their background, motivation, needs, and problems, as well as their opinions about the teaching of the listening skill. This is realized through a questionnaire administered to a group of thirty two students and this could serve as the starting point of our practical work.

A fourth Chapter deals with the teachers of Oral Expression. It is an analysis of a questionnaire mainly administered to identify their qualifications, methodology, strategies and the problems they face when teaching the listening skill.

The last Chapter, before the Conclusion, provides suggestions of some strategies and pedagogical activities for the teaching of listening comprehension.

4-methodological procedure:

The tools used to collect data for this study are questionnaires that were administered to thirty-two third year English students (two groups out of four), and to all the teachers of the department in charge of the course of Oral Expression. The analysis of these questionnaires would allow us to discuss some of the issues related to the topic and set realistic objectives based on the available human and material means.

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CHAPTER ONE

LANGUAGE APPROACHES AND METHODS AND THE LISTENING SKILL

1. Introduction:

In this chapter we shall first define three terms that will be used frequently all along; these terms are: "Approach", "Method" and "Technique". Then we will try to review some of the traditional and contemporary methods and the way they deal with the Listening skill.

2. Definition of Approach, Method, and Technique:

2.1. Approach:

According to Anthony (1965), an Approach refers to theories about the nature of language and language learning that serves as the source of practices and principles in language teaching. In other words an approach provides a model of language competence.

2.2. Method:

Generally speaking a method is the way of doing something. Thus a teaching method is the practical realization of an approach, i.e. the way language is taught to the learner. Anthony defines it as an overall plan for an orderly presentation of language material.

2.3. Technique:

A technique is the concrete application of an approach. It is realized by the use of supports such as tapes and videos; the language laboratory...An appropriate technique is highly dependent on the teacher's capacity.

3. Language Approaches and Methods and the listening skill:

Teaching foreign languages is not actually new; it has been done formally for centuries. However, during all this time, it seems that the listening skill has not received great importance and attention until recent times when the theory on the nature of language and language teaching has changed towards more communicative proficiency.

Through time, many educational institutions of many countries see the need for developing foreign languages and especially the teaching of those said to be of "broad communication" (English, Spanish). Teaching English nowadays, either as a second or a foreign language, is an international phenomenon. All nations felt the need for investigating and developing an appropriate methodology in order to teach English or use it in one form or another. The teacher- to be will discover a great diversity of methods succeeding one another and tending to deny the validity of each other.

Let us try to review briefly some basic teaching methods which marked the development of teaching a foreign language.

3.1. Traditional Approaches and Methods:

3.1.1. The Grammar translation approach:

This is one of the earliest teaching methods, and it was used for the teaching of classical languages (Latin and Greek). This method was in fact known in the United States as the Prussian Method. Grammar Translation dominated European and foreign language teaching from the 1840s to the 1940s and is still widely used in its modified form in some parts of the world today. As far as this method is concerned the goal of foreign language study is to read literature through a set of grammar rules which have to be learnt along a list of vocabulary and texts of different types for translation into and out of the target language. Language learning is then viewed as merely memorizing rules and facts in order to understand and manipulate the foreign language. Stem stated that:

"the first language is maintained as the reference system in the acquisition of the second language"

(Stem 1983:455)

No systematic attention is paid to speaking and listening which were used only to accompany the written texts to be analyzed and to provide models for oral reading.

This method focused on the written language and students' accuracy in translation at the expense of oral language and real communication. As Howatt said:

"the high priority attached to meticulous standards of accuracy which,

as well as having an intrinsic moral value, was a prerequisite for passing the increasing number of formal written examinations that grew up during the century"

(Howatt 1984: 132)

However, with the increased opportunities for communication among Europeans these short comings gave rise to many critics and rejections of the Grammar Translation Method.

3.1.2. The Direct method:

The reaction to the Grammar Translation Method in the late nineteenth century led to the development of the idea that learning a foreign language is much more like learning one's mother tongue.

Reformers argued that the use of translation of was not required for the teaching of a foreign language. This introduced what came to be known as the Direct Method, which was approved in France and Germany at the turn of the century, and became widely known in the United States.

In the Direct Method listening was used (in language instruction) as a means of developing oral communication, which was organized around question-and-answer exchanges in small classes, and the meaning was shown through objects, pictures or association of ideas. The idea was to develop principles for language teaching out of naturalistic principles of first language acquisition.

It was also assumed that through constant contact and direct use of a second language, the learner will acquire the grammar automatically; grammar then was taught inductively and through practice situations. Extensive listening

and imitation were practiced to reach certain automatisms. These principles are summarized in the following guidelines:

Never translate: demonstrate

Never explain: act

Never make a speech: ask questions

Never imitate mistakes: correct

Never speak with single words: use sentences

Never speak too much: make students speak much

Never use the book: use your lesson plan

Never jump around: follow your plan

Never go too fast: keep the pace of the student

Never speak too slowly: speak normally

Never speak too quickly: speak naturally

Never speak too loudly: speak naturally

Never be impatient: take it easy

(Cited in Titone 1968:100-1)

This method was successful in private schools, but was difficult to implement in public ones. It failed to realize the expected results since it required a teacher who is fluent in the language taught and depended largely on his native-like fluency in the foreign language, which was not the case of all teachers in such a way that their level of proficiency allowed them to adhere to the principles of this method. And it was time consuming, since the foreign language was taught through demonstration and not given in mother tongue.

3.1.3. The Audio-lingual method:

The Audio-lingual Method or the Army Method is based on the

Structuralist and Behaviourist ideologies, which state that humans could be trained through a system of reinforcement or stimulus-response pattern. This method is the product of World War Two, which created the need to send large number of American servicemen who were fluent in German, French, Italian, Chinese and other languages all over the world. It was necessary to provide these soldiers with at least basic verbal communication. Thus the Army Specialized Training Program was established in 1942, and implemented in fifty-five American universities.

Like the Direct Method, the Audio-lingual Method encouraged the teaching of a language directly, without using the students' native language. However, the Army Method didn't focus on teaching vocabulary, but, drilled the student in the use of grammar. According to some scholars, learning structure or grammar was the starting point for the student. Priority was given to oral and aural skills by intensive oral drilling of the language basic sentence patterns.

"It is these basic patterns that constitute the learner's task. They require drill, drill, and more drill, and only enough vocabulary to make such drills possible"

(Hockett: 1959).

Lessons in classroom focus on correct imitation, and this means that the teacher would present a sentence model and the student would have to repeat it. No clear grammatical instructions are given; it is then, a matter of repetition and memorization of the model.

By the late of 1970s, the principles of the method were questioned by many linguists such as Rivers, who pointed out the shortcomings of Structuralist and Behaviourist psychologies in language learning. The Audio-Lingual Method was thus deprived of its credibility and effectiveness, and it continued to gain

criticism at the hands of Harmer who stated that:

"audio-Lingual methodology seems to banish all forms of language processing that help students sort out new language information in their own minds".

(Harmer 2001:80)

3.1.4. The Audio-visual method:

This method was developed in the 1950s in France at the Centre de Recherche et d'Etude pour la Diffusion du Français (CREDIF) by a team of educators.

The audio-visual method is based on the spoken language since, it seeks to enhance the ability to communicate and create linguistic habits. It also enables students to encode and decode oral utterances by training and sound perception.

The language laboratory serves as a support for memorising the lessons i.e. once the learners' ear is sufficiently trained for the correct perception of foreign sounds, the laboratory becomes a sort of "sound library". The lesson begins with the presentation of the filmstrip and the tape which complement each other and constitute a semantic unit. In the second phase the teacher explains the meaning using demonstration, selective listening, question and answer. At this stage limiting L1 interference is obligatory. In the third phase, the recordings (tape and filmstrip) are repeated several times for memorization. In the next stage, i.e. the developmental phase, the students are asked to produce good imitation. It is supposed to be a first step towards a more personal mastery of L2.

As in the audio-lingual method, reading and writing are delayed, whereas communication is considered as the primary function of language.

In Algeria, where certain factors do not encourage the presence of British or American teachers, the use of video and audio tapes has become the only source of exposure to native speakers of English.

3.2. Contemporary Approaches and Methods

3.2.1. The Communicative approach:

It is an approach to foreign language teaching which focuses on the learner's ability to use the language appropriately in specific situations. As far as this approach is concerned, the goal of language teaching is to develop what Hymes (1972) referred to as "communicative competence", i.e. what a speaker needs to know in order to be communicatively competent in a speech community.

Hymes (1972) explains that a person who acquires a communicative competence acquires both knowledge and ability for language use with respect to what follows:

- ".....1. whether (and to what degree) something is formally possible;
- 2, whether (and to what degree) something is feasible in virtue of the means of implementation available;
3. whether (and to what degree) something is appropriate in relation to a context in which it is used and evaluated;
4. whether (and to what degree) something is in fact done."

(Hymes 1972:

The communicative approach developed as a reaction against both the grammar translation method and the audio lingual methods since they did not sufficiently stress the communicative uses of a language.

One of the main challenges of this approach is to interrelate the functions of language with the correct use of structures, that is, to combine communicative fluency with formal accuracy.

Moreover the learner is the center of the learning process, he derives the rules, practices the language, and the teacher is the guide or the organizer of classroom activities which are designed to emphasize tasks that involve the exchange of information, and activities in which students listen to different types materials and then communicate their content to others in the class.

Although this approach gives language learners the opportunity to communicate and exchange their ideas and develop their listening and speaking skills, there is a possibility of not covering all the areas of grammar when they are only taught through functions and notions.

3.2.2. Total Physical Response (TPR):

Total Physical Response is a method of language teaching developed by James Asher, a professor of psychology at San Jose State University, California. TPR stresses the importance of understanding and acting upon a sequence of instructions. This method is derived from several traditions, including developmental psychology, learning theory, and humanistic pedagogy, as well as on language teaching procedures proposed by Palmer 1925.

Total Physical Response is linked to a movement in foreign language teaching named ‘the Comprehension Approach’, because of its emphasis on developing comprehension skills.

In the introductory stages of learning, language, simple orders, instructions, and commands are given which require action or ‘physical response’ on the part of the learner. The method stresses the importance of aural comprehension and of learning by doing. In this sense Palmer claimed that:

“ no method of teaching foreign speech is likely to be economical or successful which does not include in the first period a very considerable proportion of that type of classroom work which consists of the carrying out by the pupil of orders issued by the teacher”

(Palmer and Palmer, 1959: 39).

3.2.3. The Silent way:

It is the name given to a method of language teaching developed by Caleb Gattegno. One of the most remarkable characteristics of this method is the behaviour of the teacher who, rather than involving into conversation with the students, says as little as possible and encourages students to produce as much language as possible. This is because of the founder of this method, believes that learning is best facilitated if the learner discovers and creates language rather than remembering and repeating what has been taught, and by problem solving.

“If the use of associative mediators produces better retention than repetition does, it seems to be the case that the quality of mediators and students’ personal investment in them may also have a powerful effect on

memory”

(Stevick, 1976: 25)

The Silent Way makes use of gesture, mime, and particularly color charts and the colored cuisinaire rods, which developed mainly of Gattegno's experience as an educational designer of reading and mathematics materials.

In the silent way "the silent way teacher's strict avoidance of repetition forces alertness and concentration on the part of the learners"

(Gettegno, 1972:80)

Repetition (as opposed to silence) "consumes time and encourages the scattered mind to remain scattered"

(Gattegno, 1976)

In the early stages the learners talk intensively using simple, controlled vocabulary, then construct more complex structures with the relative silent of the teacher, the aim being to make the learners independent and to be both learners and teachers in that they have to interact with each other, to be problem solvers, to rely on themselves as individuals and on the group. Moreover students must learn how to correct and be corrected by each other, and to be self-evaluator. It is up to the student to decide on what role is most appropriate to a given situation.

The silent way is a learner centered method, which aims to put into practice a method of learning how to learn, but is it possible for all learners to assume alone the responsibility of their learning?

3.2.4. Suggestopaedia:

Suggestopedia is an approach to language learning developed by a Bulgarian psychiatrist-educator Georgi Lozanov. It is based on specific learning recommendations derived from suggestology, the science of suggestion, which Lozanov considered as of permanent presence as he stated:

"There is no sector of public life where suggestology would not be useful"

(Lozanov, 1978: 2)

This science is also described as a "science...concerned with the systematic study of non rational and/or no conscious influences" that human beings are responding to.

(Stevick, 1976: 42).

Suggestopaedia tries to use the power of these influences and redirect them in order to optimize learning. The most noticeable characteristics of this teaching method are the decoration, furniture and arrangement of the classroom, the use of relaxation exercises designed to remove any anxieties on the part of the learner which act as blocks to learning. The exercises include the use of music, visual images, and rhythmic patterns as well as dialogues and translation practice in relaxed settings (It sees physical surrounding and classroom atmosphere as of vital importance).

Moreover Suggestopedia stressed the authoritative behaviour of the teacher, since people remember best and are most influenced by information coming from authoritative person. Where as no attention is paid to a student's grammatical errors.

The affective filter is lowered, thus enhancing learning and this thanks to hypnosis, subliminal messages, meditative relaxation, guided imagery, and soft slow-beat music and yoga exercises.

The emphasis on lowering the affective filter is now accepted as an important part of all teaching. Music is frequently used in classes too, though not necessarily in the ways of the type that Lozanov recommended.

Following Lozanov suggestopedic methods, teachers need to be skilled in singing, acting and psychotherapeutic techniques, which is not the case of all teachers.

3.2.5. The Natural approach:

It is a general term for an approach to language learning. It was developed in the United States in 1977, by a teacher of Spanish in California who proposed a "new" philosophy to language teaching which he called "Natural Approach" (Terrell 1977; 1982:121). This approach is strongly linked to the "communicative approach" and is humanistic in orientation. The Natural Approach emphasizes exposure, or input, rather than practice, in order to develop the learner's communicative ability, which Krashen and Terrell see as the primary function of language. They stated that the Natural Approach

"is similar to other communicative approaches being developed today"
(Krashen and Terrell 1983: 17).

Thus they consider the order of presentation of skills from listening, speaking, reading, and writing as the normal followed when learning a foreign language.

3.2.6. The Eclectic approach / method

Eclecticism emerged as a synthesis of the series of theories mentioned above. It is based on the assumption that there is no method which is comprehensive enough to meet the needs of effective teaching and learning. It combined what, from earlier practical experience, had proved to work out well in a class. According to this approach it is important for the teacher to combine several techniques of more than one method:

"to what he feels appropriate for the class he is teaching and their particular needs"

(Rivers 1981)

According to Rivers:

"The best type of eclectic teacher is imaginative, energetic and willing to experiment. As a result, his lessons are varied and interesting"

(Rivers 1981)

This approach, also called Multiple Line of Approaches, does not recommend certain principles or reject others. It rather welcomes any technique and strategy which could serve best the teaching/learning situation. It highly relies on the teacher' appreciation.

4. Conclusion:

It is obvious that the kinds and levels of language proficiency shifted-as time elapsed- from the teaching of the structures of language to its communicative approach. Therefore, the listening skill needs to occupy a much larger amount of time and importance than it did in the past, since contemporary methodologists agree on its great effect in the development of the other skills and communication in general.

We have tried to show that all methods and approaches have strengths and weaknesses, and no one is comprehensive enough to meet the need of effective teaching and learning.

The best method is the one which serves best the learner's needs and teaching/Learning situation. That is why most language teaching programs operate from a basis of informed eclecticism rather than by attempting to focus on a specific method.

CHAPTER TWO:

THE LISTENING SKILL

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CHAPTER TWO :

THE LISTENING SKILL

1. Introduction:

Actually, language mastery is a quite complex concept. Anyone who wants to use language well has to develop a number of different abilities. In the most general way we can identify four major skills namely; listening, speaking, reading and writing.

Third year students are supposed to be qualified enough to attend the courses and understand different audio-messages. But this is not actually taking place; both students and teachers are still facing problems.

In this chapter we will discuss some of the issues encountered when teaching the "Oral expression" module, and more exactly, the listening skill.

2. The "ORAL AXPRESSION" module:

After the end of World War Two, serious consideration of the spoken language and communication started. Horizons of most TEFL teachers have changed: students are not only taught to pronounce and to utter written sentences but they are given extra opportunities to develop their oral-aural skills and improve their performances in English proficiency since:

"he will find in speech an outlet for his emotions, a means of presenting and defending his opinions, a way of making

himself a part of vocational or social group, and a basic tool for all his school work His speaking. . .will be a part of his total personality and will help those who observe him—his parents, companions and teachers—to understand his actions"

(In Mildred A. Dawson and others 1963:202)

From this quotation present-day university lessons in oral expression combine the listening and speaking skills and aim at giving students the chance to speak, express their feelings, exchange their ideas, as well as to tell about their experiences. Moreover these lessons are designed to enable students to build up variety of lexis and register and improve their capacities and strategies in using the target language. It prepares students for their teaching career.

"Oral Expression" is undoubtedly a fundamental module in teaching English as a foreign language. For the first-year English students, conversations, discussions, instructions and explanations are the basic tasks. Later on more formal expressional activities are introduced like debates, reports, role-play, story telling... etc.

The teachers of this module believe in its efficiency, but it is a real headache. Many practical problems appear when the subject matter is the spoken language. What is the appropriate form of language to teach? How to select the listening materials? How to provide them? How important is pronunciation? The list of problems is long which puts the conscientious teachers in disadvantageous position.

3. On the teaching of the listening skill:

"The role of listening comprehension in the L2 acquisition process is extremely important in the development of speaking abilities. Speaking feeds on listening, which precedes itif one cannot understand what is said, one is certainly unable to respond"

(Kang, Shumin 1997)

"Developing adult EFL students speaking abilities"

The listening and speaking skills in the university are combined together in a single course called "Oral expression module". Unfortunately, the teaching of the listening skill is not actually given as much importance as it should be. It is rather left to a position of secondary consideration. This is due to ,first, the prominence given to what is referred to as productive skills(speaking, writing) at the expense of receptive ones(listening, reading), and second, to the different problems and difficulties encountered when teaching this skill. In our institute the absence of the appropriate teaching materials and the trained teachers in this field reflects the neglect of the listening skill. Teachers in the language laboratory consider listening as a supportive skill that reinforces speaking, but not as a skill on its own.

4. Component skills of listening:

We can classify the subs-skills of listening into:

4.1. Perception:

At this level there is recognition of the elements of the language (phoneme phonemes sequences), then discrimination of strong and weak forms of the reduction of unstressed vowels of the modification of sounds or words. In other words we need to recognize assimilation i.e. the linguistic process leading to the disappearance of word boundaries.

The third aspect of perception is the identification of the use of stress and intonation in connected speech, and meaning of words affected by these aspects.

The fourth element is the identification of coherence devices which enables the listener to derive the appropriate meaning as well as the detection of pauses, hesitation, false starts and connections.

4.2. Interpretation:

This level includes first, an interpretation of the proportional sense of the speaker's utterance i.e. deducing the meaning of unfamiliar elements and inferring information not explicitly stated by the speaker through filling in omitted information.

The second is the conceptual framework that links utterances together i.e. distinguishing the main points from supportive details, constructing the message from different parts and predicting sub-sequent parts of the discourse, and the possible intentions of the speaker; identifying the context where he produces his utterances, the relationship between the listener and the speaker, recognizing changes in stress, intonation, pauses, which suggest the intention of the speaker.

The interpretation of the utterances requires the knowledge of the situation as well as our knowledge of the world

5. The importance of listening comprehension:

Listening comprehension is a very complex process. It has become the basis of many theories of second language acquisition. Current studies of adults' use of the four communication skills found that 45% of their time is spent in listening, as compared with 30% in speaking, 16% in reading and 9% in writing.

According to Rivers (1981):

"Speaking does not of itself constitute communication unless what is said is comprehended by another person. teaching the comprehension of the spoken speech is therefore of primary importance if the communication aim is to be reached"

(Rivers, 1981, p: 22)

Listening comprehension then is felt to be of great necessity for the oral proficiency. Speaking skill is not appropriately developed unless listening skill is developed as well.

In spite of the fact that recent studies stress the role of listening comprehension in second language teaching and learning, many FL teachers still do not consider it in L2 acquisition. Thus, we unfortunately, found that third year English students who were expected to be qualified enough to comprehend and produce English accurately are not, because they are not prepared from the start to understand the speech of native speakers of English and the aural skill is

not given the importance it deserves in our department due mainly to the lack of teaching media and teachers' training.

6. The teaching of the listening comprehension:

"Listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning"

(Howatt and Dakin 1974)

Willis (1981:134) lists a series of component skills of listening, which She calls enabling skills. They are:

- Predicting what people are going to talk about
- Guessing at unknown words or phrases without panicking
- Using one's own knowledge of the subject to help one understand
- Identifying relevant points; rejecting irrelevant information
- Retaining relevant points (note-taking, summarizing)
- Recognize discourse markers, e.g., well; oh, another thing is; now, finally; etc
- Recognizing cohesive devices, e.g., such as and which, including link words, pronouns, references, etc.
- Understanding different intonation patterns and uses of stress, etc which give clues to meaning and social setting.
- Understanding inferred information, e.g., speakers' attitude or intentions.

Oral comprehension is essential to all interaction; it is the ability to comprehend what others are saying whatever its origin. It could be a lecture, an audio or video tape, a conference and so on. Listening is then a receptive and an active skill since the listener does not only receive utterances but also tries to decode and interpret the message.

In our department, third year students have one session of "Oral expression" module (1 hour 30mn) per week, with which the time allocated to listening is condensed.

It is up to the teacher to manage his time and separate these two essential skills. Unfortunately, the majority of the teachers focuses on the teaching of the speaking skill at the expense of the listening one because (as we have already mentioned) the latter requires specific pedagogical materials, and trained teachers which is not the case of our universities.

Listening comprehension is still taught according to its traditional method, which starts with pre-listening activities also called warming up, where students bring anything relevant to the topic and activate their schemata. Then comes the while listening activity which aims at helping students to catch the necessary information to reach an overall comprehension. This stage is followed by the post-listening activities that allow an immediate feedback. This stage is characterized by answers to different types of questions and checking what went right or wrong with them.

This traditional method (of teaching listening comprehension) followed by the teachers gives rise to the question of whether teachers are teaching or testing listening by doing so. Later on we will suggest slightly modified methodology for the teaching of the aural skill.

We should note that for the case of Algeria, English is never heard outside the classroom, and the teachers talk represents nearly, the only example of discourse. Therefore, we teachers are expected to provide our students with a right pronunciation, as well as a good diction, style, structures. .. etc.

7. Extensive and intensive listening:

The teachers can use the language laboratory to improve and develop their students listening skills and make them benefit from useful language input. To do so, they must combine extensive and intensive material and procedures. In this sense, Harmer stresses the importance of listening to both kinds since:

"It provides the perfect opportunity to hear voices other than the teacher's, enables students to acquire good speaking habits as a result of the spoken English they absorb, and helps to improve their own pronunciation"

(Harmer, 2001:228)

7.1. Extensive listening:

It is the kind of listening where students are encouraged to choose for themselves their own materials and to do it for pleasure. It is something done in a relaxed way, not concentrating on every single word. It is generally practiced outside the classroom, in the students' home, car ...etc. in such conditions of listening we find that students are highly motivated as they make their own choice about what they want to listen to.

The language laboratory of our university will be the best place to practice extensive listening. But, unfortunately this is very far from what's happening because of the unavailability of extensive listening materials. The department does not afford a variety of materials and the FL teacher can simply try to get them from his own sources (recordings from radio and television, recordings of some native speakers he may meet) which is impossible to fit all students orientation (different topics, levels and genre).

Variety of materials provides students with different topics, different kinds of language, different dialects and styles.

In addition, with extensive listening, students find themselves free from any engagement to overcome linguistic difficulties, and to pay more attention to language and content.

The most apparent advantages of extensive listening, is that students will acquire more linguistic knowledge which will resolve many of their difficulties and will get better at listening activities in general.

7.2. Intensive listening:

It is the kind of listening that students practice for a particular aim. They have to pay great attention because they try to remember information, instructions and answer some questions.

This is perhaps the most used type of listening practice in classrooms because it is easier to apply on large classes like ours. The passages used contain more concrete information, and often are not easy for the students to understand from the first time.

Intensive listening demands more efforts from the part of the students because they are challenged to develop their listening skills and increase the knowledge of language. The passages used are generally short and need to be replayed to give the students the opportunity to get control over their content. Unlike for the extensive listening, the teacher has a crucial role to guide the different listening activities.

7.2.1. Live listening:

It is a very popular way to achieve genuine communication. The teacher talks to the students in the class without barrier. This has obvious advantages since the students can interrupt the teacher and ask for repetition and clarification. Above all they can see who they are listening to.

Live listening can be done through:

- **Reading aloud:**

When the teacher performs it with pleasure and conviction, it becomes an enjoyable activity. So the students can benefit from a clear spoken language of the written texts or dialogues.

- **Story-telling:**

Stories represent an excellent listening material. The teacher is best placed to tell stories. At any time the students can be asked to predict the end of the story or give comments on it.

- **Interviews:**

It is a very motivating activity. The students prepare their own questions (rather than adopting other people's questions) and ask them to a visitor or their classmate. Therefore, they will listen to the answers with more attention.

- **Conversations:**

If the teacher can have another person with him inside the class (a colleague or a visitor), the students can have the opportunity to watch and listen to the conversation they hold.

7.2.2. The role of the teacher:

As for the rest of the teaching activities, listening too needs an active teacher who creates the student engagement to the listening tasks. This teacher should try to motivate and help students listen better rather than testing their listening capacities.

The roles can be listed as follows:

- **Organizer:**

One of the leading responsibilities of the teacher is to build the student confidence. Teachers must tell students what their listening purpose is, to be organized and give clear instruction.

- **Machine operator :**

For not wasting much time we need to be in possession of the way we use the tape player. We must know when to start, stop and repeat the tape. In live listening the teacher is the tape or the machine, so he must observe the students with great care to adjust himself according to their needs.

- **Feedback organizer:**

At the end of the task the teacher should allocate time to check how successfully the students have completed the task. We may first let the students compare their answers in pairs and then ask for answers from them. Students may enjoy this collaboration since by sharing their knowledge they are also sharing their responsibilities.

- **Prompter:**

After the listening comprehension purpose is achieved, we can make the students listen to the tape again to notes a variety of language and spoken features.

8. Some listening difficulties in L2:

Listening to L1 is very far from listening to L2. Most learners will agree on the fact that the former is easier than the latter for many reasons. Michael Rost (1994) presented four difficulties for the development of L2 listening.

8.1. Motive:

We learn our first language for self expression and comprehend new ideas and relationships. We have already made association of different concepts with their words, and express ourselves with our native language; therefore the two major motives to acquire L2 are accomplished and are likely to be less encouraging. This is due to cognitive and social development. Rost (1994) states that the primary difficulty in L2 listening is "developmental".

8.2. Transfer:

Defined as a psychological problem, it is the process of using knowledge from one concept to another. The second language is always associated with the first one. Therefore L2 can never be actually learned.

In addition to psychological transfer, social transfer can also make L2 listening more difficult. Societies differ greatly in culture and the weakness of the students' cultural background such as greetings, congratulations in weddings, ordering in restaurants and so on represents a serious problem for L2 listening.

8.3. Input:

As opposed to L1 input which does continuously come from caretaker language to meet the child interest, L2 input is not available for most students, and it is not easily obtained unless they "develop the social strategy of making friends who will provide them with the right kind of language input"

(Rost, 1994: 136)

8.4. Neurological development:

Another problem of L2 listening included by researchers is biological. Rost states that:

"Alter the ages of twelve or so, certain processes are completed in the brain's development and this often prevents learners from processing new linguistic sounds fully"

(Rost, 1994: 136)

This period known as the "critical period" or "sensitive period" is characterized by the completion of some neurological processes in the brain which increases the students' difficulties in assimilating new linguistic sounds.

9. The status of the language laboratory:

It is obvious that the language laboratory is an effective tool for the development of the listening skill and communication in general. It can offer certain facilities for teachers to assist their students to listen appropriately and effectively to different native models: listening to lectures presented by a native speaker, live dialogues, or natural and informal discussions. It also presents the target language with all its features of phonology, semantics, syntax and variations.

Unfortunately, the students of English of the University of Guelma do not benefit from these advantages. Right, the department has two laboratories, an old and a new one, the former can't afford such facilities, whereas the latter which is well equipped is still not used because of the high quality of the

materials and absence of training for both teachers and learners. Becoming ineffective, the status of the language lab and its contribution to the teaching/learning process may be questioned.

10. Conclusion:

The discussion of this chapter indicates that the teaching/learning process of the listening skill is of great interest.

Listening comprehension has been proved to be of crucial importance for the development of communication and the other skills, particularly speaking. Unfortunately third year students do not benefit from the necessary time for the listening activities. Also the department can not afford the appropriate teaching materials and teachers lack experience in this field. Otherwise, students will develop fluency, autonomy and confidence.

CHAPTER THREE:

THIRD-YEAR ENGLISH STUDENTS

AT THE UNIVERSITY OF GUELMA

1- Introduction

2. Sampling

3. The student's questionnaire

3.1. Description of the questionnaire

3.2. Analysis of the results

4. Conclusion

CHAPTER THREE

THIRD-YEAR ENGLISH STUDENT AT THE UNIVERSITY OF GUELMA

1. Introduction:

In this chapter we will deal with third year English students to investigate their learning process and how they receive the language. It also aims at identifying their difficulties and needs concerning the listening skill. For this purpose we administered a questionnaire to 32 third- year licence students of English.

2. Sampling:

Because of time, quality and the reliability of our study, and to avoid any scope for bias, it was necessary to select a representative sample in an objective way.

The method followed was Random Sampling for the objectivity of the questionnaire. The questionnaire was distributed to two groups out of four. So we do not pretend to make inferences about the target population but instead of the survey population.

3. The student's questionnaire:

3.1. Description of the questionnaire:

This questionnaire is made up of three sections:

Section 1: (Question 1 to 3)

This section seeks general information about the students; their age, type of baccalaureate they hold... etc.

Section 2: (Questions 4 to 8)

The problems and difficulties encountered by the students when listening to the English language.

Section 3: (Question 9 to 16)

Students' opinions and suggestions towards the teaching of the listening skill are investigated in this section.

3.2. Analysis of the results

Section 1:

Q1: Age distribution.

The age of our students is a very important factor in the process of language acquisition, and in our decisions in how and what to teach. People of different ages have different needs, competences, and cognitive skills. Young people are expected to learn any foreign language faster than old ones who have many barriers to learning because their intellectual powers may diminish with age.

Age	20	21	22	23	27	N.A
Nbr .of S	07	10	08	04	03	00

Table 1: Age of the students

We notice that third year university students have approximately the same Age i.e.: 20-23. Only three are of 27 years old for unknown reasons. This helped us in the feasibility of the study allowing no discussion of problems growing out of age differences as well as minimizing the bad effects of past learning experiences.

Q2: Please, specify the type of baccalaureate you hold?

It is just to form an idea about the students. Their studies were not really different from one another since they followed approximately the same program during their early studies, which will not affect their coming ones.

Type of baccalaureate	literary	scientific	Islamic	N.A
Nbr.of S	24	05	03	00

Table 2: Type of baccalaureate

75% of third year students come from literary classes. The remaining informants come from scientific and Islamic sciences classes with different background in English. But this doesn't seem to have an influence on the L2 learning process.

Q3: studying English was:

- a personal choice
- Imposed by administration
- Imposed by your parents

options	personal	administrative	parental	NA
Nbr.ofS	29	02	01	00

Table 3 : Free or imposed choice of study English

90.6% of students personally choose to study English which justifies their high motivation to study English. 6.2% were directed to English studies by the administration and only 3.1% were influenced by their parents. Thus most students could show a degree of confidence and a willingness to take risks for the sake of learning. It is accepted that motivation is essential to success in that we have to want to do something in order to succeed at it.

Section 2 :

Q4 : How often do you work in the language Lab?

Frequency	once a weak	Twice a month	NA.
Nbr. of S	26	06	00

Table 4 : Frequency in the lab

81.25% of the students who are exposed to English language once a weak in the lab do not seem to be content with the time allocated to the language lab and think that it is not sufficient. There is a lack of listening practice.

Q5: Do you think the lab is useful?

There is no doubt that the language laboratory remains the most suited teaching aid for the students' aural skill and the teaching of listening comprehension. It can offer to teachers certain facilities to help their students to listen effectively and understand the spoken language as well as speak the foreign language he is studying. The laboratory teaching materials are the major aid for the development of the students' listening skill

options	YES	NO
Nbr.of S	27	05

Table 5: Usefulness of the laboratory

84% of the students believe in the efficiency of the language lab. This confirms the fact that it is an indispensable tool for improving the teaching of the listening skill.

Q6: do you understand the recorded texts?

Recorded texts are very useful in that they give students the opportunity to listen to different types and varieties of the target language. They also provide them with different real life speech situations.

Options	Yes	No
Nbr.of A	28	04

Table 6 : Students' understanding of the recorded texts.

The students who answered that they understand the recorded texts, précised that they can't do it with the totality of the texts. This led us to the next question in order to understand what they mean by saying: "but not the totality of the text".

Q7 : To what extent do you understand the recorded texts in the lab?

100% - 80% - 50% - 30% - less

Table 7 : Understanding of the recorded texts

%	100%	80%	50%	30%	Less
Nbr S	00	05	24	02	01

Table 6 : Students' understanding of the recorded texts.

According to the results, one can conclude that listening comprehension needs encouragement. The majority of students can't understand more than 50% of what they listen to. This May give rise to many questions such: is it because of the type of language? The students' interest toward the topics? Or because of the status of the language laboratory?

Q8 : Do you understand by detecting some key words, or most of the words of a record?

It is very important for the good teacher to know how and what do students mean when they say that they understand the recorded texts. Do they use any kind of listening strategies or not?

Options	Key words	Most of the text	N.A
Nbr. of S	28	02	02

Table8: Reception strategies

Only 6.05% of the students seem to understand most of the words. For the remaining informants thanks to some key words that help them grasp the meaning of the recorded materials. This kind of understanding (by using key words) can not be effective for all listening situations. There are some cases where each single word is important for a better understanding of the material, and this demands efforts from both teachers and learners.

Section 3:

Q9 : does it demand a lot of effort from you to understand the recorded texts?

Options	YES	NO	N.A
Nbr. of S	28	02	02

Table 9: Students' personal investment

87.5% of students claim that they investigate a lot for the understanding of the audio materials, which is probably due to the lack of listening practice. Students will be more familiar with the listening activities and make less effort

to understand if they are more exposed to different recorded materials.

Q10 : Do you listen to English outside the class?

Formal English is probably the most used type of language in the language laboratory, but it is not the one we may face in real life. For this purpose it is indispensable for the students to be in touch with other forms of English for a better understanding of the native language.

options	yes	No	N.A
Nbr. of S	24	08	00

Table 10 : Listening to English outside the class

The majority of the students claim that they listen to English language outside class. This justifies their high motivation to learn English and confirm the fact that it was their personal choice to study it.

Q11 : Do you pay attention to words or just music and picture

Options	Words	Music, pictures	N.A
Nbr.of S	26	04	02

Table 11 : Students' attention:

From the results, one can conclude that the majority of the students seek understanding not only enjoyment. Here again it is a confirmation of their motivation and personal investment, which would facilitate things on the part of

the teacher in getting students pay their attention.

Q12 : Do you think listening is important for a better oral performance?

Listening has become for many theories vital for the development of the oral proficiency.

.....Speaking feeds on listening, which precedes itif one cannot understand what is said, one is certainly unable to respond"

(Kang, Shumin 1997)

(Developing adult EFL students speaking skill)

Options	Yes	No
Nbr.of S	31	01

Table 12 : The importance of listening for a better oral performance

96.8% of students agree on the importance and usefulness of listening in the improvement of oral performances.

Q13 : Do you prefer listening to authentic materials or your teacher?

Table 13 : Students' preference

Options	Authentic materials	Teacher	Both
Nbr. of S	09	19	03

59.3% of students prefer to listen to their teacher and justify it as a matter of easiness. This is completely contradictory to what they say about their listening to English outside the class, but at the same conforming to their rate at understanding the recorded texts and the efforts it demands.

Q14 : Are you listening to improve your understanding of the spoken word or to be provided with a model to imitate in oral production?

Options	For improvement	For imitation	N.A
Nbr.of S	23	09	00

Table 14 : Students' aim behind listening

The majority of the students believe in the importance of listening practice in the improvement of their understanding of the spoken language.

Q15 : are you taught how to detect words?

Options	Yes	No	N.A
Nbr.of S	08	21	02

Table 15 : teaching of words detection

From these results one can conclude that the lack of teaching word detection is one of the causes for the students' low proficiency in listening comprehension, and the understanding of the spoken language.

Q16 : Please, add any comment you think suitable for a better teaching of listening skill?

16: Different comments:

- develop subjects of the various situation of the daily life.
- more frequency in the use of the language lab
- reduce the number of students per group
- change the classroom decoration
- use authentic audio materials

We should note that the students emphasise in their comments on the increase of time allocated to listening in the language lab, as-they claim- it is important for the learning of English language and the improvement of their oral performance.

4. Conclusion:

From the results of the analysis of this questionnaire we can remark that the majority of third year students choose to study English without any constraints, which highlights their motivation and willingness towards the language. They complain mainly from time insufficiency for teaching listening, and the large number of groups. Furthermore, they consider listening of a great importance in the acquisition of the English language and the development of their oral abilities.

CHAPTER FOUR

THE TEACHER OF "ORAL EXPRESSION" AT THE ENGLISH DEPARTMENT OF THE UNIVERSITY OF GUELMA

1. Introduction
2. The department of English
3. The teacher's questionnaire
 - 3.1. Aim of the questionnaire
 - 3.2. Description of the questionnaire
 - 3.3. Analysis of the results:
4. Conclusion:

CHAPTER FOUR :

THE TEACHER OF "ORAL EXPRESSION" AT THE ENGLISH DEPARTMENT OF THE UNIVERSITY OF GUELMA

1. Introduction :

In this chapter we will deal with the "Oral Expression" teacher to scan how the listening skill is taught at the English department of the University of Guelma, taking into account the teachers' opinions, methodology (ies) and problems.

2. The department of English:

The students who graduate from the department of English are awarded the degree of « licence ». They can become teachers of English in secondary schools, and even assistants at the University. It also gives them the opportunity to apply for postgraduate studies.

The "licence" studies are based on the teaching of different courses such as: grammar, written and oral expression, phonetics and linguistics as well as a great deal of literature, civilization and culture of both Britain and the USA. Later on the modules of psychopedagogy and T.E.F.L (Teaching English as a Foreign Language) are introduced.

3. The teacher's questionnaire:

3.1. Aim of the questionnaire:

The questions were designed to the teachers in charge of the course of "Oral expression" since it deals with the listening skill. This questionnaire aims at identifying the teachers' qualifications, methods, problems and efficiency of the current official program. It, finally states suggestions for a better teaching of the listening skill.

3.2. Description of the questionnaire:

The teachers' questionnaire is made up of four sections of free and closed questions. It was distributed to seven teachers of "Oral expression"; who were not obliged to mention their names.

Section 1: (question 1 to 5)

This section is designed to get information on the teachers' qualifications and experience in teaching English.

Section 2: (question 6 to 10)

In this section we try to evaluate the importance given to the listening skill in the department.

Section 3: (question 11 to 24)

This section is on the methods, supports, objective and collaboration with other teachers.

Section 4: (question 25-29)

This section aims at identifying the problems faced when teaching listening, their personal opinions and suggestions for better teaching of this skill.

3.3. Analysis of the results:

This study is based on the answers of the seven teachers of oral expression to whom we administered the questionnaire. We shall remind you that those teachers are from the department of English-University of Guelma-

Section 1:

Q1: How many years have you been teaching at the university?

Teachers	T 01	T 02	T03	T 04	T 05	T 06	T 07
Years	10	05	20	22	22	07	08

Table 1: Teaching experience

This question shows that there is considerable difference between teachers' experience which varies from: 05 to 22 years.

Q2 : How many years have you been teaching oral expression?

Teachers	T 01	T 02	T 03	T 04	T 05	T 06	T 07
years	07	02	06	09	06	04	07

Table2 : Experience in teaching oral expression and listening in particular.

We notice that the experience of those teachers in dealing with listening ranges from 02 to 09 years. However, the totality of the informants are new comers in the field.

Q3 : Was it your choice or imposed on you?

Options	Personal	Administrative
Nbr.of .T	06	01

Table 3: Personal or administrative choice.

Six teachers out of seven choose to teach oral expression which represents 85% of the informants. This should be relatively a good sign.

Q4 : What are your qualifications?

Options	License/ BA	Magister/ M.A	PhD/Doctorate
Nbr.of T	03=42.86%	04=57,14%	00

Table 4: Teachers' qualifications

It is obvious that the department lacks high qualified teachers. One has newly obtained his Magister and there are no doctors at all.

Q5 : From what university did you graduate? (Algerian or foreign)

option	Algerian	Foreign
Nbr.of T	03	04

Table 5: Country of graduation.

We think that the teachers are not experienced enough to be on charge of such skills.

Section 2:

Q6 : How many students do you have per group?

Teachers	T.01	T.02	T.03	T.04	T.05	T.06	T.07
Nbr.of S	24	23	24	25	24	24	26

The number of students per group varies between 23 and 26, and this is according to the language lab. We shall note that our informants find the groups crowded and that it is impossible to obtain good results in such conditions.

Q7 : How much time is allocated to listening comprehension (per session)?

Teachers	T.01	T. 02	T.03	T.04	T.05	T.06	T.07
Time	30	30	45	90	20	90	30

Table 7 : Time allocated to listening (minutes)

The time designed to listening varies from one teacher to another. This means that students with 90mn have more opportunities to be exposed to the English language than the others which will influence their level of production.

Q8 : Do you find this time sufficient?

Table 8:

Options	YES	NO
Nbr.of T	07	00

Surprisingly, the totality of the teachers questioned agree on the fact that this time is sufficient, which means that they don't pay much importance to the teaching of listening comprehension.

Q9 : Is there an official program for the teaching of listening?

Table 9: The availability of an official program

Options	YES	NO
Nbr.of T	04=57.14%	03=42.86%

57.14% of the informants confirm the existence of an official program for teaching of listening comprehension.

Q10: If yes, do you follow it?

Options	Yes	No	N.A
Nbr.of A	02	02	03

Table 10: Teachers conformity to the official program.

Although all the teachers confirmed the existence of the official program, the fact that they don't all follow it is to be questioned.

Q11 : Do you define a particular method?

Table 11:

Option	Yes	No
Nbr of A	04	03

Only 57,14% of teachers organize their session for the teaching of listening skill.

Q12 : If yes, which one?

100% of teachers, who define a particular method, declare that they work according to the communicative approach to encourage interaction.

Q 13: Do you define a particular program at the beginning of the year?

Option	Yes	No
Nbr. Of A	07	00

Table 13: Teachers definition of a particular program.

All our informants define their own program from the beginning of the year. This can signify that they do not take the official one in to consideration, or because it does not fit the needs of students.

Q14 : What kind of supports do you use?

Answers:

- Tapes of native speakers in the language laboratory
- Video tapes accompanied by photocopiable materials
- Audio tape

From the answers we notice that the most used supports are audio tapes of native speakers.

Q15: Do you use authentic materials?

Option	Yes	No
Nbr.of A	06	01

Here again we were surprised and enthusiastic by the answers of the teachers.

Q 16: If yes, from where do you get them?

Answers:

- My own materials.
- I bought them.
- From my own sources.
- From TV, and Internet.

This is the kind of answers we got from our informants, and we surprised to know that the department does not supply the teachers with such material.

Q17: What do you think of language lab?

Answers :

- We can not do without it.
- Very interesting and stimulating
- It is a must
- A very indispensable and effective tool to teach/learn English for everyday situations and purposes.
- It does not fit all the students.
- It sometimes breaks down.
- The new one is very efficient but the old one does not offer much possibilities.

The first thing to notice is that all the teachers agree on the necessity and effectiveness of the language lab. The second is that they have problems with the crowded classes and lack of training to use the new lab.

Q18 : Do you use translation?

Table 18: Use of translation.

Options	Yes	No
Nbr.of A	03=42.86%	04=57.14%

57.14% of the teachers questioned said they don't use translation. The 42.86% précised that they use it exceptionally and when necessary

Q19 : Do you work in collaboration with other teachers?

Table 19: Collaboration with other teachers.

Options	Yes	No
Nbr.of A	02	05

Unfortunately, only two teachers respond that they collaborate with other teachers, but precise that it is only at the beginning of the year for the program.

Q20 : Do you work in collaboration with the teacher of phonetics?

Option	Yes	No
Nbr. of A	02	05

Table 20: Collaboration with the teacher of phonetics

Here again we were deceived from the answers of the teachers, since phonetics is very important for the perception and production of the speech.

Q21 : If yes, for what purpose? Answers:

- To check pronunciation.
- To detect the short coming of student.

Q22: What are the objectives you wish to attain by the end of the year?

Answers:

- Get students understand spoken language better and to express themselves better.
- Acquisition of oral production and receptive skills.
- To help and enable students use English both accurately and fluently. Attain a minimum of fluency.
- Enable students to communicate without fear or frustration.
- Cover the program
- Feel the improvement of the students' skills.
- To make students familiar with different English accents (British, American)
- Enrich their capacity in terms of idioms, expressions, proverbs... etc

Q23: Do you generally achieve the goals you have set?

Table 23:

Option	Yes	No
Nbr.of A	07	00

100% of the teacher said they achieve their goals, but to different degrees. This is very encouraging and satisfying.

Q24: If yes, to what extent?

Table 24:

Option	100%	80%	50%	Less
Nbr.of A	00	01	05	01

The answers to this question are deceiving, if compared to the previous one. 50% is not enough to be considered as successful results from the part of the teacher. We need more than this to reach a certain development and improvement for our learners.

Q25: What are the problems you encounter when teaching listening?

Answers:

- Note that teacher out of the seven questioned did not answerer this questions. The other answers are:
- audible problems.
- Depending on the students' level, most find it very difficult to understand what the listening, material deals with.
- Finding appropriate materials that correspond with the students' level.
- Students are generally weak and do not have a good background in English
- Students need repeating.

All the problems turn around the fact that the level of students is weak and that they don't know how to perceive the oral production (how to listen and understand).

Q25: What is your opinion on the teaching of listening and English at the university?

Answers:

- Important and necessary.
- Supports should be diversified.
- Very disappointing .it is weaker and weaker.
- No adequate equipment/ materials.
- Inattentive students who have nothing to do with English. Non-experimented teachers.

Q27 : Do you wish to have more pedagogical meetings?

Table 27:

Option	Yes	No
Nbr.of A	07	00

All the teachers agree on the necessity of pedagogical meetings and thus should be repeated.

Q28 : Do you believe these meetings are beneficial for improving listening?

Table 28:

Option	Yes	No
Nbr.of A	06	01

Her again, except for one teacher they insist on the importance of the meetings. This means that exchanging ideas, strategies, and opinions on the teaching of the listening skill is vital for the teachers, since it provides them with opportunities to evaluate their capacities and knowledge about the subject. Moreover, these meetings could be beneficial for both teachers and learners in that they help teachers improve their methods and techniques in teaching listening and achieve more goals.

Q29: If yes, what are your suggestions?

Answers:

- The meetings are an opportunity for the teachers to refresh their teaching methods.
- Teachers should constantly analyze the student's need and adapt their methods
- Being in contact with up-to-date methodology concerning oral expression teaching.
- Organize meetings with natives.

4. Conclusion:

This study is based on data collected from seven teachers of the "oral

expression" module. The results of the questionnaire highlight that the department lacks the appropriate teaching materials for the listening skill, trained teachers and a reliable official program since the majority of the teachers questioned design their own one. As far as the methods and approaches are concerned, only four teachers define one that suits them best. The tendency is the communicative approach.

The major problems encountered concern the size of the groups, the unavailability of the materials, motivated students, specialized teachers and lack of training to use the new lab which is said to be more efficient.

The questionnaire revealed the absence of the collaboration between teachers in general. No pedagogical meetings, no combination of efforts that leads to different teaching for students of the same year. Teachers work individually.

The last part provides us with some expectations and suggestions of the teachers in charge of this module:

- An official and efficient program with specific objectives should be set.
- Pedagogical meetings have to be organized more frequently.
- The department should afford up-to date materials.
- Teachers should have training periods frequently to refresh their capacities.

Finally, we can say, that the analysis of this questionnaire mirrors the fact that listening comprehension is not given the importance it deserves.

CHAPTER EIVE :

PEDAGOGICAL IMPLICATIONS

1. Introduction
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3. The importance of the methodology
4. Designing tasks and activities for L2 listening
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7. How to help learners develop their listening abilities

8. Some solutions to L2 listening difficulties

8.1. The message

8.2. The speaker

8.3. The listener

9. Assessing listening

- The discrete point approach
- The integrative approach
- The communicative approach

10. Conclusion

CHAPTER FIVE

PEDAGOGICAL IMPLICATIONS

1. Introduction:

Present day educationists recognize the importance of the listening skill, and have turned their theories towards a more revised methodology for the teaching and learning of this skill, though little guidance is still available.

Some teachers think that listening is the easiest skill to teach, whereas most students think it is the most difficult to improve. This means that there are some things about the teaching of the listening skill that need to be explored.

The aural skill should be developed as any other skill by designing planned syllabus for its teaching.

We have to consider another important step towards successful teaching which is concerned with identifying the objectives of the course. Once the methodology and the aims are set up, we can apply activities, strategies and suggestions in order to develop the learners listening abilities.

2. Setting objectives :

Setting objectives is vital before starting any course; they are affected by many teaching conditions such as the method defined by the teacher, student's motivation, etc...

The first step in setting the objectives would be the definition of the linguistic competence that learners need to develop, and their linguistic

background. Thus the level of the students is very important.

Often, the objective set by the official programme can not work out with the students' needs and level. So teachers have to formulate their own aims according to their learners' abilities and skills. Teachers should work with immediate objectives rather than long term aims in order to observe the students' day-to-day development. The more short term the objectives are, the greater is the responsibility of the teacher for its formulation and achievement.

3. The importance of the methodology:

It is obvious that the methodology used contributes greatly to the success of any language teaching class. We do not pretend that selecting a more effective methodology will make any class of failures into a class of genius, but it might make them gain a point or two. Actually, in addition to the right choice of the methodology, the level of students, their motivation as well as the teacher's personality and knowledge are significant factors in the class success.

The difference between these factors is that the methodology is the only variable that can be controlled by the teachers and all others are beyond them. We can't do much things to low level learners or crowded classes, but we can adapt our methodology to suit such conditions, and achieve the goals we have set.

Nowadays, there is wide range of methods and approaches to language teaching and learning each carrying different class techniques. Beginning teachers are confused since there is no "good" or "bad" method, but they have to choose a methodology which reflects better the communicative requirements of the learners in terms of objectives and activities.

4. Designing tasks and activities for L2 listening:

In order to decide on the type of tasks and activities for L2 listening, the teacher must have clear in his mind both the methodology and the objective of his course. There are certain procedures to follow because exposing students to a listening passage in the language laboratory can not be done at random or blindly.

- Before carrying out any listening activity the teacher should get his students familiar with the topic. Introducing some of the language structures or features of the text may, at some extent, activate any relevant prior knowledge they might have about the topic
- The teacher has the total responsibility to create a good atmosphere
- The second procedure is to check whether all students have understood the instructions about what they are going to do.
- Let students listen independently without any intervention unless is too necessary. The teacher should rather encourage individual listening while working.
- Provide students with a good feedback in order to see how successful they have been in doing the activity.

4.1. Listening activities:

- **Answering questions:**

In this activity, the teacher is free to use different kinds of questions (true or false statements, blank-filling prompts, multiple choice and open ended questions). The aim of teacher behind these questions should not be the evaluation of students, but to find out if they have heard and understood what

was said and to show him how to do so.

- **Note-taking and summarizing:**

These two activities involve comprehension. They require the process of replacement of the original structures of the text by symbols or paraphrases of the student. Note-taking demands particularly the use of abbreviations, symbols and limited number of structure words to pick up the major points of the listening message. Summarizing is an important aspect for the student to understand the listening text by means of organising the ideas he has heard.

- **Dictation:**

Laboratory dictation involves not only the ability to spell words and punctuate sentences but the ability to hear correctly what the student has to write down. According to Dakin (1974: 111), the student must overcome four problems to hear the passage and then write down successfully. These problems are:

- Recognition of distinctive sounds ; "it" from "eat", "place" from "plays"
Identification of homophones
- Identification of words, phrases and sentences where the problem is in the rapid speech for syllables (not at all ----not a tall)
- Identification of intonation patterns (that's your pencil--- that' my pencil).

- **Following instructions:**

In this exercise, the teacher tends to tell students to do something (locate a place on a map, perform a physical action) and see if they really understand

the tapes instructions and do successfully the activity.

5. A basic framework for a listening class:

The basic framework on which the teacher can construct a listening lesson in order to develop the learners' aural abilities can be divided into three main stages.

- Pre listening, during which we help our students prepare to listen.
- While listening, during which we help to focus their attention on the listening text and guide the development of their understanding of it.
- Post listening, during which we help our students integrate what they have learnt from the text into their existing knowledge.

5.1. The Pre-listening stage:

In this stage students are required to bring anything relevant to the subject in order to activate their schemata. According to Hedge:

"Predicting content from the title of a talk, talking about a picture which relates to the listening text, discussing the topic, answering a set of questions about the topic, and agreeing or disagreeing with opinions about the topic"

(Hedge, 2000: 249)

For these reasons there are certain goals that should be achieved before listening to any text. These are:

- **Motivation**

It is greatly important that before listening students are motivated to listen, so teachers are advised to select a text that learners will find interesting and then design tasks that will arouse your students' interest and curiosity.

- **Contextualisation**

When we listen in our everyday lives we hear language within its natural environment, and that environment gives us a huge amount of information about the linguistic content we are likely to hear. Listening to a tape recording in a classroom is a very unnatural process. The text has been taken from its original environment and we need to design tasks that will help students to contextualise the listening and access their existing knowledge and expectation to help them understand the text.

- **Preparation**

To do the task we set students while they listen there could be specific vocabulary or expressions that students will need. It's vital that we cover this before they start to listen as we want the challenge within the lesson to be act of listening not of understanding what they have to do.

5.2. While listening stage:

When we listen to something in our everyday lives we do so for a reason. Students too need a reason to listen that will focus their attention. For our students to really develop their listening skills they will need to listen a number of times- three or four usually works quite well-as I have found that the first time many students listen to a text they are nervous and have to tune in to accents and the speed at which the people are speaking.

Ideally the listening tasks we design for them should guide them through the text and should be graded so that the first listening task they do is quite easy and helps them to get a general understanding of the text. Sometimes a single question at this stage will be enough, not putting the students under too much pressure.

The second task for the second time students listen should demand a greater and more detailed understanding of the text. Make sure though that the task does not demand too much of a response. Writing long responses as they listen can be very demanding and is a separate skill in itself, so keep the tasks to single words, ticking or some sort of graphical response.

The third listening task could just be a matter of checking their own answers from the second task or could lead students towards some more subtle interpretation of the text.

Listening to a foreign is a very intensive and demanding activity and for this reason I think it's very important that students should have 'breathing' or 'thinking' space between listening. I usually get my students to compare their answers between listening as this gives them the chance not only to have a break

from the listening, but also to check their understanding with a peer and so reconsider before listening again.

5.3. Post-listening stage

There are two common forms that post-listening tasks can take. These are reactions to the content of the text, and analysis of the linguistic features used to express the content.

- **Reaction to the text**

Here there are tasks that focus students' reaction to the content which are most important. Again this is something that we naturally do in our everyday lives. Because we listen for a reason, there is generally a following reaction. This could be discussion as a response to what we've heard- do they agree or disagree or even believe what they have heard? - Or it could be some kind of reuse of the information they have heard

- **Analysis of language**

The second of these two post-listening task types involves focusing students on linguistic of the text. This is important in terms of developing their knowledge of language, but less so in terms of developing students' listening skills. It could take the form of an analysis of verb forms from a script of the listening text or vocabulary or collocation work. This is a good time to do form focused work as the students have already developed an understanding of the text and so will find dealing with the forms that express those meaning

6. How to get the materials you need:

6.1. Different types of listening materials:

6.1.1. Listening for comprehension or for oral production:

It is important to mention that there are two reasons for which students may be asked to listen:

- To improve their understanding of the spoken language
- To provide them with a model of the spoken language for them to imitate in oral production.

The important thing to remember is that students who are only exposed to materials intended as a basis for oral imitation will not receive adequate training in listening comprehension skills since:

- The variety of language used generally in these cases is limited.
- The speech is generally kept slow and careful to be an easy and suitable model for the learner to imitate.
- The learners are not asked to pay attention to the information contained in the dialogues. Their main concern is on the language forms.

All this is very different from listening in real life situation and when they are faced to native speakers. For this reason materials that are intended to give practice in listening comprehension are very different from most teaching dialogues.

In passages for developing listening abilities, the speakers are talking fairly quickly and naturally and the passage contains a lot of information to which the student is asked to pay attention.

6.1.2. Extensive and intensive listening:

At times the student might find himself listening to something in a relaxed way, not concentrating on every word, but for mere pleasure of following the content of what is said. An example might be the experience of listening to an interesting or amusing radio program, which poses no particular problems of language or difficulty of concepts.

At other times the same student might find himself in a situation where he has to listen to with great attention, because he is trying to pick up and remember a series of important instructions. Here the speaker might be using complex or unfamiliar language.

6.1.3. Recorded listening:

These days the use of recorded tapes or cassettes for listening has become standard. This has many advantages and disadvantages as well:

- Recorded materials allow the teacher to bring voices of native speakers into the classroom, and to present a variety of accents and voices.
- Taped materials can be controlled by both teachers and students, they can stop it where they wish.
- Recorded materials can be used by students on their own for their extra listening.

- Visual clues are not present when students listen to recorded materials on audio tape. This makes them artificial to some extent.
- Listening experiences based on video tapes offer the advantages of audio tape, and in addition you can replay the tape to observe the use of gestures and other clues.

6.1.4. Live listening:

Live listening experiences can not be repeated exactly, but they are spontaneous, and students can interact with the speaker by showing their understanding or not through expression, gesture, or simply by speaking, to ask for clarification or repetition. The principal aim of listening comprehension listening is not to provide a model for oral production, but to strengthen the ability to understand spoken messages.

6.1.5. Authentic and specially constructed materials:

Most teachers want to give their students something realistic to listen to, because they want to equip them to cope with listening in real life.

Authentic listening materials consist of speech recorded in real situations, which gives them some of the following advantages:

- The English heard is real, not the construction of a textbook writer or an actor's performance. This makes them both interesting for students, and satisfying if they are able to understand what is said
- Because the speech is an example of real English, the teacher could look at accent, tone of voice and actual expressions used, and be sure of using good linguistic data.

They can often be too difficult for students at lower levels to understand, and too long to be used conveniently in classroom teaching. They are suitable for advanced learners.

6.2. How to get the materials:

There are three ways of obtaining suitable listening materials:

6.2.1. Buying published material:

This is the obvious choice for most teachers which could be interesting in terms of the naturalness of the speech heard on the tapes and the usefulness of the exercises suggested.

When you want to buy materials, try to get a sample tape from the publisher, and to select appropriate levels, topics, type of speech as well as a good teaching approach to fit the way you think your students should be working.

Before buying the materials, the teacher should consider the department resources to buy the listening tapes and student's books as well as the time allocated to listening and the equipments and arrangements needed.

6.2.2. Adapting published material:

Some times, rather than rejecting imperfect listening materials, teachers should adapt them to make them more suitable. This will give teacher opportunities for their creativity without involving enormous investment of time,

skill, and effort that is required when you create your own material. When adapting the material, you can modify either the passage itself, or the exercises.

If the students' books can not afford the necessary number of exercises, this may give you ideas for creating extra exercises and activities that fit best the learners' needs.

In this case it's better to change the exercises rather than changing the passage which involves much more work, except some cases where the text includes one or two passages that do not succeed with your students. In these cases there are some measures the teacher can take:

- The teacher may be able to start with his own performance if the passage is a monologue, the teacher may use a slower, clearer speech (it can be live or recorded). As a result the students will deal with the text more confidently.
- If the text includes more than one speaker, the teacher can record his own version and use it instead of the passage provided by the publisher if he wants to give his students an easier 'bridge'.

6.2.3. Making your own material:

This means that you have to provide both listening passage and exercise material. These materials can be brought radio and television broadcasts, commercial recordings of songs, poems, and plays which were not intended for language teaching. By doing so, the teacher has the advantage of supplying his students with authentic listening material, since they are real examples of the language produced by native speakers.

7. How to help learners develop their listening abilities:

Although the general atmosphere of the class will influence what can be carried out, these are some guidelines that should apply to most teaching situation for the E.F.L classroom teacher:

- Teachers must talk to their class in English with no discrimination of less competent learners. They have to make English a vital language for communication. A good teacher will be approachable and try to know the learners by talking to them about the topics they find interesting.
- Make the students aware of their listening frequency, purposes behind it, as well as the different way and strategies they use
- Encourage and support your students, especially those who lack self confidence in listening. Get them approach listening positively by insisting on the fact that it could be entertaining and they can succeed at it.
- Expose the learners to a wide range of listening inputs. Use video and audio tapes to introduce different types of speakers and situations which could be useful for their future lives. Encourage them to understand that are important to them
- Encourage your students to seize listening opportunities on their own outside of the classroom, to become more independent and more confident as well as self evaluator. Make use of prepared exercises and interesting materials.
- Design listening activities with their goals before each class. Warm up the learners by using pre-listening activities in order to help them anticipate what they are going to listen to. Think about which listening skills you are trying to develop.

- At the end remember your students of how well they did, and keep a record of their performances so that they can sense their own progress.

8. Some solution to L2 listening difficulties:

There are mainly four factors that affect the difficulty of listening: the message, the speaker, the listener, and the physical setting. In this sense we will discuss some solutions related to these four elements:

8.1. The message:

- Arrange authentic listening materials according to the students' level. It is true that natural speech is hard to grade and it is difficult to students to identify the different voices. Nevertheless, the materials should progress step by step from semi-authentic to total natural speech, because the final aim is to understand the natural speech in real life.
- Design task-oriented exercises to engage the student's interest and help them learn listening skills subconsciously. As Ur (1984: 25) has said, "listening exercises are most effective if they are constructed round a task. That is to say, the students are required to do something in response to what they hear that will demonstrate their understanding."
- Provide students with different kinds of input, such as lectures, radio news, films, TV plays, everyday conversation, English songs, interviews, and so on.
- Try to find visual aids or draw pictures and diagrams associated with the listening topics to help students guess or imagine actively.

8.2. The speaker:

- Make students aware of different native speaker accents. In spontaneous conversation native speakers do have certain accents. American English is different from the British and Australian. Therefore, it is necessary to expose students to different accents, especially in extensive listening.
- Select short, simple listening texts with little redundancy for lower-level students and complicated authentic materials with more redundancy for advanced learners.

8.3. The listener:

- Provide background knowledge and linguistic knowledge, such as complex language structures and colloquial words and expressions.
- Give necessary feedbacks as much as possible. All along the course the teacher should make the connection between input and students' and response and between the teacher's feedback and students' reaction in order to keep activities purposeful. This promotes error correction and provides encouragements for learners, who will gain self confidence.
- Help students develop the skills of listening with anticipation, listening for specific information, listening for gist, interpretation and inference, etc., by providing various tasks and activities.

9. Assessing listening:

In order to measure the ability of the listening skill, the basic task to do

is to take theoretical notions about the subject and to turn them into actual practice in a setoff test items. In other words we have to operationalise those notions and turn them into tests that require a scorable response from the students. There are three main approaches to assessing listening:

- **The discrete point approach :**

It is the most common used approach to language testing. The most famous advocates of this approach was Lado. The basic idea of the discrete point approach is to separate and isolate the bits or elements of language-the units of linguistic knowledge- and test the each one of these separately. According to Lado the best testing technique is "presenting orally to the students an utterance in the goal language and checking to see if the students understand the complete utterance or crucial parts of it" (Lado 1961: 208). He suggests the use of multiple choice questions. For Lado, testing listening comprehension is testing the ability to recognize elements of the language in their oral form.

The most common tasks recommended by the discrete point approach are the phonemic discrimination tasks, paraphrase recognition, and response evaluation.

- **The integrative approach :**

It was mainly developed by in the early 1970s, by a group of scholars. According to them integrative tests try to asses the learner's ability to use many bits all at the same time which is not the case for discrete point assessment approach. For the supporter of this approach, the whole of a language is greater than the sum of its parts thus he focused on the tasks that make the learners process the various elements of language and how they relate with each other.

The tasks associated with this approach are reduced redundancy tasks, noise tests, listening cloze (with different gap filling tests), and dictation.

- **The communicative approach:**

As the teaching theories turned towards a more communicative teaching and the language was used for the purpose of communication in a particular situation, the communicative assessing developed as a response to those trends. According to this approach testing should not be concerned with how much learners know about the language, but if they can use it to communicate effectively.

The basic problem when making communicative listening tests is that language varies from one situation to another, and there is a wide range of topics. This means that if the learner succeeds in the listening test of a particular situation, this will not indicate his ability to perform well on others.

10. Conclusion:

Today, educationists agree on the fact that teaching the communicative competence is much more important than implementing activities that focus strictly on accuracy (such as memorization, repetition, etc..). It is not possible to overcome all the problems, but we should try to develop the learners' ability to understand and communicate real information.

A relaxed classroom atmosphere is required for both students and teachers in order to exchange information in ordinary conversation.

In teaching the listening skill, it is important to deal with all students

with no exceptions, encouraging them as well as giving immediate feedbacks. This is not an easy task, especially in large classes like ours. The teacher must know many strategies and exercises, and make use of a wide range of topics to cope with all the students.

CONCLUSION

The aim of this investigation was an attempt to confirm the hypotheses proposed in the introduction, i.e. teachers can't do well with their listening courses, and develop their learners' aural abilities unless they are given the appropriate pedagogical materials, with a revised methodology.

Concerning the methodology, it is really difficult for beginning teachers (who represent the majority of the teachers in the English department at the University of Guelma) to choose among the large variety of approaches and methods available. The best way is to adapt one that fits better the communicative needs of the learner.

The students' questionnaire revealed that third-year students are highly motivated to learn English and improve their listening abilities, but they complained seriously from the insufficiency of the time allocated to listening activities which they describe as vital for the acquisition of the English language. This questionnaire stressed also the need for authentic materials, and real life speech situations. So our students need more intensive practice in listening in order to develop their aural/oral abilities if we want them to realise the aim of our second and third hypotheses, which is to be able to communicate more if they have the skill of understanding the spoken language.

The questionnaire administered to teachers was of great importance to this research project since it shed light on different problems and difficulties relevant to the teaching of the listening skill. The questionnaire revealed that the department offered no appropriate pedagogical teaching materials, no reliable official program, and lacks teachers' methodology. All this together with the limited time allocated to listening might affect and restrain the obtention of good results with learners.

There is an extreme necessity on the part of the authorities to supply teachers with an elaborated program that serves as a guideline.

It is obvious that the teachers of "Oral Expression" need to work together and have more pedagogical meetings if they want to introduce changes in the official program in order to adapt it to their learners. Training is highly required for both beginning and experimented teachers.

We also insist on the frequent co-ordination with teachers of other modules, because a good teacher knows that his success may depend on the progression and integration of other basic courses.

Although we presented some suggestions for a better teaching of the listening skill, and offered possible solutions for its improvement, they are not to be taken as rules.

We do not pretend to provide new theories or to bring new ways of teaching the aural skill. We tried simply to drive teachers' attention to some practical facts about the subject. It is clear that there is no particular method to teach foreign language, it's just a matter of motivation, creativity, and professionalism.

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APPENDIX 1

THE STUDENTS' QUESTIONNAIRE

Q1: Age of the students (how old are you)

Q2: Please, specify the type of baccalaureate you hold?

Q3: Studying English was:

a)-A personal choice?

b)-Imposed by the administration?

c)-Imposed by your parents?

Q4: How often do you work in the language lab?

Q5: Do you think the lab is useful?

Q6: Do you understand the recorded texts?

Q7: To what extent? 100% - 80% - 50% - 30% -
less

Q8: Do you understand by detecting some key words, or most of the words of a
record?

Q9: Does demand a lot of efforts from you to understand the recorded texts?

Q10: Do you listen to English (songs, films...) outside the class?

Q11: Do you pay attention to words or just music and pictures?

Q12: Do you think listening is important (useful) for a better oral performance?

Q13: Do you prefer listening to authentic materials or your teacher?

Q14: Are you listening to improve your understanding of the spoken word or to be provided with a model to imitate in oral production?

Q15: Are you taught how to detect words?

Q16: Please add any comment you think suitable for a better teaching of listening skill?

APPENDIX 2

THE TEACHERS' QUESTIONNAIRE

Dear colleague,

This questionnaire aims at evaluating the teachers' qualifications, methods, problems, and the efficiency of the current official programme. It, finally states suggestions for a better teaching of the listening skip

We shah be very grateful to you if you could answer the following questions. Please tick in the appropriate box and answer whenever necessary.

Thank you in advance for your collaboration.

Q1: How many years have you been teaching at the University?

Q2 : How many years have you been teaching Oral Expression?

Q3 : Was it your choice?

Yes	
No	

Q4: What are your qualifications?

Q5: From what university (ies) did you graduate? (Algerian or foreign)

Q6: How many students do you have per group?

Q7: How much time is allocated to listening comprehension (per session)?

Q8: Do you find this time sufficient?

Yes	
No	

Q9: Is there an official program for teaching listening?

Yes	
No	

Q10: If yes, do you follow it?

Yes	
No	

Q11: Do you define a particular method?

Yes	
No	

Q12: If yes, which ones?

Q13: Do you define a particular program at the beginning of the year? Yes

Yes	
No	

Q14: What kind of supports do you use?

Q15: Do you use authentic materials?

Yes	
No	

Q16: If yes, from where do you get them?

Q17: What do you think of the language lab?

Q18: Do you use translation?

Yes	
No	

Q19: Do you work in collaboration with other teachers?

Yes	
No	

Q20: Do you work in collaboration with the teacher of phonetics?

Yes	
No	

Q21: If yes, for what specific purpose?

Q22: What are the objectives you wish to attain by the end of the year?

Q23: Do you generally achieve the goals you've set?

Yes	
No	

Q24: If yes, to what extent?
100% - 80% - 50% - less

Q25: What are the problems you encounter when teaching listening?

Q26: What is your opinion on the teaching of listening and English at the university?

Q27: Do you wish to have more pedagogical meetings?

Yes	
No	

Q28: Do you believe these meetings are beneficial for improving listening?

Yes	
No	

Q29: If yes, what are your suggestions?

Thank you

المخلص

إن الهدف من مشروع هذا البحث هو التعريف ببعض الصعوبات الخاصة بتعليم مهارة السمع و اقتراح بعض التقنيات اللازمة و الخاصة بالتقدم في مهارة السمع و التواصل معاً.

القيام بتحريات و استفسارات حول النظريات المتحكمة في هذا الميدان كان في غاية الأهمية لقياس التطبيقات المتعلقة بالأهداف الرسمية المنشودة لهذا المجال.

و إننا لنأمل من هذه الدراسة أن تعود بالفائدة على المعلمين القائمين على مقياس التعبير الشفوي و تعليم مهارة السمع و توفر لهم بعض الاستراتيجيات و التعليمات الكافية التي تساعد طلبة السنة الثالثة على تحسين و تطوير السمع والتواصل في هذا المقياس, و ذلك بعرض عدة طرق تمكنهم من إكساب الطلبة الكفاءة و المقدرة في التمكن من اللغة الأجنبية.

R E S U M E

Le but de ce travail est de mettre à jour certaines difficultés spécifiques au processus d'enseignement ainsi que proposer quelques techniques pour développer les capacités auditives dans le but d'une communication adéquate.

L'investigation des théories qui dominent l'enseignement et l'apprentissage des langues étaient d'une grande importance pour l'évaluation des réelles pratiques en relation avec les objectifs officiels désignés pour ce module.

Cette recherche a été menée à l'aide de deux questionnaires afin de nous forger une idée sur les points de vue, les difficultés, et les besoins des enseignants et des étudiants, ainsi que les techniques adéquates à utiliser.

Nous espérons que cette étude sera bénéfique pour les enseignants du module d'Expression Orale qui sont confrontés à ce phénomène. Par ailleurs, nous souhaitons que les recommandations pédagogiques de ce travail apporteront quelques instructions pour aider les étudiants à améliorer leurs capacités auditives pour bien communiquer.