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**THE ROLE OF LISTENING COMPREHENSION IN IMPROVING
EFL LEARNERS' SPEAKING SKILL
A CASE STUDY OF THIRD YEAR- LMD STUDENTS
AT BISKRA UNIVERSITY**

**Dissertation Submitted to the Department of Foreign Languages as Partial Fulfilment of
the Requirement for the Master's Degree in Sciences of Language**

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Dedication

To the most precious people to my heart; to the ones who sacrificed for my happiness and gave me strength and hope, to my beloved father “**Mohamed**” and my lovely mother “**Hamida**” I am deeply grateful to them for their supports, and encouragements along my life

Study.

To my beloved brothers **Chems-eddine, Ahmed, and Youcef**

To my fiancée **Aissam** for his patience and encouragement

To all my family members

To all my teachers

To my best friends **Imane, Ferdaous, and Sensabilla**

To all my friends with whom I shared the university life with its lights and shadows

I dedicate this work

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Abstract

In spite of the positive impact of listening skill in the process of language teaching and learning, this skill is not getting as much importance as the other language skills. That is why the aim of this research work is to show the role of listening comprehension and listening practice in developing EFL learners' speaking skill. We seek to find out some remedies to their speaking difficulties. To confirm or disconfirm our hypothesis, which states that if EFL learners practice listening comprehension, their oral performance would be improved. Two semi-structured questionnaire were administered to both (8) teachers who have an experience with teaching the oral expression module. It aimed at obtaining their views to give the research more worth, and (90) third-year LMD students at English division of Biskra University. For the sake of finding out their attitudes and perspectives towards both listening and speaking skills. Subsequently, based upon the results from the analysis of both students and teachers' questionnaires, we found that listening comprehension is a very effective tool to develop EFL learners' speaking performance as we mentioned above in the hypothesis. Last but not least, this study is concluded with some recommendations and pedagogical suggestions for oral expression teachers and EFL learners alike with hope to be effective and helpful to overcome learners' speaking and listening difficulties.

List of Abbreviations

BUP: Bottom-up Process

CLT: Communicative Language Teaching

EFL: English as a Foreign Language

FL: Foreign Language

L2: Second Language

LMD: License Master Doctorate

TDP: Top-down Process

%: Percentage

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Introduction

Although speaking skill is an entail part in language teaching and learning, EFL learners often complain about being unable to speak correctly and fluently in the oral classes. This issue is maybe due to the lack of listening practice because mastering the speaking skill is not automatic and does not occur just because the learners have an innate ability that allows them to acquire the target language, but it is developed through study and practice. Listening comprehension centered at the heart of language teaching and learning. It is a complex process which requires much more attention from both learners and teachers' parts Therefore, the current study pushes us to explore the role of listening comprehension and listening practice in developing EFL learners 'oral performance.

1 -Statement of the Problem

Though it is common that the main objective in every EFL classes that learners seek to communicate successfully in the foreign language, we have noticed that the majority of EFL learners face many difficulties when it comes to speaking. Therefore, developing the learners' speaking abilities is one of the most important challenges that EFL teachers attempt to achieve. This study is devoted to measure the main difficulties that face most EFL learners of English at Biskra University to communicate and express themselves clearly and correctly in the foreign language.

Listening and speaking skills have a prominent place in language teaching and learning process. Many learners assume that they are separated from each other whereas they are closely interrelated skills. Learners must be exposed to the target language to gain knowledge, vocabulary, and even pronunciation in order to be able to produce a meaningful speech and to communicate effectively.

Many factors may be the reason why the majority of EFL learners face many difficulties when it comes to speaking. Learners' lack of listening practice and their ignorance of the existent relationship between listening and speaking are the main factors. Therefore, from the situation stated above, we tend to show the positive impact of practice listening on the learners' speaking skill as well as to find some remedies to their speaking difficulties.

2. Aims of the Study

The main objectives of the present investigation are:

- a) To explore the impact of listening comprehension on the speaking skill.
- b) To suggest implications of the importance of the listening comprehension in improving their speaking skill.
- c) Recommend teachers to motivate their students to practice listening comprehension.
- d) To propose some remedies to the learners' speaking difficulties.

3. Research Questions

By the end of this investigation will lead us to answer the following questions:

- a) What are the main difficulties that face EFL learners while speaking the foreign language?
- b) To what extent can listening comprehension be useful in improving EFL learners' speaking skill?
- c) How can teachers manage to use listening comprehension to enhance their learners' to speak?
- d) To what extent does the use of technology tools affect the development of EFL learners' listening and speaking skills?

4. Research Hypothesis

- If EFL learners practice listening, their speaking performance would be improved.

5. Significance of the Study

Although there are many previous studies, which studied the listening skill, but some of them did not focus on listening comprehension in particular. Therefore, the present research work will be significance since it investigates the improvement of EFL learners' speaking skill by relying on listening comprehension as an effective tool in language teaching and learning. In addition, we have noticed that EFL learners face many difficulties when it comes to speaking because of many factors. Therefore, the aim of the current work is to propose some recommendations to their speaking difficulties as well as to suggest implications of the importance of listening comprehension in developing their oral performance.

6. Research Methodology Design

6.1. The Choice of the Method

In this study, we followed the descriptive method since we are going to relate the two variables, listening comprehension as an independent variable, and its role in improving the learners speaking skill as a dependent variable. We are going to use the qualitative method in order to reach more satisfying answers. A questionnaire is used for oral expression teachers and third-year LMD students of English division at Biskra University to collect the participants' views towards the role of listening comprehension on their oral performance.

6.2. Population

The case study of this research was the third-year LMD students and oral expression teachers of English division of Biskra University. This study included the learners and teachers' views, attitudes, and their responses towards the topic under investigation

6.3. Sample

6.3.1. Students' Sample

This work surveyed mainly with a sample of (90) ninety students, randomly selected from a population of (455) four hundred and fifty-five. Students of English during the academic year 2016/2017. We have chosen them as participants because of the following two reasons:

- Third-year LMD students are experienced with listening and speaking skills through the oral expression course in the two previous years.
- Learners at that level will start to recognize the existence of clear and crucial problems related to their speaking abilities

6.3.2. Teachers' Sample

Since this investigation is about the positive influence of listening comprehension on the developments of EFL learners' speaking skill. Teachers who have a good experience in teaching oral expression module are more appropriate to state the benefits of the topic under investigation. We surveyed with (8) eight teachers selected randomly from the whole population of (41) teachers.

7. Data Collection Tools

Two data collection tools will be used to achieve the objectives of the present study: students' questionnaire and teachers' questionnaire.

7.1. Students' Questionnaire

The questionnaire was administered to third-year LMD students of English division at Biskra University in order to obtain their views and perspectives towards both listening and speaking skills. The questionnaires are semi-structured questionnaires which consist of

multiple questions. They are either open-ended or closed-ended questions requiring from the learners to tick the appropriate answer or to write full statements where necessary.

7.2. Teachers' Questionnaire

A questionnaire was prepared for the sake to collect the teachers' views and attitudes concerning our topic and to identify the relationship between both skills mentioned above, which by turn will be considered as an argument for the stated hypothesis of this present research.

8. Structure of the Study

This research is divided into two parts: the theoretical part and the field work. The theoretical part is divided into two chapters. In the first chapter, we have introduced the listening comprehension starting by the difference between listening and hearing, then moving to the importance of listening comprehension in language teaching and learning, following it by types and stages of the listening process and the main difficulties that EFL learners may encounter while listening and finishing by the existent relationship between listening and speaking skills. The second chapter is meant to introduce the nature of speaking skill and the main problems that face EFL learners in their learning process besides to the multiple classroom speaking activities used to teach speaking skill, and the employment of technological tools to improve the learners' proficiency level. The second part based on the field work, it includes data analysis of both students and teachers' questionnaires with a discussion of the findings.

Chapter One

**AN OVERVIEW OF THE
LISTENING SKILL**

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Introduction

It is claimed that a fluent speaker is a good listener. So, the key to speak a foreign language is to receive input and learning how to listen effectively. Therefore, the capacity of learners in using listening as a tool of learning is the one which adjudicates the successful learners from the other ones. The main concern of this chapter is to shed light on the listening skill since it represents the core of our investigation. We are going to study it from various perspectives such as, the definition of listening, the difference between listening and hearing, the significance of listening in language teaching, the stages of listening process, the role of the teacher during listening comprehension session and finally, we are going to shed light on the existent relationship between listening and speaking skills.

1. Definition of the Listening Skill

Listening is the key factor in language teaching and learning. It plays a major role in daily life communication and educational process. Therefore, listening skill has been defined by many scholars such as Underwood (1989), who simply defined listening as the process of paying attention and getting meaning from something we hear. Krashen (1984) asserted that learners acquire language by comprehending the linguistic information they hear.

Listening is a complex and active process. According to Brownell (1986) cited in (Bengalia, 2013) “listening is a process which is divided into several stages they are: hearing messages, understanding messages, remembering messages, interpreting messages, evaluating messages, responding messages.” In other words, listening is a hard task which requires a great effort of mental analysis from the learner. It is through listening that learners will be able to comprehend, interpret, and respond to the target language. Moreover, listening has multiple functions such as comprehend feelings and emotions of the speaker. This idea was

supported by Manual (2004, p. 205) who pointed out that “active listening requires the listener to hear the words and identify the feeling associated with words”

Harmer (2007) stated that the listening skill plays a vital role in improving EFL learners’ pronunciation. For instance, the more EFL learners listen to the foreign language the more they improve their speaking performance level, they will acquire appropriate intonation, stress, and pitch of the target language. So, they can communicate successfully in the target language.

Moreover, according to Rost (2009), listening helps learners to understand the world around and it is one of the important parts in originating a good communication atmosphere. In other words; when EFL learners are exposed to the foreign language, they are expected not to understand just the form of the foreign language such as the word form and the structure of the sentence, but also to interact and to understand the intended meaning.

2. The Difference between Listening and Hearing

Many people may think that listening is something that requires no thought or effort, but there is a big difference between hearing someone and listening to him. According to Rost (2011, p. 12) “While hearing provides a basic for listening, it is only a precursor to it, though the term hearing and listening are often used interchangeably in everyday talk, there are essential differences between them” In other words, hearing and listening are two common words that most of the people assume that they are similar. Nevertheless, they differ in their functions. Since hearing can be defined as an innate ability that allows people to recognize sounds, it can be described as an involuntary process. “Hearing is that sense by which we distinguish sounds” (Preston, 1781, p. 42), whereas listening can be defined as a conscious technique that people use to comprehend and understand a spoken language, it needs more concentration and attention according to Goddu (2015, p.2) ““Hearing is unintentional,

whereas listening requires you to pay conscious attention. Our bodies hear, but we need to employ intentional effort to actually listen”

Listening is considerably different from hearing. People are able to control one of them and not the other. According to Manual “Hearing is merely noting that someone is speaking. Listening, however, is making sense of what is heard and requires the individual to constantly pay attention, interpret, and remember what is heard” (2004, p. 205). Moreover, listening is what is done consciously to understand and interpret the message that is conveyed by decoding the speakers’ utterances, and the ability to comprehend the psychological side (emotions and feeling) of the person you are communicating with. However, hearing is an automatic process that enables people to understand the surrounding world and distinguishing things through the sounds they use. “By it, we are enables to enjoy the pleasure of society, and reciprocally to communicate with each other, our thoughts and intentions, our purposes and desire, while our reason is capable of extracting its utmost power and energy” (Preston,1781, p. 42). Consequently, we can summarize that hearing is through ears, whereas listening is from the mind.

4. The Statues of Listening Skill in Language Teaching and Learning

Listening comprehension has historically received only minimal attention in teaching English as a foreign language; however, it becomes one of the most important skills in language learning (Berne; 1998, Clement 2007, Oxford, 1993;)Thus, listening comprehension has long been the neglected skill in foreign language learning and teaching, since language learning was mainly based on grammar, vocabulary and sentence structure. So it was an overlooked and undervalued skill; however, in recent years there has been much more focus on listening comprehension as a major part of learning a foreign language, as stated by (Lui,

2009). Mastering the listening skill is the first step in acquiring a second Language (L2) or foreign language (FL).

In 1990, the evolution of linguistics, psychology, and anthropology field, leads to much more focus on listening comprehension as a basic skill in learning a foreign language. Therefore, many scholars and researchers originated many approaches and theories. For instance, the direct approach in which learners were involved deeply in the target language through repetition and practice, but there was no listening process actively taught in this method. Moreover, the Audio-lingual method was established in which the learners are exposed to hear recorded dialogues from the target language and repeat the utterances until they master the language. This method was rejected by Noam Chomsky who believed that a human being are born with innate ability which leads them to learn unlimited number of utterances, in addition, the input hypothesis to Stephen Krashen which is mainly depending on comprehend and understand messages appropriately (Wilson, 2008).

It has taken many years to understand the importance of listening comprehension in language learning and teaching. Rivers (1966.p. 196) claimed that “speaking does not itself constitute communication unless what is said is understood by another person. Teaching the comprehension of spoken speech is therefore, a primary importance of the communication aim is to be reached”

Consequently, Listening plays a vital and active role in language learning and teaching, it helps English as Foreign Language learners to acquire pronunciation, word stress, vocabulary, and syntax. In addition, it helps the language learners to understand the beauty of a language. Thus; language simply cannot get any improvement, without understanding the oral input correctly.

5. The Listening Process

Listening comprehension is not simply hearing a speech, it is an active and dynamic process, it is a concept of focusing on the utterances that we hear to interpret the meaning and comprehend the message, therefore our listening process should involve certain techniques and mental processes to be successfully achieved, those processes are bottom-up process and top-down process, that are used to describe the cognitive processes of second language acquisition field (Clement, 2007)

5.1. Bottom-up Process

Bottom-up processing involves “perceiving and parking stream at increasingly larger level beginning with auditory-phonetic, syllabus, lexical, syntactic, semantic, propositional, pragmatic and interpretive” (Field, 2003, p. 326). It is the process where the listener depends on the linguistic knowledge, sounds, words and grammar of the language to creates meaning. (Schwartz, 1998), Learners rely on analyzing the sentence from lower level sounds to grammatical functions to lexical meaning in order to reach the meaning of the message. (Wilson, 2008). Thus, According to BUP process, listeners need to employ their knowledge of the language and being able to recognize the small patterns of the spoken text to make sense of the conveyed message.

Bottom-up processing helps listeners to decode the sounds and the grammatical patterns of a language. Therefore it requires more concentration and attention to the spoken language. “The listener achieves understanding by stringing individual words and phrases together to build up a whole.” (Harmer, 2001, p. 201). In other words, the listeners should depend on the incoming input as the basis for understanding and comprehending the message.

5.2. Top-down Process

Is the process of using previous knowledge to give meaning to the language input. The TDP focuses on “going from whole to part and concentrated on the interpretation of meaning instead of recognition of sounds, words, and sentences” (Lynch and Mendelssohn, 2002, p.197). Listeners use context and prior knowledge in decoding the linguistic aspects and understanding the meaning of the message, According to Rost (2002) in top-down processing learners concentrate on the prior information, contextual information, and expectations.

The amount of knowledge that a listener has on a particular topic is crucial to the way a listener interpret, comprehend a passage, and fit the new input. (Langer, 1984) .Thus, the prior knowledge of the listener plays a major role in understanding the speech. According to Wilson (2008), if the topic is familiar to listeners, they will find it easy to understand and interpret the message.

6. Stages of the Listening Process

Listening is a highly complex solving activity (Barnes, 1984). Therefore, listening is subdivided into three stages (pre-listening, while listening, and post-listening stage) inside the classroom in order to achieve and reach the aim of improving student’s listening proficiency.

6.1. Pre-Listening Stage

The pre-listening stage is defined as “things to do before the students hear the passage, to help them get the out most of what they are going to hear” (Rixon, 1986, p. 63). It means that in this stage the teacher needs to adapt tasks and activities which help learners to better comprehend the topic they are going to hear and to achieve the most outcome. UR (1992, p.4) stated that “it would seem a good idea when presenting passage in class to give the student some information about the content, situation, and speaker before they are actually starting to listen”. Thus, it seems not fair to straight draw student to listen without introducing the topic

they are going to hear. Therefore pre-listening stage is used for revising prior knowledge and motivating students to listen to the topic.

However, in the pre-listening stage, teachers should not provide their learners with too much information about the topic or the instruction included. as it removes the challenge and interest, Mendelsohn also shares his view that the role of listening comprehension is to “activate the student’s existing knowledge of the topic in order for them to link what they comprehend and to use this as a basis of their hypothesis information, prediction, and inferencing ” (1995, p.140). As far as, pre-listening tasks leads to better listening comprehension and successful learning as stated by (Kashani et al., 2011, p. 81) “new materials may not be comprehensible without prior knowledge which can be made available at a conscious level by activating the relevant schemata”

6.2. While Listening Stage

The second essential part of the listening process is the while listening stage. It includes tasks and activities provided by the teacher while the students listen to the passage in order to make students pay attention to the text. Underwood (1989, p. 45) stated that “while listening activities are what students are asked to do during the time that they are listening to the text.” he also stated that “The purpose of while- listening activities is to help learners to develop the skill of eliciting messages from spoken language”. Thus, the aim of while-listening activities is to develop learner’s proficiency in listening comprehension.

In the while listening stage, students need to listen to the text at least twice. However, there are others who will need three or four times to comprehend the text they are dealing with. According to Wilson, students need to listen to the input once, as they can hear the input twice in order to a better comprehend. Students at this stage should revise their prediction, as well as they will make interpretation and judgment based on what they heard, to build clear and

accurate meaning, for instance a teacher may ask his students to write the key words of the text, and select crucial information in the passage, and the student's answer must be during the listening activity in order to achieve some of the following purposes: to raise students' attention of the speaker's language and thought, to focus students' comprehension on the speaker's grammatical correct forms, and to motivate them to develop their listening skills and performance. (2008)

6.3. Post-Listening Stage

The Post listening stage is the final step of listening comprehension inside the classroom. It includes the teacher final activities and tasks to check the student comprehension of the topic and to evaluate the listening development abilities. According to Rixon, learners use the information they have acquired from the listening passage, to improve it for another intention. It means that the learners can connect what they have heard with their own ideas and thoughts, as well as they can re-form their information and their notes into another language skill, such as they can develop their speaking or writing performance. (1993)

7. Types of Listening Process

Many scholars identify and classify listening into several broads such as Rost (1990) who stated that listening is divided into four types: global listening, selective listening, intensive listening, and interactive listening, he subdivided listening from the pedagogical perspective as four skills that should help the learners to improve their proficiency level; Taye (2008) summarized those types as fellow; global listening can be defined as the activity which helps learners to develop their level in recognizing spoken text. Whereas in selective listening teachers should provide their students with activities that help them to grasp and select information from the passage, on the other ²²hand, intensive listening is the activity that enables the student to assess and evaluate the passage, finally interactive listening can be

defined as the task and the activity that may help the learner to distinguish between the social culture style and their impact on the listener.

According to Rixon (1998), the listening process includes two types extensive and intensive. Intensive listening can be summarized as listening to the spoken language to have a critical understanding of what is said. (Brown, 122) stated that in intensive listening teachers should focus student's intention to achieve and recognize the phonological and morphological element of the language., whereas, in the Extensive listening learners are not obliged to concentrate on every single word and pattern. As stated by (Harmer, p.228) Extensive listening will usually take place outside the classroom, and the motivational power of the activity will be increased since the learner chooses what he or she wants to listen to. At this stage, teachers should avoid testing and evaluating, to make the student feel relaxed and enjoy listening to the topic. Harmer (2010, p. 228) stated that Extensive learning can have "a dramatic effect on students language learning". Thus, Extensive listening can be considered as a useful tool in learning a foreign language.

8. EFL learners' Listening Difficulties

EFL learners face many obstacles while they are listening to the language. They find themselves unable to understand the spoken language, rescored dialogues, or songs even if the spoken language is very simple and the speech rate is not rapid. A lot of factors may be the reason why EFL learners face difficulties in listening comprehension. "Listening difficulties are due to insufficient knowledge of the linguistic system, or lack of knowledge of the socio-cultural content of the message, in addition to the different background of the learners" Buck (2010, p.49).

Foreign language learners need to master the ability to understand phonology, syntax, lexis, and background of cultural knowledge, in order to avoid listening issues and becomes a

good listener. According to Brown (2000, pp. 252-253), EFL learners face challenges when they are listening to a native speaker. English sounds are considered as a major issue for EFL learners because of the huge number of silent letters that make it hard to recognize all of them. (Rixon 1986) as cited in (Alam and Sinha, 2009, p. 55) identified four sources of difficulties related to sounds and pronunciation: the weak relationship between English sounds and the way they are spelt in the written language, change in sound when they spelt rapidly, speech speed, rhythm, intonation, and stress in English language, and the same sound may pronounce differently.

Underwood (1994) stated that the major EFL listening difficulties are as follow: lack of control over the speed at which speakers talk, not being able to get things repeated, the listener's insufficient vocabulary, inability to recognize the "signals", and difficulties in interpretation the speaker's utterances. Thus the number and the extent of pauses used by the speaker play a vital role in comprehension, because the learners should be ready to comprehend language conveyed at different rates of speed and at times, conveyed with few pauses, unlike reading when an individual can stop and go back to reread (Brown, 2000).

Underwood (1994, p.7) claimed that EFL learners may encounter a wide variety of difficulties while listening to the target language and this is due to learners' different background, such as their culture and education. According to Sapir (1991, pp, 60-90), he stated that "language cannot exist without culture Culture can be explained as what the society thinks and does, and the language is the expression of the ideas of the society" Moreover, Rost (1994, pp. 234-236) claimed that learners' motivation is one of the essential reasons to succeed or fail in learning a foreign language. Thus, the more learners' motivation arises, the more EFL learners proficiency level increased. To sum up, in addition to the learners' cultural background and motivation many language learners argue that the greatest

difficulty they usually encounter with is the speech speed of the native speaker (how quickly speakers speak).

9. Definition of the Listening Comprehension

Listening comprehension is an active process in which the listeners should concentrate on the selected aspects of oral input, and associate what they hear with a previous and existing knowledge. According to Wang and Gafurov “comprehension is defined as ability to understand something, which indicates an intelligent power of abstract thought and reasoning of humans or intelligent systems” (n.d) .In other words, it is the structure that listeners use to comprehend a given text and any incoming input.

Moreover, listening comprehension has been defined by many scholars, such as Chastain (1971) who defined listening comprehension as the ability to comprehend what a speaker says at normal speed in unstructured situations. Mendelsohn (1994) reported that listening comprehension is the process where the listeners were able to shift the speakers’ intention, the fast rate of speech, and comprehend the message without analyzing every single word in the passage. In addition, Purdy (1997) defined listening comprehension as a dynamic process where a listener should be able to attend, perceive, interpret, remember, and respond to the speakers’ utterances.

According to Anderson and Lurch (1988) who reported that comprehension is not depending only on the speaker, but also on the listener who plays a crucial role in understanding what is spoken around him. They agree that listeners should relate their existing and previous knowledge with the incoming input in order to comprehend and respond correctly to the speaker’s message. Therefore, knowledge is very important for listening comprehension, and the main purpose of listening is to comprehend the message as it is. As

Rost (2002) claimed that listening comprehension is a complex activity of interpretation where the listeners link the incoming input with what they already know.

Consequently, listening comprehension plays a major role in facilitating learning; it is a necessary feature of any communication in the language being learned. In which the listener needs to be able to comprehend the oral input through understanding a speaker pronunciation, grammar, vocabulary, and comprehend the meaning. As well as listening comprehension require more concentration and quick understanding to the speakers' utterances.

10. The Different Sources of Listening

EFL learners listening comprehension will be developed if they are exposed to the target language either inside or outside the classroom. There are two main sources of input inside the classroom, the teachers' talk is considered as the more beneficial one for the students' comprehension, it involves teacher organizing the course syllabus, facilitating conversation and interaction, and respond to the learners needs in the sense that he can slow down, speed up, repeat unclear ideas, and give more explanation and clarification, it is called also as a live listening in which the learners interact with a live human being to gain more knowledge and vocabulary in front of them (Wilson, 2008).

The second main source is the students' talk where EFL learners interact with each other. A teacher should organize a various group work activities and provide his learners with a topic to talk about where they will listen to each other and obtain knowledge, vocabulary and even pronunciation from each other. Another listening source that may involve in the classroom is the Guest speaker where EFL learners will have the opportunity to listen to the native speaker directly and learn pronunciation, accent, intonation and speech speed. In other words, they help learners to make a connection between their academic learning and the real

world, they also act as a support to the teacher topic that he knows a little about and provides the students with a different point of view (Wilson, 2008).

In addition, to the classroom input, EFL learners need to be exposed to the target language outside the classroom to develop and improve their proficiency in listening comprehension. Rost (2007) stated that the use of technology develop students' language learning and the use of necessary authentic material such as songs, TV, and videos will improve learners listening proficiency, Jourdain (1998) observes a very clear relationship between music and language learning, and suggests that there are two different system representing music and language learning when they are matched together will be beneficial to the language learner especially when acquiring new vocabulary. Listening to songs may be also involved in the classroom teaching to motivate the learners and raises their attention to concentrate on native speaker pronunciation, which includes stress, intonation, and speech speed (Wilson, 2008)

11. Teachers' Role in the Oral Classes

Teachers are the main source of input. They have the total control and great effect on their students to create a very useful teaching atmosphere. EFL teacher should adopt multiple roles inside the classroom. These roles are essential in facilitating the learning process. According to Harmer, teachers' effectiveness within the classroom is mainly depending on their fluency in changing their behavior during the different stages of the lecture. Harmer (2001) stated that the two major distinct roles of the teacher are controller and facilitator. Meanwhile, he pointed out several other roles which are: organizer, evaluator, resource, tutor, promoter, participant, and observer.

11.1. Teacher as a Controller

It refers to the teacher's duty to determine what students do, when they should speak, what language they should use, and what they should do in the listening phase (Harmer 1991).

According to Harmer “controllers take the role, tell students things, organize drills, read aloud, and in various other ways exemplify the qualities of a teacher-fronted classroom.” (2001, p.58) Acting as controller takes place when introducing new rules, when explaining and giving exemplification, or giving feedback. This will provide learners with opportunities to practice listening easily and communicate effectively; otherwise, learners will lose the right way to learn.

11.2. Teacher as an Organizer

Organizing the classroom is one of the most essential and difficult functions to be performed by the teacher. According to Harmer (1991), teachers should be able to explain what their students want to do, provide them with various activities followed by clear instructions, arranging them in groups or pairs, they should be able to prepare the listening task and give obvious guidance to their learners. Classroom activities will fall down if learners are not able to organize themselves. Therefore, teachers must specify some time to arrange and engage them in the classroom activities. Harmer (2001) stated that teachers should provide their learners with the necessary instructions if they make sure that all of the students are engaged in the activity. Harmer identified several stages that the classroom activity should be passing through. First of all, discussing the topic with learners will raise their motivation and pushes them to do the activity; in the second stage, the teacher should arrange them into pairs or group work. Moreover, the time of the activity should be delimited (the time to start and the time to stop doing the activity) the last stage is giving feedback when the activity is finished.

11.3. Teacher as an Assessor

The teacher’s role as an assessor plays a vital role to increase learners’ performance. Students always wait from their teachers to give them an indication of their level and evaluate

their performance in the classroom. According to Murray et al. (1996) “instructors are responsible for taking adequate steps to ensure that assessment of the student is valid, open, fair, and congruent with course objectives.” Teachers should be sensitive and fair when assessing their learners because most of the students want to reward for their performance, but they can accept their low performance if the teacher gives them the positive feedback first to motivate and encourage them, then he can shed light on their mistakes in a smooth way (Harmer, 2001).

11.4. Teacher as a Resource

The teacher’s role as a resource is to provide learners with the necessary advice and help them to solve their listening difficulties especially unknown vocabulary and grammatical pattern (Harmer 1991). However, learners should not rely on their teacher for everything; they must be self-reliance and self-confident in the classroom. This idea supported by Harmer (2001, p. 61) who claimed that “when we are acting as a resource we will want to be helpful and available, but at the same time we have to resist the urge to spoon-feed our students so that they become over-reliant on us” Therefore, instead of providing answers to all the learners’ questions, teachers should give them the necessary guidance and support to use further resource materials and searching for the answer by their own efforts.

11.5. Teacher as a Tutor

Teacher act as a guide or coach when his learners are engaged in an individual work or group work according to Harmer (2001), to act as tutor means to be able to combine both prompter and resource roles. It is a role that can be performed to support the students and assist them in every stage (Harmer, 1991). However, acting as a tutor with the whole class is little bit difficult since the teacher’s role here is to check the performance of everyone and

have intimate relationship with the them, this will give them the opportunity to fell supported and helped.

11.6. Teacher as an Observer

The teacher's role here is focused on observing what is going on in the classroom, for instance, observing the learner's performance, evaluating their level, and evaluating the effectiveness of listening activities (Harmer, 1991). However, the aim beyond observation is not only evaluating the learners but also to enhance and develop the teacher's performance. Harmer (2001, p.62) said that "teachers do not only observe students in order to give feedback. They also observe in order to judge the success of the different materials and activities that they take into lessons." Therefore, this role can be extremely enhancing the learning process.

11.7. Teacher as Promoter

The role of the teacher as promoter comes in play when encouraging learners to participate and breaking the silence in the classroom. Learners sometimes get lose and cannot think appropriately. That is why; teachers should advice their learners and act as a supporter during every stage of the listening activity. To act as promoter means to be sensitive and prudent. Harmer (2001, p.60) stated that "When we promote we need to do it sensitively and encouragingly but, above all, with discretion." Therefore, it is essential for teachers to act as a promoter in the classroom.

11.8. Teacher as Participant

In the past teachers' role was limited only by presenting the lecture, providing feedback, and correcting mistakes. However, today's teachers can be involved in the listening activities especially in pre and post listening activities, for instance, discussing the topic and role plays.

(Harmer, 1991) teachers may take part in the activity once they finished giving instructions and the activity has started, he can join one or two groups as an ordinary participant. This would help the learners since they will have the opportunity to practice the language with the one who is more experienced in using the language.

12. Listening Strategies

In order to facilitate listening comprehension, a teacher should provide his learners with strategies that can help them to state the aim beyond their listening to the passage, for instance, listening for gist, listening for main ideas, and listening for specific information.

12.1. Listening for Gist

It can be defined as listening for general understanding as (Richard & Schmidt, 2003, p. 246) claimed that it is “listening in order to understand the general meaning of the text without paying attention to specific details”. In other words, listening for gist can help the listener to get a general idea and global meaning of the passage, it also helps listeners to gather broad information and then use it as a support in the classroom discussion.

Mewald et al. (2007, p.8) reported that listening for gist is used by the teacher to prepare their learners for more careful listening, and it is done by asking them a question such as the title of the text, the purpose, and the main idea of the text. A teacher needs to make those general questions to assess whether the learners understand the passage or not.

12.2. Listening for the Main Idea

According to Mewald et al. (2007, p. 8), listening for the main idea “requires more careful listening but the solution is still to be found in clearly stated information in the input text and there is no need for making inference or deduction in order to clarify the correct answer”. The main ideas should be clear and not hidden in the text. Therefore, teachers here should ask

their learners to select and chose the main ideas out of the situation this will make learners have a better understanding of the passage without pay attention to every single word and other details in whole text, a teachers should use certain techniques to raise the students' attention toward the main point in the text, such as raising his voice at those points or by keeping repeating until the learner recognize them.

12.3. Listening for Specific Information

Listening for specific information requires the learners to understand every single word in the passage and pay attention to the every detailed in the listening text in order to find the key words. Richards and Schmidt had a definition for that in which they stated. "Listening in order to understand the specific information contained in a text" (2010, p.344). This strategy is very helpful especially with the students who are passing a test or exam; they must concentrate on specific parts of the question in order to understand what they should do exactly. Therefore answering will not be a big deal for them.

13. Models of Listening

Listening was traditionally seen as a passive process by which the learner just receives information from the teacher. However, today recent models take into consideration that listening is more than receiving information. It is an active and interpretive process in which the message is varied and created a kind of interaction between participants. The listeners will interpret the meaning of context and respond to it rather than just receiving it (Lynch and Mendelsohn, 2002). Therefore, a listener should be tolerant and able to decoding the utterances of passage, understanding, interpreting, evaluating, remembering, and responding as suggested in Brownell's "HURIER" model of listening (2002).

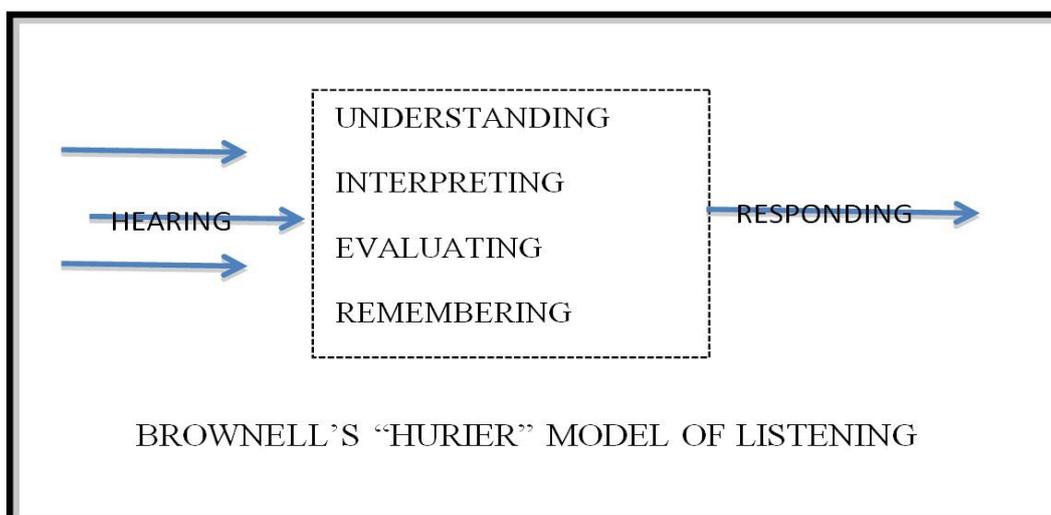


Figure 1.1: Brownell's "HURIER" model of listening (2002)

14. The Relationship between Listening and Speaking Skills

The teaching of listening and speaking skills has attracted a high level of interest in recent years. They have a prominent place in the process of language teaching and learning, most of people assume that they are separated from each other, whereas they are closely interrelated skills in the sense that learners must be exposed to the target language to gain knowledge, vocabulary, and even pronunciation, in order to be able to produce a meaningful speech and to communicate effectively as (Bahns, 1995) quoted in (Lynch, 2009) "the main aim of teaching listening is to prepare students for real life social interaction, it is imperative that developing listening is seen in a combination with developing speaking" (p.110)

a good practice of listening skill would improve learners speaking performance this is supported by (Saitakham, 2012) "listening helps the student to acquire good speaking habits as a result of the spoken English they have absorbed" (p, 50). In other words, both listening and speaking skills are interrelated in terms of interaction, listening plays a vital role to enhance learners speaking proficiency. Anderson and Lynch (1988, p. 15) stated that "learners need to be given opportunities to practice both sets of skills and to integrate them in a

conversation”. It means that a successful conversation requires a good speaker, as well as a good listener and learners must pay attention to both skills to reach a high level of proficiency.

Conclusion

To conclude in this chapter, we have tried to deal with the listening skill from different perspectives and provide EFL learners with a clear idea about its importance in language teaching and learning. Listening comprehension is a complex and difficult skill that should be developed in a conscious way obviously; by following several steps and stages during the listening task. Everyone has a reason for listening whether for specific information or general information and other purposes. However, there are many difficulties and challenges EFL learners may encounter in the listening process. Therefore, it is the reasonability of the teacher to adopt different beneficial strategies and materials to facilitate the listening task. The next chapter will shed light on the speaking skill and the different activities used by the teacher to enhance learners’ speaking performance.

Chapter Two

**THE SPEAKING SKILL IN
EFL CLASSES**

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Introduction

A good mastery of a foreign language requires mostly speaking it correctly, appropriately, and fluently. Therefore teaching the speaking skill is an essential task to be achieved in language teaching and learning. Learners often assess their level depending on how much they have improved in their spoken language proficiency. According to Ur (1984, p. 120) “Speaking seems to be the most important skill in language learning, people who know a language are named as “speakers” of that language, and many if not most foreign language learners are primarily interested in learning to speak.”

Many teachers agree that the majority of EFL learners face a lot of difficulties when it comes to speaking and there is a big gap between learners’ communicative performance and the years of academic language instruction. That’s the reason behind devoting this chapter for an overview about the speaking skill; starting by the definition of the speaking skill and it’s significant in the learning process, then the main difficulties and challenges that EFL learner may encounter in language learning. As well as we will take into account the communicative language competences, the different activities that are used to promote students’ speaking performance, and finally an emphasis will be put on the positive impact of technological aids on the development of learners’ oral proficiency.

1. Speaking Skill

Speaking is process of constructing meaning that requires producing, receiving, and transmuting information, (Brown, 1994). Speaking is the primary tool for understanding and expressing meaning to interact with others. According to Cameron (2001, p. 40) “speaking is the active use of language to express meanings so that other people can make sense of them”. Levelt (1989, p.1) defined speaking as “a unique and complicated skill that enables the

speaker as an information processor to transform intentions and ideas in a fluent and articulate speech.”

According to Chaney et al (1998, p.13), speaking is: “The activity of constructing and sharing meaning through the use of verbal and non-verbal symbols, in multiple situations.” Thus, speaking process should entail both receptive and productive participant. This point supported by Widdowson (1978) who claimed that speaking implies a reciprocal exchange which involves both producing and receiving knowledge to master the language. Speaking is the primary tool for communicating and link individuals to society in general and learning a language in particular. This point leads many scholars such as Brown (1994) to claim that teaching speaking must entail both macro skill such as producing phonemes, morphemes, and words. The later is micro skill such as producing a correct communicative speech according to the situation, participant, and aims.

Speaking can be defined as a primary source of language teaching and learning. According to Knight (1992, p.294), Speaking is “the most important part of an EFL course”. It is through speaking, students learn concepts, vocabulary, and gain knowledge to master the target language. In this seek, Baker and Westrup (2003, p. 5) pointed out that “a student who can speak English well may have a greater chance for further education, of finding employment and gaining promotion.” Therefore, speaking is important not just inside the classroom but also outside where most of the companies demand people who have a good mastery of the foreign language.

2. Speaking in Language Teaching

In the past language teaching was mainly based on written forms rather than spoken forms because the former is concrete and depend on a correct sentence that builds well-structured and correct paragraph. However, the later is abstract, unstructured, and entails on short

utterances. Actually, in recent years many scholars emphasize the significance of the verbal side of the language and claim that even though some active students who wrote a correct sentence and meaningful paragraphs; they find themselves unable to interact inside the classroom such as incapable of asking a very simple question or answering correctly.

The speaking skill is not an easy task. It requires a lot from both teachers and learners, according to MacCarthy(1972, p. 9) “When people are learning to speak a language, they are concerned mainly with two things; first, knowing what to say- what words and phrases to use at any given moment, in any given situation- and second, being able to say it- able to perform the required actions, the movement necessary, for saying those words and phrases aloud.” In other words, learning to speak needs more than memorizing vocabulary, mastering grammar and the context where to use them, but also learning how to use phonic features and produce speech in a smooth way in the appropriate situation.

Speaking skill is one of the productive skills. Mc Donough and Show (1993, p.152) defined speaking as “skill which enables us to produce utterances, when genuinely communicatively, speaking is desire and purpose driven. In other words, we genuinely want to communicate something to achieve particular end”. The emergence of communicative approach gives rise to the importance of speaking skill as an essential part of language teaching and learning. CLT led the educational program to change the teaching syllabus and classroom materials, in which teacher’s talk is not anymore the central in the classroom, but the learners are the more dominant, here the role of the teacher is to create environment where learners have real-life communication situations, this idea supported by Thornbury (2005: 95) who says that “Speaking tasks should have some relation to real-life language use” this will help learners to express themselves fluently and appropriately in the foreign language.

3. Communicative Competence

The concept of communicative competence can be defined as what the speaker needs to know to be able to communicate appropriately within a particular speech communication or event. According to Dell Hymes (1972) communicative competences is the knowledge of both rules of grammar and rules of using the language appropriately in a given context, In other words, Hymes emphasized the importance of the social context in which language is used, and the sociolinguistics norms “when to speak, when not, what to talk about with whom, when, where and in what manner” (Hymes, 1992, p.277).

Hymes (1972) conceptualization of communicative competence was examined by many applied linguists such as Uso- Juan and Martinez- Flor (2006, p.147) who present a framework of communicative competences whose main aim is to show how the four language skills: linguistic, pragmatic, strategic, discourse, and intercultural competences, serve to build discourse competence for communicative purposes. The diagram bellow represents the communicative competence component with discourse competence placed at the heart.

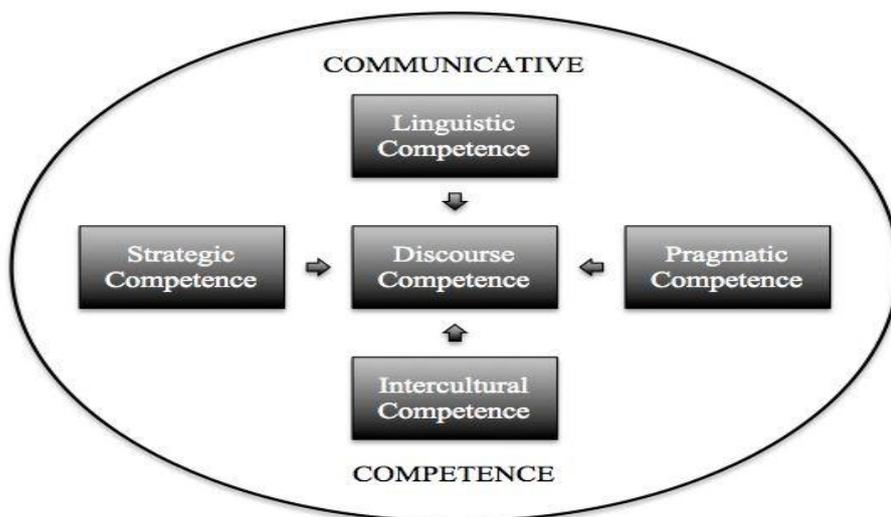


Figure 2. 2: integrating speaking with communicative competence frame work (Uso-Juan and Martinez- flor, 2006. P. 147)

3.1. Discourse competence

Discourse competence is defined as “speaker ability to use a variety of discourse features to achieve a unified spoken text given a particular purpose and the situational context where it is produced” (2006, p.147). By discourse features, they mean coherence, cohesion, conversational rules, and discourse marks. According to (Hedge, 2000) discourse competence is the different abilities needed to produce coherent written texts as well as conversations and understand them. Thus, discourse competence is the ability to create unified, coherence, cohesive spoken or written texts. Swain and Canale determined it as “the ability we have to connect sentences in stretches of discourse and to form a meaningful whole of series of utterances” (p.23).

3.2. Linguistic Competence

Linguistic competence is defined by Hedge (2000, p. 46) as “knowledge of the language itself, its form and meaning”. It is the ability to use the rules of the language to create and interpret utterances in the target language. according to Hedge (2000, p.56)” It helps the FL learner to achieve accuracy in the grammatical forms of the language, to pronounce the forms accurately, to use stress, rhythm, and intonation to express meaning, and to build a range of vocabulary”. It enables learners to achieve a piece of spoken discourse successfully.

3.3. Pragmatic Competence

According (Edwards and Csizer 2001), pragmatic competence is the knowledge of social, cultural, and discourse convention that has to be followed in various situations. Grammatical competence an organic part of the learners’ communicative competence (Kasper, 1997). In other words, pragmatic is the study of how language is used in communication

3.4. Intercultural Competence

According to Fantini (2006, p.12), intercultural competence can be defined as “a complex of abilities needed to perform effectively and appropriately when interacting with others who are linguistically, and culturally different from oneself”. A learner should pay attention to the social values and norms of behaviors of a particular society to communicate effectively and appropriately, otherwise, there may happen some misunderstanding or communication breakdown.

3.5. Strategic Competence

Strategic competences refer to the speaker’s ability to solve communicative problems such as unfamiliarity with some language vocabulary items or grammatical structure or even miss pronounce some words in the target language (canal and swain, 1980, p.25). One of these strategies for instance avoidance or reduction strategies such as topic avoidance or message abandonment in order to keep conversation inside areas where the speaker feels in control. As Savignon (1983) mentioned it as “the strategies that one uses to compensate for imperfect knowledge of rules or limiting factors in their application such as fatigue, distraction, and inattention” (p.20). In short, it is the competence in which individual can use some effective strategies to overcome a certain communicative obstacles.

4. Types of Classroom Speaking Performance

According to Brown (2001, pp. 271-274), there are six types of students’ speaking performance as follow; imitative speaking, intensive speaking, responsive speaking, interactive speaking (Transactional dialogue, Interpersonal dialogue), and Extensive (monologue).

4.1. Imitative Speaking

Imitative speaking is the ability to repeat the other's speech. When EFL learners are exposed to a native speech record, they simply repeat word, phrase or sentence in the same way they heard. Also, it is used for memorizing the correct pronunciation of the words. (Brown, 2001, pp. 271-274). Such type of classroom speaking performance has a major role to make learners focus on some particular element of the language form. According to Manseur (2015) "in the classroom, this type of speaking is related to drills in which students imitate some language structure produced by the teacher". Therefore, it enables them to produce a variety of language patterns which leads to improve their oral as well as their listening proficiency.

4. 2. Intensive Speaking

It is quietly similar to the imitative type, but this one emphasizes more on phonological or grammatical points of the language, for instance, intonation, stress, and rhythm. According to (Brown, 2001, pp. 271-27) "Intensive speaking goes one stage beyond imitative to incorporate any speaking performance that is designed to practice some phonological or grammatical parts of language", therefore, it is very important for EFL learners to focus on the semantic features and the comprehensible practice of the target language in order to have the capacity to respond.

4.3. Responsive Speaking

Responsive skill can be defined as brief interactions like short discussion, simple request given by the teacher or the learners in order to preserve validness, for example, students are responsive when they reply to their teachers with a short answer or a comment about a particular topic or situations, as well as it is the teacher's role to provide his learners with different feedback to their comments, and questions (Brown, 2001, pp. 271-274).

4.4. Interactive

It includes two types; the first one is the transactional dialogue which is an extension of responsive speaking. It is carried out for the purpose of conveying or exchanging facts and information, such as gathering interviews and debates (Brown, 2001, p. 271-274). This kind of dialogues seems to be easy to learn since it is concerned with teaching the academic language. The second one is Interpersonal (dialogue); is accomplished for the purpose of maintaining social relationships rather than conveying facts or information. (Brown, 2001, p. 271-274) learners find this kind of dialogue difficult to learn because it is concerned with the colloquial language which is full of slangs and ellipses.

4. 6. Extensive (Monologue)

Finally, in the intermediate or advanced level students are supposed to perform a high-level monologue such as summaries, oral reports, and short speeches (Brown, 2001, p. 271-274). Indeed, teachers may adopt this type, when they ask their learners to choose a free topic and discuss it with their classmates in the classroom.

5. Aspects of the Speaking Skill

The main reason for learning a language is to be able to speak it. There are two factors can determine the successes of language learners' oral proficiency which are accuracy and fluency. They are essential criteria to measure both linguistics and communicative competence. As Brown (2001, p. 02) says "It is now very clear that Fluency and accuracy are both important goals to pursue in CLT" fluency and accuracy are the two aspects of one contradiction, are both the ultimate objectives of language learning (Ur, 2000, p.103)

5. 1. Accuracy

Speaking a language with high level of accuracy it means speaking it correctly with cover use of correct grammar, vocabulary, and other skills. Accuracy is an ability to produce sentences or utterances with correct grammar as stated in Longman Dictionary (2000, p. 204). It is essential for learners to acquire linguistic form to produce a correct language. According to S. Thornbury (2000, p. 3) “vocabulary, grammar and pronunciation are considered as three criteria that most teachers have a reliance on concerning the evaluations of “learner’s command of the linguistic systems.” Thus, if learners are not able to produce a correct sentence, their speech will not be understood and they cannot be able to communicate effectively.

5.2. Fluency

Oral proficiency does not concern accuracy only but also fluency. Harris and Hodges (1995, p. 14) define fluency as “the ability to speak quickly and automatically”, If you speak fluently it means you speak easily, quickly, smoothly, and with few pauses. According to Hedge (2000p. 261) who claims that “Fluency means responding coherently with the turns of the conversation, linking words and phrases using intelligible pronunciation and appropriate intonation, without undue hesitation”. Thus speaking fluently is a difficult challenge for EFL learners since it requires talking without making a lot of stops to think and worrying about errors until it becomes unnatural speech, fluency implies using a language spontaneously while communication. This idea supported by Richards et al (1992, p.204) fluency is “the features which give a speech the qualities of being natural and normal”.

6. Classroom Speaking Activities

There are many speaking and communicative activities that a teacher can use in the classroom to promote learners speaking abilities and develop their oral proficiency. As Gower

et al (1995, p. 102) argue that “there should be communicative activities in the classroom to encourage purposeful and meaningful interaction between students.” In the following, we are going to mention the three most widely used.

6.1. Role Plays Activity

Role plays are an extremely helpful kind of activities that a teacher could use in the oral expression course to develop students’ oral proficiency. According to Livingstone (1983, p.3) role play is “a classroom activity which gives the students the opportunity to practice the language, the aspects of role behavior and the actual roles he may need outside the classroom.” In this activity, a teacher may ask his students to perform dialogues or scenes are either simulated from real life or an imaginative situation on the stage in front of the whole class using the foreign language. As Harmer (1989, 92) says “role play activities are those where students are asked to imagine they are in different situations and act accordingly.” This may help learners to know how to communicate appropriately in particular social context outside the classroom. Therefore, role plays activities are an effective technique to raise learners’ interest, lower their anxieties, make them more creative, and elicit their talents.

6.2. Information Gap Activity

It is another teaching activity used by the teacher in the oral expression course where students are missing information necessary to complete a task or to solve a problem and must communicate with their classmates to fill in the gaps. According to Gower et al (1995, p. 211), information gap activity is defines as, “A situation where information is known by only one or some of those present, students use the language they have at their command to bridge the information gap, by asking question, giving information...etc.” . In this activity, the teacher gives each student piece of information that all other students may not have, and the activity here will not be completed unless the learners participate and give the piece of

information they have. The teacher aim during this kind of activities is to motivate students to share and exchange information between each other (Harmer, 1998, p.88).

6.3. Discussion Activity

Discussion is one of the frequent activities in language teaching and learning. It enables learners to talk about various topics of their interest, give their opinions, experiences, and exchanging information between each other. This idea supported by Littlewood (1981, p. 47) who states that: “discussion provides learners with opportunities to express their own personality and experience through the foreign language”. According to Hedge (2000, p.277), this kind of activity pushes students to acquire interpersonal communicative strategies, for example, how the speaker can take and holds the turn, and introducing or changing the topic, such activity helps learners to develop their fluency and their communicative competence.

In this type of activity the teacher acts as a co-communicator or a guide, therefore, Scriviner (2005, p, 150- 151) gives some key points that teachers should follow in order to reach the aim of the activity. First, a teacher must frame the discussion well; he should not give the topic to the student and say start talking. He must introduce the topic until it becomes clear for his students. The second key is preparation time; the teacher should offer his student enough time to think before start talking. The third one is that teachers should choose a specific topic because they are more interesting and realistic. Next one is “buzz-group” activity in which the teacher can make his students work in small groups before talking in the front of the whole class. This will enable them to think out their ideas and raise their self-confident, the last key is breaking the rules, and the teacher has the authority to change any role from the ones which are mentioned above according to nature of the discussing topic, student, time and other educational reasons.

6. 4.Communicative Games

Finocchiaro and Brumfit (1983) pointed out that games can be used as “an enjoyable change of pace while reinforcing the language.” Games activities are designed to motivate students to interact and communicate fluently with each other using the target language. Students will learn vocabulary, pronunciation, and grammar in an enjoyable way. According to Harmer (2001, p. 272), communicative games can be presented in three forms. The first one is “describe and draw” where one student asked to describes a given picture and his partner must draw it. The second one is “describe and arrange” in which a given picture or structure has to be described from one student whereas his partner trays to reorder them without seeing the original one. The last one is” find similarities and differences” where two students have the same picture but with some differences, here the teacher will ask them to find those differences without seeing each other’s pictures.

6. 5.Acting from Script

Acting from script is a kind of speaking task that is used for the sake of provoking the learners’ communicative competence. Here the teacher should ask his student to perform play or scenes written in their textbooks or play dialogues they have written by themselves in the stage in front of the whole class. According to Harmer, a teacher should follow some key points to fulfill the aim beyond this activity. First of all, a teacher should not ask the shyest students to be the first who act on the stage, he should create the appropriate atmosphere for the students, and give them enough time to think and revise their ideas before performing in front of their classmates. Secondly, the good teacher must pay attention to the students’ stress, intonation, speech speed, and try to correct their mistakes. Finally, make sure that acting out is both language learning and language production activity (2001, p. 271)

7. Learners' Speaking Difficulties

Speaking is a complex skill. The majority of foreign language learners face many difficulties in their learning process, especially with classroom speaking activities, and this is due to their language problems such as poor listening practice, nothing to say, and mother tongue use. As Loma (2004, p. 01) pointed out that “speaking in a foreign language is very difficult and competence on speaking takes a long time to develop”

7.1. Poor Listening Practice

Many EFL are able to read and write meaningful and correct paragraph, but when it comes to speaking they find themselves unable to produce a correct utterance, this problem is due to the lack of listening practice, According to (Lynch 2009) teacher's talk is the main source of input inside the classroom and foreign language learners must pay attention to the teacher spoken language to gain knowledge, vocabulary, and pronunciation in order to be able to produce correct speech. Therefore, speech is often related to the listening skill and a good listener is a good speaker. Improving listening and speaking skill is not just depending on the learners but the teacher also should provide his learners with various activities where the two skills are interrelated. (p.110)

7.2. Nothing to Say

According to (Rivers 1968), this problem refers to the students' lack of participation for instance when a teacher ask them to answer a very short question, they will properly answer by “I have no idea” “no comment” and in most cases, they prefer to keep silent. This is maybe due to the lack of motivation or they are not interested in the chosen topic. In this seek (Revers, 1968) quoted in (Kouicem, 2010), he stated that “the teacher may have chosen a topic which is uncongenial to him, the learner, or about which he knows very little, and as result, he has nothing to express, whether in native or foreign language”

7.3. Mother Tongue Use

The majority of EFL learners are not able to use the foreign language correctly and appropriately since they keep talk with their mother tongue outside and even inside the classroom. According to Baker and Westrup (2013, p. 12), “barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to their foreign language”. In other words, language transfer is considered as one of the widespread problems while learning the foreign language and this is due to the students’ shyness, lack of vocabulary, proficiency, or lack of motivation to communicate in the target language.

8. The Psychological Impacts on Students’ Speaking Skill

In language teaching and learning process, there are many psychological factors that may hinder students from speaking either inside or outside the classroom. According to Brown (2001), psychological factors such as shyness and anxiety are considered as the main reasons for students’ reluctance to speak. Many educationalists such as Schwarts (2005); and Thornbury (2005) argue that the psychological factors may affect the learning progress, such as anxiety and inhibition, self-confidence, self-esteem, and motivation.

1.1. Learners’ Speaking Anxiety and Inhibition

Learners’ speaking anxiety may refer to the learners’ negative feeling such as frustration, self- doubt, and apprehension. According to Spielberger (1983) anxiety is “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system” (As cited in Brown, 2007, p.161), anxiety plays a crucial role in learners’ language failure. According to Brown, anxiety is divided into two types: the first one is debilitating anxiety or harmful anxiety which has a negative effect on the students’ learning

process, since it refers to the bad feeling of incapacity to success such as uneasiness, and self-doubt. The second one is facilitative anxiety or helpful anxiety which has a positive effect on students' learning process, for instance, students will be motivated to get high marks in their exams if they feel anxious about it.

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Learners' speaking inhibitions is another problem that learners may encounter in their learning process according to Littlewood (1981, p. 93) "it is too easy for a foreign language to create inhibition and anxiety" inhibition may refer to the students inability to say something in the classroom due to their fear stress, anxiety, and fear of mistakes (Ur, 2000).

8.2. Learners' Self Confidence

Self-confidence may refer to the students' abilities to take risk and try to use the language without fear of making mistakes. Krashen claimed that "not surprisingly nearly all the available literature suggests that self-confidence is very much related to second language development". However, the majority of EFL learners feel that they cannot speak English very well because of their lack of confidence.

Brown (2001) suggested that the cause of learners' lack of confidence may be due the teachers' lack of encouragement. In this context, some teachers do not pay much more importance in raising student self-confidence and do not think that convincing students that they are able to speak is significant. Although by building confidence in learners, teachers can preserve the crucial ingredient in educational success. According to Burnett (2001) EFL teachers should provide their learners with positive verbal statement such as "your performance was really good, I really appreciate your efforts...act" in order to encourage them and raise their self-confidence to be more willing to volunteer and participate inside the classroom. In other words, low self-confidence may affect learners negatively since they

assume that they do not have the oral competences and cannot express themselves, whereas students who have a high level of self-confidence are more developed and progressed in their speaking performance.

8.3. Learners' Self Esteem

Self-esteem can be defined as how much a person appreciates himself and how he felt about it. According to Coopersmith (1967, p. 05) "self-esteem is a personal judgment of attitudes that individuals hold towards themselves" self-esteem is the assessment that persons make with reference to themselves in particular situations.

Low self-esteem can play a crucial role in preventing the learning process since learners with low self-esteem are not able to interact and collaborate with their classmates inside the classroom and they think that they cannot perform orally the target language because they are going to be criticized or laughed at. Therefore teachers should enhance learners' self-esteem by convincing them that they have speaking competences and they are able to communicate and participate with their classmates inside the classroom. However, learners with high self-esteem they do not care about what other may say about their performance. So this risk taking will promote and enhance their speaking abilities and develop their oral proficiency. (coopersmith, 1967).

8.4 Learners' Motivation

Motivation is the key factor in the learning process. It is considered as an inner energy which may enhance students' language learning interest. It has been proven in many studies that learners with strong motivation gain high scores than non motivated ones. According to Harmer (2001, p. 51) motivation is "some kind of internal drive which pushes someone to do things in order to achieve something."

Motivation is subdivided into two types. The first one is extrinsic motivation which is concerned with external factors, for instance, the need to pass an exam in order to gain a job. The second type is intrinsic motivation where individuals motivated by the learning of itself. Ur (1996, p. 276). Motivation is the main reason for EFL learners' success or failure during their educational career. Therefore, EFL teachers should provide encouragement and support to their students to give them the feeling of safety and welcome in their learning. According to Scheidecker and Freeman (1999, p.116) "Motivation is, without question, the most complex and challenging issue facing teachers today." Teachers should vary the classroom activities in order to get all the students involved and get rid of their shyness and anxiety.

9. The Use of Technological Material in Teaching Speaking

With the globalization process, English has become a universal language that can be used in multiple domains and people are closely connected than ever before. Due to this reason, teaching the English language in all countries either as a second language or foreign language becomes necessary and more important. This idea supported by Gradole (1997, p.16) who claimed that "technology lies at the heart of globalization process affecting education work and culture." Nowadays, technology is more related to the educational system since it makes language teaching and learning interesting and more productive through the use of technological materials such as audio-visual aids, and language laboratory and computers are very helpful for both EFL teachers and learners.

9. 1.Audio-Visual Aids

Audio-visual aids play a vital role in improving the process of language teaching and learning. They can be used as an essential tool to develop the speaking skill since the majority of EFL learners prefer to study in classes which are equipped with audio-visual materials because they attract their attention and keep them motivated.(Mayer, 2003). In the following,

we going to mention some types of visual aids that can be used to reach the aim of developing learners' speaking competences, such as the internet, and videos.

9.1.1. The Internet

In recent years, the internet has become a widespread aid in teaching English as a foreign language in the classroom such as doing grammatical and lexical exercise online which makes learning more enjoyable (Harris 1995). This idea supported by Muric (2007, p. 3) who pointed out that “the internet brings the outside world into the classroom.” Moreover, the internet is central of information which people can log in easily, it consists of many applications like Google, Skype, and YouTube which makes the learning process easier and allows learners to develop their speaking competences since they will have the opportunity to communicate with native speakers and gain vocabulary, and pronunciation. According to Teeler and Gray (2000, p. 1), “the internet is a network of people and information, linked together by telephone lines which are connected to computers” in other words, the internet is a means of communication, share information between people even they are very distant in reality.

9.1.2. Videos

Thanks to the growth of the communicative techniques, a lot of educational videos become available and useful tools of educational technology because they stimulate learners to learn the language and discover other people's life and culture. Moreover, the use of videos inside the classroom will motivate students to attend the course lecture and make it more enjoyable and interesting. According to Cakir “active viewing increases the students' enjoyment and satisfaction and focuses their attention on the main idea of the video presentation. So, it is necessary for students to take an active part in video teaching presentation” videos are essential tools to improve EFL learners speaking and listening competences since it requires students to focus on the body language, vocabulary, and pronunciation of the target language.

Lonergan stated that “videos in the classroom offer exciting possibilities for language teaching and learning” (1995, p.1).

9.2. Language Laboratory

Language laboratory plays a vital role in language teaching and learning. It is a classroom which is equipped with educational technology materials such as computers, headphones, and projectors which could help learners to improve their listening and speaking competences. According to Lengo (1986, p.42), “language laboratory is a place where students can listen to the material, authentic English of native speakers and try to imitate it”.

Language laboratory becomes an essential tool in educational system since it provides a variety of technological aids that can help teachers to teach listening and speaking skill in an easier manner this will help learners to master the target language. As Harmer (2001, p.142-143) cites the benefits of language laboratory and that “the language laboratory helps to train some students to really listen to what they say and how they say it. When they compare pronunciation with the correct version on the tape, they began to notice the differences and this awareness over a period, help them hear and pronounce English better” in addition, language laboratory creates a comfortable atmosphere that allows the learners to feel more relaxed and confident to practice the speaking skill and improve their oral proficiency because it develops their fluency and accuracy and give them the opportunity to communicate with native speakers.

Conclusion

Speaking is one of the fundamental products of building a language. It is a key factor of communication and transmitting ideas and information orally in multiple situations. Speaking as productive skill is a very important process in foreign language teaching and learning since it helps teachers to evaluate learners' proficiency in the target language. However, it is seen as a complex skill which requires much care from both teachers and learners. In this context, teachers should pay more attention to the speaking skill, and vary the speaking activities inside the classroom such as role play and information gap activities to stimulate learners to learn the language and be able to use the target language in appropriated situations. Consequently, we can summarize that the more EFL learners are exposed to the target language the more they become fluent speakers.

The field work

STUDENTS' AND TEACHERS'

QUESTIONNAIRES AND RESULTS

CHAPTER THREE: FIELD WORK

ANALYSIS AND RESULTS OF STUDENTS AND TEACHERS' QUESTIONNAIRES

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Field Work: Students and Teachers' Questionnaires Results and Analysis

Introduction

This study is conducted to investigate the role of listening comprehension in improving EFL learners' speaking skill. To carry out the present investigation, we have distributed a questionnaire for both third year students and teachers of oral Expression in the English division at Biskra University, since they are the two main variables of the present investigation and their opinions are very crucial to test this hypothesis, "the more EFL learners practice listening, the more they will improve their speaking performance". As for the main objective behind the investigation, is to clarify the positive impact of the listening comprehension on the speaking skill in form of stating facts. Therefore, we followed the descriptive method

The students' questionnaire aims at finding out whether the learners give much important to the listening comprehension and if they are aware of its positive influence on their speaking performance. However, the teachers' questionnaire is intended to investigate teachers' opinions towards the fact of the existent relationship between listening and speaking.

1. The Population

The case study of this research was the third-year LMD students and oral expression teachers of English division of Biskra University. This study included the learners and teachers' views, attitudes, and their responses towards the topic under investigation

1.1. The Students' Sample

Third-year students of English at Biskra University are the whole population. They are divided into ten groups (10) each group contains between (36) to (56) students. We have chosen a sample of ninety (90) students out of the total population (455) students. The

selection of such sample was based on the consideration that third year-LMD students have already experienced with both listening and speaking skills through the oral expression course in the two previous years. Our sample was of mixed ages and genders.

1.2. Teachers' Sample

Teachers of oral expression at the English Division of Biskra University during the academic year 2016/2017 are the whole population; we have chosen randomly a sample of eight (8) teachers; within different teaching experiences. The reason behind including those teachers in our investigation is to have more reliable and in-depth data of what really happens during an oral expression session.

2. Description of the Questionnaires

In the current work, we will use the questionnaire as the main tool for our investigation, one for the students and another for the teachers. They are divided into three sections where each one contains a set of questions with multiple choices where the participants have to tick in the box the right answer.

2.1. The Description of the Students' Questionnaire

The students' questionnaire is composed of three sections and consists of (25) questions which are classified in a logical way. They are either closed-ended questions requiring from the learners to choose 'yes' or 'no' answers or to select the appropriate answer from multiple choices or they are open-ended questions requiring them to write their own answers by their own words. However, the open-ended questions were not answered by all the participants because of the time limitations. The first section of the students' questionnaire is about the students' general information; the second section deals with the students' perception of the

speaking skill and their attitudes. The third section aims at getting information about the learners' difficulties and challenges while practicing listening.

2.2. The Description of the Teachers' Questionnaire

The teachers' questionnaire is composed of (23) questions and it consists of three (3) sections. The questions are ranging from yes/no questions; multiple choice questions to open-ended questions where a free space of about three lines is left to either explain their choices or justify them. The first section of the teachers' questionnaire is devoted to their background information, i.e. their ages, gender, and their teaching experiences. The second section aims at collecting information about their attitude toward encouraging learners to practice listening while; the third section aims at gathering information about the main difficulties the learners encounter while practice speaking.

3. The Administration of the Students' and Teachers' Questionnaire

As we have mentioned before, ninety (90) students were selected randomly for our investigation since it's difficult to work with the total population. The students' questionnaire has been administered during the second semester of the academic year 2016/2017, exactly one week before the Spring Holiday. We randomly chose the participants from three different groups. However, the teacher's questionnaire was administered to eight (8) teachers of oral expression, at the beginning of April and it took more than three days to hand the questions back.

4. Analysis of the Students' Questionnaire

Section One: Background Information

Question 1: Was English your first choice?

Option	Yes	No	Total
Participants	73	17	90
Percentage	81%	19%	100%

Table .3.1: Students' Choice of Studying English

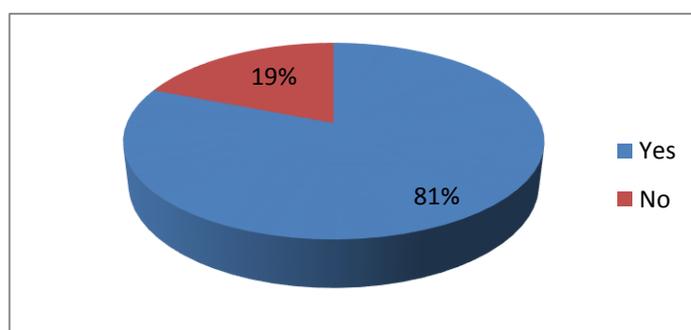


Figure.3. 1: Students' Choice of Studying English

According to the results shown in the table, (81%) which represents (73) students go for “Yes”. This indicates that their choice was personal. This reflects the students’ motivation and their personal interest in studying English. While only (19%) which represents (17) students have chosen “No” which may indicate that they were imposed to study it. They maybe have other preferences but their baccalaureate average was not sufficient to choose their first option or their parents imposed them to do so.

Question 2: How long have you been studying English?

Years	10 Years	11 Years	12 Years	Total
Participants	60	16	14	90
Percentage	67%	18%	15%	100%

Table.3.2: Years of Studying English

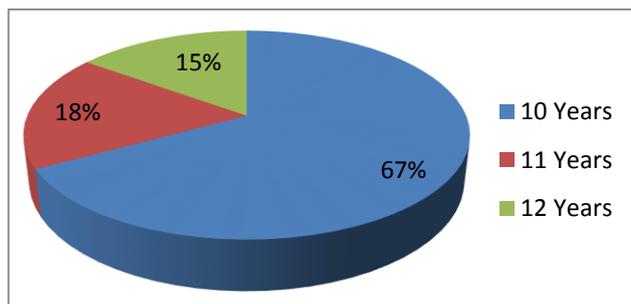


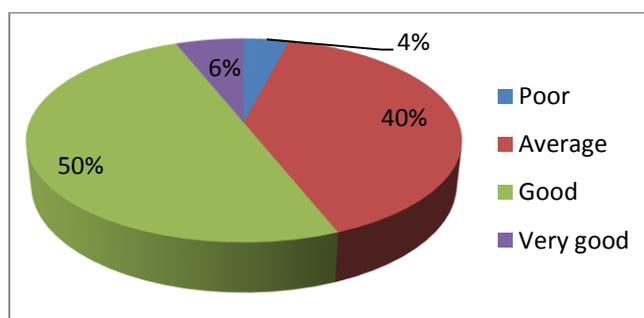
Figure.3. 2: Years of Studying English

The result in the table above shows that the majority of the students (60) who represent (67%) declared that they have been studying English for 10 years which is believed to be the normal years to reach their academic level (third year). However, (16) and (14) represents (18%) and (15%) stated that they have been studying English for (11) and (12) years which mean that they have repeated at least one year.

Question 3: How do you evaluate your Level in English?

Options	Poor	Average	Good	Very good	Total
Participants	4	36	45	5	90%
Percentage	4%	40%	50%	6%	100%

Table.3.3: Students’ Estimation of their Level in English



Fuguer.3. 3: Students’ Estimation of their Level in English

This current question is asked to know how does each student evaluates his level in English and if the learners’ different levels can affect the learning process. From the table

above, we can notice that the highest percentage of students (50%) confirmed that their level in English is good and (40%) who represents (36) students stated that their level is average. Others of about (6%) represent (5) students claimed that their level is very good. However, only (4) students making up (4%) from the whole sample of about (90) participants consider themselves weak in studying English. From the obtained results, we can notice that our participants' self confidence is highly raised since only (4) students stated that their level is low in studing English.

Section Two: General Information about the Students' Perception of the Speaking Skill

Question 4: Do you think that speaking English well is:

Options	Little bit Easy	An easy task	Difficult task	Little bit difficult	Total
Participants	20	23	12	35	90
Percentage	22%	26%	13%	39%	100%

Table.3. 4: Students' Viewpoints of Speaking English

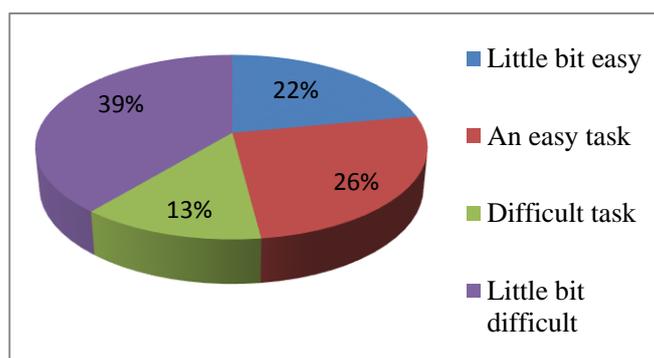


Figure.3.4: Students' Viewpoints of Speaking English

From this question, we wanted to know the learners' views towards the amount of difficulty of speaking English. From the table above, we can notice that the highest percentage (39%) who represent (35) students declared that speaking English is a little bit difficult and (13%) who represent (12) students stated that is a difficult task for them. So, we

think that the students who answer in this way are those students who studied the scientific stream in the secondary school and were not much interested in foreign languages. In contrast, (20) and (23) students making up (22%) and (26%) of the whole sample stated that speaking English is a little bit easy and an easy task to be learn. Therefore, we think that those students were studying letters and foreign languages in the secondary school and they are more motivated to speak English fluently.

Q5: Do you think that oral expression would help you to develop your speaking skill?

Options	Yes	No	Total
Participants	80	6	86
Percentage	93%	7%	100%

Table.3.5: Students’ opinions about the Positive Impact of the Oral Expression on their

Speaking Skill

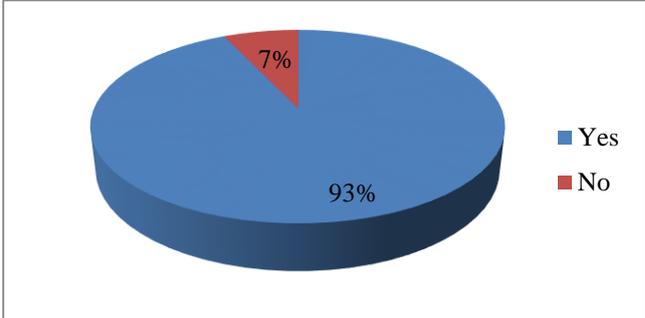


Figure.3. 5: Students’ opinions about the Positive Impact of the Oral Expression on their Speaking skill.

A quick look at the table above, we can notice that the majority of the of the participants (80) students making up (93%) of the whole sample stated that oral expression course would help them to improve their speaking competences. Whereas only (7%) who represent (6) students claimed that oral expression course would not help them to improve their mastery of the spoken language.

5.1. Students' justification about the Effectiveness of the Oral Expression course

The majority of the students who believe that oral expression course would help them to improve their mastery of the spoken language justify their answers by claiming that the classroom is the only place where they can talk freely without being judged and gives them the opportunity to practice speaking and learn from their mistakes as well as from others' students mistakes. Others state that oral expression course helps them to overcome fear, shyness, and anxiety when they talk in front of their teacher and classmates. However, the other participants who neglected the positive impact of the oral expression on their speaking competences justify their answer by claiming that the time devoted to oral expression is not sufficient, and the teacher tend to speak more than the student do.

Question6: How often do you participate in oral expression course?

Options	Often	Sometimes	Rarely	Never	Total
Participants	25	40	20	5	90
Percentage	28%	44%	22%	6%	100%

Table.3.6: Learners' Participation in the Oral Expression Session

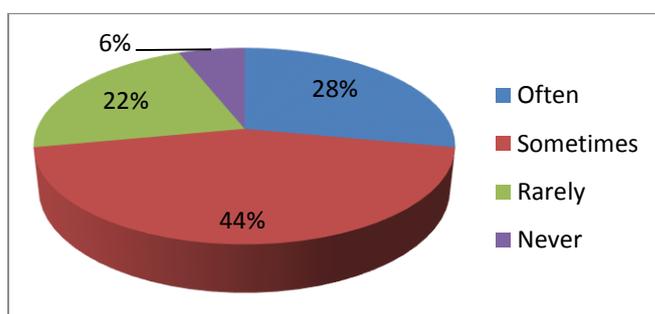


Figure.3.6: Learners' Participation in the Oral Expression Session

By this question, we wanted to know the frequency of the learners' participation in the classroom and if they are trying to improve their speaking level. From the table above, we can notice that only (25) students making up (28%) from the whole sample stated that they often

participate in the oral expression session maybe because they are motivated and this few percentage for EFL learners. However, the majority of our sample (40) students who represent (44%) claimed that they participate sometimes in the oral class while (20) students making up (22%) stated that they participate rarely, and only (5) students who represent (6%) from the whole sample confirmed that they have never participated in the oral expression session, this is maybe due to many reasons such as lack of motivation or lack of self-confidence.....ect.

Question 6. 1. If your answer is rarely, do you think that is due to?

- a: Lack of motivation
- b: Your personality
- c: The activities and the methods that have been chosen by your teacher
- d: Other factors; state them

Option	A	B	C	D	Total
Participants	5	10	3	2	20
Percentage	25%	50%	15%	10%	100

Table.3.7: Reason for Speaking Rarely in the Oral Class

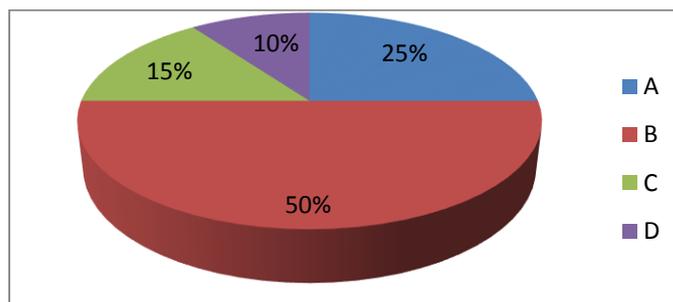


Figure.3.7: Reason for Speaking Rarely in the Oral Class

(20) Students making up (22%) of the whole sample declared that they rarely participate in the oral class. Therefore, the aim of this question is to know the reasons behind this low performance for EFL learners. From the table above, we can notice that half of the learners (10) students who represent (50%) stated that is because of their personality, for instance,

shyness, and anxiety which may prevent learners' proficiency. (5) Students making up (25%) declared that it is because of the lack of motivation and (3) students who represent (15%) confirmed that their low participating is due to the methods and the activities are chosen by the teacher maybe they find them boring and not interesting. However, (2) students justify their answer by their lack of vocabulary and lack of self-confidence.

Question 7: Do you think that your low performance in speaking is due to:

- a: Lack of listening practice
- b: Lack of motivation
- c: Lack of the teacher's experience
- d: Other factors, state them

Options	A	B	C	D	Total
Participants	60	17	9	4	90
Percentage	67%	19%	10%	4%	100%

Table.3.8: Students' justifications of their Weaknesses

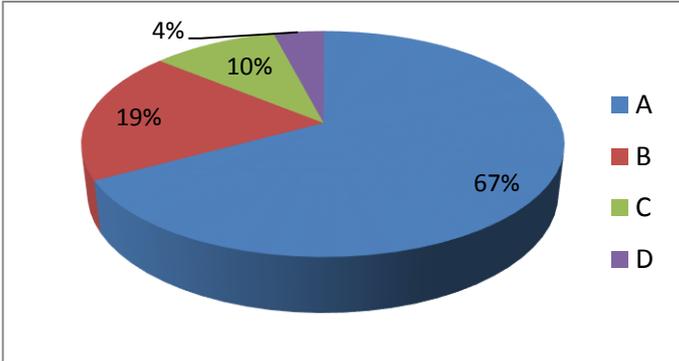


Figure.3. 8: Students' Justification of their Weaknesses

One can notice from the results shown in the table above that the majority of the participants (60) students making up (67%) of the whole sample confirmed that their low performance in speaking is due to the lack of listening practice, while (17) student represent (19%) claimed that they find difficulties in speaking because of the lack of motivation and (9)

students out of the total sample declared that their difficulties are due to the teacher’s lack of experience. However, the rest of the participants of about (4%) confirmed that the main reason behind their deficiency in speaking is their psychological problems such as shyness, anxiety, and inhibition. Therefore, from the majority of the students who consider lack of listening practice to be the main reason for their speaking difficulties, therefore, we can confirm the positive impact of the listening skill on the speaking production

Question 8: Do you think that in teaching speaking, the teacher should:

- a: Talk more than the students.
- b: Talk only when students need help
- c: Motivate students to interact with each other

Options	A	B	C	Total
Participants	10	30	50	90
Percentage	11%	33%	56%	100%

Table.3. 9: Students’ View on the amount of the Teacher’s Speaking Time

In the Oral Class

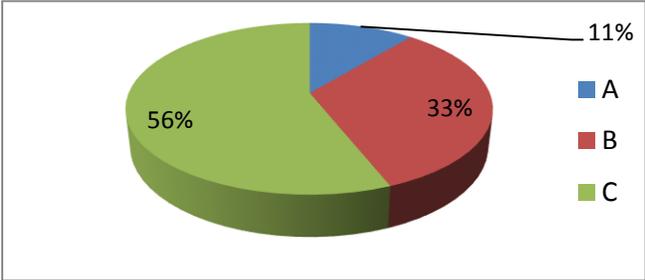


Figure.3.9: Students’ View on the Amount of the Teacher’s Speaking Time in the Oral Class

From the table above, we can notice that the majority of the participants (50) students making up (56%) of the whole sample confirmed that the oral expression teacher should encourage his learners to speak with each other and give them more opportunities to apply

what they have learned, While (30) students represent (33%) declared that the teacher should talk only when his students need help or to explain something ambiguous. However, only (11%) who represent (10) students stated that the teacher should talk more than the students and this is maybe due to their shyness, anxiety or fear of making mistakes in front of their classmates.

Question 9: Which activity does your teacher use most?

Options	Communicative games	Role play activities	Discussion	Other	Total
Participants	5	25	60	0	90%
Percentage	5%	28%	67%	0%	100%

Table.3.10: The Most Common Activities used by the Teacher

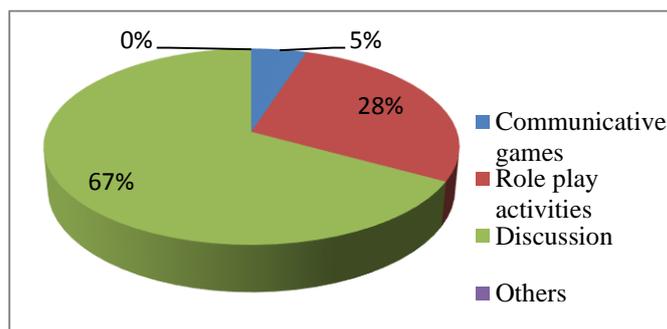


Figure.3.10: The Most Common Activities used by the Oral Expression Teacher

It is important for the teacher to adapt different activities in the oral classes to break the routine of the classroom and make all the students involved in the task. a quick look at the table above, shows that the majority of the participants (60) students making up (67%) of the whole sample declared that their teachers tend to use discussion activity as their main tool in teaching speaking since it gives the learners the chance to use the target language and express their different views. While (28%) who represent (25) students stated that role play activities

are the most preferred activities by their oral expression teachers. However, only (5) students making up (5%) of the whole sample go for “communicative games” and none of the participants suggested other activities.

Question 10: What are the speaking problems most students face in the oral expression session?

Options	Inhibition	Nothing to say	Mother tongue use	Others	Total
Participants	7	25	55	3	90
Percentage	8%	28%	61%	3%	100%

Table.3. 11: Students’ Speaking Problems

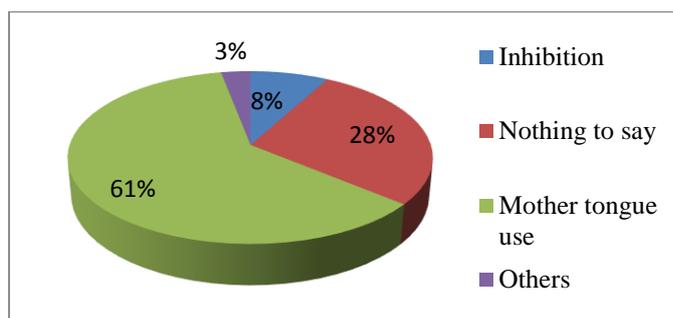


Figure.3. 11: Students’ Speaking Problems

By this question, we wanted to know the major problems that may hinder students’ speaking abilities. A quick look at the table above, one can notice that large proportion of the participants of about (61%) who represent (55) students of the whole sample confirmed that the use of their mother tongue is the big problem that they may encounter while speaking the target language. Whereas (25) students making up (28%) declared that nothing to say is their main problem in the oral class and this is maybe due to the lack of practice. (8%) illustrated that the main problem which may prevent their speaking development is inhibition because they afraid of making mistakes and been criticized by their teachers. However, the rest of the

respondents of about (3%) stated other speaking problems such as hesitation, lack of vocabulary, and lack of self-confident. Therefore, teachers should help their learners to overcome these issues.

Question 11: Would the technological aids help you to improve your speaking proficiency?

Options	Yes	No	Total
Participants	86	4	90
Percentage	96%	4%	100%

Table.3. 12: Students’ Opinions about the Benefits of the Technological aids on their Speaking Skill

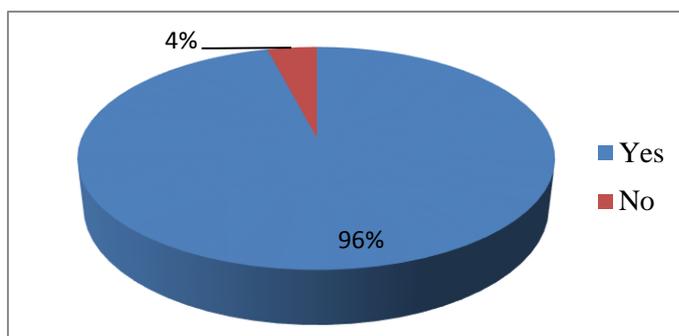


figure.3. 12: Students’ Opinions about the benefits of the Technological aids on their Speaking Skill

The aim of this question is to recognize the students’ personal opinion about the benefit of the technological aids to improve their speaking competences; we also ask them to justify their answers. The results shown from the table above indicates that (86) students making up (96%) of the whole sample agree with using the technological aids to enhance their speaking skill because it makes learning more fun and interesting. While only (4%) who represent (4) students stated that is not beneficial. Additionally, the participants who said yes justify their answer by claiming that they can learn new vocabulary, get the right pronunciation from listening to native speakers, it is enjoyable and educative in the same. Moreover, they specified music, TV channels, and social media as their main tools to develop their

understanding and reached their language skills. However, the minority of the participants who stated that is not beneficial asserted that the traditional way of teaching has the most effective role in improving their speaking skill.

Question 12: If you were a teacher of oral expression, what would you suggest to improve your students' level in speaking?

Unfortunately, (30%) of the participants did not answer this question, (70%) have answered the question and suggested the following:

- Motivate the students and give them the opportunity to speak and describe their ideas
- The use of different listening tasks inside the classroom
- The use of technology aids in the classroom such as data show
- The use of different speaking activities such as role-plays and communicative games
- Motivate the students to interact with each other using the target language
- Give them the chance to choose the topic they want to talk about
- Encourage them to practice speaking even outside the classroom

Section Three: Students' Perception of the Listening Comprehension

Question 13: Do you think that listening is an easy skill to learn?

Options	Yes	No	Total
Participants	25	65	90
Percentage	28%	72%	100%

Table.3. 13: Students' perceptions towards Easiness of the listening skill

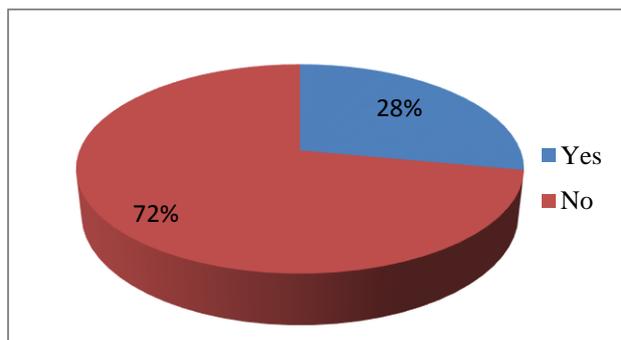


Figure.3.13: Students’ Perceptions towards the Easiness of the Listening Skill

By this question, we wanted to know the learners’ personal opinions about the easiness or the difficulty of the listening skill. We also asked them to justify their answers. From the result shown in the table above, we can notice that the majority of the participants (65) students making up (72%) of the whole sample pick “no” option which means that they consider listening as a difficult skill to be learned. They justified their answers by claiming that the different cultural background and the speech speed of native speakers make it hard for them. Therefore, it requires a lot of practice and it takes a lot of time; while only (28%) who represent (25) students go for “yes” which means that they believe that it is an easy skill. Some of them justified their answers by claiming that it needs only a little bit of concentration and it doesn’t require much effort.

Question 14: Do you think that listening and hearing are the same?

Options	Yes	No	Total
Participants	14	76	90
Percentage	16%	84%	100%

Table.3.14: Students’ Responses about the Difference between Hearing and Listening

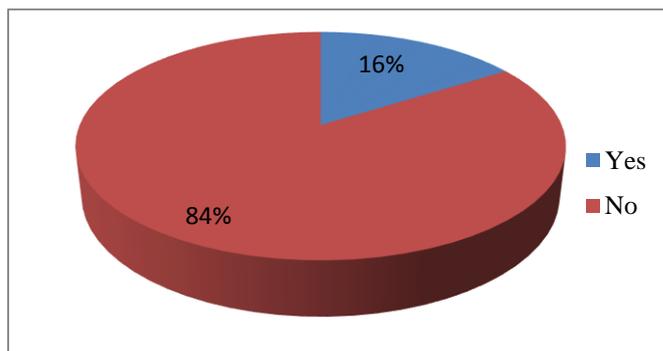


Figure.3.14: Students’ Responses about the Difference between Hearing and Listening

A quick look at the table above shows that (76) participants who make the majority of the students in our sample pick “yes” option which mean that they are aware of the different between listening and hearing and this a good percentage of EFL learners; while only (14) students who represent (16%) go for “no” they think that the concepts of listening and hearing are the same.

Question 15: What is the place of listening among the four language skills?

Options	The first	The second	The third	The fourth	Total
Participants	53	24	9	4	90
Percentage	59%	27%	10%	4%	100%

Table.3. 15: Students’ Personal Opinion about Listening classification among the four skill

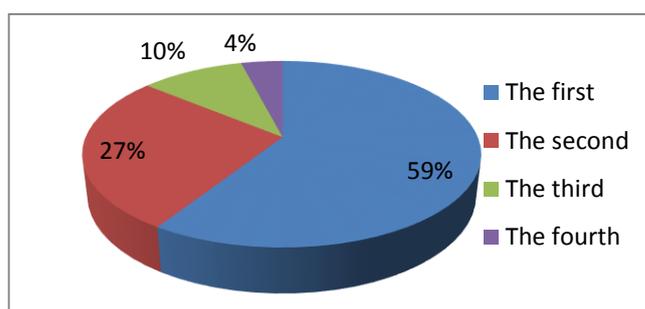


Figure.3. 15: Students’ Evaluation of the Listening skill in terms of Importance

This question is devised to check the students’ evaluation of the listening skill among the four language skills and to understand the skill that they give more interest to. A quick look at the table above shows that the majority of the participants (53) students making up (59) of the

whole sample declared that listening skill can be placed at the first rank when classifying in terms of importance. (27%) who represent (24) students claimed it to be ranked the second; while only (9) and (4) students said it should be classified the third and the fourth in terms of importance for EFL learners. According to the students' justification towards their choices, some of them stated that listening is the key factor to learn a foreign language; whereas others declare that reading is the essential one since they will acquire grammar and vocabulary which will facilitate the listening process for them

Question. 16: Do you practice listening to native speakers outside the classroom?

Options	Yes	No	Total
Participants	72	18	90
Percentage	80%	20%	100%

Table.3. 16: Students' Responses towards Listening Practice outside the Classroom

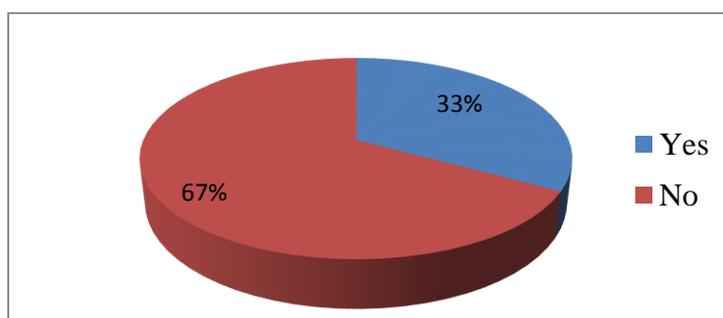


Figure.3. 16: Students' Extra listening Practice

By this question, we wanted to know if the learners are making much effort to develop their listening skill outside the classroom. A quick look at the table above shows that just (18) students making up (22%) of the whole sample declared that they do not make extra listening practice maybe because they are not motivated to learn the foreign language or they do not pay much attention to the listening skill. However, the majority of the participants (80%) who represent (72) students confirmed that they practice listening to native speakers outside the classroom maybe because they want to improve their level or just for pleasure.

Question 16. 1: If your answer is yes, which type of materials do you use?

In the previous question, the majority of our participants declared that they practice listening outside the classroom. Therefore, the aim beyond this question is to know which materials they use in order to improve their level. According to their responses, the big portion stated that watching TV is their main tool for practice listening such as watching movies, programs, and cartoons. Others stated that the internet and the social media such FB, Twitter, and Skype are the most widely used nowadays because of the technological developments. They said that chatting with native speakers will help them to enhance their listening and as well as their speaking skill. However, others confirmed that listening to music and radio programs are their favorite tool for extra listening practice.

Question17: How often do you use them?

Options	Often	Sometimes	Rarely	Never	Total
Participants	14	42	16	18	90
Percentage	16%	46%	18%	20%	100%

Table.3.17: Students’ Frequency of Using Listening Materials outside the Classroom

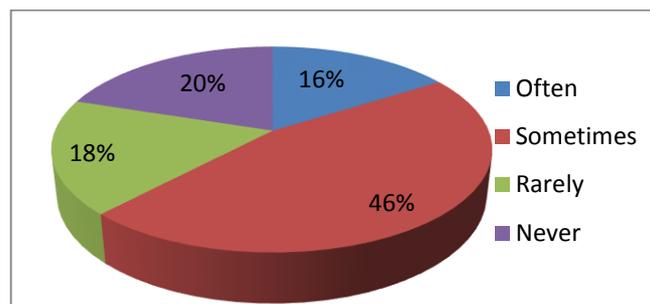


Figure.3. 17: Students’ Frequency of using Listening Materials outside the Classroom

According to the results shown in the table above; only (14) students making up (16%) react positively and confirmed that they are often use listening materials outside the classroom maybe because they are motivated or interested in developing their level, while (46%) who represents (42) students pick “sometimes” option. However, 18% (16 students) and 18

students (20%) reacted negatively (rarely and never), this lack of practice leads to their weakness in the oral performance and this is one of the reasons pushing us to investigate this topic.

Question 18: Do you practice listening inside the classroom?

Option	Yes	No	NA	Total
Participants	54	25	11	90
Percentage	60%	28%	12%	100%

Table.3. 18: Teachers' Incorporation to Listening Session

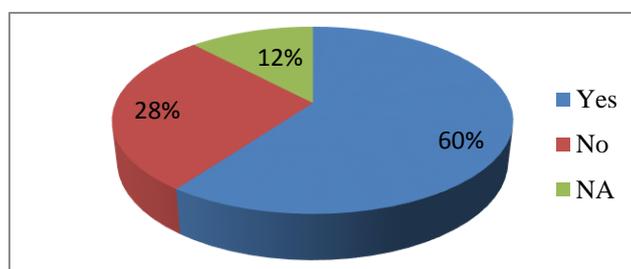


Figure.3. 18: Teachers' Incorporation to Listening Session

A quick look at the table above shows that the majority of the participants (54) students making up (60%) confirmed that they have a chance to practice listening inside the classroom and this is a good result for our investigation; (28%) who represent (25) students revealed the opposite maybe because their teacher does not devote a sufficient time for listening skill. However, (11) students, unfortunately, did not answer this question at all.

Question.18. 1: If yes, is it

Options	Often	Sometimes	Rarely	Never	NA	Total
Participants	20	26	8	25	11	90
Percentage	22%	29%	9%	28%	12%	100%

Table.3.19: The Frequency of Listening inside the Classroom

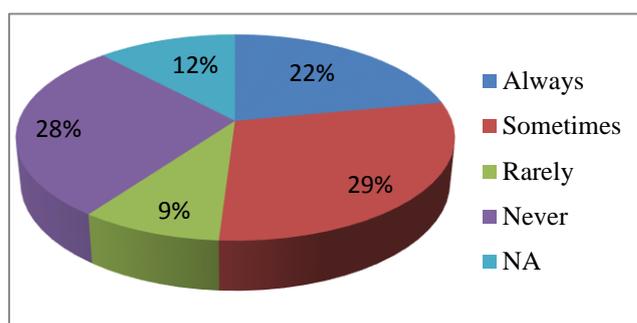


Figure.3. 19: The Frequency of Listening in the Classroom

This current question is designed to check the amount of time is devoted to practice listening and if oral expression teachers consider listening as an essential skill to be taught in the classroom. From the results shown in the table above, we can notice that only (20) students making up (22%) stated that they always practice listening with their teachers but this percentage is not enough for EFL learners; (29%) who represents (26) students pick “sometimes” option. However, 9% (8students) and (25) students making up (28%) of the whole sample reacted negatively. They have (never and rarely) practice listening in the classroom. This lack of listening practice and the insufficient exposure to the target language inside the classroom is the main reason to the learners’ weaknesses in the oral performance.

Question 19: What is the role of the teacher during the listening comprehension session?

Options	Organizer	Resource	Controller	All of them	Total
Participants	10	15	19	46	90
Percentage	11%	17%	21%	51%	100%

Table.3. 20: Students’ Opinion about the Teachers’ Role during the Listening Comprehension Session

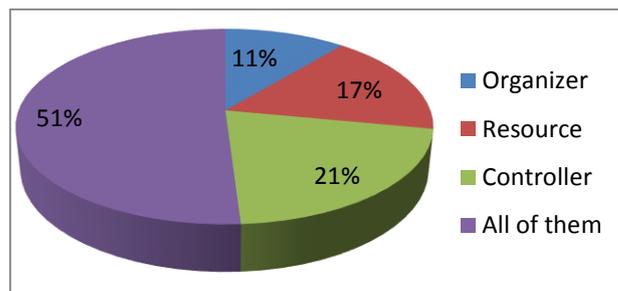


Figure.3. 20: The Teachers' Role during the Listening Comprehension Session

By this question, we wanted to know the role that should be fulfilled by the teacher when practicing listening in the classroom. A quick look at the table above, we can notice that the majority of the participants (51%) who represent (46) students confirmed that their teacher should play an interchangeable role of organizer, resource, and controller to reach the aim of the listening comprehension session. (19) Students making up (21%) of the whole sample regard him as a controller and (15) students making up (17%) consider their teachers as a resource. While only (11%) who represent (10) confirmed that appropriate role of EFL teachers focus on organizing classroom atmosphere. Therefore, we can notice that the role of EFL teacher does not emphasize on one or two roles, but it should be varied to improve their learners' level.

Question 20: What are the main methods used by your teacher to present a listening comprehension stage?

- a: Pre- listening, while listening, and post-listening
- b: Listening directly then discussing
- c: If others, state them

Options	A	B	C	NA	Total
Participants	23	53	0	14	90
Percentage	25%	59%	0%	16%	100%

Table.3. 21: Students' Opinion about the Teachers' Method of Teaching Listening

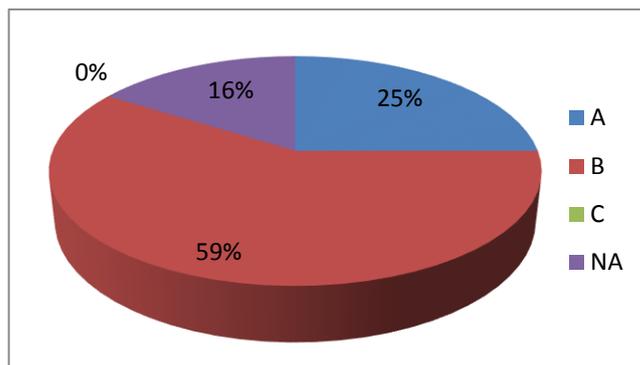


Figure.3. 21: Students’ Opinion about the Teachers’ Method of Teaching Listening

By this question, we wanted to know the methods used by oral expression teacher to present the listening comprehension stage. From the results shown in the table above, we can notice that the majority of the participants (52%) who represent (53) students declared that in order to reach the aim of the course, their teacher exposes them to the listening passage than directly they discuss its content. While only (23) students making up (25%) of the whole sample stated that their teacher divides the listening comprehension stage into three phases, pre- listening, while listening, and post- listening whereas, 16% of students, unfortunately, did not answer this question at all. From the obtained results, we can notice the diversity of teaching methods among EFL teachers while teaching listening comprehension.

Question 21: What are the materials used by your teacher in the listening comprehension session?

Options	Audio-tapes	Audio-visual tapes(data show)	Others	Total
Participants	17	73	0	90
Percentage	19%	81%	0%	100%

Table.3.22: Students’ Responses towards the Materials used in the Listening Comprehension Session

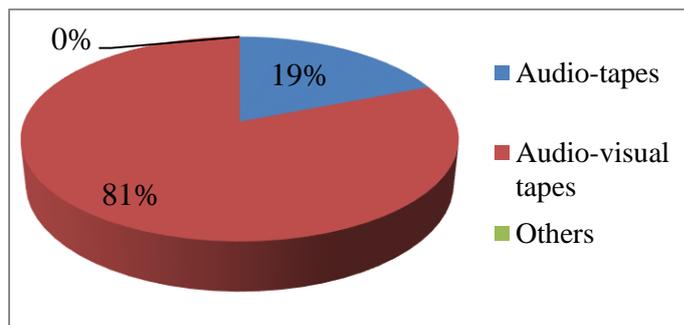


Figure.3. 22: Students' Responses towards the Materials used in the Listening Comprehension Session

This question is designed to investigate which materials are used by the oral expression teacher to enhance the learner' listening skill; A quick look at the table above shows that the majority of the participants (67%) who represent (60) students confirmed that the audio-visual tapes are the most used by their teacher such as the data show, whereas (17) students making up (19%) stated that their teacher tend to use the audio-tapes while teaching and none of them suggested other types. From the obtained results, we can notice that the majority of EFL teachers rely on audio-visual tapes in their instruction maybe they are the most available and most helpful tools to enhance their learners' listening and speaking skills.

Question 22: What are the main problems you encounter when listening?

By this question, we wanted to investigate the main problems that EFL learners may encounter while listening. According to their responses more than half of the students stated that unfamiliar words of the target language, including jargon and idioms, may influence their listening comprehension. This finding indicates that the major problem of listening comprehension is because of the students' lack of practice and lack of vocabulary. Most of them declared that when they stop listening and think about the meaning of unfamiliar word, this will interrupt them to follow the whole speech. While of about (25%) stated that their major problem is due to the native speakers' pronunciation, including dialects, accents, and intonations. They often found it difficult to recognize the words they may know because of

the way they were pronounced. The rest of our participants claimed that they feel boring and tired when trying to understand unfamiliar words for long periods of time.

Question 23: Do you think that the listening skill has a positive impact on your speaking competences?

Options	Yes	No	Total
Participants	81	9	90
Percentage	90%	10%	100%

Table.3. 23: Students’ Responses towards the Influence of Listening skill on their Oral

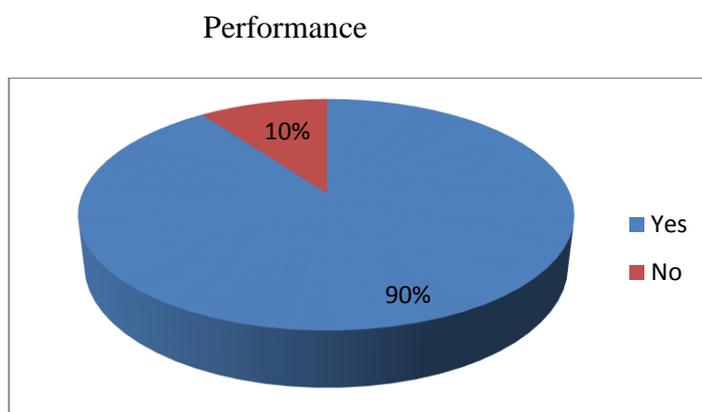


Figure .3.23: Students’ Responses towards the Influence of Listening Skill on their Speaking

By this question, we wanted to check if the learners are aware of the importance of listening on their oral performance. From the results shown in the table above, we can notice that the majority of the participants (81) students making up (90%) confirmed that listening to the target language is the main factor which helps them to improve their speaking competences they justify their answers by claiming that the more they practice listening the more they will acquire new vocabulary which by turns will enhance their speech. While only (9) students making up (10%) revealed the opposite, they declare that there is no relationship between listening and speaking but unfortunately they did not justify their answers

Discussion of the Results of Students' Questionnaire

The purpose of the current investigation is to clarify the role of listening comprehension in improving EFL learners speaking skill as well as to explore their main difficulties in the oral classes. After analyzing the first data collection method “students’ questionnaire”, we have concluded that though our students believe that listening to the target language is very essential to develop their oral performance. They face many difficulties in speaking and listening to the foreign language. This is maybe due to the lack of listening practice. In addition, the most significant finding of our research work can be summarized as follow: concerning the section (1) it was devoted to collect the learners’ general information. Most who responded to our questionnaire confirmed that studying English was their own choice, which reflects their willingness to study English as an independent specialty at the university.

The second section was devoted to examine the students’ perceptions of speaking skill; the received respondents show us that students consider speaking English as a difficult task as they face many difficulties in their speaking abilities caused by diverse reasons such as, anxiety, inhibition, and lack of self-confidence, which in turn prevent them from participating in oral expression sessions. More than half of our participants (67%) confirmed that their low performance in speaking is due to the lack of listening practice inside and even outside the classroom. In addition, the majority of students reported that teachers should reduce their speaking time in the oral classes and motivate their learners to speak with each other to give them more opportunities to apply what they have learned .as well as (96%) declared that the employment of the technological tools in the oral expression sessions is of great help for them.

The third section was devoted to examine the students’ perceptions of listening skill; the majority of our participants (72%) consider listening as a difficult task to be learned because

of the different cultural background and the speech speed of native speakers which make it hard for them, therefore, it requires a lot of practice and it takes a lot of time to be developed. According to the obtained results, we notice that the majority of students distinguish between listening and hearings as well as they are aware of its importance since they gave it the first place among the four language skills in term of importance. Despite its importance we have designed a question to check if the learners do extra listening practice to develop their listening competence, the majority of them confirmed that they do so, and most of them rely on TV, and the social media as their main tool for listening.

Although our learners are exposed to the target language outside the classroom, they still face many difficulties such as the difficulty to recognize the words they may know because of the way they were pronounced and this is maybe due to the insufficient time devoted to listening inside the classroom since only (20%) of the whole sample confirmed that there teacher devoted a sufficient time for practicing listening. Finally, our participants believe that developing the speaking skill through the listening one is one of the techniques they have to focus on since it provides them with all the aspects they need in order to enhance their learning and production of the foreign language.

5. Analysis of Teachers' Questionnaire

Section One: Background Information

Question 01: What is your degree?

Options	(License)	(magister)	(doctorate)	Total
Participants	0	6	2	8
Percentage	0%	75%	25%	100%

Table.3.24: Teachers' Qualifications

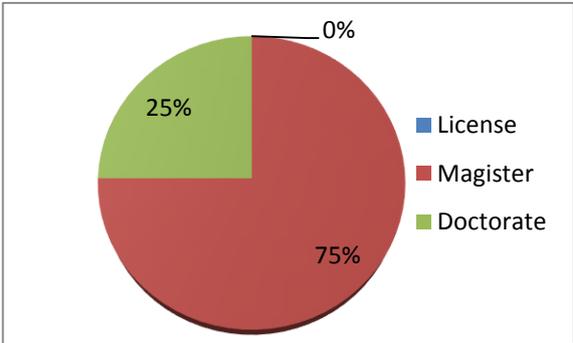


Figure.3. 24: Teachers' Qualifications

From the results shown in the table above, we can notice that teachers' level is divided into two rates, the majority of them (75%) declared that they hold the Magister degree, While only (2) teachers (25%) have a doctorate degree, and no (License) degree has been recorded. From these results, we can notice that the majority of our teachers are highly qualified teachers.

Question 2: How many years have you been teaching oral expression?

Options	2 to 5 year	6 to 10 years	More than 10 years	Total
Participants	5	3	0	8
Percentage	62%	38%	0%	100%

Table.3.25. Teachers' Experience in Teaching Oral Expression

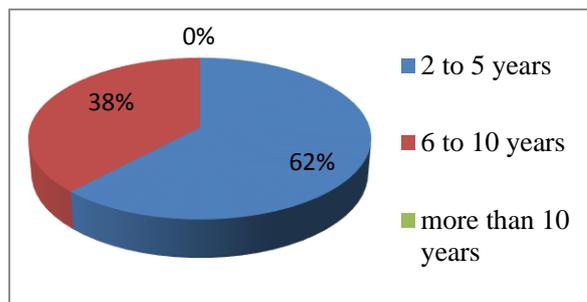


Figure.3.25. Teachers' Experience in Teaching Oral Expression

By this question; we wanted to know the extent to which teachers are experienced in teaching oral expression. It is clear from the results shown in the table above that the average of teaching is between 2 to 5 years. (62%) from the whole sample stated that they have short experience in teaching OE. While only 3 teachers the equivalent of (38%) has been teaching it for 8 and 10 years, and none of them has the experience of more than 10 years. Though the majority of our participants have short teaching experience, they have the capacity to fulfill learners' needs and interests.

Question 3: Is teaching oral expression is a personal choice?

Options	Yes	No	Total
Participants	7	1	8
Percentage	87%	13%	100%

Table.3.26. Teachers' Choices of Teaching Oral Expression

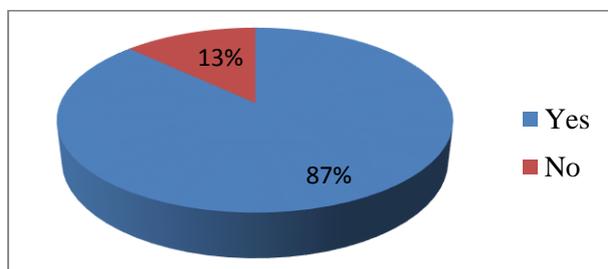


Figure.3.26. Teachers' Preferences of Teaching Oral Expression

From the results shown in the table above, we can notice that the majority of our participants (7) teachers making up (87%) confirmed that teaching oral expression was their

own choice, whereas only one teacher the equivalent of (13%) go for “no” option maybe because she prefers to teach other modules. . In the following table we, are going to mention the most common justifications of the teachers’ responses.

Teachers’ choices	Teachers’ justifications	Total
Yes	<ol style="list-style-type: none"> 1. There is no official syllabus to follow, so feel free to choose the topic and the activities that suit students’ level and interest. 2. I am closer to students and I fell that I participate in enhancing their motivation to speak. 3. It is a challenging module and interaction is highly used 4. Face to face communication is a good way to understand students’ personalities and their ways of thinking 	7
No	1.Unfortunately, she did not justify her answer	1

Table.3.27. Teachers’ Justification of their Choices

From the table above, we can notice that the majority of our participants are more interested in teaching oral expression than other modules since it is a challenging module and they feel free to choose the activities that suit students’ level and interest.

Section Two: Teachers’ Perceptions of Teaching Listening

Question 4: Do you think that listening skill is an important skill for EFL learners?

Options	Yes	No	Total
Participants	8	0	8
Percentage	100%	0%	100%

Table.3. 28: Teachers’ Views towards the Importance of Listening Skill for EFL learners

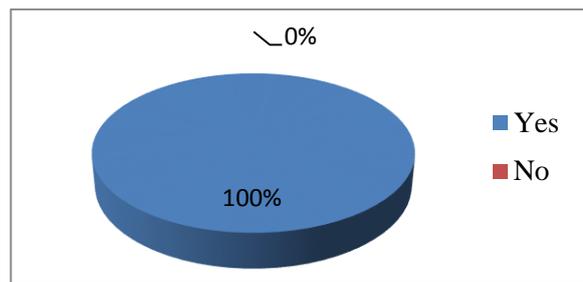


Figure.3. 27: Teachers’ views towards the Importance of Listening Skill

For EFL Learners

By this question, we wanted to investigate the teachers’ opinions about the statement above that listening to the target language really improves the learners’ level. We also requested from them to justify their answers. There was a total agreement on this question 100%, the total number of our participants (8) teachers go for “yes” option; which indicates that all oral expression teachers seem to be sure about the positive effect of listening skill on developing EFL learners’ level. In the following table, we are going to mention the most common justifications of the teachers’ responses.

Teachers’ choices	Teachers’ justifications	Total
Yes	<ol style="list-style-type: none"> 1. It is very important since speaking cannot be achieved unless listening is considered. And it is assumed that “a good listener is a good speaker” 2. Absolutely true, listening represents a register that learners will rely on in their future writing and communication 3. It exposes students to the authentic language as it is spoken by natives in real context learners, therefore, learn new vocabularies, pronunciation, grammar, as well as learn about the target culture 4. Yes, it is, because it helps students’ thinking so they can produce good English. 	8

Table.3.29. Teachers’ Justifications of their Choices

From the results shown in the table above, we can notice that though our teachers' justifications are different and each teacher justifies from his point of view, all of them agree with the idea that listening skill has an effective role to enhance EFL learner's proficiency level.

Question 5: Do you think that listening is an easy task to be taught in the classroom?

Options	Yes	No	Total
Participants	1	7	8
Percentage	13%	87%	100%

Table.3. 30: Teachers' Opinions towards the Easiness or Difficulty of Teaching Listening

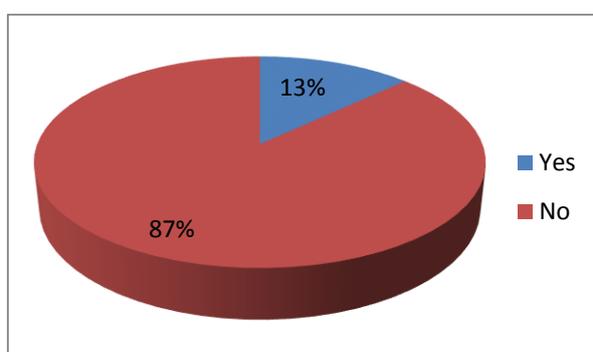


Figure.3.28. Teachers' Opinions towards the Easiness or Difficulty of Teaching Listening Inside the Classroom

We asked this question in order to discover whether oral expression teachers consider listening as an easy task to be taught in the classroom. From the results shown in the table above, we can notice that nearly the majority of our participants (6) teachers making up (75%) of the whole sample pick “no” option. which indicates that they consider listening as a difficult task to be taught. While only (1) teacher goes for “yes’ option which means that teaching listening is not a big challenge for him/her. In the following table, we are going to mention the most common justifications of the teachers’ responses.

Teachers' choice	Teachers' justifications	Total
No	<ol style="list-style-type: none"> 1. It requires specific skills as learners have different learning styles (some students are not “auditory”, so it is difficult to find suitable materials that can fit all the students' level as well as interest and style. 2. It needs careful preparation of the task as well as it requires using technology tools which are not always available 3. More time is needed as well as specific materials and equipment. 	7
Yes	<ol style="list-style-type: none"> 1. It does not require much efforts 	1

Table.3.31. Teachers' Justifications of their Choices

According to the results shown in the table above, we can notice that the lack technology tools, insufficient time and the learners' different learning style are the main reasons why EFL teachers face many difficulties in teaching listening comprehension inside the classroom.

Question 6: What are the main problems your learners encounter while listening?

We have designed this question to shed light on the main difficulties that ELF learners face and suffer from. In the following table, we are going to mention the agreed answers by our teachers.

Teachers' answers	Total	Percentage
<ol style="list-style-type: none"> 1. Misunderstanding of the listening passage because of the variation in accent and pronunciation 2. Difficulty to follow the rapid speech rate 3. Unfamiliarity with the topic and its linguistic features 4. Difficulty to understand the meaning of certain intonations 5. Lack of concentrate because of the huge number of students in the classroom. 	8	100%

Table.3.32. Teachers' Responses towards their Learners' main listening difficulties

Question 7: Do you teach listening comprehension?

Options	Yes	No	Total
Participants	8	0	8
Percentage	100%	0%	100%

Table.3.33. Teachers' Responses towards Teaching Listening Comprehension

By this question, we wanted to investigate whether oral expression teachers devoted specific time to teach listening comprehension in the classroom. As we can notice from the results shown in the table above, that there is a total agreement of teaching listening comprehension and this is a good result for EFL teachers which indicate that our teachers are much aware of its importance in language teaching and learning.

Question.7.1. If yes, how often

Options	Usually	Often	Sometimes	Rarely	Total
Participants	1	0	7	0	8
Percentage	13%	0%	87%	0%	100%

Table.3. 34: The Frequency of Teaching Listening Comprehension

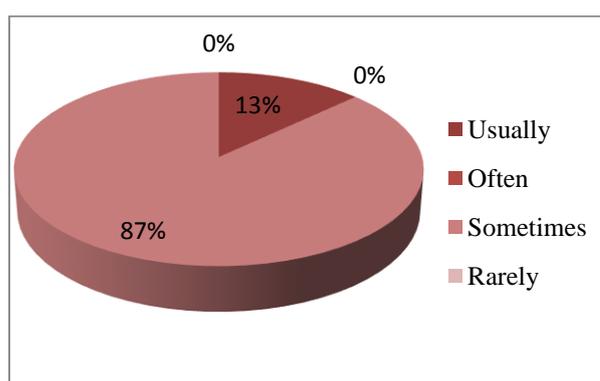


Figure.3. 29: The Frequency of Teaching Listening Comprehension

Through this question, we wanted to know the frequency of teaching listening comprehension among oral expression teachers. From the results shown in the table above, one can notice that the majority of our participants (7) teachers making-up (87%) of the whole

sample pick “sometimes” option. while only one teacher confirmed that she is usually teach listening comprehension in the classroom, maybe she is an experienced teacher and she is aware of its importance in the learning process and none of them pick “often” option. from these obtained results, we can deduce that even our teachers teach listening comprehension in the classroom, they are not devoting a sufficient time to enhance this skill

Question 8: Which one of these materials do you use most in teaching listening Comprehension?

Options	Audio-visual tapes	Audio-tapes	Others	Total
Participants	5%	3%	0	8
Percentage	62%	38%	0%	100%

Table.3.35. Teachers’ Preferred Materials to Teach Listening

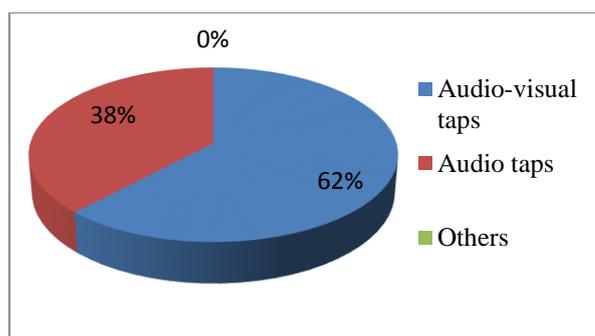


Figure.3.30. Teachers’ Preferred Materials to Teach Listening

Using authentic materials is a beneficial technique in EFL classes. The results of the table above indicate that there is a total agreement of using those materials in the classroom. Therefore, the aim beyond this question is to explore the teachers’ choice on their favorite type. The majority of our participants (5) teachers making-up (62%) of the whole sample declared that they tend to use audio-visual tapes while teaching listening comprehension maybe because this procedure enables learners to see how native speakers use the language. While (38%) who represent (3) teachers stated that they prefer to use audio-tapes. And none of them suggested other materials.

Question 9: According to you, what are the different stages of a listening comprehension Lesson?

By this question, we wanted to investigate the teachers' knowledge about the different stages of a listening comprehension lesson. The majority of our participants (7) teachers' making- up (87%) of the whole sample replied that the listening comprehension lesson is divided into three stages which are; pre-listening, while-listening, and post-listening. Their answers indicate that they are experienced teachers. While only one teacher did not answer this question at all. However, from these obtained results, we can deduce that our teachers are knowledgeable about the techniques of teaching listening comprehension in the classroom.

Question 10: Do you agree that good listeners are fluent speakers?

Options	Strongly agree	Agree	Not agree	Total
Participants	4	2	2	8
Percentage	50%	25%	25%	100%

Table.3. 36: Teachers' Opinion towards the Statement of "Good listeners are Fluent Speakers"

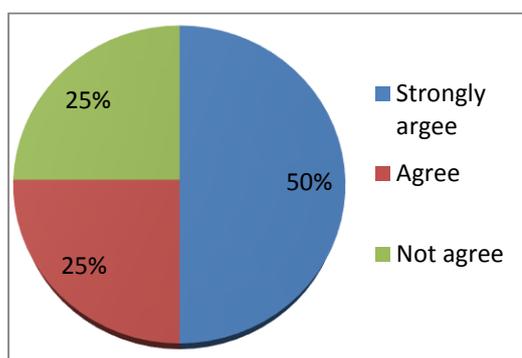


Figure.3.31: Teachers' Opinion towards the Statement of "Good listeners are Fluent Speakers"

Through this question, we wanted to investigate the validity of the statement above that "good listeners are fluent speakers". (50%) pick "strongly agree" option and (25%) pick "agree" option. these results support our hypothesis that "the more EFL learners practice the

listening skill, the more they will improve their speaking performance”. While only two teachers disagree with the statement above claiming that there are some good listeners, but when it comes to speaking they find themselves unable to produce a correct sentence.

Section 3: Teaching speaking

Question1: Do you think that the amount of time devoted to oral expression is sufficient?

Options	Yes	No	Total
Participants	0	8	8
Percentage	0%	100%	100%

Table.3. 37:The Time Devoted to Oral Expression Session

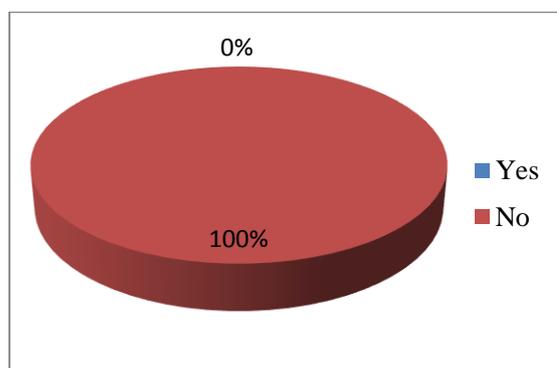


Figure.3.32.The Time Devoted to Oral Expression Session

Obviously, all the participants (8) teachers making up (100%) agree that the amount of time devoted to oral expression session is not sufficient and more time would be needed to enhance the learners listening as well as their speaking skill. The aim of this question is to check whether this insufficient time is the reason beyond the learners’ bed performance.

Question 2: How often do your students participate in the oral expression course?

Option	Frequently	Sometimes	Rarely	Never	Total
Participants	3	5	0	0	8
Percentage	38%	62%	0%	0%	100%

Table.3.38. Students’ Frequency of Participation in Oral Expression Sessions

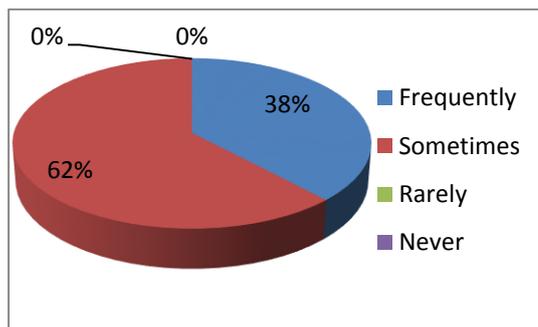


Figure.3.33. Learners’ Frequency of Participation in Oral Expression Sessions

Students’ nature inside the classroom is an essential element to assess the students’ level. Therefore, the aim of this question is to know the frequency of the students’ participation during oral expression session and if they are motivated enough to speak and use the foreign language. From the results shown in the table above, one can notice that the teachers’ responses are divided into two choices, in one hand, (3) teachers making-up (38%) of the whole sample confirmed that their learners are frequently participating maybe they are motivated and interested in the different activities used by their teachers. In the other hand, (5) teachers the equivalent of (62%) pick “sometimes” option and none of them pick “rarely” and “never” options. From the obtained results, we can notice that nearly the majority of EFL learners do not participate much in the classroom maybe they encounter plenty of barriers when using the target language such as the influence of their mother tongue, anxiety, and inhibition.

Question 3: In the classroom, you are the one who talks:

Options	Most	Sometimes	When necessary	Total
Participants	1	3	4	8
Percentage	13%	37%	50%	100%

Table.3.39. The Frequency of the Teachers’ Talk in the Oral Classes

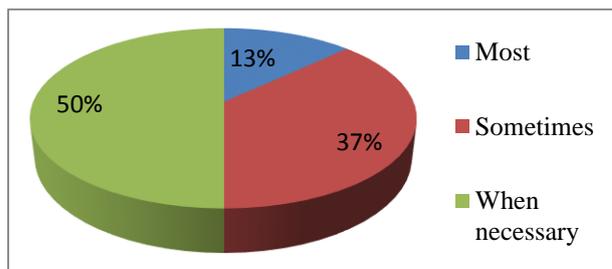


Figure.3.34.The Frequency of the Teachers’ Talk in the Oral Classes

The results recorded in the table above show that (4) teachers making-up (50%) of the whole sample asserted that they are talking when necessary which means that they motivate their learners to speak and use the foreign language. While (2) teachers the equivalents of (37%) pick “sometimes” option whereas only one teacher stated that he is the one who talks most in the oral session. The aim beyond this question is to check whether our learners rely on themselves or on their teachers. From the obtained results, one can notice that EFL teachers do their best to make their learners rely on themselves and motivate them to speak and use the foreign language in the classroom.

Question 4: Do you motivate your learners to speak?

Options	Always	Sometimes	Rarely	Never	Total
Participants	8	0	0	0	8
Percentage	100%	0%	0%	0%	100%

Table.3.40. The Frequency of Teachers’ Motivating their Learners to Speak

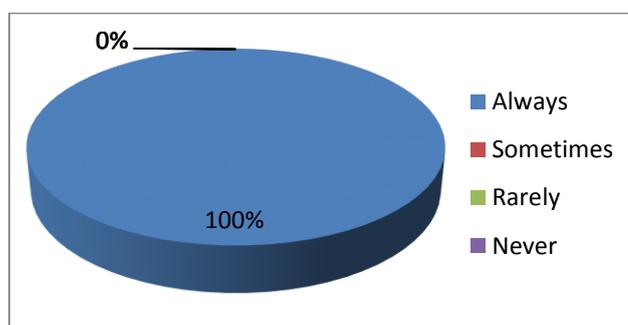


Figure.3.35. The Frequency of Teachers’ Motivating their Learners to Speak

By this question, we wanted to know whether our teachers motivate their learners to speak and use the foreign language in the oral classes. There was a total agreement on this question 100%, the total number of our participants (8) teachers go for “always” option; which indicates that oral expression teachers try to create an encouraging atmosphere inside the classroom to push their learners to use the target language.

Question 5: Which type of these activities do you use most in teaching speaking?

Options	Communicative games	Information gap Activities	discussion	Others	Total
Participants	3	1	3	1	8
Percentage	37%	13%	37%	13%	100%

Table.3.41. Teachers’ Type of Activities in Teaching Speaking

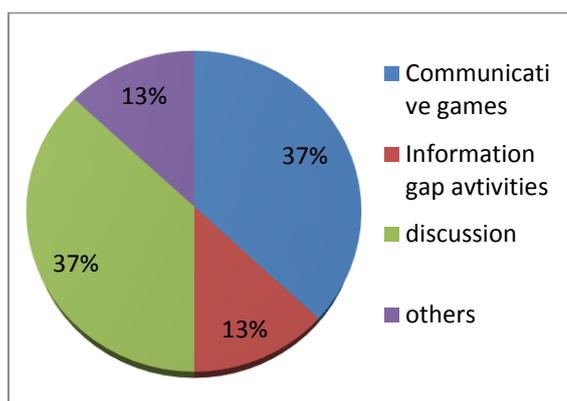


Figure.3.36. Teachers’ Type of Activities in Teaching Speaking

It is very beneficial that teachers use a variety of speaking activities in oral classes to enhance their learners’ speaking competences. Therefore, the aim beyond this question is to know which type of these activities they prefer to use most. It is clear from the table above that our participants prefer to use “discussion” and “communicative games” with the same ratio (37%) for each one from the whole sample. While only (1) teacher making-up (13%) chooses “information gap activities”. However, one teacher confirmed that he tends to vary the activities according to the aim of his session as well as he provided us with multiple

activities that can be used in the classroom such as role play, story completion, and interviews activities.

Question6: In oral expression course, do you prefer to teach more, accuracy or fluency practice?

a: Accuracy practice more than 60% of the time devoted to speaking

b: Fluency practice more than 60% of the time devoted to speaking

c: Both in about the same proportion

Option	Accuracy practice	Fluency practice	Both of them	Total
Participants	1	2	5	8
Percentage	13%	25%	62%	100%

Table.3.42. Teachers’ Preferences in Teaching Accuracy/ Fluency

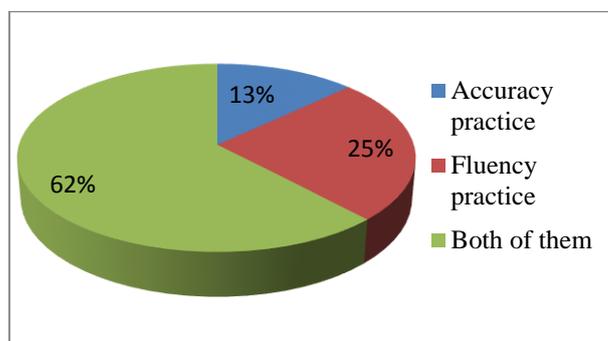


Figure.3.37. Teachers’ Preferences in Teaching Accuracy/ Fluency

From the results shown in the table above, one can notice that more than half of our participants (5) teachers making-up (62%) of the whole sample declared that accuracy and fluency in their lessons are about the same portion maybe they are the two fundamental factors which could determine the success of speaking a foreign language. Whereas (25%) of the teachers reported that fluency practice takes (60%) of the time devoted to speaking and

only one teacher making-up (13%) prefers accuracy practice maybe because he believes that learners should be able to speak correctly first, then they should start working on fluency.

Question 7: What are the main psychological problems that your students may encounter during practicing speaking in the classroom?

Option	Anxiety and Inhibition	Lack of self-confidence	Lack of motivation	Others	Total
Participants	7	6	3	5	8
Percentage	87%	75%	37%	62%	100%

Table.3.43. Students’ Most Speaking Problems

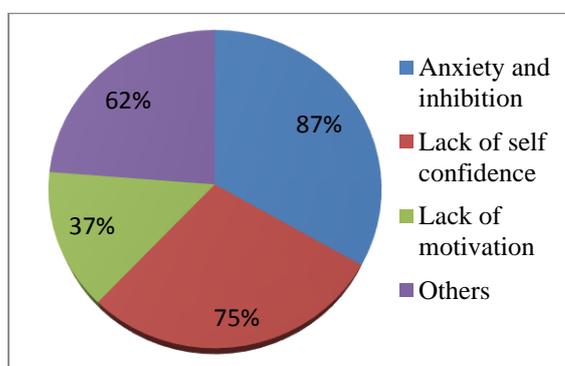


Figure.3.38. Students’ Most Speaking Problems

The aim beyond this question is to investigate the reasons behind students’ lack of participation in the oral classes through suggesting a multiple of psychological problems that EFL learners may encounter while speaking. However, our teachers had the opportunity to choose more than one choice to express their points of view. From the obtained results, one can notice that the majority of our participants (87%) reported that their learners’ main difficulty is anxiety and inhibition because of shyness and stress which may prevent them to speak correctly and fluently. While (75%) of them confirmed that lack of self-confidence is their main problem and only (37%) go to “lack of motivation” option. While some teachers suggested other problems such as lack of vocabulary and interference of the mother tongue.

Question 8: Do you use technological aids in order to improve your students speaking skill?

Options	Yes	No	Total
Participants	8	0	8
Percentage	100%	0%	100%

Table.3.44. The Use of Technological Aids in Teaching Speaking

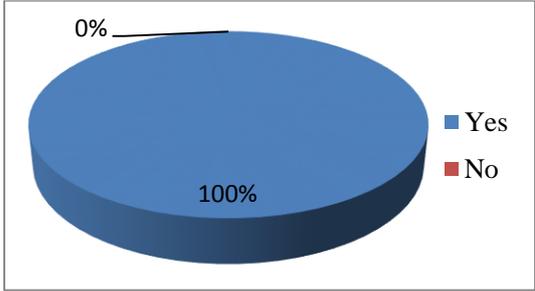


Figure.3.39. The use of Technological Materials in Teaching Speaking

By this question, we wanted to examine the teachers’ attitude towards the use of technological materials. As it is illustrated by the figure in the (figure 42), all the teachers who participated in this study supported the idea of teaching speaking by using technological materials inside the classroom. There was a total agreement on this question 100%, the total number of our participants (8) teachers go for “yes” option; which indicates that they are open to new thoughts or methods concerning the way of teaching.

Question.8.1. If yes, how often do you use them?

Option	Always	Sometimes	Rarely	Never	Total
Participants	1	6	1	0	8
Percentage	13%	74%	13%	0%	100%

Table.3.45. The Frequency of Using Technological Materials

The results recorded in the table above show how often oral expression teachers use technological aids in their instruction. (74%) of the participants use them sometimes, (13%) of the teachers use them always, (13%) use them rarely, while none of them refrains from using them as it is indicated in the table above. From the obtained results, we can conclude that our participants do not rely too much on the technological tools inside the classroom since they are not always available.

Question 9: Do audio visual aids help your students to develop their speaking competences?

Options	Yes	No	Total
participants	8	0	8
Percentage	100%	0%	100%

Table.3.46. Teachers’ Opinion about the Benefit of Audio-Visual aids on Developing Students’ Speaking Competences

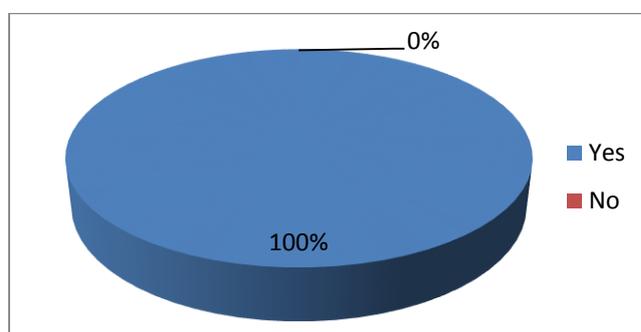


Figure.3.40. Teachers’ Opinion about the Benefit of Audio-Visual aids on Developing Students’ Speaking Competences

There was a total agreement on this question (100%), the total numbers of our participants (8) teachers go for “yes” option, and none of them refrains its effectiveness. Some teachers justified their answers by claiming that audio-visual aids help students to improve their pronunciation, as they help them to get rid of their shyness and hesitation while speaking since they increase their self-confidence. Others stated that audio-visual aids attract the

learners' attention and motivate them to get involved in the task and some of them declared that students learn better when they see and listen to tapes and videos.

Question 10: Do you believe that listening and speaking are interrelated skills?

Option	Yes	No	Total
Participants	8	0	8
Percentage	100%	0%	100%

Table.3.47. Teachers' Opinion towards the Existent Relationship between Listening and Speaking Skills

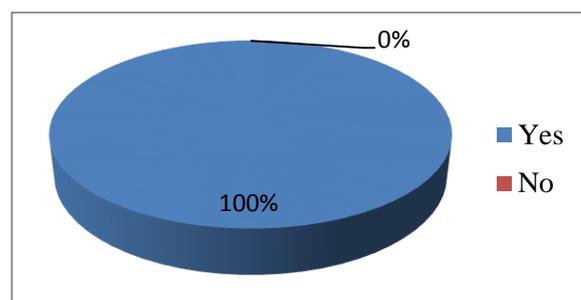


Figure.3.41. Teachers' Opinion towards the Existent Relationship between Listening and Speaking Skills

A quick look at the table above reveals that all the participants (8) teachers making-up (100%) pick “yes” option; which indicates that they believe that listening and speaking skill are interrelated. However, some of them justified their responses by claiming that one has to receive input through listening, understand it, analyze, and interpret it in order to respond (speak), accordingly, one skill cannot properly used and improved without the other. Others stated that when students listen attentively to speakers, they will memorize an amount of vocabulary or even record it. Such vocabulary represents the register that they will rely on in their future communication. From this obtained result, we can summarize that without listening one cannot speak well since listening is the way of speaking.

Question 10: Does listening comprehension help learners to develop their speaking competences?

Option	Yes	No	Total
Participants	8	0	8
Percentage	100%	0%	100%

Table.3.48. Teachers' Views about the Effectiveness of Listening Comprehension on The Learners' Speaking Skill

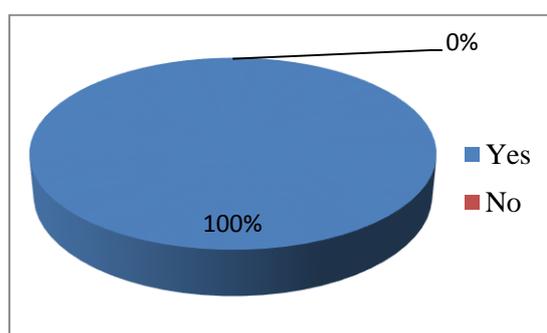


Figure.3.42. Teachers' Views about the Effectiveness of Listening Comprehension on The Learners' Speaking Skill

Since listening and speaking are two interrelated skills, we have designed this question to clarify the importance of listening comprehension in improving learners' speaking skill. As it is shown in the table above, one can notice that there is total agreement on this question 100%. The total numbers of our participants (8) teachers go for "yes" option; which indicates that they emphasize the positive influence of the listening comprehension on the oral production. Some of them have justified their answers by claiming that when listening, students are aware of how language is structured and pronounced (how stress, intonation, tone, accent, vocabulary, grammar are properly used). Students will use these rules to produce utterances of their own. Others stated that we are expected to listen twice as much we speak and we speak twice much more than we write. So listening works in parallel with speaking.

Discussion of the Results of Teachers' Questionnaire

This study has aimed to clarify the role of listening comprehension in improving EFL learners' speaking skill. For the purpose of fulfilling our objectives, we have submitted a questionnaire for oral expression teachers to give the research more worth and more reliable data. After the analysis of the questionnaire, the most significant findings of our research work can be summarized as follow: concerning (Q1) most who responded to our questionnaire have (Magister degree) or (doctorate degree), this mainly means that the majority of our teachers are highly qualified and they can provide us with very significance answers to our research questions. The results of (Q2) are interesting too because 3 teachers have a long experience in teaching oral expression since they have spent between 5 to 10 years. So their responses will be of great importance in comparison with those who have short teaching experience.

In the second part of teachers' questionnaire, the collected answers affirmed that there is an agreement about the importance of the listening skill for EFL learners. As they consider listening as a difficult skill to be taught in the classroom providing us with multiple justifications such as it needs careful preparation of the task as well as it requires using technology tools which are not always available. Oral expression teachers observed that the main problem EFL may encounter while listening are misunderstanding of the listening passage because of the variation in accent and pronunciation, Difficulty to follow the rapid speech rate, unfamiliarity with the topic and its linguistics features, and Difficulty to understand the meaning of certain intonations. Therefore, we have asked our participants if they teach listening comprehension in the classroom and how often they teach it; the majority of teachers (87%) reported that they sometimes teach listening comprehension in the classroom. And most of them (62%) rely on audio-visual tapes to enhance their learners listening skill.

Concerning the last question in this section, the majority of our participants believe that “good listeners are fluent speakers” and only two teachers disagree with this statement claiming that there are some good listeners, but when it comes to speaking they find themselves unable to produce a correct sentence.

In the third part of the teachers’ questionnaire, the collected answers show that all our participants agree that the amount of time devoted to oral expression session is not sufficient and more time would be needed, as they reported that their learners are sometimes participating in the oral class because they face a plenty of barriers when using the foreign language in the classroom such as the influence of their mother tongue, inhibition, and anxiety. In addition, the majority of the participants stated that ‘communicative games’ and “discussion” are their main teaching activities in the classroom. Moreover, in teaching speaking, more than half of teachers (62%) stated that they focus on both accuracy and fluency when they teach OE. They believe that EFL learners need to speak correctly and fluently at the same time to achieve a high level of proficiency.

Most EFL learners face difficulties in their speaking abilities. (87%) reported that their learners’ main difficulties are anxiety and inhibition because of shyness and stress which may prevent their oral performance. Therefore, we have designed the last questions to examine the teachers’ use of technological materials such as audio-visual aids in order to overcome their learners’ speaking difficulties and create an encouraging atmosphere inside the classroom, where they confirmed that they use them whenever they get the opportunity, although they face some obstacles such as the availability of the materials in the first place. Therefore, there is a total agreement (100%) the total numbers of our participants (8) teachers believe that the use of audiovisual aids is important for the students’ achievements, in addition to the fact that it is motivating and pleasant as well. Finally, all the participants (100%) believe that listening comprehension is the key factor to develop the learners’ speaking competences.

Conclusion

We have designed this chapter to discuss the main finding of our data collection tools, questionnaires for both third-year LMD students and oral expression teachers. In this field work, we have tried to investigate students and teachers' attitudes towards the role of listening comprehension in improving EFL learners' speaking skill. From what we have mentioned above and according to the obtained results, we can conclude that developing the speaking skill through the listening one is an essential technique to enhance EFL learners' learning success. As well as, these results supports our hypothesis which state that "a good practice of the listening skill, would improve the speaking performance."

Recommendations

Teaching and learning a foreign language is a highly complex task, which requires much more importance to both listening and speaking skill. Through the obtained results from students' teachers' questionnaire, we can notice that most EFL learners face difficulties in their speaking and listening to the foreign language. So it is advisable to suggest some recommendations to EFL learners' and teachers, with hope to be taken into consideration:

1. Teachers should take into consideration their learners' age, attitudes, level, and learning style in order to monitor and facilitate the learning and teaching process
2. Teachers should make their learners aware about the negative impact of anxiety and inhibition on their oral performance because they are the first responsible for their learning and they must seriously work on to develop their levels
3. EFL teacher should create an encouraging and friendly atmosphere in the classroom by using a variety of teaching activities such as role play and communicative tasks to motivate their learners and get them involved.
4. EFL teachers should reduce their speaking time in the oral classes, to give more opportunities to the learners to do so, especially those who face problems of shyness and inhibition
5. EFL teachers should specify a sufficient time to teach listening comprehension
6. The use of technological tools in the classroom is a very beneficial technique to enhance their learners' listening and speaking competences
7. There must be a variation in the use of audio-visual aids, in order to enhance the learners' abilities and develop their critical listening.
8. EFL learners should practice listening and speaking outside the classroom
9. EFL learners should feel comfortable while they speak in English
10. EFL learner should overcome their obstacles to develop their proficiency level

General Conclusion

This study is composed of two parts, the theoretical part, and the fieldwork. The theoretical part is the descriptive part of the investigation which consists of two chapters. The first chapter concentrated on the different aspects of the listening skill and the listening comprehension practice as well as the existent relationship between listening and speaking skills. The second chapter talks mainly on the speaking skill and the main problems that face EFL learners in their learning process besides to the importance of technology tools in teaching and developing EFL learners' proficiency level. The second part based on the field work, it includes the data analysis of both students and teachers' questionnaire with the discussion of the finding.

In order to enhance this work, and achieve the main objectives stated above the descriptive method would be more adequate because of the nature of the topic. Two semi-structured questionnaires were administered to (90) third-year LMD students and (8) oral expression teachers of the English division at Biskra University as a case study to investigate their opinions towards the influence of listening comprehension in developing the speaking skill and to give the research more worth. As well as proving the validness of the stated hypothesis through the teachers' experiences in teaching oral expression module.

Throughout this work, we tried to clarify the role of listening comprehension in improving EFL learners' speaking competences and to raise their attention about its value since the majority of the foreign learners face many difficulties in their speaking abilities. In fact, it was hypothesized that if EFL learners practice listening to the target language, their speaking skill will be improved. We believe that listening to the target language is one of the most important sources that enable EFL learners to develop their oral proficiency level

because it gives them the ability to store many vocabularies and items helping them in language production.

Most EFL teachers agree upon the idea that listening comprehension has a big and positive influence to improve and develop the learners' speaking skill. This is confirmed by the data obtained from both teachers and students' questionnaire which reveals that developing the speaking skill would not be achieved without depending on the listening one. The results of the questionnaire also illustrated our hypothesis which believes in the reality that listening to the foreign language is the main important sources that make learners speak English fluently and correctly.

As a final point, the current study has shed light on the importance of listening comprehension as an effective language teaching tool in developing EFL learners' speaking skill through the use of multiple communicative activities inside the classroom and the employments of technology tools such as audio-visual aids to expose the learners to the target language in order to make them familiars with native speakers' accent, intonation, and the speech rate as well as to create a pleasant atmosphere where the learners feel comfortable to participate and use the language.

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APPENDICES

Appendices A:

STUDENTS' QUESTIONNAIRE

Dear students:

This questionnaire is a part of a research work for a master degree. It aims at investigating the role of listening comprehension in improving EFL learners' speaking skill and raises their attention towards the positive impact of listening in improving their speaking competences. We would be very grateful if you could answer the following questions, your answers will be much appreciated. Please tick the appropriate box () and make full statements whenever necessary.

Section One: Background Information

Q1: was English your first choice?

a: Yes

b:No

Q2: How long you have been studying English years.

Q3: How do you evaluate your level in English?

a: Poor

b: Average

c: Good

d: Very good

Section Two: The Speaking Skill

Q1: Do you think that speaking English well is:

a: Little bit easy

c: A difficult task

b: An easy task

d: Little bit difficult

Q2: Do you think that oral Expression course would help you to develop your speaking skill?

a: Yes

b: No

justify your answer.....

Q3: How often do you participate in oral expression course?

a: Often

c: Rarely

b: Sometimes

d : Never

If your answer is rarely, do you think that this due to

a: The lack of motivation

b: Your personality

c: The activities and the methods that have been chosen by the teacher

d: Other factors, state them.....

Q4: Do you think that your low performance in speaking is due to:

a: Lack of listening practice

b: Lack of motivation

c: Lack of the teacher's experience

d: Other factors, state them.....

Q5: Do you think that in teaching speaking, the teacher should:

a: Talk more than the students.

b: Talk only when students need help

c: Motivate students to interact with each other

Q6: Which activity does your teacher use most?

a: Communicative games

b: Role play activities

c: Discussion

d: If others, state them please.....

Q7: What are the speaking problems students most face in the oral expression session?

a: Inhibition

b: Nothing to say

c: Mother tongue use

d: Others:

Q8: would the technological aids help you to improve your speaking proficiency?

a: Yes

b: No

Justify your answer

Q9: If you were a teacher of oral expression, what would you suggest to improve your

students' level in speaking?.....

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

Section Three: The Listening comprehension

Q1: Do you think that listening is an easy skill to learn?

a: Yes b: No

Justify your answer

.....

Q2: Do you think that listening and hearing are the same?

a: Yes
b: No

Q3: What is the place of listening among the four language skills?

a: The first c: The third
b: The second d: The fourth

Justify your answer.....

.....

Q4: Do you practice listening to native speakers outside the classroom?

a: Yes b: No

If your answer is yes, what materials do you use?.....

.....

Q5: How often do you use them?

a: Often c: Rarely
b: Sometimes d: Never

Q6: Do you practice listening inside the classroom?

a: Yes b: No

If yes, is it ?

a: Always

b: Sometimes

c: Rarely

Q7: What is the role of the teacher during the listening comprehension session?

a: Organizer

c: Controller

b: Resource

e: All of them

Q8: What are the main methods used by your teacher to present a listening comprehension stage ?

a: Pre-listening, while-listening, and post listening method

b: Listening directly then discussion

c: If others, state them please.....

Q9: What are the materials used by your teacher in the listening comprehension session?

a: Printed materials (textbooks, handouts)

b: Audio-visual materials (data show)

c: Both of them

Q10: What are the main problems you encounter when listening?

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

Q11: Do you think that the listening skill has positive impact on your speaking competences?

a: Yes

b: No

Appendices B : TEACHERS' QUESTIONNAIRES

Dear Teachers,

For the preparation of a master degree, this questionnaire serves as data collection tool to explore “**The role of listening comprehension in improving EFL learners’ speaking skill**” Case study of third year students at Biskra University. Your contribution will greatly help us to achieve the research work objectives. Please answer the following questions either by ticking the right answer or writing full statement whenever necessary.

May I thank you in advance for your collaboration.

Researcher’s name: Malim Asma

Section One: Background Information.

2- What is your degree?

- | | | | |
|-------------|--------------------------|--------------|--------------------------|
| a: License | <input type="checkbox"/> | c: Master | <input type="checkbox"/> |
| b: Magister | <input type="checkbox"/> | d: Doctorate | <input type="checkbox"/> |

3- How many years have you been teaching oral expression?

.....

4- Is teaching oral expression a personal choice?

- | | |
|--------|--------------------------|
| a: Yes | <input type="checkbox"/> |
| b: No | <input type="checkbox"/> |

Justify your answer.....

.....

.....

Section Two: Teachers' Perception of Teaching Listening

1-Do you think that the listening skill is an important skill for EFL learners?

a: Yes

b: No

Would you please justify your

answer.....

.....

2- Do you think that listening is an easy task to be taught in the classroom?

a: Yes

b: No

Would you please justify your answer

.....

3-What are the main problems your learners encounter while listening?

.....

.....

.....

4- Do you teach listening comprehension?

a: Yes

b: No

- If yes, how often?

a: Usually

c: Sometimes

d: Often

d: Rarely

5- Which one of these materials do you use most in teaching listening comprehension?

a: The audio visual tapes (data show).

b: The Audio tapes

c- Others

6- According to you, what are the different stages of a listening comprehension lesson?

.....
.....

7- Do you agree that good listeners are fluent speakers?

a: Strongly agree

b: Agree

c: Not agree

Section Three: Teachers' Perception of Teaching Speaking

1- Do you think that the amount of time devoted to oral expression is sufficient?

a: Yes

b: No, more time is needed

2- How often do your students participate in the oral expression course?

a: Frequently c: Rarely

b: Sometimes d: Never

3- In the classroom, you are the one who talks:

a: Most

b: Sometimes

c: When necessary

4- Do you motivate your learners to speak?

- a: Always c: rarely
b: Sometimes d: never

5- Which type of these activities do you use most in teaching speaking?

- a: Communicative games c: Discussion
b: Information gap activities d: Others

6- In oral expression course, do you prefer to teach more, accuracy or fluency practice?

- a: Accuracy practice more than 60% of the time devoted to speaking
b: Fluency practice more than 60% of the time devoted of speaking
c: Both in about the same proportion

7- What are the main psychological problems that your students may encounter during practicing speaking in the classroom?

- a: Anxiety and inhibition
b: Lack of self confidence
c: Lack of motivation
d: Another problems (please justify).....
.....

8- Do you use technological aids in order to improve your students speaking skill?

- a: Yes b: No

If yes, how often do you use them?

- a: Always c: Rarely
b: Sometimes d: Never

9-Do audio visual aids help your students to develop their speaking competences?

a: Yes

b: No

Justify your answer:

.....
.....

10- Do you believe that listening and speaking are interrelated skills?

a: Yes

b: No

Justify your

answer.....

.....

11- Does listening comprehension help learners to develop their speaking competences?

a: Yes

b: No

Justify your

answer.....

.....

.....

.....

Thank you for your help.

الملخص

على الرغم من التأثير الإيجابي لمهارات الاستماع في عملية التعليم ، هذه المهارة لا تكتسب أهمية كبيرة مثل المهارات اللغوية الأخرى (القراءة و الكتابة و الكلام) و بالتالي فأن طلاب اللغة الانجليزية لا يعتمدون على الاستماع الممعن كأسلوب يساعدهم على تعلم اللغة الأجنبية و الوصول إلى مستوى الكفاءة العالية. لذلك الهدف من وراء هذه الدراسة هو تسليط الضوء على أهمية و دور ممارسة الاستماع الممعن في تطوير الأداء الكلامي للطلبة الذين يدرسون السنة الثالثة لغة انجليزية في جامعة محمد خيضر بسكرة، وكذلك معرفة بعض المشاكل الكلامية التي يعانون منها و المساهمة في الحد منها.

ومن اجل تحقيق الأهداف المذكورة أعلاه، قسمت هذه الدراسة إلى ثلاثة فصول، الفصل الأول يهدف إلى معالجة مهارة الاستماع و الفصل الثاني يعالج مهارة الكلام أما الفصل الثالث و الأخير فهو تطبيقي و يعتمد على تحليل نتائج الاستبيان الموجه لكل من لطلبة السنة الثالثة لغة انجليزية (90) و أساتذة اللغة الانجليزية (8) ممن يقومون بتدريس طلاب السنة الثالثة أو لديهم خبرة في تدريس التعبير الشفهي في فرع اللغة الانجليزية. يهدف استبيان الطلبة إلى معرفة آراء و وجهات نظر متعلمي اللغة الانجليزية كلغة أجنبية حول مهارة الاستماع و دورها في تعزيز مهاراتهم الكلامية. أما استبيان الأساتذة الجامعيين فهو يهدف للحصول على آراء الأساتذة لتعزيز هذه الدراسة و إثبات فرضيتنا التي تتمثل في ان " كلما زادت ممارسة مهارة الاستماع كلما زاد تحسن المهارات الكلامية". أوضحت النتائج التي تم الحصول إليها أن الاستماع المكرر هو أداة فعالة لتطوير المهارات الكلامية لطلاب اللغة الإنجليزية.