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**English Devision**

**The Role of Listening Comprehension in Improving EFL  
Learners' Speaking Skill**  
**Case Study: Second Year Students (LMD) at Biskra University.**

**Dissertation Submitted for the Partial Fulfillment of the Requirements for the Master  
Degree in Sciences of**

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## *Dedication*

*I dedicate this very humble work to all the angels in my life*

*I gift it to my dearest parents who have supported and encouraged me morally and physically along all of my life study, my father *Slimene* and my compassionate mother *Rachida**

*To my grandmothers may God prolongs their lives *Hada* and *Noua**

*To my beloved brothers *Feteh*, *Noureddine*, *Hamza*, their wives and children*

*To my sweetest sisters *Moufida* and *Attika* with their husbands*

*To *Latifa* and *Nadjeh**

*To the sweetest babies *Zizou*, *Raid* and *Nour**

*To my fiancée *Nasereddine* who have supported me very generously*

*To all my family*

*To all my teachers*

*To all my friends: *Yasmine*, *Imene*, *Houda*, *Basma*, *Wafa*, *Dounia*, *Halima*, *Moufida*, *Noura*, *Aicha*, *Siham* and *Nadjla*.*

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This present work is in the field of English language learning as many studies have been working on, specially the different skills among which speaking and listening are the main concern of this current study. Since a lot of researches have neglected the listening skill and its relation with the other skills especially the speaking one, as it was not the matter of their center, but in reality the listening skill is placed in the front of all the language skills. That is why the aim behind this research work is to clarify and to spotlight on the importance of listening comprehension and listening practice in developing EFL learners' oral performance. It contributes in helping them to find remedies to their deficiencies in speaking such as lack of vocabularies, mother tongue use, and pronunciation through making them used to their target language. This dissertation is divided into two parts; one is theoretical containing two chapters. The first one tackles the listening skill and aims at clarifying the importance of the listening skill in both foreign language teaching and learning. The second talks about the speaking skill as it aims at showing the necessity of the correctness of the speaking skill in measuring the mastery of the target language. The aim behind these two chapters is to clarify the inter relationship and the independence of both skills on each other. The one is practical containing one chapter in which we have emphasized the analysis of both teachers' feedback interview and students' feedback questionnaire. This part aims at checking teachers' and students' viewpoints concerning the topic under investigation. The case that we have worked with is both second year teachers and students (LMD). Their opinions will be gathered and collected through a questionnaire devoted for students and an interview devoted for teachers. Results showed that all of the interviewed teachers and the majority of the questioned students believed that listening to the target language is one of the most important sources that enable EFL learners to develop their oral production. So, the listening skill has a great positive influence on enhancing the speaking skill. From what is stated above, the hypothesis that we have put was confirmed.

### **List of abbreviations**

**CLT:** Communicative Language Teaching

**EFL:** English as a Foreign Language

**L1:** First language

**L2, 2<sup>nd</sup> :** Second Language

**TL:** Target Language

**TPR:** Total Physical Response

**TV:** Television

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## **Introduction:**

Mastering the speaking skill of a language like English does not occur just because the learner has an inborn capacity that enables him to speak a foreign language, but it is also the result of someone's exposure to that language. In other words; listening comprehensively to a language is the trigger of its mastery. The current study pushes the researcher to clarify the influence of the listening skill on the speaking one, and to show how good listeners are fluent speakers. The idea stated just before will be observed if we compare between two EFL students' speech where one is good at listening and the other, for example, is good at reading. From the comparison, we come to recognize that the good at listening is the best in speaking. The meant listening is the comprehensive one in which students use their critical thinking.

From daily experience, the importance of listening comprehension from teachers' part is felt because they are aware about that skill. But EFL students are not aware of it due to many weaknesses at different levels. Even if learners try to practice listening, they feel unable to understand the target language used because of natives' speed of speech, slangs, weak form, stress, and so on. As a result, the learners prefer to be far from practicing listening, as they feel that it is helpless to improve their speaking. So, the aim of the present investigation is to make students aware about the importance of listening sessions, and the impact this latter has on developing their speaking performance. As it is a motive to push them using their critical thinking while being exposed to the target language.

### **1. The Statement of the Problem:**

A lot of factors may be the reason why EFL learners face difficulties in speaking. Learners' lack of practice, and their unawareness of the inter relationship between language skills mainly listening and speaking are the main factors.

Taking the English language in a country like Algeria as an example; the Algerian students face obstacles in speaking just after leaving the setting where the target language has been heard. This is so because they do not concentrate on the activities given concerning the listening skill.

From the situation stated above, we tend to clarify the role of listening activities in improving EFL learners' speaking skill. The sample of the investigation will be second year students at the English Department in Biskra University during the academic year 2011/2012. This leads the investigator to look for an answer to the following question:

How do EFL learners improve their speaking skill through listening comprehension? In other words: What is the role of listening comprehension in improving EFL learners' speaking skill? And how does the listening skill influences speaking?

## **2. The Hypothesis:**

The following hypothesis was set for the study: A good practice of the listening skill would improve the speaking performance.

## **3. The Objectives of the Study:**

The stated objectives of the study are:

- \_ To clarify the positive impact of the listening comprehension on the speaking skill.
- \_ To make students aware of the importance of the listening skill and listening comprehension.
- \_ To help students find remedies to their deficiencies in speaking.
- \_ To attract teachers' attention to put more emphasis on all the language skill especially the listening and the speaking ones.
- \_ To provide a strong basis to do more research in that field.

## **4. Basic Assumptions:**

Throughout this study, it is assumed that EFL learners at the English Department improve their speaking skill through listening comprehension, and teachers' role is to make them aware about the importance of listening skill in enhancing the speaking one.

## **5. Limitations of the Study:**

The study is limited in space because it will be with second year students at the English department of Biskra University. It is also limited in time and this is the only obstacle the researcher may face because the allocated time for the study is not enough to cover all the elements should be treated. That is why the concept of time will be taken into consideration while searching.

## **6. Significance of the Study:**

EFL learners face many difficulties when it comes to speaking of course because of many factors. Those difficulties are the starting point of the research. This means that the concern of the work is to solve them through putting students in the context where they will recognize and will be aware about the importance of listening in developing the other language skills especially the speaking one. By providing like native context, learners will gain many advantages; for instance, they will learn new vocabularies, and they will be habituated to native accent, intonation, correct form...and so on. Hopefully, the investigator will convince EFL learners by the importance of listening comprehension in strengthening the speaking skill and to attract teacher's attention to the necessity and the positive impact of including listening tasks in the classroom.

## **7. Research Methodology Design:**

### **7.1. The Choice of the Method:**

While researching, many types of methods might be followed. The researcher is free to follow the one that fits the aim of his research study, the required data, and the investigated population. Since the objective of our study is to clarify the positive influence of listening comprehension on the speaking skill in form of stating facts, the descriptive method seems to be the most appropriate.

### **7.2. Population:**

Since the purpose of the study is to clarify the role of comprehensive listening in enhancing the speaking skills, the case of second year EFL learners at the English department at Biskra University, students' and teachers' opinions, comments and perceptions are to be relevant to the study.

### **7.3. Students' Sample:**

This work deals mainly with a sample of 80 students (LMD) at the English department at Biskra University in the academic year 2011/ 2012. They have been chosen as participants because of the following reasons:

\_Second year EFL students have introduced to both listening and speaking skills through the oral expression course in the previous year.

\_The obstacles of speaking faced by the learners are clearly apparent at that level.

### **7.4. Teachers' Sample:**

Since the work deals with second year students, teachers' opinions at that level are of much importance particularly the ones specialized in teaching oral expression course. They are so because in this session both investigated skills from students' part are observed.

### **7.5. Data Gathering Tools:**

To enhance the work, and to achieve the stated objectives above, two data collection are going to be used.

#### **7.5.1. Students' Feedback Questionnaire:**

The questionnaire is prepared for second year students at English Department of Biskra University. It aims at obtaining their views and perspectives concerning both listening and speaking skills. It consists of various questions. Students are asked to tick the appropriate answer or to write full statement answers where necessary.

### **7.5.2. Teachers' Feedback Interview:**

To give the research more worth, an interview for teachers will be prepared to take their views through their experience as arguments for strengthening the work and proving the stated hypothesis. The interview is made of different questions serving the work.

## **8. The Structure of the Research**

The present study is divided into two parts, one is theoretical containing two chapters, and the other is practical including one chapter. In the first chapter, we are going to talk about the listening skill from many angles, for example, the difference between listening and hearing, the listening process, the importance of listening comprehension in EFL (English as a Foreign Language) classes without forgetting the relationship between the listening and the speaking skills to take into consideration. In the second chapter, the tackled issue is the speaking skill where we going to explain the speaking skill from many perspectives, for example, speech production, communicative language teaching in the classroom, classroom speaking activities, and other related topics will be mentioned in the content of the research. In the last chapter, the field study, we will describe and analyze the results of data collection tools which means the questionnaire and the interview.

## Chapter one: the Listening Skill

### Introduction

While learning a foreign language, learners are faced with a huge number of difficulties. For example, they find themselves unable to comprehend recorded texts, direct speech, songs, or even dialogues. This is due to many factors such as native speakers' speed of speech, accent, pitch, and so on. This inability leads to other difficulties in language learning. That is why they are required to be exposed to it by listening. From that listening is considered to be a basic skill in language learning and acquisition, and it is placed at the top of language skills because before you start speaking the language, you have to be exposed to and to get used to it.

(Ingram 1974) cited in (bouach 2010) takes into account the fact that comprehension is a head of production a linguistic universal of acquisition, and Krashen (1984) cited in (bouach 2010) states that speaking is the result of acquisition. From what have been mentioned, it is obvious that the ability to speak does not come before the learner has established a listening competence in his mind.

The main concern of this chapter is the listening skill. We are going to study it from many angles. Here are some of the points that are going to be tackled; reasons for listening, the listening skill, its importance, classroom listening activities, the role of the teacher during a listening comprehension session.

### 1. Active listening

#### Listen

**L:** look at the persons that speak to you to engage them with good eye contact.

**I:** stands for inquire. It is good to open questions like what, which, who, why, when and ofcourse the good question starts with how.

**S:** summarize. Summarize what you have understood from what the other person is saying and use paraphrase.

**T:** take notes.

**E:** encourage speakers to say more.

**N:** naturalize your feeling. Stay objective and avoid bias.

## **2. Reasons for Listening**

When being exposed to English either face to face, on TV, on radio, by phone or in other recorded materials, learners wish to understand all what comes to their ears.

According to Harmer (2007), quoted in (Bouach 2010), listening comprehension is beneficial for learners' pronunciation. That means the more they are exposed to spoken English, the more they recognize and get used to its pitch, intonation, stress, redundancy and clusters. In addition to the mentioned reasons above, (Wilson 2009) lists other reasons for listening, information gathering, pleasure, empathy, assessment and criticism.

To sum up, the reason behind listening in addition to understanding the implied meaning of messages is to improve the speaking skill through improving pronunciation.

## **3. Definition of the Listening Skill**

According to (Rost 2009), listening is one of the words we use in everyday life without thinking deeply about its meaning. Yet the listening skill is an active and vital mental ability. It is also one of the essential means helping us to understand the world around us, and one of the prerequisite components in establishing successful communication.

The listening skill is one source of information, and since it is so, it carries a major importance in foreign language learning particularly English, as it plays an important role in language acquisition.

According to (Saricoban 1999) quoted in (Khaled 2010), the listening skill means the learners' ability to pick up what the speaker is saying and to grasp the intended meaning behind any spoken or recorded messages. From that we can categorize two tasks the learner does; the first concerns understanding the speaker's grammar, vocabulary and intonation, while the second refers to interpreting the implied meaning of the speaker. The skilled person is the one who can do both tasks in the same time.

Othman and Vanathas (2004) quoted in (Khaled 2010) point out *"for too long listening has been given little attention in English language classroom"* (17). This could be due to the fact that there has been a lack of research interest into listening. Furthermore, listening has often been considered as a passive skill which means that learners just pick up or receive.

All in all, listening does not only enable students to get information from teachers' or speakers' input, but also to give them the ability to store much vocabularies and items helping them in language production through what is called output.

#### **4. The Place of the Listening Skill in Language Teaching**

According to (Wilson 2008), among the four skills which are regarded to be the base of language knowledge, the listening skill is the least researched. (Wilson 2008) mentions in his book *How to Teach Listening* that David Nunan labels the listening skill: the Cendrilla skill which is under shadowed by her young sister, the speaking skill.

In the past, foreign languages were learned through reading and translating, much more than listening. In the 1990's understanding that the listening skill is the basic initial skill was recognized because more and more research on the way people learn both 1<sup>st</sup> and 2<sup>nd</sup> languages is done in addition to the evolvment in linguistics, psychology and anthropology's fields. As a result we cannot talk about mastering a foreign language without mention listening first. (Wilson 2008) adds spying to be another contributor in foreign language learning. In the 2<sup>nd</sup> world war, the US' s army Specialized Training Program works out some soldiers to learn foreign language through its grammar and vocabulary which took years and years but when it came to speaking that language or to listening to enemies speaking that foreign language over radio, they discovered that their skills were inadequate. This is what leads authorities to realize that a new methodology was needed, and this leads audiolingualism to emerge.

According to (Ibid), audiolingualism, whose main principle is the use of recorded drills, puts listening in the proem of language teaching. The idea of audiolingualism consists of an assumption taken from a psychological theory called behaviorism, in which the subject under experiment responds to certain stimulus in order to get reward or enforcement. In language learning, students hear recorded dialogues from the target language and then they would repeat the patterns till they learn them. The main principle of audiolingualism in language learning is listen and repeat till you master the language. Rejecting the idea believes in learning language through habit formation, Noam Chomsky puts forward the idea of generative grammar in language learning meaning that language is not limited in finite number of sentences, because people have an innate ability to produce an infinite number of sentences and vocabularies with the saleability of Chomsky's idea, audiolingualism days

finished and changed by a more humanistic view. The importance of listening in studying a foreign language remained and strengthened by Stephen Krashen's ideas later.

Referring to (Wilson 2008), listening was the emphasis center in of Krashen's input hypothesis. Krashen's theory believes that acquiring languages depends on comprehending and understanding messages these latter which he calls (comprehensible input).

The input hypothesis is consistent with what we know about children's acquisition. An example Krashen gives is when a parent asks a toddler to pass him a paper or asks him to put his hat on. It is obvious that the toddler will not speak but at that time which is called the silent period, he/ she is storing and taking in the language in his/her brain. After few months, the child starts speaking. First the application of the input theory was only on L<sub>1</sub> acquisition, but later it was generalized to be applied on L<sub>2</sub> acquisition.

## **5. Listening Processes**

Information is processed in two ways either bottom-up or top-down. These two processes are not the same, and a distinction between them is made. Harmer (2001) states that: *"In metaphorical terms, this can be linked to the difference between looking down on something and on the contrary, being in the middle of something and understanding where we are by concentrating on all the individual features". (201)*

### **4. 1. Bottom –up Process**

Bottom (base: linguistic aspects) to get the up (roof: meaning)

Is the process where the learner's focus is on individual's linguistic information, sounds, phrases, words and clauses and use them together in order to get semantic information, meaning.

The bottom-up process is analyzing the sentence from its smallest units, phonemes and syllables guiding us to reach the meaning. This process is based on separated units of a text's language. It depends more on what is heard. (Wilson, 2008)

### **4. 2. Top-down Process**

From top (semantic aspects: meaning) to the down (linguistic aspects).

This process takes place when the learners use their background information and their previous knowledge in order to decode the linguistic aspects of the passage. The previous information they have on the topic helps them to predict what they are going to do. (Harmer, 2001)

According to Wilson (2008), if the situation of learning is familiar to listeners, they will easily understand and predict the next tasks. Top-down process totally relies on the listener that means understanding and comprehending depends on what was happening before listening starts.

About the reasons of committing errors when learners listen to the English language, many debates occurred and generated two views. The first one assumes that mistakes in listening comprehension are the result of bottom-up failure which means that learners mishear individuals' words. While the second assumes that the top-down is the cause. Learners listen in familiar situations and hear familiar vocabularies, but make wild number of guesses about the content. (Wilson 2008)

## **6. Stages of Listening**

In any classroom, listening sessions are divided into three parts; pre-listening, while-listening, and post-listening. In each stage both teachers and students has many roles to play.

### **8. 1. Pre-Listening Stage**

The pre-listening stage gives students an overview about what they are going to do before starting listening. In the pre-listening stage there are two sub stages; the first is to activate students' schemata which helps them to expect the content of the listening passage. To activate students' schemata, there are six ways; the first one is brainstorming which means extracting and generating a big number of ideas from the central one. The second is using visuals which help activating schemata which have a relation with the listening passage, and visuals are helpful for students whose style in learning is visual. The third one is using relia; an example of activity provided with relia is when the teacher brings photos to the classroom where the pre-listening task is to guess who the people in photos are. The fourth is using texts and words in which students read before listen. This stage can be an introduction to the topic. The fifth is situations; real world situations such as answering phone calls or ordering in the restaurant can be helpful in predicting the sequence and the development of the listening passage. The sixth sub stage is opinions, ideas and facts. This activates and refreshes students' prior knowledge. An example to get students involved before listening is to ask them to do researches by their own or to teach other students. (Wilson 2008)

## **8. 2. While-Listening Stage**

During-listening is the stage where students are at time to practice listening through a set of activities provided by the teacher. According to (Wilson 2008), students have to listen to the input once; for example, listening for gist, but they have other occasions when they want to listen for specific information or for details. As they can hear the input twice in order to check or to answer a detailed question. There are two views about how many times students should listen to the message. The first view says only once taking their view from real life communication where the listener hears the message only one time. While the second view, for listening purposes, states that students have many opportunities to hear the input because this reduces their anxiety. Students listen to the message different times because it may be difficult, long or boring. Repeating messages may be done several times if the focus is the study of the language.

Moreover, if the listener has not understood the passage after hearing it more than three times, the problem here may not be the one that can be solved by repeated exposure to the same passage. With long messages, for example, teachers may consider chunking texts by dividing them into various pieces. This can ease understanding and avoids overloading students. (Ibid)

## **8. 3. Post-Listening Stage**

According to (Davis and Pearse 2000), post listening is the stage that helps students to relate what they have heard with their own ideas and experiences, like what they do in real life. This stage permits students to move smoothly from listening to another language skill. For example, learners may practice speaking by performing plays similar to the ones they have heard. Speaking here is not to help them with the speaking skill, but it is intended to help impede knowledge of that play, so they can enhance the listening scopes.

## **7. The Importance of Listening Comprehension**

Listening comprehension needs an intensive concentration and requires a fast understanding of what is said. To intensify listening comprehension, many factors have to be taken into consideration from listeners' part. Context, facial expressions and body gestures, for example, are some elements that the learner can benefit from in order to ease the interpretation of what is intended to be conveyed by the speaker.

According to (Lightwood and Spada 1993), there is one effective way that leads students to well acquire a foreign language. They call "a steady diet" of listening comprehension activities. That means to acquire a language, we have to practice it.

(Rost 1994) declared that listening comprehension is very important in foreign language instruction because of many reasons. One reason is that listening is a process by which we get input, and without understanding it learning cannot occur.

According to (Doff 1995), listening has a great impact in developing speaking. In other words, we cannot develop our speaking skill unless we develop our listening skill. If an English language learner have the ability to understand spoken English, it will be easy for him to listen to the radio and to study or communicate with foreign visitors. To make this ability more developed, learners need plenty of practice and exposure to English. Listening to English is also very important in acquiring it. You can recognize that if you compare between two learners; one is living in a country where the target language, English, is the first language, and the other is living in a country where English is only spoken in academic settings. The difference is that the first can acquire it more easily and rapidly than the second. As a result, learners need as much exposure to English as possible.

Referring to (Nunan 1997) quoted in (Khaled 2010), listening comprehension is not an easy skill, but it is very complicated and very necessary process. It gets its importance from the important role it plays in constructing either first or second language acquisition.

## **8. Types of Listening**

Each situation in listening demands a type of listening. According to (Simonds and Cooper 2011), there are five types of listening which may be summarized in the following statement: "*I really appreciate your critical discourse*" (47-48).

### **8. 1. Informative Listening**

In such kind of listening, the listeners' main goal is to understand what has been said. We say that listeners are successful only if their interpretation of the message is as closer as possible to the speaker' intention.

## **8. 2. Relation Listening**

The aim behind this type of listening is either to assist a person or to intensify a relationship. Another type of listening inclines from relation listening is therapeutic listening in which you listen to a friend or relative when he is getting things of his chest. It can take place when a counselor or a psychologist listens to a troubled person.

## **8. 3. Appreciative Listening**

The purpose behind its practice is to enjoy or to relax ourselves, for example, listening to music, jock or listening to person's speech just because we like his style.

## **8. 4. Critical Listening**

Critical listening is to check the authenticity and the validity of what is being said such as listening to advocates and politicians.

## **8. 5. Discriminative Listening**

It may be the most crucial type because it is the base for all the mentioned types above because by being accurate and sensitive to all the changes happen in speakers' utterances such as: rate, volume, pitch and so on. The informative listener can detect the slightest differences in meaning.

## **9. The Different Sources of Input**

Listening is one process practiced by different people and presented by different sources. EFL learners use lots of sources either inside or outside the classroom.

### **9. 1. Teacher Talk**

Wilson (2008) writes a Swiss saying: "*Wenn alles schlaft und einer spricht, dass nennt der Lehrer unterricht*". (41); which means that: "*when everyone is sleeping and one person is speaking, that is what the teacher calls teaching.*"(41)

In EFL classes, a lot of learners do not pay attention to teacher's talk because they are not aware about the fact that it is the most affective and the most fruitful source of input during lessons. What makes it more beneficial is that the teacher has the total control of his listeners and his language where he can slow down, speed up, repeat ambiguous points, and

explain more. In addition teacher talk is interactive because the teacher responds and reacts to students' needs and questions.

Teacher talk can be presented in three forms. The first is that it can be planned this means that the teacher plans what he is going to present or to say. This concerns real world information that does not have any relation with the lesson, for example, the teacher informs his students about the time of an exam. In this case listeners concentrate more because this information benefits them. The second aspect is semi-planned in which the teacher provides pedagogical activities for students to listen to such as talking about personal anecdotes or biographies. These activities are only prepared not scripted. The third one is spontaneous input which includes the comments and encouragements that can create a sort of dialogue between the teacher and his students. For example, one student comes late and enters to the classroom, and the teacher asks him about the reason then the student answers and so on.

There is a case proves the importance of teacher talk. The case is when there are no materials to use for practicing listening, so the teacher will be the only source of input for students.

## **9. 2. Student Talk**

Student talk or working in groups is another source for improving the listening skill during classroom listening session. In this case students sit in groups tackling many topics such as, anecdotes which are personal at first, and, then they will be interesting. To prove that student talk is working and students are listening to each other, teachers have to organize a set of activities from which we mention one activity as an example; Reporting back is an activity where all of the students have the opportunity to speak, but before the activity starts, the teacher informs his learners that they will report back what was said. It is obvious that they will report what they was listening to. (Wilson, 2008)

## **9. 3. Guest Speakers**

According to (Wilson 2008), both teacher talk and student talk are live listening. In addition to them there is another way to provide learners with this type of listening, to host native speakers of English to the classroom. One of the advantages of listening to native guests is to give students the chance to listen directly to the language and to give them the opportunity to listen to the foreign language culture.

Guest speakers' speech is useful source for listening because it is enhanced with the paralinguistic features that enable the listener to listen and to see the body language of the

speaker at the same time, so this helps in comprehension. Another benefit is that students may be included in interaction because the guest can ask questions or give comments which open the door for discussions, answers and other questions from students' part for further clarification.

#### **9. 4. TV, Video, DVD, and Radio**

Using those materials is advantageous for students listening to the target language. According to (Wilson 2008), they are authentic, topical and with real-world information. Utilizing the mentioned materials makes it easy for learners to comprehend because they are going, in addition to the sounds they hear, see colors, images, gestures, if we can say the entire context. Do not think that those materials are not controlled because they are so. With DVDs and videos for example, the teacher can pause, go forward, or turn backward to repeat what is missing for some students. We have to mention that a lot of students have developed and get used to the English language mostly from watching videos, films and news either on TV or on radio. That is why using such materials plays a considerable role in both language learning and teaching.

#### **9. 5. Songs**

Listening to songs in the classroom relaxes our ears that is why when the teacher brings a song to study with in the classroom, the students are motivated more to listen. Teachers can make courses with songs more motivating by asking learners to collect songs and bring them to the class. Then the teacher chooses just one to work with it inside it. Listening to songs raises students' attention to focus on pronunciation which includes stress, pitch and intonation and so on. In addition there is what is called choruses meaning repeating the same phrase many times which gives students to understand the lyric. (Wilson 2008)

### **10. Models of Listening**

In the past, listening was regarded to be a passive process by which the listener just receives information given by the teacher. But recent models see it as more active and interpretive process in which the message does not remain the same, but it is created and paraphrased in interaction between participants. Meanings are shaped by the context and structured by the listener through interpreting. (Lynch and Mendelsohn, 2002, p: 194) quoted in (Nation and Newton, 2009).

## **11. Classroom Listening Activities**

Through practicing the following listening activities, the learner is asked to construct certain meaning related to the activity he has to perform. So, this pushes him to listen selectively which means listening to get information that is related to the task. Listening to get information makes the learner knowledgeable about the idea states that what makes listening successful is not to understand every heard word, but is to find out a set of meanings in order to well serve the learners' communicative purpose.

### **11.1. Identification and Selection**

In such kind of activity, the learner is provided with a set of pictures, he listens to a short description or a recorded dialogue, and then he selects the picture which is correspondent to the heard piece of speech. As the learner may be asked to do the vice versa which means, he may be provided with one picture and many descriptions or dialogues, and he is expected to choose only one spoken text refers to the picture. (Littlewood 1981)

### **11. 2. Sequencing**

According to (Little Wood 1981), this kind of activities requires from learners to identify consecutive pictures that are described in order to put them in the right order to make the activity more motivating, it may be presented in different forms, for example, the picture may reflect some event in a story that learners must listen to, otherwise, they may represent the places seen or visited by a group of tourists. The spoken text could be in the form of narration in the case of the first example, or it may consist of parts of a conversation between tourists in the time they are visiting places in the second example. (Ibid)

### **11. 3. Locating**

Locating is another classroom listening activity which requires from learners not to put things in sequence, but to put them in their suitable places, for example, to put furniture in a house, or to place streets in a town. In addition, they may follow a route on a map. The language learners listen to may be presented in various forms, for example, it may consist of direct instructions, recorded dialogue between two persons discussing where to put things, spoken description of a scene, and so on. (Ibid)

#### **11. 4. Drawing and Constructing**

(Little Wood 1981) states that learners are asked to listen to direct instruction or recorded texts in order to draw a picture or plan. Students in this case may be, for example, provided with incomplete plan, and they are required to complete it following the instructions.

#### **11. 5. Listen and Physically Respond**

This kind of activity is known as total Physical Response (TPR). The teacher asks his students, for example, to stand up if they hear their names, they wear coats, and they are going to celebrate their birthdays on January, and so on. Another example of TPR is the game of "Simon Says". In this game, the teacher asks his students to respond to commands containing the words "Simon says". If the command does not contain the mentioned words, students should not obey, and if anyone does or reacts, he will be out of game. Their reactions should be quick and correct. (Lindsay with Paul 2006)

### **12. The Role of the Teacher during a Listening Course**

During a listening comprehension session, the teacher has many roles to play. In the following we are going to mention eight jobs the teacher can do. These jobs are suggested by (Wilson 2008).

#### **12. 1. A Tailor**

Here the teacher is compared with a tailor. The common point is that the listening course must fit learners' level just like the suit or costume must fit its wearer.

#### **12. 2. A Standup Comedian**

Wilson (2008) names this role story teller too. Here we have to point out that the teacher is the best source of input. The role of the teacher is to control his audience.

#### **12. 3. A Sleath**

The role of the teacher in this job is to analyze the language of the text either directly spoken or recorded by asking questions such as the following: will my students understand the passage perfectly? Will they guess the jock? Will they need my clarifications? And so an.

#### **12. 4. An Engineer**

Teachers' role appears when using recordings. The teacher has to know everything about the way in which equipments work, and the way in which they do not work.

#### **12. 5. A Spy**

The teacher is compared with a spy because he must look at students' behaviors from a place where they cannot pay attention to his observations, and he analyzes them.

#### **12. 6. A Doctor**

The teacher needs to be discerning in diagnosing the obstacles behind the students misunderstanding of what is said. Is it the speed of speech, the vocabularies, the accent, the topic?

#### **12. 7. A Firefighter**

The teacher intervenes to get everyone out of a trouble when everything goes wrong, and when the listening text is so difficult. Is not it like what the firefighter do?

#### **12. 9. A Tour Guide**

The teacher emphasizes what is interesting for his lesson and ignores what is not, just like what good tour guides do before leaving, check that everybody is here.

### **13. Tips for Better Listening**

To make the communicative process successful, both participants, speaker and listener, must follow special tips from which we mention the following:

- Make eye contact with the person you are speaking with. This does not mean that you stare in his eyes all the time, but the kind of correct eye contact will greatly facilitate communication. (Berman better listening)
- Use non verbal behavior. The use of non verbal behavior is important in part of all interpersonal communication as well, and people will understand you through your non verbal behavior whether or not interested in what you are saying. Very often persons will be as communicative as they perceive their listeners to be interested in what they have said. (Ibid)

- Avoid distracting actions when you are listening. Staring at the window when someone is talking is a clue that you are not listening and playing with a paper while a person is speaking will be very distracting to him and may inhibit communication. (Berman better listening)
- Paraphrase what a person has said. It is an important tip for improving listening skill; in other words summarize for that individual what you have heard. If the speaker knows that you have not understood him, he will try to clarify, or he will repeat and explain in a different way. So that you comprehend better. It is important to understand that your role in active listening is to ask questions and to clarify. There are some distracting things that you have to avoid, for example, do not interrupt when a person is speaking to you because your role is to be hearing and understanding. Do not talk too much because talking too much disrupts communication. (Ibid)

#### **14. The Relationship between Listening and Speaking**

Listening and speaking are taken to be two separated skills for long time, but in reality they are two dependent on each other skills this is supported by what (Bahns 1995) quoted in (lynch 2009) has said in the following quotation "*As the main aim of teaching listening is to prepare the students for real life social interaction, it is imperative that developing listening is seen in combination with developing speaking*" (110).

According to (Lynch 2009), there are many reasons for connecting listening and speaking. He summarized those reasons in three research based principles. The first principle was that listeners make better speakers. He supported his idea with evidence from Scottish study when secondary pupils performing transactional paired communication tasks. He believes that the reason behind their effective performance as speakers is not their practice in the speaking skill, but it is their previous practice as listeners in pair. According to (Brown, Anderson, Shillcock, and Yule, 1984) quoted in (Lynch, 2009), the second principle was that listeners affect what speakers say. While face to face interaction, you as a speaker have to make lots of adjustments and simplifications in order to ease the communication process. Principle three was that conversation involves both listening and speaking, and if it does not do so, it is not a conversation. In any conversation there is a kind of turn taking where the listener acts as a vital speaker giving verbal reactions and other feedback about whether understanding what is said or not, and the speaker acts as alerted listener.

## **Conclusion**

In this chapter, we have tried to provide foreign language learners with a very humble view about the listening skill and its importance in language teaching as in language learning; starting with the purposes that push students to listen in a foreign language arriving at the relationship between listening and speaking. We have included this later to show how much both listening and speaking are dependent on each other skills. The aim behind tackling the listening skill in an independent chapter is to raise learners' attention about its value and to show the importance of that neglected skill. As a result, the aspects discussed in this chapter really show the importance of the listening skill. So, teachers and students have to put much importance on the listening skill.

## **Chapter Two: the Speaking Skill**

### **Introduction**

The main purpose of EFL learners behind studying English is to be able to master it through comprehension first and then to use it through speaking. This later is the matter of that chapter.

While practicing speaking, learners are sometimes not aware about its nature that is why they are facing a lot of obstacles that prohibit them from communicating properly. In the current chapter, we are going to talk about the speaking skill taking into account aspects such as communicative language teaching, the nature of oral communication, and the importance of speaking, classroom speaking activities and the role of the teacher during these activities, in addition to some difficulties in speaking with their solutions.

We have included such titles wishing to give learners a bit view about the speaking skill and to help them overcome some of their met difficulties.

### **1. Reasons behind Encouraging Students to Practice Speaking Activities**

According to (Harmer 1998), there are three reasons behind pushing students to practice speaking activities; rehearsal, feedback and encouragement.

#### **1. 1. Rehearsal**

Asking students to make free discussions inside the classroom paves the way to rehearsing discussions outside it. Including them in a role play at a reception desk in an airport, for example, permits students to rehearse a real life situation in the guarantee of the classroom. Practicing this activity in the classroom gives foreign language students the opportunity to see how communication in foreign language looks like. (Harmer 1998)

#### **1. 2. Feedback**

Classroom speaking activities in which students are trying to practice their language provide both teachers and students with feedback. For teachers, from those activities, they know how well or bad their classes are, and can extract the problems their students face. Speaking activities give students a feeling of satisfaction and confidence. (Ibid)

### **1. 3. Encouragement**

Speaking activities can be motivating if all the students participate fully and if teachers present the tasks and give useful feedback properly. (Harmer 1998)

### **2. The Speaking Skill**

According to (Bygate 1987), preparing learners to be able to use the language is one of the basic problems in language teaching. The way this preparation is done and the amount of success it has depends on how tutors understand their learners' goals such as owning general information about grammar and vocabulary which allows them to use the language orally which means practicing speaking.

Speaking is one of the skills considered to be the base of mastering and building up the language. It is the way by which learners can contribute and be part of oral communication. It means monitoring and controlling all the language areas, linguistic, psychological, and social.

### **3. Communicative Language Teaching**

Communicative language teaching is taken to represent the method used to demonstrate how a foreign language is taught inside the classroom. (Harmer 2001), quoted in (Bouraya and Ziane 2010) states CLT to be: "*CLT is the name which was given to a set of beliefs which included not only re-examination, but also a shift in emphasis in how to teach.*" (16). This means that the teaching process does not only include the content or the lesson which is going to be taught, but also the way by which it is going to be presented.

In addition (Jin 2008) quoted in (Bouraya and Ziane 2010) states that the emphasis of CLT is to help students to learn and to master an L2 within different settings. CLT is much concerned with the meaning and function of the language rather than grammar and vocabulary. CLT has three principles which are the communicative principle, learning L2 occurs when practicing activities that involve communication, the task principle, including activities in which the language is used to perform meaningful tasks, and the meaningfulness principle, enhancing learning by using meaningful language.

### **4. Communicative Competence**

Communicative competence was defined by (Hymes 1972) quoted in (class lecture 2012), as the knowledge of both rules of grammar and rules of using the language appropriately in a given context. The emphasis of his work was away from the study of

language as a system in isolation. Hymes' work was then evolved by researchers such as Canal and Swain 1980.

The work of Canal and Swain categorizes four competences under the communicative competence which are as follows; the grammatical competence which means the knowledge of language code, the sociolinguistic competence which means being knowledgeable about the socio-cultural roles of use in a given context, the strategic competence which means the knowledge of how to use communication strategies to handle breakdowns in communication, and the discourse competence which means the knowledge of how to achieve coherence and cohesion in a spoken and written texts. (Class lecture 2012)

### **5. The Importance of the Speaking Skill**

The speaking skill was totally neglected in traditional approaches of language learning and teaching where the emphasis was on the two skills of reading and writing, in addition to translation. According to (Richards and Rodgers 2001), quoted in (Kouicem 2010), the Grammar Translation Method is an example of giving importance to reading and writing rather than speaking.

With emergence of the communicative approach, the speaking skill was given more importance because oral communication needs speech to be well realized. The teacher's talk will be reduced because learners are encouraged to talk more in the classroom. We cannot see that the importance of the speaking skill appears in many occasion, for example, it is important because it helps students to develop their vocabulary and grammar from the constant use, and then improves their writing skill. With the help of speaking, students can express their feelings, opinions, ideas and emotions. As they can tell stories, inform and explain. Moreover, speaking is important even outside the classroom because many organizations and factories look for people who have a foreign language diploma with good speaking ability in order to communicate with the foreign comers. (Backer and Westrup 2003) quoted in (Kouicem 2010) support that: *"a student who can speak English well may have greater chance for further education of finding employment and gaining proportion"*. (30)

### **6. Characteristics of the Speaking Skill**

The speaking skill is the parameter by which a person can be judged about his oral language. That is why this skill to be well realized has to be characterized by certain criteria. In the following, we are going to mention the two most important.

#### **6. 1. Fluency**

Always when we see a person speaks fast, directly we describe him as a fluent speaker. So, the parameter from which we say that is the speed of speech. (Thornbury 2005)

considers the speed of speech just one factor, but it is not the only one, nor the most important. Research into listener's perception of a speaker's fluency proposes pausing to be important. Not only normal speakers need to stop from time to time, but also fluent speakers do so in order to take breath. Proficient speakers do not make pauses frequently because this indicates that there is a problem in fluency. If an individual- utters- a sentence- making- pauses- like- that, he will not be judged as a fluent speaker. For listeners rating fluency of the speaker they listen to, the frequency of pauses is more important than the length of pauses.

The placement of pauses is very important in measuring fluency. Natural pauses/ are the ones that occur between full clauses; / or after groups of words that formulate a meaningful unit/. (NB. The included slashes represent the placement of natural pauses when language is spoken). However, non/ natural/ pauses/ appear/ between/ the/ very/ linked/ group/ of/ words.

Another factor by which we judge fluent speakers is the length of run which means the long number of syllabuses between pauses; the more persons produce longer syllabuses, the more fluent they are. People can disguise pauses by filling them with some production strategies. Pause fillers like uh and um, vagueness expressions like sort of and I mean, and the use of repeats are the most wide spread.

(Thornbury 2005)

## **6. 2. Accuracy**

Since students' main concern in studying a foreign language is to speak it fluently, and because they do not pay attention to accuracy, foreign language teachers focus on the later in their teaching. According to them if students are not able to produce grammatically correct sentences and well structured utterances, their speech will not be understood and their interlocutors will lose the force they carry. That is why paying attention to the correctness and accuracy of the foreign language form is of great importance in building oral proficiency in that language. So, the accuracy is how well, correct and complete the target language is produced in relation with its rule system. (Kouicem 2010)

## **7. Classroom Speaking Activities**

In any oral expression course, teachers provide their students with activities that help them to practice the language they are looking for its study.

### **7. 1. Communication Games**

Designing such kind of activities in the classroom encourages students to participate in a verbal communication.

According to (Bygate 1987), quoted in (Kouicem 2010), this activity can be presented in three forms. The first one is "describe and draw" in which one student describes the provided picture and the other student must draw it. The second is to describe and arrange where a student describes a picture, and the other reconstructs it orally without seeing the original one. The third one is find and the difference where two students are given two similar pictures with slight differences, and they are asked to find those differences through each one's oral description of course without seeing each other's pictures. (O'Malley and Pierce 1996) quoted in (Kouicem 2010) call the mentioned activities information gap activities. They define them as: "*the ability of one person to give information to another*" (40). An information gap activity is an activity where one student is provided with information that is kept from a partner.

## **7. 2. Discussion**

Making discussions inside the classroom helps students to develop their fluency and raises their opportunity to incorporate in real life communication, but many attempts to make discussion activity in the classroom fail. This may be due to students' reluctance on giving their opinions and comments in front of the whole class.

This leads (Harmer 2001) to propose "buzz group" activity in which the teacher can avoid such obstacles while asking his students to make discussion. The buzz group is a way in which students work and discuss in small groups before coming to the stage to talk in front of the whole class. This gives them the chance to think out their ideas and to speak their language before announcing them in public. Performing this activity in this way reduces the feeling of stress and shyness. Buzz group is informal in comparison with debates. Debates are activities generated from discussion. In debates, students are asked to prepare arguments with or against a variety of proportions. (Harmer 2001)

## **7. 3. Acting from Script**

In this kind of activity, students may be asked to perform plays, acts or scenes written in their textbooks, and sometimes they are asked to play dialogues they have written themselves. The chosen students to act plays are asked to come to the stage in front of the whole class. Teachers should be careful while selecting who is going to perform. They should not choose the shyest students, create a comfortable atmosphere in the class and give students the opportunity to revise their writings before performing them. Students have to know that acting out from script is both language learning and language production activity. (Ibid)

#### **7. 4. Drama, Role Play and Simulation**

In EFL classes, teachers ask their students to perform different types of speaking activities either by playing two or three of them in the same sessions or specifying an independent session for each type. The aim behind performing such activities is to improve students' speech production. Role play is a classroom speaking activity in which students are asked to act plays, dialogues or scenes on the stage in front of the whole class. Role playing may be suggested by the teacher and students learn and act them, or they may be their own production. It is an effective activity helps in establishing students' fluency. (Harmer 2001)

#### **7. 5. Problem Solving**

This kind of activity starts when the teacher apposes a problem or a dilemma and explains its ambiguous aspects to the students and asks them to find out an appropriate solution. Problem solving gives students the opportunity to use the target language while interacting with each other to find out the solution. This activity is good for students to get involved in the oral interaction inside the classroom because it gives everyone the chance to express an opinion. (Bouraya and Ziane 2010)

### **8. Speaking Difficulties in Foreign Language Learning**

Practicing the speaking skill in a FL is not the same with knowing about this language. All the foreign language learners find difficulties in practicing speaking. According to (UR 2000) quoted in (Kouicem 2010), there are four main problems in getting students engaged in foreign language participation inside the classroom.

#### **8. 1. Inhibition**

This problem appears when students try to say things in English and find themselves unable to do so. (Littlewood 1999) argues that: *"it is too easy for a foreign language to create inhibition and anxiety"* (93). The mentioned elements in the quotation refer to shyness and fear of making mistakes. Students feel anxious, shy and afraid to commit mistakes in the case they are asked to speak on the stage in front of critical audience. (Ur 2000) quoted in (Kouicem 2010) states that: *"learners are often inhibited about trying to say things in a foreign language in the classroom, worried about making mistakes, fearful of criticism or loosing face, or simply shy of the attention that their speech attracts"* (37).

All in all, fear of making mistakes, stress and anxiety are three factors that contribute in prohibiting students from practicing speaking confidently.

#### **8. 2. Nothing to Say**

What teachers are usually answered by their students when asking them to speak in the foreign language is that they do not have anything to say, or in most cases they keep silent.

This is may be because they are not motivated enough to speak or because the topic they are asked to talk about does not fit their linguistic proficiency. (Revers 1968) quoted in (Kouicem 2010) declares that: "*The teacher may have chosen a topic which is uncongenial to him, the learner, or about which he knows very little, and as a result, he has nothing to express, whether in the native language or in the foreign one*" (37).

According to (Kouicem 2010), the poor practice of the second language plays a big role in creating this problem. The learners may have some ideas, but they do not know how to use vocabularies appropriately, or because they are not sure about the correctness of the grammatical structure.

### **8. 3. Low Uneven Participation**

This problem reflects the amount of time each student uses to speak inside the classroom. (Rivers 1968) quoted in (Kouicem 2010) claims that participation in foreign language depends on students' personality which should be recognized by the teacher. For example, there are some students when they are allowed to participate in the whole session, they do, others speak only if they guarantee that their speech is perfectly correct and others keep quiet showing no interest in participation all over the course. Moreover, lack of participation can occur because of teacher' ignorance and neglect of motivational strategies, for example, if teachers do not motivate their students to participate, even the talkative one will stop participation.

### **8. 4. Mother Tongue Use**

The interference of the mother tongue with the foreign language is one of the most widespread problems among foreign language learners. According to (Baker and Westrup 2003) quoted in (Kouicem 2010), "*barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language*"(39).

The main reason behind creating such type of difficulty may be lack of vocabularies in the target language. Many foreign language students try to express, discuss, make decisions and say everything in the target language, but they fail to do so because their vocabularies in the target language are deficient.

### **8. 5. Poor Listening Practice**

Most of students who face problems in decoding messages in the target language believe that the main reasons behind this inability are their deficient vocabularies and their weakness to build well structured sentences, but behind these two elements, there is another reason which is their poor practice and exposure, listening, to the target language. It is so because when it comes to speaking, students find themselves obliged to speak with correct

accent, use volume and slang expressions which they cannot use only if they knew them in advance which means only if they listen to the way natives do. (Boussida 2010)

The responsible of such problem is the teacher. Lots of foreign language teachers do not give the listening skill much importance, as they teach each skill independently. For example they do not tell their students about the reality of the relationship between listening in developing speaking.

All in all, speaking is an interaction between two or more persons who exchange and turn take roles. As a result listening comprehension plays an important role in the communication process.

## **9. The Role of the Teacher during an Oral Expression Course**

Teachers adopt various roles during EFL classes. These roles are essential in guiding and simplifying the learning process for students. (Breen and Candlin 1980) quoted in (Richards and Rodgers 1986) indicate that there are two main roles teachers play. The first one is to facilitate the communication and the interaction processes between students inside the classroom and the second is to act as an independent participant within the learning-teaching group. The latter comes from the first role that is why it has nearly the same objectives. These two roles include a number of secondary roles such as a controller, an organizer, an assessor, a participant, a tutor and an observer.

### **9. 1. A Controller**

According to (Harmer 2001), teachers as controllers are responsible of the class that they inform in their students, organize activities for them and give input aloud. Teachers who see their job as knowledge transmitters are usually satisfied with the image of themselves as controllers. The majority of people can remember the past of teachers who had a gift for such kind of instruction and who have provided their students with knowledge from their own and from their charisma, Although not all teachers have this ability to inspire and in less charismatic supervisions the process seems to have less advantages.

Acting as controllers in most times takes place when announcements require to be made, when orders have to be renewed, when explanations and exemplifications are given, or when teachers are guiding a question and answer sessions. The reality is that this is the role of the teacher in many educational settings. Since teachers are comfortable with this role, they cannot go beyond it.

To conclude with, controllers are of great help for students because without them, students cannot go in the right of the learning process. (Harmer 2001)

## 9. 2. An Organizer

To organize the whole class is one of the most essential roles that the teacher can perform. That includes giving students information, instructing them to the way of how to do activities, arranging them in groups, and finally closing things down when it is time to stop. Teachers should intervene when necessary to play such role. If students are not able to organize themselves, or if they do not know what to do, they may not benefit from the activity. If teachers do not well explain the way in which pairs or groups should be organized, and if they do not devote sometime for organizing and engaging students in participation, the activity they are working with may be wasted. The first thing teachers have to do when organizing an activity is to get their students involved, engaged and ready for it. Overwhelmingly, this is by making it clear for students that something is going to happen and that is interesting and good for them. To do that, teachers are required to produce something like: now we are going to see or to tackle...because ...ofcourse the teacher have to present the activity and state its reasons. This pushes the students to do the activity because they understand it not because their teachers have imposed them.

(Harmer 2001) states that once teachers become sure that their students are ready, they should give them any necessary instruction; for example, they say what students should do first and what they should do next. The instruction should be given in logical order. Then, it is time for the teacher to start the activity. What students need to know at that point is how much time they are given and at what time they can start doing the activity. Finally, teachers stop the activity when it is time to stop, when students show that they have finished or when other factors appear to push teachers to finish the activity. This may be because students are bored, or because there are some students who have finished before others. It seems to be the end of the course that is why teachers should give some kind of feedback either by asking questions like: did you enjoy the or by making more detailed discussion of what has taken place. (Harmer 2001) summarizes the role of the teacher as follows:

Engage → instruct → initiate → organize feedback

## 9. 3. An Assessor

Students always wait from their teachers to assess their English by telling them whether or not it is right. Also, they expect their feedback and correction. The teacher does all of that in various ways.

According to (Harmer 2001), when teachers are working as assessors, giving feedback on performance, distributing grades or deciding whether their students can pass to the next level take into account some points, for example, they have to consider that students have to

know the way in which they are going to be assessed and for what reason they are so. Teachers should tell their students about what they are looking for behind the activity and what are the wanted and the unwanted points. For example, in a writing activity, they inform their students that they are looking for grammatical mistakes; in this case students know what they are going to focus on more.

Another point is that of fairness. When giving criticism to students, teachers have to be fair because when criticizing either good or bad achievers in unequal way, some of them will be unsatisfied and unhappy. Most of students want reward for their good performance and constructive criticism for their bad one because for them this is better than the feeling of being unfairly judged. When acting as assessors, teachers must be sensitive because students can accept their poor performance if it is given smoothly with support and encouragement. (Harmer 2001)

#### **9. 4. A Participant**

Traditionally, teachers were sitting in the back of the class letting the students in groups or in pairs doing the activity by themselves and intervening only later to offer feedback or to correct mistakes. However, in many times teachers may want to join in an activity not as they are, teachers, but as participants taking their own turn. There are good reasons for teachers taking part in an activity. For instance, they can enliven things from being involved in the activity rather than from being apart from it, and when it goes well, students will enjoy the participation of the teacher. (Ibid)

#### **9. 5. A Tutor**

Teachers can act as tutors when their students are working on long projects such as piece of writing or preparing for talk or debate either in with individuals in small groups pointing and directing them.

Acting as a tutor with large groups is very difficult. It is so because tutors have more intimate relationship with students than acting as controllers and organizers. However, teachers can go round the class and stay briefly with particular group or individual. Care should be given to everyone otherwise the students who do not have the access to the tutor may feel disturbed. So, it is essential for teachers to act as tutors from time to time.

(Harmer 2001)

#### **9. 6. An Observer**

According to (Harmer 2001), an observer is one of the roles that need to be adopted by the teacher in his classroom. The observer teacher should distract students' attention so that they can interact spontaneously. Moreover, he has to observe and take notes about his

students using. The aim behind observation inside the classroom is not only to give feedback, but also to evaluate how success in interaction using the English language is in developing the students' speaking ability. Furthermore, the teachers' role is to check if there is a failure in fluency, for example, and then tries to make changes for the classroom in the future.

(Harmer 2001)

## **10. Teaching Techniques**

To help students overcome their difficulties in speaking, teachers use many techniques; among which, we are going to mention group work and pair work.

### **10. 1. Group Work**

Group work is a way in which teachers put their students in group, for example, each group consists of five students. Students in this case are able to prepare a talk or discuss and listen to each other in order to come with a final group decision. Group work opens the door for the corporation of the other language skills not only speaking. In this technique, students have greater opportunities to increase their listening and speaking practice. As a result, students have a big advantage from being divided into groups. (Ibid)

### **10. 2. Pair Work**

It is the strategy done by the teacher to organize his students before starting doing the activities. In pair work, students can practice the language with each other; they can foretell the content of the text, as they can compare the notes they have taken with the ones they have listened to. There are many advantages from working with such technique, for example, like group work, it increases the amount of speaking each student has, and it supports the old maxim that believes in: "two heads are better than one". In addition, it is easy to organize, manage and control. (Ibid)

## **11. Encouraging Students to Listen**

In talking about the problems facing students when it comes to speaking practice, we have mentioned five main difficulties; inhibition, nothing to say, low uneven participation, mother tongue use, and poor listening practice. If we look at each one and analyze it alone, we find that the most effective solution that helps students to develop and overcome these oral obstacles is to encourage and get them exposed to the foreign language they use. Listening to the target language helps them enrich their baggage with new vocabularies and with the right pronunciation that enables them to produce these vocabularies appropriately and then to formulate grammatically correct sentences. Listening comprehension raises the students' degree of participation. Learners who are always in contact with the target language either inside the classroom or outside it are already accustomed with it, so, they can participate and

use it easily when they are asked to do so. Do you think that if students are always in contact with the target language use expressions from their mother tongue when they are asked to perform the TL? Ofcourse no because they get already habituated with, so, they are linguistically proficient.

In conclusion, being exposed to the target language has a vital role in helping students to get rid of any speaking difficulty and in enhancing their speaking production.

### **Conclusion**

Speaking as a productive skill is a very important process that helps us to evaluate how well fluent and accurate our students are. So, it requires much care from both teachers' and students' parts. Teaching students to speak means engaging them in real life like situations communication. From tackling the speaking skill in this chapter, we have concluded that being exposed to the target language is the most important source for its development, and students have to put more emphasis on all the language skills or at least two rather than focusing on only one because all the language skill complete each other.

The majority of EFL learners find themselves faced with difficulties when they want to practice the speaking skill. In some times, these difficulties are the result of students' behaviors, in other times they may be the result of teachers' attitudes, as they may be the result of the tackled topics. To overcome those obstacles in speaking, students have to raise their rate of participation in order to speak more; as they have to practice the listening skill which is the one that helps them to get in the language, teachers have to act positively in order to give their learners good impressions; as they have to vary the activities which fit their students linguistic proficiency.

## **Part Two**

### **Chapter Three: Analysis of Both Students' Feedback Questionnaire and Teachers'**

#### **Feedback Interview**

##### **Introduction**

To investigate the relationship between the listening skill and the speaking one, we have distributed a questionnaire for students and an interview for teachers to check their attitudes towards the topic under investigation. The method best suits our work is the descriptive one which helps us in identifying problems concerning the current study with an aim to solve them. Despite that, the researcher may design certain procedures to follow for collecting data. For example, he may use interviews, observations, meetings, experiments, tests and questionnaires. This depends on his aim, his sample and his scheduled time.

Concerning our research, we have chosen two data gathering tools; the questionnaire and the interview. For the questionnaire and the interview to work better, we have chosen second year LMD students and teachers at that level in the English department of Biskra University to be the case under investigation because students at that level have more experience than the previous year.

##### **1. The Aim of Both Students' Questionnaire and Teachers' Interview**

Both data gathering tools used are mainly designed to diagnose students' and teachers' evaluations and views concerning the language skills mainly listening and speaking, as to check their awareness of the relationship between them.

##### **2. Administration of the Questionnaire and the Interview**

The case under our investigation is the teachers and second year students at the English Department at Mohamed Kheidar University of Biskra. Since the total number of students is huge and out of control, we have chosen a sample of 80 students. It is notable that the questionnaire was on March 2012 at the Emphy Theater during a lecture in one and half an hour, unfortunately, (10) of them have not handed the questionnaire back. It was distributed in very comfortable atmosphere, and the questions involved were clear and easy to be understood. While the interview started in April and ends in May 2012. It was done with a sample of (04) teachers out of (07). It was recorded with three teachers and hand written by

one teacher because he took it with him since he has not enough time to record it. Then, he gave it back in one week later.

### **3. Description of Both the Questionnaire and the Interview**

In the current work, both of the questionnaire and the interview are chosen to be the two based data gathering tools. They are in parallel with the items tackled in the two previous theoretical chapters. They are divided into sections where each one contains a set of questions that have been answered by them objectively and honestly. Twenty nine questions are included in the students' questionnaire; they are organized in three sections, the background information, the listening skill and the speaking skill. And seventeen questions are administered to teachers as recorded interview presented the same sections mentioned as the questionnaire.

#### **3. 1. Background Information**

In this section, students were supposed to indicate their ages, streaming of study in the secondary school, and then a question for checking the reasons behind their choice of studying English.

#### **3. 2. The Listening Skill**

Since the main subject of this work is to check the importance of listening in improving speaking, we have decided to specify this section to ask the chosen students and the concerned teachers about the listening skill taking into account many angles. For example, we have asked them about their opinions towards it, easy or not, we have asked them about its practice inside and outside the classroom which includes questions about the amount of its performance and the materials used by the teacher to well present the listening comprehension courses and activities. As, we have designed a question to check their opinions towards the fact of the found relationship between listening and speaking. This is regarded as an introductory question to the next section.

#### **3. 3. The Speaking Skill**

This section looks for information about some aspects concerning the speaking skill. As first, students are asked to state their attitudes towards the oral expression course and what skill best develops, we have asked them about the importance of speaking, we have asked them about the relationship between speaking and the other skill, and the most important

question we have asked is to state their difficulties in speaking where the majority of them claim that the main problem is that they cannot activate their listening to well grasp the language from their native listeners. The same questions have been asked to teachers, but in other words.

**4. The Analysis of Both Students’ Feedback Questionnaire and Teachers’ Feedback Interview**

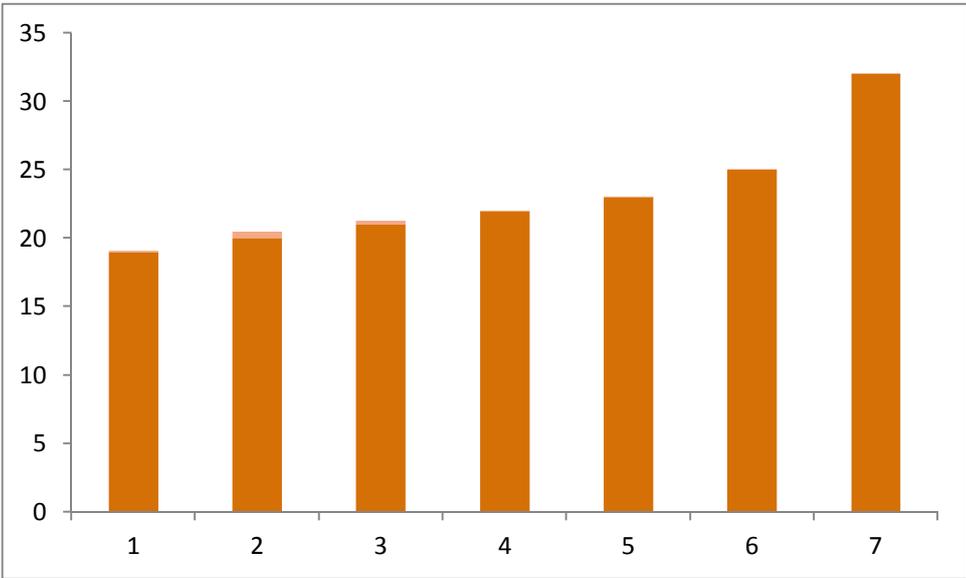
**4.1. The Analysis of the Questionnaire:**

**Section One:** Background Information

**Item 01:** Age distribution:

Age	19	20	21	22	23	25	32
participant	06	35	18	03	04	02	01
percentage	9%	50%	26%	4%	6%	3%	1%

**Table 01:** Participants’ Age Distribution.



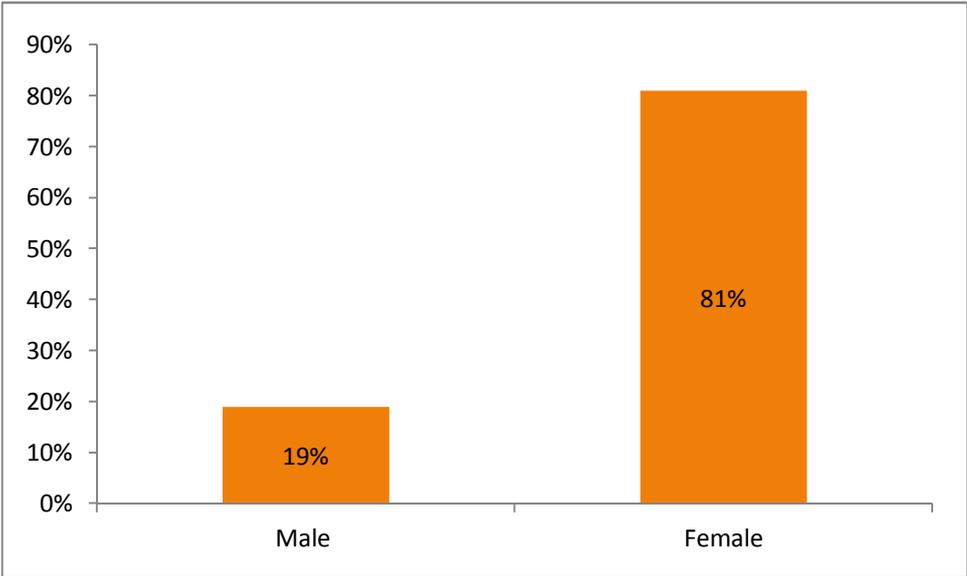
**Graph 01:** Participants’ Age Distribution.

The provided table shows that our participants are relatively young. Students' age scope ranges between 19 years and 32 years. Half of them are about 20 years old, 18 students are 21 years, and the remained 16 participants are 19, 22, 23, and 25 or 32 years. This means that they may show more desire to express their views about the topic under investigation.

**Item 02:** Gender distribution:

Response	Participants	Percentage
Male	13	19%
Female	57	81%
Total	70	100%

**Table 02:** Students' Sex Distribution



**Figure 02:** students' sex distribution

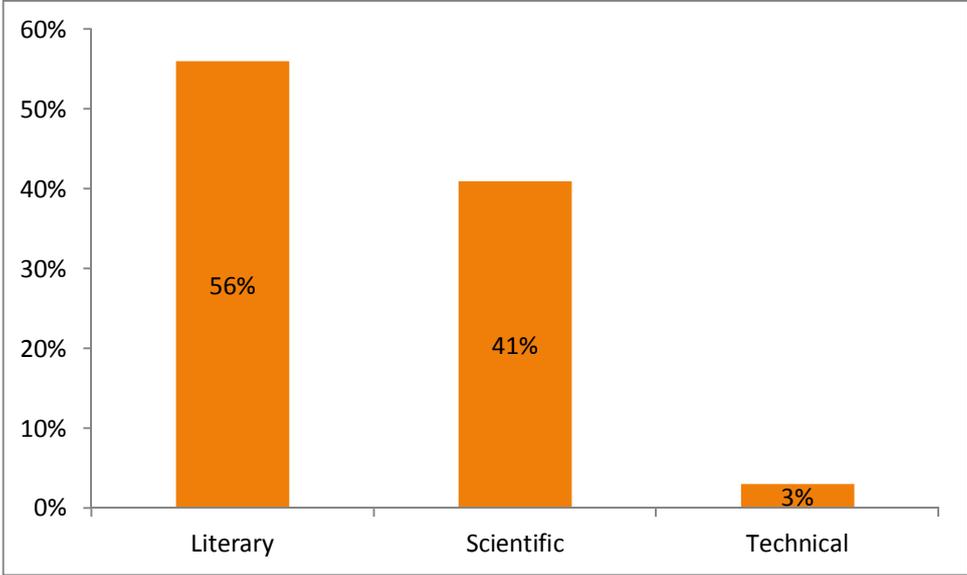
This table shows the over representation of female; out of 70(100%) participants, 57(81%) are females, and 13(19%) are males. This presentation reflects girls' motivation and interest towards studying English as an independent specialty at the university, as it reflects

the opposite concerning boys. This is may be because the latter prefer other scientific branches to study for future jobs requirements and considerations.

**Item o3:** Streaming:

Response	Participants	Percentage
Literary	39	56%
Scientific	29	41%
Technical	2	3%
Total	70	100%

**Table 03:** Students’ streaming background



**Figure 03:** student’ streaming background

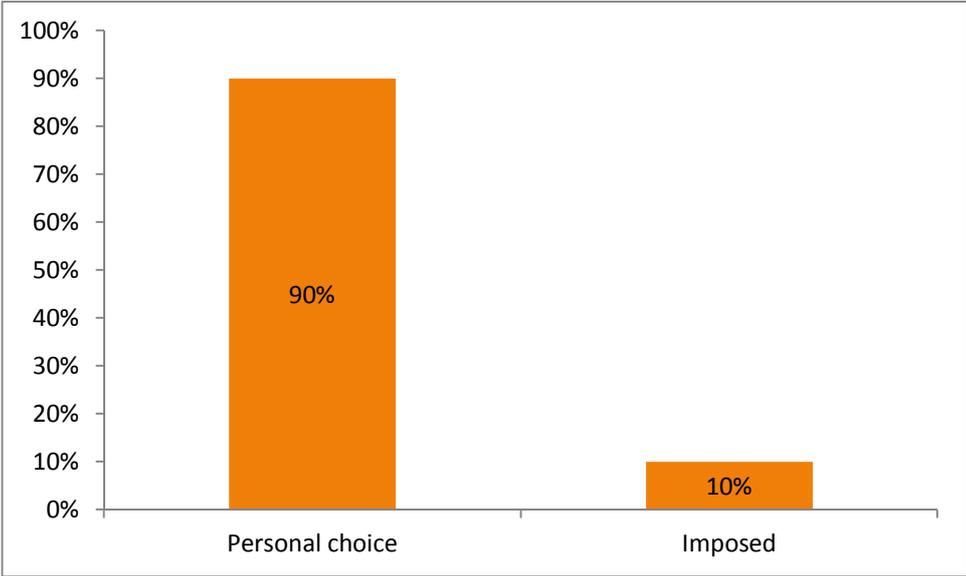
The table represents students’ responses towards what was their streaming of study in the secondary school. As it is shown in the table 39(56%) students came from literary streaming, 29(41%) students were enrolled in scientific streaming, while only few students 2(3%) were studying in technical streaming. From that, we come at the result that literary

students are more interested in studying foreign languages, English, rather than scientific and technical streaming students. The results revealed that our respondents are more or less acquainted with the basic notion of the literary study and this seems helpful for us in our study.

**Item 04:** learners’ personal/ imposed choice to studying English

Response	Participants	Percentage
Personal choice	63	90%
Imposed	7	10%
Total	70	100%

**Table 04:** Students’ responses towards their choice of studying English at the university



**Figure 04:** students’ responses towards their choice of studying English at the university

According to the results shown in the table, the majority of students 63(90%) declare that their choice was personal. This may reveal that they like and believe that it is the language of the world, while only 7(10%) of our participants declared that studying English was imposed. They owe this decision to a personal side, their average was not sufficient to

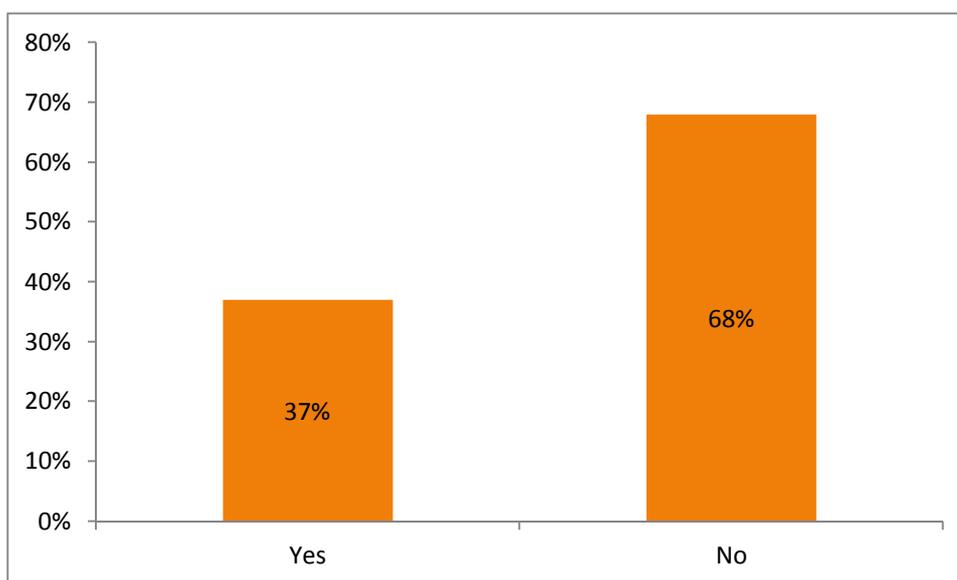
choose another specialty. The stated results reflect students' personal interest in English language studying.

## Section Two: The Listening Skill

**Item 05:** students' views towards the listening skill

Response	Participants	Percentage
Yes	26	37%
No	44	68%
Total	70	100%

**Table 05:** Students' perceptions towards easiness of the listening skill



**Figure 05:** students' perceptions towards the easiness of the listening skill

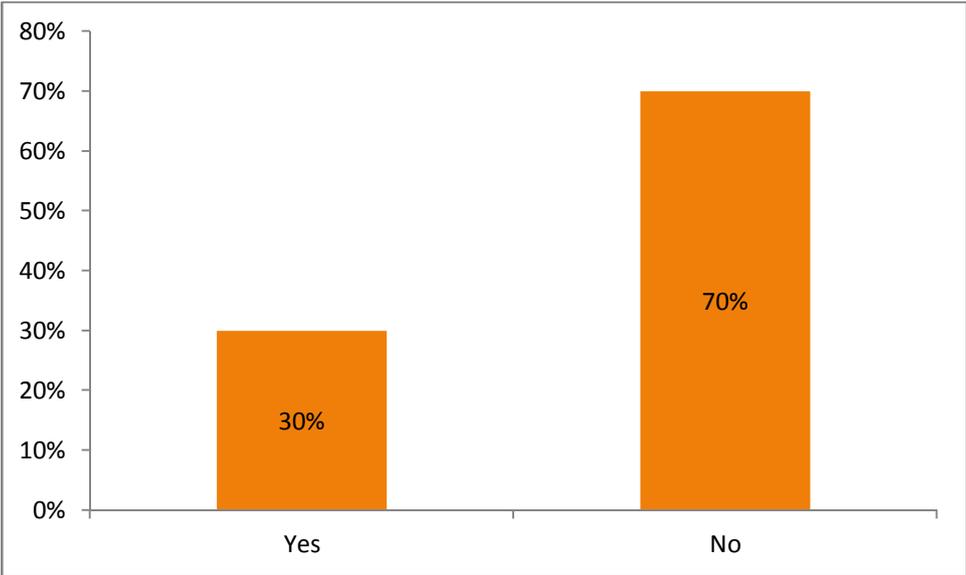
This table demonstrates that 26(37%) of students believe of that it is easy. This declaration may explain their beliefs that it needs only a bit of concentration; while more than the half, 44(68%) declare that it is not and it is a difficult task. From this, we deduce that most

of students find it difficult to listen in a foreign language because as they encounter many constraints at different levels.

**Item 06:** students’ evaluation to their listening practice outside the classroom

Response	Participants	Percentage
Yes	21	30%
No	49	70%
Total	70	100

**Table 06:** Students’ extra listening practice



**Figure 06:** Students’ extra listening practice

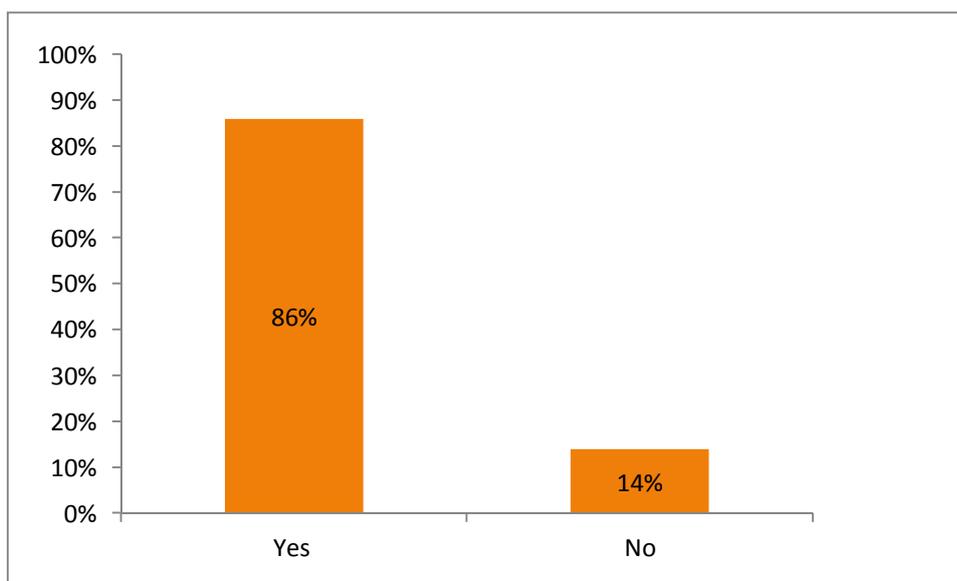
This table is about students responses towards practicing listening outside the classroom. Their responses are as follows: 21(30%) students are interested to practice it, and

49(70%) students do not practice it at all. The described numbers in the table push us to come with the following results: EFL students do not pay much attention to the listening skill. Even though our learners are young and emerged in a media context and over exposed to many types of entertainment, but they reacted negatively, this may be due to many reasons.

**Item 07:** students' views towards listening to native speakers inside the classroom

Response	Participants	Percentage
Yes	60	86%
No	10	14%
Total	70	100%

**Table 07:** Students' perceptions towards the importance of the practicing listening inside the classroom



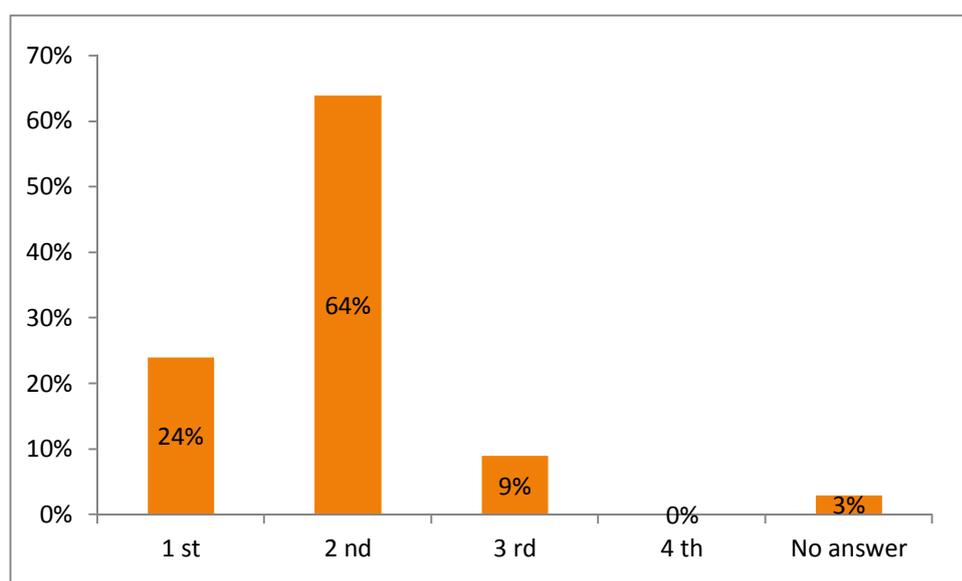
**Figure 07:** students' perceptions towards the importance of practicing listening inside the classroom

This table is to investigate whether or not listening in the classroom is important. Only 10(14%) students say that it is not important may be they consider speaking, writing, and reading in the target language are the most important, but the majority of them state that it is important. This latter shows students' awareness about the importance of practicing listening importance inside the classroom particularly in helping them being accustomed with the language in order to decode messages and then in enhancing their speaking practice. Our participants believed on the necessity to get remedies for their weaknesses and improve their speaking.

**Item 08:** students' evaluation to the listening skill in terms of importance

Response	Participants	Percentage
1 <sup>st</sup>	17	24%
2 <sup>nd</sup>	45	64%
3 <sup>rd</sup>	6	9%
4 <sup>th</sup>	00	00%
No answer	02	3%
Total	70	100%

**Table 08:** listening classification among the four skills



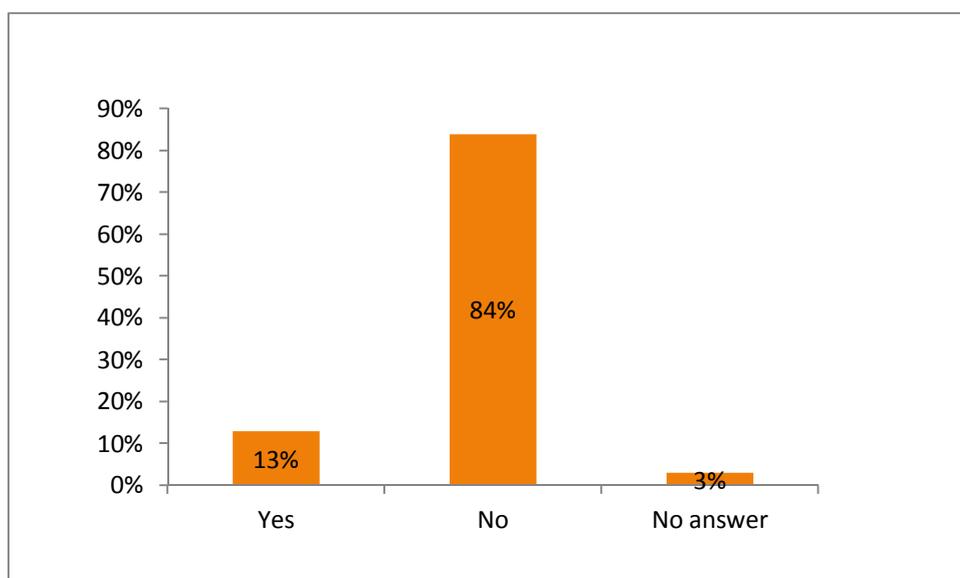
**Figure 08:** listening classification among the four skills

The above table reveals that a big proportion of 45 students (64%) gave the listening skill the second rank when classifying it in terms of importance. Only 17 (24%) claimed it to be ranked the first. Only few said it should be classified the third. Two students provided no answer for unknown reasons. Still even if our participants gave it the place, but this significantly appears to be positive as they are apt to realize its importance in mastering a language and improving the oral performance.

**Item 09:** students' evaluation to the teacher's efforts in providing listening sessions

Response	Participants	Percentage
Yes	9	13%
No	59	84%
No answer	2	3%
Total	70	100%

**Table 09:** teachers' incorporation to listening sessions



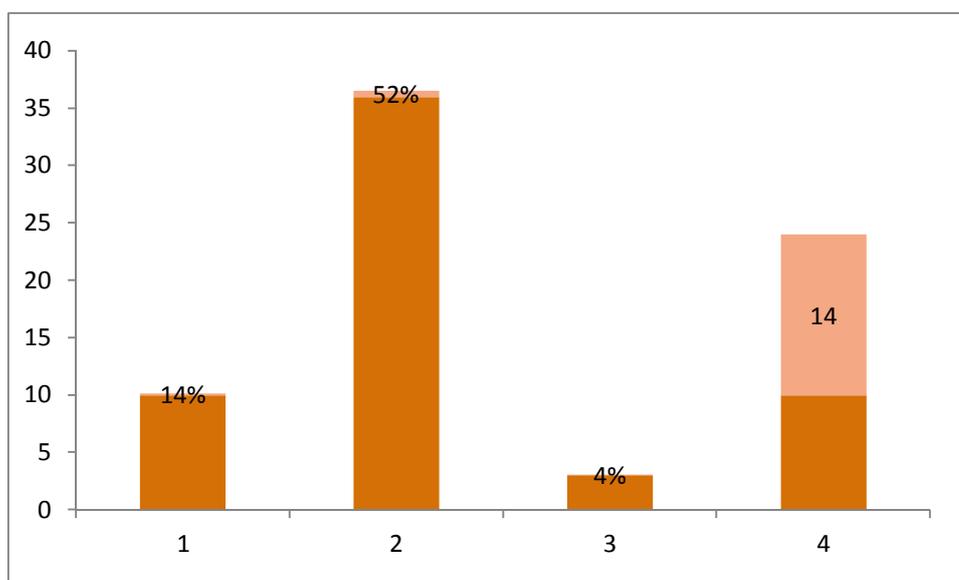
**Figure 09:** teachers' incorporation to listening sessions

The results shown in the table demonstrate that nearly the majority of our respondents who represent (84%) declared having no change to practice listening by their teacher. Only few of them revealed the opposite. The lack of practice and the insufficient exposure to the target language in the classroom may be among the reasons leading to the learners' lack of motivation, lack of interest and bad oral performance.

**Item 10:** frequency of listening

Response	Participants	Percentage
Always	10	14%
Sometimes	36	52%
Rarely	3	4%
never	10	14
Total	70	100%

**Table 10:** learners' revealed frequency exposure to listening session (by the teacher)



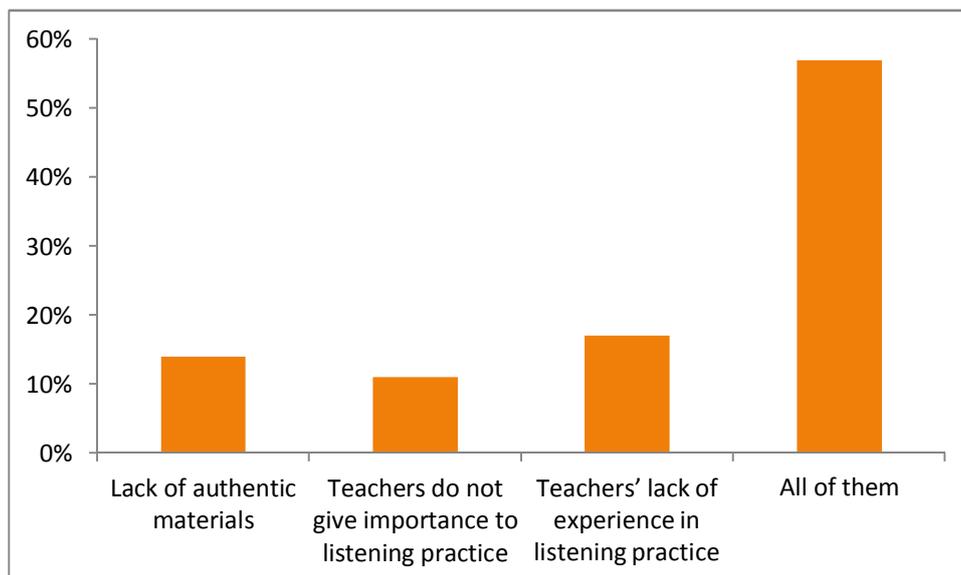
**Figure 10:** learners' revealed frequency exposure to listening session (by the teacher)

Results shown here come to confirm what has been said in the item 09. As our respondents confirmed lacking that practice having no opportunity to develop this skill. 36 (52%) said sometimes, 4% (3 students) and 10 students (14%) react negatively (never-rarely). Only 10 among them react positively and this is not enough. Our learners' lack of practice leads to their weakness and this is among the motives pushing us to investigate this topic, so that to look for remedies and ensure a better oral performance.

**Item 11:** learners' suggested reasons for having no chance for practicing listening

Response	Participants	Percentage
Lack of authentic materials	10	14%
Teachers do not give importance to listening practice	8	11%
Teachers' lack of experience in listening practice	12	17%
All of them	40	57%
Total	70	100%

**Table 11:** reasons leading to listening non practice



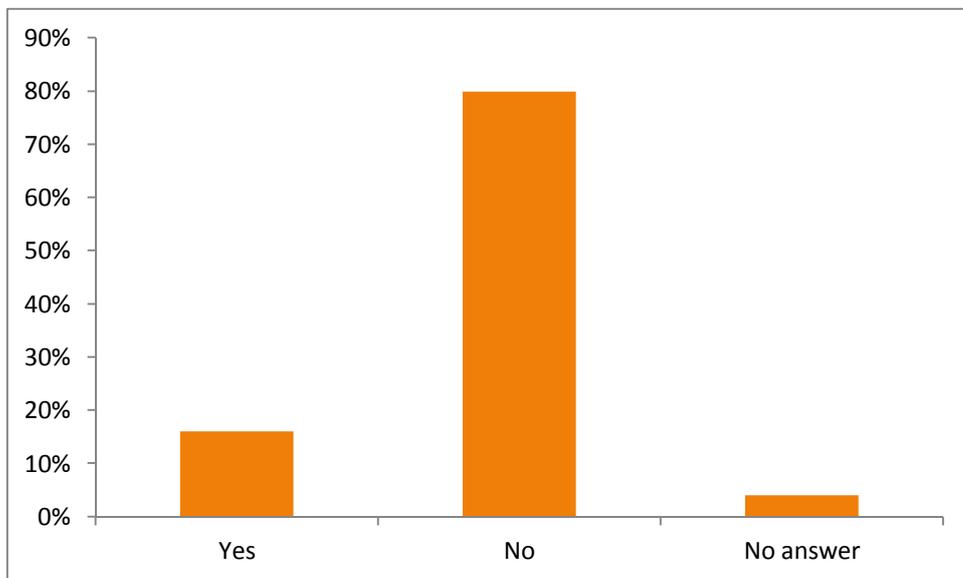
**Figure 11:** reasons leading to listening non practice

This table is concerned with students whose responses towards practicing listening inside the classroom is no. In stating the reasons behind this lack of listening practice, 10(14%) students declared that lack of authentic materials is the obstacle behind not practicing listening, 8(11%) claimed that they do not practice listening because teachers do not give it much attention, 12(17%) students consider teachers lack of experience in listening practice to be the problem, and the majority, 40(57%), of students put all of these together to be the reasons why they do not practice listening. They agree that many factors are responsible not only the teacher. (Manual, context, experience...) may have to contribute.

**Item12:** degree of comprehension when listening

Response	Participants	Percentage
Yes	11	16%
No	56	80%
No answer	3	4%
total	70	100%

**Table 12:** Students' responses towards their comprehension extent when the listening



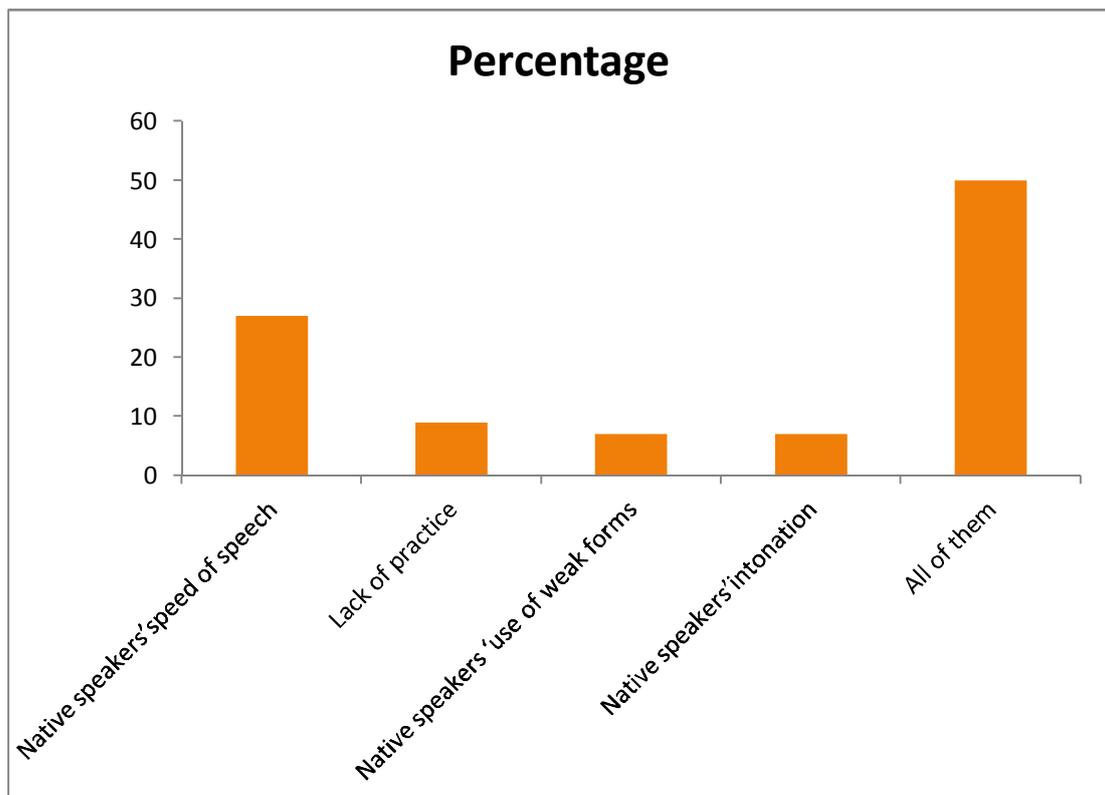
**Figure 12:** Students' responses towards their comprehension extent when the listening

It reveals that most of the participants responded negatively to the question as they claimed their lack of comprehension when being exposed to the listening passages. This result may be one of the results from the lack of practice. So, learners do find difficulties in understanding passages when listening due to (lack of practice).

**Item13:** students' difficulties in dealing with listening

response	participants	Percentage
Native speakers' speed of speech	10	18%
Difficulties in understanding some words, phrases due to native speakers' pronunciation, intonation, fluency, pauses...	20	36%
Lack of listening practice	10	18%
The discourse length	10	18%
Unfamiliarity with the variety of dialects, accents....	06	11%
total	56	100%

**Table 13:** Students' listening constraints



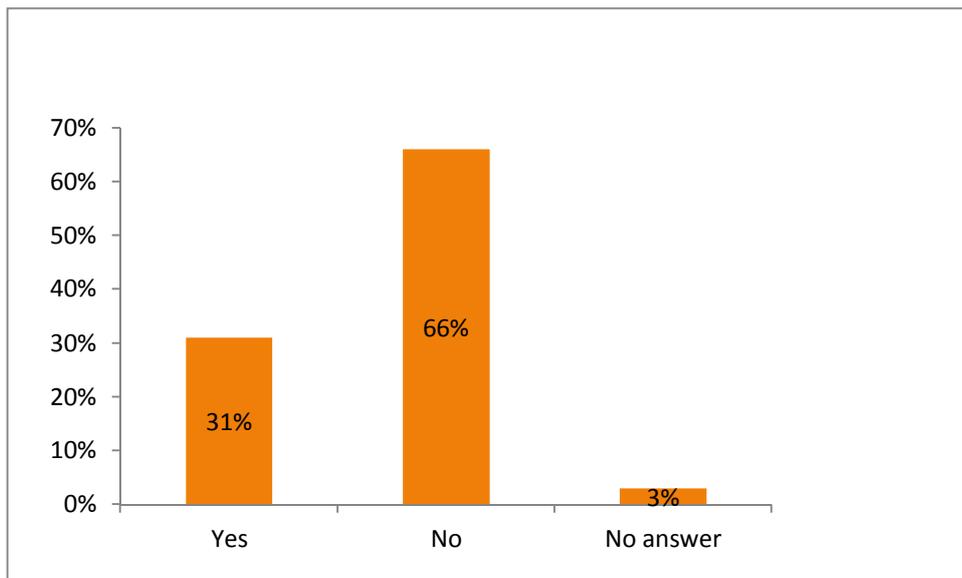
**Figure13:** students' listening constraints

To go deeper, and check the difficulties faced by our respondents when listening, are tented to ask such a question to get their revealed responses as key element, seek alternatives and help them to master this skill well. Only 56 students are concerned with that item. Participants claimed having many barriers which effect their auditory perception among which the misunderstanding of words, phrases...because of native speakers' pronunciation, fluency, accent...appears to be the most crucial problem EFL learners face. Still many other obstacles are well shown through the table.

**Item 14:** students' evaluation to teachers' feedback when dealing with listening activities

Response	Participants	Percentage
Yes	22	31%
No	46	66%
No answer	2	3%
total	70	100%

**Table 14:** Students' perceptions towards teachers' feedback reception



**Graph 14:** Students' perceptions towards teachers' feedback reception

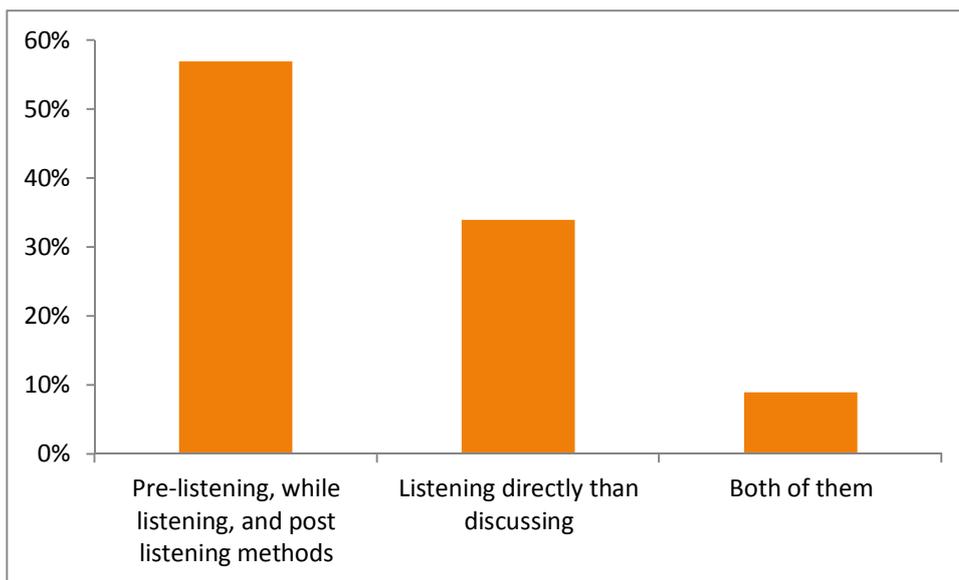
This table is concerned with giving feedback and correction to students while practicing the listening skill and doing exercises on the listening passages. Only 22(31%) students declare that their teachers correct their mistakes during listening practice. A big percentage 46(66%) students state that their teachers do not pay attention to the committed mistakes, and this issue may be taken into account to investigate the lack of understanding and interest in listening to the second language appropriately; while only 2(3%) students have not express their opinions towards this question for unknown reasons. As a result; our

teachers do not provide feedback, the same mistakes are repeated. This leads to a poor production and lack of interest among the learners.

**Item15:** students’ evaluation to teachers’ way of teaching listening

Response	Participants	Percentage
Pre-listening, while listening, and post listening methods	40	57%
Listening directly than discussing	24	34%
Both of them	6	9%
total	70	100%

**Table 15:** teachers’ listening session presentation



**Graph 15:** teachers’ listening session presentation

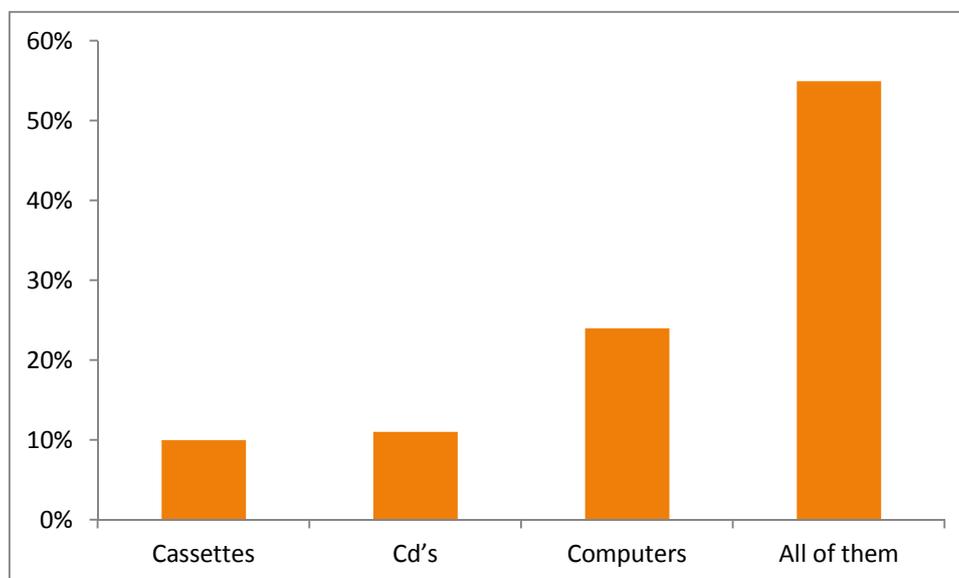
This table is concerned with the ways used by the teacher in order to present his listening comprehension session. The majority of students 40(57%) declare that in order to

well present the course, their teachers divide their listening comprehension sessions into three phases, pre-listening, while-listening and post-listening. 24 (34%) students state that their teachers impose learners with the listening passage and after that directly they discuss its content. Only 6(9%) students claim that their teachers vary or use both of them in the same session. So, despite that teachers are aware about the different ways of presenting a listening comprehension session, but still learners are not good listeners.

**Item 16:** respondents revealed materials to be used by their teacher

Response	Participants	Percentage
Cassettes	7	10%
CD's	8	11%
Computers	7	10%
All of them	48	69%
Total	70	100%

**Table 16:** teachers used materials to present a listening course



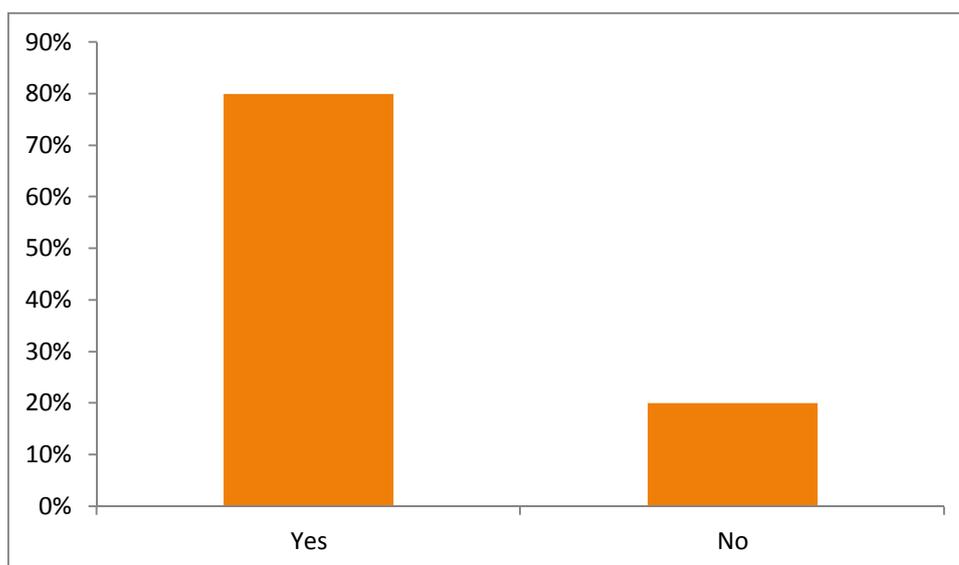
**Graph 16:** students' responses towards the materials used by their teachers

In this table we have students' responses towards which authentic materials are used in the classroom in order to practice listening. 7(10%) students declared that their teachers use only cassettes to provide them with the passage to listen to may be because it is the only available material, 8(11%) students stated that their teachers use CD's, 7(10%) students claimed that they listen to texts, dialogues, and songs in the foreign language through computers, and the majority of students 48(69%) declared that their teachers in making them exposed to the target language use a variety of authentic materials.

**Item 17:** students' views about the relation between listening and the other skills

Response	Participants	Percentage
Yes	56	80%
No	14	20%
Total	70	100%

**Table 17:** learners' evaluation to the influence of listening on the other skills



**Graph 17:** learners' evaluation to the influence of listening on the other language skills

This table reflects students' responses towards whether the listening skill has an influence on any other skills. Their answers are different where the majority of them 56(80%) declare that it has an influence on the other language skills which are speaking, reading and writing; while 14(20%) students claim that it is an independent skill that does not have any kind of relation with these skills. From these results, we deduce that almost all students are aware about the interrelationship between language skills.

**Item 18:** If yes, which ones?

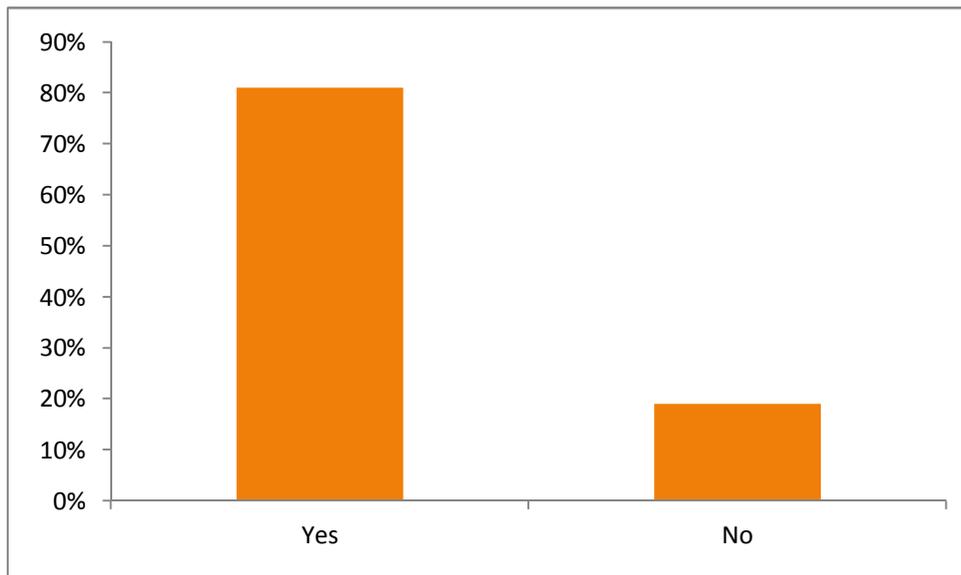
Students declare that the listening skill influences the other skills in grades. They classify them from top to down as follows: speaking, writing and reading. Students place the speaking skill at the top of the two remained skills because it is the parameter by which students are judged, and because it is the oral representative of the language. As a result, our participants showed a high realization that listening is the receptive skill that goes in parallel with the other language skill which is speaking.

**Section Two:** The Speaking Skill

**Item 19:** learners' attitudes towards the oral expression course

Response	Participants	Percentage
Yes	57	81%
No	13	19%
Total	70	100%

**Table 18:** Students' attitudes towards the oral expression course



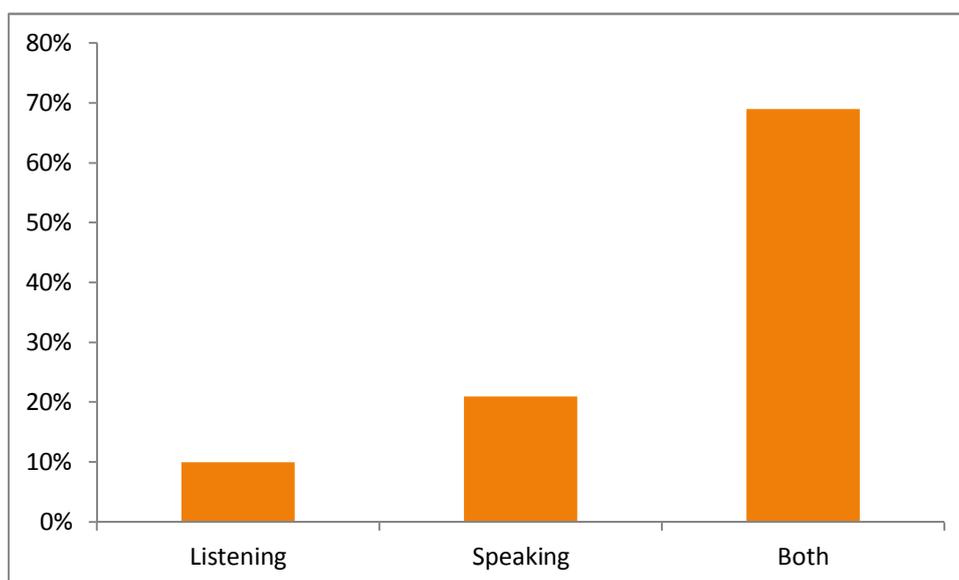
**Graph 18:** students' attitudes towards the oral expression course

This table represents students' responses towards the oral expression course. The majority of students 57(81%) declared that they do like the oral expression session may be because they are motivated by the types of activities they perform, or because they think it gives them different opportunities to practice the language. While 13(19%) students claimed that they do not like it at all. they are so may be because of factors such as boredom, nothing to say in the target language, or because of teachers' behavior, inhibition, lack of motivation, anxiety...etc.

**Item 20:** the role of the oral expression course:

Response	Participants	Percentage
Listening	7	10%
Speaking	15	21%
Both	48	69%
Total	70	100%

**Table 19:** Students' attitudes towards the role of the oral expression course in developing the speaking skill



**Graph 19:** students' responses about the role of the oral expression course in developing the speaking skill.

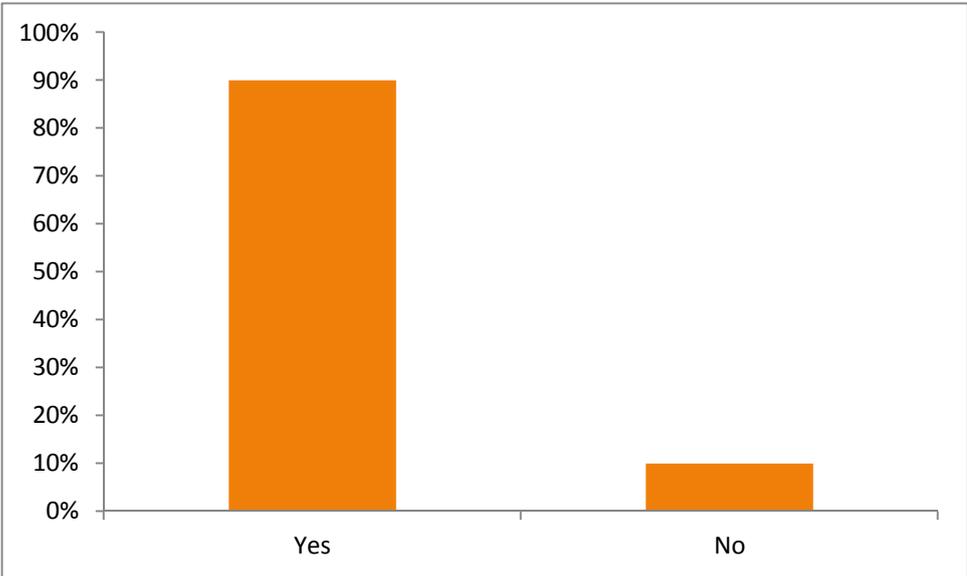
According to the table almost all students believe that the oral expression course helps them to develop both of their listening and speaking skills. This is may be because teachers' way of presenting this course through different activities, listening and speaking, and because they take benefit from the various specified activities. 15(21%) of students' answers are that

the oral expression course develops only the speaking skill. They declare so may be because the session is devoted only to practice speaking activities in order to improve the speaking skill. Only 7(10%) declare that this course for them is only to improve the listening skill.

**Item21:** students’ perception towards the speaking skill importance

Response	Participants	Percentage
Yes	63	90%
No	7	10%
total	70	100%

**Table 20:** Students’ attitudes towards the importance of the speaking skill



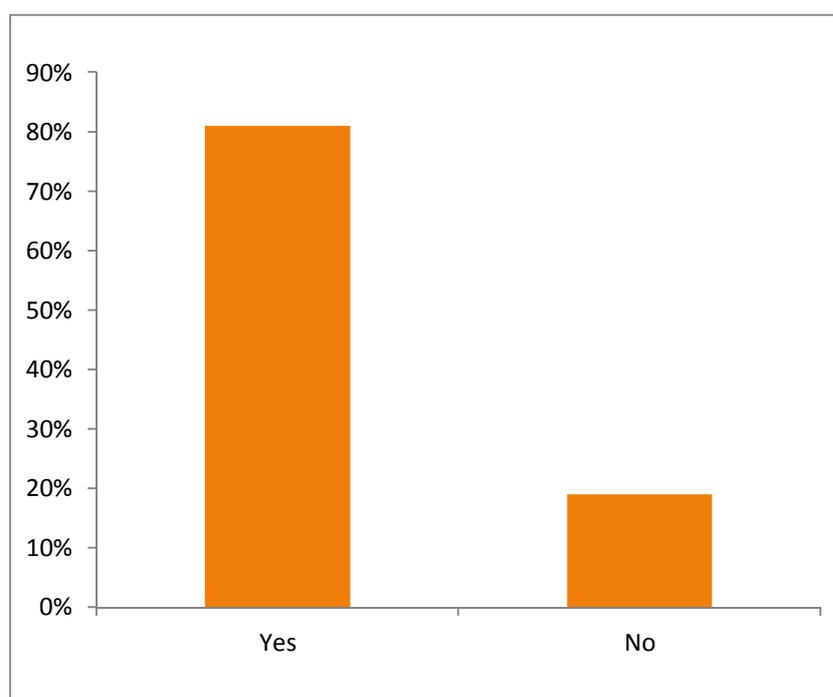
**Graph 20:** students’ attitudes towards the importance of the speaking skill

According to the table, a big percentage of students (90%) agree on the importance of the speaking skill because it enables them to express themselves in the target language, and only 7(10%) of them consider the speaking skill with no importance may be because they are not skillful in it, and they encounter many problems.

**Item 22:** the relationship between speaking and the other skills

Response	Participants	Percentage
Yes	57	81%
No	13	19%
total	70	100%

**Table 21:** Students' opinions concerning the relation between speaking and the other skills



**Graph 21:** students' opinions concerning the relation between speaking and the other skills

In this table students are asked to say whether the speaking skill has a relation with the other skills or not. The majority of them 57(81%) believed that the speaking skill has a relation with the other language skills. According to them all the skills are interrelated. While 13(19%) students claim that speaking does not influence any of the other skills, and it is an independent skill. These results represent a positive factor in our research since with the

confirmed belief; our hypothesis will be easy to prove. This later is helpful to ensure the idea that listening well is to speak better (within the learners' minds).

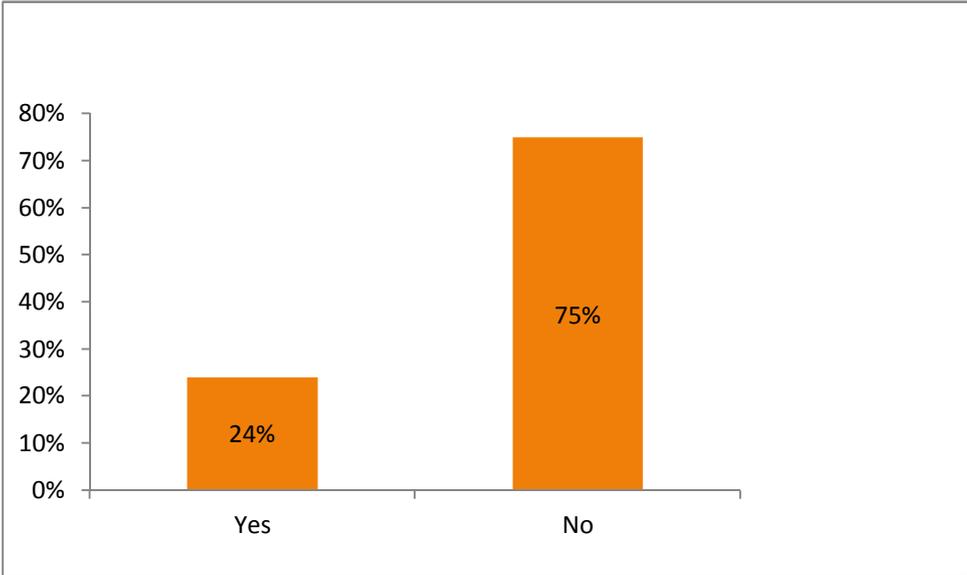
If yes, what are they?

When students are asked to list the skills that have a relation with speaking, they have mentioned all the three remained skills, listening, writing and reading; Stating that all the language skills have a relation with each other, as they complete each other.

**Item 23:** learners speaking practice

Response	Participants	Percentage
Yes	17	24%
No	53	75%
total	70	100%

**Table 22:** students' speaking rate in the classroom



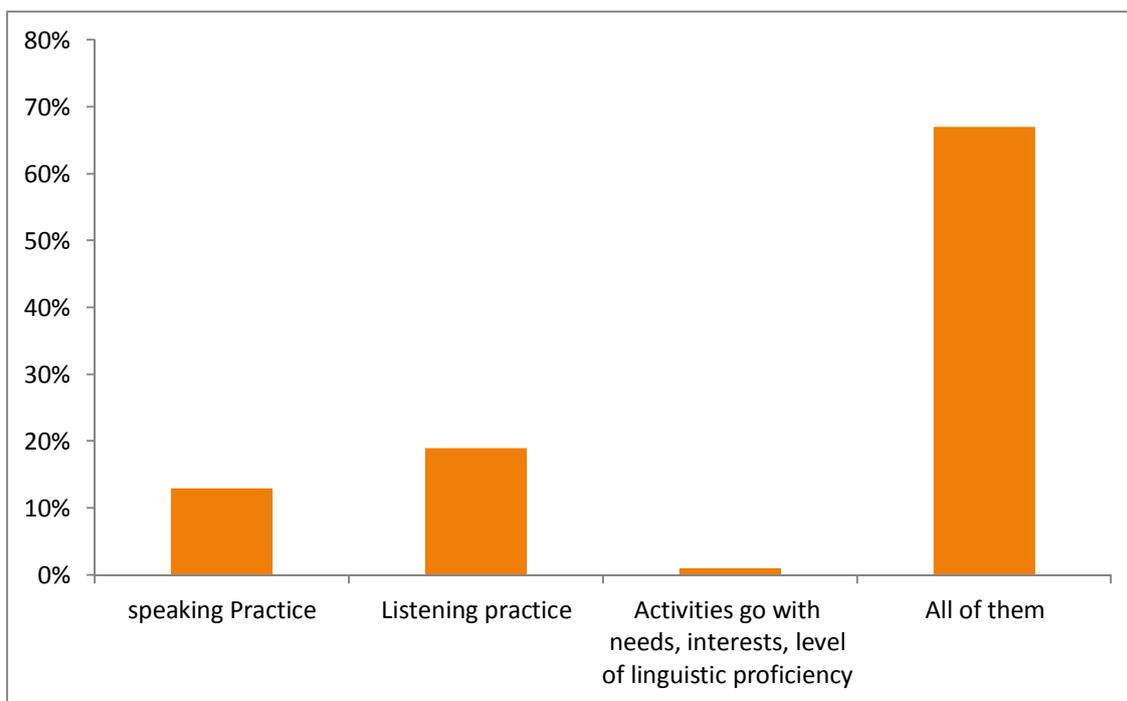
**Graph 22:** students' speaking rate in the classroom

According to the table, 17(24%) students claimed that they speak inside the classroom may be because they are motivated and interested in the course, or maybe they do not find any difficulty when it comes to speaking. While the majority of them declare that they do not practice speaking inside the classroom justifying their answer by their poor practice of the target language as a main reason, and having plenty of barriers to encounter when using the target language in the classroom.

**Item 24:** reasons pushing learners to speak in the class

Response	Participants	Percentage
speaking Practice	9	13%
Listening practice	13	19%
Activities go with needs, interests, level of linguistic proficiency	1	1%
All of them	47	67%
total	70	100%

**Table 23:** motivating factors to speak in the classroom



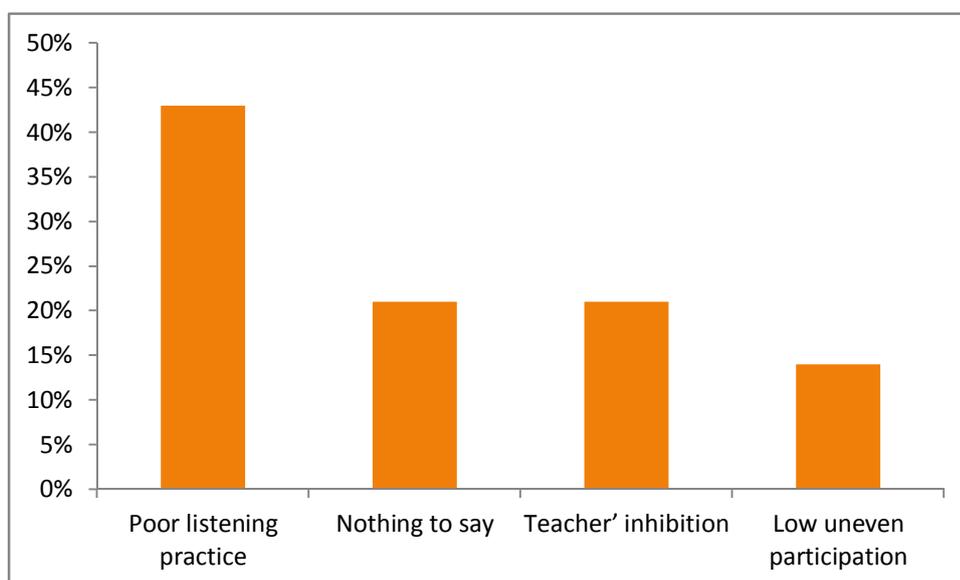
**Figure 23:** motivating students to speak in the classroom

This table includes students' justifications towards the above item. The students who have declared that they speak inside the classroom because they well practice speaking in addition to listening skills, and because the activities provided by the teacher go and fit their linguistic proficiency. So in order to make students able to speak well the target language, teachers have to be aware to choose the appropriate activities that serves their students needs especially the listening ones since they provide them with new vocabularies and language items, they make them get used to the language so it is easy for them to produce it. This item was set to build basics for participants and target language use in the classroom. According to the results shown, those standards are the following practicing listening and vary the activities that fit the learners' needs, interest and language proficiency level.

**Item 25:** students' claimed faced obstacles in speaking

Response	Participants	Percentage
Poor listening practice	30	43%
Nothing to say	15	21%
Teacher' inhibition	15	21%
Low uneven participation	10	14%
total	70	100%

**Table 24:** students' main speaking constraints



**Graph 24:** students' main speaking constraints

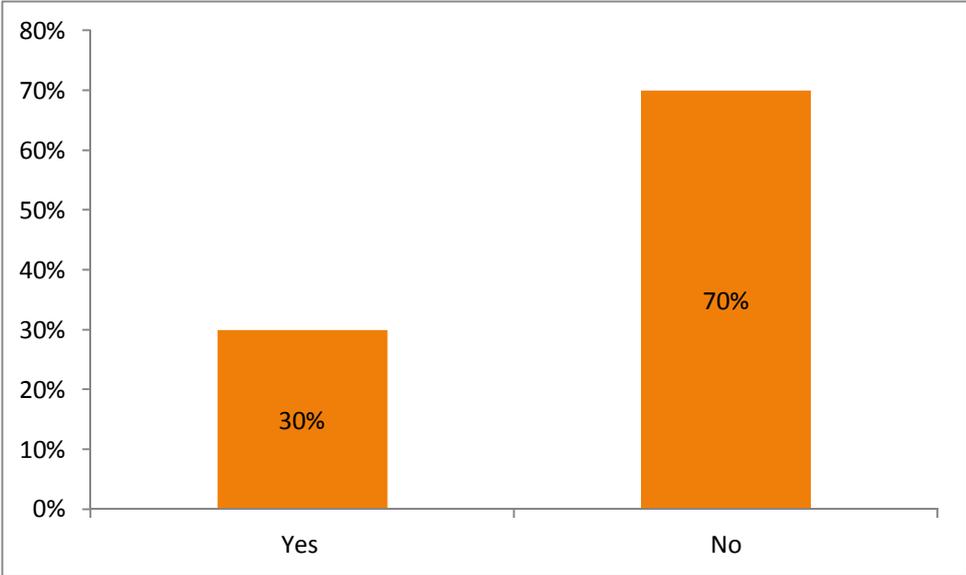
This table includes students' responses towards the main difficulties that EFL learners faced when they are asked to practice the speaking skill. 30(43%) students consider the poor listening practice to the target language to be the main reason behind their deficiency in speaking. While 40 students claim that they find it difficult to speak when they do not find anything to say, or when their teachers inhibit them. From the big number of participants that consider poor listening practice to be the main reason in their lack of speaking practice, we

come to deduce the big impact of the listening skill on the speaking production. As well, students' awareness about that is not well developed.

**Item 26:** students trying to solve speaking obstacles

Response	Participants	Percentage
Yes	21	30%
No	49	70%
total	70	100%

**Table 25:** students' efforts to overcome their speaking problems



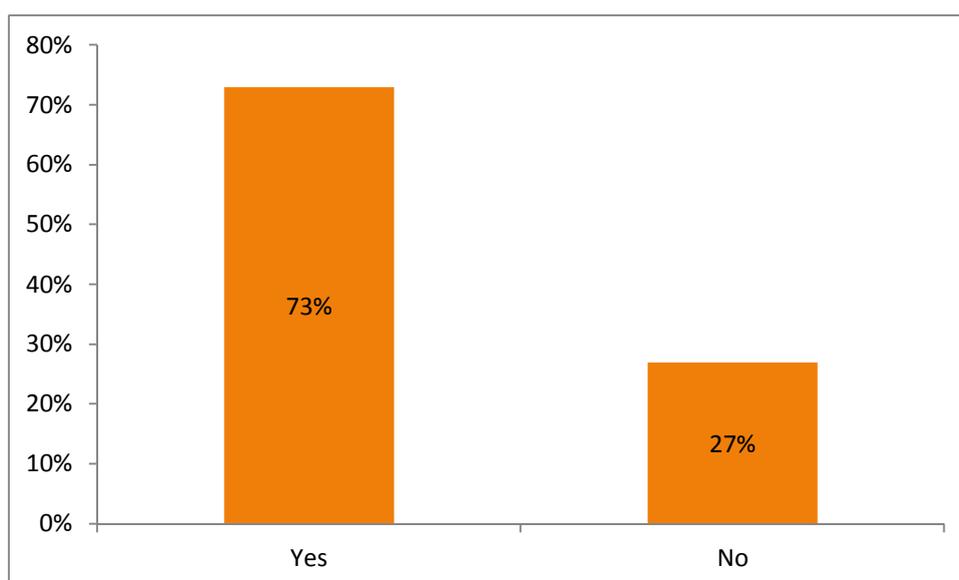
**Graph 25:** learners' efforts to overcome their speaking problems

The current table checks students' attitudes whether they tried to overcome their difficulties in speaking or not. 21(30%) students claim that they have not tried at all and consider it as teachers' roles to help them do so. while the majority of them declare that they at least try to solve some of those difficulties may be because they are interested in the course, want to achieve a better oral performance, and their teachers help them in doing that.

**Item 27:** learners' perceptions towards the role of listening in enhancing speaking

Response	Participants	Percentage
Yes	51	73%
No	19	27%
total	70	100%

**Table 26:** students' responses towards the interference of listening in speaking



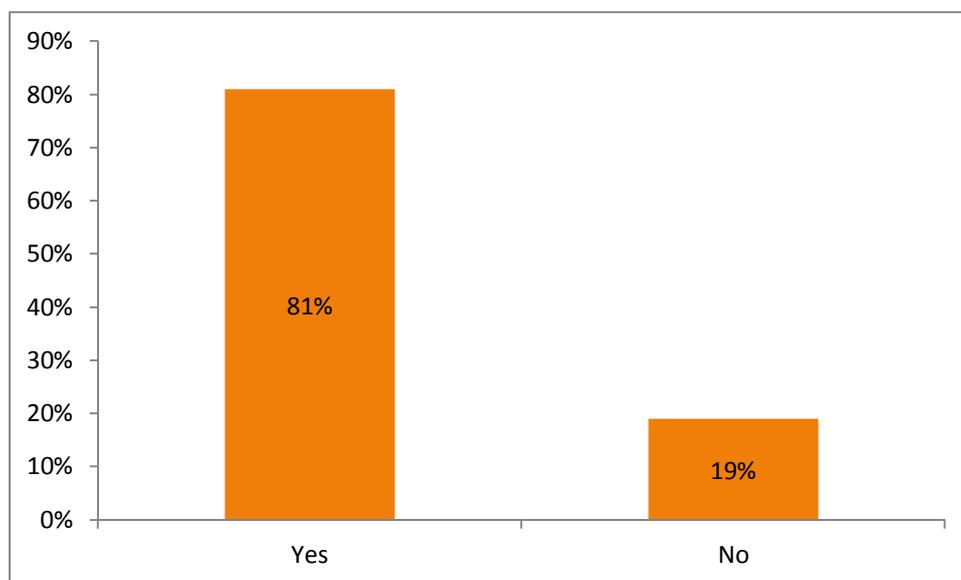
**Graph 26:** students' responses towards the interference of listening in speaking

This table is to check students' awareness about the importance listening to the target language in enhancing their speech. The majority of students 51(73%) claim that listening to the target language is one of the factors helping them to develop their speaking skill, but when it comes to justification and explanation students find themselves unable to explain how listening contributes in speaking skill enhancement. Only 19(27%) declare that listening to the target language does not affect the speaking skill at all. this reflects that this rate of students are not aware of that.

**Item 28:** students' opinions towards the provided saying

Response	Participants	Percentage
Yes	57	81%
No	13	19%
total	70	100%

**Table 27:** students' agreement/ disagreement with the statement " good speakers are fluent speakers"



**Graph 27:** students' agreement/ disagreement with the statement " good listeners are fluent speakers"

According to the table, 57(81%) students declared that they totally believe in the mentioned above saying, but when we have asked them to justify their answers, the majority of them have not answered which means that they are not able to justify their opinions and even they confirmed the relation between those two skills, they do not know exactly what to do and how we can ensure that relation. Only 13(19%) students declare that they do not believe in it saying that students can be good speakers, without being good listeners.

**Item 29:** What do you think as far as" the Role of Listening Comprehension in Improving EFL Learners Speaking Skill" is concerned?

Almost all the students claim that it is good and interesting topic, while very few of them have not answer at all.

## 4.2. The Analysis of Teachers' Feedback Interview

### **Item 01: what is your qualification?**

Teacher 01: Majister degree working on PhD one.

Teacher 02: Majister degree.

Teacher 03: Majister degree.

Teacher 04: License degree working on the Majister one.

According to their answers, teachers have different degrees starting with the least which is the license degree to the majister one, and there is one teacher who is working on the PhD degree. This representation shows how qualified our teachers are. In addition, these qualifications are beneficial and helpful for our work because with this level, it will be reliable.

### **Item 02: for how many years have you been teaching at the university level?**

Teacher 01: 07 years.

Teacher 02: 09 years.

Teacher 03: 04 years.

Teacher 04: 04 years.

From these answers, we deduce how our teachers are experienced in the field of teaching English at the university level. Experience means richness in terms of knowledge about the module, students...etc.

### **Item 03: since you are a teacher of oral expression course, for how many years have you been teaching?**

Teacher 01: 07 years.

Teacher 02: 05 years.

Teacher 03: only one year.

Teacher 04: 04 years.

The aim behind asking such question is to check the experience that second year oral expression course teachers have at Biskra University. We have a sample of four teachers, and they have taught the oral expression course differently. The first teacher spends seven years in teaching this course. This proves that the teacher has a big experience in teaching, so his coming answers will be of great worth. The second teacher teaches the oral course for five years. This teacher also has to be regarded as an expert teacher. For the third teacher this is his first year in Biskra University that is why she has only one year experience. The last teacher has an experience of four years.

**Item 04: what are the main skills you think are necessary to be developed through this course?**

Teacher 01: all the language skills, but more emphasis is put on listening and speaking.

Teacher 02: listening and speaking plus grammar, vocabulary and pronunciation.

Teacher 03: the emphasis is on all the language skills, but more emphasis is on the communicative skills (listening and speaking).

Teacher 04: all the language skills.

Here, we are looking for the skills that are most developed through this course. Teachers' answers are nearly the same, but each one expresses his response differently. The first teacher claims that in this course all the language skills are normally touchable, but the most emphasized ones are listening and speaking. The second declares that both listening and speaking are the most concerned skills to be developed through the course, and she adds grammar, vocabulary and pronunciation as related aspects to the speaking skill. The third teacher claims that the course is devoted to all the language skills, but a special emphasis is put on what he calls the communicative skills which are listening and speaking. The fourth teacher declares that all the language skills (listening, speaking, reading and writing) are concerned. They declare so because in this course students listen, speak, read and write.

**Item 05: how do you present your course?**

Teacher 01: provides learners with different types of activities that goes with their linguistic proficiency, and exposes them to native speakers through listening activities.

Teacher 02: uses videos and audio aids.

Teacher 03: depends on the purpose of the course, the activities and the available materials.

Teacher 04: it depends on the topic I am going to present.

Teachers are asked to tell us about the way in which they present their courses. Their answers were different because each one has different way of teaching. The first teacher provides her learners with various activities that serve them and fit their linguistic proficiency; in addition, she makes them exposed to the target language. The second teacher presents her course using videos and audio aids in order to ease the learning process. The third one declares that her presentation of the course depends on the purpose of the course and the material available which means that her presentation is not the same all the time. Even the fourth teacher turns that to the nature of the course.

**Item 06: what are the main activities you use to develop those skills?**

Teacher 01: role plays, listen to a dialogue, real life problem solving and free topic discussion.

Teacher 02: listening to songs and dialogues of native speakers, role plays, problem solving, and filling the gaps activity.

Teacher 03: role plays, monologues, listening to native speakers' dialogues, songs

Teacher 04: cross words, listening to songs and dialogues of native speakers, filling the gaps and jokes.

In this part of interview, teachers are asked to tell us about the main activities used to develop the listening and speaking skills. The first teacher in order to develop those skills uses a mixture of activities. We mention role plays, listening to dialogues, real life problems to be solved by learners and free discussion in which both skills are incorporated. The second teacher mentions the same activities set by the first teacher in addition to the implementation of songs. The third teacher adds monologues, while the fourth teacher adds cross words and filling the gap activity. From teachers' responses we come to deduce that they are aware about the importance of both skills that is why they provide their learners with activities concern both of them. Our teachers tend to vary the activities in their classes to fit interests, needs, levels and styles. This is really positive to attain the objective of the course.

**Item 07: do you use authentic materials when presenting the course?**

Teacher 01: yes, I use tape recorder, data show and pictures.

Teacher 02: yes.

Teacher 03: yes.

Teacher 04: yes, I use data show, tape recorder and computer.

The aim behind this question is to see whether teachers use authentic materials. The first teacher claims that he uses authentic materials because they put students in like real life context which eases the way for learners to get used to the native language speakers' pronunciation and then to help them produce the language. All the remained teachers have the same answer which is yes because those materials enable students to meet the real and correct performance of the language. Moreover, they consider them really motivating and very helpful for their students.

**Item 08: what do you think about their role in improving listening and speaking?**

Teacher 01: they are very important.

Teacher 02: they are helpful.

Teacher 03: they are really motivating.

Teacher 04: they are so important.

Teachers use authentic materials because they are sure about their role in improving both listening and speaking. For example, when teachers expose learners to native speakers through radio, television or tape recorder, they will help them be habituated and knowledgeable about the culture of that language. As they enhance the speaking skill, for example, when learners hear the content of the listening passage, they try to imitate those speakers. All in all, presenting the course using authentic materials will eases both learning and teaching processes through providing native like context.

**Item 09: are your listeners good speakers?**

Teacher 01: only few of them.

Teacher 02: somehow.

Teacher 03: most of them are good listeners.

Teacher 04: it depends on the topic.

Teachers' answers are different and each teacher answers from his point of view. The first teacher declares that only few of his learners are good, the second teacher does not state his opinion clearly because she uses the expression somehow; the third teacher finds the majority of her learners good at listening, while the last teacher turns it to the topic.

**Item 10: since they are not, what are their main difficulties?**

Teacher 01: they find difficulties to understand what is said.

Teacher 02: grammar, pronunciation and deficient vocabulary.

Teacher 03: speed rate of speech, difficult vocabulary, idioms and proverbs.

Teacher 04: native speakers' or teachers' accent.

In this passage, we are going to discuss the main difficulties our learners face and suffer from. The agreed answer is that the main difficulty all the students complain from is the misunderstanding of the listening passages produced by natives, and this is due to their speed of speech, accent, difficult vocabulary, idioms and proverbs used. As a result of that miscomprehension, students' production of the language will be influenced negatively.

**Item 11: how could you recognize that they are good or bad listeners?**

Teacher 01: after finishing the listening stage, students are asked to reproduce what they have heard. So from their production, I can distinguish who is good or bad listener.

Teacher 02: through their speech.

Teacher 03: when they are asked to reproduce what they have grasped, and when they autocorrect their mistakes

Teacher 04: through their speech after being exposed to a listening passage.

From this question, we are looking for the way by which teachers can distinguish well of bad listeners. Teacher 01 knows who is good or bad listener while the pre listening stage in which students are asked to reproduce what has been said. From their speaking skill the second teacher knows good or bad the listener is. Both the third and the fourth teachers also

distinguish them through their speech after being exposed to the target language. From that, we deduce that the good speaking skill is the representation of good listening skill and vice versa.

**Item 12: do you help your students overcome those difficulties?**

Teacher 01: yes.

Teacher 02: yes, ofcourse.

Teacher 03: yes.

Teacher 04: yes, for sure.

Students are asked to say whether they correct their students' mistakes or not. Fortunately all of the teachers we have help their students overcome their difficulties. They help them through giving them the chance to practice listening and check the difficulties, or by trying to repeat the record many times and encourage them to not to understand everything from the first time because they are not natives to do so. This reflects teachers' awareness about the importance of giving comments and correcting their learners' mistakes which is the one of the things which motivates students to work on correcting their errors and mistakes by themselves.

**Item 13: what do you think about the importance of listening practice to help them enhancing their speaking ability?**

Teacher 01: the more students listen, the best they speak.

Teacher 02: it helps a lot in covering the gaps they have in speaking.

Teacher 03: it helps them to build correct pronunciation with correct vocabulary and accent.

Teacher 04: good speakers need to be good listeners.

Since listening and speaking are two interrelated skills, we have asked teachers to clarify the importance of listening practice in improving learners' speaking skill. The first teachers expresses that importance in only one statement, the more students listen, the more they speak, because learners produce the language that they have received through their ears. The second teacher claims that its importance appears when it covers the gaps that are found in speaking, for example, learners cover the problem of deficient vocabulary through listening

to the target language and taking in new vocabularies. The third teacher declares that its importance appears when it helps students to build up correct pronunciation with correct vocabulary and accent. The last teacher claims that good speakers need to be good listeners.

**Item 14: have you ever tried to make your students aware about that relationship?**

Teacher 01: yes, I have.

Teacher 02: yes

Teacher 03: yes all the time.

Teacher 04: yes, for sure.

All of the teachers do their best to make learners aware about the relationship found between the listening and speaking skills by reminding them that to be a good speaker you have to be a good listener and to tell them that listening has a positive impact on the speaking skill.

**Item 15: do you believe in the following saying: good listeners are fluent speakers?**

Teacher 01: I do believe.

Teacher 02: yes I do.

Teacher 03: yes.

Teacher 04: no I disagree.

The majority of teachers believe in the stated saying above because if a student is good listener, he will know a lot of things concerning the native speakers' language and its aspects, and the information students got from any listening passage will be used automatically in their speech production. Only one teacher disagrees with the saying justifying his answer saying that there are some students who are good, but when it comes to speaking find themselves unable to utter.

**Question 16: what do you think about the topic?**

Teacher 01: very interesting and very important.

Teacher 02: very important.

Teacher 03: very interesting.

Teacher 04: it is so interesting.

According to their opinions about the topic, all the teachers agree that it is very important as it is very interesting.

**Conclusion:**

All in all, the positive results shown through both students' feedback questionnaire and teachers' interview concerning the influence and the role of listening comprehension in improving EFL students' oral production have confirmed our hypothesis which believes in the reality of the dependence of the speaking skill on the listening one for its improvement.

Developing the speaking skill through the listening one is one of the techniques our students and teachers have to focus on since it provides them with all the aspects they need in order to enhance their learning and production of the target language.

## **General Conclusion**

The present work aims at clarifying the role of listening comprehension in improving the speaking skill, and at making EFL learners aware about the role as well as the importance of the listening skill. Through this work, we hypothesized that if EFL learners want to improve their speaking skill, they should practice listening to the target language. We believe that exposing EFL learners to the language used by native speakers is essential for them to develop their own oral production because it creates a context where students feel themselves in touch with native speakers' intonation, slang, accent, pitch, volume...etc.

The current work is composed of three chapters. The first and the second ones are the descriptive part of the investigation, while the third chapter contains the analysis of students' questionnaire and teachers' interview. The first chapter talks mainly about the different aspects of the listening skill. The second chapter outlines some aspects concerned with the speaking skill. The third one as we have mentioned before includes the analysis of both students' questionnaire and teachers' interview.

All in all, the obtained results confirmed our hypothesis; there is a positive and a big influence from the listening skill's part on enhancing the oral production. This study shows that (1) EFL students need to be provided with the context in which they can learn how to produce the language; (2) teachers' responsibility is to give students the opportunity to be exposed to native speakers' speech. (3) Both students and teachers should pay more attention and focus on the listening skill when learning and teaching the speaking one; (4) oral communication is very important for learners to improve their skills , and this happens through including it in the oral expression course; (5) teachers must pay more attention to the needed materials and activities for students to better learn listening and speaking; (6) learners through the given reasons and justifications show that they are not aware about the importance of listening comprehension in developing their speaking skill, so teachers' role is to make them aware about it through giving more activities concerning the two skills together.

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## Appendix 01: The Students' Feedback Questionnaire:

The questionnaire is a part of a research work for Master degree. It aims to raise learners' attention towards the importance of the listening skill and to explore its role in improving their speaking ability within an EFL classroom. Your answers are of great help to complete the work, and they will be much appreciated. Please tick the right answer, or write full statement answers where necessary.

### Section One: Background Information

1. Age:

2. Gender:

a. Male

b. Female

3. Streaming

a. Literary

b. Scientific

c. Technical

4. Studying English at the University was:

a. Personal choice

b. Imposed

4. a. If personal,  
why?.....  
.....  
.....

4. b. If imposed  
why?.....  
.....  
.....

## Section Two: The Listening Skill

1. Do you think that listening and hearing are?

a. The same

b. Different

2. Is listening an easy task to learn?

a. Yes

b. No

Justify your

answer.....

.....

.....

3. Do you practice listening to native speakers outside the classroom?

a. Yes

b. No

If yes, what materials do you

use?.....

.....

.....

If no,

why?.....

.....

.....

4. Do you think that listening to native speakers is important in the classroom?

a. Yes

b. No

If yes,

how?.....

.....

.....

5. What is the place of listening among the four skills?

- a. 1<sup>st</sup>
- b. 2<sup>nd</sup>
- c. 3<sup>rd</sup>
- d. 4<sup>th</sup>

Justify your

answer.....  
.....  
.....

6. Do you practice listening inside the class?

- a. Yes
- b. No

6. 1. If yes, is it?

- a. Rarely
- b. Sometimes
- c. Always

6.2. If no, what do you think the reasons are?

- a. Lack of authentic materials
- b. Teachers do not give importance to listening practice
- c. Teachers' lack of experience in listening comprehension
- d. all of them

7. Do comprehend all what you hear?

- a. Yes
- b. No

If no, state the reasons?

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

8. What is the role of the teacher during a listening comprehension session?

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

9. When practicing listening, does your teacher give you feedback?

a. Yes

b. No

10. What do you think are the main classroom activities helpful to develop your listening?.....

.....

11. Which method is used by your teacher to present his listening tasks?

a. Pre-listening, while listening, and post listening methods

b. Listening directly than discussing

c. both of them

12. Which authentic materials should be used?

a. Cassettes

b. CDs

c. Computers

d. All of them

13. Does the listening skill have an influence on the other skills?

a. Yes

b. No

If yes, which

ones.....  
.....  
.....

### Section Three: The Speaking Skill

1. Do you like the oral expression course?

a. Yes

b. No

2. Does this course help you develop your:

a. Listening

b. Speaking

c. Both of them

3. Is speaking important for you?

a. Yes

b. No

4. Does it have a relation with the other skills?

a. Yes

b. No

If yes, list

them.....  
.....  
.....

5. Do you speak inside the classroom?

a. Yes

b. No

5. 1. If yes, is it because:

a. Practicing speaking even outside

b. Listening practice

c. both of them

5. 2. If no, what are the main difficulties you face?

a. Lack of practice

b. Lack of authentic materials

c. Teachers' ignorance

d. All of them

6. Have you ever tried to overcome those constraints?

a. Yes

b. No

If yes,

how?.....  
.....  
.....

7. Does speaking have a relation with listening?

a. Yes

b. No

Justify.....  
.....  
.....

8. Do you think that listening to the target language is one of the factors enhancing your speech?

a. Yes

b. No

Justify.....  
.....  
.....

9. Do you believe in the following saying:"good listeners are fluent speakers"?

a. Yes

b. No

Justify your  
answer.....  
.....  
.....

10. What do you think as far as" the Role of Listening Comprehension in Improving EFL Learners Speaking Skill" is concerned?

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

## **Appendix 02: the Teachers' Feedback Interview**

This interview is a part of a research work on investigating the Role of Listening Comprehension in Improving EFL Learners' Speaking Skill. It aims at clarifying the positive influence the listening skill has in improving the speaking skill. I would really appreciate your collaboration if you help me doing my research. Please, answer the following questions:

1. What is your qualification?
2. How many years have you been teaching English at the university level?
3. Since you are a teacher of oral expression course, for how many years you have been teaching?
4. What are the main skills you think they are necessary to be developed through this course? Why?
5. How do you present your course?
6. What are the main activities you use to develop those skills?
7. Do you use authentic materials when presenting your course?
8. What do you think about their role in enhancing speaking and listening?
9. Are your listeners good speakers?
10. Since they are not, what are their main difficulties?
11. How could you recognize that they are good of bad listeners?
12. Do you help your students overcome those difficulties?
13. What do you think about the importance of listening practice to help them enhancing their speaking abilities?
14. So, what is the relation between the two skills?
15. Have you ever tried to make your students aware about that relationship?
16. Do you believe in the following statement: good listeners are fluent speakers?
17. What do you think about the topic?

## الملخص:

الدراسات الماضية فيما يخص المهارات اللغوية أهملت مهارة السمع و علاقتها بالمهارات الأخرى و بالخصوص الكلامية منها إهمالا كبيرا، كما أنها لم تكن المحور الأساسي في دراستها. لكن في الحقيقة المهارة السمعية تتمركز في مقدمة كل المهارات اللغوية.

لهذا كان الهدف الأساسي من وراء هذا العمل هو تسليط الضوء على أهمية السمع الممعن و ممارسته في تطوير الأداء الكلامي للطلبة الذين يدرسون اللغة الانجليزية كلغة هدف، و ذلك بالمساهمة في الحد من المشاكل الكلامية التي يعانون منها، كنقص المفردات، استعمال اللغة الأم، و مشاكل النطق.

قسم هذا العمل إلى ثلاثة فصول ، اثنان منهم نظريان يعالجان مهارة السمع في الفصل الأول و مهارة الكلام في الفصل الثاني، و آخر تطبيقي يشمل كلا من المقابلة المعقودة مع الأساتذة و الاستبيان الموجه للطلبة.

العينة التي أخذناها كنموذج كانت كلا من أساتذة و طلبة السنة الثانية بقسم الانجليزية نظام ( ل م د )

أوضحت النتائج المتوصل إليها من خلال الجانب التطبيقي لهذا العمل بأن كل الأساتذة و أغلبية الطلبة يؤمنون بأن الإستماع الممعن للغة الهادفة من طرف متكلميها الأصليين يعتبر من أحد أهم المصادر التي تمكن الطلبة من تحسين مستواهم اللغوي الكلامي.

النتيجة التي نخلص إليها هي أن المهارة السمعية لها الدور الفعال و الأثر الايجابي البالغ في مساعدة الطلبة و تمكينهم من إثراء مهاراتهم الأخرى و بالخصوص الكلامية منها.