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**Developing EFL Learners' Listening Comprehension through  
Massive Open Online Courses**  
*A Case Study of Students at Algerian Universities*

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Dissertation Presented to the Department of Foreign Languages as Partial Fulfillment  
of the Master's Degree in Sciences of Language

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## DEDICATION

This work would not have been possible without the loving support of so many people. I find myself overwhelmed in offering them all my thanks in dedicating this work to them. The following is not a hierarchy since each person made his/her own unique contribution and none could stand above the others in that regard.

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## **ABSTRACT**

Listening practice is often neglected or inappropriately handled in the learning and teaching processes. This poses problems because listening is considered as an integral part of conversations. The Algerian English as a Foreign Language (EFL) learners encounter a lot of barriers in listening comprehension skill, that is why there is a high demand for university students to study abroad to develop their English proficiency. The main purpose of this study is to investigate the effectiveness of the Massive Open Online Courses (MOOCs) in developing listening comprehension skills among Algerian EFL university students. To achieve this purpose, a survey was administered to the sample of the research that included seventy learners from different department of Algerian universities. Their levels vary between License, Master and doctorate. The findings of the research reveal that the MOOC is a beneficial tool for the development of listening comprehension. The findings also reveal statistically that participants were ready for using MOOCs as a supplement material in the language learning process; most of them expressed positive attitudes towards MOOCs to be used as a tool to develop listening comprehension. This study is an attempt to make teachers and learners more aware of using MOOCs in the language learning and teaching processes and receive their welcome and readiness for the adoption of this new technology in the English language classes.

## **LIST OF ABBREVIATIONS**

**EFL:** English as a Foreign Language

**LTM:** Long-Term Memory

**MOOC:** Massive Open Online Course

**OER:** Online Education Resources

**STM:** Short-Term Memory

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# GENERAL INTRODUCTION

## 1. Statement of the Problem

Listening comprehension is the least understood and least researched skill of all four-language skills, though it lies at the heart of language learning. In addition, in spite of the importance of developing listening comprehension, EFL learners are rarely taught how to listen effectively.

The Algerian EFL learners encounter a lot of barriers in listening comprehension skill, that is why there is a high demand for university students to study abroad to develop their English proficiency. With the inventions of new online learning technologies, any student has opportunities to be taught abroad by the native speakers.

Massive Open Online Courses (MOOCs) are one of the advanced technologies in the field of education. MOOCs focus on involving a large-scale of participants through open access via the web. The philosophy of MOOCs based on connectivism, which emphasizes the deschooling philosophy of education. By enrolling in Massive Open Online Courses (MOOCs). MOOCs are offered free and any student could participate in them. Indeed, MOOCs have not been studied extensively in the context of learning language concerning how these materials can be used to enhance EFL learner's listening comprehension.

## 2. Aim of the Study

The demand for university students to study abroad to develop their English proficiency is increasing. For this reason, our study aimed at investigating the EFL learners' attitudes towards the integration of MOOCs on Algerian EFL learners' listening to develop the awareness as guidance to support the use of MOOCs in Algerian Universities, and to illustrate whether MOOCs can provide a motivating and an effective way of enhancing the learners' listening comprehension.

Under this general aim, the current study seeks to tackle the following objectives:

- Investigating EFL learners 'attitudes towards using MOOCs in language learning in general and in improving their listening comprehension in particular.
- Explaining the effects of using MOOCs on the EFL learners 'listening comprehension.
- Making syllabus designers aware of the importance of including MOOCs in their programs.

### **3. Research Questions**

The present research attempts to provide answers to the following questions, which investigate the effects of MOOCs on EFL learners' listening comprehension in an Algerian universities context:

- 1) Can Massive Open Online Courses take the potential to contribute to language learning?
- 2) To what extent may MOOCs affect developing Algerian EFL learners' listening comprehension?
- 3) What are the attitudes of Algerian EFL learners towards using MOOCs in language learning in general and in improving their listening comprehension in particular?

### **4. Hypothesis**

In comparison with other unstructured materials that are found online (podcasts, journal articles, video-recorded lectures), MOOCs offer an ordered set of materials made available weekly, students can develop their skills of reading, listening and writing through this material. At the same time, by putting the onus of choosing what and how much to study on the learners themselves, hence learner's responsibility and autonomy can be encouraged by MOOCs.

Starting from this point, we hypothesize that:

If Massive Open Online Courses are integrated in EFL learning and teaching processes, learners will develop and enhance their listening comprehension skills.

## **5. Significance of the Study**

The current study may help teachers and learners to understand the potentiality of integrating MOOCs on Algerian EFL learners' listening courses and illustrating whether MOOCs can provide a motivating and an effective way of enhancing the learners' listening comprehension by allowing them to choose the most relevant materials to their language learning needs.

## **6. Research Methodology and Data Gathering tools**

This research deals with the field of teaching and learning English as a foreign language. Hence, the interpretive way was the chosen method in dealing with the variables despite the great appropriateness of the experimental method, due to the complexity of the subject and the lack of technological tools which are not available to all learners and time constraints. The interpretive method will help us to determine the nature of the relationship between the two variables or EFL learners' listening comprehension and Massive Open Online Courses.

### ***6.1. Population and Sample***

To investigate the topic, a total 70 EFL learners (51 female, 19 male) participated in the study. The participants were part of members of Facebook groups (Algeria speaks English, I'm DZ and I speak English, MOOCs in Algeria, Biskra Mohammed Keidher English Department, Master 2 Science of the Language 2014/2015 Biskra, Master 1 English students -El Hadj Lakhdar University- 2015/2016,...). Their levels vary between the graduate and postgraduate students, from different Algerian universities (Biskra, Batna, Msila, Oran, Algiers,). Most of them study English language.

### ***6.2. Data Collection tools***

The questionnaire might be the only tool that can serve as means of collecting great amount of data within a limited period of time and effort by using Google forms. It provided us with a general view of the investigated problem because we are dealing with the process of listening. Learners' structured questionnaire provided us with data in order to see how EFL learners at Algerian universities use MOOCs to develop their listening comprehension.

### ***6.3. Data Analysis***

Data and findings that were gathered from the questionnaire by using the Quantitative method was analyzed statistically by Excel software. Moreover, the result was in terms of tables, diagrams and figures in order to be easy and helpful at the analytical process.

## **7. Research Structure**

This research work is divided into two main parts. The first part concentrated on providing enough information about the two variables: listening comprehension and MOOCs. The second one is mainly devoted to the fieldwork in order to approve or disprove the hypothesis.

The first chapter present Massive Open Online Courses, focusing on their definitions, dimensions, types, timeline, pros and cons. In addition, it lists some samples of successful MOOC providers, and it discuss learning theories behind MOOCs. Finally, it reviews some recent studies conducted to reveal the impact of using MOOCs for language teaching on the enhancement of learner's language skills.

The second chapter concentrated mainly on listening comprehension. Firstly, it includes brief definitions about listening skill; state its types, models and stages. After that, listening difficulties that hinder learners to understand inputs was included. In the last part of this chapter, we presented some strategies that can facilitate the listening process.

The last chapter is mainly devoted to prove or reject this hypothesis: MOOCS are very beneficial tools for developing EFL learners' listening comprehension.

# **CHAPTER ONE:**

## **INTRODUCTION TO MASSIVE OPEN ONLINE COURSES**

### **Introduction**

Massive Open Online Courses (MOOCs) are new addition to Online Education Resources (OER). They are offered mainly by prestigious universities on different profit and non-profit online platforms, allowing any interested person to experience the world-class teaching practiced in these universities. Since their introduction on the internet, MOOCs have attracted a wide audience around the world, making this kind of distance and online education serving as continuous development and learning sector.

In this Chapter, we present Massive Open Online Courses, focusing on their definitions, dimensions, types, timeline, pros and cons. In addition, we list some samples of successful MOOC providers, and we discuss learning theories behind MOOCs. Finally, we review some recent studies conducted to reveal the impact of using MOOCs for language teaching on the enhancement of learner's language skills.

### **1. Definition of MOOC**

The term **MOOC** (for **M**assive **O**pen **O**nline **C**ourse) is coined by David Cormier and Brian Alexander to describe courses that are open, free to many, delivered online, ideally with no requirements to join, and taken by potentially thousands of people from all over the globe (Herman, 2012).

In addition to this first definition, McAuley et al. see MOOC as the “Integration of the connectivity of social networking, the facilitation of an acknowledged expert in a field of study, and a collection of freely accessible online resources (McAuley, Stewart, Siemens, & Cormier, 2010)

European Commission defines a MOOC as

an online course open to anyone without restrictions (free of charge and without a limit to attendance), usually structured around a set of learning goals in an area of study, which often runs over a specific period of time (with a beginning and

end date) on an online platform which allows interactive possibilities (between peers or between students and instructors) that facilitate the creation of a learning community. As it is the case for any online course, it provides some course materials and (self) assessment tools for independent studying(European\_Commission, 2014).

OpenupEd Project-Leaders describe MOOCS as “courses designed for large numbers of participants that can be accessible by anyone anywhere as long as they have an internet connection, are open to everyone without entry qualifications, and offer a full/complete course experience online for free”. (openuped, 2016)

Moreover, some researchers add to the previous definitions that MOOCS has a defined duration (from 4 -12 weeks). They require certain discipline; for example, in each week, the learner is required to dedicate amount of time (from 2 to 6 hours) to understand the material published by instructors as video lectures, and she/he has to finish demanded assignments in the required deadlines. From the previous definitions, we can identify different dimensions related to MOOCs, which we describe in the following section.

## **2. Dimensions of MOOCs**

Dimensions of MOOCs are the following:

### **2.1. Massive (M)**

An online course dedicated for large number of participant. The number of participants exceeds the normal campus classroom number (>150). In fact, the scale of “massive” is relative. Early MOOCs had in the range of 2,000 students. However, participant in Coursera and Udacity have exceeded 100,000 registrants.

An important benefit of large numbers of students is the opportunity for constructing sub-network by participants. For example, in CCK08 (First MOOC), Participants formed sub-networks around language, geographical locations, physical “meet-ups,” technology spaces such as Second Life, and different education segments (primary and secondary, higher education, corporate learning). (McGreal, Kinutha, & Marshall, 2013)

## **2.2. Open (O)**

Courses are **accessible** for anyone anywhere as long as they are connected to internet (opened, 2016). That is, courses are accessible without limitations and its content is always available in online platform.

In addition, courses are open as in **freedom** of place, space and time (e.g. self-paced format). Moreover, they are open to everyone **without pre-qualifications** (i.e. no diploma needed to participate in a MOOC). Finally, courses are open means also that they can be completed free without any costs for participants.

## **2.3. Online (O)**

Exclusively in some instances, learners arrange physical meet-ups, but most of the learning activity (content and interactions) occurs online. (McGreal et al., 2013)

## **2.4. Course (C)**

MOOCs offer a full class experience including educational material, activities assignments, tests and possible feedback, study guide (syllabus), and mechanisms for interactions among peers, with some but limited interaction with academic staff.

Another aspect related to the course that it has a duration; the academic staff set a start and end time. Interactions between peers in forums and blogs occur during the MOOC duration. MOOCs material are archived online and could be exploited by participants in future course sessions.

# **3. Types of MOOCs**

MOOCs are categorized in two mainly types based on the pedagogy adapted in them; (1) cMOOCs or “connectivist MOOCs” and (2) xMOOCs or “MOOC as eXtension of something else” (Siemens, 2012).

## **3.1. Connectivist MOOCs**

cMOOCs are courses based on principals from connectivist pedagogy indicating that material should be aggregated rather than pre-selected, and feeding forward (i.e.

evolving materials should be targeted at future learning) (Downes, 2011). Hence, cMOOC emphasizes interaction with a distributed network of peers, learning artifacts, and learning technologies. cMOOC participants are encouraged to use different technology platforms (including social media, forums, hangouts, etc. ) to follow their personal goals, self-organize their participation, and generate and share knowledge over the network with their peers (Conole, 2015).

That is, the central goal of a cMOOC is to build a community of learners that discuss their experiences, develop shared understanding and create new ideas. This leads to two forms of learners' investment: self-centered and interactive. Self-centered forms of investment refer to learning activities such as reading course material or listening to presentations. The individual learner carries out these activities independently of the community of other learners. Interactive forms of investment refer to learning activities such as commenting on the ideas of others or publishing one's own idea. These activities are carried out by the community of learners who are part of a MOOC. Both forms of investment are indicators that a learner is actively participating in a course, and these indicators could be used to differentiate between successful and unsuccessful learners (Haug, Wodzicki, Cress, & Moskaliuk, 2014).

The first successful cMOOC "Connectivism and Connective Knowledge" (known as CCK08) led by George Siemens and Stephen Downs offered by the university of Manitoba (Canada), with over than 2200 participants, is one of cMOOC examples.(Siemens, 2004). Since CCK08, numerous courses have been offered in the distributed cMOOC format, such as CCK09, PLENK2010, Education futures 2010, MobiMooc 2010, Learning Analytics 2011, and eduMOOC 2011 (McGreal et al., 2013)

### **3.2. xMOOCs**

xMOOCs are more structured and centralized courses emphasizing on individual learning through video lectures and regular assessments. They are predominantly associated with the cognitive-behaviorist approach. Thus, they have a much more traditional course structure typically with a clearly specified syllabus of recorded lectures and self-test problems. The instructor is the expert who provides the knowledge, and participant interactions are usually limited to asking for assistance and advising each other on difficult points (Rodriguez, 2013).

xMOOC are often provided by prestigious universities such as MIT, Stanford, Harvard, and UC Berkley that given birth to many MOOC platforms such us Edx (Harvard and MIT), Coursera (Stanford), and Academic Earth (UC Berkeley).

We should mention that Clarck defines other types of MOOCs (including enhanced MOOCs (eMOOCs)) in his publication entitled “Taxonomy of 8 types of MOOCs” (Clark, 2013). However, only the first two type are discussed in the literature.

### 3.3. Differences between cMOOCs and xMOOCs

Table 1 resumes differences between cMOOCs and xMOOCs based on MOOCs’ attributes.

**Table 1:** Differences between cMOOCs and xMOOCs

<b>Dimension</b>	<b>cMOOCs</b>	<b>xMOOCs</b>
<b>Massive</b>	Community and connections	Scalability of prevision
<b>Open</b>	Open access and license	Open access- Restricted license
<b>Online</b>	Networked learning across multiple platforms and services	Individual learning in single platform
<b>Course</b>	Develop share practices, knowledge and understandings	Acquire a curriculum of knowledge and skills.

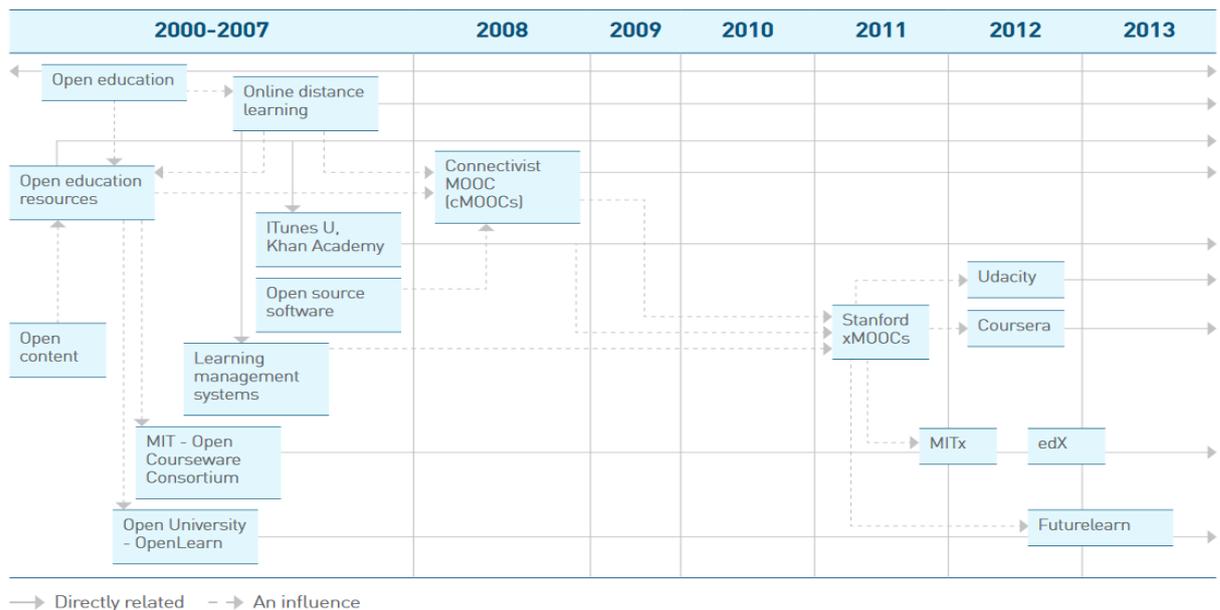
## 4. MOOC growth

Since 2008, MOOCs have known a significant growth over the internet due to the use of low cost online technologies by MOOC providers. Figure 1 depicts the time line (until 2013) of online courses. As we can see, MOOCs have appeared after many online learning environments that took place between 2000 and 2007 and empowered by prestigious universities and organizations. These online learning environments have influenced on the appearance of MOOCs. The first cMOOC (2008) demonstrated the potential to bring dispersed participant over the globe together into a distributed peer-learning model through online-dedicated platform.

In September 2011, three courses have proved the potential of xMOOCs as a low cost, and high volume model of online education. These MOOCs provided by teachers from Stanford University (Stanford xMOOCs). They attracted more than 100,000 students worldwide. The courses were presented in standard online format including recorded lectures, notes and assignments hosted initially on learning management system for Stanford Campus students.

Inspiring from Stanford xMOOC experience, some institutions proposed more strategic approaches based on the xMOOC video lecture format (Universities, 2013). For instance, MIT lunched its MITx platform on autumn 2011, which included in edX owned by MIT and Harvard. In same period of time, other MOOC platform have appeared such as Coursera, Udacity and Future learn. (Universities, 2013)

MOOCs have proliferated since 2013, and getting improved day by day and the need for research in MOOCs is raised rapidly as their number is augmenting. These improvements will shape the future structure of both traditional and online learning, which increases certainly the quality of learning.



**Figure 1 :** Timeline of MOOC developments (Haggard et al., 2013)

## **5. Benefits and challenges of MOOCs**

According to the MOOC-guide, MOOCs have eager supporters and avid critics that emphasize pros and cons of this networked-based method of learning. (Tangient, 2016)

### ***5.1. Benefits of a MOOC***

- 1- Learning happens in a more informal setting, at a place of your convenience and often around your own schedule.
- 2- Learning can happen incidentally, thanks to the unknown knowledge that pops up as the course participants start to exchange notes on the course's study.
- 3- MOOCs can be organized in any language, in addition to the main language of the course.
- 4- Participant can move beyond time zones and physical boundaries to interact with classmates.
- 5- Any participant can connect across disciplines and corporate/institutional walls.
- 6- Participant doesn't need a degree to follow the course, only the willingness to learn (at high speed)
- 7- Participants can add to their own personal learning environments by subscribing in a MOOC.
- 8- MOOCs improve people's lifelong learning skills. For MOOC's participants, it forces them to think about their own learning and knowledge absorption.
- 9- Online quizzes, tests, assignments and essays check for comprehension and would give participants more feedback than simply watching a presentation.
- 10- Helping people to study abroad if they are EFL students.
- 11- MOOC does not necessarily stop once the course closes. It can be archived and consulted over the internet.

### ***5.2. Challenges of a MOOC***

- 1- Relying on user-generated content can create a chaotic learning environment
- 2- Digital literacy is necessary to make use of the online materials.
- 3- The time and effort required from participants may exceed what students are willing to commit to a free online course.

- 4- Once the course is released, the content will be reshaped and reinterpreted by the massive student body, making the course trajectory difficult for instructors to control.
- 5- Participants must self-regulate and set their own goals.

## 6. Examples of MOOCs platforms

In this section, we present some examples of MOOCs providers.

### 6.1. edX

edX is a non-profit MOOC platform developed by Massachusetts Institute of Technology (MIT) and Harvard University with a capital of 60 million dollars. More than 70 schools and universities, nonprofit organizations and corporations offers courses on edX platform. As of 24 March 2016, edX has more than 700 million students taking more than 934 MOOCs. Besides course offerings, edX is used for research purposes in the domain of learning and distance education by collecting, aggregating and analyzing participants' data.

Figure 2 shows an example of a MOOC interface (e.g. IEEEx SysBio1x course) provided by edX.

The screenshot shows the edX MOOC interface for the IEEEx SysBio1x course. The main content area displays a video player for the video titled "3-3 Modeling Gene Networks using States and State Transitions 4". The video content includes a "State Transition Table" diagram and a table. The table has columns for "CURRENT STATE", "NEXT STATE (S=0)", "NEXT STATE (S=1)", and "OUTPUT (AB)". The rows are: (STATE 1, STATE 1, STATE 2, 10), (STATE 1, STATE 2, STATE 2, 11), and (STATE 2, STATE 1, STATE 2, 11). To the right of the video, there is explanatory text about state diagrams and a link to a journal article.

CURRENT STATE	NEXT STATE (S=0)	NEXT STATE (S=1)	OUTPUT (AB)
STATE 1	STATE 1	STATE 2	10
STATE 1	STATE 2	STATE 2	11
STATE 2	STATE 1	STATE 2	11

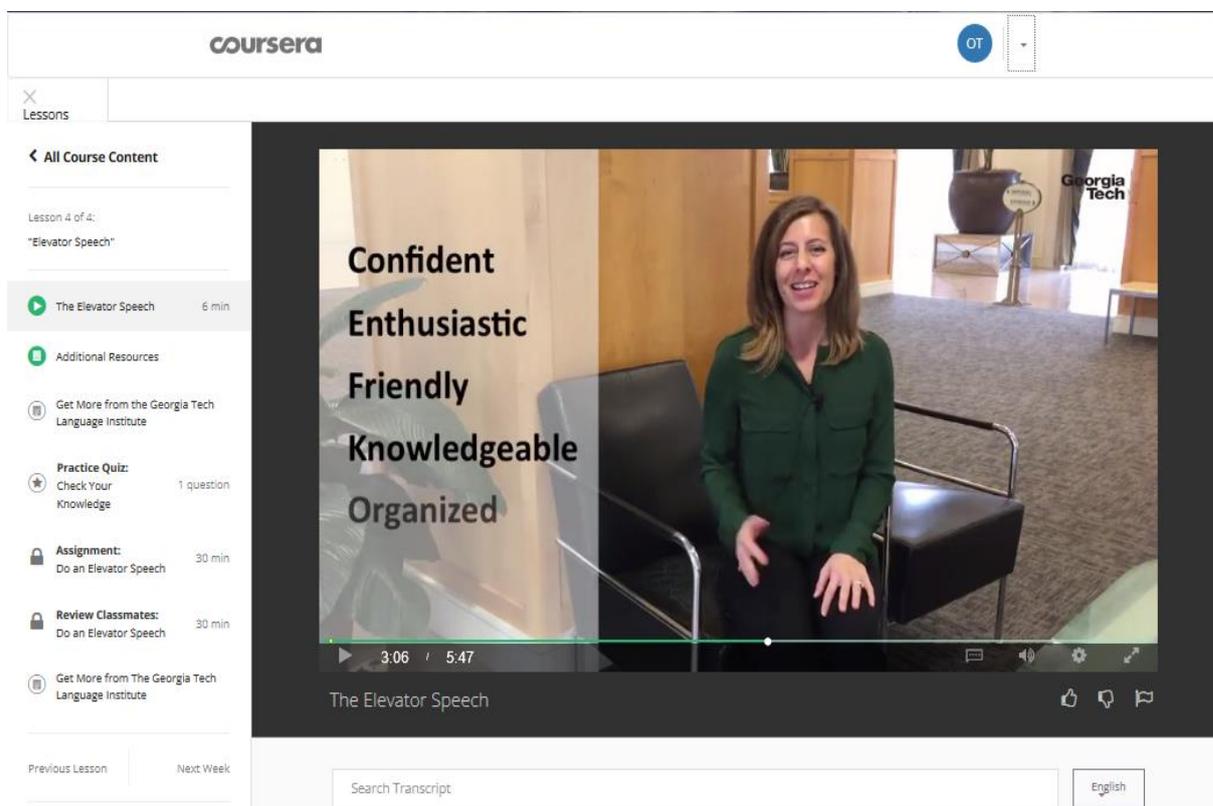
Figure 2: Example of a MOOC interface at edX.

## 6.2. Coursera

Coursera is a for-profit MOOCs provider founded by Andrew Ng and Daphne Koller (professors at Stanford University) and launched in April 2012. Coursera has partnerships with more than 140 universities, including Stanford, Princeton, and University of Pennsylvania, California Institute of Technology, University of Washington, and University of Edinburgh

On January 11, 2016, Coursera offers 1,563 courses from 140 partners across 28 countries. In addition, Coursera also offers "specializations" - sets of courses that help increase understanding of a certain topic. As of May 2015 the website listed 28 specializations (Coursera, 2016).

Figure 3 depicts the interface of a recently started MOOC on Coursera.



**Figure 3:** Example of a MOOC interface at Coursera.

## 6.3. Other platforms

Many notable MOOC providers are offering thousands of MOOCs in all science and art disciplines. Table 2 names few of these providers.

**Table 2:** List of notable MOOC providers (Wikipedia, 2016b).

<b>MOOC Provider</b>	<b>Type</b>	<b>Headquarters</b>	<b>Founded</b>
Canvas Network	Commercial	USA	2008
Peer to Peer University	Non-profit	USA	2009
Academic Earth	Non-profit	USA	2009
Udacity	Commercial	USA	2012
Eliademy	Commercial	Finland	2012
openHPI	n/a	Germany	2012
FutureLearn	Non-profit	UK	2012
OpenLearning	Commercial	Australia	2012
Iversity	Commercial	EU	2013
One Month	Commercial	USA	2013
NovoEd	Commercial	USA	2013
Open2Study	Commercial	Australia	2013
Coursmos	Commercial	USA	2014
Mogul (website)	Commercial	USA	2015
Kadenze	Commercial	USA	2015

## **7. Learning theories and MOOCs**

First computer-based learning system was designed based on a behaviorist approach to learning (Ally, 2004). The behaviorist school of thought postulates that learning is a change in observable behavior caused by external stimuli in the learning environment. Thus, behaviorists claim that observable changes are indicators whether or not the learner has learned something, and it is not what is going in the learner's head. However, in some disciplines, not all learning is observable and thus no need to change learner's behavior after learning.

As result, cognitive learning theories have emerged. In fact, these theories suppose that learning implies the use of memory, motivation and thinking, and that reflection plays an important part in learning.

Cognitive theorists see learning as an internal process, and the amount of learned depends mainly on the processing capacity of the learner, the amount of effort expended

during the learning process, the depth of the processing and the learner's existing knowledge structure(Ally, 2004).

Other learning theories are proposed by constructivism school. Constructivist theorists claim that learners process and interpret information and the world according to their personal reality that they learn by observation, processing, and interpretation and then personalize the information into personal knowledge.

Recently, connectivism theory has been proposed by Downes and Siemens (Siemens, 2004) that explains how Internet technologies have created new opportunities for people to learn and share information. Siemens argued that it was important to know where information can be found and how it might be successfully used. Information will be changed through use, reuse, and connection of nodes of information sources. The important aspect in this theory is the way of connection information and learners emphasizing on the role and the impact of networks in the learning process.

Ally reports that behaviorist, cognitivist, and constructivist schools of thought can be exploited to design learning materials for online and distance learning (Ally, 2004). As results, these schools have influenced directly on the creation of MOOCs, where xMOOCs obey to the principals of behaviorism, cMOOCs respect Connectivism theories and recently there is a new orientation toward eMOOCs (Enhanced MOOCs) which take their basis from Constructivism and Cultural Psychology.

Table 3 shows the relation between schools of thought and MOOCs based on learning metaphor, approaches, focus and used environments.

**Table 3:** MOOCs, school of thoughts and learning factors (Jardin & Gaisch, 2014)

	xMOOCs	cMOOCs	eMOOCs
Learning Metaphor	Knowledge acquisition	Knowledge Participation	Knowledge Creation
Learning Approach	Behaviorism	Connectivism	Constructivism and Cultural Psychology
Focus	Concepts, Facts	Collaboration	Shared Objects, Mediated Artifacts
Learning Environment	Video Lecture Quizzes, Peer Grading, Discussion Boards	Video Lecture incl. Web 2.0 i.e. Blogs, Microblogs; Social Media	Diversified and Customized Learning Material; Culture-sensitive Distribution of content

In addition, Collin (Collins, 2006) illustrated in his work the potentiality of online learning (including MOOCs) in language learning. The cognitive apprenticeship model that he proposed includes four roles (namely, modeling, mentoring, coaching and scaffolding). The learning process involves a more experienced person assisting novice ones by giving them structure and examples to achieve a learning goal. Novice persons will gradually participate in the process toward a full participation. As the learners progress the experienced one (instructor) withdraws from the process. This learning process may be applied to EFL learning using MOOCs. By using this approach, students will be able to prepare themselves to study abroad, which is the final stage of such model (Freihat, 2014).

Some notable studies have investigated the integration of MOOCs in Language teaching. For instance, Anzai et al. explored the potentiality of using a MOOC in English language teaching as supplementary material in formal education in Japan (Anzai, Ostashewski, Matoane, & Mashile, 2013). First, Authors conducted a pre-survey to find out how students felt about taking an online course (MOOC) and what they expect as assistance and support from their instructors. Second, authors conducted a post-survey to find out how students perceived their learning experience with the MOOC. Findings showed that the students had positive expectations toward EFL instruction using a MOOC.

Moreover, authors found that EFL instructions was as they have expected initially. As a result, the study shows how MOOCs can be a good educational resource to study English. Some suggestions are made for further studies using MOOCs in language education.

Freihat and his colleague studied the effectiveness of MOOC on developing skills among Saudi EFL university students (Freihat, 2014). A MOOC was designed and programmed by listening material that was carefully prepared and administrated. This MOOC was presented to student to develop their listening skills. Findings of the research revealed that the MOOC has been effective in the development of specific listening skills. Results also revealed statistically significant differences between the post-test mean scores in all listening skills, namely, intensive, selective, and extensive which were in favor of the group who followed the MOOC.

Lachheb studied the impact of MOOCs on English Language Tunisian college student's attitudes, interest and motivation, and its effect on their academic performance (Lachheb, 2013). The author conducted a pre and post surveys to determine students attitudes towards information technology. One randomly selected group was taught lessons using MOOCs. Another group was taught by the same instructor using traditional face-to-face instruction. Findings emphasized the fact that MOOC had a great effect on students' motivation and interest in the subject. As the second group (taught using the MOOC) reported significantly lower motivational level, thus lower attention, relevance, confidence and satisfaction toward the instructional materials being used, the first group (Taught traditionally) were more motivated toward the materials and the lesson. The findings support the research concerning the necessity of integrating MOOCs in education.

In resume, these studies suggest to integrate MOOCs for teaching language skills, as their integration allows several positive outcomes. In this study, we pay a particular attention to the effects of MOOCs on enhancing listening skills of EFL's learners.

## **Conclusion**

In this chapter, we have presented Massive Open Online Courses as new technology and recent hit in online learning that is positioned as an alternative to traditional higher education courses. We have listed different definition of MOOCs, focusing on the significance of their attributes. We have seen the distinction between cMOOCs (connectivist) and xMOOCs (a pattern with a more traditional focus on "knowledge duplication). We have talked about the history of MOOCs and their current challenges. In addition, we provided examples of some notable MOOC providers. In the last sections of this chapter, we have talked about learning theories behind MOOCs and we have reviewed studies on the effects of MOOCs on language education.

## **CHAPTER TWO: INTRODUCTION TO LISTENING COMPREHENSION**

### **Introduction**

Listening as a receptive skill is considered the aural skill, which is the primary ability, developed in first language acquisition. However, until recently listening was ignored in the second language context. It is probably considered as the least explicit of the four language skills, making it the most difficult skill to learn. This chapter sheds light on the core of our investigation, the listening skill, since it begins with different definitions of listening comprehension that have been suggested in the literature. In order to better understand what constitutes listening comprehension, we point out the distinct stages, sub process, and aspects of listening identified by many researchers. After that, we move to the crucial role of listening comprehension in facilitating the language learning by highlighting the potential problems in learning to listen English and the strategies adopted in different stages of listening comprehension.

### **1. Definition of Listening**

Researchers suggested many definitions. Jones (M. Jones, 1956) viewed listening as “a selective process by which sounds communicated by some sources are received, critically interpreted, and acted upon by a purposeful listener”.

Richards (2008, p. 1) suggested that listening is “the mastery of discrete skills or micro skills, such as recognizing reduced forms of words, recognizing cohesive devices in texts, and identifying key words in a text, and that these skills should form the focus of teaching”. In other words, he viewed that the good learner should acquire some skills such as the ability to deduce the key words in the passage and knowing colloquial speech.

Morley (1991, p. 81) stated that " listening is the most common communicative activity in daily life: we can expect to listen twice as much as we speak , four times more than we read, and five times more than we write".

Nation and Newton (2008) described listening skill as a vehicle of language learning in which “It gives the learner information from which to build up the knowledge necessary for using the language. When this knowledge is built up, the learner can begin

to speak. The listening only period is a time of observation and learning which provides the basis for the other language skills”.

Many researchers have viewed listening as a neglected and passive skill. Camacho (2010) and Osada (2004) believed that listening abilities are improved overtime and it is difficult to observe and measure learners ' listening performance and abilities. However, others showed that listening comprehension skill is the most significant one during the language learning and acquisition process as claimed that listening is "the first thing that a student needs to develop to be able to communicate in a foreign language"(Nobar & Ahangari, 2013). Furthermore, it is unable to deny the crucial role of listening in foreign language learning, indeed the key to learn language is to receive language input, and without understanding input, any kind of learning will occur. As Hamouda (2013, p. 113) suggested, "Without understanding inputs at the right level, any kind of learning simply cannot occur". This point supports the idea of "silent period" which has been indicated by (Hedge, 2001, p. 229) that means that learners of foreign language pass through the period of listening to the target language and store comprehensible inputs in order to be able to produce correct language. According to Wallace, Stariha, and Walberg (2004); "listening skills are essential for learning since they enable students to acquire insights and information and to achieve success in communicating with others”. In the simplest view, listening is a combination of decoding and meaning-formation.

## **2. Taxonomy of Listening Stages**

In order to better understand what constitutes listening comprehension. Many researchers have identified distinct stages and aspects of listening.

Johnston and Doughty (2007) described three phases: perception, parsing and utilization phase.

1. **Perception** phase: where listeners hear sounds as either familiar or unfamiliar. They receive and recognize it as human language. So that the parts of speech currently in focus are stored in short-term memory for further processing.
2. **Parsing** phase: where listeners create a mental representation of the meaning of what they hear. Broadly, in this phase, the listeners recognize the syntactic structure of the

input and comprehend the meaning expressed by the message. That meaning is compared with the meaning of the parts of the message already received for compatibility and consistency. This results in the construction of a new mental representation of the holistic meaning of the message.

3. **Utilization** phase: In this phase, pragmatic knowledge and skills are utilized .where listeners complete their understanding by comparing what they know about the world to what they have heard. In this phase, the listener’s schema and the context in which the message is embedded are taken into account.

Cutler and Clifton (1999) described four phases, *Decoding*, *Segmenting*, *Recognizing*, and *Integrating*.

1. **Decoding**: In this phase, the speech is selected from the acoustic background and it is transformed to abstract representation.
2. **Segmenting**: In this phase, the continuous sounds are parsed into words.
3. **Recognizing**: involves the recognition of words, including the retrieval of lexical information, and utterance interpretation, which primarily consists of syntactic analysis and thematic processing. Thematic processing requires recognition of thematic roles and relations, where a thematic relation is defined as “a temporal, spatial, causal, or functional relation between things that perform complementary roles in the same scenario or event” (Estes, Golonka, Jones, & Brian, 2011, p. 251).
4. **Integrating** After all these phases are completed, the *integration* phase follows. At this point, the meaning of the utterance is fit into the current context and flow of information.

Taylor (1981) proposed a developmental description of listening:

**Stage 1:** Involves a stream of sound, where the listener has no comprehension of content.

**Stage 2:** Involves an isolated word recognition within the stream, where the listeners have minimal comprehension of general content. They begin to recognize words present in the stream of sound. This is an incipient word recognition stage and the relationships among the words they can hear are not clear yet.

**Stage 3:** Involves a phrase/formula recognition, where the listeners have marginal comprehension of what is heard. They Understanding strings of words begins with Stage 3 where the listeners begin to comprehend the meanings formed by groups of words. However, due to the presence of segments of speech they have failed to understand, the relationships among those groups of words they successfully comprehended are not necessarily clear at this point.

**Stage 4:** Involves clause/sentence recognition, where the listener has minimally functional comprehension of content. They are able to arrive at a rough understanding of the stream of sound as mutually related clauses and sentences.

**Stage 5:** Involves extended speech recognition, where the listener has general comprehension of unedited speech.

Witkowski, Leintz, Nevers, and Thompson (2005) showed that the process of listening could be decomposed into five distinct stages of *Receive*, *Comprehend*, *Interpret*, *Evaluate*, and *Respond*. Describing the Integrative Listening Process Model.

1. *Receive* is basically a matter of hearing acuity,
2. *Comprehend* means understanding the surface meaning as in a physics lecture,
3. *Interpret* requires understanding the context and possible hidden meanings as in a business negotiation,
4. *Evaluate* allows the listeners to judge such qualities as logical consistency and the perceived value of the message. In the listening comprehension literature,
5. *Respond* typically means both the listener's internal reaction to the message and the actual response to the interlocutor in a conversation. This model is unique because of its focus on different purposes of listening.

### **3. Models of Listening Process**

Foreign language learners, as well as their teachers, believe that listening is a difficult skill to master. This is because of different processes, such as cognitive, affective, social, and physiological processes, are involved in listening comprehension(Field, 2002; Lynch, 2002). Two main cognitive processes are distinguished in L2 listening instruction. They include bottom-up and top-down processes(Lynch, 2002; D. J. Mendelsohn, 1998).

### ***3.1. Bottom-Up Process:***

This process is used to combine increasingly larger units of meaning. It proceeds from phoneme-level units to discourse-level units, from sounds to words and from words to longer lexical items (Vandergrift, 2004). Bottom-up techniques typically focus on sounds, words, intonation, grammatical structures, and other components of spoken language (Brown, 2001).

### ***3.2. Top-Down Process:***

On the other hand, as Nation and Newton (2009) state, top-down processing moves from the whole to the parts. It happens when listeners bring their background knowledge and their rhetorical schemata to the text. This type of processing is used to predict the content of the message. It is the influence of larger units to identify smaller units. Inferencing is the key concept of this processing. Field (2010) also states that top-down processing serves two different functions. First, ignoring the details and focusing on general issues can compensate for gaps in understanding. Moreover, top-down processing may also enrich a fully decoded and elaborated message.

These two types of processing are used to represent the directions of processing (Field, 1999). Comprehension may be built from smaller units of language, such as phones or words to longer units, such as phrases or clauses. This direction may be the other way around, starting from context or co-text to words. These directions are associated with decoding and meaning building. Sometimes they are considered as synonymous with input and context (Field, 2010). Research in L2 listening suggests that these two processes serve different purposes (Vandergrift, 2004). For example, bottom-up processing is used to recognize the details of the message, but top-down processing may be used to understand the general ideas. Both of these processes are also used in real-life listening to satisfy different purposes (D. Mendelsohn, 2001). Furthermore, Brown (2001) states that L2 learners should operate from both directions because both of them aid determining the meaning of spoken discourse. Supporting Brown's proposal, Flowerdew and Miller (2005) remark that these two types of processes work together in an interactive model. As a result, listeners use both linguistic information in the text, as well as prior knowledge, to comprehend spoken language.

## **4. Types of Listening Practice**

Different classifications have been developed for listening practice. Nation and Newton (2008) distinguish two broad types of listening: one-way listening and two-way listening. They consider one-way listening as transactional listening and two-way listening as interactional listening. On the other hand, this classification makes a distinction between conventional and contemporary views of listening. Traditionally, the aim of listening, according to Brown and Newton, was to transfer information through one-way listening; for this reason the use of monologues was in vogue in traditional listening materials. However, more contemporary views of listening favor two-way listening similar to every day interactions.

As a result, recent materials focus on dialogues for their dynamicity and their interactive nature. Brown and Principles (2001) and Rost (2013) propose more detailed classifications. These two classifications have many similar points in common. Brown and Principles (2001) suggest six types of classroom listening performances: reactive, intensive, responsive, selective, extensive, and interactive listening. Rost (2013) classification, very similar to that proposed by Brown and Principles (2001), consists of intensive listening, selective listening, interactive listening, extensive listening, responsive listening, and autonomous listening.

### ***4.1. Intensive Listening***

Focuses on such elements as phonology, syntax, and lexis. Rost (2013, p. 184) goes on to define intensive listening as “listening to a text closely, with the intention to decode the input for purposes of analysis”. This analysis may happen at the level of sounds, words, and grammatical, as well as pragmatic, units. Nation and Newton (2008) propose four strands of language acquisition including meaning-focused input, meaning-focused output, and language focused learning and becoming fluent in four skills. Intensive listening is considered as a good vehicle to practice language-focused learning. It involves deliberate learning of pronunciation, vocabulary, grammar, and discourse. Rost (2013) further suggests different activities for intensive listening, such as dictation, elicited repetition, error spotting, and simultaneous interpretation. Brown and Principles (2001) consider all these techniques as bottom-up skills that play an important role at all language proficiency levels.

#### ***4.2. Selective Listening***

Selective Listening as Brown asserts refers to scanning the audio materials selectively to gather certain information. Rost (2013) considers selective learning as listening with a planned purpose in mind. That is, selective “listening is used to refer to attending to only what you want to hear and turning out everything else” (p. 187). Morley (1973) states that selective listening is a *sin qua non* for more extended and more complex listening activities that learners come across in academic contexts. Brown and Principles (2001) believes one major difference between selective listening and intensive listening is that the discourse used in selective listening is relative lengthier than that used in intensive listening. It is more based on “the discourse used in speeches, media broadcast, stories and anecdotes” (p. 257). Brown further asserts that to foster selective listening skills, language learners should be asked to listen for people’s names, dates, certain facts and events—location, situation, context, main ideas and/or conclusion (p. 257).

#### ***4.3. Interactive Listening***

Interactive listening refers to conversational interactions between listeners and speakers. The listener receives the message and provides the speaker with feedback. Collaborative conversation is considered vital for interactive listening. Rost (2013) mentions that collaborative conversation forces both comprehensible output and negotiation. Such conversations improve interactions among learners. To promote interaction, according to Rost, learners should be involved in collaborative tasks because such tasks require negotiation and meaning clarification in order to arrive at an outcome. Lynch (1996) claims that communicative tasks promote such skills as regulating turn-taking and seeking feedback through clarification and confirmation checks.

#### ***4.4. Extensive Listening***

Extensive listening aims to develop global understanding of spoken language (Brown & Principles, 2001). However, Rost (2013) refers to extensive listening as meaning focused listening activities for an extended period of time. Learners are expected to reach full comprehension during extensive listening by listening to lengthy lectures, conversations, and broadcasts. Waring (2008) claims that extensive listening is appropriate for all learners at intermediate and advanced levels of language proficiency. Some extensive listening activities include watching movies and vodcasts (video on

demand multicasting technology), listening to podcasts (digital audio files), songs, interviews and lectures.

#### ***4.5. Responsive Listening***

Responsive listening is a classroom listening activity used to elicit immediate response. As a result, the goal of this activity is the listener's response. Some examples include asking questions, giving commands, seeking clarification, and checking comprehension (Brown & Principles, 2001).

#### ***4.6. Autonomous Listening***

Autonomous listening refers to independent and self-directed listening in which the teacher plays no role. It is believed that all types of natural language acquisition such as acquisition of first language by children or second language acquisition in real contexts are considered autonomous listening because all aspects of listening are decided by listeners themselves (Rost, 2013). Benson (2013) believes that the heart of autonomy is the idea of control. In this way, learners have the responsibility for the type of learning such as implicit or explicit, the type of feedback, and the type of monitoring. All types of above-mentioned listening skills, such as intensive, selective, or responsive, can be included in autonomous listening.

### **5. Listening Comprehension and Language Learning**

Listening comprehension plays a key role in facilitating language learning. According to Gary (1975), giving preeminence to listening comprehension, particularly in the early stages of second language teaching/learning, provides advantages of four different types: cognitive, efficiency, utility, and affective.

The cognitive advantage of an initial emphasis on listening comprehension is its respect for a more natural way to learn a language. To place speaking before listening, as advocated by the audio-lingual method, is to 'put the cart before the horse'. Processing and decoding auditory input requires recognition knowledge, whereas encoding and generating speech output requires retrieval knowledge. Insisting that learners produce what is not yet assimilated in long-term memory, (LTM) leads to cognitive overload. This explains why, when students first begin to learn a language, they have difficulty listening for accurate meaning and learning to produce correct sounds at the same time.

Short-term memory (STM) is not capable of retaining all of this information, so when learners are forced to speak before they are ready to do so, they have to resort to native language habits. Concentrating on speaking leaves little room for listening, and little room for comprehension; that is, understanding meaningful messages. Closely related to the cognitive advantage is the efficiency advantage. Language learning can be more efficient if learners are not immediately required to produce all the language material to which they are exposed. This allows for more meaningful language use earlier in the course, since learners can use all of the limited attentional resources of STM to concentrate on meaning.

This has been shown to enhance the acquisition of other language skills as well. A preliminary emphasis on listening is also more efficient, because students are exposed only to good language models (the teacher and realistic recordings) instead of the imperfect utterances of classmates. This makes more efficient use of everyone's time than the oral class, where one can spend a great deal of time waiting for answers that are slow in coming.

This leads to the third advantage: the usefulness of the receptive skill, or the utility advantage. Research has demonstrated that adults spend 40-50% of communication time listening, 25-30% speaking, 11-16% reading, and about 9% writing (Gilman & Moody, 1984, p. 331). It follows that language learners will make greater use of comprehension skills. Whereas speakers can, at their own pace, use paralinguistic and other communication strategies to maintain communication, listeners must adjust to the speaker's tempo and active vocabulary. This is probably the most important reason for teaching listening comprehension strategies, and provides the rationale for the continued inclusion of listening activities throughout a language program, even at advanced levels.

The final advantage of an emphasis on listening comprehension is the psychological advantage. Without the pressure of early oral production, there is less potential embarrassment of producing sounds which are difficult to master, especially for adults and teenagers. Once this pressure is eliminated, they can relax and focus on developing the listening skill, and on internalizing the rules which will facilitate the emergence of the other skills. Moreover, listening comprehension results in earlier achievement and a sense of success. The student has greater motivation to continue learning; as one student commented to Rubin (1990, p. 1) 'I like this (exercise). It makes

me feel smart.' To conclude, listening comprehension is a highly integrative skill. It plays an important role in the process of language learning/acquisition, facilitating the emergence of other language skills. For these reasons, an awareness and deployment of effective listening comprehension strategies can help students capitalize on the language input they are receiving.

## **6. Potential Problems in Learning to Listen English**

Underwood (1989) offers seven conceivable causes of obstacles to efficient listening comprehension, most of which are related to what was already mentioned.

First, listeners cannot control the speed of delivery. Underwood says, “Many English language learners believe that the greatest difficulty with listening comprehension, as opposed to reading comprehension, is that the listener cannot control how quickly a speaker speaks” (Underwood, 1989, p. 16).

Second, listeners cannot always have words repeated. This is a serious problem in learning situations. In the classroom, the decision as to whether or not to replay a recording or a section of a recording is not in the hands of students. Teachers decide what and when to repeat listening passages; however, it is “hard for the teacher to judge whether or not the students have understood any particular section of what they have heard” (Underwood, 1989, p. 17).

Third, listeners have a limited vocabulary. The speaker may choose words the listener does not know. Listeners sometimes encounter an unknown word, which may cause them to stop and think about the meaning of that word and thus cause them to miss the next part of the speech.

Fourth, listeners may fail to recognize the signals, which indicate that the speaker is moving from one point to another, giving an example, or repeating a point. Discourse markers used in formal situations or lectures such as “secondly,” or “then” are comparatively evident to listeners. In informal situations or spontaneous conversations, signals are more vague as in pauses, gestures, increased loudness, a clear change of pitch, or different intonation patterns. These signals can easily be missed especially by less proficient listeners.

Fifth, listeners may lack contextual knowledge. Sharing mutual knowledge and common context makes communication easier. Even if listeners can understand the surface meaning of the text, they may have considerable difficulties in comprehending the whole meaning of the passage unless they are familiar with the context. Nonverbal cues, such as facial expression, nods, gestures, or tone of voice, can also be easily misinterpreted by listeners from different cultures.

Sixth, it can be difficult for listeners to concentrate in a foreign language. In listening comprehension, even the shortest break in attention can seriously impair comprehension. Concentration is easier when students find the topic of the listening passage interesting; however, students sometimes feel listening is very tiring even if they are interested because it requires an enormous amount of effort to follow the meaning.

Seventh and last, students may have established certain learning habits, such as a wish to understand every word. By tradition, teachers want students to understand every word they hear by repeating and pronouncing words carefully, by grading the language to suit their level, by speaking slowly and so on. Consequently, students tend to become worried if they fail to understand a particular word or phrase and they will be discouraged by the failure. Thus, it is sometimes necessary for students to tolerate vagueness and incompleteness of understanding.

## **7. Listening Comprehension Strategies**

Listening plays an important role in learning a second language and it is considered as the most significant skill as it is mentioned above. For this reason, learners should know the benefits of the listening and then try to improve their listening skills with the help of their teachers. In fact, it is the teachers' duty to help their learners during the listening process by providing them with support, and also by planning an appropriate lesson. Underwood (1989) and Rixon(1986) divided listening into three main phases: the pre-listening stage, the while listening stage and the post-listening stage or what was called by Rixon (1986) the follow up stage.

### ***7.1. The Pre-Listening Strategies***

The pre-listening stage is the first stage which is considered as a warming-up and a general preparation for listeners in order to benefit from the listening passage. In our

daily life, when people listen to something, they generally know the topic of the listening passage. Thus, it is not practical to draw learners directly into listening without making an introduction to the topic or the activity which will be discussed later. This will lead us to the point that teachers in this stage play a great role. They should give to learners a pre-listening support by giving them background information about the topics and by asking them about their previous knowledge on the topic: if they are familiar with the topic....

Furthermore; once learners have a glimpse about the topic, they will predict what they will hear during the passage such as: predicting words, names, expression... this type of activity is very beneficial during the pre-listening stage. One important point is that teachers should set their objectives from the whole lesson.

Besides, the topic should be appropriate and suitable for learners' needs. In this sense; Rost and Candlin (2014) claimed that the role of such tasks is to make the context explicit, clarify purposes and establish roles, procedures and goals for the listening. Hence, the main objective of pre-listening tasks is to raise learners' interests and involve them in the topic.

In addition, such pre-listening activities will help them to become more confident, successful, motivated and familiar with the topic. In order to build learners' awareness about the topic, Mc Gloin (2008) suggested a variety of pre-listening strategies including:

- Activating students' background knowledge.
- Teachers and students discussion by asking and answering questions: expressing students' opinions and beliefs.
- Expectations about the topic, which they are going to listen.
- Expectations about words and expressions.
- Reading texts.

These types of activities can positively help learners to be more interested to the topic.

### ***7.2. The While-Listening Strategies***

From its name; we can deduce that this stage contains tasks and activities to be carried out while learners are listening to the listening passage for the sake of catching

the main ideas and information for the comprehension of the passage i.e. listening for meaning. Moreover; Haregewoin (2003, p. 32) said that "while listening activities can briefly be described as all tasks that students are asked to do during the time of listening to the text". The while-listening stage requires more focus and concentration from learners. This is why it is described as " the most difficult stage for the teacher to control, because this where the students need to pay attention and process the information actively". (Chan Tao-ming: South China Normal College of foreign languages)

In order to make this stage more beneficial; teachers and learners have a great influence either positively or negatively. In this sense; learners should listen carefully to their teachers' guidelines and advice about how to benefit from while-listening activities so as to develop their listening comprehension skills. Additionally; the teachers' role is to choose appropriate while-listening activities to "help listeners find their way through the listening text and build upon the expectations raised by pre-listening activities " (Underwood, 1989, p. 46). They also should organize these activities from the easy ones to the more difficult. Using authentic materials such as: audio, video, tape records; will help learners to comprehend easily. Furthermore; teachers should encourage peer and group work between learners during the session, and they should support their learners to make them motivated to push them to achieve their objectives.

Some of the activities that could be included in this stage are the following:

- Filling in gapes/ diagrams/tables.
- Pick up the alien information from the whole passage.
- Ordering events and actions in the story.
- Comparing the previous passage (pre-listening passage) with the listening one.

### ***7.3. The Post-Listening Strategies***

It is the final stage when learners do such activities that can be done after listening. Haregewoin (2003, p. 3) said, "the post-listening stage comprises all the activities which are carried out after listening is completed". Hedge (2001, p. 197) suggested that "post-listening work creates an extra source of motivation to learn more about the topic, thus the interest will not be confined to the original listening text, but

will certainly extend to others interests by means of students personal attitudes and impressions about the topic".

In other words, the main objective of the post-listening activities is to widen learners' knowledge about a specific topic by asking them to express their attitudes, impressions and views.

The teacher in this stage is required to check whether learners understood the passage and finished their activities successfully or not by assessing and testing their understanding. This type of assessment will make the teacher aware enough about whether his learners have understood or not.

Therefore, he will help learners who do not comprehend by re-explain ambiguous points. The teacher should also bear the following factors in mind: "how much time is available, is the after listening task interesting and motivating and is the type of task (reading, writing or speaking) relevant to the students being taught" (D. Jones, 2008, p. 21). In order to do such tests to know whether learners achieve their objectives or not, there are many activities which can help the teacher. These are some:

- Answering questions (analyzing, justifying and comparing).
- Summarizing the passage by referring to the information collected in the previous stages.
- Answering multiple-choice to ensure comprehension of the listening text.
- Writing letters, messages or essays as a follow up to listening text.
- Carrying out different types of speaking activities. (Hedge, 2001)

## **Conclusion**

As mentioned above, listening comprehension has become the keystone of the second language learning. Through the forgoing chapter, we have introduced the concept of the listening comprehension by highlighting its different aspects: definitions, stages and processes that listeners pass throughout. In addition to that, we have presented the main types of listening practice. Furthermore, we talked about the importance of listening comprehension in facilitating language-learning process and we tackled the potential problems in learning to listen English taking in account the different strategies that the learners adopt to overcome these problems.

## **CHAPTER THREE: ANALYSIS AND DISCUSSION OF THE RESULTS**

### **Introduction**

Since Massive Open Online Courses is considered as a new flourished field in language learning area especially when we refer to its use in learning how to listen carefully, we cannot take this research only from an abstract point of view in order to obtain clear results. For this reason, we have chosen the interpretive method based on the questionnaire, which is addressed to students. As an instrument, we have used the questionnaire as the most appropriate tool to gather data for the sake of supporting our research by concrete evidences.

The questionnaire was submitted online to the graduate students of Algerian universities. It was divided into three sections. The first section was to have brief and general information about the learners, their familiarity with Internet and whether they use it for educational purposes. The second section was to investigate students' attitudes towards using Massive Open Online Courses in language learning. The last section was designed to have clear insights about students' opinions toward using Massive Open Online Courses as a supplement material to improve their listening comprehension. Briefly speaking, this questionnaire help us know if EFL learners are familiar with using Massive Open Online Courses to improve their language skills.

At the end of this chapter, we have a concrete evidence that can help us understand the current situation of MOOCs in EFL learning; whether learners like to integrate such technology in their learning. Lastly, how it will be a beneficial tool for enhancing the listening comprehension of EFL learners.

#### **1. Aim of the Survey**

The main objective of this research is to try to investigate learners' perceptions about using MOOCs in EFL learning and how this new approach can be a helpful instrument in order to improve the listening skill of students. Through this questionnaire, we wanted to have brief insights about learners' attitudes and perceptions towards using

this type of technology in EFL learning and whether they are motivated to use such material during their learning and teaching processes.

## **2. Description of the Survey**

Since questionnaire was designed to investigate the use of MOOCs the context of learning English language and how learners see this topic in relation with their studies, the main part of the survey contains questions that give us insights about students' attitudes and opinions towards integrating technology especially MOOCs in EFL learning.

In order to accomplish this research, students' questionnaire contains twenty-one questions were designed into three sections. Most of them were of agreement or disagreement responses, rating the influence of some materials, and few of yes and no type. The last question was an open question for students to add any suggestions, comments and opinions about integrating MOOCs in EFL learning.

## **3. Participants**

We have chosen students of Algerian universities by submitting the questionnaire online in different Facebook groups. Their levels vary between the graduate and postgraduate students, from different Algerian universities (Biskra, Batna, Msila, Oran, Algiers...). Most of them study English language. We have received 70 responses randomly to answer our questionnaire.

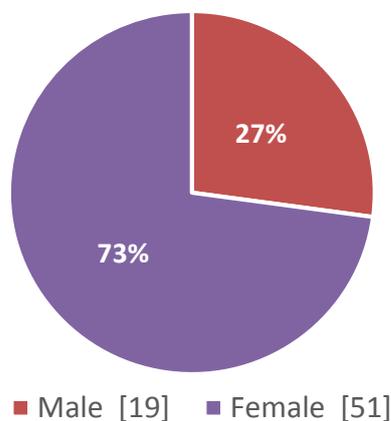
#### 4. Data Analysis and Findings

### General and background information

#### 1. What is your Gender?

<i>Gender</i>	<i>Percentage</i>	<i>Number of participants</i>
<i>Male</i>	<b>27.14%</b>	<b>19</b>
<i>Female</i>	<b>72.86%</b>	<b>51</b>

**Table 4:** Participants' Gender



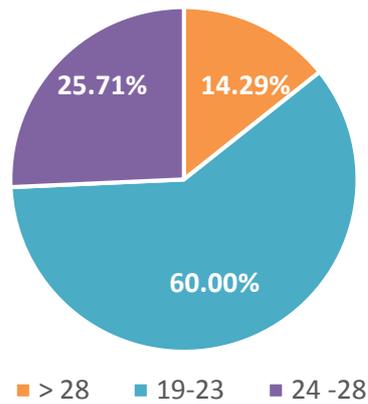
**Figure 4:** Participants' Gender

We asked this first question to know about the learners' gender. The information displayed from the table 4 indicates that the learners who participated in the study are males and females. This means that the population of the study varied and thus may provide different attitudes towards learning English and more specifically listening. We notice also that the number of female 51 representing 72.86% is higher than that of male 19 representing 27.14%. This may be because female are more interested in learning languages than men.

## 2. What is your Age group?

<i>Age group</i>	<b>Percentage</b>	<b>Number of Participants</b>
19-23	60.00%	42
24-28	25.71%	18
> 28	14.29%	10

**Table 5:** Participants' Age



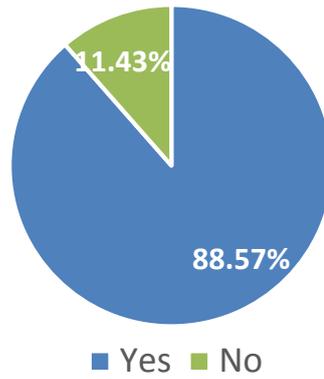
**Figure 5:** Participants' Age

Table 5 indicates that most of the learners are between 19 and 23 years old. They are 42 representing 60%. Eighteen 18 learners representing 25.71% are between 24 and 28 years old. Ten 10 learners representing 14.29% are over 28 years old. This means that most of those learners are enthusiastic paying more attention to their learning needs and their interests.

## 3. Are you student?

<i>Answer</i>	<b>Percentage</b>	<b>Number of participants</b>
<i>Yes</i>	<b>88.57%</b>	<b>62</b>
<i>No</i>	<b>11.43%</b>	<b>08</b>

**Table 6:** Percentage of Students



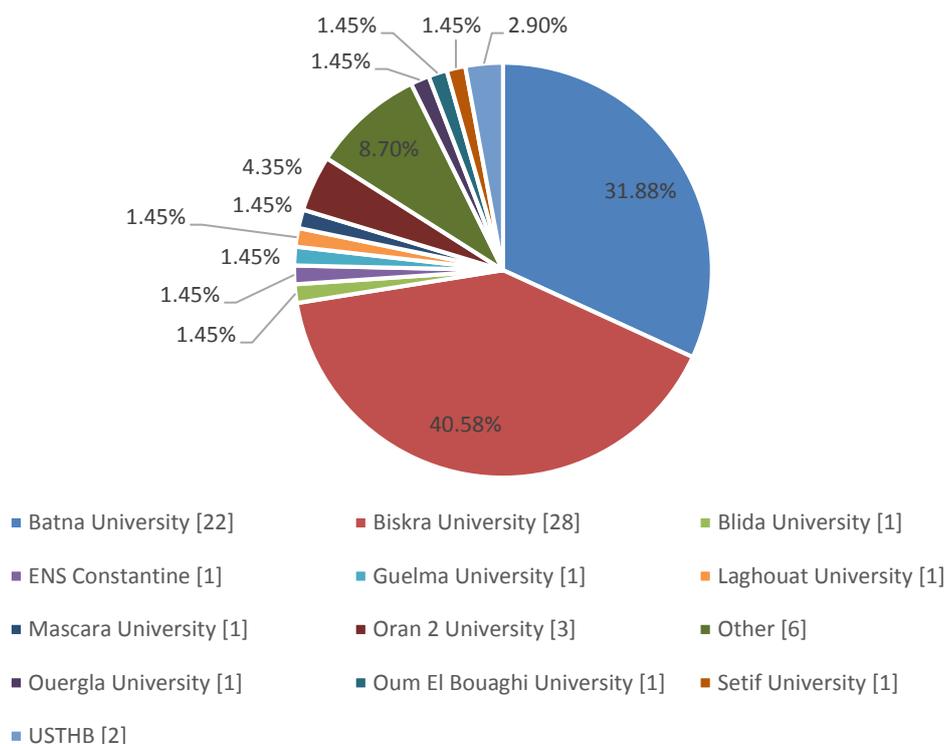
**Figure 6:** Percentage of Students

The results indicate that 88.57% of the participants are students while only 11.43% of them are not. This means that the majority of learners are studying.

#### 4. What is your university name?

<i>University</i>	<i>Percentage</i>	<i>Number of participants</i>
Batna University [22]	31.88%	22
Biskra University [28]	40.58%	28
Blida University [1]	1.45%	1
ENS Constantine [1]	1.45%	1
Guelma University [1]	1.45%	1
Laghouat University [1]	1.45%	1
Mascara University [1]	1.45%	1
Oran 2 University [3]	4.35%	3
Other [6]	8.70%	6
Ouergla University [1]	1.45%	1
Oum El Bouaghi University [1]	1.45%	1
Setif University [1]	1.45%	1
USTHB [2]	2.90%	2

**Table 7:** Participants' universities



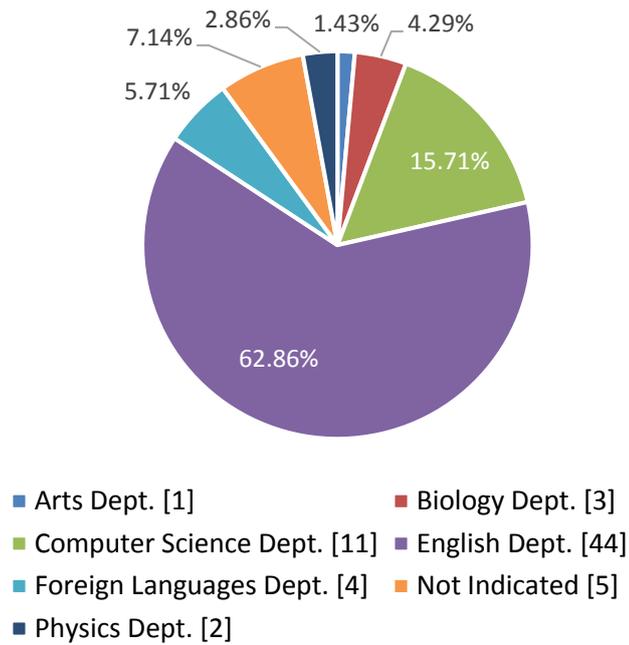
**Figure 7: Participants' Universities**

The results obtained in Table 7 indicate that 40.58% of the learners are studying at Biskra University. In addition, 31.88% of them at Batna University while the rest of them from other universities: Oran 2 University (4.35%), USTHB (2.90%), Setif University (1.45%), Oum Elbouaghi University (1.45%), Ouergla University (1.45%), Mascara University (1.45%), Blida University (1.45%), ENS Constantine University (1.45%) and Laghouat University (1.45%). This means that the majority of participants are from Biskra and Batna universities.

### 5. What is your Department?

University	Percentage	Number of participants
Arts Dept.	1.43%	1
Biology Dept.	4.29%	3
Computer Science Dept.	15.71%	11
English Dept.	62.86%	44
Foreign Languages Dept.	5.71%	4
Not Indicated	7.14%	5
Physics Dept.	2.86%	2

**Table 8: Participants' Departments**



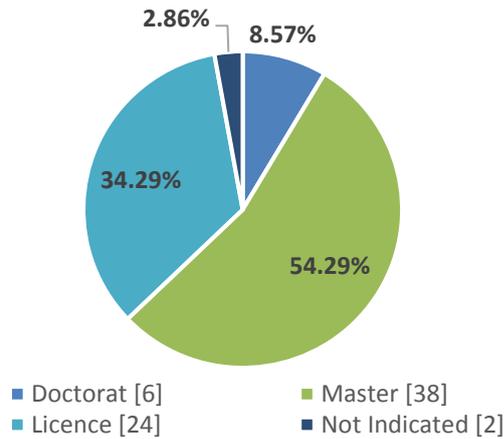
**Figure 8: Participants' Departments**

The results obtained in Table 8 indicate that 62.86% of participants study English while 15.71% of them study computer science and the rest of them study other Branches: foreign languages (5.71%), Biology (4.29%), Physics (2.86%), Arts (1.43%) and not indicated (7.14%). This means that the majority of students from English department that have awareness of learning language process.

## 6. What is your level?

Participant Level	Percentage	Number of participants
<i>Doctorate</i>	8.57%	6
<i>Master</i>	54.29%	38
<i>Licence</i>	34.29%	24
<i>Not Indicated</i>	2.86%	2

**Table 9: Participants' Level**



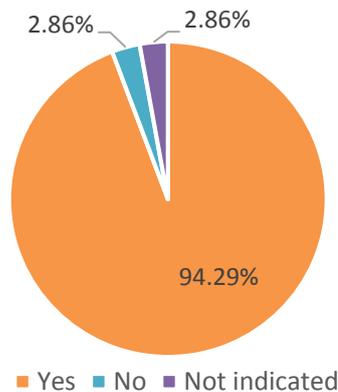
**Figure 9: Participants' Level**

The purpose of this question is to recognize whether the students have enough knowledge in terms of learning English without taking into account the background environment. According to the findings which are shown in Table 9, 54.29% of the participants have Master level, while 34.29% of them have Licence and the rest varies in the other percentages which are 8.57% for Doctorate and 2.86% not indicated.

### 7. Do you have internet at home?

Answers	Percentage	Number of participants
Yes	94.29%	66
No	2.86%	2
Not Indicated	2.86%	2

**Table 10: Participants Who Have Internet at Home**



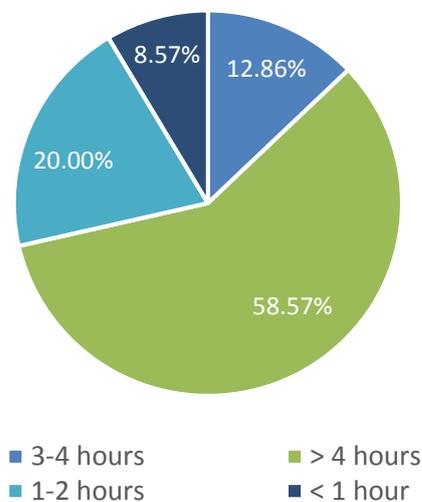
**Figure 10: Participants Who Have Internet at Home**

According to the results shown in Table 10, most of the participants, 94.29% have the internet at home. This means that most of the participants are familiar with the use of the internet because only two participants representing 2.86% have not internet at home.

### 8. How many hours do you spend online?

(answers)	Percentage	Number of participants
<1 hour	8.75%	06
1-2 hours	20.00%	14
3-4 hours	12.86%	9
> 4 hours	58.57 %	41

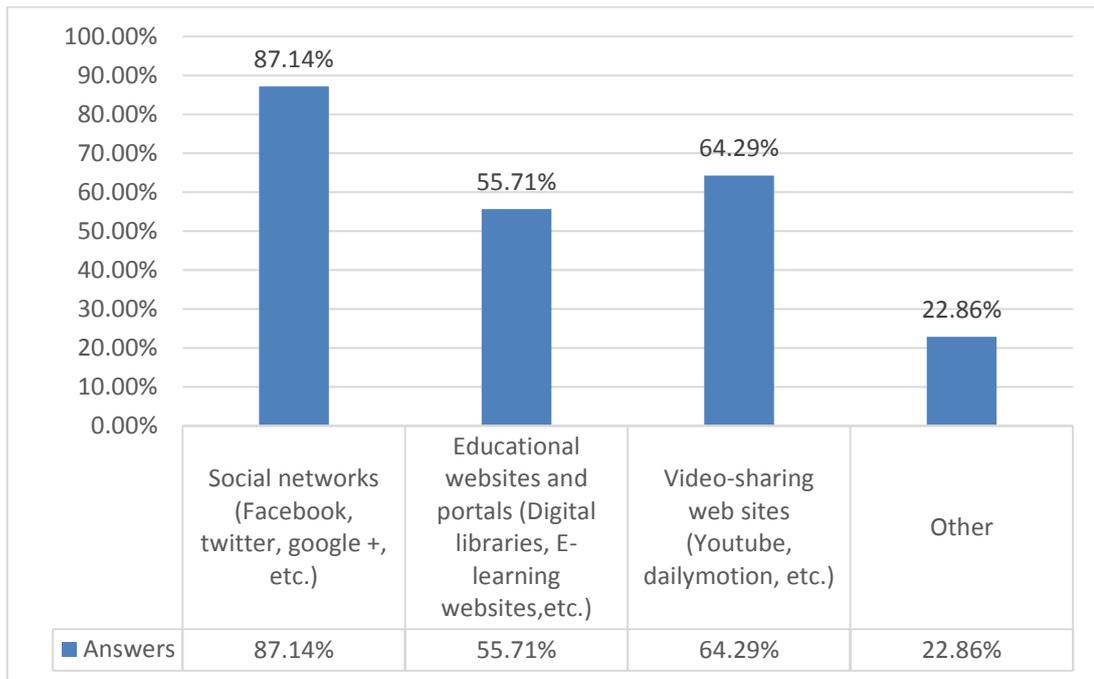
**Table 11:** Time Spent Online by the Students



**Figure 11:** Time Spent Online by the Students

The results of asking the learners about the time spent in using the internet showed that 58.6% of them access the internet over 4 hours while 20% of the participants access the internet between 3 and 4 hours and 12.9% of them between 1 and 2 hours. On the other hand, only 8.6% of the participants are rarely using the internet; the results show that most of the participants spend considerable time in using the internet.

### 9. What do you usually visit online?



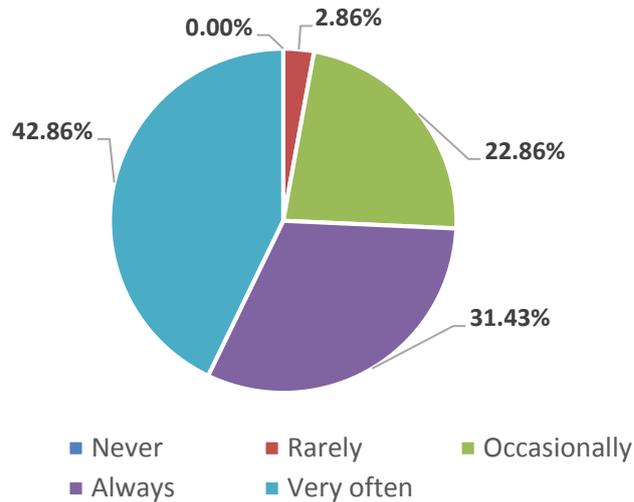
**Figure 12: Websites Visited by Students**

According to the findings that are shown in Figure 12, 87.14% of the participants visit Social networks (Facebook, twitter, google +, etc.) Whereas 55.71% of them use the internet to visit Educational websites and portals (Digital libraries, E-learning websites, etc.). The findings also show that 64.29% of the participants visit Video-sharing websites (YouTube, Dailymotion, etc.) Meanwhile, 22.86% of them visit other different websites.

### 10. Do you use internet for educational purpose?

<i>Answer</i>	<b>Percentage</b>	<b>Number</b>
<i>Never</i>	0.00%	0
<i>Rarely</i>	2.86%	2
<i>Occasionally</i>	22.86%	16
<i>Always</i>	31.43%	22
<i>Very often</i>	42.86%	30

**Table 12: Frequency of Using Internet for Educational Purposes**



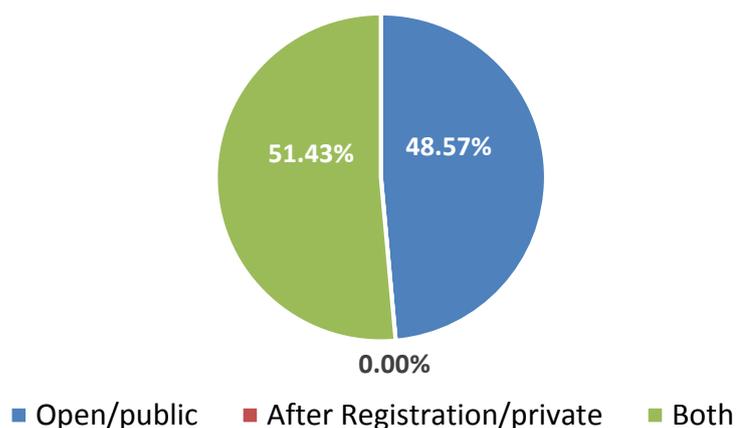
**Figure 13:** Frequency of Using Internet for Educational Purposes

As it can be seen in Table 12, the use of internet for educational purposes varies between participants; the findings show that 42.86% of the participants very often use the internet for educational purposes whereas 31.43% of them use it always and 22.9 % for the ones who use it occasionally. The findings also show that only 2.9% of the participants who rarely use the internet for educational purposes and 00% of them who never did. This means that most of the participants are interested in using Internet to enhance their educational level.

### 11. What type of educational resources do you use?

<i>Answer</i>	<b>Percentage</b>	<b>Number</b>
<i>Open/ Public</i>	48.57 %	34
<i>After Registration/ Private</i>	00%	0
<i>Both</i>	51.43%	36

**Table 13:** The Types of Educational Resources Used by the Learners



**Figure 14:** The Types of Educational Resources Used by the Learners

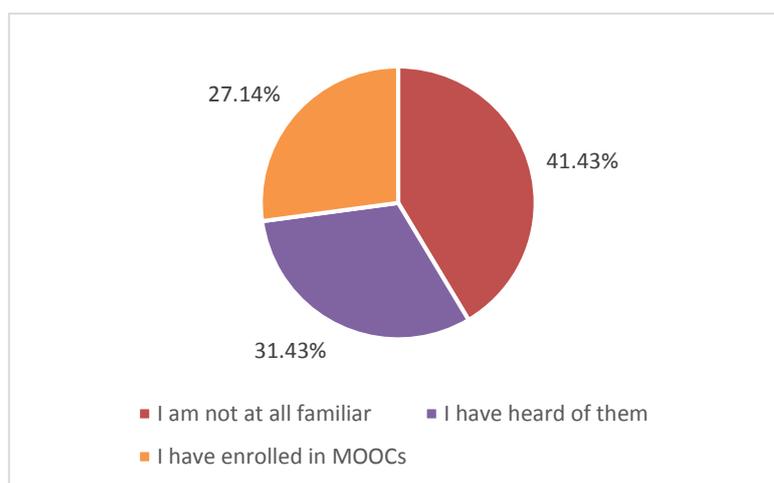
According to the results shown in Table 13, 48.57% of the participants use the open/public resources whereas 51.4% of them have used both types of open/public and after registration/private resources. This means that more than half of participants have interest in private educational sites and they have been paying for them.

### Learners' attitude towards using MOOCs in language learning

#### 12. Are you familiar with MOOCs?

<i>Answers</i>	<b>Percentage</b>	<b>Number</b>
<i>I am not at all familiar</i>	41.43%	29
<i>I have heard of them</i>	31.43%	22
<i>I have enrolled in MOOCs</i>	27.14%	19

**Table 14:** Students' Familiarity with MOOCs



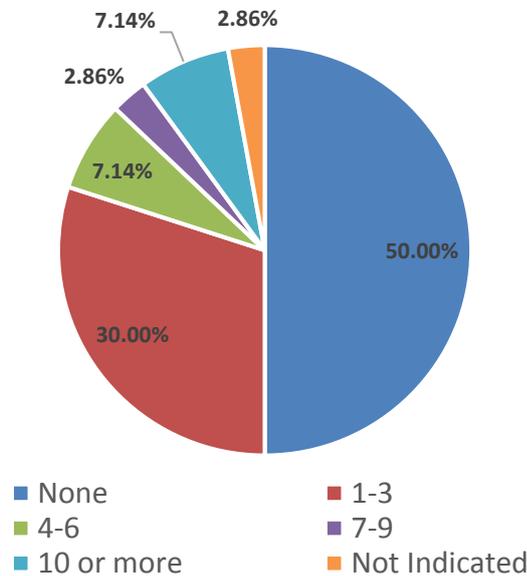
**Figure 15:** Students' Familiarity with MOOCs

The results indicate that 41.4% of the participants are not at all familiar with MOOCs. While 31.4% of them have heard of them and 27.1% have enrolled in MOOCs. This means that more than half of the learners are familiar with MOOCs.

### 13. How many MOOCs have you enrolled in as a learner?

<i>answers</i>	<b>Percentage</b>	<b>Number</b>
<i>None</i>	50.00%	35
<i>1-3</i>	30.00%	21
<i>4-6</i>	7.14%	5
<i>7-9</i>	2.86%	2
<i>10 or more</i>	7.14%	5
<i>Not Indicated</i>	2.86%	2

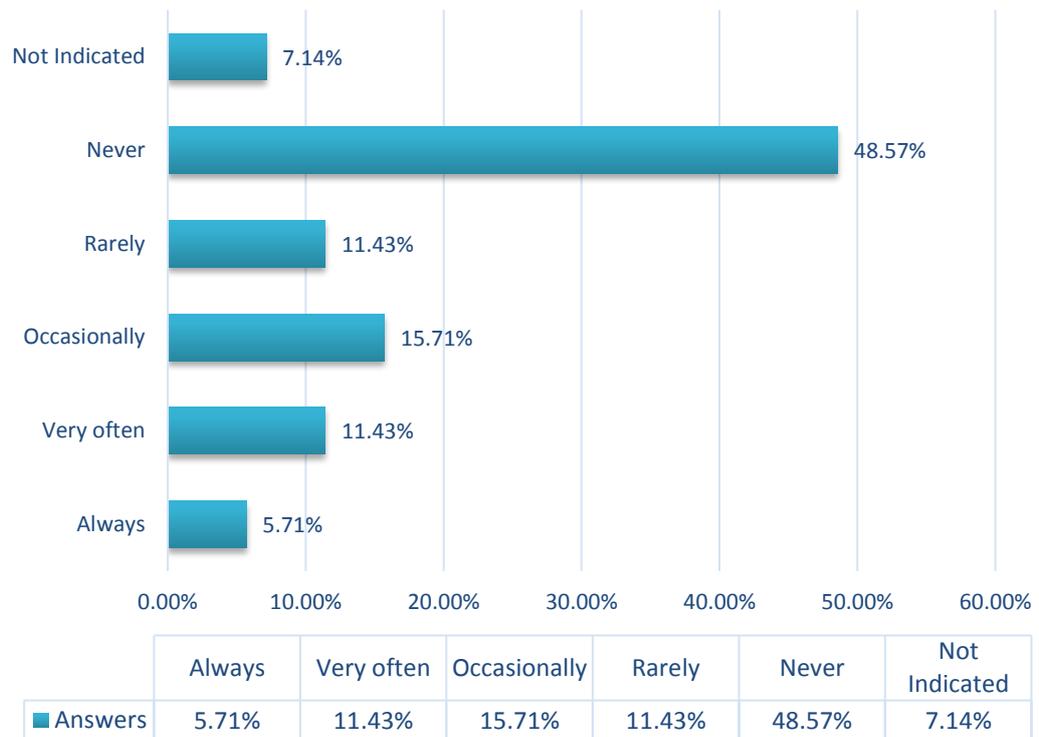
**Table 15:** Number of MOOCs Enrolled by the Learners



**Figure 16:** Number of MOOCs Enrolled by the Learners

According to the results shown in Table 15, half of the participants 50% have not enrolled MOOCs, while 30% of them have enrolled between one and three MOOCs, 7.14% between four and six MOOCs, 2.86 between seven and nine MOOCs and 2.86 of them have enrolled more than 10 MOOCs. This means that half of participants have enrolled at least one MOOC. Thus, they have awareness of MOOCs effects on language learning.

#### 14. Have you finished all started MOOCS?



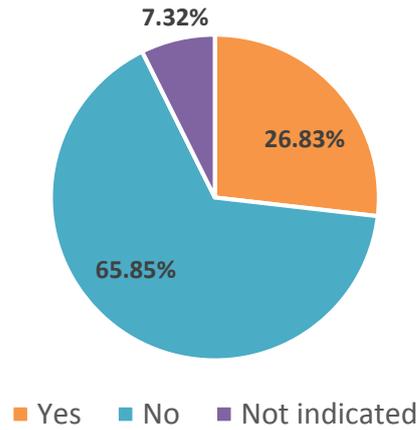
**Figure 17:** Frequency of MOOCs Finished by the Learners

The study have revealed that 48.78% of the participants have not finished all started MOOCs,11.43% of them have finished rarely ,15.71% occasionally , and 11.43 % very often. Only 5.71% of the participant have indicate with the always answer. We can deduct from the figure above that the majority of participant have not finished the started MOOCs.

#### 15. Have you earned successful-participation certificates from enrolled MOOCs?

<i>Answers</i>	<i>Percentage</i>	<i>Number</i>
Yes	26.83%	11
No	65.85%	27
<i>Not indicated</i>	7.32%	3

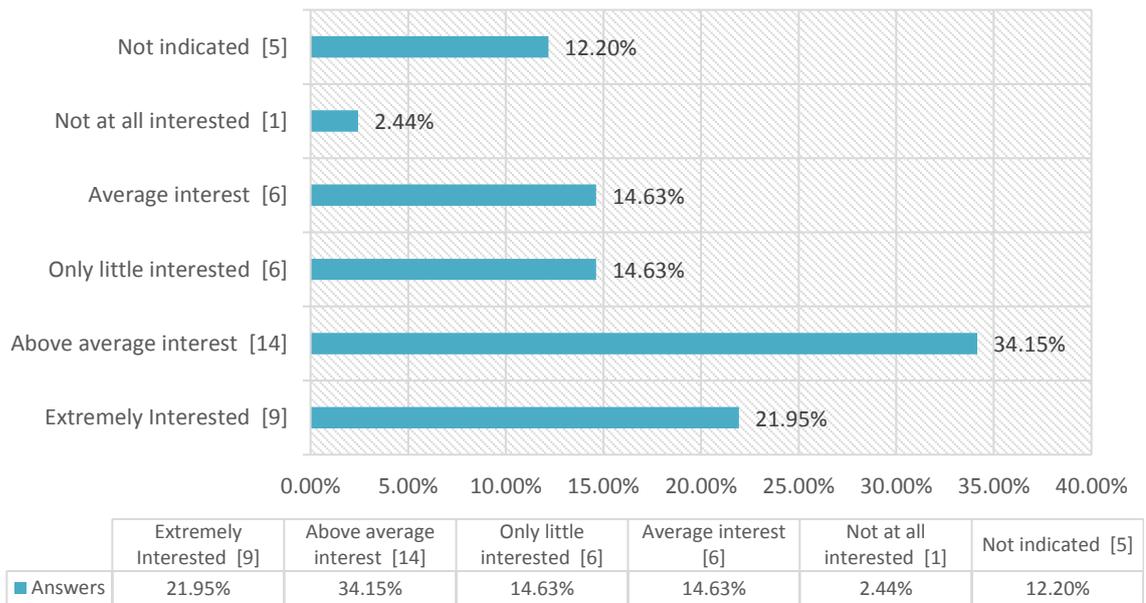
**Table 16:** Participants that Get Certificates



**Figure 18:** Participants that Get Certificates

As seen in Table 16 and Figure 18, the findings reveal that 26.83% of participants have earned successful participation certificates from enrolled MOOCs while 65.85% of participants have not. This means some participants are enough motivated to get certificates from prestigious universities in the world.

**16. Please rate your interest in the following types of activities during MOOCs participation [Assignments, reading material]**



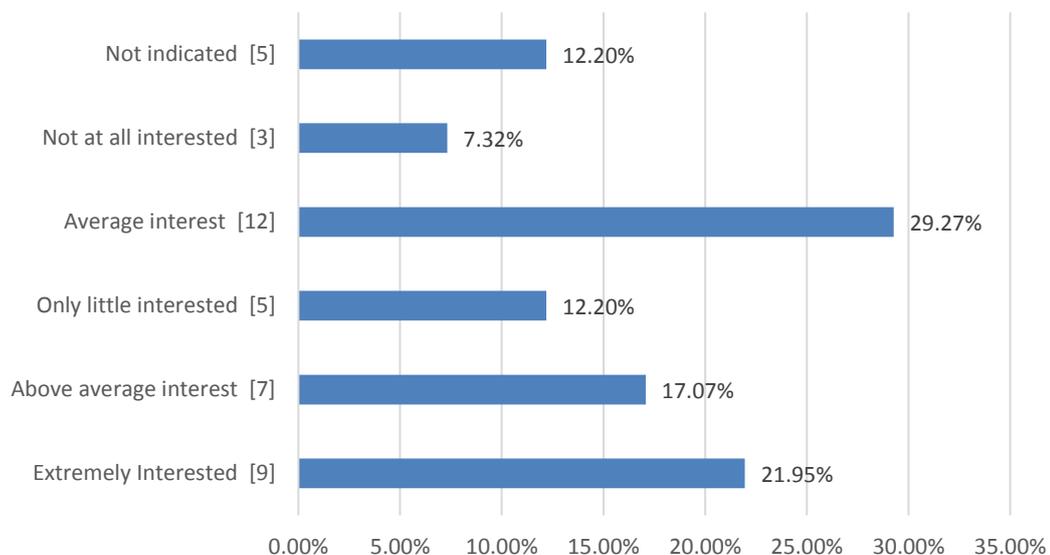
**Figure 19:** Participants’ Interest in MOOCs’ Writing and Reading Materials

The purpose of this question is to recognize participants' opinions toward the assignments and reading materials submitted during their MOOCs participation. The result obtained in Figure 19, have shown that 34.15% of participants answered above average interest, 21.95% of them have extremely interested answer, 14.63% of them only little interested and the same percentage of them have average interest answer. Only 2.44% of the participants have seen that these materials are not at all interested. This means that the majority of the participants have seen that the assignment and reading materials are helpful for them.

**17. Please rate your interest in the following types of activities during MOOCs participation [Panel discussions]**

Answers	Percentage	Number
<i>Extremely Interested</i>	21.95%	9
<i>Above average interest</i>	17.07%	7
<i>Only little interested</i>	12.20%	5
<i>Average interest</i>	29.27%	12
<i>Not at all interested</i>	7.32%	3
<i>Not indicated</i>	12.20%	5

**Table 17:** Participants' Interest in Panel Discussions of MOOCs



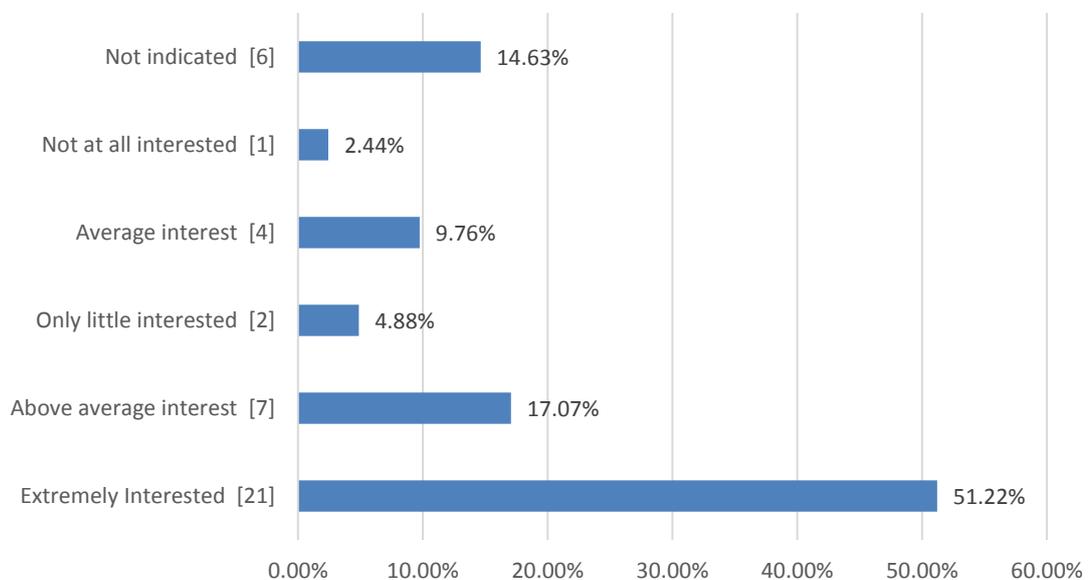
**Figure 20:** Participants' Interest in Panel Discussions of MOOCs

The purpose of this question is to recognize participants' opinions toward the Panel discussion submitted during their MOOCs participation. The result obtained in Figure 20, have shown that 17.07% of participants answered above average interest, 21.95% of them have extremely interested answer, 12.20% of them only little interested and 29.27 of them have average interest answer. Only 7.32% of the participants have seen that these materials are not at all interested. This means that the majority of the participants have seen that the panel discussions are helpful for them.

**18. Please rate your interest in the following types of activities during MOOCs participation [Video Presentation]**

<i>Answers</i>	<b>Percentage</b>	<b>Number</b>
<i>Extremely Interested</i>	51.22%	21
<i>Above average interest</i>	17.07%	7
<i>Only little interested</i>	4.88%	2
<i>Average interest</i>	9.76%	4
<i>Not at all interested</i>	2.44%	1
<i>Not indicated</i>	14.63%	6

**Table 18:** Participants' Interest in Video Presentation of MOOCs



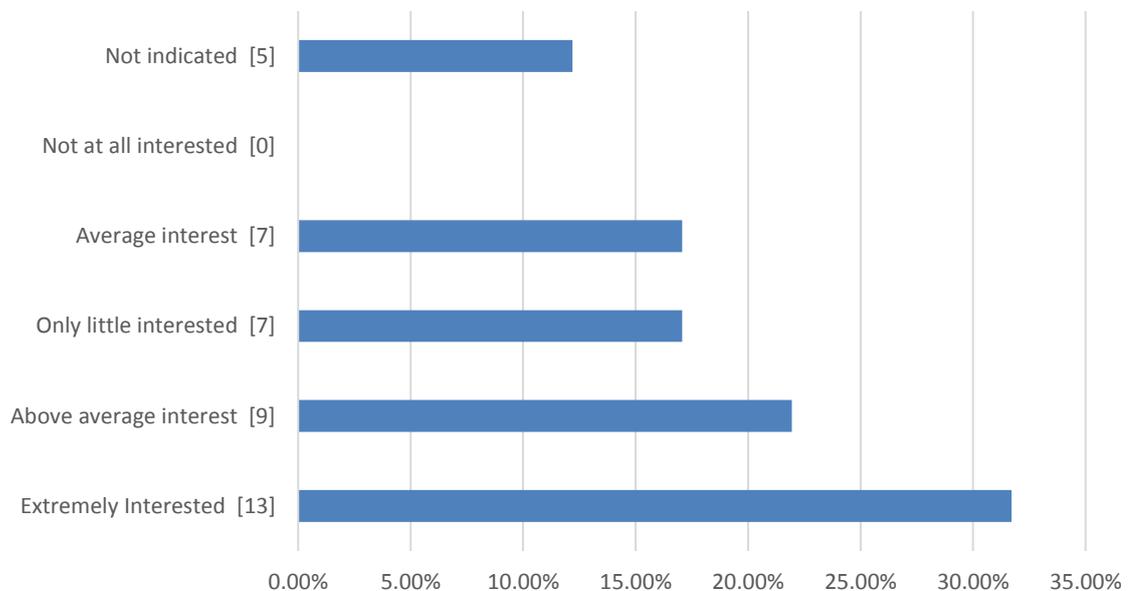
**Figure 21:** Participants' Interest in Video Presentation of MOOCs

The purpose of this question is to recognize participants' opinions toward the video presentation submitted during their MOOCs participation. The result obtained in (figure 21.) have shown that 17.07% of participants answered above average interest, 51.22% of them have extremely interested answer, 4.88% of them only little interested and 9.76% of them have average interest answer. Only 2.44% of the participants have seen that these materials are not at all interested. This means that the majority of the participants have seen that the video presentation are very helpful for them.

**19. Please rate your interest in the following types of activities during MOOCs participation [Debates / hangouts]**

<i>Answers</i>	<b>Percentage</b>	<b>Number</b>
<i>Extremely Interested</i>	31.71%	13
<i>Above average interest</i>	21.95%	9
<i>Only little interested</i>	17.07%	7
<i>Average interest</i>	17.07%	7
<i>Not at all interested</i>	0.00%	0
<i>Not indicated</i>	12.20%	5

**Table 19:** Participants' Interest in Debates/Hangouts of MOOCs



**Figure 22:** Participants' Interest in Debates/Hangouts of MOOCs

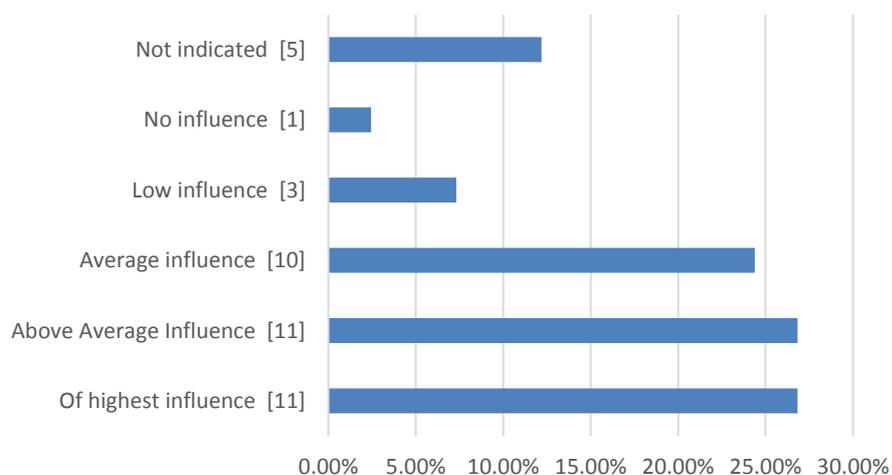
The purpose of this question is to recognize participants' opinions toward debates/hangouts submitted during their MOOCs participation. The result obtained in Figure 22, have shown that 21.95% of participants answered above average interest, 31.71% of them have extremely interested answer, 17.07% of them only little interested and the same percentage of them have average interest answer. However, no one of the participants have seen that these materials are not at all interested. This means that the majority of the participants have seen that the Debates/Hangouts are very helpful for them.

**20. Please rate the influence of MOOCs on the following language skills:**

**[Reading]**

<i>Answers</i>	<b>Percentage</b>	<b>Number</b>
<i>No influence</i>	2.44%	1
<i>Low influence</i>	7.32%	3
<i>Average influence</i>	24.39%	10
<i>Above Average Influence</i>	26.83%	11
<i>Of highest influence</i>	26.83%	11
<i>Not indicated</i>	12.20%	5

**Table 20:** The Influence of MOOCs on Reading skill



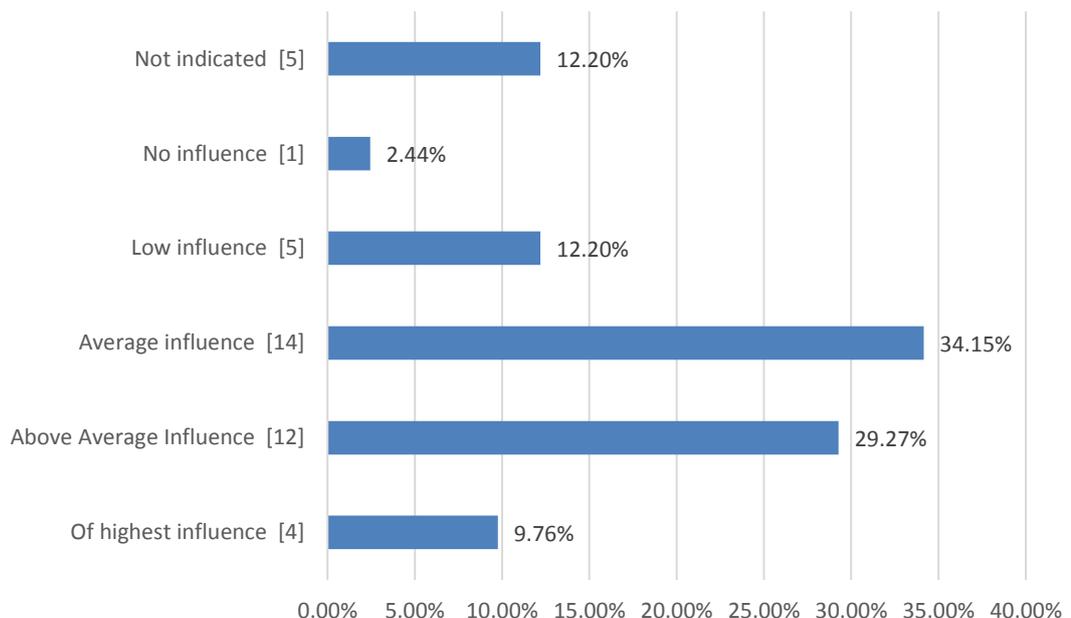
**Figure 23:** The Influence of MOOCs on Reading skill

The purpose of this question is to recognize participants' opinions toward the influence of MOOCs on their reading skill. The result obtained in Figure 23, have shown that 26.83% of participants answered of highest influence, the same percentage of them have above average influence answer, 24.39% of them average influence and 7.32% of them have low influence answer. Only 2.44% of the participants have seen that these materials have no influence. This means that the majority of the participants have seen that MOOCs have a good influence on their reading skills.

**21. Please rate the influence of MOOCs on the following language skills:  
[Writing]**

<i>Answers</i>	<b>Percentage</b>	<b>Number</b>
<i>No influence</i>	2.44%	1
<i>Low influence</i>	12.20%	5
<i>Average influence</i>	34.15%	14
<i>Above Average Influence</i>	29.27%	12
<i>Of highest influence</i>	9.76%	4
<i>Not indicated</i>	12.20%	5

**Table 21:** The Influence of MOOCs on Writing Skill



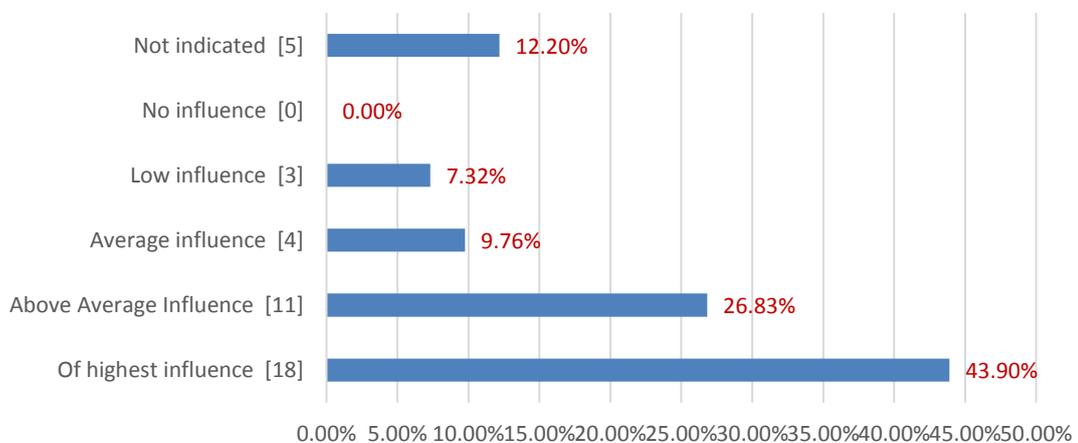
**Figure 24:** The Influence of MOOCs on Writing Skill.

The purpose of this question is to recognize participants' opinions toward the influence of MOOCs on their writing skill. The result obtained in (figure 24.) have shown that 9.76% of participants answered of highest influence, 29.27% of them have above average influence answer, 34.15% of them average influence and 29.27% of them have low influence answer. Only 2.44% of the participants have seen that these materials have no influence. This means that the majority of the participants have seen that MOOCs have an influence on their writing skills.

**22. Please rate the influence of MOOCs on the following language skills:  
[Listening]**

<i>Answers</i>	<b>Percentage</b>	<b>Number</b>
<i>No influence</i>	0.00%	0
<i>Low influence</i>	7.32%	3
<i>Average influence</i>	9.76%	4
<i>Above Average Influence</i>	26.83%	11
<i>Of highest influence</i>	43.90%	18
<i>Not indicated</i>	12.20%	5

**Table 22:** The Influence of MOOCs on Listening Skill



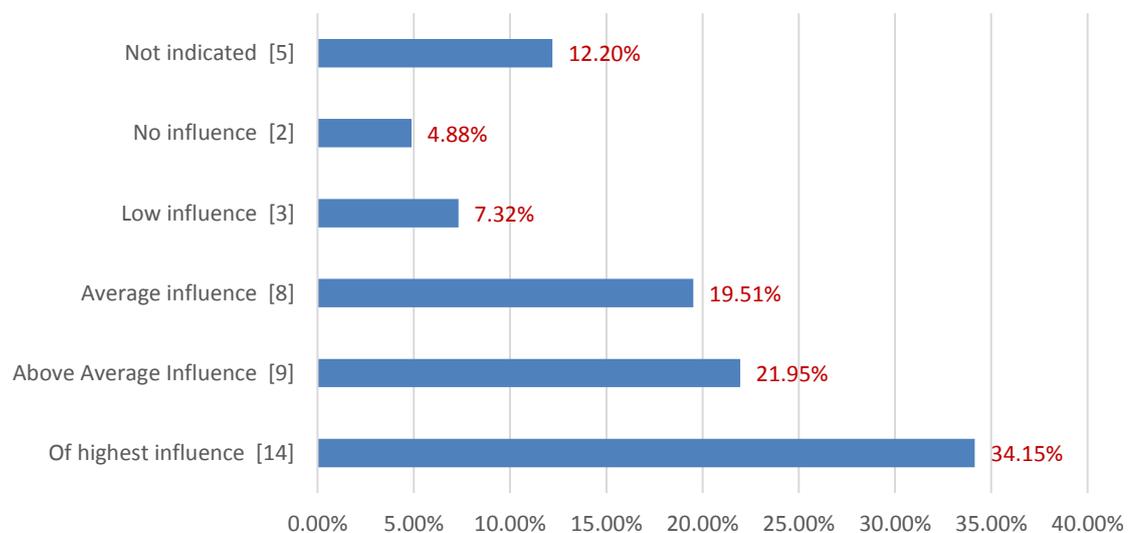
**Figure 25:** The Influence of MOOCs on Listening Skill

The purpose of this question is to recognize participants' opinions toward the influence of MOOCs on their listening skill. The result obtained in Figure 25 have shown that 43.90% of participants answered of highest influence, 26.83% of them have above average influence answer, 9.76% of them average influence and 7.32% of them have low influence answer. However, no one of the participants have seen that these materials have no influence. This means that the majority of the participants have seen that MOOCs have very important influence on their listening skills.

**23. Please rate the influence of MOOCs on the following language skills:  
[Speaking]**

<i>Answers</i>	<b>Percentage</b>	<b>Number</b>
<i>No influence</i>	4.88%	2
<i>Low influence</i>	7.32%	3
<i>Average influence</i>	19.51%	8
<i>Above Average Influence</i>	21.95%	9
<i>Of highest influence</i>	34.15%	14
<i>Not indicated</i>	12.20%	5

**Table 23:** The Influence of MOOCs on Speaking Skill



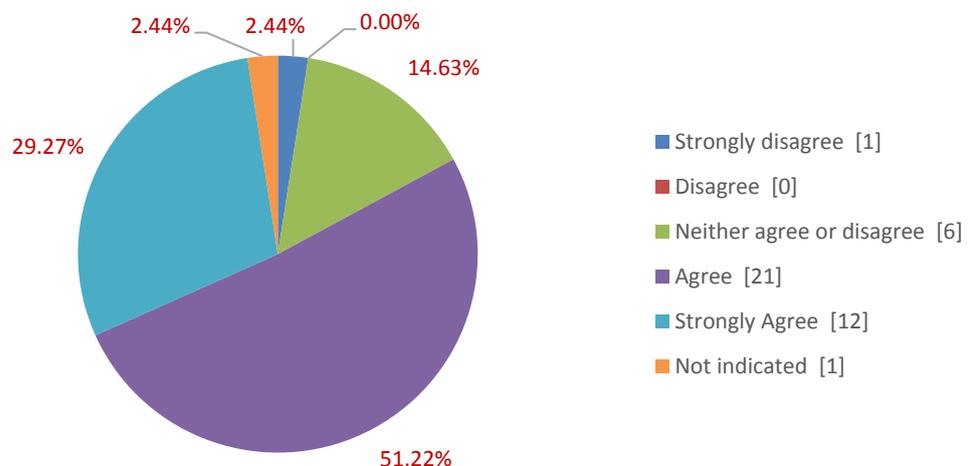
**Figure 26:** The Influence of MOOCs on Speaking Skill

The purpose of this question is to recognize participants' opinions toward the influence of MOOCs on their speaking skill. The result obtained in Figure 26 have shown that 34.15% of participants answered of highest influence, 21.95% of them have above average influence answer, 19.51% of them average influence and 7.32% of them have low influence answer. However, only 4.88 of the participants have seen that these materials have no influence. This means that the majority of the participants have seen that MOOCs have a good influence on their speaking skill.

#### 24. MOOCs are a new technology that Influences positively language learning

<i>Answers</i>	<b>Percentage</b>	<b>Number</b>
<i>Strongly disagree</i>	2.44%	1
<i>Disagree</i>	0.00%	0
<i>Neither agree or disagree</i>	14.63%	6
<i>Agree</i>	51.22%	21
<i>Strongly Agree</i>	29.27%	12
<i>Not indicated</i>	2.44%	1

**Table 24:** Learners' Attitudes towards Positive Influencing of MOOCs on Language Learning



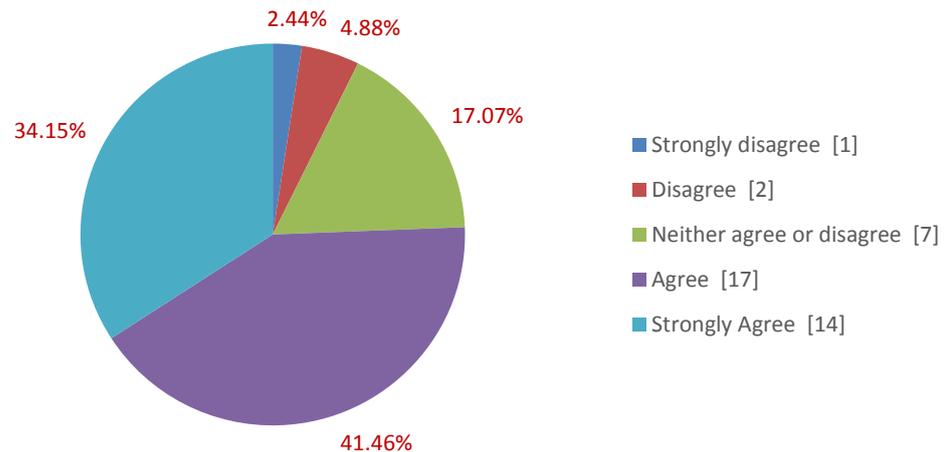
**Figure 27:** Learners' Attitudes towards Positive Influencing of MOOCs on Language Learning

Result in Figure 27 shows that more than 80% of the participants agree of the positive influence of MOOCs on language learning, which is divided into 29.27% strongly agree and 51.22% for agree while 14.63% of participant had the opinion of neither agree nor disagree, though 2.85% of the student strongly disagree.

**25. Using MOOCs in EFL teaching and learning will motivate learners to be more interactive**

<i>Answers</i>	<b>Percentage</b>	<b>Number</b>
<i>Strongly disagree</i>	2.44%	1
<i>Disagree</i>	4.88%	2
<i>Neither agree or disagree</i>	17.07%	7
<i>Agree</i>	41.46%	17
<i>Strongly Agree</i>	34.15%	14

**Table 25:** Learners' Attitudes towards Using MOOCs in EFL Teaching and Learning Will Motivate Learners to be More Interactive



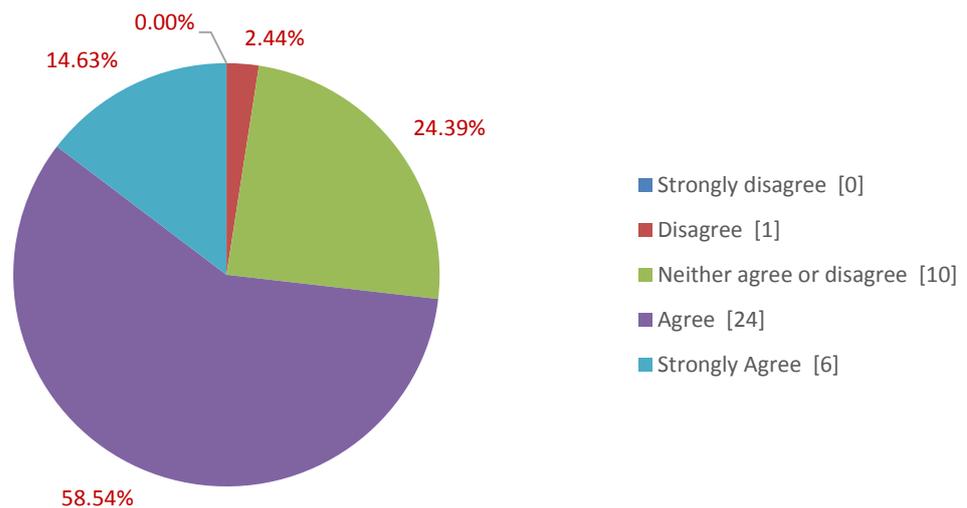
**Figure 28:** Learners' Attitudes towards Using MOOCs in EFL Teaching and Learning Will Motivate Learners to be More Interactive.

Result in Figure 28 shows that more than 75% of the participants agree on using MOOCs in EFL teaching and learning will motivate learners to be more interactive. Which is divided into 34.15% strongly agree and 41.46% for agreeing. While 17.07% of participant had the opinion of neither agree nor disagree, though 4.88% of the student are disagree and only 2.44% are strongly disagreeing.

## 26. MOOCs are considered as a useful resource for communicating with others

<i>Answers</i>	<b>Percentage</b>	<b>Number</b>
<i>Strongly disagree</i>	0.00%	0
<i>Disagree</i>	2.44%	1
<i>Neither agree or disagree</i>	24.39%	10
<i>Agree</i>	58.54%	24
<i>Strongly Agree</i>	14.63%	6

**Table 26:** Learners' Attitudes towards Using MOOCs for Communicating



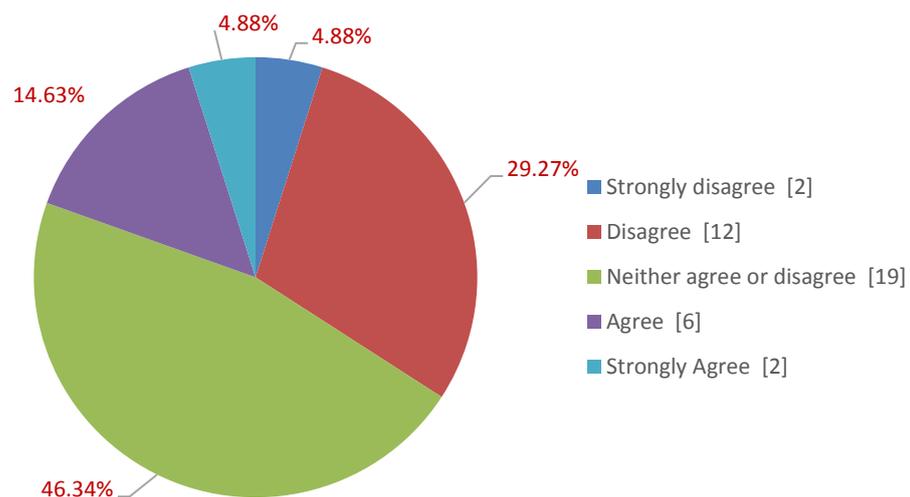
**Figure 29:** Learners' Attitudes towards Using MOOCs for Communicating

Result in Figure 29, shows that more than 73% of the participants agree of considering MOOCs are as useful resource for communicating with others, which is divided into 14.63% strongly agree and 58.54% for agree while 24.39% of participant had the opinion of neither agree nor disagree, though 2.44% of the student are disagreeing.

### 27. MOOCs influences only on passive listening

<i>Answers</i>	<b>Percentage</b>	<b>Number</b>
<i>Strongly disagree</i>	4.88%	2
<i>Disagree</i>	29.27%	12
<i>Neither agree or disagree</i>	46.34%	19
<i>Agree</i>	14.63%	6
<i>Strongly Agree</i>	4.88%	2

**Table 27:** Learners' Attitudes towards the Influence of MOOCs only on Passive Listening



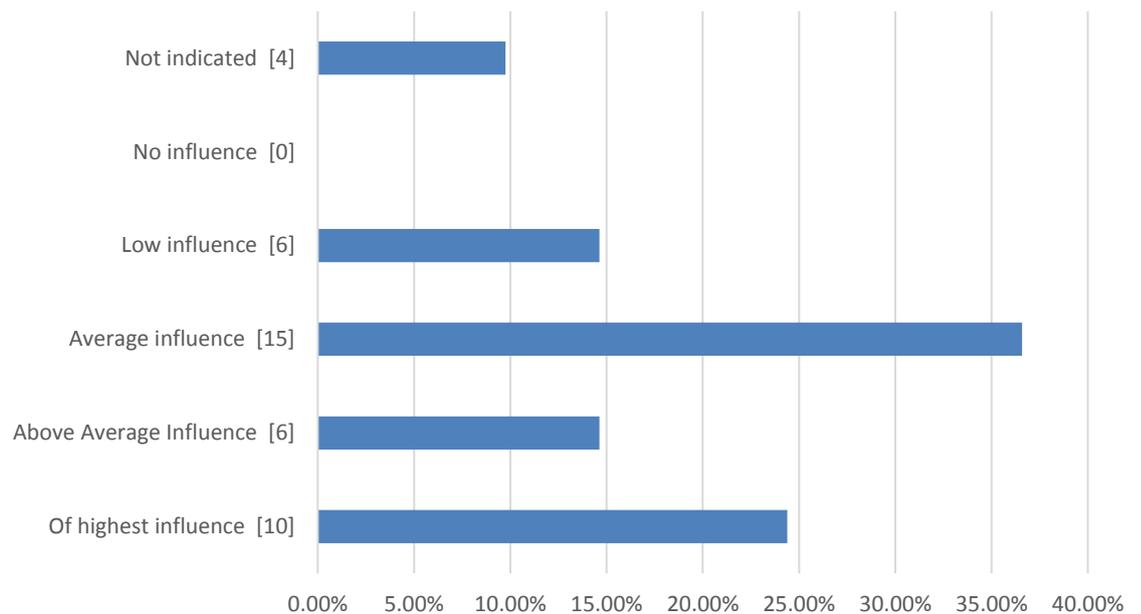
**Figure 30:** Learners' Attitudes towards the Influence of MOOCs only on Passive Listening

Result in Figure 30 shows that less than 20% of the participants agree of considering MOOCs influence only on passive listening ,which is divided into 4.88% strongly agree and 14.63% for agree while 46.34% of participant had the opinion of neither agree nor disagree, though 29.27% of the student are disagree and 4.88% of them are strongly disagree.

**28. Please rate the influence of the following activities on improving listening skills [Online debates/hangouts with classmates]**

<i>Answers</i>	<b>Percentage</b>	<b>Number</b>
<i>Of highest influence</i>	24.39%	10
<i>Above Average Influence</i>	14.63%	6
<i>Average influence</i>	36.59%	15
<i>Low influence</i>	14.63%	6
<i>No influence</i>	0.00%	0
<i>Not indicated</i>	9.76%	4

**Table 28:** The Influence of Online debates/hangouts with classmates on Listening Skill



**Figure 31:** The Influence of Online debates/hangouts with classmates on Listening Skill

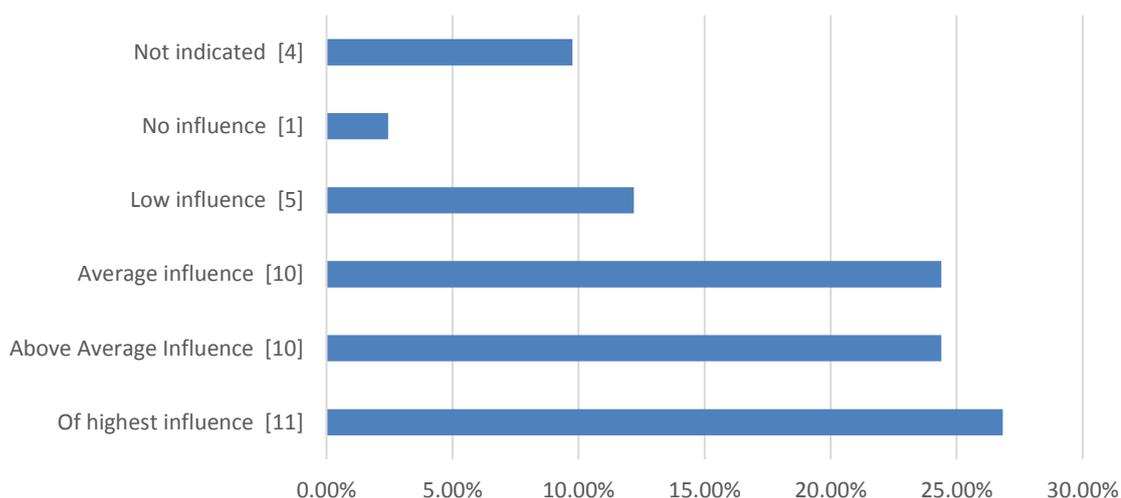
The purpose of this question is to recognize participants’ opinions toward the influence of online debates/hangouts with classmates on improving listening skill. the result

obtained in Figure 31 have shown that 24.39% of participants answered of highest influence, 14.63% of them have above average influence answer, 36.59% of them average influence and 14.63% of them have low influence answer. However, no one of the participants have seen that these materials have no influence. This means that the majority of the participants have seen that online debates/hangouts with classmates have a good influence on their listening skill.

**29. Please rate the influence of the following activities on improving listening skills [Instructor presentations]**

<i>Answers</i>	<b>Percentage</b>	<b>Number</b>
<i>Of highest influence</i>	26.83%	11
<i>Above Average Influence</i>	24.39%	10
<i>Average influence</i>	24.39%	10
<i>Low influence</i>	12.20%	5
<i>No influence</i>	2.44%	1
<i>Not indicated</i>	9.76%	4

**Table 29:** The Influence of Instructor presentations on Listening Skill



**Figure 32:** The Influence of Instructor presentations on Listening Skill

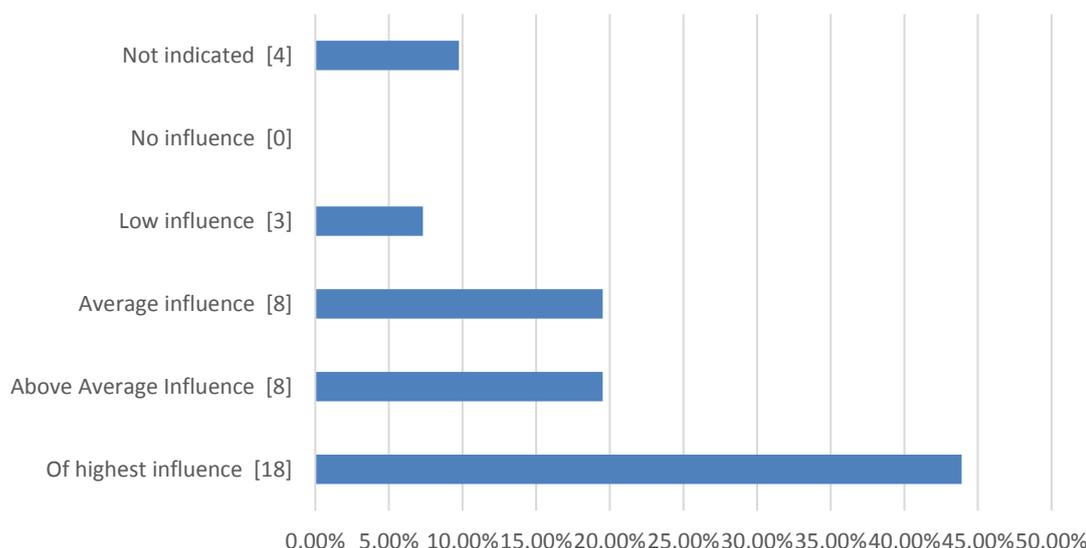
The purpose of this question is to recognize participants' opinions toward the influence of Instructor presentations on improving listening skill. The result obtained in Figure 32 have shown that 26.83% of participants answered of highest influence, 24.39% of them have above average influence answer, the same percentage of them average

influence and 12.20% of them have low influence answer. However, only one of the participants have seen that these materials have no influence. This means that the majority of the participants have seen that Instructor presentations have a good influence on their listening skill.

**30. Please rate the influence of the following activities on improving listening skills [Supplement audio/video materials provided by MOOC instructors]**

<i>Answers</i>	<b>Percentage</b>	<b>Number</b>
<i>Of highest influence</i>	43.90%	18
<i>Above Average Influence</i>	19.51%	8
<i>Average influence</i>	19.51%	8
<i>Low influence</i>	7.32%	3
<i>No influence</i>	0.00%	0
<i>Not indicated</i>	9.76%	4

**Table 30:** The Influence of Supplement audio/video materials on Listening Skill



**Figure 33:** The Influence of the Supplement Audio/Video Materials on Listening Skill

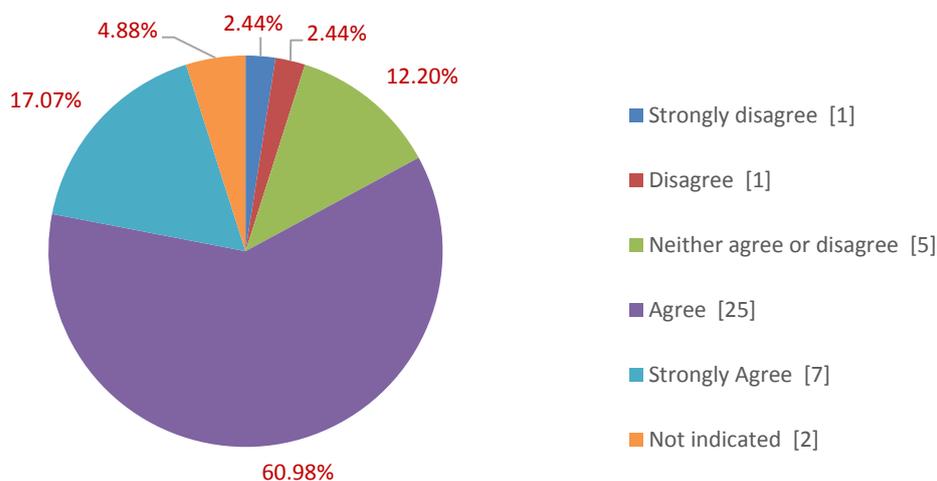
The purpose of this question is to recognize participants' opinions toward the influence of the supplement audio/video materials provided by MOOC instructors on improving listening skill. The result obtained in Figure 33, have shown that 43.90% of participants answered of highest influence, 19.51% of them have above average influence answer, the same percentage of them average influence and 7.32% of them have low

influence answer. However, only one of the participants have seen that these materials have no influence. This means that the majority of the participants have seen that the supplement audio/video materials provided by MOOC instructors have a good influence on their listening skills.

### 31. Using MOOC as a supplement material is helpful in language learning

<i>Answers</i>	<b>Percentage</b>	<b>Number</b>
<i>Strongly disagree</i>	2.44%	1
<i>Disagree</i>	2.44%	1
<i>Neither agree or disagree</i>	12.20%	5
<i>Agree</i>	60.98%	25
<i>Strongly Agree</i>	17.07%	7
<i>Not indicated</i>	4.88%	2

**Table 31:** Learners' Attitudes towards Using MOOCs as a Supplement Material in Language Learning



**Figure 34:** Learners' Attitudes towards Using MOOCs as a Supplement Material in Language Learning

Result in Figure 34, shows that more than 78% of the participants agree of Using MOOC as a supplement material is helpful in language learning. Which is divided into 17.07% strongly agree and 60.98% for agree. While 12.20% of participant had the opinion of neither agree nor disagree, though 2.44% of the student are disagree and 2.44% of them are strongly disagree.

**32. Please add any other comments you wish to make about using MOOCs in language learning**

At the end of the questionnaire, learners are requested to give their comments, suggestions and their opinions about using MOOCs as a new approach of teaching and learning the English language and how it can help learners to enhance their listening comprehension. The participants gave many ideas that cannot be written down. The following table will provide us with the main ideas that learners suggested.

**Opinions**

It seems that MOOC is more useful for interested learners for no academic purposes rather than the academic ones.

It is of a great interest to use MOOCs as a very effective tool in learning language. It is obvious that it is useful and make learning much easier and even funnier.

it is a helpful material to learn language with

It is one of the useful technology concerning learning second language. Especially for the ones who cannot interact the second language in their environment. That is why for me it is more interesting concerning interaction and verbal skills.

Hi, I wish to thank the staff in charge of this very helpful initiative. I would say there is no a better way to learn a foreign language than the one of making learners in vivid situations to interact within different facets of teaching learning situations.

I am a Master two student, and I used to learn from those websites. They are very helpful in improving not only our skills, but also our fluency and accuracy in both writing and speaking skills. Especially those free websites such as Coursera. It is a very good topic and I hope that MOOC will be implemented in our universities.

I answered your questionnaires honestly even I have no idea about MOOCs. I have no comment just I want to know more about this kind of topic.

MOOCs help very much so we should apply it.

I am afraid I have no idea about MOOCs, yet it was entertaining and interesting to answer the questions (and to have the opportunity to know about it). Thank you. Best of luck.

MOOCs are very important language learning resources that should be implemented in language learning.

MOOCs are so helpful to me

MOOC is useful and helpful one to learning very fast and make you a permanent follower for all subjects, which have an important value.

The use of MOOCs allows to learners to improve their abilities to learn new languages.

It is an interesting topic.

---

## **5. Discussion**

The results obtained from the analysis of the students' survey can be divided into three categories: general information about learners, learners' attitudes towards using MOOCs, and learners' attitudes towards using MOOCs in improving their listening comprehension.

From the findings, we can say that English learners in Algerian Universities are in touch with technology in general and MOOCs in specific. Most of them are familiar with Internet and they use it frequently for educational objectives. Moreover, findings also show that some of participants are familiar with the terminology of MOOCs and its meaning. They see it as a very interesting method of teaching and learning. Additionally, most of them agreed upon the idea that using MOOCs in education will facilitate and improve language learning process and they think that integrating MOOCs in EFL teaching and learning will encourage learners to be more interactive with each other.

In trying to investigate the learners' attitudes towards using MOOCs in improving their skills, results reveal that learners welcomed the idea of using such technology during learning. Most of them consider MOOCs as good listening resources for EFL learners. The last question of the survey gives us insights about learners' suggestions. In fact, they express their accessibility and wants to use this method in learning circumstances because they think that it will motivate and help them. To conclude; MOOCs is a new approach that will help learners have the advantage of "anywhere and anytime" learning.

## **Conclusion**

The primary aim of this study was to determine whether MOOCs develop Algerian EFL learners' listening comprehension. The findings revealed positive results, which were in favor of participants' attitudes toward using MOOCs in learning language and in improving their listening comprehension. The majority of students' feedback in the survey is positive due to the effective use of MOOC and the variety of activities that have been used in it. Thus, this study supports the notion that the integration of MOOCs can make a positive and significant difference to the listening comprehension for EFL learners.

## **GENERAL CONCLUSION AND RECOMMENDATIONS**

### **1. General Conclusion**

This study was conducted in order to provide a brief literature to teachers and learners about the significance of technology in general and MOOCs in particular in relation to the field of learning processes. The focus of this study was given to how learners can use MOOCs in EFL learning context in order to improve their listening comprehension. Moreover, we try to show the positive impact of using MOOCs on learners' listening comprehension.

This research work is divided into two main parts. The first part concentrated on providing enough information about the two variables: listening comprehension and MOOCs. The second one is mainly devoted to the fieldwork in order to approve or disprove the hypothesis. The theoretical part of this research includes two chapters. The first one is mainly directed to the theoretical study of Massive Open Online Courses, the second chapter concentrated mainly on listening comprehension, and the last one is mainly devoted to prove or reject this hypothesis: MOOCs are very beneficial tools for developing EFL learners' listening comprehension.

The research was conducted at Algerian universities. We have chosen students from different departments and levels as our population. We have selected 70 students randomly in order to answer our questionnaire, which is designed for the sake of obtaining insights about their attitudes using MOOCs in EFL learning especially to improve their listening comprehension. Thus, we have decided to distribute online questionnaire through some Facebook groups. This fieldwork is conducted for the reason of whether accepting or rejecting our hypothesis, which is MOOCs, are very beneficial tools for developing EFL learners' listening comprehension.

The findings revealed that English language learners have the tendency of integrating technology like MOOCs within their language learning process. The vast majority of learners strongly agree with the idea of the importance of using MOOCs as tools for learning how to be good listeners.

To conclude, this research has led us to assert that integrating MOOCs in English language learning can be a favorable way to enhance students' language learning proficiency. Actually, EFL learners learn English through traditional materials as news media, literature and essays. However, with integrating MOOCs, there will be a new way of English teaching that improves the students' proficiency. Since MOOCs provide the learners with similar experiences as studying abroad, they may need support from a teacher to reduce their stress and anxiety. Living in this century, not only the institutions but also, each individual teacher and learner needs to understand how we can take advantage of this wonderful opportunity for learning.

## **2. Recommendations**

The need to acknowledge the importance of integrating MOOCs stems from the need to enhance the EFL learners' listening comprehension. It promotes their need to monitor their own improvement and take responsibility for their own language learning. Several recommendations can help EFL learners improve their learning outcomes:

- Encourage teachers to use MOOCs to develop the learners' listening skills more than the traditional tools of cassettes or CD's.
- Train the teachers to learn how to integrate MOOC in their teaching.
- Devote more time to computer courses for EFL learners.
- Adapt a new method for teaching listening means that, using the computer programs such as MOOC instead of the traditional methods.
- Adopt individualization for teaching language skills.
- Integrate MOOCs in the delivery of pedagogy and become part of students' evaluation criteria.

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# APPENDIX

## Appendix: Students 'questionnaire

# Students' Questionnaire

Dear students;

We are conducting a research about 'Developing EFL learners' listening comprehension through using MOOCs'. In order to gather data for our research; you are kindly requested to fill in this questionnaire, your answers will be analyzed and discussed, as such, we hope that you will help us. Thanks in advance.

Please, respond to the questions by ticking (✓) the appropriate box and answer whenever it is necessary.

### Section One: General and Background Information

#### A- General Information

1. Gender:

Male  Female

2. Age : 19-23  24-28  >28

3. Are you student? Yes  No

Please provide us your:

- University name: .....6.....
- Department: .....
- Level: Licence  Master  Doctorate

#### B- Background Information

4. Do you have Internet at home: Yes  No

5. How many hours do you spend online?    <1 hour     1-2 hours   
       2-4 hours     >4hours
6. What do you usually visit:
- Social networks (Facebook, twitter, google +, etc.)
  - Educational websites and portals
  - Video-sharing web sites (Youtube, Dailymotion, etc.)
  - Other:  
       .....
7. Do you use internet for educational purpose?  
       Always     Very often     Often     Occasionally     Rarely     Never
8. What type of educational resources do you use?  
       Open/Public     After registration/private     Both

**Section Two: Learners' attitude towards using MOOCs in language learning**

9. Are you familiar with MOOCs?  
       I am not at all familiar     I have heard of them     I have enrolled in  
       MOOCs
10. How many MOOCs have you enrolled in as a learner?  
       None     1-3     4-6     7-9     10 or more
11. Have you finished all started MOOCs?  
       Always     Very often     Often     Occasionally     Rarely   
       Never
12. Have you earned successful-participation certificates from enrolled MOOCs? Yes  
           No
13. Please rate your interest in the following types of activities during MOOCs  
       participation

Activity	<i>Not at all interested</i>	<i>Only little interested</i>	<i>Average interest</i>	<i>Above average interest</i>	<i>Extremely Interested</i>
Assignments, reading material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Panel discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Video presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Debates / hangouts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. Please rate the influence of MOOCs on the following language skills :

Skill	<i>No influence</i>	<i>Low influence</i>	<i>Average influence</i>	<i>Above Average Influence</i>	<i>Of highest influence</i>
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. MOOCs are a new technology that Influences positively language learning

Strongly disagree  Disagree  Neither Agree or Disagree   
 Agree  Strongly Agree

16. Do you think that using MOOCs in EFL teaching and learning will motivate the learners to be more interactive?

Strongly disagree  Disagree  Neither Agree or Disagree   
 Agree  Strongly Agree

**Section Three: Learners' attitude towards using MOOCs in improving their listening comprehension**

17. MOOCs are considered as good listening resources for language Learners

Strongly disagree  Disagree  Neither Agree or Disagree   
 Agree  Strongly Agree

18. MOOCs are considered as useful resource for communicating with others

Strongly disagree  Disagree  Neither Agree or Disagree   
 Agree  Strongly Agree

19. MOOCs influences only on passive listening

Strongly disagree  Disagree  Neither Agree or Disagree   
 Agree  Strongly Agree

Please rate the influence of the following activities on improving listening skills

	<i>No influence</i>	<i>Low influence</i>	<i>Average influence</i>	<i>Above Average Influence</i>	<i>Of highest influence</i>
Online debates/hangouts with classmates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructor presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supplement audio/video materials provided by MOOC instructors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20. Using MOOC as a supplement material is helpful in language learning

Strongly disagree  Disagree  Neither Agree or Disagree   
 Agree  Strongly Agree

21. Please add any other comments you wish to make about using MOOCs in language learning

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**Thank you for your collaboration**

## ملخص

رغم كون مهارات الاستماع جزء لا يتجزأ من المحادثات إلا أنه غالباً ما يتم إهمالها في عمليتي التعليم والتعلم النظاميين. فطلبة اللغة الانجليزية في الجزائر مثلاً يواجهون صعوبات في اكتساب مهارات الاستماع، مما يدفعهم للبحث عن موارد أخرى تساعدهم في تطوير هذه المهارات. وجاءت هذه الدراسة للبحث عن أثر المساقات الأكاديمية المفتوحة عبر الانترنت (موك) في تطوير مهارات الاستماع لدى طلاب اللغة الانجليزية على مستوى الجامعات الجزائرية. وقد تم توزيع استبيان على عينة من طلبة الجامعات الجزائرية من مختلف المستويات والفروع لبحث هذا الأثر. وجاءت نتائج هذا الاستبيان مؤكدة احصائياً على الأثر الايجابي للموك على تطوير مهارات الاستماع لدى الطلاب. حيث أعرب معظم المشاركين عن جدوى تسجيلهم ومتابعتهم للموك في تطوير وتحسين مهارات الاستماع لديهم بجانب المهارات الأخرى لتعلم اللغة الانجليزية. وأبدوا رغبتهم في ادماج هذه التكنولوجيا الجديدة في دروس اللغة الإنجليزية.