A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Master in Language Sciences and Teaching English as a Foreign Language

Investigating Teachers and Students’ Attitudes towards the Role of Listening Products in Enhancing EFL Students’ Oral Performance

The Case of Second Year EFL Students at Larbi Ben M’hidi University

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Dedications

In the Name of Allah, the Most Gracious, Most Merciful, All the Praise is due to Him alone, the Sustainer of the entire World.

I dedicate this work to my family, Mom and dad, the two special persons who brighten my life, my brother Youcef and sisters Nihad and Douaa, and to all my friends.
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First of all, I thank Allah for everything he has given me

Alhamdulillah.

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My special thanks should be expressed to the teachers and students who accepted to answer the questionnaires.
Abstract

The present study aims at investigating the role of listening products in enhancing EFL students’ oral performance at the Department of English, Larbi Ben Mhidi University. It is meant to answer the following question: Are oral expression teachers and second year LMD students in the department of English at Oum El Bouaghi University aware of the importance of listening products in enhancing EFL students’ oral performance? In this research, a descriptive method is followed via two questionnaires. The first one is administered to a sample of ten oral expression teachers in the English department at Larbi Ben M’hidi University, whereas the second one is addressed to second year LMD students at the same University. On the grounds of the data collected from both questionnaires, the results obtained have demonstrated that the listening materials can influence EFL students’ oral performance. Therefore, all the teachers proved to be aware about the interconnection between the listening products and the improvement of the oral performance. Nearly all the students claimed to be conscious of the importance of exposing EFL students to spoken materials to improve their oral performance. On the basis of these findings, the research hypothesis has been confirmed.

Key words: Listening products, oral performance (speaking skill), students and teachers’ attitudes.
List of Abbreviations

**EFL**: English as Foreign Language

**ESP**: English for Specific Purposes

**FL**: Foreign Language

**L1**: Mother Tongue Language (First Language)

**P. Page**

**Q**: Question

**RP**: Received Pronunciation

**WWW**: The World Wide Web

**%**: Percentage of Teachers/Students
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General Introduction

1. Statement of the Problem

The importance of English cannot be neglected as it is the most needed worldwide language, in this sense, it serves as a means of communication between people from different regions (English is a Lingua Franca). For that reason, many approaches and methods in the field of teaching English as a foreign language were found to boost the learners’ communication skills because these last have become the chief concern of non-native learners of English. Those communication skills include four major areas namely, listening, speaking, reading, and writing.

In this respect, listening has proved to be the most important language skill on the ground that it is the first skill to be acquired; in other words "listening is the Cinderella skill in second language learning” (Nunan, 1997, P. 42). It was not of that emphasis until the recent years; in the sense that learners need listening in different settings such as schools, occupation places, etc, and for different purposes i.e., the listening skill approves the development of other English language aspects. Additionally, Listening is the first medium for extracting knowledge from a number of materials like: songs, movies, videos, radio, audio lessons, and many others.

Similarly, as the learners progress in the process of learning the English language, they realise the importance of speaking which, according to them, measures the accomplishment of foreign language learning. In addition, teaching is an active interaction between the teacher and the students, the process of giving and taking knowledge, which involves competent speakers.

Oral proficiency should be taken into consideration from the early stages of learning and teaching English as foreign language, as it is the cornerstone of efficient
communication, hence, communicating in English demands more than just knowing its vocabulary and grammar. However, attaining a native-like spoken English is a challenge for EFL students. Vocal production (including pronunciation and fluency), turn-taking, rate of speech, pauses, and word order are some of the challenges encountered whenever they want to speak in English.

Then, exposing learners to authentic listening products is one of the possible practices thought to be more effective to overcome the different speaking difficulties. Therefore, it is interesting to know both the teachers and learners’ attitudes towards listening products for improving the EFL students’ oral performance.

2. Aim of the Study

The aim of the study is to examine the role of the authentic listening materials in enhancing EFL students’ oral performance, through the inspection of both students and teachers’ views about their use in the classroom.

3. Research Question and Hypothesis

The research question raised in the study is as follows:

Are oral expression teachers and second year LMD students in the department of English at Oum El Bouaghi University aware of the importance of authentic listening products in enhancing EFL students’ oral performance?

To answer the above question, it is hypothesized that:

Oral expression teachers and second year LMD students in the department of English at Oum El Bouaghi University have positive attitudes towards the use of listening products in enhancing EFL students’ oral performance.
4. Means of Research

The data gathered for this research is based on a descriptive study whereby two questionnaires are administered to both teachers and students in English Department at Larbi Ben M’hidi University. The first questionnaire is distributed to oral expression teachers to examine the EFL teachers’ awareness about the importance of listening and whether they encourage it in their classes or not. The second one is addressed to second year LMD English students to determine their attitudes towards the use of the listening products, that is, whether they can afford enhancement to their oral performance.

5. Structure of the Study

This study is basically divided into three main chapters. The theoretical part of this research is made up of two chapters; the first one deals with the listening skill whereas the second chapter covers the literature review of the speaking skill. Each chapter of the theoretical part contains a set of titles and subtitles that give a close view to both skills. The third chapter is the practical part of this dissertation that is concerned with the description of the teachers and students’ questionnaires, the population and sampling, the analysis and discussion of the results and findings, and the limitations of the study.
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Chapter One: The Listening Skill
Introduction

English as a foreign language is a challenge for many non-native learners who wish to master it because learning a language is not a matter of knowing grammatical structures and memorizing individual words only but it extends to mastering other features and skills. Therefore, the English language consists of four major skills that can shape the accomplishment of the learning process. Listening is one of these key skills which is of great importance for EFL learners; simply because there is no skill which is more beneficial than listening to a foreign language from its real native speakers in order to acquire it correctly, for that reason the ability to interpret knowledge from listening products receive a large amount of care in the recent years after being neglected.

This chapter looks deeply at the listening skill, that is to say, the different components which constitute this latter. Beginning from its various definitions that are obviously settled by distinct scholars, moving to distinguish between hearing and listening i.e., whether these two are the same thing or they are dissimilar. The importance of listening skill is also one of the aspects tackled in this chapter to consider why it should be taught, in addition to listening models, types, and strategies. Then, this chapter describes too how the listening skills should be taught. Plus, it identifies the role of the different listening materials in improving the listening skills. Finally, how the listening skill is evaluated and tested.

1.1. Definitions of the Listening Skills

Listening skill is not an easy skill to acquire. Kline (1996) affirms that "listening is a complex process, an integral part of the total communication process" (p. 15). It involves more than hearing sounds and it requires thinking skills as well. In this sense, Kline (1996) argues that the listening process involves hearing, attending, realizing, recalling, and
reacting to messages that are transferred through the medium of sound. So, when one
listens, he/she has to pass through all these mentioned steps. In the past years listening skill
was said to be “passive”; however, this is not the case in reality because this latter needs
active engagement from the one who is hearing (Littlewood, 1981), as long as the high
concentration leads to correct interpretation of the conveyed message. Besides, Verghese
(1989) says that listening is an active skill which is concerned with the analysis and the
appreciation of the received output.

Nation and Newton (2009) claim that "Listening is the natural precursor to speaking;
the early stages of language development in a person's first language (and in naturalistic
acquisition of other languages) are dependent on listening" (p. 37). It means, the
improvement of listening skills is not only worthwhile for its own benefit but it expands to
affect other skills among which the speaking one. It is the skill that opens the door to the
world of second/foreign language learning. Moreover, Rost (2002) defines the listening
skill as the key of second language acquisition besides its role as a skill in language
performance.

It has also a great role in understanding the function and significance of heard sounds.
Accordingly, Widdowson (1978) denotes that "listening is the activity of recognizing what
function sentences have in an interaction, what communicative value take on as instances
of use […] is the receptive counterpart of saying and depends on the visual as well as the
aural medium." (p. 60). To say more, it is proved that listening demands more than
hearing, it necessitates a high attention and the ability to treat the received message. So in
brief, it helps the listener to comprehend the speaker’s intentions. Then, listening gives
EFL learners opportunity to experience the language as it is uttered by its native speakers
and as a result they are going to acquire it rapidly and accurately. In this sense, Rost (2002)
indicates that listening is the channel in which the foreign language is received in real time including pacing, units of encoding and pausing that are related to articulated language.

1.2. The Listening Process

Listening by definition is discriminated from hearing. In contrast to hearing, which is a passive process, listening is an intellectual active procedure that treats and uses the sounds sent to the brain (Steinberg, 1995). Moreover, hearing is an innate skill, that is to say, almost all human beings are born with the ability to hear; in this context Steinberg (1995) states “hearing is the physical act of receiving aural stimuli (sounds), when sound waves vibrate against the eardrum and the brain registers these sounds, we hear” (p. 69). Moreover, a good hearing does not mean a good listening because hearing is just the act of receiving sounds whereas listening is concerned with meaning; more specifically what the speaker means (Kline, 1996). To sum up, hearing is the passive ability of sensing the signals and listening is the active process of understanding and interpreting those signals.

Listening is more complex than hearing; it consists of four main stages: sensing and attending, understanding and interpreting, remembering, and responding or what Steinberg (1995) calls the listening process. Sensing is all about receiving sounds through hearing, then attending what the speaker is saying. Often, it is selective attention i.e., it is concerned only with the important parts of the other person's speech. The next stage in the listening process is to understand and interpret the meaning of the message. Understanding means the ability to apply the conveyed meaning to what is uttered by the speaker (verbal part of the message). After that, it is the turn of interpreting the non verbal cues in other words the listener should attach the emotional meaning of the speaker to the message, like the tone of voice. The third stage is remembering, which means storing the meanings that have been perceived in order to be recalled later on, some studies point out that the important
messages are the ones that are remembered easily. The final stage in the listening process is around reacting to the message of the speaker. The response is evidence that the addressed person has been listening. The listening process is depicted in figure 1.

Figure 1: The Listening Process (as instanced in Steinberg, 1995)

1.3. Importance of Teaching the Listening Skill

EFL learners spend more time in the listening process inside the classroom than the other skills. Thus, 10 percent of the communication time is devoted to writing, 15 percent to reading, 30 percent speaking, and 45 percent reserved to listening (Kline, 1996). In addition the listening skill merits similar care as the other three skills (Flowerdew and Miller, 2005); it has important impact since it is an essential part of second language proficiency (Richards, 2008). Furthermore, the listening skill plays a vital role in acquiring a foreign language just like the other three skills (speaking, reading and writing). In the sense that it is the starting point at the path of acquiring a second language; besides,
listening helps the learners to develop knowledge about the target language and it manifests in the improvement of the other language skills. Realistic communicative listening activities have a strong impact on EFL learners because these activities will let them live the language; therefore, they will be motivated and reassured to learn more (Nation and Newton, 2009).

In addition, listening to spoken authentic English aids the learners to differentiate the distinct varieties and accents instead of just listening to the voice of their teacher who is often non-native speaker. So, exposing the EFL learners to listening materials gives them the opportunity to receive information not only about grammar and vocabulary, but also about the vocalization system, including pronunciation, intonation, stress, rhythm, and many others (Harmer, 1998).

1.4. Listening Models

There are various models that have been built up to clarify the process of listening. From the wide range of these models, this section reviews the most known ones: the bottom-up model, the top-down model, and the interactive model.

1.4.1. The Bottom-up Model

The bottom-up model calls for dividing the acoustic message into small units like single sounds then combining those sounds to form words which are going to constitute phrases, clauses, and sentences, and of course a meaningful content will be comprehended after arranging sentences together (Flowerdew and Miller, 2005). Accordingly, Field (2003, as cited in Nation and Newton, 2009, p. 40) says "Bottom-up processing involves perceiving and parsing the speech stream at increasingly larger levels beginning with auditory-phonetic, phonemic, syllabic, lexical, syntactic, semantic, propositional, pragmatic and
interpretive". In other words, the bottom-up model applies step by step analysis and interpretation of the uttered message.

The division of the utterance is done mentally, in which the listener break it down into small elements, as Richards (2008) refers to as "chunking" (p.4) i.e., the parts or pieces of meaning that the listener catches from the speaker; the chunks are split down using the grammatical knowledge of the listener, also through the intonation and pauses of the speaker. Considering the EFL classroom context, the teacher can employ different activities to develop the bottom-up listening ability. Hence, Richards (2008, p. 6) suggests the following tasks:

- Identifying the denotation of the pronouns; thus, who is the person or what is the object referred to using the pronoun.
- The learners can be asked to determine the time of the spoken utterance.
- Distinguish the positive and negative statements.
- Recognize the order in which words occurred in an utterance, that is to say, the order of subject, object, and the verb. Or differently, the ability to distinguish whether the speaker is questioning, commanding or declaring in his/her statement.
- Identify sequence markers like prepositional phrases/words, connectors, conjunctions, and many others.
- pick up the key words or modal verbs occurring in the spoken passage.

1.4.2. The Top-down Model

The top-down model is different from the bottom-up model; to the extent that the former points out the use of background knowledge however the latter focuses on individual sounds and words to understand the speaker’s message (Flowerdew and Miller, 2005). About this model, Nation and Newton (2009) argue that the listener employs his/her previous knowledge of the context of communication to comprehend the intentions of the
speaker plus the help of the elements of the message. Thus, it is whole to part processing or “inferencing” as named by Nation and Newton (2009).

Furthermore, Richards (2008) confirms the opposition between the two mentioned models in which he claims that the bottom-up model goes from language to meaning, but top-down model goes from meaning to language. He also talks about the background knowledge about which he states (2008):

[...] The background knowledge required for top-down processing may be previous knowledge about the topic of discourse, situational or contextual Knowledge, or knowledge in the form of “schemata” or “scripts” – plans about the overall structure of events and the relationships between them. (p. 7).

So, the listeners are supposed to activate their expectations that appear to be related to the transmitted message (Flowerdew and Miller, 2005). In other words, the previous knowledge is patterned and kept in the listener memory, just like storing information in a computer, whenever he/she faces a similar situation to that stored knowledge, he/she restores it in order to understand the received message. As an illustration to the top-down model, Richards (2008, p. 8) proposes the following example:

Someone tells his/her colleague at work: “I am going to the dentist this afternoon.”

This utterance activates the listener’s prior knowledge about “going to the dentist”. Thus, he/she recalls the coming concepts without even being mentioned by the speaker:

- A setting (e.g., the dentist’s office).
- Participants (e.g., the dentist, the patient, the dentist’s assistant).
- Goals (e.g., to have a checkup or to replace a filling).
- Procedures (e.g., injections, drilling, rinsing).
- Outcomes (e.g., fixing the problem, pain, discomfort).
1.4.3. The Interactive Model

When listening tasks combine both the bottom-up and the top-down models, the interactive model is born. This latter was developed by Rumelhart (1975) who puts” language is processed simultaneously at different levels. In this parallel processing, phonological, syntactic, semantic, and pragmatic information interact [...].” (as cited in Flowerdew and Miller, 2005, p. 26); to say more, the interactive model is better exemplified in the current listening lesson that is generally composed of: pre-listening, while-listening, and post-listening (Field, 1998 as cited in Richards, 2008). The pre-listening step is the warm up stage that prepares the students for what is coming with a mixture of bottom-up and top-down processing practices; then, while-listening gives them the opportunity to understand the piece of listening through bottom-up treating of information, for instance the students are asked to pick up the key words since they are supposed to activate their selective listening. The last step is the post-listening which necessitates the students to react to the subject by giving their views; in other words, their previous knowledge of the subject matter. Nevertheless, this final step can follow a bottom-up analysis of the content too if the listeners are inquired to look into the different parts of the message thoroughly (Richards, 2008). So, the interactive model has benefits on individuals and groups, in the sense that, some individuals favour to apply the bottom-up model rather than the top-down model and vice versa. On the other hand, building up the bottom-up listening ability is the chief concern of beginners, but advanced groups focus more on bettering their top-down skills; sometimes even advanced learners need bottom-up processing especially in the case of fast speech (Flowerdew and Miller, 2005).

1.5. What Makes Effective and Ineffective Listener?

Most of the FL learners are not aware of the several procedures that help them to be effective listeners. That is why, in language classroom, there are effective listeners who
know how to extract information from the spoken message, and there are also those who have not this ability i.e. they are not efficient listeners. O’Malley, Chamot, and Kupper (1989 as cited in Flowerdew and miller, 2005) differentiate between effective and ineffective listeners on the grounds of three phases: perceptual processing, parsing, and utilization.

**Perceptual processing:** is all about keeping attention on the oral information. Effective listeners always know when, what and how to listen whereas ineffective listeners are the ones who are pertained only by the words that they do not know, understand, or they miss.

**Parsing:** ineffective listeners in this phase underline only single words i.e., they try to grasp the whole content through understanding every mentioned word. However, effective listeners often take care of large groups of words; accordingly, their emphasis is channelled to the phrases, clauses, and sentences rather than words. In addition, effective listeners never ignore the significance of the speech features like intonation and pauses.

**Utilization:** effective listeners use background knowledge, whether it is the world knowledge or their previous knowledge, and reflection to interpret the received message that is why they are active participants in the activity of listening. In contrast, ineffective listeners are passive because they do not take into consideration the former actions as effective listeners do.

Ineffective listeners can be redirected to more effective ways to develop their listening skills. In which, they can for example, draw a table that contains the different listening situations they need to develop. After deciding on the situation that they are required to improve, they may give themselves a mark to indicate the degree of proficiency they need in each situation of listening. So, the table is going to help them to create a schedule of work. (See Table 1).
<table>
<thead>
<tr>
<th>Language focus:</th>
<th>Needs</th>
<th>Proficiency(1= very poor; 5= very good)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Now</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Future</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conversations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dictations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussions</td>
<td></td>
<td></td>
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<tr>
<td>Entertainment</td>
<td></td>
<td></td>
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<tr>
<td>Instructions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lectures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TV(state type of program)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Radio(state type of program)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Songs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talks and presentations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Telephone conversations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Table 1: Worksheet for Prioritizing Learners’ Listening Needs**

(Wang, 1996 as cited in Flowerdew and Miller, 2005, p. 71)
1.6. Types of Listening

Kline (1996) administers five kinds of listening which are involved by different situations. And definitely, every kind calls for particular aspects or features: informative listening, relationship listening, appreciative listening, critical, and discriminative listening.

1.6.1. Informative Listening

It is the ability to comprehend the speaker’s expressed meaning; it is also called “listening to understand” (Kline, 1996). Moreover, informative listening opens the door for discovering, acquiring, and gaining knowledge about distinct fields of life; for instance, listening to teachers’ instructions about certain topic will give the learners the needed knowledge about that topic. In addition, concentration, vocabulary and memory are essential hints in informative listening since they help the listeners to understand the speaker’s intentions. So, the first clue for successful informative listening is vocabulary; that is to say, the more rich vocabulary the listener has the better comprehension he/she will get. Secondly, concentration is important for receiving other’s thoughts and it is not easy to reach at the same time. There are several reasons behind the deficiency of concentration like the absence of interest or concern. That is why, the concentration searches for involvement and curiosity. The last hint in informative listening is memory in which listeners can restore past knowledge, build new outlooks and assumptions, and realize others’ ideas.

1.6.2. Relationship Listening

It is generally between close persons as family members or friends however even teachers inside the classrooms can use this kind of listening to teach their learners how they should react to this listening situation. More briefly, it tends to better the relationship between individuals; that is, the speaker expresses and shares his/her problems with the listener who is supposed to show assistance. Then, attending, supporting, and empathizing
are fundamental characteristics for efficient relationship listening. The full attention is the first thing the listener should do simply because “attending behaviours indicate that the listener is focusing on the speaker.” (Kline, 1996, pp. 32-33). In this context, there are many signs that demonstrate that the listener is with the speaker or not, such as eye contact, spoken hints (as uh, yes...etc.), and facial expressions. Although silence is the key behaviour in relationship listening, the listeners should also give support to the speakers through patience i.e. giving them all the time they need, make them more confident in themselves and the listeners, too, should be aware of every single word they state in such situations. Furthermore, empathizing is concerned with understanding others' feelings. In other words, the empathic listeners should put themselves in the place of the speakers, and they should be totally engaged as well in order to experience others' problems; as Kline (1996, p. 34) puts ” those who cannot feel with another person are at a disadvantage in understanding that person.”

1.6.3. Appreciative Listening

It is the listener's reaction and impression about the spoken message. It has nothing to do with the conveyed message itself, hence, some individuals may appreciate it and others not, as example songs and videos. Besides, it is the product of three elements namely: presentation, perception, and previous experience. First of all, presentation is directly related to the one who is presenting, the way he/ she presents, the mean or instrument of presentation, and the circumstances surrounding the presenter. Then, the listener’s perceptions, perspectives, and outlooks about that spoken piece will indicate whether he/she will enjoy it or not. The last element in appreciative listening is the previous knowledge which is in touch with the former element (perception). That is to say, the past experience is the ground or the reason behind appraising the audible product or depreciating it; “if we associate a sound or other experience with pleasant memories, then
we appreciate or enjoy it. However, if the sound or experience is associated with unpleasant memories, we probably will not appreciate or enjoy it.” (Kline, 1996, p. 37).

1.6.4. Critical Listening

It is crucial to listen critically in different areas of life. Kline (1996) sets three things that should be taken into consideration in critical listening: ethos or the speaker credibility which is about investigating the speaker skilfulness and expertise in the subject matter, and whether he/she deserves to be trusted. Second, in critical listening, the listener should also question the arguments given by the speaker to assure the truth, the reliability, and the expressibility of those arguments. After that a critical listener should as well bear in mind the psychological and emotional side of the speaker (pathos) including creativity, anxiety, interest, dignity, and many others because speakers usually use pathos to affect listeners. However, a competent critical listener should point out the emphasis of the speaker's message despite the fact all the pathos that the speaker uses. In a few words, the three mentioned elements of critical listening (ethos, logos, and pathos) should not be used separately, in other words, they should be all present in examining the oral message critically.

1.6.5. Discriminative Listening

The last type of listening is considered to be an important type because it serves as a basis of the four former types. It likewise demands three parts: hearing ability, awareness of sound structure, and integration of nonverbal cues. It is obvious that discriminative listening inquires good hearers who can easily discriminate speech sounds, like the ability to distinguish between high and low pitches. Additionally, the listener should be able to recognize the different patterns of the sounds such as the silent ones; moreover, the speaker's intentions are transferred easily if the nonverbal hints are taken into account. As a consequence, the discriminative listening will develop.
1.7. Listening Strategies

Effective listening depends also on the strategies exploited by the listeners. These strategies are organised plans used by the listeners to accomplish the listening activities i.e. the manners of listening. Buck (2001) describes two types of strategies. First of all, the Cognitive Strategies which call for understanding and treating the verbal and nonverbal stimulus and store it in the memory in order to be retrieved whenever it is needed. The second ones are the metacognitive strategies; they are the intellectual practices that implement the cognitive processes. That is to say, the listener should consider the situation of listening; for example, his/her background knowledge of the given topic and the means that are at hand. After that the listener should evaluate him/herself and others' engagement and attainment while and after the listening activity. The following table is an example of how metacognitive strategies are integrated in the listening lesson. (see Table 2)

1.8. The Teaching of Listening

Verghese (1989) assures that the listening skills can be improved through intensive and extensive listening activities that train the EFL learners to better their listening abilities. Extensive listening means exposing the learners to a wide range of listening exercises which present real listening situations. And it allows them to listen to new unfamiliar language items such as vocabulary (Broughton, Brumfit, Flavell, Hill, and Pincas, 1990). On the other hand, intensive listening is concerned with in exercising particular language items to facilitate the process of the language teaching (Verghese, 1989). Furthermore, Harmer (2001) claims that the EFL students can develop their listening skills through a mixture of intensive and extensive listening practices. Verghese (1989) states that there are a number of listening materials which can be used in both kinds of practice; these materials can be created by the teacher him/herself, or can be attached to the language books such as CDs that come with coursebooks. Students can also listen to records of authentic materials
which supply understandable contents (Harmer, 2001).

<table>
<thead>
<tr>
<th>Step</th>
<th>Activity</th>
</tr>
</thead>
</table>
| 1    | **Pre-listening activity**  

In pairs, students predict the possible words and phrases that they might hear.  
They write down their predictions. They may write some words in their first language. |
| 2    | **First listen**  

As they are listening to the text, students underline or circle those words or phrases (including first-language equivalents) that they have predicted correctly. They also write down new information they hear. |
| 3    | **Pair process-based discussion**  

In pairs, students compare what they have understood so far and explain how they arrived at the understanding. They identify the parts that caused confusion and disagreement and make a note of the parts of the text that will require special attention in the second listening. |
| 4    | **Second listen**  

Students listen to those parts that have caused confusion or disagreement areas and make notes of any new information they hear. |
| 5    | **Whole-class process-based discussion**  

The teacher leads a discussion to confirm comprehension before discussing with students the strategies that they reported using. |

Table 2: Steps in Guided Metacognitive Sequence in a Listening Lesson  
from Goh and Yusnita (2006 as cited in Richards, 2008, pp. 13-14)
1.9. The Role of Technology in Improving the Listening Skills

Nowadays, technology becomes a must in every area of life due to the number of advantages that this latter offers to its users. Second language learning is one of the disciplines that benefit from the use of different technology devices which aim at ameliorating the learners’ outcomes. More specifically, Flowerdew and Miller (2005) explain how can radio, tape recorder, language laboratory, video, and computer- assisted language learning improve the second language learners’ listening skills.

1.9.1. Radio

It is an instrument that provides the learners with several qualities like the ability to be competent learners because the radio gives them the opportunity to experience listening in real situations. And it permits them to listen to native speakers in different circumstances. Furthermore, the diversity of programs, which leads to a variety of information, will build up the selective and discriminative listening in the learners who are supposed to appraise what they listen. In addition to the former advantages, the radio also enlarges the learners’ creativity which means that they should form mental images to the events they hear. As Tomalin (1986, as cited in Flowerdew and Miller, 2005, p. 166) says that “listening activity is telescoped by the ear but expanded by the eye”. As a result, many learners will draw amusing pictures to the listening situations. However, the teachers cannot control the radio programs as it is a means that can be exercised in real time not in class time.

1.9.2. Audiotapes/Audiocassettes:

They are one of the most available materials the teachers use to improve the listening skills in the classroom. That is to mean, without audiotapes, the teacher will find it difficult to engage the learners in real listening contexts, particularly with extensive listening. In this response, Flowerdew and Miller (2005, p. 169) illustrate the importance of these means by giving the example of distinguishing among a variety of voices. Thus, the
teacher asks his students to listen to a tape in which group of speakers from distinct countries are talking. Then he asks them to decide the speakers’ countries from their manner of speaking. At last, the teacher questions them about the speakers they understand more and what made them more understandable? Besides, the audiocassettes are also effective to practice intensive listening. In the sense that the teacher plays the audiotape different times to let the learners receive information about a given item of the language, for instance, listening to pronunciation and intonation forms. On the other hand, the instructor should inform the learners that they should not consider the sound recording as a dictation session so they will not ask for more replays.

1.9.3. Language Laboratory

Once the audio-lingual method of teaching appeared, the language laboratory came into existence as language aid. This latter makes the learners hear and repeat, Flowerdew and Miller (2005) refer to as “mechanical drills”, the language patterns for efficient acquisition of the target language. This device carries out two kinds of drills: the repetition drills that draw the learners to repeat after the machine. And the substitution drills in which the language laboratory gives them a hint; they complete the remaining parts. As soon as the current methods of teaching developed, like the communicative method, and the absence of motivation that results from boredom, the use of language laboratories in the classrooms decreased.

1.9.4. Video

Teaching listening skills is not an easy task. Hence, the teachers search for more effective ways to make the target language more understandable. Many researchers find that the videos are the most suitable tools for enhancing the non native learners’ listening skills. These tools gather various benefits, namely the ability to motivate and prompt the learners to learn more. Furthermore, they display concrete authentic language with cultural
backgrounds. The different spoken aspects of the language are pictured obviously in the videos, such as paralinguistic features that cannot be observed in the earlier mentioned materials (radio, audiotape, and language laboratory). Someone can say that watching videos makes the learners just passive listeners. On the contrary, video viewing activates both teachers and students. In addition to choosing the right videos to the class, the teacher should as well know how and when to integrate the video into the lesson and what kind of activities that should attach the video. On the other side, the learners take part in the process by responding to the given activities or even give comments about the video.

1.9.5. Computer-assisted Language Learning

Computers are one of the technological inventions that have been employed to exercise listening skills. In this context, CD-ROMs and the World Wide Web are two efficacious computer tools. The first provide a wide range of audio and video activities with immediate feedback. The way the listening tasks are presented fascinates and attracts the learners. Besides the large collection of resources and learning styles, CD-ROMs give the students the chance to work in pairs or groups, especially in large classes (Warschauer and Healey, 1998 as cited in Flowerdew and Miller, 2005). The W W W enables the learners to access a number of language learning sites that include divergent set of information. Chen (1999 as cited in Flowerdew and Miller, 2005) lists some sites addresses for listening materials. (See Table 3)
### Table 3: A Selection of Web Sites Allowing Access to Listening Material

(Chen, 1999 as cited in Flowerdew and Miller, 2005)

<table>
<thead>
<tr>
<th>Site Name</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Broadcasting Company (ABC)</td>
<td><a href="http://www.abc.com">http://www.abc.com</a></td>
</tr>
<tr>
<td>British Broadcasting Company (BBC)</td>
<td><a href="http://www.bbc.co.uk">http://www.bbc.co.uk</a></td>
</tr>
<tr>
<td>Columbia Broadcasting System (CBS)</td>
<td><a href="http://www.cbs.com">http://www.cbs.com</a></td>
</tr>
<tr>
<td>Cable News Network (CNN)</td>
<td><a href="http://www.cnn.com">http://www.cnn.com</a></td>
</tr>
<tr>
<td>Microsoft-National Broadcasting Company (MS NBC)</td>
<td><a href="http://www.msnbc.com">http://www.msnbc.com</a></td>
</tr>
<tr>
<td>National Public Radio (NPR)</td>
<td><a href="http://www.npr.org">http://www.npr.org</a></td>
</tr>
<tr>
<td>Public Broadcasting Service (PBS)</td>
<td><a href="http://www.pbs.org">http://www.pbs.org</a></td>
</tr>
<tr>
<td>Realmedia Guide</td>
<td><a href="http://www.realguide.com">http://www.realguide.com</a></td>
</tr>
<tr>
<td><strong>ESL listening sites</strong></td>
<td></td>
</tr>
<tr>
<td>ESL Cafe’ Guide: Listening</td>
<td><a href="http://www.eslcafe.com/search/listening">http://www.eslcafe.com/search/listening</a></td>
</tr>
<tr>
<td>Eviews: Accents in English</td>
<td><a href="http://www.eviews.net">http://www.eviews.net</a></td>
</tr>
<tr>
<td>The English Listening Lounge</td>
<td><a href="http://www.englishlistening.com">http://www.englishlistening.com</a></td>
</tr>
</tbody>
</table>

#### 1.10. The Role of the Teacher

EFL teachers have different roles to be fulfilled in the classroom; in which they are the ones who give instructions, present lectures to the learners, design tests and exams, control the class. They are also the ones who create the suitable techniques to practise the language. In the listening session, the teacher’s role involves more even than bringing
listening materials to the classroom. In this line, Harmer (2007) identifies four roles for the teachers, which are as follows:

**Organiser:** the teacher should specify the objectives and the aims of the listening lesson explicitly. After that he/she should set up the students’ confidence through designing more comprehensive and realisable tasks.

**Machine operator:** the second role that the teacher should play according to Harmer (2007) is the listening materials’ manipulator or controller. So, he/she should be acquainted with how those tools work, and it is advisable to test them before the session to not waste the class time. The teacher also should know when to start and stop the chosen piece to give questions or exercises.

**Feedback organiser:** after completing the listening activities, the students will be evaluated by the teacher. At first, the teacher may ask his/her learners to compare their answers with each other, and then he/she gives them the feedback they need. Hence, the supportive feedback is appreciated to motivate the students.

**Prompter:** it is difficult for the learners to detect the purpose behind the listening activities or the language elements that are emphasized. For that reason, the teacher can help them through different ways, like, replaying the listening piece until they get the point or giving them a script with some words blanked out (Harmer, 2007).

**1.11. Listening Skills Assessment**

Assessing the listening skills is a complex procedure that involves several criteria to be considered. First, the teacher needs to decide which approach of testing to be adopted that is “a set of theoretical notions about language and what it means to comprehend spoken language and certain testing techniques” (Buck, 2001, p. 61). Then, Buck (2001) identifies three approaches: the discrete-point approach where the language elements are assessed
separately. Lado (1961 as cited in Buck, 2001) specifies these items: phonemes, intonation, stress, grammatical forms, and vocabulary, and suggests the true/false, multiple-choice questions and pictures tests. The integrative approach is about testing different items of language at once. In this path, Oller (1979, p. 38 as cited in Buck, 2001) defines it as “any procedure or task that causes the learner to process sequences of elements in a language that conform to the normal contextual constraints of that language”. The techniques used in this approach are gap-filling tasks, dictation, sentence repetition tasks, statement evaluation, and translation (Buck, 2001). The last approach is the communicative one; it is about communicating effectively with the target language. Therefore, Buck (2001) asserts that the knowledge about the language is not regarded in communicative tests. He also underlines the use of authentic tasks with actual situations.

“The type of listening test used will very much depend on the overall type of tests being administered” (Flowerdew and Miller, 2005, p. 202). Once the teacher selects the desirable type of test, between the proficiency, placement, achievement, and diagnostic tests, he/she can set the test items in which reliability, validity, and practicality are compromised. Flowerdew and Miller (2005) add some of the conditions that demand consideration by the test designer, like, listening materials (which tool will be used?). In addition, the way the learners will get the test, that is to say, whether the students will take the listening test all together, or each one of them will have his/her own earpiece. Plus the scoring measures in which there are different manners to grade the tests; for example, the number scales as in the discrete-point and integrative approaches that necessitate specified scores. However, performance indicators, like good, very good, etc, are preferred in the communicative approach. Thus, these are some of the main ways for testing the listening skills.
Conclusion

To sum up, listening is a fundamental skill that the foreign language learners should develop in the sense that it is the key that can help the learners to understand the new language since most of the class time is devoted to receiving knowledge. On the other hand, the listening skill cannot be enhanced without exercising it using the different technological materials, and taking into consideration its several procedures. Many researchers guarantee the role of the listening skill in enriching the other skills particularly the speaking one, which is the focal point of this study.
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Conclusion
Chapter Two: The Speaking Skill

Introduction

The ability to speak is the heart of any language since it helps persons express their intentions. Accordingly, the EFL learners link their progress in English language learning to how well their speaking skills are. Although it is a very important skill regarding the other three ones (listening, reading, and writing), it represents an actual challenge to most EFL learners. So, speaking in English is a skill that needs a hard work on the part of the non-native learners who must take into consideration all its components to improve it.

This chapter is devoted to examine the speaking skill. First, we need to know what is speaking and how different scholars define it, moving to distinguish between L1 and foreign language speaking as well as identifying the several types of knowledge foreign language speakers need to know. The chapter includes also the reasons behind the difficulty of the speaking skill, its types, functions, and the different activities used by teachers to improve their learners’ speaking ability. The last part of this chapter explains how the speaking skill is assessed.

2.1. Definitions of the Speaking Skills

The speaking skill is the chief concern and the goal that every EFL learner seeks to reach. In this sense, “speaking is usually considered the core skill in language learning; it is what learners generally want to be able to do” (Coleman & Klapper, 2005, p. 55). Years ago, the ability to speak accurately was associated with the teaching of grammar, vocabulary, and some of the pronunciation rules. However, speaking is more complex than just teaching some of its elements and it requires a mastery of different skills and various kinds of knowledge (Thornbury, 2005). Thornbury also describes it as a skill that should be
taught independently from grammar syllabus. Furthermore, Widdowson (1978) sees it from a different angle in that speaking according to him is the active and productive skill that demands the engagement of phonological and grammatical systems, besides, the use of body language.

Luoma (2004) says that speaking in foreign language means the knowledge of the sound system of the target language, its proper vocabulary, and the ability to assemble words in understandable way without hesitation. Because the speaking skill represents a real challenge for EFL learners, Sárosdy, Bencze, Poór and Vadnay (2006) suggest some of the sub-skills to develop the speaking skill. The first one is the organic basis which is about accurate articulation of the speech sounds, plus the rapid speech that yields fluency. Then, the non-native learners should master the different language aspects, such as parts of speech, grammatical structures, and pronunciation (with its distinct elements, namely stress, intonation, and rhythm). In addition, effective speaking involves the use of non-verbal communication on the part of the learners who are supposed to know the different speech functions, like requests or orders, and produce coherent utterances. On the other hand, the teachers should help the students to improve their speech using compensation strategies as synonyms and antonyms.

2.2. The Differences between L1 and FL Speaking

The process of producing speech, from forming mental ideas and articulating them to communicating them, seems to be the only meeting point between L1 and FL speaking (Thornbury, 2005). In this response, it is obvious that the second or foreign language is different from the learners’ mother tongue in many respects. Thornbury (2005) considers the following differences: the first distinction is about the language itself which means that the FL vocabulary and grammar are not the same as those of the L1. Then, fluency and automaticity are easy to achieve in L1 unlike FL. Therefore, the inaccessibility of FL
knowledge, developing ideas in the mother tongue, then translating them in the second language, and the fear of making errors are some of the factors that affect the learners’ fluency and automaticity. So, instead of speaking, the non-native learners are obliged to plan what they are going to communicate.

2.3. The Different Types of Knowledge FL Speakers Need to know

Thornbury (2005) states eight kinds of knowledge that FL speakers should count when speaking. The first type of knowledge the speakers should have is the socio-cultural background. Since English is an international language, the EFL learners should be able to cope with different cultures or what Thornbury calls the intercultural competence. Therefore, variation and ambiguity are integral parts of communication. Secondly, genre knowledge that is more about how formal speech is formed because this latter needs several characteristics to be considered. On the other hand, the informal or daily communication, as its name denotes, cannot be restricted to limited situations; it is hard to teach. Hence, the informal genres can be transferred from the speaker’s L1. Then, FL speaking involves the knowledge of speech acts which give information about the speaker’s intentions. Moreover, the learners should know how different speech functions are structured into patterns, like why you do not...? That is used to give advice.

Furthermore, the fourth type of knowledge is the language registers or styles which are required to adjust the speech act patterns to distinct situations. Here, the speaker should bear in mind the context and the position of the person he/she is talking to. Discourse is also one of the knowledge types that Thornbury (2005) mentions, in which he states that discourse knowledge is a universal aspect of communication. Although, it does not need explicit instruction about how it is realized, the learners must know how the different discourse moves are controlled in the FL. In this context, the discourse markers can be helpful source for the non-native learners. In second/foreign language classes, the grammar
items are generally taught apart from spoken language. That is why, Thornbury (2005) emphasizes the incorporation of grammar rules into the speaking class. Accordingly, he says “…grammar knowledge for speaking purposes consists largely of those grammar systems that favour rapid, real time speech production.” (P. 33). As an example, the teacher may quiz the students’ ability to use the present and past simple in narration.

The seventh type of knowledge is the vocabulary that has an important impact on FL speaking. The EFL learners are asked to know at least the most common words of the target language. However, they should learn as much as they can because they will need more, especially in the case of more specialized objectives, such as academic speaking. Lastly, the FL pronunciation is often affected by the leaner’s L1 and this effect may influence the comprehensibility of the language. For this reason, the knowledge of phonology is the solution of the problem of understanding. To say more, the non-native learners’ speech is comprehended through the use of stress, intonation, and rhythm.

2.4. Speaking Skill Difficulties

When EFL learners are asked to speak it is often not so easy; this is because of the number of features that the speaking skill necessitates. Those features help the students to be native-like speakers but they are difficult to follow at the same time. In this path, Brown (2001) distinguishes some of the features that L2 and foreign language speakers find difficult. These features are as following: clustering, redundancy, reduced forms, colloquial language, rate of delivery, stress, rhythm, intonation, and interaction.

2.4.1. Clustering

The speech requires complete and more comprehensive utterances not individual words, and this is the problem, simply because the learners are not native speakers of the language; they cannot produce coherent utterances.
2.4.2. Redundancy

With the aim of clarifying their intentions, the foreign language speakers can use redundancy as an aid. Nevertheless, they should be aware of repeating the same words or even using two or more words that have the same meaning.

2.4.3. Reduced Forms

They appear generally in informal conversations and lead the EFL learners to misunderstand the speech in the sense that they find it difficult to distinguish the contracted sounds.

2.4.4. Performance Variables

In the speaking process, the speakers think while they are speaking. That is why, English language allows the speakers to hesitate and make pauses to fill in the gap that may occur in the time of thinking. However, the question that should be asked here is whether the L1 and foreign language have the same hesitation procedure? If it is not the case, the learners may face a difficulty at the beginning since they are socialized on different ones.

2.4.5. Colloquial Language

The EFL learners are not required only to learn the formal language but they are also expected to know the different aspects of colloquial language such as idioms.

2.4.6. Rate of Delivery

Although it is a difficult feature to attain, it is very important at the same time. Accordingly, it is the proper that distinguishes the native speakers from non-native ones that is why, the EFL students should be trained to have at least satisfactory speed delivery of speech.
2.4.7. Stress, Rhythm, and Intonation

The speaker’s message will be transmitted well if his/her pronunciation is clear and comprehensible that is the result of the good knowledge of English stress, rhythm, and intonation.

2.4.8. Interaction

The speaking skill involves as well the ability of handling conversations with others. Brown (2001, p. 271) describes it as “the creativity of conversational negotiation.” However, it is generally not easy for EFL learners to carry on long conversations.

2.5. Types of Speech

The types of speech are classified according to the number of participants engaged in the speech. Sárosdy, Bencze, Poór and Vadnay (2006) differentiate between three types of speech: monologue, dialogue, and discourse. The monologue includes one person who is speaking about a matter, for example each learner presents something orally. Moving to the dialogue where two participants exchange information with each other. The last type is discourse that demands more than two persons discussing an issue.

2.6. Functions of Speaking

Brown and Yule (1983 as cited in Richards, 2008) classify three functions or purposes for speaking. Each function has a unique pattern, aim, and method of teaching. The three functions are: talk as interaction, talk as transaction, and talk as performance.

2.6.1. Talk as Interaction

As its name denotes, interaction involves both formal and colloquial conversations that target the social relationship between people, for example greeting in which the speaker tends to launch a well-disposed and comfortable relationship using polite words (Brown and Yule, 1983 as cited in Richards, 2008). Being engaged in interactional conversation
demands a number of sub-skills that the one who talks should know. Richards (2008, p. 23) mentions the following:

- Opening and closing conversations
- Choosing appropriate topics
- Making small-talk
- Joking
- Recounting personal incidents and experiences
- Turn-taking
- Using adjacency pairs (like invite/accept/refuse)
- Interrupting
- Reacting to others
- Using an appropriate style of speaking.

Furthermore, there are several techniques the teachers can use to teach speech as interaction; Richards (2008) specifies some efficient ones. Hence, talk as interaction can be taught using realistic dialogues with common subjects for the learners such as weather. Another way to practise this latter is by giving feedback which is about the different expressions that show concern, like “that is amusing/exciting. To exercise the feedback technique, the teacher may give the learners a dialogue, and ask them to add feedback expressions. In addition, the teacher may prepare questions associated with the topic they are studying. And, then, he inquires them to ask and answer those questions in pairs; the formed questions should be about personal experiences of the learners.

2.6.2. Talk as Transaction

It is about the conveyed information itself i.e. the listener here cares only about the message, and whether it is clear and understandable. And he/she does not care about how the speaker communicates the message. Moreover, Burns (1998 as cited in Richards, 2008)
differentiates between two kinds of talk as transaction. The first concentrates on giving and taking information, but the second type focuses on receiving products and services. Richards (2008, p. 26) acknowledges the following sub-skills to be considered in transactional speeches:

- Explaining a need or intention
- Describing something
- Asking questions
- Asking for clarification
- Confirming information
- Justifying an opinion
- Making suggestions
- Clarifying understanding
- Making comparisons
- Agreeing and disagreeing

Richards (2008) says that teaching talk as transaction is not that difficult task, simply because the current communicative teaching tools offer a wide range of activities. Group activities, information gap activities, and role plays are useful techniques for exchanging information. The learners can work in groups to think of matters to be discussed with the whole class. Then, they can exercise what Richards (2008, p. 31) calls “real-world transactions” through role play activities.

Furthermore, the sufficient use of communicative activities that practise talk as transaction improves the linguistic accuracy of the learners. On the other side, there are other views which claim that the communicative tasks enhance the EFL students’ fluency not accuracy (Richards, 2008). So, Richards (2008) states that if the teacher is addressing the accuracy level of the learners in the transactional use of the language, he/she should
first teach them the necessary language forms they need in communicative activities. After that, he/she should design tasks which are appropriate for the learners’ needs and level, in other words the task should not be too difficult, and they should be given also the sufficient time to accomplish the task.

2.6.3. Talk as Performance

The last role of speech is concerned with conveying information before an audience, which Richards (2008, p. 27) names “public talk”. In EFL classes, the best example that depicts talk as performance is classroom presentations. Jones (1996 as cited in Richards, 2008, p. 27) states that “… because of less contextual support, the speaker must include all necessary information.” So, the speaker in such function of speech should give the listeners as much as possible information about the presented topic since the context gives none help to the audience. As the quality of the transmitted information is important, talk as performance focuses on both the form and the accuracy. Furthermore, talk as performance generally takes the form of monologues. Richards (2008) equates it to written language and differentiates it from conversational language. In addition, its effect on the audience is the hint that indicates whether it is presented well or not. Richards (2008, p. 28) points the following sub-skills that a performer should bear in mind:

- Using an appropriate format
- Presenting information in an appropriate sequence
- Maintaining audience engagement
- Using correct pronunciation and grammar
- Creating an effect on the audience
- Using appropriate vocabulary
- Using an appropriate opening and closing
Teaching talk as performance demands a distinct teaching way. Jones (1996 as cited in Richards, 2008) sees that the teaching techniques of written texts can be employed to teach formal spoken language as well. In this context, the students can attend oral presentations introduced by their colleagues, or displayed through audiovisual materials. Then, they can be asked to answer some of the comprehension questions, or they may propose their own questions. Moreover, Feez and Joyce (1998 as cited in Richards, 2008) describe how talk as performance can be taught in which they suggest that the different language forms such as grammar should be instructed explicitly. Besides, the spoken activities should be related to cultural situations, and the designed tasks should also encourage the development of language skills for efficient communication.

The question that someone may ask here is why encourage the EFL students to do speaking tasks? In this sense, Harmer (1998) puts three main reasons behind the effectiveness of speaking tasks. First, these latter evolve the learners abilities to make discussions in the target language inside or outside the classroom. In addition, engaging them in role plays about real situations will give them the opportunity to experience how communication in the language looks like. Speaking activities afford them the feedback they need to progress in their study in which the teacher also can check how well they are doing and what, still, they need. On the other hand, the EFL learners complain all the time about the boredom in the classroom, that is why, speaking tasks are highly motivating.

2.7. Types of Classroom Speaking Performance

In the classroom, the learners respond to the various speaking tasks differently. Thus, the teacher is the one who decides how his/her students react to the given assignment. Brown (2001) identifies the following kinds of oral production which are often fulfilled by the students: imitative, intensive, responsive, transactional, interpersonal, and extensive performance.
2.7.1. Imitative

Imitation here means repeating after either the teacher or a spoken material and aims at practicing a specific item of the language such as English sounds. A well-known technique used in this case is drilling, which provides the learners with the opportunity to listen and restate language features. Brown (2001) gives some suggestions for efficient drills which he points up that they should be short, simple, and captivating. Besides, the drills should result from communicative purposes although they are restricted to phonology and grammar items.

2.7.2. Intensive

It is also about exercising the phonological and grammatical elements of the language. However, it is different from the previous one in terms of how the activities are developed. In the imitative practices, the students repeat the heard output but they are allowed to use certain forms of language in the intensive activities. For instance, the teacher gives them a blank dialogue, and asks them to complete it with specified language items orally.

2.7.3. Responsive

The responsive language is all about the answers or reactions given to the teacher’s questions and colleagues’ comments. Those answers are generally meaningful and do not need extended dialogues. Those responses are part of the lesson or classroom interactions where the teacher asks and the students respond or it can be also between the students; one student asks and the others answer.

2.7.4. Transactional

Transmitting and exchanging information is the main function of this type of performance. Therefore, the extended conversation is the suitable technique in such instance in order to convey as much information as possible. The conversation can be either teacher-student directed or student-student directed.
2.7.5. Interpersonal

This type of performance takes often the form of dialogues that are conducted for the aim of holding social relationships. These dialogues, as Brown (2001) shows, train the students how emotions, colloquial language, and relationships are attached linguistically to the dialogue. Hence, the students are supposed to generate relationships through words rather than gestures.

2.7.6. Extensive

Once the EFL learners progress in the process of language learning, they are expected to be able to develop extensive monologues like oral presentations. These monologues are characterised by formality, and they can be either prepared in advance or unprepared. So, the oral presentations topics are generally assigned to the students before the day of presentation to give them chance to train themselves before presenting before the audience that is why they are known as the prepared talks. However, this type of performance allows sometimes a number of unprepared presentations.

2.8. Techniques to Develop Speaking Skills

First of all, before knowing the different techniques that better the learners’ speaking skills, we need to have a look on the various principles for designing the right speaking techniques. Brown (2001) points that these latter should promote the use of the building blocks of the English language i.e. the parts of speech. Then, he says that these activities should motivate the students through taking into consideration their needs and interests. And he also supports the employment of authentic materials with purposeful situations. As initiation is a part of spoken language proficiency, the technique designer should give the students chance to direct or head the speech. Initiation here means starting and directing the conversation, suggesting topics for discussion, and asking questions. Furthermore, the teacher should decide the type and the time of feedback for each designed technique. So,
these are the main principles that the teacher should be aware of in developing speaking activities. Harmer (2001) lists the most used activities to develop the EFL learners speaking skills which are as follow:

2.8.1. Acting from a Script

The students can improve their speaking abilities through adopting the roles of certain plays characters, coursebooks dialogues or even their own dialogues. Before the teacher asks his/her students to act the dialogue, he/she should consider some tips like giving them the sufficient time to prepare themselves. Besides, providing them with the appropriate supportive conditions especially for the shy students in which it is better to not select them first. In addition, the teacher can also attract the learners’ attention to the different speech features such as stress and intonation.

2.8.2. Communication Games

These games are meant for communicative purposes in the sense that they evoke the learners to speak either individually or with colleagues. For this reason, there are several types of communication games that the teacher can benefit from. Harmer (2001) gives the example of “Just a minute” game in which the students are supposed to speak for sixty seconds on a topic chosen by the teacher without making language mistakes. When another student hears a fault from the one who is speaking, he/she stops him/her and takes the turn to talk until all the class take part in the game.

2.8.3. Discussion

Discussion is another way to engage the learners in speaking situations. Although this technique does not work with all the class because in most times the learners have nothing to say or they are not confident to express their ideas in public. The teachers may use distinct strategies to prevent these difficulties. Allowing the learners to think on the topic in groups before being asked motivates and gives them ideas to speak. In addition, the
teacher can open discussions through showing them pictures or proposing a subject, and then he/she picks up students to ask them what they think about the given matter. Moreover, for and against debates are useful in which the students can be prepared to give arguments with or against something. Even those unprepared discussions that occur within the lesson can lead the learners to speak.

2.8.4. Prepared Talks

The fourth kind, that Harmer (2001) supplies, is the prepared talk or the oral presentations where the students have the opportunity to choose the desired topic. So, if the prepared talks are structured and planned well, the learners will profit from effective technique to practice speaking skills. However, they should bear in mind that these talks are not entailed for casual conversations, and it is preferred for them to not read from scripts.

2.8.5. Questionnaires

Questionnaires serve as tool for opening discussions or prepared talks. Both the teacher and students can develop a questionnaire about certain topic. Thus, the outcome got from it can be the starting point of a discussion. To illustrate, Harmer (2001) states that “questionnaires are useful because, by being pre-planned; they assure that both questioner and respondent have something to say to each other.” (p.274)

2.8.6. Simulation and role play

Role play and simulation are two helpful speaking techniques for EFL learners in which they perform real world situations. To explain more, the students in such activities take the role of certain character in any real life situation. Simulation and role play are often used to foster the learners’ fluency, and they can be used also to direct ESP students to particular area of study. Jones (1982 as cited in Harmer, 2001) specifies three aspects to be taken into consideration in simulation practices. Firstly, the students must live the role of the
character in the given situation. Secondly, they should think of the classroom as the target setting, for example a post office, shop, garden...etc. Thirdly, the structure of the activity and any required information should be imparted to the learners in advance to go through the simulation easily and efficaciously.

Moreover, in the role play the students should know who the characters are, what they think and feel. Harmer (2001) says that it is better to leave the role play open-ended to allow a discussion of different point of views, so that the whole class can participate. Cranmer (1996 as cited in Harmer, 2001) introduces a different way for role plays where the students are shown a paint or picture. Then, they are asked to answer some questions as they are the characters in the paint, or develop a role play grounded on the participants in picture.

In short, role play and simulation are efficient techniques for motivating learners. They help shy and hesitant students to express their impressions better than questioning them to speak about themselves. They also offer the learners the chance to widen their knowledge of the language rather than task-centred activities (Harmer, 2001).

2.9. The Role of the Teacher

The EFL teachers during speaking tasks need to act other roles in addition to the ones they often do. Harmer (2001) sees that speaking skill is like any other language aspect involves assistance on the part of the teacher. Accordingly, he focuses on three main roles which are: prompter, participant, and feedback provider.

2.9.1. Prompter

The teacher can help the students who do not find what to say, forget what to say, or even cannot speak by giving moral support or suggestions. However, these last should not be imposed on the learners or for the purpose of letting them down. So, they will not be oppressed when they find it difficult to speak.
2.9.2. Participant

The teacher is supposed to be the one who imparts vitality in the classroom especially in the speaking activities. Moreover, he/she can even participate in the activity in order to make it more understandable, assure participation, control and guide the students. On the other hand, the teacher should not dominate the speech and leaves no chance for the learners to talk.

2.9.3. Feedback Provider

It is efficient to provide the student with the feedback they need. The teacher should react to both the content of the activity and the form of the language used; gentle correction leads the learners to better their performance and get over the different difficulties. The teacher should not over-correct the learners while they are speaking because this will affect the communicative aim of the activity.

2.10. Assessing the Speaking Skills

Harris and McCann (1994) state that assessing the oral performance of each student in the classroom is not an easy task. They claim that since the aim is to test the oral performance, it is better for the teacher to concentrate on the activities that emphasize the performance such as role plays. Besides, the teacher should determine the norms he/she is going to evaluate in advance i.e. what he/she is going to assess? In this line, Harris and McCann (1994) mention the following criteria: fluency and lack of hesitation, relevance and interest of performance, pronunciation (intonation, stress, etc), properness of the language, grammatical accuracy and the use of appropriate vocabulary. Now, concerning how the teacher decides which criterion to be tested, it is not a matter of personal choice of course, the learners’ level is the key of selecting the suitable criteria. For example, beginners cannot be tested on all the referred criteria at once but advanced learners can do (Harris and McCann, 1994).
Moreover, Thornbury (2005) views that testing the speaking skills occurs at the beginning and at the end of the language classes, and at different times at the course of speaking itself. The speaking assessment is difficult than the evaluation of any other language aspects because it demands much time especially if each student in the classroom is tested individually. Plus, the teachers may differ about the distinct criteria of evaluating speaking, each teacher has his/her method of testing; these variations do not appear generally in assessing grammar or writing for example (Thornbury, 2005). About the nature of the activities used to test speaking Thornbury (2005) says that they are the same activities that are used to teach it.

In addition, Thornbury (2005) supplies the most used spoken test types. Starting with the interview in which he describes it as an easy technique to establish. It necessitates a room aside from the learners who are supposed to enter one by one. On the other hand, this type of testing has some of the pitfalls, like the effects of the interviewer (the teacher) on the learners and his/her manner of questioning that may affect theirs outcomes. It can also be hard for the teacher who cannot manage the work effectively that is to mean it is difficult to observe the learners’ ability of speaking and making an objective assessment at the same time. Furthermore, Thornbury (2005) suggests the following tips to diminish the encountered problems: using a small talk to comfort the students, and giving them the same topic with one or two minutes to prepare themselves.

Live monologue is one of the efficient techniques that the teacher can rely on to test the speaking skills where the learners are asked to perform a piece of talk on a pre-selected topic. The aim behind such kind of assessing is to examine the learners’ ability to deal with an extended turn (Thornbury, 2005). The live monologues give the rest of the students the opportunity to attend and even ask questions to the one who is speaking to check his/her ability to speak interactively and spontaneously (Thornbury, 2005).
Besides, role plays are proved to be a useful activity to improve the EFL learners speaking skills, so the same activity can be used to assess their speaking abilities. Accordingly, Thornbury (2005) insists on including everyday situations in the role play, and avoiding too much imagination. He also disallows the learners to use written scripts to avoid the possibility of any partial test of reading skills as well.

The last type of spoken test Thornbury (2005) sets is the collaborative tasks and discussions. Someone may say that these last are similar to role plays; in fact, it is not the same in the sense that in the role plays the learners are performing the roles of different characters. While in the collaborative tasks and discussions the learners are encouraged to express themselves and their opinions.

Luoma (2004) claims that the oral performance assessment demands sometimes the utilisation of some materials to advocate talk. He says also that these materials serve as a guide or as a starting point that gives the learners hints about the content of the test. For instance, the students can be given cards, pictures, or even they can be shown videos that contain clues about the topic they are going to speak about. However, these last are time-consuming because they need to be designed in a creative way, so that the learners do not find it difficult to get the intended topic or task, and at the same time it should not be predictable (Luoma, 2004).

The last step in the process of assessing the speaking skills is giving scores to the learners. Speaking scores or grades indicates how well the students can speak the target language (Luoma, 2004). Luoma (2004) states that “the speaking scores usually take the form of numbers, but they may also be verbal categories such as ‘excellent’ or ‘fair’.” (p. 59). So, the teacher can grade the learners in terms of either single scores i.e. numbers, or through using linguistic expressions that show how well they did. In the other side, Thornbury (2005) explains another way of scoring in which he specifies two models. The
first is the holistic scoring that is about giving one score to the performance as a whole however the second one which he calls the analytic scoring distributes separate scores. To explain more, this latter examines every aspect speaking skills solely. In this line, Thornbury (2005) suggests four categories that the teacher can manage at the same time which are: grammar and vocabulary in the sense that the testee is graded on the basis of accurate syntactic forms and proper vocabulary. Then, in the analytic scoring the tester looks also at the learners’ capacities to develop logical ideas. The third category is about pronunciation which refers to the ability to produce correct sounds, link words together and appropriate use of stress and intonation. The last category that the analytic scoring tends to check is the students’ skill to employ the different communication strategies such as turn-taking in conversations.

Finally, Luoma (2004) assumes that giving separate scores to the learners is not enough in which they need also a meaningful feedback in order to know what they did and what they need to work on more. Therefore, it is important to give feedback that assesses and teaches at one time. So, the teacher should note down comments, in a form of checklist, about the performance of every learner; the given feedback can be related also to the course learning objectives (Luoma, 2004).

**Conclusion**

In brief, the speaking skill is the cornerstone for efficient communication, and it is the destination that every EFL learner seeks to reach. Thus, it is, on one one, the standard that evaluates the proficiency of the learners in the target language. And on the other hand, it is more sophisticated than it seems to be because it involves more efficacious methods of teaching, competent teachers, and active learners who work hard to improve their speaking skills. So, speaking in English needs sufficient knowledge about the different grammatical
structures, rich vocabulary, correct pronunciation, and fluency, it is somehow difficult to gain, but not impossible.
Chapter Three: Field of Investigation

Introduction

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3.2. Definition of the Means of Data Collection (questionnaires)

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الملخص
Introduction

This study seeks to examine any existing correlation between the different listening products or materials used in EFL classes and the EFL students’ oral proficiency. To explain more, this study aims at analysing the English teachers and learners’ perceptions about the use of listening devices to enhance the students’ oral performance. Therefore, after reviewing the related literature of both listening and speaking skills in the two former chapters, and in order to achieve the aim of the research, it is recommended to put a step forward to more concrete grounds. Accordingly, this chapter is occupied for identifying the means of research from the selection of the suitable data collection tool, and the target sample to the description and the analysis of the used tool.

3.1. Choice of the Method

Every research design needs not only a theoretical background, but it involves some actual practice as to confirm or reject the given hypothesis. Since the goal here is to describe the relationship between the two variables through investigating the participants’ attitudes, a descriptive approach is followed. In this sense, two questionnaires are administered to both English teachers and students at Larbi Ben M’hidi University. So, the questionnaire is the most suitable research means, simply because the participants’ perspectives are the spotlight of this work. As Lodico, Spaulding, and Voegtle (2010) indicate “Descriptive survey research aims to describe behaviours and to gather people’s perceptions, opinions, attitudes, and beliefs about a current issue in education.” (p. 26).

3.2. Definition of Questionnaires

A questionnaire is a practicable tool for gathering data in the descriptive study because it proves to be a handy, cheap, and quick to distribute to the subjects (Walliman, 2011). In
this sense, Wilson and McLean (1994 as cited in Cohen, Manion, and Morrison, 2007) argues that “the questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyse.” (p. 317). In this context, the questionnaire contains chain of questions to be answered; it generally made up of a mixture of multiple choice and open-ended questions. This latter frees the participants from the personal influence of the researcher in which they have the chance to express their positions freely. In addition, the questionnaire is a data collection tool which gathers information through asking questions to a group of subjects. Moreover, the information is pulled together from a sample instead of the whole population (Fraenkel, Wallen, and Hyun, 2011).

### 3.3. Population and Sampling

As Saris and Gallhofer (2007) argue “sampling is a procedure to select a limited number of units from a population in order to describe this population.” (p. 9). Therefore, the target population of this study is consisted of oral expression teachers at the department of English, Larbi Ben M’hidi University, Oum El Bouaghi. The chosen sample is made up of ten teachers who teach oral expression module. Oral expression teachers were selected because they are supposed to be more interested in both speaking and listening skills, which are the focus of this study. In other words, since speaking and listening are the focal point of oral expression session, the oral expression teachers are the convenient participants who can satisfy our intentions.

Furthermore, this study is also concerned with a sample of forty (40) students who are assigned randomly from 190 second year LMD students of EFL at Larbi Ben M’hidi University, Oum El Bouaghi (1/5 of the total population). The purpose behind the selection of second year students is that they have already constructed some basic knowledge about
the speaking skill, its features, and difficulties. Besides, they are supposed to be exposed to some listening materials. Thus, the second year students are the worthy participants for this study because they are neither beginners nor advanced learners.

3.4. Administration of the Questionnaires

The teachers’ questionnaire was handed to ten (10) oral expression teachers; seven of the given questionnaires were brought back personally from the teachers after a few days. On the other hand, the three remaining questionnaires were retrieved through Facebook as electronic copies. The students’ questionnaire took place on April, 27, 2015 at the department of English, Oum El Bouaghi University. Two groups were assigned because: (1) to assure the point of randomization and (2) the number of the students in one group is less than forty (40) students which is the needed sample. The students’ questionnaires were recovered during the same day.

3.5. Description of the Teachers’ Questionnaire

The teachers’ questionnaire is composed of 24 closed-ended and open-ended questions grouped into five sections (see appendix I). Closed-ended questions involve the subjects to choose the appropriate answer from a set of alternatives whereas open-ended questions demand them to give personal views or even add extra information and suggestions. In the entry of this questionnaire, the participants were given the major aim of the study to acquaint them more with the work. Moreover, the entry was followed by five sections: “background information”, “teachers’ attitudes towards the listening skill”, “teachers’ attitudes towards the speaking skill”, “the role of listening products in enhancing the EFL students’ oral performance”, and “further suggestions”.

**Section One: Background Information (Q1-Q 2)**

This section is concerned with the teachers’ personal information. It includes two questions: the first question (Q1) looks for information about the teachers’ degree of
education. And the second one (Q2) questions the teachers about their years of experience in teaching English.

**Section Two: Teachers’ Attitudes towards the Listening Skill (Q3-Q11)**

As its title denotes, the second section is interested in scoping the teachers’ standpoints about the listening skill and its place in EFL classes. More specifically, this section consists of a collection of nine questions, namely the frequency of practicing the listening skill (Q3); teachers’ perceptions regarding their students’ responses and receptions of the listening activities (Q4), and the reasons behind the difficulty of the listening activities (Q5). In (Q6), the teachers are asked about whether or not they recommend their students to be engaged in extensive listening in which they are expected to state their justifications (Q7). After that, they are asked about the used model or strategy(s) to exercise the listening skill i.e. how generally they ask their students to analyse the heard passage (Q8), besides, their preferred listening material (Q9). At the end of this section, the teachers are questioned about whether or not they test their students listening abilities (Q10) with a reference to the applied techniques (Q11).

**Section Three: Teachers Attitudes towards the Speaking Skill (Q12-Q21)**

In this section, the teachers are asked to answer questions about: their students’ level of oral performance (Q12), the importance of allowing their students to speak in the classroom (Q13), and their focus while teaching the speaking skill (Q14). Furthermore, they are also questioned about the difficulties that face their students when they speak (Q15), the used technique(s) in oral expression session (Q16), and whether or not they correct their students’ faults when they speak (Q17) plus the consequences of this correction (Q18). In the questions (19-20-21), reference is made to the speaking features, activities, and the way of scoring the teachers take into consideration in the evaluation of their students speaking skill.
Section Four: The Role Listening Products in Enhancing the EFL Students’ Oral Performance (Q22-23)

In the fourth section, the teachers are asked to give their positions about the relation between the two variables. Therefore, they are supposed to say whether or not they think that the different listening materials improve the EFL students’ oral performance (Q22). Then, they are awaited to give the reasons behind their choices (Q23).

Section Five: Further Suggestions (Q24)

This last section is designed to give the teachers the chance to add any extra suggestions, pieces of advice, and comments about the research work.

3.6. Analysis of the Results of the Teachers’ Questionnaire

Section One: Background Information

(Q1): Degree(s) held:

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<thead>
<tr>
<th>Option</th>
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<th>Percentage %</th>
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<tbody>
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<td>0</td>
</tr>
<tr>
<td>Magister</td>
<td>10</td>
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</tr>
<tr>
<td>Master</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>B.A. (Licence)</td>
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<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4: Teachers’ Academic Degree
Figure 2: Teachers’ Academic Degree

As the table shows, the teachers who have got a magister degree are the ones who celebrate a high percentage (100%). Which means that all the teachers in the assigned sample held a magister degree; there is no appearance of other degrees (i.e. doctorate, master, and licence).

(Q2): How long have you been teaching English?

<table>
<thead>
<tr>
<th>Option</th>
<th>Subjects</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
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<td>2</td>
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<tr>
<td>5-10</td>
<td>7</td>
<td>70</td>
</tr>
<tr>
<td>10-15</td>
<td>0</td>
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<tr>
<td>15-20</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>20+</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 5: Teachers’ Years of Experience in Teaching English
Regarding the results obtained from the table 5, it is noticed that the majority of the teachers (70%) have spent between 5 to 10 years in teaching English. Only one teacher (10%) has a long teaching experience which exceeds 20 years. Concerning the rest of the teachers (20%), they have only the experience of one to five years of teaching the English language. So, from the analysis of the teachers’ years of experience results, which reveal a short teaching experience for almost all the teachers, we can estimate that the department of English at Larbi Ben M’hidi University, Oum El Bouaghi welcomes new teachers every year.

Section Two: Teachers’ Attitudes towards the Listening Skill

(Q3): How often do you practise the listening skill?

a- Always
b- Often
c- Sometimes
d- Rarely
e- Never
The third question aims at identifying how frequently the oral expression teachers practice the listening skill inside their classrooms. In this response, the table 6 points that the scale “sometimes” gains the race, if we can say, against the other four scales with a percentage of (50%) whereas only two participants (20%) selected the scale “always”, plus three ones (30%) for the scale “often”. Thus, there is no occurrence of both “rarely” and “never” scales. Accordingly, from these results it is deduced that the oral expression
teachers at Larbi Ben M’hidi University exercise the listening skill only on certain occasions or in some cases but not always.

(Q4): How do your students find the listening activities?

<table>
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<tr>
<th>Option</th>
<th>subjects</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
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<td>90</td>
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<tr>
<td>Easy</td>
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<td>10</td>
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<tr>
<td>Total</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 7: Teachers’ Views about Students’ receptions of the Listening Tasks

Figure 5: Teachers’ Views about Students’ receptions of the Listening Tasks

Table 7 demonstrates that the most of the teachers (80%) assumed that the students find difficulties to cope with the listening activities. Only (10%) of the teachers said that the listening activities are easy for the students. Therefore, due to the fact that the majority of the teachers stated that the listening tasks are difficult for their students, there should be different reasons behind this claim, and this is the focus of the following question (Q5).

(Q5): If your answer is “a”, according to you, why they find it difficult?
Oral expression teachers gave a number of causes about why the students generally struggle with the listening activities. Most of the teachers (80%), who indicated that it is not easy for their students to deal with the listening practices, proposed the same two main reasons which are the pronunciation and the fast rate of delivery (fluency) of the native speakers. In the sense that the EFL students cannot easily identify the sounds, letters, words...etc simply because they are not familiar with the native speakers’ pronunciation, and because of the absence of the pauses and hesitations in the native speakers’ speech. Besides, they also pointed that this difficulty is assigned to the lack of training at home in which they have not trained their ears to listen to native speakers. Lastly, in most times, the students try to understand every single word of the heard passage that is why it is troublesome for them to interpret the given message.

(Q6): Do you encourage your students to do some extensive listening?

<table>
<thead>
<tr>
<th>Option</th>
<th>Subjects</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 8: The Promotion of the Extensive Listening
Figure 6: The Promotion of the Extensive Listening

As the table 8 denotes, the main goal of this question is to check whether the oral expression teachers push their students to do some extensive listening or not. All the teachers (100%) said that they encourage their students to do some extra listening practices. Depending on the high percentage of the participants who put “yes”, we conclude that the teachers are aware of the importance of the extensive listening in foreign language learning.

(Q7): Please say why?

The teachers justified their approval of the use of extensive listening in terms of the significance of this latter in developing and ameliorating the students’ abilities regarding grammar, vocabulary...etc. And most importantly it helps them to develop their awareness of the native speakers’ culture. Furthermore, they even described it as a principle of learning a second/foreign language.

(Q8): In a listening task, do you often ask your students to:

a- The bottom-up listening (step by step analysis of the heard message)
b- The top-down listening (whole to part processing)
c- Both of them
<table>
<thead>
<tr>
<th>Option</th>
<th>Subjects</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>b</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>c</td>
<td>8</td>
<td>80</td>
</tr>
<tr>
<td>No answer</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 9: The Listening Strategies Adopted

Figure 7: The Listening Strategies Adopted

In a listening task, the teachers often follow the piece of listening by a set of comprehension questions which demand the students to analyse the given piece. So, the question here is which strategy of analysis the teachers generally apply in their classes. Therefore, they are given two models: step by step analysis and whole to part analysis. The first is about detailed questions that move from what is more specific to what is more general whereas the second one is concerned with what is more general to particular aspects of the target piece of listening. The results of the table 9 point that a high percentage (80%) of the teachers work with both strategies in the other hand only (10%) of
the teachers used to apply the whole to part processing. One of the participants (10%) did not give any answer with no presence of the bottom-up listening scale. In brief, it seems that the oral expression teachers at Oum El Bouaghi University are aware of the importance of both strategies.

**Q9**: Which of the following listening devices you prefer to use to practice listening?

a- Radio

b- Audiotape/audiocassette

c- Language Laboratory

d- Video

e- Computer-assisted language learning

<table>
<thead>
<tr>
<th>Option</th>
<th>Subjects</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
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<td>0</td>
</tr>
<tr>
<td>b</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>c</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>d</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>e</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>c+d</td>
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<td>10</td>
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<tr>
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<td>20</td>
</tr>
<tr>
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<td>10</td>
</tr>
<tr>
<td>All of them</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 10: Teachers’ Preference for the Listening Devices
As it is presented in the table 10, there is a variety of choices concerning the teachers’ preferences of the listening materials. In this respect, there is no difference between the percentage of the audiotape and the computer-assisted language learning (10% for each one). At the first place comes language laboratory with (30%) against (0%) for the choice “a”. There are also some teachers who picked out more than one choice in which (10%) insisted on both the language laboratory and video, (20%) believed that the three audiotape, language laboratory, and video are the most beneficial devices, and some others (10%) chose the following: audiotape, language laboratory, video, and computer-assisted language learning. Interestingly, one teacher (10%) selected them all as favoured listening materials. These outcomes lead us to say that nearly all the teachers are aware of the importance of exposing their students to a variety of listening materials to better their listening abilities and to improve their level of the target language.

(Q10): Do you assess your students’ listening skill?
Table 11: Teachers’ Perceptions about the Listening Skill Assessment

<table>
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<th>Option</th>
<th>Subjects</th>
<th>Percentage %</th>
</tr>
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<td>60</td>
</tr>
<tr>
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<td>40</td>
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<tr>
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<td>100</td>
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</tbody>
</table>

Table 11 demonstrates the teachers’ attitudes towards the assessment of the listening skill (i.e.) whether they test their students’ listening abilities or not. (60%) of the subjects assured that they evaluate the listening skill whereas (40%) of the subjects stated that they do not. Hence, the majority of the teachers are attentive to the value of the listening skill as one of the four skills that make a competent EFL learner.

(Q11): If you assess your students’ listening skills, please specify the techniques you usually use
Regarding the used techniques in listening tests and exams, (60%) of the teachers who test their students’ listening skills mentioned the following:

- Any reaction from the students to the audio files is considered as an evaluation (ongoing assessment).
- Designing different activities such as: dictation activities fill in the gaps, true or false, answer comprehension questions after listening to the material of course.
- Ask the students to respond to their colleagues’ oral presentations that necessitate them to listen carefully.

**Section Three: Teachers’ Attitudes towards the Speaking Skill**

(Q12): How you grade your students’ oral performance?

<table>
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<tr>
<th>Option</th>
<th>Subjects</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
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<td>0</td>
</tr>
<tr>
<td>Good</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Average</td>
<td>8</td>
<td>80</td>
</tr>
<tr>
<td>Poor</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Very poor</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 12: Teachers’ Evaluation of Students’ Oral Performance
Figure 10: Teachers’ Evaluation of Students’ Oral Performance

The table 12 shows that (80%) of the respondents accorded that the level of their students’ oral performance is average whereas only (20%) thought that their students have a good oral performance. No reference is made to the other scales. From these results we can say that the participants of the teachers’ questionnaire are not satisfied yet about their students’ speaking skills.

(Q13): Giving the students the chance to speak in the classroom develops their oral performance

<table>
<thead>
<tr>
<th>Option</th>
<th>Subjects</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
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<td>100</td>
</tr>
<tr>
<td>Disagree</td>
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<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 13: Teachers’ Attitudes towards Classroom Interaction
Concerning allowing the students to speak in the classroom, all the sample of oral expression teachers (100%) agreed and granted that this last improves the students’ oral performance. So, besides the beneficial effects of classroom interaction, it appears that the oral expression teachers at Larbi Ben M’hidi University point up the role of the students in the classroom.

(Q14): In teaching the speaking skill, you focus on:

a- Grammatical structures

b- Vocabulary

c- Pronunciation

d- Fluency

e- All of them
Table 14: Language Aspects Focused on while Teaching Speaking

<table>
<thead>
<tr>
<th>Option</th>
<th>Subjects</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
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<td>0</td>
</tr>
<tr>
<td>b</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>c</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>d</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>e</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 12: Language Aspects Focused on while Teaching Speaking

It is noticed in the table 14 that (100%) of the teachers took into consideration all the aspects in teaching the speaking skill. To say more, they believe that there is no speaking skill without grammatical structures, rich vocabulary, proper pronunciation, and of course fluency. In few words, the teachers here seem to be interested in giving the students all what they need.

(Q15): Your students generally find it difficult to:

a- Produce comprehensive utterances
b- Produce fast speech (speed delivery of speech)

c- Pronounce well

d- Handle long conversations

e- All of them

<table>
<thead>
<tr>
<th>Option</th>
<th>Subjects</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
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<td>0</td>
</tr>
<tr>
<td>b</td>
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<td>20</td>
</tr>
<tr>
<td>c</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>d</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>c+d</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>b+c</td>
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<td>10</td>
</tr>
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<td>b+c+d</td>
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</tr>
<tr>
<td>e</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 15: Teachers’ Perceptions about the Students’ Difficulties in Speaking

Figure 13: Teachers’ Perceptions about the Students’ Difficulties in Speaking
It is known that speaking in English is not an easy task since it demands a consciousness of all its features. That is to mean, a competent speaker is the one who can produce comprehensive accurate utterances, has a rich vocabulary, produce fast speech (fluent speaker), pronounce well, and able to control long conversations (ability to interact with the target language). According to this table, all the subjects agreed that their students have problems when it comes to speaking skills in which (10%) of the teachers thought that their students have problems with all the aspects of speech, (20%) believed that fluency is the major problem for their students, and some others (10%) chose pronunciation as the only faced difficulty. It seems that the ability to interact with others introduces a challenge for some students as (10%) of the teachers mentioned. The rest of the participants (50%) gathered more than one problem, in this sense, (10%) from (50%) selected fluency and pronunciation, (20%) picked up both pronunciation and the ability to interact, and the last (20%) of the subjects put the three: pronunciation, fluency, and interaction as the observed difficulties that their students face whenever they want to speak. From the noted results, we can say that the majority of the students are able to produce comprehensible accurate utterances however they need to do some efforts to overcome the other difficulties.

(Q16): Which speaking technique do you prefer to apply?

a- Role-play
b- Discussion
c- Prepared talks (oral presentations)
d- Communication games
e- All of them
<table>
<thead>
<tr>
<th>Option</th>
<th>Subjects</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
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<td>10</td>
</tr>
<tr>
<td>b</td>
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<td>0</td>
</tr>
<tr>
<td>c</td>
<td>1</td>
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<td>d</td>
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<td>20</td>
</tr>
<tr>
<td>e</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 16: Teachers’ Use of Speaking Techniques

Figure 14: Teachers’ Use of Speaking Techniques
From a wide range of speaking techniques, we have presented four techniques to the teachers’ questionnaire participants in order to know which speaking technique(s) they usually use in their classes; which technique(s) they think to be more beneficial in oral expression session. Accordingly, both role-plays and discussions share the same percentage (10% for each option) while the high percentage (30%) is given to both discussions and oral presentations as two favoured techniques. Two teachers (20%) relied on the three (role-plays, discussions, and communication games) at once whereas others (20%) believed that their students are more motivated to speak when they are engaged in role-plays and discussions. One teacher (10%) preferred to use them all because he/she thinks that the diversity of the speaking techniques will lead to efficient results.

(Q17): Do you correct your students’ errors when they speak?

a- Yes

b- No

<table>
<thead>
<tr>
<th>Option</th>
<th>Subjects</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
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<td>Yes +No</td>
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<tr>
<td>Total</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 17: Teachers’ Attitudes towards Corrective Feedback
Figure 15: Teachers’ Attitudes towards Corrective Feedback

The table 17 confirms that the majority of the subjects (90%) correct their students speaking errors. One teacher out of ten picked up the both choices (yes and no); at first we didn’t understand the reason behind his/her choice because the question requires only one answer either yes or no. But the teacher who supplies this answer supported his/her position in which he/she said that yes for discussions and no for oral presentations. These outcomes give the impression that the oral expression teachers are aware of the importance of yielding immediate feedback.

(Q18): If your answer is “yes”, do you think that your correction improves their oral performance?

<table>
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<th>Option</th>
<th>Subjects</th>
<th>Percentage %</th>
</tr>
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<tbody>
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<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 18: Impact of Corrective Feedback on the Students
The purpose behind this question is to check how the teachers evaluate their oral feedback i.e. is their correction beneficial or not? After analysing the collected results of this question, we note that 8 out of 10 teachers (80%) said it is helpful for the students and even it ameliorate the students’ oral performance. Just 2 teachers (20%) stated that oral corrective feedback can’t improve the students’ oral performance. It is apparent from the results that the teachers take the advantage of any strategy to better the students speaking skills.

(Q19): When you assess your students’ oral performance, you focus on:

a- Fluency and absence of hesitation

b- Relevance and interest of performance

c- Pronunciation

d- Grammatical accuracy and vocabulary appropriateness

e- All of them
<table>
<thead>
<tr>
<th>Option</th>
<th>Subjects</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>b</td>
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<td>0</td>
</tr>
<tr>
<td>c</td>
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</tr>
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<td>d</td>
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</tr>
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<td>a+c</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>a+c+d</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>e</td>
<td>6</td>
<td>60</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 19: Teachers’ Perceptions about the Speaking Skill Assessment

Figure 17: Teachers’ Perceptions about the Speaking Skill Assessment

As it is represented in figure 17, more than the half of the participants (60%) pointed that they take into consideration all the speaking features when they assess their students’ oral performance. Furthermore, (10%) of the teachers’ sample gave care to only grammatical accuracy and vocabulary appropriateness, (20%) said that they evaluate both fluency and pronunciation, and the last (10%) weighed the following aspect: fluency,
pronunciation, and language accuracy. Hence, speaking skill evaluation is taken seriously in EFL classes.

(Q20): Testing the students’ speaking skill involves the use of the same techniques that are used to teach it.

<table>
<thead>
<tr>
<th>Option</th>
<th>Subjects</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>Disagree</td>
<td>6</td>
<td>60</td>
</tr>
<tr>
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<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 20: Teachers’ Attitudes towards the selection of the Evaluation Techniques

![Pie chart showing the distribution of agree, disagree, and no answer percentages](image)

Figure 18: Teachers’ Attitudes towards the selection of the Evaluation Techniques

As it is depicted in both the table20 and figure 18, most of the teachers (60%) disagreed with the idea which claims that testing the students’ speaking skills demands the use of the same techniques that are used to teach it. (30%) recommended the use the same techniques, and one teacher (10%) did not give any answer. So, the diversity of speaking techniques is one of the values that oral expression teachers encourage.
(Q21): In the process of scoring the students’ oral performance, you take into consideration:

a- The performance as a whole (holistic scoring)

b- Every aspect of the speaking skills (analytic scoring)

c- Both of them

<table>
<thead>
<tr>
<th>Option</th>
<th>Subjects</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>b</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>Both of them</td>
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<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 21: Scoring the Students’ Oral Performance

Figure 19: Scoring the Students’ Oral Performance

The question 21 aims at knowing the type of scoring that oral expression teachers usually use. The participants here are given two kinds of scoring: the holistic and the analytic scoring and they are asked to choose the suitable type for them. 5 teachers with a percentage of (50%) said that they assign score for every aspect of the speaking skills, 3
teachers out of 10 were interested in scoring their students’ oral performance as a whole, and (20%) of the teachers stated that they use both types.

Section Four: the Role of Listening Products in enhancing the EFL Students’ Oral Performance

(Q22): Do you think that listening products help your students to improve their oral performance?

<table>
<thead>
<tr>
<th>Option</th>
<th>Subjects</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 22: Teachers’ evaluation of the Listening Materials as a Prompter of Speaking

Figure 20: Teachers’ Evaluation of the Listening Materials as a Promoter of Speaking

The analysis of the results of this question shows that all the subjects (100%) believed that listening materials improves the EFL students’ oral performance. This reveals that the oral expression teachers experience the effectiveness of these last whether through
examining their students’ level after exposing them to listening situations, or they go through it by themselves.

(Q23): Whatever your choice please say why?

Only one teacher (10%) out of ten did not supply any justification. Those who are with the claim that supports the benefits of listening products/materials in bettering the EFL students oral production gave a set of reasons to defend their positions. The most significant arguments expressed by them are:

- “The more EFL students listen to the language, the better they get familiar with it.”
- “The more EFL students are exposed to native language, the better their accuracy and fluency will be.”
- “Listening materials can offer the students new vocabulary, culture, idioms, native pronunciation which will inevitably enhance the oral performance of the EFL learners.”
- “Continuous listening can provide EFL students with a great chance to learn pronunciation, word and sentence stress, and this will be largely reflected when they speak.”

Section Five: Further Suggestions

(Q24): Please, write any further comments or suggestions about the role of listening products in enhancing the EFL students’ oral performance.

Three teachers (30%) out of ten (100%) responded to this question. Accordingly, they stated that the listening skill is very important for any EFL learner, and it should be present in every EFL class. Furthermore, they also insisted on the significance of giving the listening skill more time in oral sessions. In addition, one of the three teachers demanded the English department at Larbi Ben M’hidi University to bring good equipments to enable
the teachers to integrate listening in other modules rather than the oral expression module like grammar, phonetics, civilization, and literature sessions. Therefore, exposing students to authentic materials in any module will lead to surprising results in this response one of the teachers recounted her experience with listening materials in which she exposed her students to authentic materials in the grammar session. Moreover, she added that her students were very motivated to learn English grammar that is considered as a boring module, besides she noticed that the grammar rules were understood and rooted their minds. So, the listening materials are crucial ingredient in the process of learning a foreign language.

3.7. Discussion of the Results of the Teachers’ Questionnaire

The analysis of the teachers’ questionnaire highlights the teachers’ attitudes towards the role of listening products in enhancing the EFL students’ oral production. Initially, the most of the teachers who take part in our research work asserted the importance of both listening and speaking as fundamental skills in the process of foreign language learning/teaching. Moreover, they believed that the mastery of these skills is not easygoing because the majority of the teachers pointed that their students find the speaking and listening skills difficult to control, and this certainly goes back to the lack of serious training. In the other hand, these two demand a skilled teacher who has sufficient knowledge about the requirements of both skills. That is to mean, the teacher should be aware of the different features, strategies, techniques, tools, and even difficulties that are implicated in teaching the speaking and listening skills.

Accordingly, the teachers showed positive attitudes towards the use of listening material in the classroom in which every one of them chose at least one preferable listening device simply because they realized that abstract teaching alone without any realistic images can’t develop the students’ oral proficiency. Besides, it is concluded from the
analysis of the teachers’ questionnaire that the teachers are aware of the importance of including all the aspects of the speaking skill in oral expression lessons and tests since there is no speaking skill without its features. Evaluation also has a place between the characteristics that speaking and listening skills call for. That is why all the teachers assumed that they assess their students’ abilities in both skills in which they agreed on using variety of techniques. Finally, the oral expression teachers approved the correlation between the listening materials and the development of EFL students’ oral performance in the sense that they supported their positive attitudes with a collection of relating arguments. And all of them accorded that the authentic listening materials that contain native language better the students’ accuracy and fluency.
3.8. Description of the Students’ Questionnaire:

The students questionnaire contains 22 questions which are demonstrated in five sections (see appendix II). This last includes both closed-ended and open-ended questions in which the students are asked to select the appropriate answer(s), and give full responses where it is required. So, the five sections are as follow: “background information”, “students’ perspectives towards the listening skill”, “students’ perspectives towards the speaking skill”, “the relation between the listening products and the improvement of the EFL students’ oral performance”, and “further suggestions”. The students were given a brief introduction to make it clear and easy for them to understand the major aim of the research work.

Section One: Background Information (Q1-Q2)

This section is dedicated for personal information of the sample of the students. Accordingly, the students here are asked to specify their gender in the first question (Q1). And they are also asked to state the number of years they spend in studying English in the second question (Q2).

Section Two: Students’ Perspectives towards the Listening Skill (Q3-Q11)

The second section is made up of nine questions that functions as a standard to examine the students’ knowledge of the listening skill (i.e.) how much they are familiarized with this skill. At first, they are questioned about the skill that they want to control the most (Q3). Then, in (Q4), they are asked about their attitudes towards learning through listening to a device, to explain more, whether or not it is easy for them to extract the intended message from the listening materials. About the questions (Q5, Q6, Q7, Q8, and Q9), they raise the following points: the analysis of the heard passage, giving attention to speech features, the most advantageous listening device, and the frequency of listening to English.
Section Three: Students’ Perspectives towards the Speaking Skill (Q12-Q20)

In this section, the students are demanded to decide their positions towards the following: the speaking skill degree of difficulty (Q12), their level of oral performance (Q13), the aspects of English speech that they need when they speak (14), and the difficulties they face whenever they speak (Q15). Moreover, they are also asked about their chances to speak in the classroom; do they speak in the classroom or only the teacher who talks (Q16), and their preferred speaking technique (Q17). At the end of this section, the students are questioned about whether their teachers provide them with oral corrective feedback or not (Q18) and their perceptions of this feedback (Q19).

Section Four: Students’ Perspectives towards the Relation between the Listening Products and the Improvement of their Oral Performance (Q20-Q21)

In the fourth section, the students are inquired to give their attitudes towards the role of listening materials in enhancing the EFL students’ oral production (Q20). Therefore, they are supposed to say either yes the listening devices improve the oral performance or no they do not. They are also awaited to defend their choice (Q21).

Section Five: Further Suggestions (Q22)

In this section, the students are expected to write any related ideas come to their minds. Any extra comments and suggestions that may add something to this research work.

3.9. Analysis of the Results of the Students’ Questionnaire

Section One: Background Information

(Q1): Gender:
Table 23: Students’ Gender

<table>
<thead>
<tr>
<th>Option</th>
<th>Subjects</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
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<td>32.5</td>
</tr>
<tr>
<td>Female</td>
<td>27</td>
<td>67.5</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 23 shows that the percentage of the females is high (67.5%) than the percentage of males (32.5%). So, girls are more than boys in the chosen sample of the students, and these results are expected not only in the university, but even in the elementary, middle, and secondary schools that witness a growth in the number of girls in comparison to the number of boys.

(Q2): How many years have you been studying English?
Table 24: Students’ Years of Experience in Learning English

<table>
<thead>
<tr>
<th>Option</th>
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<th>%</th>
</tr>
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<tbody>
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<td>72.5</td>
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<td>7</td>
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<td>2.5</td>
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<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

From both table 24 and figure 22, it is noticed that most of the students (72.5%) have been studying English for 9 years, and it is normal period according to their academic level. Seven students out of forty (17.5%) have the experience of 10 years, and two students stated that they have spent between 11 to 12 years in studying English with (2.5%) for each option. There two students (5%) didn’t provide any answer. Those who have been
studying English for more than 9 years they are believed that they have repeated one or more years whether in the university, secondary, or middle school.

Section Two: Students’ perspectives towards the Listening Skill

(Q3): Which skill do you prefer to master?

a- Listening
b- Speaking
c- Reading
d- Writing
e- All of them

<table>
<thead>
<tr>
<th>Option</th>
<th>Subjects</th>
<th>%</th>
</tr>
</thead>
<tbody>
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<td>22.5</td>
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<tr>
<td>Speaking</td>
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<td>40</td>
</tr>
<tr>
<td>Reading</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>Writing</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>All of them</td>
<td>3</td>
<td>7.5</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 25: Students’ Preference Concerning the Four Skills

Figure 23: Students’ Preference Concerning the Four Skills
The results obtained from the table 25 lead us to infer that the majority of the students (40%) have a strong willingness to master the speaking skill, 9 subjects with a percentage of (22.5%) pointed that they prefer to control the listening skill, (20%) of the students out of (100%) showed their interest for mastering the writing skill, and only 4 students said that they want to better their reading abilities. The remaining students (7.5%) stated that they need the four skills simply because the English language proficiency involves a mastery of the four skills. Hence, most of the students thought that the mastery of the speaking skill means the attainment of the target language.

(Q4): According to you, is it easy to get information from listening materials?

<table>
<thead>
<tr>
<th>Option</th>
<th>Subjects</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>21</td>
<td>52.5</td>
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<tr>
<td>No</td>
<td>18</td>
<td>45</td>
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<td>2.5</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 26: Students’ Perceptions about Accessibility of Information Learning through Listening Tools

Figure 24: Students’ Perceptions about Accessibility of Information learning through Listening Tools
The main aim behind this question is to check the subjects’ attitudes about how they find the listening practices i.e. whether it is easy or difficult to learn through listening materials. (52.5%) of the students’ questionnaire participants find it easy to acquire information from the listening materials. However, (45%) believed that it is difficult task. The results here are approximately the same in which it is concluded that the students who are with the easiness of learning through listening materials are frequently exposed to listening devices and they even train themselves continuously in contrast to the ones who stated that it is difficult.

(Q5): In a listening task, do you try to understand
a- Every single word?
b- The whole content?

<table>
<thead>
<tr>
<th>Option</th>
<th>Subjects</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>12</td>
<td>30</td>
</tr>
<tr>
<td>b</td>
<td>28</td>
<td>70</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 27: Students’ Response to the Listening Material

Figure 25: Students’ Response to the Listening Material
As table 27 shows, (70%) of the students opted for choice “b”, understanding the whole content, whereas (30%) opted for option “a”; they assured the comprehension of every single word. So, almost all the participants advocate the selective listening in which they appear to be aware of the importance of this last.

(Q6): Please, justify your choice

Those who supported the selective listening indicated that it is impossible to hear every single word especially in the case of native speakers who have a fast delivery of speech that is why comprehending the whole content is the proper solution. They also added that it is enough to understand the key ideas. Besides, they said that understanding the whole content is easy and time consuming in which one of the participants mentioned that the selective listener is an effective learner. In addition, the supporters of the other claim thought that understanding the whole content is the result of understanding every single word, plus this last proves its significance in enriching the students’ vocabulary. In most times, the teachers ask their students to reflect the heard passage through a set of tasks which demand the understanding of every single word like fill in the blanks activities. Therefore, these are some of the major arguments given by the students to defend their positions. In brief, we can say that the teachers’ objectives are the standards that decide which type of listening should take place.

(Q7): In a listening task, do you care about speech features like intonation or stress?

<table>
<thead>
<tr>
<th>Option</th>
<th>Subjects</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
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<td>85</td>
</tr>
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<td>6</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 28: Students’ Considerations for Speech Features
This question tends to examine the students’ consciousness of the speech features that is to mean whether do efforts to catch up those last when they are exposed to real language or not. From the table 28, we note that (85%) of the subjects took care of the speech features during the listening practices while (15%) selected the option “no”. These outcomes drive us to reach the following conclusion: “most of the students know how to profit from the listening materials in the sense that they use it to ameliorate their listening and speaking abilities at once”.

(Q8): The beneficial listening device(s) when you practise listening is/are:

a- Radio
b- Audiotape/audiocassette
c- Language laboratory
d- Video
e- Computer-assisted language learning
<table>
<thead>
<tr>
<th>Option</th>
<th>Subjects</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>b</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>c</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>d</td>
<td>19</td>
<td>47.5</td>
</tr>
<tr>
<td>e</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>d+e</td>
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<td>5</td>
</tr>
<tr>
<td>c+e</td>
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<td>2.5</td>
</tr>
<tr>
<td>a+d</td>
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<td>5</td>
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<tr>
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<td>Total</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 29: Students’ Preference of the Listening Devices used to Practice Listening

Figure 27: Students’ Preference of the Listening Devices used to Practice Listening
As it is presented in both table 29 and figure 27, the participants are given a set of different listening materials to choose the most beneficial one for them. In this path, the video is the most preferable tool with a percentage of (47.5%) followed by the three radio, language laboratory, and computer-assisted language learning with (10%) for each option, and the third place goes back to the audiotapes with a percentage of (5%). However, there are a number of students who selected more than one device in which both scales (video and computer-assisted language learning) and (radio and video) share the same percentage (5%). Moreover, the three scales (language laboratory and computer-assisted language learning), (audiotape and video), and (radio, language laboratory and video) also have the same percentage which is (2.5%). From the gathered data, we can say that the students have different attitudes towards the most beneficial listening device that is why the teacher should take into account the students’ needs and preferences.

(Q9): How often do you listen to English?

a- Always

b- Often

c- Sometimes

d- Rarely

e- Never
The question 9 tends to examine the frequency of listening to English (i.e.) how much the EFL students listen to English. 18 subjects (45%) indicated that they always listen to English, 9 subjects (22.5%) often practice it, and other 11 subjects (27.5%) said that they

<table>
<thead>
<tr>
<th>Option</th>
<th>Subjects</th>
<th>%</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>18</td>
<td>45</td>
</tr>
<tr>
<td>B</td>
<td>9</td>
<td>22.5</td>
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<td>C</td>
<td>11</td>
<td>27.5</td>
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<tr>
<td>D</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>E</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 30: The Frequency of Practicing the Listening Skill

Figure 28: The Frequency of Practicing the Listening Skill

The question 9 tends to examine the frequency of listening to English (i.e.) how much the EFL students listen to English. 18 subjects (45%) indicated that they always listen to English, 9 subjects (22.5%) often practice it, and other 11 subjects (27.5%) said that they
listen to English just in certain cases. The last two students (5%) mentioned that they rarely exercise it. All these lead us to deduce that most of the students are constantly engaged in extensive listening.

(Q10): Are you frequently tested on your listening skills?

a- Yes

b- No

<table>
<thead>
<tr>
<th>Option</th>
<th>Subjects</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>21</td>
<td>52.5</td>
</tr>
<tr>
<td>No</td>
<td>19</td>
<td>47.5</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 31: Students’ Listening Skill evaluation

The table points that (52.5%) of the participants are tested on their listening skill whereas (47.5%) are not. So, not all the students have the chance of evaluating their listening abilities this is maybe due to the reason that the English department at Larbi Ben M’hidi University does not have enough equipments to satisfy the needs of all the teachers.

(Q11): if yes please specify the used techniques (activities)?
Only one student out of 21 said that they are frequently tested on their listening skill, did not specify any technique. Concerning the other 20 students they all agreed on the same activities which are “filling the gaps” and “answering questions” after listening to audio passages. Some others added that they are asked to write what they understand from a heard passage. About the listening pieces, the students mention that they are generally exposed to native language.

**Section Three: Students’ Perspectives towards the Speaking Skill**

(Q12): According to you, speaking in English is:

a- Very difficult

b- Difficult

c- Easy

d- Very easy

<table>
<thead>
<tr>
<th>Option</th>
<th>Subjects</th>
<th>%</th>
</tr>
</thead>
<tbody>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Difficult</td>
<td>13</td>
<td>32.5</td>
</tr>
<tr>
<td>Easy</td>
<td>24</td>
<td>60</td>
</tr>
<tr>
<td>Very easy</td>
<td>3</td>
<td>7.5</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 32: Students’ Perceptions of the Speaking Skill
This question enlightens the students’ views about how they find the speaking skill in which they are given four scales “very difficult”, “difficult”, “easy”, and “very easy”. Table 32 shows that the majority of the students (60%) saw the speaking as an easy skill, (32.5%) thought that it is difficult to speak in English, and (7.5%) believed that it very easy. There is no occurrence for the option “very easy”.

(Q13): How do you find your level of oral performance in English?

a- High
b- Average
c- Below average
d- Low
The outcomes related to this question indicate that (75%) of the subjects assumed that their speaking skill is average, (10%) said that their level of oral performance is below average, and the two remaining scales “high” and “low” share the same percentage (7.5%) for each scale. Hence, most of the students have a moderate level of oral performance, and this is satisfactory regarding their academic level (i.e.) they are second year students.

(Q14): Speaking in English needs:

a- Grammatical structures

b- Rich vocabulary
c- Correct pronunciation  
d- Fluency  
e- All of them

<table>
<thead>
<tr>
<th>Option</th>
<th>Subjects</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
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</tr>
<tr>
<td>b</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>c</td>
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<td>d</td>
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<td>2.5</td>
</tr>
<tr>
<td>b+c</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>c+d</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td>a+b+c</td>
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<td>2.5</td>
</tr>
<tr>
<td>b+c+d</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>a+b+d</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 34: Students’ Attitudes towards the components of the Speaking Skill
Figure 32: Students’ Attitudes towards the components of the Speaking Skill

The item 14 tends to examine the participants knowledge about the speaking skill elements; in other words, the features that made up this latter. It is clear from the table 34 that most of the students (70%) are aware of the requirements of proficient speaking in which they picked up the option ‘all of them”, and (5%) saw that the rich vocabulary is the aspect that guarantee a competent speaker. The rest of the subjects (10 students) had different views concerning the elements that constitute the speaking skill. Accordingly, (5%) of the students considered the speaking skill as the product of both rich vocabulary and fluency, (2.5%) selected grammatical structures and fluency, some others (5%) pointed that speaking in English needs rich vocabulary and correct pronunciation, and another (2.5%) chose correct pronunciation and fluency. The last (10%) is classified as the following: (2.5%) for “grammatical structures, rich vocabulary, and correct pronunciation”, (5%) for “rich vocabulary, correct pronunciation, and fluency”, and the final (2.5%) is intended for “grammatical structures, rich vocabulary, and fluency”.

(Q15): When you speak in English, you find it difficult to:
a- Produce complete utterances
b- Produce fast speech (speed delivery of speech)
c- Pronounce well
d- Interact with others
e- All of them

<table>
<thead>
<tr>
<th>Option</th>
<th>Subjects</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>b</td>
<td>18</td>
<td>45</td>
</tr>
<tr>
<td>c</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>d</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>b+d</td>
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<td>5</td>
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<td>b+c</td>
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<tr>
<td>e</td>
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<td>2.5</td>
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<td>2.5</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 35: Students’ Perceptions about their Difficulties with the Speaking Skill
As it is displayed in both table 35 and figure 33, (10%) of the students’ questionnaire participants find it difficult to produce complete utterances when they speak, (45%) cannot produce fast speech i.e., they are not fluent, (20%) put pronunciation as the major problem they face whenever they want to speak in English, and 4 respondents (10%) out of 40 proclaimed that the ability to handle conversations is the challenge that they confront. One of the students (2.5%) declared that she has a difficulty with all of them whereas both fluency and interaction seem to be the nightmare of (5%) of the students, plus, a percentage of (2.5%) suffered with fluency and pronunciation. Furthermore, the three (producing complete utterances, fluency, and interaction) are the troubles that the last (2.5%) struggle with. So, fluency is the main difficulty that second year students at English department, Larbi Ben M’hidi University suffer from; simply because this aspect is one of the characteristics of native speakers and it is difficult for EFL learners to reach but not impossible.

(Q16): Does the teacher give you the chance to speak in the classroom?

a- Yes
b- No

<table>
<thead>
<tr>
<th>Option</th>
<th>Subjects</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>31</td>
<td>77.5</td>
</tr>
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<td>No</td>
<td>9</td>
<td>22.5</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 36: Students’ Perceptions about their Opportunity to Speak in the Classroom

Figure 34: Students’ Perceptions about their Opportunity to Speak in the Classroom

From the table 36, it is observed that most of the students (77.5%) are given the chance to speak in the classroom while (22.5%) of the subjects said that their teachers do not give them the floor to speak. The obtained results from the table 36 and the figure 34 pave the way for the following conclusion: most of EFL teachers at Oum El Bouaghi University are aware of the importance of speaking for the students and it seems that they are not that kind of oppressive teachers who like to take the lead of everything in the classroom.

(Q17): Which speaking technique do you prefer most?

a- Role-play

b- Discussion
c- Prepared talks (oral presentations)

d- Communication games

<table>
<thead>
<tr>
<th>Option</th>
<th>Subjects</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>B</td>
<td>20</td>
<td>50</td>
</tr>
<tr>
<td>C</td>
<td>8</td>
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<td>D</td>
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<td>12.5</td>
</tr>
<tr>
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<td>2.5</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 37: Students’ Attitudes towards the Most Favoured Speaking Technique

The teachers usually use different speaking techniques to engage their students in speaking situations. Thus, this question aims at knowing the students’ perspectives about the most preferred speaking technique in which they are asked to choose from a set of four techniques. (15%) of the students selected the role-play as the most favoured speaking
technique, (50%) preferred discussions, (20%) saw oral presentation as a beneficial speaking method, and only 5 students with a percentage of (12.5%) thought that communication games are of great importance. Consequently, the scale “discussion” gains a high percentage as the most preferable speaking method.

(Q18): Does the teacher correct you when you speak?

<table>
<thead>
<tr>
<th>Option</th>
<th>Subjects</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>27</td>
<td>67.5</td>
</tr>
<tr>
<td>No</td>
<td>13</td>
<td>32.5</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 38: Students’ Positions about the Possibility of Being Corrected on their Speaking

Figure 36: Students’ Positions about the Possibility of Being Corrected on their Speaking

The question (18) looks for an answer about the student’s opportunities of being corrected when they speak. In this line, (67.5%) of the students stated that their teachers correct their speaking whenever it is possible whereas (32.5%) indicated that they are not
supplied with any correction. As a result, although the most of the students assume that they are provided with the needed feedback, there are others who do not.

(Q19): If your answer is “yes”, does the teachers’ correction better your oral performance?

a- Yes

b- No

<table>
<thead>
<tr>
<th>Option</th>
<th>Subjects</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>23</td>
<td>85.15</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>14.8</td>
</tr>
<tr>
<td>Total</td>
<td>27</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 39: Students’ Attitudes towards the Corrective Feedback

Figure 37: Students’ Attitudes towards the Corrective Feedback

From the table 39, it is noted that 23 of the students (85.15%) out of 27, who mentioned before that their teachers provide them with corrective feedback, claimed “yes” the teachers’ correction improves our oral performance whereas only 4 students with (14.8%) pointed that they do not benefit from the teachers’ correction. Therefore, we
remark that the immediate corrective feedback is beneficial for the students who take the teachers’ words seriously.

**Section Four: Students’ Perspectives towards the Relation between the Listening Products and the Improvement of their Oral Performance**

(Q20): Do you think that listening products help you improve your oral performance?

a- Yes

b- No

<table>
<thead>
<tr>
<th>Option</th>
<th>Subjects</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>37</td>
<td>92.5</td>
</tr>
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<td>No</td>
<td>3</td>
<td>7.5</td>
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<tr>
<td>Total</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 40: Students’ Evaluation of the Listening Materials as a Promoter of Speaking Skill

![Figure 38: Students’ Evaluation of the Listening Materials as a Promoter of Speaking Skill](image)
The analysis of this question results paves the way to the following conclusion almost all students (92.5%) had positive attitudes towards the role of the listening products/materials to enhance the EFL students’ oral performance. This assumption seems to be the outcome of personal experience which means that they experience it before. Just (7.5%) of the participants indicated that there is no relation between the listening products and the improvement of EFL students’ oral performance.

(Q21): Whatever your choice please justify?

Four subjects from a sample of 37 students did not provide any justification to support their position. The rest of the students had approximately the same insights regarding the role of the listening material in improving the speaking skill in which they all agreed that the exposure to native language gives them the chance to acquire proper pronunciation, enrich their vocabulary repertoires, and even allows them to distinguish the different accents of the English language. Concerning this last they exemplified with the RP accent that they studied it in phonetics module and how listening materials helped them to understand it better. Here are some of their main justifications:

“When we listen to a spoken material contains native language, we can learn how the words are exactly produced.”

“Every time I listen to English I correct myself. So, I think that listening products help me to improve my oral performance.”

“The more we listen to connected speech from native speakers’ the better our pronunciation will be.”

“Listening is the direction to better speaking, better reading, and better writing.”

Section Five: Further Suggestions
(Q22): Please, write any further comments and suggestions about the role of listening products in enhancing the EFL students’ oral performance.

Unfortunately, 24 students did not add any comment or suggestion. Thus, (40%) out of (100%) students suggested that listening should be introduced in all modules especially the grammar lessons where it has proved to have great advantages. Some others did a call to English administration to provide them with good listening tools because the ones they usually use are not efficient. Accordingly, one of the students says that “we need new language laboratory headsets because we cannot hear well with the existed ones”. However, another student insisted on bringing motivational and amusing listening pieces.

3.10. Discussion of the Results of the Students’ Questionnaire

The interpretation of the students’ questionnaire data leads to a better understanding of the students’ perspectives about the speaking and the listening skills about which they proved to have satisfactory knowledge. First of all, most of the students expressed positive views towards the mastery of the speaking skill since it is the standard that measures the accomplishment of EFL learners, but this does not mean that they should neglect the other skills since every skill has its place in the process of FL learning. Besides, most of them believed that both skills are easy to cope with, in which they are contradicted with the teachers’ attitudes that assured the difficulty of both skills. From both views, we can say that it is obvious that the teachers relied more on their teaching experience and everyday contact with their students to judge the two skills. Moreover, all the students accorded that the listening and speaking skills need extensive practice using different listening devices and speaking techniques for this reason they all support the use of these last in EFL classes simply because they are aware of their benefits.
Furthermore, the chosen sample had distinct views concerning the features that made up the speaking skill although most of them ensured that the grammatical structures, rich vocabulary, correct pronunciation, and fluency guarantee a proficient speaker. Therefore, it looks easy for the students to decide the features that represent the speaking skill, but they find them difficult to master because all the assigned students demonstrated how it is challenging to master at least one of these features; consequently, they are advised to train themselves as much as they can. According to students’ questionnaire, the classroom interaction and the extensive listening have a big influence on promoting the students’ speaking abilities that is why they are classed as two efficacious strategies. Although the evaluation of the students’ skills has an obvious effect on bettering the students’ level of the language, the students are not supplied with enough assessment on their listening and speaking skills. To say more, the tests of speaking are restricted to some cases with deficiency of listening tests that is the result of the lack of equipments, but this does not include all the teachers of course because there are some teachers who frequently test their students' speaking and listening skills. At last, it is deduced that the second year LMD students at English department, Larbi Ben M’hidi University believed that the listening products help them to improve their oral performance in the sense that they defended their standpoints with a set of arguments which are mentioned before in (Q21).

Conclusion

To sum up, this chapter has been devoted to the practical part of the study in order to answer the research question, and to confirm or reject the posed research hypothesis. To specify more, the chapter three which entitled “field of investigation” has covered the means of research from identifying the target population and sample to the analysis and the discussion of the obtained results. Accordingly, the analysis of both teachers’ and students’
questionnaires' results showed that both oral expression teachers and second year students consider the listening products as an effectual teaching material to enhance the EFL students' oral performance.
General Conclusion

The English language is made up of four skills that generate its effectiveness. In this context, the present research sheds light on two of them, namely the speaking and the listening skills. These two skills prove their importance after being neglected for several years. Thus, the major goal of this study is to investigate the role of listening products as a strategy of listening skill in improving the EFL students’ oral performance in the English department at Larbi Ben M’hidi University. In this sense, it is hypothesized that the oral expression teachers and second year students at Oum El Bouaghi University have positive attitudes towards the role of listening products in enhancing EFL students’ Oral Performance.

This dissertation comprises of three chapters arranged as follows: the first chapter has dealt with the speaking skill including its definitions, types, features, and difficulties, and techniques used to teach it, plus its assessment while the second chapter has reviewed the listening skill with its essential parts, such as its models, types, devices, and its assessment as well. The last chapter has been designed for outlining the means of research (the research methodology). Accordingly, two questionnaires were designed to collect the data from the assigned sample, and then they were analysed and discussed.

The obtained results from both questionnaires confirm the hypothesis and answer the research question, in that, both questionnaires point out the teachers’ and students consciousness about the benefits of listening materials for bettering the EFL students’ oral production. Also, these results indicate that the teachers and the students have the same attitudes towards the listening materials. Furthermore, the listening materials are effective for promoting the students’ language proficiency, motivation, and curiosity.
Limitations of the study

Here are the major restrictions of the study:

Regarding the design of the study, it would be better if we have followed an experimental design. However, due to (1) time constraints we have conducted a descriptive method. (2) Due to the inability to carry out an experiment because we have outlined to work with middle school pupils to examine the effect of listening product on improving their oral performance, but unfortunately they are not acquainted with such teaching materials. So, due to the inaccessibility of such teaching materials in middle schools, we changed the whole methodology of research.

Recommendations

On the grounds of the obtained results, we recommend for future researchers to investigate the effect of listening materials on oral performance using an experimental design. And due to the positive attitudes that both teachers and students show towards the role of listening products in enhancing the EFL students’ oral performance, we urge the frequent use of the listening materials in EFL classes to give the EFL students’ the opportunity to listen to authentic language.
List of References


Teachers’ Questionnaire

Dear teacher,

This questionnaire functions as a data collection tool to gather information about the role of listening products in enhancing the EFL students’ oral performance. We would be grateful if you accept sharing your experience by answering the questionnaire. Your ideas are highly valued and your cooperation is genuinely appreciated.

Please, tick (☑) the choice that best represents your answer. You may choose more than one answer.

Larbi Ben M’hidi University, Oum EL Bouaghi
Faculty of Letters and Languages
Department of English
Miss.Meriem BELOUAFI
Section One: Background Information

1. Degree (s) held:
   a- PHD (Doctorate) degree
   b- Magister degree
   c- Master degree
   d- Licence degree

2. How long have you been teaching English?

Section Two: Teachers’ Attitudes towards the Listening Skill

Q.3. How often do you practice the listening skill?
   a- Always
   b- Often
   c- Sometimes
   d- Rarely
   e- Never

Q.4. How do your students find the listening activities?
   a- Difficult
   b- Easy

Q.5. If your answer is “a”, why do they find it so?
Q.6. Do you encourage your students to do some extensive listening?
   a- Yes ☐ b- No ☐

Q.7. Please say why..........................................................................................................................

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

Q.8. In a listening task, do you often ask your students to do:

a- The bottom-up listening (step by step analysis of the heard message) ☐

b- The top-down listening (whole to part processing) ☐

c- Both of them ☐

Q.9. Which device(s) do you favour to exercise listening?

a- Radio ☐

b- Audiotape/audiocassette ☐

c- Language laboratory ☐

d- Video ☐

e- Computer-assisted language learning ☐

f- All of them ☐

Q.10. Do you assess your students’ listening skills?

a- Yes ☐ b- No ☐

Q.11. If yes, please specify the techniques you usually use:

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

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Section Three: Teachers’ Attitudes towards the Speaking Skill

Q.12. How would you grade your students’ oral performance?

a- Very good
b- Good
c- Average
d- Poor
e- Very poor

Q.13. Giving the students the chance to speak in the classroom develops their oral performance:

a- Agree
b- Disagree

Q.14. In teaching the speaking skill, you focus on:

a- Grammatical structures
b- Vocabulary
c- Pronunciation
d- Fluency
e- All of them

Q.15. Your students generally find it difficult to:

a- Produce comprehensive utterances
b- Produce fast speech (speed delivery of speech)
Q.16. Which speaking technique(s) do you prefer to apply most?

a- Role-play
b- Discussion
c- Prepared talks (oral presentations)
d- Communication games
e- All of them

Q.17. Do you correct your students’ errors when they speak?

a- Yes  b- No

Q.18. If your answer is “yes”, do you think that your correction improves their oral performance?

a- Yes  b- No

Q.19. When you assess your students’ oral performance, you evaluate their:

a- Fluency and lack of hesitation
b- Relevance and interest of performance
c- Pronunciation
d- Properness of the language
e- Grammatical accuracy and vocabulary appropriateness
Q.20. Testing the students’ speaking skill involves the use of the same techniques that are used to teach it.

a- Agree  

b- Disagree  

Q.21. In the process of scoring the students’ oral performance, you take into consideration:

a- The performance as a whole (holistic scoring)  

b- Every aspect of the speaking skills (analytic scoring)  

c- Both of them  

Section Four: The Role of Listening Products in Enhancing the EFL Students’ Oral Performance

Q.22. Do you think that listening products help you improve your oral performance?

a- Yes  

b- No  

Q.23. Whatever your choice please say why?

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Section Five: Further Suggestions

Please, write any further comments or suggestions about the role of listening products in enhancing the EFL students’ oral performance.
Thank you for your cooperation
Students’ Questionnaire

Dear student,

This questionnaire is an attempt to gather information about the role of listening products in enhancing the EFL students' oral performance. We would be grateful if you accept sharing your experience by answering the questionnaire. Your ideas are highly valued and your cooperation is genuinely appreciated.

Please, tick (☑) the choice that best represents your answer. You may choose more than one answer.

Larbi Ben M’hidi University, Oum EL Bouaghi
Faculty of Letters and Languages
Department of English
Miss. Meriem BELOUAFI
Section One: Background Information

1- Gender:
   a- Male 
   b- Female
2- How many years have you been studying English?

Section Two: Students’ Perspectives towards the Listening Skill

Q.3. Which skill do you prefer to master?
   a- Listening 
   b- Speaking 
   c- Reading 
   d- Writing

Q.4. According to you, is it easy to get information from listening materials?
   a- Yes 
   b- No 

Q.5. In a listening task, do you try to understand
   a- Every single word? 
   b- The whole content?

Q.6. Please, justify your choice

Q.7. In a listening task, do you care about speech features like intonation?
   a- Yes 
   b- No
Q.8. Which listening tool is most helpful to you?

a- Radio
b- Audiotape/audiocassette
c- Language Laboratory
d- Video
e- Computer-assisted language learning

Q.9. How often do you listen to English?

a- Always
b- Often
c- Sometimes
d- Rarely
e- Never

Q.10. Are you frequently tested on your listening skill?

a- Yes  b- No

Q.11. If yes, please specify the techniques (activities) used?

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

Section Three: Students’ Perspectives towards the Speaking Skill

Q.12. According to you, speaking in English is:

a- Very difficult
b- Difficult
c- Easy
d- Very easy

Q.13. How do you evaluate the level your of oral performance in English?

a- High
b- Average
c- Below average
d- Low

Q.14. Speaking in English needs:

a- Grammatical structures
b- Rich vocabulary
c- Correct pronunciation
d- Fluency
e- All of them

Q.15. When you speak in English, you find it hard to:

a- Produce complete utterances
b- Produce fast speech (speed delivery of speech)
c- Pronounce well
d- Interact with others (ability to manage conversations)
e- All of them

Q.16. Does the teacher give you the chance to speak in the classroom?

a- Yes b. No

Q.17. Which speaking technique you prefer most?

a- Role-play
b- Discussion

c- Prepared talks (presentations)

d- Communication games

Q.18. Does the teacher correct you when you speak?

a- Yes                             No

Q.19. If your answer is “yes”, does the teacher’s correction better your oral performance?

a- Yes                             b- No

Section Four: The Role of the Listening Products in Enhancing the Students’ Oral Performance

Q.20. Do you think that listening products help you improve your oral performance?

a- Yes                             b- No

Q.21. Whatever your choice please say why?

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Section Five: Further Suggestions

Please, write any further comments or suggestions about the role of the listening products in enhancing the EFL students’ oral performance.

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Thank you for your cooperation
RESUME

La présente étude vise à étudier le rôle des produits d'écoute dans l'amélioration de la performance orale des élèves EFL au département d'anglais de l'Université de Larbi Ben Mhidi. Il a cherché une réponse à la question suivante: les enseignants d'expression orale et les étudiants de deuxième année LMD dans le département d'anglais à l'Université Oum El Bouaghi sont-ils conscients de l'importance des produits d’écoute dans l'amélioration de la performance orale des élèves EFL écoute? Dans cette recherche, une méthode descriptive a été suivie dans lequel deux questionnaires ont été appliquées. Le premier a été administré à un échantillon de dix enseignants d'expression orale dans le département d'anglais de l'Université Larbi Ben M- hidi tandis que le second a été adressé à des étudiants de deuxième année LMD à la même université. Sur la base de données recueillie à partir de deux questionnaires, les résultats obtenus de la présente étude ont démontré que les matériaux d'écoute peuvent influencer la performance orale des élèves EFL. Par conséquent, tous les enseignants se sont avérés être conscients de la corrélation entre les produits d'écoute et l'amélioration de la performance orale. Presque tous les étudiants ont réclamé d'être conscient de l'importance d'exposer les étudiants EFL aux matériaux parlées à améliorer leur performance orale. Sur la base de ces résultats, l'hypothèse de recherche a été confirmée.
المملصق

تهدف الدراسة الحالية إلى التعرف على تأثير الأجهزة السمعية على الأداء الشهفي لطلاب اللغة الإنجليزية كلغة أجنبية في قسم اللغة الإنجليزية بجامعة العربي بن المهدي بأم البواقي من خلال الإجابة عن السؤال التالي: هل أساتذة التعبير الشفهي وطلاب السنة الثانية (الإم.دي) في قسم اللغة الإنجليزية بجامعة أم البواقي على دراية بأهمية الأجهزة السمعية في تحسين وتعزيز الأداء الشهفي لطلاب اللغة الإنجليزية كلغة أجنبية. في هذه الأطروحة تم اعتماد المنهج الوصفي من خلال تقديم استبانين الأول لعينة متكونة من عشرة أساتذة (أساتذة التعبير الشفهي) والثاني لطلاب السنة الثانية من نفس القسم و الجامعة كما سبق الذكر. بناءً على البيانات التي تم جمعها من الاستبانات يمكننا القول بأن الأجهزة السمعية لها تأثير على الأداء الشهفي لطلاب اللغة الإنجليزية كلغة أجنبية، هذه الخلاصة هي نتيجة تحليل آراء كل من أساتذة التعبير الشفهي وطلاب السنة الثانية الذين أثبتوا فعالية هذه الأخيرة. على أساس هذه النتائج، تم تأكيد فرضية البحث.