

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
FACULTY OF FOREIGN LANGUAGES



MASTER IN
« DIDACTICS AND APPLIED LINGUISTICS »

Developing Listening Comprehensive Teaching in
Middle School 2017/2018

SUBMITTED BY

Adda Ben Youcef Fatma

Members of the board:

Chair: Ms. BENAUDA

Supervisor: Ms. BELLAL HANEN

Examiner: MR. TAUAMI.

Academic Year: 2017/2018

Dedications

First, I should be thankful to Allah, for giving me the chance to continue my studies and realize my dream.

This work is dedicated to my dear parents who sacrificed ever thing for me to be here, my dear sister and her husband , and all my family and friends for their love and care.

Acknowledgements

This research paper, like any work, would not have reached its current state if it were not for the support of few special individuals.

First of all, I would like to thank my supervisor Mrs Bellal without her I could not do and finish my dissertation. She seriously followed my work and made my dream come true

I would like to extend a special thanks to second year LMD teachers who answered my questions. I would also like to thank anyone who was kind enough to help in any way during the production of this work

Abstract

Over the past few years, educational system relied heavily on listening and listening comprehension programs and methodologies to develop student's listening skill and enhance their spoken language.

The present research work attempts to shed light on teaching listening skill. The aim of this research is introducing and studying listening and listening comprehension in the context of the second level at the middle schools as a whole. In addition to that, this study aims to raise students and teachers awareness about common listening issues, and about the development of their listening skills.

Moreover, this research aims to inform teachers about their students' listening issues coupled with recommended solutions and strategies for both students and teachers. Chapter one is devoted for introducing listening and the elements that are related to listening issues in general and listening comprehension in specific. Chapter two is for the purpose of collecting necessary data to answer this study's research questions, with use of a questionnaire which was handed to a sample of thirty teachers from Middle School of Relizane. Chapter three is naturally used to interpret the result obtained from the questionnaire and recommended solutions for listening issues at hands, we also mentioned the significant of this study and the limitation that faced during the production of this research.

List of Abbreviations

SL: second language

LC: listening comprehension.

FL: foreign language.

EFL :English as foreign language.

N: number.

%: percentage

List of Tables

Table (01): 2.1. Teachers' Gender.....	15
Table(02): 2.2. Teaching Experience.....	16
Table (03): 2.3. Students' Motivation.....	16
Table (04): 2.4 .Listening versus Other Skills.....	17
Table (05): 2.5. Listening Importance.....	17
Table (06): 2.6. Teaching Listening Comprehension.....	17
Table (07): 2.7. Difference between Listening and Listening Comprehension.....	17
Table (08): 2.8. Applied Solution.....	18
Table (09): 2.9. Teachers Strategies	19
Table (10): 2.10. Students' Opportunity.....	19
Table (11): 2.11. Students' Encouragement.....	20
Table (12): 2.12. Listening to Student.....	20
Table (13): 2.13. Teacher's Method.....	21
Table (14): 2.14. Using Tools.....	21
Table (15): 2.15. Teachers Techniques.....	21

Table of contents

Dedications

Acknowledgements

Abstract.

List of abbreviation

List of Tables

Table of Content.

General Introduction1

Chapter One: review of literature

1.1.	Introduction.....	4
1.2.	Listening.....	4
1.3.	Types of Listening.....	5
1.3.1.	General Listening Types.....	5
1.3.2.	comprehensive listening.....	6
1.4.	Listening Comprehension.....	6
1.5.	Strategies of Listening Comprehension.....	6
1.5.1.	Cognitive strategies.....	7
1.5.2.	Meta-cognitive strategy.....	8
1.5.3.	Socio-effective Strategy.....	8
1.6.	Major problems Facing Learners.....	9
1.7.	Potential problems in language Learning Classes.....	10
1.7.1.	Quality of Record.....	10
1.7.2.	Cultural Differences.....	10
1.7.3.	Accents.....	10
1.7.4.	length and Speed of Listening.....	10
1.8.	Developing Listening Comprehension.....	11

1.9. The System of Exercise for Developing Listening Comprehension Competence.....	11
1.10. A Typology of Listening Comprehension Task.....	12
1.10.1. Pre-listening Activities.....	12
1.10.2. While Listening Activities.....	12
1.10.3. Post Listening.....	13
1.11. Conclusion.....	13

Chapter two: Research Methodology

2.1. Introduction.....	15
2.2. The description of the sample.....	14
2.3. The description of the questionnaire.....	15
2.4.the Data Gathering Tools.....	16
2.5. Questionnaire analysis.....	17
2.6. Conclusion.....	23

Chapter three: Data Interpretation and Recommendations

3.1 Introduction	25
3.2. The discussion of the results.....	25
3.3. Suggestion and Recommendation.....	26
3.3.1 Raising students' Awareness about Listening Skills.....	27
3.3.2. The Choice of Materials.....	28
3.3.4. The Importance of listener.....	29
3.3.5. Useful Suggestion for Over-coming Comprehension Difficulties.....	30
3.4. Limitation of Study.....	31
3.5. conclusion.....	31

General conclusion	32
List of References	35
Appendix	38

General introduction

Listening is not one of the primary skills that teachers focus on developing due to its complicated nature that can cause students to struggle, yet listening is actually one of the most important language skills among writing, reading and speaking. Some would even claim that listening should be the primary target of teacher when introducing a new language, holding it above the other three skills, and while that may seem a bit exaggerated children learn to speak a language through listening first, this shows the importance of this skill.

Over the course of our academic career we noticed many students who were able to master the spoken language and to develop their speaking skills to the extent that they resembled a native speaker, this motivated us to know the reasons behind such a quick development and attempt to use the result as a solution to fix listening and oral proficiency problems.

Furthermore, we wanted to explore the beneficial side of listening strategies to develop students' listening skills which consequently would enhance students' oral proficiency. We also wanted to shed light on the link between the students' well developed oral proficiency and the use of the listening activities which are sometimes used unconsciously by student when they are exposed to the target language movies or music causing them to quickly develop their listening and speaking skill.

As a result, the aim of this study is introducing the beneficial aspect of listening and listening comprehension and its use as an important aspect to enhance students' oral proficiency and to recommend implementational methods for teacher and students to listening strategies correctly. This led us to ask three question. First, what is the relation between learners' listening comprehension and oral proficiency? Second, how will the use and the enhancement of the listening strategies and activities benefits the learning process? Third, how can teachers use the strategies and techniques to effectively improve learners' oral proficiency?

We hypothesized that there is relation between teaching listening comprehension in the classes and the improvement of students' oral proficiency, we also hypothesize that teachers can take an advantage of

this relation to raise students' awareness and improve their listening skills which in turn help to improve their oral proficiency.

This study attempt to shed light on the beneficial side of teaching listening comprehension with effective methods and tools, and to encourage both teachers and students to raise their awareness about the positive use of the different kinds of strategies and techniques in developing the listening skill.

This research paper is divided to three chapter. Following the general introduction, chapter one deals with introducing the most important elements which are related to listening and listening comprehension, such elements including explaining the nature of listening , introducing the different types of listening, also, we introduce the nature of listening comprehension and the typology of listening comprehension and the problems facing students in learning listening skill.

Chapter two is for the purpose of describing the data collection method, the questionnaire. The description of the sample chosen to answer the questionnaire, and the question analysis. We decide to use the question are only as a means to collect data to limit the scope issues that are to be revealed by results, which would make recommending effective solution for a set of small problems much simpler.

Chapter three, is used to analyze the result obtained from the questionnaire, to identify the most pressing issues that hinder students' listening and oral proficiency and to recommend a set of effective solutions to deal with those problems or to raise awareness about them. We also mention the limitation that hindered our progress over the course of this research.

Chapter One
Literature review

Developing listening and listening comprehension

1.1.introduction:

Listening is a key to all effective communications: without the ability to listen effectively, messages are easily misunderstood .Communication breaks down and senders of the message can easily become frustrated or irritated. Listening is so important that way top employers give regular listening skills training for their employees .this is not surprising when you consider that good listening skills can lead to better customer satisfaction ,greater productivity with fewer mistakes ,increased sharing of information that in turn can lead to more creative and innovative work.

Chapter one is concerned with introducing the most important components that constitute listening or are related to enhancing students' learning experience and oral proficiency through listening and listening comprehension. Light is shed on the nature of listening skills and the different opinions about it, as well s types of listening that are relevant to listening and learners' oral proficiency .For the purpose of identifying the problems that cripple students' understanding of the spoken English, listening processes such as bottom-up and top-down process's are explained .in addition to that common listening strategies and their relation with an effective listener are discussed .Finally, the major problems facing learners is listening comprehension.

Generally speaking ,the field of listening is very large , therefore only titles that can be understood across chapter two and three are chosen ,this is to maintain and limit the premises of the study and pave the way for producing solutions that are only related to enhancing listening and learners' oral proficiency .

1.2.listening:

While listening a language , students are expected to master every aspect of it ,the most common aspect of any language that students need to learn, listening seems to be neglected skill .To understand the reasons behind this neglect and its repercussions on listening in general and the oral/aural fluency in specific , we must first understand what is listening.

Helgesen (2003:24) states that **“listening is an active, purposeful phrase of making sense of what we hear. Language skills are often categorised as productive. Speaking and writing are productive skills .Listening along with is a receptive skill. That is, it requires a person to receive and understand incoming information (input).”**

Listening means to look for the problems as the speaker sees it, it is not a matter of feeling but it includes empathy which is experiencing with him.

Hayakawa said that **“a good listener does not merely remain silent, he asks question. However, these questions must avoid all implications (whether in tone or in wording) of skepticism or challenge or hostility .They must clearly be motivated by curiosity about the speaker’s views”**

Juta Comanry (2007) defines listening **“is more complex than merely hearing. It is a process that consist of four stages: sensing and attending, remembering and respondingthe stages occur in sequence but we are generally unaware of them”**

The listening and the understanding involve such number of basic processes. There are some depend on the previous knowledge they are necessarily of purely linguistic nature and some depend on the linguistic competence with others depend on the upon psychological variables.

1.3. Types of Listening :

Listening is a very important skill that needs to be nurtured and developed Listening is very crucial to have strong relations with others, at home, society, at work place or education.

Coakelly and Wolurn (1996) examine the various types of listening.

1.3.1.General Listening Types :

The Discriminative listening and comprehension:

1.3.1.1. The Discriminative Listening:

Is first developed at a very early age, it does not involve the understanding of words or phrases or meaning of words , but it is the understanding of the production of sound in early childhood for instance the distinction between the voice of parents . As we age , we become more able to distinguish between different voices .We can also identify differences in the way sounds are made .The ability to distinguish between the subtleties of sound made by someone who is angry or happy , for instance , it gives a value to the meaning of the saying which of course leads to comprehension .When discriminative listening skills combined with the visual stimuli and the ability to listen to the body language make us able to understand the speaker more fully.

1.3.1.2. Comprehensive Listening:

Comprehensive listening is about the understanding of the messages or the message that is being sent. The ability to listen comprehensively and gain understanding of the listener needs an appropriate vocabulary and language skills. In contrast to excessive vocabulary that can be a barrier to overall listening.

Comprehensive listening is complimented by sub- messages from communication non-verbal signals can help to understand and communicate to a large extent and also can contribute to confusion and misunderstanding. In many listening situations, it is vital to seek clarification and use skills such as reflection and comprehension.

1.4. Listening Comprehension:

The term « **listening comprehension** » has been defined by different authors, but it is not yet been reached.

According to Brown and Yule (1983), listening comprehension means that a person understands what s/he has heard if s/he learns the text through hearing it, s/he will understand it.

Rost (1990) chooses to place the emphasis on the interpretative and ferencing process:

« understanding spoken language is essentially an inferetial process based on a perception of cues rather than a straight forward matching of sound to meaning. The listener must find relevant links between what is heard and those aspect of context ».

Andres and Lynch (1995) define the listening process as « **the process for receiving, attending to and assigning meaning to natural stimule** ».

Steinberg (2007) and Azni Bingol, Celik, Yidliz, and Tugul Mart (2014) defined listening comprehension as one's ability to recognize another through sense.

According to Hamouda (2013), EFL learners have comprehension because universities pay attention to grammar, reading and vocabulary.

According to Nadig (2013) listening comprehension is the various process of understanding and making sense of spoken language. These involve knowing speech sounds. Comprehending the meaning of individual words and understanding the syntax of sentences.

1.5. Strategies of Listening Comprehension:

In their book « second language listening », John Flower dew and Lindsay Miller(2005) , attempts to explain effective listening strategies through first explaining a learning strategy, they quoted ,Willing (1988 :7) , as he explained a learning strategy **“a specific mental procedure for gathering ,processing, associating, categorizing, rehearing and retrieving information or patterned skills”**.

Vnadergrift (1999) showed **“strategy development is important for listening training because strategies are conscious means by which learners can guide and evaluate their own comprehension and responses ’**.

According to Holden (2004) listening is a complex activity the requires a lot of mental effort to understand .He believes that skills play a key role in acquiring language and developing language skills.

So having knowledge and using it with the effective strategies in listening comprehension can help learners to understand most of language input to which they listen to

1.5.1 Cognitive Strategies:

The cognitive strategy is one of the strategies used by learners for further knowledge This strategy involves the arrangement of the new language in addition to summarizing the meaning and the understanding of the context by saving images for prevention .All of these strategies are based on the manipulation of language to improve learning.

Cognitive strategy among the most important ways to help students with learning problems .The cognitive strategy helps the learner develop the dynamic that enable him to perform complex tasks .(Rosenshine,1997).

Learning comprehension is an area in which cognitive strategy is important .Self-questioning strategies can help the learners understand what they are reading.

Rosen shine states that the act of creating question does not lead directly to comprehension .Instead, students search the text and combine information as they generate questions ; then, they comprehend what they have read in the classroom where cognitive strategies are used , the teacher plays a pivotal role bridgring the gap between students and the content skill to be learned .

This role requires understanding the task to be accomplished as well as knowledge often approach to the task the s/he can communicate to the learner.

In order to realize knowledge there are specific applications and techniques and manipulation of materials; both physically and mentally, to achieve knowledge.

- 1- **Repetition:** repeating a part of language (word/ phrase) in the language task.
- 2- **Resourcing:** using suitable sources of information about the target language.
- 3- **Grouping:** classifying, or tabling material used in language task.
- 4- **Note-taking:** writing down key words and concepts in abbreviated verbal, graphic numerical form.
- 5- **Deduction/induction:** consciously applying learned or self-developed rules to produce or understand the target language.
- 6- **Substitution:** selecting alternative approach .revise plans or different words or phrases to accomplish a language task.
- 7- **Summarization:** making a mental or written summary of language and information presented in a task.

1.5.2. Meta-cognitive strategy:

The term 'Meta-cognition' is most often associated with John Flavell (1979), he has suggested that beyond cognition consist of both meta-cognitive knowledge and meta-cognitive experiences or regulation.

Flavell divided meta-cognitive knowledge into knowledge of person variables, task variables , and strategy variables. Most accounts of meta-cognition make a basic distinction between meta-cognition knowledge (what one knows about cognition) and the meta-cognitive control process (how one uses that knowledge to regulate cognition for instance).

Meta-cognition strategy is the most important in developing learners' skills according to Anderson (1991) and it was emphasized by O'Mally et Al.

The learners without meta-cognition approaches have no direction or ability to monitor their progress, accomplishment, and future learning direction. Anderson (2002) considered that the use of meta- cognition strategies helps in the development and greatly improve performance learning .They have different abilities in language learning .

Hanck (2005) said that the learners who have developed their meta-cognition awareness to become more autonomous language learners.

The meta-cognitive strategy is not only helpful to learn but also it helps to develop listening comprehension specifically.

1.5.3. Socio-effective Strategy:

As has been discussed, listeners engage in a variety of mental processes in an effort to comprehend information from oral text. It is less reported by second language learners, it has an important role in international system designed for second language learners according to Chalost and O'Mally (1987).

These strategies; communication and production, are important in second language acquisition. (Faerch and Kaper 1983, Trone 1981) Vandergrift (1999) showed that strategy development hands a crucial role in listening training because the learner can use it in order to guide and evaluate their own comprehension and response. Vandergrift (2003) defined the strategy as the techniques that the listener uses to cooperate with the others, substance their understanding or low anxiety. Haft – Gaf (2006) stated that socio – effective strategies were those which were non academic in mat we and involve stimulating learning through establishing a level of empathy between the instructor and student.

1.6. Major Problems Facing Learners:

Listening is one of the most crucial skills in learning a second language. In listening comprehension many students face problems and difficulties because of the fact that schools pay more attention to structure, writing, reading and vocabulary. In many course books listening is not the important part even in the syllabus, the teachers do not connect importance to listening while the preparation of the lesson plan.

1.7. Potential Problems in Language Learning Classes:

1.7.1. Quality Of Record:

Despite the development witnessed by our present era and the many historical achievements that have reached, but still many schools are not equipped with advanced educational methods that facilitate education and development of listening.

1.7.2. Cultural Differences:

Cultural context plays a key role in understanding the subject of the student, while the language and cultural are inseparable according to Brown (1994). They can complement each other. The subject contains a culture that is completely different from the students' culture, which makes the student encounter difficulties in understanding the topic.

1.7.3. Accent:

Fan (1993) promoting out that usually ESL/EFL listener are used to their teacher's accent which familiar with the subject of the different accent.

Accent Munio and Derwving (1998) claimed that too many genres of accent speech would result in a significant reduction in comprehension.

1.7.4. Length and Speed of Listening:

The speed and length of student's listening plays a big role, especially when storing information and collecting it in the mind. A lower level than three second and end activities. Short hearing texts helps to reduce boredom and help to understand significantly and maintain the concentration of teachers (Atkins etal1995).

Listening speed text makes understanding words difficult if the speaker speak faster than normal listeners may have difficulties to catch target words. Underwood states that on the contrary of reading comprehension the listen cannot control speed of the speaker and causes the greatest difficulty with listening comprehension (1989.p.16).

Graham(2006) said that there are some other factors that increase learners' listening comprehension problems such as restricted vocabulary, poor grammar, and misinterpretation about task. Walker (2014) declared that listeners can use pragmatic knowledge to make inferences and identify speakers' implied meaning that these should be specifically considered by teachers when teaching listening comprehension.

1.8. Developing Listening Comprehension:

Communication is not just a matter of talking with the others and sharing stories, goals and ideas. Effective communication often involves listening skills that develop the ability to really observe what others say, and listen with an open mind.

Listening plays a very important role both in everyday communication of speech activities, it is requires both physical and mental preparedness. From the perspective of physical preparedness

the listener should be relaxed but not tense, as tension and fear do not allow him to understand memori

The learners' need to secure increasing control over their FL knowledge that is important and has to be catered. According to Ellis (1990); he summarises that learners achieve control through meaning focused instruction. In order to develop control, the learner needs to practice in real operating conditions.

Rost (1990) however, specifies more about the nature of the development of listening comprehension and proposes that: instruction in listening should aim to present learners with challenging listening texts pedagogic tasks and to induce the learner to resolve points of non-Understanding. Which means that we have to enlarge the quantity of language the learner can process and the range of situations which can be dealt with. Rost notes that the development of listening ability is quantitative to some extent because it involves and increases knowledge, and qualitative somehow, because it involves the appropriate selection of responses. Both language and the development of knowledge are conditions for the development of LC.

1.9. The System of Exercise for Developing Listening Comprehension Competence:

According to J. Wilson, no language skill should be taught in isolation. That is why LC activities have to be related to the material being studied as oral practice or reading; it can also give an impetus for writing activities (19, p148).

Hens, it is to provide correspondence between psychological and linguistic difficulties. Ability to combine the possibility of listening and other activities. Monitoring the development of listening skills of students and management in achieving the practical goal. The teacher must first penetrate the nature of advanced skill (13-142-143). Some of the first standard require the level of recognition to determine the terms in their own structural interrelation. Shups to modify the excess phrases and interpolation

At the second-selection-level, the listener is drawing to express the purpose of the speaker or those which suit his own purposes. The student needs through training at the recognition details of the message.

O' Vovk (1, p.208-214) suggests the system of LC perianted exercise that can be used at both of above mentioned levels. In this system, there are two main subsystems. The first one is sound, intonation patterns of phrases, etc. These exercise are triple targeted, since they agreement to shape the phonetic, the lexical, and the grammatical LC skills. In the preparatory subsystem there is non-communicative and semi-communicative exercises

The second subsystem encompasses solely communicative exercise which (1, p213-214):

- 1- Provide listening practice based on the integrated overcoming of auditory difficulties.
- 2- Imply the comprehension of the input in conditions, similar of those of natural communication.

The second subsystem of exercise ensures developing listening skills, it embodies semi-communicative and communicative exercises.

Semi- communicative: suggest listening the message like direction, weather, question, airport information, sports news, it is function on the text level.

Communicative exercises: facilitate students' abilities to the content of the message, finding the secondary details, establishing cause- consequence relation, and stick to it when responding the text.

1.10. A Typology of Listening Comprehension Tasks :

1.10.1. Pre-listening Activities : teachers should check students' background of the topic and linguistic content of the text and should know if they are familiar with the topic or not .They should provide them with the background knowledge necessary for their comprehension of the listening passage or activate the existing knowledge that the student possesses.

Students have to be aware of the type of text that they are going to listen, make them know what role they will play, and telling them the purpose(s) for which they will be listening

-sample pre- listening activities:

- Predicting the content of the listening text.
- Looking at pictures, diagrams, graphs or maps.
- Try to read something relevant.
- Predicting the content of the listening text.
- Reviewing vocabulary or grammatical structures.

1.10.2. While- Listening Activities:

While listening is related to text and the student do them during or immediately after they are listening. Students need to focus all their attention to the listening task. The guidance should be explained for the task before listening begins so that they are not confused by the need to figure out what to do.

Global task such as getting the main idea or topic have to be combined in a way in order to have students' attention focused on the elements of the text crucial to comprehension of the whole .Before the listening activity begins, the students need to review questions they will answer orally or in writing after or while listening.

1.10.3. Post Listening:

After listening, comprehension may be evaluated through a particular task in sequence to measure the overall progress in listening .At this stage, the teacher is going to decide if the tasks used were appropriate for the listening purpose. The process of developing LC incorporates the main stages: instruction, audio material presentation, and comprehension control. The thoroughness of preparation for the listening stipulates the increase of effectiveness of precision the messages.

1.11. conclusion :

Chapter one covers various concepts and definitions that are related to both enhancing and understanding listening and listening comprehension , all for the purpose of improving the learners' oral proficiency .Of course , there are other concepts that were mentioned in this chapter for two reasons .First , to limit the scope of the study which will improve the effectiveness of the results . Second, the irrelevance of these concepts to the study.

We have attempted to provide a clear insight concerning the definition of listening and the listening comprehension .Them I explain some types of listening which are related to the current study and share some strategies of listening comprehension .In addition to that I chose to explain the system of exercises for developing listening comprehension competence, also, the typology of listening comprehension tasks.

These elements were not only chosen because they are relevant to the current study as mentioned before but because they are related to each other's and they work together for the listener.

Chapter Two
Research Methodology
The Field Study

2.1. Introduction :

The first chapter deals with defending the concept of listening and opinions on the listening skill and listening comprehension .It explains the types of listening and their relation to the listening processes .Light is also shed on the listening strategies and their effectiveness and it explains too the major problems facing learners .

The second chapter is for the purpose of describing the sample and the reason behind its selection, describing the questionnaire, and the data gathering tools and the sections that compared it , and finally the analysis of the questionnaire which includes the objectives behind the designed questions and the analysis of the results.

Throughout the analysis of these questions and their results I could form an idea about the fluency of the students and their language proficiency .The result of this questionnaire are the stepping ground to produce a combination of effective solutions that aim to solve students' problems using the enhancement of listening skills.

2.2. The Description of The Sample:

According to Deldine(1975), "**sufficient data can be obtained through the study of a proportion of the population a sample**".Because of this , we have only selected a category to represent the whole population.

The targeted population in the present study is teachers of 2EM in middle schools of Relizane for the school year 2017/2018. Practically, it is not possible to study the entire population under the questionnaire approach. The work was held in a very relaxed and secures atmosphere ant the questionnaire was kept anonymous.

2.3The Description of The Questionnaire:

The sole method of investigation in this research is the questionnaire which is composed of 15 questions designed to collect data about the teachers' gender , their thoughts and opinions on keys components related to listening , listening activities , listening strategies ,and techniques and tools used .The questionnaire includes both close and open-ended questions.

2.4. Data Gathering Tools:

In order to win a perspective of the investigation, a questionnaire was used with the teachers . This would provide us with useful information about a larger population. We gave the questionnaire an appealing form to attract the reader's attention and increase his will to co-operate.

2.5. The Study of The Questionnaire:

In order to win different perspectives of our present Work , we have used a questionnaire with the teachers performing in the middle school .This was meant to investigate the teachers' perceptions and opinions concerning the topic under investigation, namely "listening comprehension"

In doing so, I aimed at bridging the gap between theory and practice, the data collected from the field does not always stand the evidence to reinforce theory.

For the sake of a good administration of the questionnaire, I gathered thirty teachers in training day (18 females and 12 males). In doing so I catered for providing a relaxed and secure atmosphere. This helped me to leave out any unpredicted ambiguity and made the teachers ready to answer different questions.

The questionnaire consisted mainly of questions revolving around the teachers' knowledge about the listening comprehension, the frequency of teaching LC, devising relevant materials and their insertion to fit in the teaching context. The questionnaire seemed short but it fulfilled the target objectives. As a general rule, long questionnaires get less response than short questionnaire.

2.6. Questionnaire Analysis:

Question 01: mention if you are male or female.

Specifying Gender

Sexe	Number	Percentage
Female	20	66,6%
Male	10	33,33%
Total	30	100%

Table 01: Teachers' Gender

The table (01) reveals that the majority of teachers are women. The population contains (33%) males and (67%) females. The diversity in gender helps me to have a variety of opinions and ideas from both genders. The females represent the dominant category in the sample of course this might mean that this is a factor in influencing the final result but this is unlikely.

Question02: How long have you been teaching?

Years	Number	%
2	4	13,33
4	6	20
10	13	43,33
More than 10	7	23,33
Total	30	100

Table 02: Teaching Experience.

The table (02) indicates the result of the experience of teaching in English. They varied from (2) to more than (10) years. It shows that the majority of teachers have the experience in teaching the English language. The main purpose from asking this question is to know how much the teachers have experienced teaching.

Question (03): Do you think your students are motivated to listening in the English language?

frequency	N	%
Yes	23	76,66%
No	7	23,33%
Total	30	100%

Table (03): Students' Motivation.

The table (03) indicates the students' motivation to listening in the English language. It shows that the majority of student (77%) are motivated to listening in the English language. The rest (23%) are not motivated in listening. This shows that there are students who do not have interest in listening in English language.

Question 04: Compared to other skills, reading, writing and speaking, how do you find listening

Frequency	N	%
Easy	/	0 %
Average	27	90%
Difficult	3	10%
Total	30	100%

Table 04: Listening Versus others Skills.

This question aims to know the comparison between listening to the other skills “reading, writing, and speaking”. The teachers say that listening is average and the majority (90%) agree on that. While (10%) of teachers respond by difficult. The findings also show that no one say that listening is easy.

Question 05: compared to other skills; reading, speaking and writing, do you find listening important

Frequency	N	%
Yes	28	93,33%
No	2	6,66%
Total	30	100%

Table05: Listening Importance.

From the result shown in the table (05) above, we found that most of teachers agree that listening is very important (93%) claim that listening has its importance like the other skills “reading, writing, and speaking”. Then (7%) shows that listening is not important like others. The teachers participate in this question believe that listening have less importance than the others skills

From the result shown in the table (05) above, we found that most of teachers agree that listening is very important (93%) claim that listening has its importance like the other skills “reading, writing, and speaking”. Then (7%) shows that listening is not important like others. The teachers participate in this question believe that listening have less importance than the others skill

Question 06: Do you teach listening comprehension?

Frequency	N	%
Year	17	56,66
No	13	43,33
Total	30	100

Table (06): Teaching Listening Comprehension

Table (06) above shows the participants who gave answers concerning teaching listening comprehension .A percentage of (57%) say that they teach listening comprehension in their classes. (43%) represents the ones who do not teach listening comprehension in their classes.

Question 7: would you explain what the difference between listening and listening comprehension

Options	N	%
No answer	13	43,33
Answer	17	56,66

Table 07: Difference between Listening and Listening Comprehension.

This question was designed to know the main difference between listening and listening comprehension. The result presented in the table percentage of (57%) have answered my question and (43%) represents the participants who have not answer the question. We have collected answers concerning this question:

Teacher 01: listening comprehension test information and weather the students comprehend unlike listening aims at developing the listening skills and encouraging the public speaking.

Teacher02: listening develops the listening skills of the learners but the listening comprehension test the comprehension of the student; his/her information.

Teacher 03: listening aims at developing the students' skills especially the auditory learners, and it does not test comprehension unlike the listening comprehension.

Question08: what solution do you apply with students who still acquire nothing from the listening to a passage after listening multiple times?

Options	N	%
Answer	28	93,33
No answer	2	6,66

Table08: Applied Solutions

As table (08) indicates on the one hand most of the participants (93%) answer my question concerning the solution they applied with their students who do acquires nothing from the listening passages. On the other hand, only (7%) have not given the answer of the question above. From this question, we collected answers.

They are as follows:

Teacher 01: choosing a suitable text according to the level of students / simplify words.

Teacher 02: changes the method if possible depending on the learners learning style.

Teacher 03: changes the method and looks for other techniques to make it more clear and easy.

Question 09: How do you engage students to think about the strategies they should use in listening?

Options	N	%
Answer	4	13,33
No answer	26	86,67

Table09: Teachers' Strategies.

The findings in figure (09) shows that most of the participants do not answer the question above. (87%) represents the participants who did not have the answer. Yet only (13%) who have answer the question

Question10: Do you allow the students finish what s/he is saying before you respond?

Options	N	%
Almost	3	10
Usually	27	90
Never	/	0

Table (10): Students' opportunity

The table above (10) shows on the one hand the participants who gave the answer concerning allowing their students to finish what they are saying before the teacher responds. A percentage of (90%) which represents most teachers who do usually allow their students to finish their speech . On the other hands, (10%) indicates the participants who almost give their students the opportunity to finish what they are saying. According to the findings, no one (0%) stops his/her students to finish.

Question 11: Do you encourage your students to finish what they are trying to say in case they hesitate?

Frequency	N	%
Yes	23	76,66
No	0	0
Almost	7	23,33

Table11: Students' Encouragement.

This question aims at knowing how frequently teachers supports their students to speak when they hesitate. According to the findings that are shown in the table (11), most of the teacher (77%) respond with yes, while (23%) respond by almost. Percentage of (0%) with NO.

Question12: Do you listen carefully regardless of whether they way students speak? 5Grammar? Choice of words, mistakes).

Options	N	%
Yes	30	100
No	0	0

Table12: Listening to Students

As the table above (12) indicates most of the participants (100%) agree on the statements which say yes we agree.

Question 13: what tools and methods do you use to enhance the students listening skill.

Options	N	%
Answer	25	83,33
No answer	5	16,66

Table13: Teachers' Methods.

Table (13) shows the participants who gave answer concerning the main tools and methods, a percentage of (17%) represents the participants who did not answer the question. On the other hand (83%) answer the question.

Question 14: Do you prefer using modern tools or old one?

Frequency	N	%
Modern	23	76,66
Old	0	0
No answer	7	23,3

Table 14: Using Tools.

Through this question, we targeted the majority of teacher (77%) prefer using modern tools in teaching listening comprehension. The rest (23%) did not answer the question concerning the tools used in teaching listening comprehension. On the other hand no one prefer using the old tools in teaching.

Question 15: what the techniques have you tried with your students to improve listening?

Options	N	%
Answer	22	73,33
No answer	8	26,66

Table 15: Teachers' Techniques

Table (15) shows the participants who gave answer concerning the techniques they use to improve their students' listening a percentage of (73%) represents the participants who do answer the question. On the other hand (27%) do not answer the question. We have collected different answers concerning this question.

They are as follow:

The majority of teachers try different techniques in teaching listening comprehension like :

- Using videos and pictures
- Listening to the scripts.
- Giving handouts.
- Play roles (pair by pair).
- Repetition

2.7 .Conclusion :

After the analysis of the questionnaire and the results, we conclude that there are several issues to be addressed or at least observed so an effective solution is applied effectively. Most of the problems are related to the neglecting of the importance of the listening skills as well as listening strategies employed by teacher or the lack of these strategies in a classroom context. The result also revealed problems concerning listening activities that is caused by the lack of good results concerning students level and oral production.

Chapter Three
Data Interpretation and Recommendations

3.1 . Introduction:

Chapter three is for the purpose of discussing and interpreting the results obtained from the questionnaire. Based on that interpretation, we try to suggest various solutions and recommendations to fix problems that are related to the students' listening skills and oral proficiency.

In addition to that, we try to mentioned the significance of this research and the importance of this contribution to the field of education, as well as most of the limitations that faced us during the various stages of this research.

3.2. The Discussion of Results:

Based on the results of the questionnaire were analyzed in chapter two, we were able to have a solid idea about the kind of issues and barriers that students face concerning their listening skills and the way of teaching and main program and tools that are used in teaching listening comprehension. This part is concerned with discussing and interpreting these results.

Question 03: it appears through the results that most of students are very motivated to listening in English language. Most of teachers said that (80%) of students pay attention while studying listening comprehension, they participate and use the language in classroom, through imitating the teacher.

Question04: the result shows that the most of teacher find listening average, (80%) think that listening is less productive than reading or writing, they said that listening is amusing since it is supported by visual aids as pictures, videos, scripts and the teacher should repeat what s/he has said.

Question05: more than half of teachers agreed that listening is very important as reading, writing, speaking, it is completely logical because listening has a very crucial role in listening English language.

Question06: from the result of this question we realize that teachers do not teach listening comprehension, however it is very important in El. This fact is also related to the course books because there is no courses concerning teaching listening comprehension in the classroom, which make the students miss a very important course concerning developing the listening skill.

Question07: it appears through the result that listening and listening comprehension are different, all the teachers questioned believe that listening develops the listening skills of the learners special auditory learners unlike the listening comprehension which tests the comprehension of the student and his/her information.

Question08: from this result we probably have some solution that the teacher apply with the student who still acquire nothing from the listening passages, most of the teachers try to change the method depending on the students' level.

Question09: from the result of this question we realize that there are several strategies that teachers should use to make his student engage by using visual aids as pictures, videos, conversation and scripts, also by engaging them individually.

Question10: most of the teachers argued that allowing the student finishing what they are saying is very important and has a crucial role in teaching as well, teachers believe that allowing them to speak freely make them able to speak English in a very correct way and being engaged too.

Question11: through this result, we found that half of teachers encourage their students to finish what they are saying even if it is not correct and they are hesitate but other could not give them all the freedom and the opportunity to talk.

Question12: it would seem, just like question11, teacher believe that the reason behind the importance of their English has more to do with the speech regardless to their grammar, choice of words and mistakes. This also shows that teachers are actually aware of the reason that influence their English, this is a positive as it makes findings solutions less complicated.

Question13: from the result of this question, we realize that most of teachers use the kind of methods and activities, they from time to time they change the kind of activities to enhance listening through giving their students activities of filling the gaps or matching. The teachers find that those kind of activities may help their students to understand well and develop at the same time.

Question14: it is completely logical that there are many teachers who prefer using the modern tools in teaching listening comprehension. According to them, the modern tools help them to make the idea clear and easy, it facilitates to them and to the students the general idea of the course, and the atmosphere very bored. Modern tools keep the students more active, aware and engaged.

Question15: this question is probably like(13) because all the teachers who questioned use the same techniques to improve the listening skill ,(80%) of the teachers prefer to use videos, listening to scripts, games, giving handouts that are the most helpful techniques that can be used in teaching that improve the students levels.

3.3. Suggestion and Recommendation:

In this section, we attempt to suggest some recommendations solutions for both students and teachers which in our opinion will prove effective in countering the issues that face students, or at least rise awareness toward these problem.

3.3.1. Raising students' Awareness about Listening Skills:

Listening skills area combination of strategies and techniques that allow the listener to receive the input, process it, retain or delete it, and respond if a response is necessary.

However, not all students are well trained to adjust their listening skills for real life listening situation for native speakers' conversations or simply to follow their teacher's speech i, the classroom. This might be because they are not really aware of the appropriate time to use them, not to mention that being aware of the listening skills allows the increase of personal interaction through reducing problems that result from misunderstanding, increasing cooperation that results from sharing a common interest , and fostering understanding through strengthening the bond between the listener and the speaker (Neena Sharma 2011).

Furthermore, students who are well aware of their listening skills are able to expand their listening abilities to listen effectively in various real life listening situation for a variety of purposes; they are also be able to successfully reach a level where they can be considered an effective listeners.

Teachers have an important role in the process of raising students' awareness about their listening skills by showing them how to adjust their listening to deal and process the types of input, and how to match the listening strategies with the many situations that students may encounter. Teachers are also advised to oversee the process of listening, and make certain that students are fully aware of it and not just focus on the product of this process which is what most teachers do when they are running out of time, this can be achieved by developing students' awareness of the listening process and listening strategies .

In addition to that, it is recommended to allow students practice their listening skills and strategies using real authentic material and showing them which strategies can work best in any given situation. Moreover, teachers are asked to avoid the assumption that students are capable of switching between strategies to accommodate the situation they are in, instead they need to the guided drill them until they are ready hand adjusting their listening skills on their own. According to Neena Sharma (2011) listening strategies can be divided into three types. First, listener based strategies, which include students listening for major ideas, predicting the course of

the conversation and the speaker's ideas direction, drawing assumption and formulating responds. Second, text based strategies which include listening for specific information during the listening process, recognize cognates and words-order patterns reached need to point out these elements during the listening skill process in case students fail to do so. Third, listening for meaning, and that includes deciding the purpose of listening, having a back- ground knowledge about the topic being discussed or being listened to, predicting the content and selecting listening strategies accordingly, selecting important parts from the input, using top- down and bottom-up strategies according to the listening task, and checking listening comprehension to detect any possible failures.

If these strategies are followed correctly and implemented at the appropriate time, students will be able to decide which strategy to use matching any given situation, they will also be able to asses their progress, their understanding, and their failures by checking if their listening comprehension goals are achieved.

3.3.2. The Choice of Material:

Enhancing listening comprehension depends on well-designed activities since the goal is to give students a lot of practice in understanding the spoken English, then for the choice of materials used by teachers and students alike need to be carefully thought out. These materials need to be attractive to students so it can grab their attention, and they need to be interesting and engaging so it keeps students motivated and active. Teachers need to keep in mind that students have learning styles and interests therefore a material that can work for a group of students may not work for the others and this is why teachers need to ask their students what they might find interesting pr simply give them theactivity and single out each student's interest.

3.3.3.The use of Authentic Materials:

Teachers often stress on the use of authentic material when designing listening comprehension based activities because they believe that they are stimulating, interesting, and most importantly, they prepare students for real life listening situations where students need to be flexible with their listening and aware of elements that could hinder their listening. As opposed to non-authentic material which they provide necessary listening skills by they fail short of keeping students active and engaged.

According to willy A. Renandya(2011), teachers need not to design their activities based on the authenticity or the non- authenticity of the material but they need to consider the student's level more advanced learners we could use authentic material to develop students' oral proficiency, and for lower proficiency students we could use non-authentic material to develop their listening skills.

3.3.4. The Importance of Listening Skill:

Despite the limited research in listening at the work place studies do show the importance of listening as a work skill. Brow Well (1994) and Fracro(2001), state “listening is considered by some to be the single most important element in the communication process. Even more highly valued than speaking as a communication skill necessary in the business world” (p143144). Weirnranch and Sward a Jr (1975) suggest listening is the most important from communication, yet it is still frequently ignored; probably more attention should be directed to the subject of listening.

3.3.5.The Characteristic of Listener :

Research has show that among the most important individual effecting FL listening comprehension ability are: proficiency level, memory, attention, , and amount of back-ground knowledge

Language proficiency level is going to be a major variable factor in all listening contexts'. However, Nunan (1994)provides that “.....lexical ignorance is the main obstacle to do advancement of the Foreing language learner ”.

Listening is an active skill as it requires both attention span and interaction .Andreson and Lynch (1994) define attention span as the “ ability to listen for a prolonged period of times; it is listening plus time factor “while” concentration , on the other hand it is the ability to cut out parasitic information”.

For successful FL listening comprehension, Harvey(1989) found that effective listeners seemed to be aware when they stopped attending and made an effort to redirected their attention to the task” and that in effective listener reported that when they encountered an unknown word or phrase in a listening text, they usually just stopped listening or failed to be aware of their attention.

- Good listeners ask question to make things clear for him and to clarify and distill .
- Good listeners pay attention to non-verbal communication without discounting verbal communication. They pay attention to the fact that they are paying attention to both non-verbal communication and verbal communication,.
- Good listener adjust their listening to correspond to the speaker’s communication style.

- Believing that listening is power, because our society places so much emphasis on speaking as their way to win friends and influencing people.
- Good listeners are willing to listen to something even if they already hear it.

3.3.6. Useful Suggestion for Over-coming Comprehension Difficulties:

Listening is one of the most important skills that helps to learn English. However, students face difficulties is listening. This is due to schools and universities that give importance to writing, speaking and reading and they miss the importance listening. The literature review shows that teachers recognize the difficulties the students face they can help their students to achieve listening effectively and solve the problems.

There are some suggestions that are beneficial to students to get over some of their listening comprehension problems.

- Students must provide activities that help them develop listening and teachers must provide them with tools to enable them to listen and understand speakers naturally .
- Teachers must design listening assignments that make students interested and help them gain listening skills and important strategies to achieve learning.
- Teachers should provide their students with the necessary feedback on their performance because it can promote their error correction and increase their motivation.
- Ask the students to rephrase directions in his/her own words to ensure understanding prior to begging a task
- Speak and read clearly in a normal tone at a moderate pace. Encourage other students in the class t do this to the best of their ability as well.
- Provide the students with a study guide prior to beginnings test review sessions. Make study guides available for students several days before the test.
- Always give directions in a written, as well as oral format
- Focus on the student's strengths when presenting lessons. Most students with listening comprehension difficulties posses visual strengths, in on other words, they learn best visually. For example, when teaching spelling, the teacher have to read the word in loud way while students focus on the word.
- Listening activities should be presented according to their level of complexities, that is the activities should be provided from the simple one to the complex one and also using the very complicated authentic materials to the advanced students.

3.4. Limitation of The Study:

Over the course of this study there have been many issues that slowed down the process of research and prevented it from reaching its full potential. First, due to uncommonness of listening comprehension in the course books, we found issues collecting suitable resources that clarified the proper use of listening comprehension. Second, during the stage collecting data, there was difficult choice concerning the use of many data collection methods that can lead to the expansion of this research range or the use of the questionnaire alone at that risk of not collecting sufficient data. In addition to that, the sample of teacher questioned were not that motivated to provide helpful answers which made it even harder for us to analyze the result.

3.5. conclusion:

This chapter is for the purpose of discussing the results obtained from chapter two, we were able to identify some major issues that pertain to students' listening and its relation to listening comprehension, we then proceeded to recommended some solutions for issues, we suggested raising students' awareness and the importance of the listening comprehension.

General Conclusion

As we have seen before, listening is one of the most important skills that helps to learn the English language. However, students face difficulties in listening. This is due to schools and universities that give importance to writing, reading and speaking and they miss the importance of listening the literature review shows that when teachers recognize the difficulties that the students face they can help their students to achieve listening effectively and solve the problem the teachers have to be careful in choosing materials inside classroom and when assigning activities outside classroom, taking into consideration students' preferences, level and learning style.

We explain in Chapter One various elements that are related to listening and listening comprehension, we also try to establish a link between these elements and the solutions we recommended in order to answer the research questions we have put forward. We tackled the nature of listening and listening comprehension, listening types, listening strategies, also we focus on the major problems facing learners in listening and the development of listening comprehension .

In Chapter Two , we describe the questionnaire and sample we chose to answer the questionnaire, we also analyse the teachers answer to identify the common problems that hinder the students' listening and their understanding of the spoken English. We were able to conclude that most problems are related to the neglecting of the listening and the listening comprehension in the classes and course-books, the lack of vocabulary of the students , motivation . in addition to that we found that the use of listening activities and listening strategies is not improving students listening skills and oral proficiency in the way most teacher desire.

Through the interpretation of the result in Chapter Three, we connected students' listening problems and low oral proficiency with lack of exposure to English language, especially through listening. We then proceed to recommend raising teachers and students' awareness about the listening skills implementing listening strategies insides and outside classroom advising both teachers and students to use them. In addition to that we advise teachers to be careful when choosing listening material taking into consideration their interest and level.

Finally, the use of listening activities especially outside classroom context seems to have benefits on enhancing students' oral proficiency and in some cases their fluency as well and furthermore its develop the understanding of the spoken English and their spoken English.

Bibliography:

1. Books

Seliger, H and Shohamy, E 1995. Second language Research Methods. Oxford. Oxford University Press.

Vandergrift, L.(1996). The listening comprehension strategies of core French high school students . The Canadian Modern Language Review .

Nunan,D. 1993. Research Methods in Language Learning. Cambridge. Cambridge University.

Anderson; A and Lynch, T. 1995. Listening Oxford University Press

Brown, H .1994. reaching By PRINCIPLE Englewood cliffs. Prentice Hall .

Krashen, Stephen D .1998. Pricioless and Practice in second language acquisition.

Korst, T. 1997." Answer, Please Answer! A perspective on Japanese University.

Brown, G. 1993. Listening to Spoken English . Longman .

Driven, R. 1981. "Basic requirements for integrated listening comprehension for overseas students' in ELT Documents Special: The teaching of listening comprehension, 47-60. The British Council

Ellis, R. 1994. Understanding Second Language Acquisition. Oxford University Press

Krashen, S. 1978. The Monitor for Second Language Acquisition ' in A.

Nizegorodeew(ed) : Theory and Research in Second Language Acquisition. Krakow1985. Nakladem Uniwersytetu Jagielonkiego.

Ellis,R.1994. the study of Second Language Acquisition. Oxford University pRESS

Graham,S., Santos,D., and Vaderplank,R.(2008). Listening Comprehension and strategy Use: A Longitudinal Exploration. System, 36,52-68.

Holden, W.R.(2004). Facilitating Listening Comprehension : Acquisition Successful Strategies. Bulletin of Hokiruku University,28, 257-266.+

O'Malley ,J.M., Chamot, A.U .and Kupper,L.(1989). Listening Comprehension Strategies in Second Language Acquisition . Applied Linguistics , 29,331-341.

- Rost, M.(2001).** Listening. In **R. Carter, and D. Nunan** (Eds.), *The Cambridge Guide to Teaching English to Speaker of Other Language* (pp. 7-13). Cambridge: Cambridge University Press.
- Richards,J.C.**1983 . Listening Comprehension : Approach, Design, Procedure' in *TESOL Quarterly*17.
- Flynn,J, Valikoski, T-R , Grau, J.** (2008). Listening in The business context : Reviewing the state of research. *The International journal of listening*, 22:141-151.
- Sypher, B.D.,Bostrom, R.N.,Seibert. J.H.(1989:FALL).**Listening Communication abilities and success at work. *The journal of Business Communication*, 26:4,293_303.
- Underwood,M .**(1989). *Teaching Listening* .London : longman .
- Pailston, C.** *Teaching English as a Second Language: Techniques and Procedures/ C. Paulston , M. Bruder.* Newyork: Norton Company, 2044-113p.
- Vovk Olena. Sc. D.,** Associate Professor professor of English Philology Departement , Educational and Research Institute of Forieng Languages, Bohdan Khmelnytsky National University of Cherkasy, Ukaraine.
- O'Malley, J.M., A.U .Chamot, LandC.walker.**1987." some application of cognitive theory to second language acquisition" .*Studies in Second Language Acquisition*, 9:287-306.
- Brownell, J.(1990Fall).Perception of effective listeners. A Management Study. *The journal of Business Communication*, 27:47-401-415
- Alexander, P.a., Schaller t, D .I and Hare, V.C.**(1991). Coming to terms: How research in learning and literary talk about knowledge . *Rev. Educ.Res.*61: 315-343.
- Haya Kawa ,"** How to attend A conference. *The use and Misuse of Language*, ed. By. **S.I. haya Kawa.** Fawcett premier (1962).
- Hammeken, peggyA.***Inclusion:450 strategies for sucess.*2000. peytral Publication, Inc. Minnetonka, Minnesota.
- Hyslop , Nancy B. And Tone, Bruce .** *Listening :are we reaching it, and if so, how?*1988. Eric C. learning house on reading and communication skills-ed 295132.
- Goh, C .**(2008).Meta-cognitive Instruction for Second Language Listening Development: Theory, practice and Research implications. *Regional language, Centre Journal*, 39(2), 188-213.
- Yagang,F.** (1994) *Listening problems and solutions.* In **.T. Kral (Ed.),** *Teacher Development: Making the Right Moves.* Washington ,DC :English Language Programs Division, USIA.
- Walker ,N.** (2014).Listening the Most Difficult Skill to Teach. *Encuentro*,23, 167_175.
- Vandergrift, L.,**(2007). Recent Development in Second Language Listening Comprehension Research. In Graeme port (Ed.), *Language Teaching: Surveys and Studies.* (pp.291-210) Cambridge University Press, Canada .

Yang ,N .(2009).A study of Meta-cognitive Strategies Employed by English Listeners. International Education Studies,2(4),134-139.

2. Web biography

[Http://www.ias.as.UK/Resources/gpg/67](http://www.ias.as.UK/Resources/gpg/67)

http://fel.uqroo.mx/adminfile/files/memorias/Articulos_Mem_FONAEL8IV/Dzay_Chulim_Floricely.pdf

<http://dx.doi.org/10.1017/s026144480001082X>

<http://dx.doi.org/10.1093/elt/57.4.335>

<http://dx.doi.org/10.1016/j.system.2005.11.001>

http://dx.doi.or/10.5539*/ies.v2n4p134

<http://dx.doi.org/10.1017/s026719050400001>

Appendix

Sample Questionnaire:

Questionnaire for the teachers of secondary school of Relizane.

1) Gender

a- Male

b- Female

2) How long have you been teaching?

3) Do you think that your students are motivated to listening in the English language?

a- Yes

b-No

Justify

4) Compared to other skills, reading, speaking, writing . How do you find listening?

a- Easy

b- Average

c- Difficult

Justify

5) Compared to other skills; reading, speaking, writing. Do you find listening important?

a- Yes

b- No

If No justify

6) Do you teach listening comprehension?

a- Yes

b- No

How often

7) Would you explain what the difference between listening and listening comprehension

If there is no difference between them, justify

8) What solution do you apply with students who still acquire nothing from the listening passage after listening multiple times?

9) How do you engage students to think about the strategies they should use in listening?

10) Do you allow students finish what s/he is saying before you respond?

- a- Almost
- b- Usually
- c- Never

11) Do you encourage your students to finish what they are trying to say in case they hesitate?

12) Do you listen carefully regardless of whether the way students speak?(Grammar, choice of words, mistakes)

13) what tools and methods you use to enhance the students' listening skill?

14) Do you prefer modern tools or old one?

Why??

15) What techniques have you tried with your students to improve listening?

THANK YOU