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Master

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Teaching the Listening Skill: Strategies and Difficulties
The Case of Third year Learners of Secondary School at El Ikhwa Draif
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Dedication

I dedicate my project to my relatives members as whole and my Special thanks to my dearly parents, who have helped me enormously and my colleague Sarah who helped me a lot I love you my sister and my colleagues of English language Teaching without forgetting the supervisor: Miss Benouda Sihem

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Praise is to Allah the Everlasting who gave us the power to face the troubles and complete my project which I hope to be a useful one.

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Thanks to all those who helped me to accomplish my research successfully, inside and outside Teachers

Moreover, I hope that my work will be of value to the coming generations of teachers and learners.

Abstract

The research deals with «listening skills strategies and difficulties». I have chosen this topic because I have witnessed that there are methods which guide the teacher to teach the listening skills .In my questionnaire and interview I choose students and teachers of secondary school of Mazouna as sample so, I want to present my research to help students comprehend text and how do you really teach someone to listen better. The work divides my project into three chapters. Since I am dealing with the listening skills strategies and difficulties , the first chapter will turn around “listening theories” I will try to focus on listening theoretically given definition for listening skill, focusing on it major skills ,and having a clearer image on how it is taught. The second chapter includes questionnaire and interview given to a sample of secondary (teachers and students) school of Mazouna ‘‘El Ikhwa Dhriaf’’. The questionnaire analysis represents the real proof of the learners’ state concerning the listening skill. And the interview is more about the use of listening skills in the classroom in other words if it is neglected or not. In the third chapter, I deal with data discussion in which I give comments on the questionnaire of students, and I give some suggestions and ideas about teaching listening skills and also I give an example of a lesson plan. According to what has been said above, it is safe to say that the major objectives of this academic dissertation, again, is to make listening teaching skills easier and more fruitful for both teachers and learners.

Key Words: *Listening Skills, Strategies, Difficulties, Neglected.*

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General Introduction

General Introduction

Listening in a foreign language is a complex process. Students have to be able to understand the main idea of what is said as well as specific details. They may need to check any predictions they have made, and understand the speaker's meaning, emotions and opinions. They may have to infer relationships between speakers, or identify the context in which the speakers are operating. Students may well have to use several of these skills in the course of a single listening activity.

Researchers have assumed many things about how listening should be taught. In listening classes, students are usually given practice in listening but they are not actually "taught" listening. Practice is not enough many classes are based on the idea of giving students lots of practice with English, researches assumed that listening should be taught too. In other words, teachers must break listening skills into micro-skills. Thus, the students must know. Listening skills strategies and difficulties presents a series of challenges. It is perhaps the most ephemeral of language skills , hard to understand , teach and assess. How do you really know that someone understood you correctly without asking after every sentence « Do you understand?»(And students are often programmed to respond « Yes » even when they did not.) And how could we know if listening skill is neglected or not?.This problem may also apply to reading, the other receptive language skill, in that it is focus is largely on the comprehension of another speaker's production; however, while the teacher has some understanding of how to teach someone to read in English by teaching context clues, for example, to help students comprehend text, how do you really teach someone to listen better.

Listening skills are vital for your learners. Of the 'four skills,' listening is by far the most frequently used. Listening and speaking are often taught together, but students, especially non-Literate ones should be given more listening than speaking practice. It's important to speak as close to natural speed as possible, although with students some slowing is usually necessary. Without reducing your speaking speed, you can make your language easier to comprehend by simplifying your vocabulary, using shorter sentences, and increasing the number and length of pauses in your speech.

My questions are what are the suitable approaches in teaching listening skills? As hypothesis: I suggest that should the teacher develop student's aptitude of listening or it depends on the capacity and motivation of the learner.

General Introduction

The aim of my study is to know if listening skill is neglected or used by both teachers and students. And to make teaching listening skills easier and more fruitful for students and teachers.

Definitely I have to admit that language learning depends on listening as I respond only after listening something. Listening provides the aural input that serves as the stimuli for language acquisition and make the learners interact in spoken communication. So, effective and ideal language instructors should help the learners to be introduced with native speaking, to be respondent to that both cognitively and orally. In order to do so, they should show the students how they can adjust their listening behavior to deal with variety of situations, types of input, and listening purposes.

The work is divided into three chapters, in each chapter the researcher tries to give some collected information to the readers. In the first chapter, which is a theoretical one, the research will tackle listening theories definition for listening skill, focusing on its major skills, and having a clearer image on how it is taught starting by giving definitions of listening skills by different scholars and different point of view, moving to the process of listening and strategies of it which is a part of our theme or research question, the researcher will also try to give some illustration to make his work more concrete and easy. In this dissertation, the researcher tries to go deeper and deeper by giving details about listening like teaching listening method by giving examples which explain listening skills.

The second chapter is more practical because here the researcher makes a kind of questionnaire and interview to students and teachers of secondary school “El Ikhwa Dheryaf”, in the questionnaire, the researcher gives twelve questions to students, and each question has its own aim and perspective, moving to the interview which is addressed to teachers and here the researcher also gives four questions to them, tries to know their opinion about the use of listening skills in the classroom in order to achieve his aim and know if the finding or the results go with his hypothesis he made in the beginning of his work. These tools will be analyzed of course and each answer will explain something in the dissertation as a whole.

The third chapter is more about data analysis and findings, the researcher will give some suggestion and ideas about the research question after he achieves the results or the finding and we can called this chapter the fruit of our research because here all things are

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clear and we can answer all the questions and hypothesis that we have in our mind about our topic which is listening skills.

After doing this research, the researcher achieves many important things and he also could answer many questions which their answers were unknown before. The researcher and by doing a long survey knows that listening skills is really neglected by many teachers or responsible in the classroom because many of these teachers believe that this skill is not crucial and has not any influence on the students himself, the researcher also knows that students think that listening can be learnt and they need a chance or an opportunity to practice in the classroom and ameliorate their levels.

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1.1.Introduction

Listening is an important part of communication process, It is a one of the four skills of a language (listening ,speaking, reading and writing) . Also; it is a communication method that requires the listener to understand, interpret, and assess what they hear. The ability to listen actively can improve personal interaction through reducing problems, increasing cooperation, and foster in understanding. In the first chapter we will attempt to shed the light on the definition of listening; focusing on its major skills, and taking a look on how it is taught. In addition to that I am going to focus on the steps ,the purposes and strategies of listening skills. Without forgetting to investigate and find the major difficulties the students find when learning the listening skill.

1.2 Definition of listening

Listening is the ability to identify and understand what the speaker is saying through understanding his accent, pronunciation, grammar, vocabulary and grasping his meaning. It is an important part of communication. Student spent the majority of each school day listening and much of what he know is acquired through listening. Listening which should be think as the most important skill to be improved since it is the most frequently employed skill in our daily lives. Is defined as the ability to recognized and know what others are saying ; means that predicting what people are going to talk about and understanding different intonation patterns and uses of stress. Also, Listening had been defined as the combination of a physical process, hearing, and another mental one which understands the words. It is the absorption of the meanings of words and sentences by the brain. Listening leads to the understanding of facts and ideas. It is a term daily used without giving it much thought.

According to Howatt and Dakin (1974), Listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning , An able listener is capable of doing these four things simultaneously. In addition,(Rost ,2002 :3) claims that listening is "*equal to experiencing contextual effects, that is listening as a neurological event (experiencing) overlays a cognitive event, that is creating a change in a representation*". He also stresses that listening goes through a process in which the listener gets what, in fact, the speaker says, representing and structuring meaning, establishing a negotiation in meaning (with the speaker), giving responses, building up meaning with the help of involvement, empathy and imagination. Listening is the Cinderella skill in second language learning. All too often, it has been overlooked by its elder sister - speaking. For most people, being able to

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claim knowledge of a second language means being able to speak and write in that language. Listening and reading are therefore secondary skills - means to other ends, rather than ends in themselves, however, listening comes into fashion. It is suggested that listening can be done in a narrow and limited way, or it can be done in a way That enriches communication Goodith (2001) , as it is claimed :“ *listening is not merely not talking...it means taking a vigorous human interest in what is being told us. You can listen like blank mall or like splendid auditorium where every sound comes back fuller and riche*’’. The scholar stressed that listening has nothing to do with talking in other words when we speak about talking we should separate it from what we say and our talking is based on what we listen as human being.(Rubin, 1995:7)

“listening is conceived of as an active process in which listeners select and interpret information which comes auditory and visual clues in order to define what is going on and what the speakers are trying to express”.

The listener should choose and interpret what he or she hears (conceived) as auditory information to have the ability to define later. Gordon (1985) argues that empathy is essential to listening and contends that it is more than a polite attempt to identify a speaker's perspectives. Rather more importantly, empathetic understanding expands to "egocentric prosaically behavior". Thus, the listener altruistically acknowledges concern for the speaker's welfare and interests.

According to (Rascally , 1985)

“Listening is an active process requiring the same skills of prediction, hypothesizing, checking, revising, and generalizing that writing and reading demand; and these authors present specific exercises to make students active listeners who are aware of the "inner voice" one hears when writing”

writing and reading are based on listening, we mean that to read or write we should have an active listening process mainly students in their career of learning need to have an active listening skill or a complete one to have the ability to write.

1.2 .1 Steps of Listening

The listener differs from the speaker in the terms of choice; it means that speaker have the opportunity to choose the language they speak or use, and they succeed in achieving a real communication through suitable strategies as using paraphrase or simplifying their message. (Stephen ,1998), claimed that:“*Most people do not listen with the intent to understand; they*

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listen with the intent to reply.”Means that the listener cannot have any control over the language being listened to, so he has to be able to construct meaning from any language directed at him. in other words the listener aims to reply not only to understand the message which he heard. And he has use the three main steps of listening which are: Hearing, Understanding and Judging.

(a). Hearing

Hearing means listening enough to catch what the speaker is saying and it used interchangeably. According to (Stephen , Lucas ,1998:56) “ *It involves the vibration of sound wave on our eardrums and the firing of electro-chemical impulses from the inner ear to central auditory system of the brain*”. It means hearing occurs when your ears pick up sound waves being transmitted by a speaker.– It is referred to the response caused by sound waves stimulating the sensory receptors of the ear; it is physical response; Also, hearing is the perception of sound, not necessarily paying attention, you must hear to listen, but you need not listen to hear (perception necessary for listening depends on attention); It means brain screens stimuli and permits only a select few to come into focus- these selective perceptions known as attention, an important requirement for effective listening. (Brownell, 2006, 77) suggest that Hearing, essentially is a physiological process, involves three interconnected stages: reception of sound waves, perception of sound in the brain, and auditory association The mechanics of hearing, of course, are a prerequisite to all listening purposes. It is important to keep in mind that regardless of hearing levels, individuals can—and often do—tune out any noise that causes them boredom or discomfort

(b) . Understanding

The next step of listening happens when you take what you have heard and understand it in your own way; we attempt to learn the meaning of the message, which is not always easy. if a speaker does not enunciate clearly, it may be difficult to tell what the message was. So the way we understand others is influenced by our own perceptions and experiences. Therefore, at the understanding stage of listening we should be on the lookout for places where our perceptions might differ from those of the speaker. According to Nunan, (2001: 23) understanding, which consists of analyzing the meaning of what we have heard and understanding symbols we have seen and heard. We must analyze the stimuli we have perceived. Symbolic stimuli are not only words, they can be sounds. To do this, we have to

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stay in the right context and understand the intended meaning. The meaning attached to these symbols is a function of our past associations and of the context in which the symbols occur for successful interpersonal communication: the listener must understand the intended meaning and the context assumed by the sender.

(c). Judging

For(Nunan, 2001: 23) the listener evaluates the message that has been received. It means after you are sure you understand what the speaker has said, think about whether it makes sense or not. Do you believe what you have heard? We need to be open-minded to capture the message speaker is trying to send rather than our preconceived notion of what is being said. It means believing you can understand what is being presented and being open to new ideas. In Addition; we should avoid emotional and based reactions to emotive words or subjects. Also; being non-judgment raises, judge the content of session rather than becoming distracted by the speaker. So concentrate on the subject matter, not on the speaker .judging is concerned with an active listener who participates at this stage of listening, an active listener can give easily evidence and sorts opinions. Judging is more about evaluating individuals either positive or negative depending on the listener (good or poor).

1.2.2. Process of Listening

Buck (2001), the listener does not only listen at the matter of hearing, because there are various strategies which help him in understanding the right message given by the speaker when they are in the position of talking in other words. When listening to somebody or something we use different strategies in order to understand the message and that is why it is so important for teachers to help their students to learn how to listen and concentrate when they hear someone speaking because definitely the speaker is trying to announce a definite message by his saying. There are two main views of listening bottom-up process and top-down listening process.

1.2.2.1 Bottom-up Listening Process

For Morley (2001), "*Bottom-up refers to that part of the aural comprehension process in which the understanding of the "heard" language is worked out proceeding from sounds to words to grammatical relationships in lexical meanings*". The bottom-up gives important to

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the aural comprehension and it is based on what the listener heard, also relies on the specific details.

According to (Tricia, 1988: 230) we use information in the speech itself to try to comprehend the meaning. We segments speech into identifiable sounds and impose a structure on these in terms of words, phrases, clauses, sentences and intonation patterns. In other words in the bottom-up part of the listening process, we use our knowledge of language and our ability to process acoustic signals to make sense of the sounds that speech presents to us. At the same time we use whatever clues are available to infer meaning from the developing speech. There is a list of bottom-up skills and it has been compiled from a number of sources: (Peterson, 1991,Brown, 2001). They are listed in a rough order of conceptual difficulty:

- Discriminating between intonation contours in sentences.
- Discriminating between phonemes.
- Listening for word endings.
- Recognizing syllable patterns.
- Being aware of sentence fillers in informal speech.
- Recognizing words discriminate between word boundaries.
- Picking out details.
- Differentiating between content and function words by stress pattern.
- Finding the stressed syllable.
- Recognizing words with weak or central vowels.
- Recognizing when syllables or words are dropped.
- Recognizing words when they are linked together in streams of speech.
- Using features of stress, intonation and prominence to help identify important information.

Buck, (2001) agreed that the language process has a definite order, it means from the lowest level of detail to the highest level. The same view is directly applicated in listening, precisely in the Bottom –up processing ,to assume that in this process the listener focuses and gives much importance to the smallest units of speech than the individual words and after to phrases to combine them in order to achieve understanding and build a hole.

1.2.2.2 Top-down Process

For Morley, (2001), Top down processing refers to the attribution of meaning, drawn from one's own world knowledge, to language input it involves the listener's ability to bring prior information to bear on the task of understanding the "heard" language. Marc Hellenes and Steven Brown, (1911: 6) Top-down processing starts with background knowledge called schema. This can be content schema (general knowledge based on life experience and previous learning) or textual schema (knowledge of language and content used in particular situation: the language you need at a bank is different than what you need when socializing with friends). There is a list of Top-down process and it has been compiled from a number of sources: (Peterson, 1991, Brown, 2001). They are listed in a rough order of conceptual difficulty:

- Discriminating between emotions.
- Getting the gist.
- Recognizing the topic.
- Using discourse structure to enhance listening strategies.
- Identifying the speaker.
- Evaluating themes.
- Finding the main idea.
- Finding supporting details.
- Making inferences.
- Understanding organizing principals of extended speech.

Buck, (2001) as it is claimed many perspectives appear to indicate that the processing of different types of knowledge doesn't occur in a fixed sequence and order. They come to reject the first view saying that it is possible to understand the meaning of a word without decoding its sounds. This is due to the interference of another type of knowledge (non linguistic one) including knowledge of the world around us and this is the concern of Top-down processing. Bottom up listening skills, or bottom up processing, refers to the decoding process, the direct decoding of language into meaningful units, from sound waves through the air, in through our ears and into our brain where meaning is decoded. To do this, students need to know "the Foreign Linguistic code". How the sounds work and how they string together and how the codes can change in different ways When they are strung together, and Top-down

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processing refers to how we use our world knowledge to attribute meaning to language input; how our knowledge of social convention helps us understand meaning. Means that the difference between them is : The Top-down process, students take into account the context and do not need to pay attention on specific details while in Bottom up listening process, students have to pay attention because here, specific details are very important to understand the whole meaning of the conversation or another kind of listening activity. The listener focuses on individual words and phrases, and achieves understanding by stringing these detailed elements together to build up a whole. And most third year students have never been taught the process of listening and how English changes when it's strung together in sentences.

1.2.3 .Purposes for listening

In real situations we rarely listen to somebody without any expectations what we are going to hear. This means that we usually have preconceived idea of the content and these ideas are based on our knowledge about the heard information.

These expectations are usually connected with the purpose of listening for instance. If we want to know what the time is we have to ask somebody. According to Penny Ur (1984), the heard information which corresponds with the listener's expectations and needs is more likely to be correctly apprehended and understood than the information that is not relevant or useful. That is why it is so important to provide the learners with some information about the content before listening.

In almost all real-life situations listeners are supposed to give an immediate response to what they just heard. To respond to the information they can use either verbal or nonverbal ways of expressing their opinions. But this is not a case of classroom recordings since they consist of long parts of speech and the response to them is demanded at the end rather than between individual parts and Penny Ur (1984), argues that listening tasks should consist of short parts demanding immediate answer.

In everyday situations there are a great number of reasons for listening. Brown and Yule, (1983) divided the purposes into two main categories interactional and transactional. Interactional purpose convey social reasons of communication such as chatting at a party whereas transactional is used to express exchange of information such as to follow instruction.

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(Galvin, 2000: 243) claims that there are five main reasons for listening such as to engage in social rituals; to exchange information; to enjoy yourself; to share feelings and to exert control; means that we listen for a purpose, but this purpose can be very different depending on the situation: listening for specific details, listening for general meaning, listening for the general idea or gist. There is also a difference between listening: for information; for enjoyment or social reasons; to learn new language

1.2.4 Strategies of listening

(Wilson, 2008, p.34) learning strategies are divided into three main categories : Cognitive strategies are the ways that the students use to acquire the language ;which used to complete an immediate task, Met cognitive strategies can be described as strategies that are used by the learners to organize, monitor and evaluate their understanding and it is used to plan what listening strategies will be the most suitable in the situation, monitor the students' comprehension and effectiveness of the strategy and evaluate the achievement of the listening goals of the students. Socioaffective strategies are the processes in which students employ others to improve their learning.Means that deal with the student's interaction with other students plus the attitude towards learning being aware of students' listening strategies and respecting them can help teachers to organize more effective language lessons and to encourage their learners. Examples of these three types of strategies are shown in the following table

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Cognitive	Metacognitive	Socioaffective
<p>Predicting/inferencing</p> <ul style="list-style-type: none"> *from the text *from the voice *from the body language *between discourse parts <p>Elaboration</p> <ul style="list-style-type: none"> *from personal experience *from world knowledge *from academic learning *from imagination <p>Summarization</p> <ul style="list-style-type: none"> *mental *physical(notes) <p>Translation</p> <p>Repetition</p> <p>Transfer from other language</p>	<p>Planning</p> <ul style="list-style-type: none"> *advance organization *self-management <p>Comprehension monitoring</p> <ul style="list-style-type: none"> *confirming comprehension *identifying words not understood <p>Directed attention</p> <ul style="list-style-type: none"> *concentrating *persevering despite problems <p>Selective attention</p> <ul style="list-style-type: none"> *listening for familiar words *listening for the overall message *noticing the information structure *noticing repetition and reformulation *listening to specific parts <p>Evaluation</p> <ul style="list-style-type: none"> *checking interpretation against predictions *checking interpretation against knowledge *checking interpretation against context 	<p>Questioning</p> <ul style="list-style-type: none"> *asking for clarification *asking for repetition *using comprehension check <p>Cooperation</p> <ul style="list-style-type: none"> *working with other learners <p>Anxiety reduction</p> <ul style="list-style-type: none"> *encouraging yourself *comparing yourself with others *focusing on success <p>Relaxation</p> <ul style="list-style-type: none"> *using physical techniques *using visualization

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Fixation *stopping to think about spelling *stopping to think about meaning *Stopping to memorize		
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Table 1.1: Listening strategies (cited in Gob 2002; Vandergrift 2003; and Kondo and Yang 2004)

So O'Malley and Chamot (1990) elaborated three classifications of strategies that were often utilized by students and provided definitions of individual strategy types another study on learning strategies used by students. This version of learning strategy classification included five metacognitive strategies, six cognitive strategies, and four socio-affective strategies. Under the metacognitive category were the subcategories of planning, monitoring, and evaluation. The planning activities of learning included advance organizers, directed attention, functional planning, selective attention, and self-management. Typical strategies discussed in the cognitive category for English language learning were inference, transferring, elaboration, note-taking, summarizing, translation, repetition, resourcing, and grouping, etc. Socio-affective strategies utilized by learners referred to questioning for clarification and cooperation and using relaxation.

1.2.5. The good listener

The good listener is a person who is able to understand English passages. Also, a good listener is the person who has knowledge about listening skills. According to (Little Wood ,2000) The good listener must realize that comprehending the message word for word is not essential, Since not every clue is equally important to the message. He has to seek the general meaning to compensate his misunderstanding by continuing being involved in the communication. In addition; the active listener is interested in understanding what the other person is thinking, feeling, wanting or what the message means. The person is active in checking his understanding before he responds with his new message. To make difference between a poor listener and a good one, we tried to differ between the two persons' habits in the following table

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Poor Listening Habits	Poor Listeners...	Good Listeners...
Criticizing a speaker	criticize the speaker's voice, clothes, or looks. Therefore, they decide that the speaker won't say anything important.	realize that a lecture is not a popularity contest. Good listeners look for the ideas being presented, not for things to criticize.
Finding fault with the speaker	become so involved in disagreeing with something the speaker states that they stop listening to the remainder of the lecture	listen with the mind, not the emotions. Good listeners jot down something they disagree with to ask the speaker later, then go on listening.
Allowing yourself to be distracted	use little distractions -- someone coughing, a pencil dropping, the door opening and closing -- as an excuse to stop listening.	filter out distractions and concentrate on what the speaker is saying.
Faking attention	look at the speaker but don't listen. They expect to get the material from the textbook later.	understand that speakers talk about what they think is most important. Good listeners know that a good lecture may not contain the same information as the textbook.
Forcing every lecture into one format	outline the lecture in detail. The listener is so concerned with organization that he misses the content.	adjust their style of note-taking to the speaker's topic and method of organization.
Listening only for facts	only want the facts. They consider everything else to be only the speaker's opinion.	want to see how the facts and examples support the speaker's ideas and arguments. Good listeners know that facts are important, because they support ideas.
Listening to only the easy material	think it is too difficult to follow the speaker's complicated ideas and logic. A poor listener wants entertainment, not education.	want to learn something new and try to understand the speaker's point. A good listener is not afraid of difficult, technical, or complicated ideas.
Calling a subject boring	decide a lecture is going to be dull and "turn out" the speaker.	listen closely for information that can be important and useful, even when a lecture is dull.
Overreacting to "push button" emotional words	get upset at words which trigger certain emotions -- words such as communist, income tax, Hitler or abortion. Emotion begins and listening ends.	hear these same words. When they do, they listen very carefully. A good listener tries to understand the speaker's point of view.
Wasting thought speed	move along lazily with the speaker even though thinking is faster than speaking. A poor listener daydreams and falls behind.	use any extra time or pauses in the lecture to reflect on the speaker's message. They think about what the speaker is saying, summarize the main points, and think about the next points.

Table 1.2 : Walker/Angelo, article in New direction. Fall 98

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The listener differs from one situation to another, it can be good or poor, good listening is only accomplished through constant effort. We might spend more energy on this skill if we realize its importance. Most people aren't willing to put out the effort required to become a truly effective listener whereas poor listening, this listener has a negative judgment on what he hears from the speaker to explain more he makes critics on the speaker (voice, cloths and position). A poor listener his concern is not what the speaker is saying but he tries to disturb the speaker and pushed him to be nervous and stop talking although the subject tackled is important and the poor listener did not focuses on the subject more than he focuses on the speaker. Many good listeners or perhaps the greatest number of them have a strategy they follow in order to be able to understand very well. This strategy is built upon many plans or behaviors perhaps the most important ones of them are: Giving full attention on the person who is speaking. Do not look at anything else and Make sure their minds are focused, too. We should Letting the speaker finish before beginning to talk then Listening for main ideas. Paying more attention to statements that begin with phrases such as "The point is..." or "The thing to remember is...".In addition we should ask questions. If you are not sure you understand what the speaker has said, just ask. It is a good idea to repeat in your own words what the speaker said so that you can be sure your understanding is correct. For example, you might say, "When you said that ..., did you mean that ...?".Finally, thinking fast, since the time is on the speaker side; thoughts move about four times as fast as he speaks.

1.3. Teaching Listening Method

Among the major principles or materials to consider when teaching listening skills is the tape recorder that the teacher uses through his activities to fulfill the task. The tape should have a good speaker, clear voice and good motor speed in order not to go faster or slower it can be heard by all learners all around the classroom. So, the teacher should focus on both methods of teaching and the procedure, by which, methods are put into application. The default method is the most dominant method, in terms of listening teaching. In most classrooms around the world, the common way to teach listening is to have students listen to some English tapes, and then the teacher asks a few comprehension questions. If the students did not understand, then the teacher will play the tape again plus asking the questions again, telling them to practise and one day they will get use to English and will understand it.

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Well-known Second Language Acquisition expert (Richard Schmidt, 1995:128) has put forward a theory called “the Noticing Hypothesis”, which states that learners have to notice something before they can learn. And as such, teachers need to help their students notice language points. An ideal listening class should thus provide both practice and instruction. Students need practice in listening for meaning and also some instruction about how to do so effectively. In listening classes, students are usually given practice in listening but they are not actually “taught” listening. Practice is not enough. Researchers have assumed many things about how listening should be taught. But after, this knowledge has not made the jump into classroom practice. While many classes are based on the idea of giving students lots of practice with English, researchers assumed that listening should be taught too.

In other words, teachers must break listening skills into micro-skills. Thus, the students must know how words are linked together (liaison). It means, when a word ends in a consonant sound and the next word starts with a vowel the words link together. The ending consonant “jumps over” to the next word. For example: She works in an old office. The student would hear it as: She work sinanoldoffice. They must know how vowels weaken (the central vowels): means that the vowels in “function words” of sentences are often weakened, what makes hearing these words difficult. For example: She wants to go to Canada to go skiing. The “to” is lightly pronounced makes it difficult to catch. Also student must know how Sounds mix together (Assimilation): it means sounds mix together to make new sounds. Sometimes when two followed words come together, one at the end and the other on the beginning of two followed words they mix to form a new sound. For example: What did you do? Is heard as: what di jewdo?. What you ...? Sounds like: Wha-chew.

In addition, they must know how sounds disappear (Elision) it means Often sounds disappear; usually the disappeared sounds are /h/ and /t/ in English rapid speech. For example: Did you see him last night? Is heard as: Did you see ‘imlas’ nigh’?. Student must know how syllables disappear (Ellipsis) it means not only sounds disappear, but often entire words are not said. For example: Have you got the time? In an informal speech it can be: “You got the time?” or even “Got the time?”. They must know how helping sounds are used between vowels sounds (Intrusion). It means when a word ends in a vowel and the next starts in a vowel, a “helping sound” comes between them so they are easier to say. For example : “Sea water” sounds like “Sea yotter”, “No argument” sounds like “Nowargument”, “Canada is” sounds like “Canada ris” this latter more common in British English. Student must know how

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intonation helps with conversational turn taking .It is the term used for the melody of speech, variations of pitch of the voice, falling tones tell the listener that the speaker has finished. For example: when we say: Sorry! (Apology) is differ from Sorry? (Please repeat) .Also student must know how stress signals new information (Prominence) it means Students should know that they do not need to hear, understanding every word to be said. Prominent sentence stress signals that information is new or prominent. They must know how Grammar helps to guess meaning (Strategies)It means Student must be motivated in order to use grammar to guess what they don't hear. Grammar helps them guess what they don't hear "clearly".

1.4. Listening Difficulties

Here, we came to the most important point of our research work. Students have always many difficulties with listening. These problems are often resulted from the learner himself, and sometimes are resulted from the teacher.

1.4.1. Student Sourced Difficulties

This kind of problems is concerning students' strategy or physical built as well. To make our point clearer, here are the most common ones:

(a). Understanding every Word

Despite the fact that we can cope with missing whole chunks of speech having a conversation on a noisy street in our own language, most students do not seem to be able to transfer that skill easily to a second language. One method of tackling this is to show them how to identify the important words that they need to listen out for. In English this is shown in an easy-to-spot way by which words in the sentence are stressed (spoken louder and longer). Another is to give them one very easy task that teacher knows that they can do even if they do not get 90% of what is being said to built their confidence, such as identifying the name of a famous person or spotting something that is mentioned many times.

(b). The meaning of The Previous Words

All people who speak a foreign language mean that they have already a previous experiment. Always student hears a word and after that he could remember it.

(c). Knowing the Important Words

Pre-teaching vocabulary before listening could help, but student forgets the key words in English. The lack of content words push student to go directly to the understanding.

(d). Recognizing the Words Known

The majority of the student forgets words because they are occupied in other things and also their thinking about written form of it. This is a problem because their attract is only on how to analyse it.

(e). Different Accents

Most students used to watch American movies that are why they get used to American accent. This can mean a great problem when the student deals with British, a variety of British, or an Australian accent. This problem came from the non-recognizing of some accents containing teachers' one.

(f). Lack of Listening Stamina

This again is experienced by many students. This means that the student keeps listening until he feels that his brain reaches saturation point. In other words, he is no longer, because he is tired, able to understand more of what is said.

(g). Background Noise

Being able to cope with the background noise is another skill which is very student in trouble as far as the English language listening is concerned.

1.4.1. Teachers- sourced problems

The teacher of listening plays a great role in terms of helping his student to reach better listening skills. However, some teacher is not playing this role. This can be either because they focus only on practice English itself, or because they ignore the importance of the listening skills.

A great problem originated from teachers is that they focus only on practice, and practice assuming that practice makes students better listener's .Whereas practice without grammar or vocabulary assistance is helpless .On the other hand, dropping listening skills from teachers' objectives and lessons makes students paralyzed, speaking about listening English very well.

1.5. Conclusion

It is very important to know about listening goals according to students; whether to obtain specific information, to understand most or the entire message, to extract the students' needs through which we determine the strategies that will work best for them, listening materials is listening process involves materials such as: text books, radio, record player, television that help students to be exposed to different types of listening and to get use of it. The listening skills can be best developed with practice when students reflect on the process of listening without the threat of evaluation. Guiding students through the process of listening provides them with the knowledge from which they can successfully complete a listening task; it also motivates them and puts them in control of their learning.

So this chapter is, in fact, the theoretical part of an investigative case study; the focus is on defining the strategies and difficulties of listening skills and set out various views about definition of listening skills.

2.1 Introduction

Any theoretical part needs a practical work to make the research more concrete on one hand and convince the reader on the other hand, so the researcher tends to prepare a kind of questionnaire and interview to make his work more reliable. This chapter represents the empirical phase of the research work for it stands for its practical side. The questionnaire consists of twelve questions (opened and closed), and the interview consisted of four questions and both are administered to secondary school teacher and students.

To make this study more explicit and easily approached, the researcher decides first to explain how our research was undergone, explaining the method and the research tool as well as pointing out the reasons behind our choice.

Data analysis, as acknowledged, is a structured and organized process which the investigator uses to gain insights from a big amount of data, and these analyses try to find answers to the research questions and produce meaningful and trustworthy conclusions.

2.2 Methodology and Research Tools

Our methodology is a quantitative one because we are going to use a questionnaire and an interview to know if listening skill is used by teachers in the classroom or not and also what are the skills which are used by students for this reason the researcher needs both the questionnaire and the methodology to achieve his aim at the end of his dissertation. In this study, the researcher adopts a descriptive research methodology. The type of this research is linked immediately to the type of our research questions that are primarily concerned with the finding with the “what is”, “how”. The characteristics of quantitative research are: data is collected and analyzed in terms of numbers, the use of diagrams to help the reader better understand data organization.

The researcher has identified the problematic situation or the case to be studied; our main question is to know the approaches and problems that face students in listening skills and if listening skills are neglected by teachers in teaching. The population in this study was the third year students of the field literature and foreign language, and teachers of English language of the secondary school of Mazouna, EL IKHWA Drayaf (Relizane). The questionnaire has been handed out to 27 students of the two genders (20 females and 7 male). It consists of 12 questions in different types: closed and opened (see appendix A), the questionnaire contains four sections one devoted for student's perception of listening skills and the second section for Student's Listening Problems. The third one for the teaching of the listening skill the last one for the student's expectations. The interview was the second

research tool used in this work to collect data about the presence of teaching listening skills in the classroom (if it is neglected or not).

The data analysis procedure is mentioned and the justification for the choice of those procedures is provided. The data analysis process is not restricted to a single method but rather has multiple facets and approaches, encompassing different techniques of which the most known and highlighted approaches which is the quantitative approach.

Question one to four aims to know if listening skills is useful or not and in which category is classified and Question five and six aims to draw and know the difficulties which face students in classroom, from Question seven to ten aims to highlight the suitable method in teaching listening skills and Question eleven and twelve aims to know the students expectation's to be a good listener.

2.2.1 Population/Sample

The participants of this research are the students and teachers of the secondary school of Mazouna, El Ikhwa Dhryaf (Relizane), the first group of population was the third year students of the field literature and foreign languages from 17 to 19 years old. The number of the students was 27 (20 female and 7 male), the second group was teachers of English language number of three (3) who accepted to help us gather information about our research

2.2.2 Questionnaire Analysis

Questionnaire is the quantitative tool in the research which consists of questions given to students in order to know if listening skill is presented and use in the classroom and if teachers use it during their courses. Data analysis is an important stage of the research process. It is the process of inspecting, transforming and modeling data with goal of highlighting useful information, suggesting conclusions and supporting decision making. According to Cohen et al (2007) claims that: *“Data analysis is a body of methods that help to describe facts, detect patterns, develop explanation, and test hypotheses. It is used in all of the science»*. The data obtained from student' questionnaire were highly important and enabled the researcher to get a good result of the research problem

2.2.2.1. Students' Perception of Listening Skill

This section aims to know if listening skills is useful or not and in which category is classified

(a) The Usefulness of Listening

Concerning the students' perception of listening skill, the researcher asked the students whether listening is useful or not. The results were that all of them claim that it is useful. These results are better shown in the following diagram.

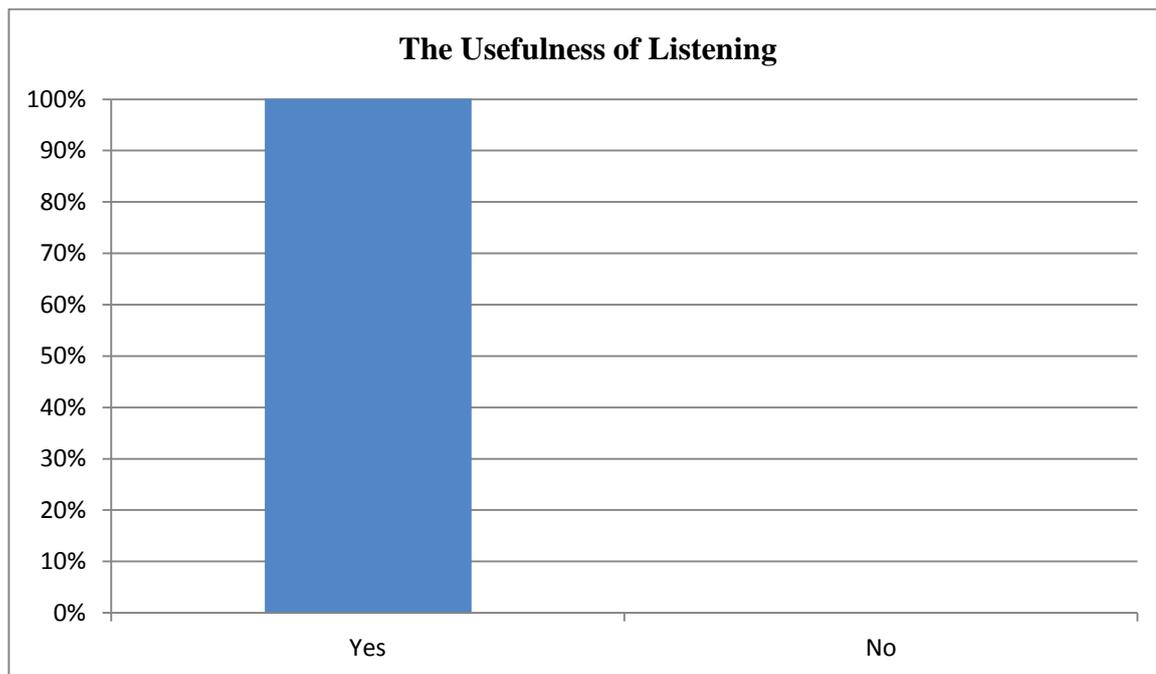


Figure 2.1: The Usefulness of Listening

(b) Listening Benefits

To support their answers regarding to the previous question, the sample students give various arguments. The majority (45, 46%) said that listening helps them either to correct their pronunciation or to know how to pronounce new words correctly. (18, 18%) believe that listening is an important source of new words and information, (9, 09%) claim that listening makes the person more conscious, the same percentage (9,09%) say that this skill improves their communicative competence. In addition to (9,09%) who argue that they understand better when listening to an English passage rather than reading it. Finally, (9, 09%) did not provide any reasons supporting their answers.

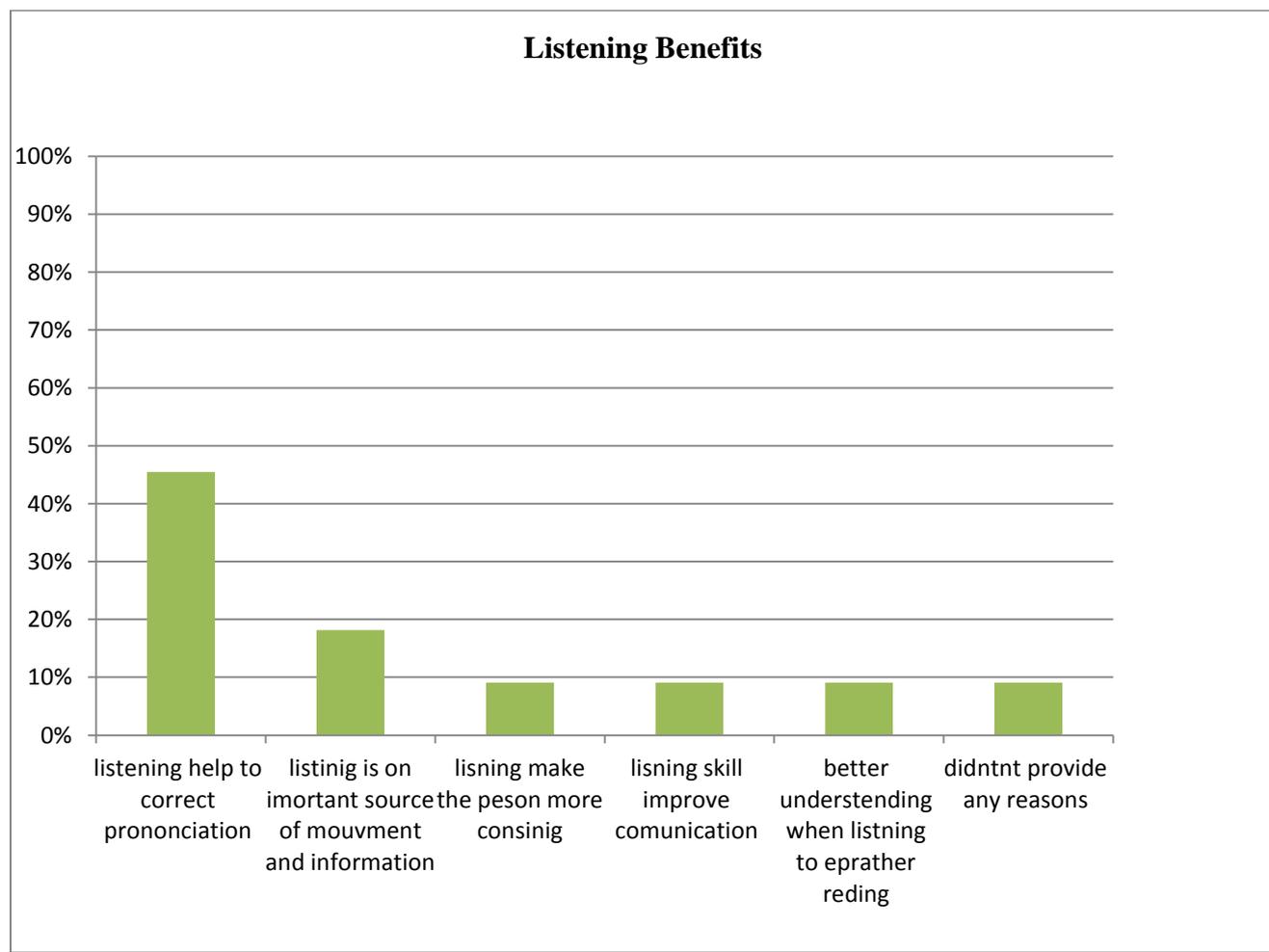


Figure 2.2: Listening Benefits

As it is shown above, the students see in listening many benefits that make the skill useful and their arguments varied from correcting pronunciation to acquire new words and information, improving students' communicative skills, and being an easier task comparing to reading skill.

(c) Degrees of Difficulties in Listening

This question aims at knowing to what extent is listening difficult and to what extent it is easy. The students' answers are restricted in only two sorts, i.e. the majority (91,91%) agree that listening is somehow difficult, whereas (9,09%) find listening a difficult task. Pointing up that there is no answer that considers it as an easy task, which means that listening to some extent is a problematic skill.

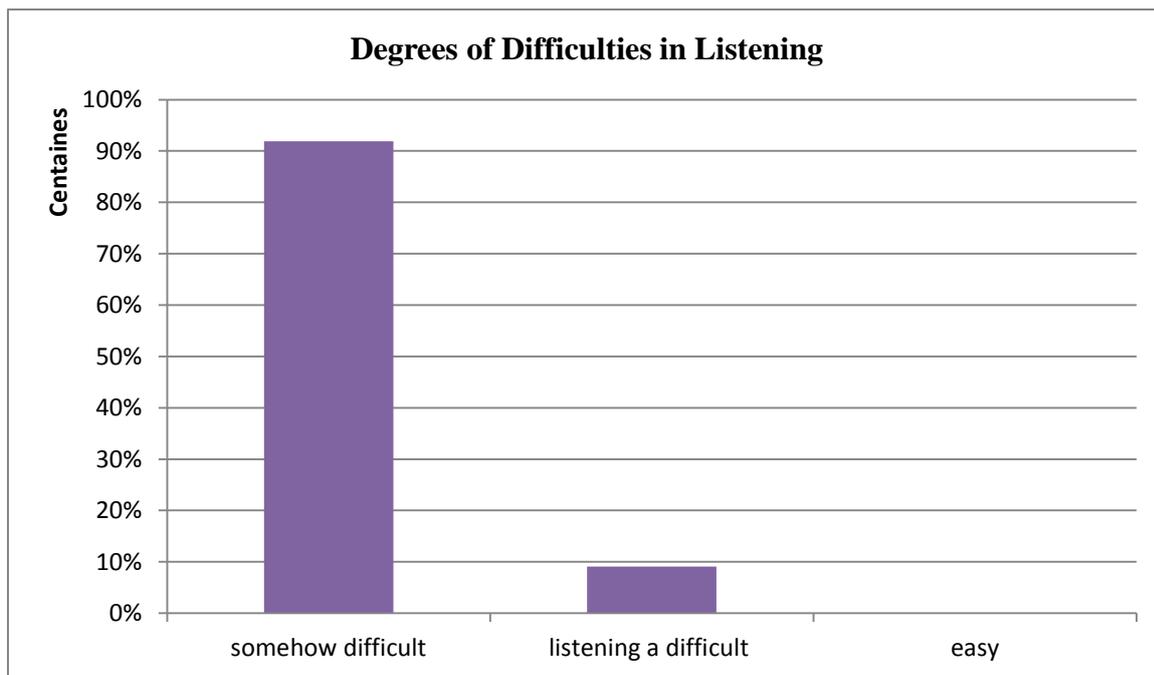


Figure 2.3: Degrees of Difficulties in Listening

(d)The Impact of the Learners’ Language on Listening in English

The main concern of this question is to show the effect of the other languages whether dialect, Standard Arabic, or French on the understanding of English passages.

The majority (45,46%) are multiple in their choices; they do think in both French and Standard Arabic. Another group of students who represents (18,18%) says that while listening to an English passage they refer only to French, the same percentage (18,18%) was claimed by the students who refer to Standard Arabic. Also, (9, 09%) refers to dialect, as well as other (9,09%) of students referring to both dialect and French. The following diagram interprets better the results mentioned above.

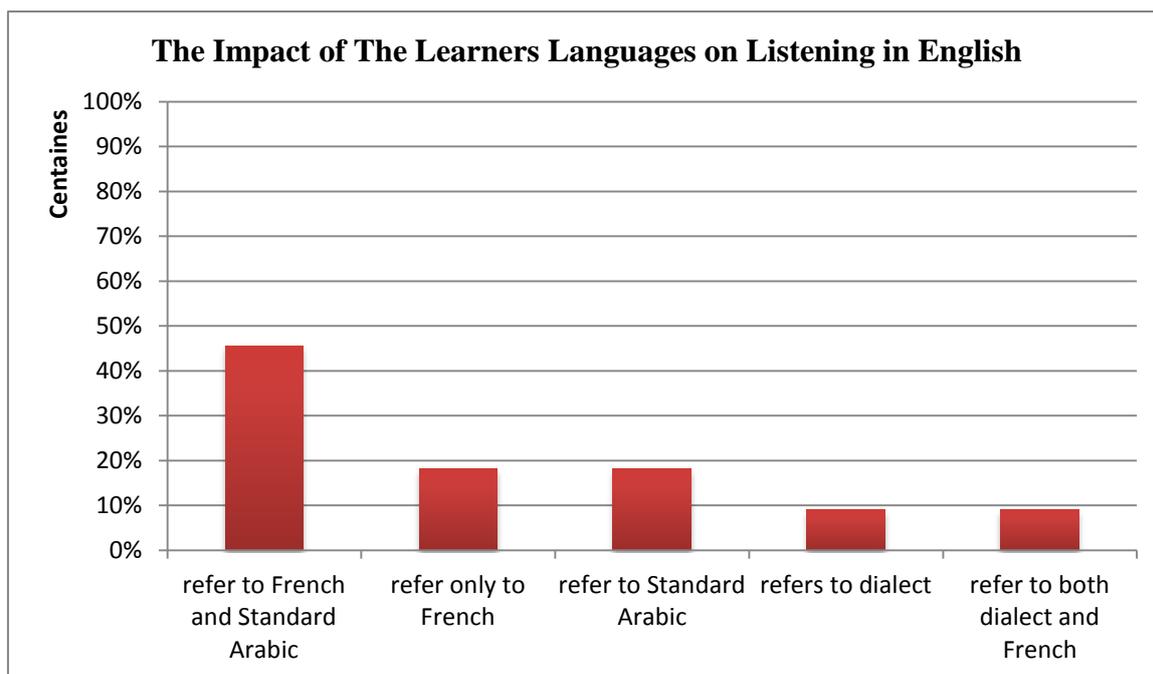


Figure 2.4: The Impact of the Learners Languages on Listening in English

2.2.2.2 Students' Listening Problems

This section deals with the students' listening problems; to identify the students' major problems regarding to listening and the main causes that underlie these problems.

(a) Students Listening Difficulties

The students' answers came as follows: (44,44%)students facing difficulty in understanding new words and (33,33%) students having problems in recognizing known words.(16,66%) students facing problems because of different accents and (5,57%) students have hearing problems.

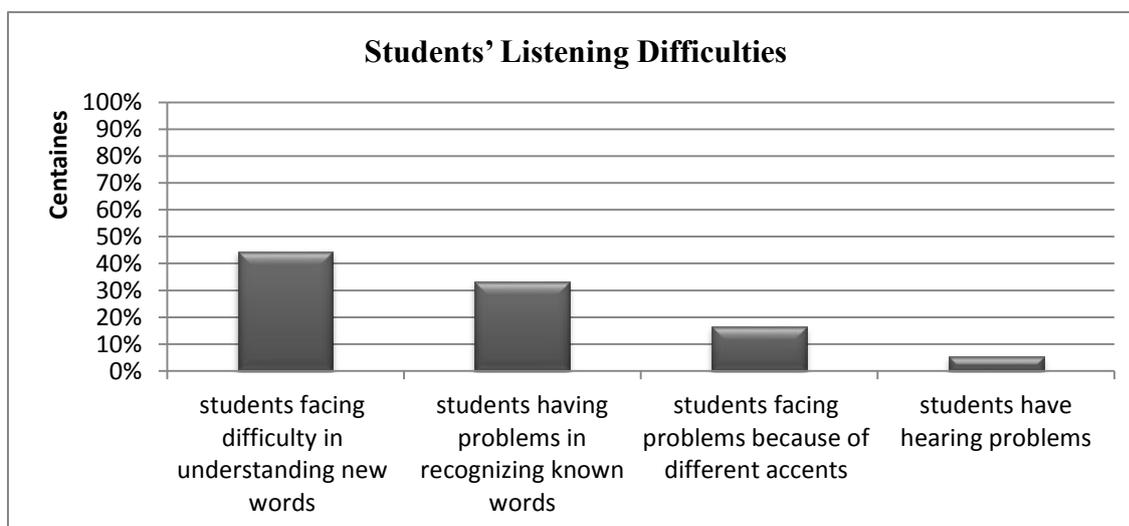


Figure 2.5: Students' Listening Difficulties

From these results, I try to analyse the argumentation of students regarding to listening problems to identify what sort of problems they face when listening to an English passage. What is realized is that the greatest majority faces a big problem at the level of words and intonation, whereas, others face a problem because of different accents or hearing problems.

(b) Causes of Students' Listening Difficulties

Students are not used to the pronunciation (39,13%), and also they have a poor vocabulary (26.10%), the Rapidity of speech (13.04%). students have a big number of new difficult words in one passage(8.70%) ,they have also a lack of practice (6.70%)and The bad (low) level obtained at the middle school(3.35%).

The following diagram provides a clearer image concerning the reasons leading to listening problems:

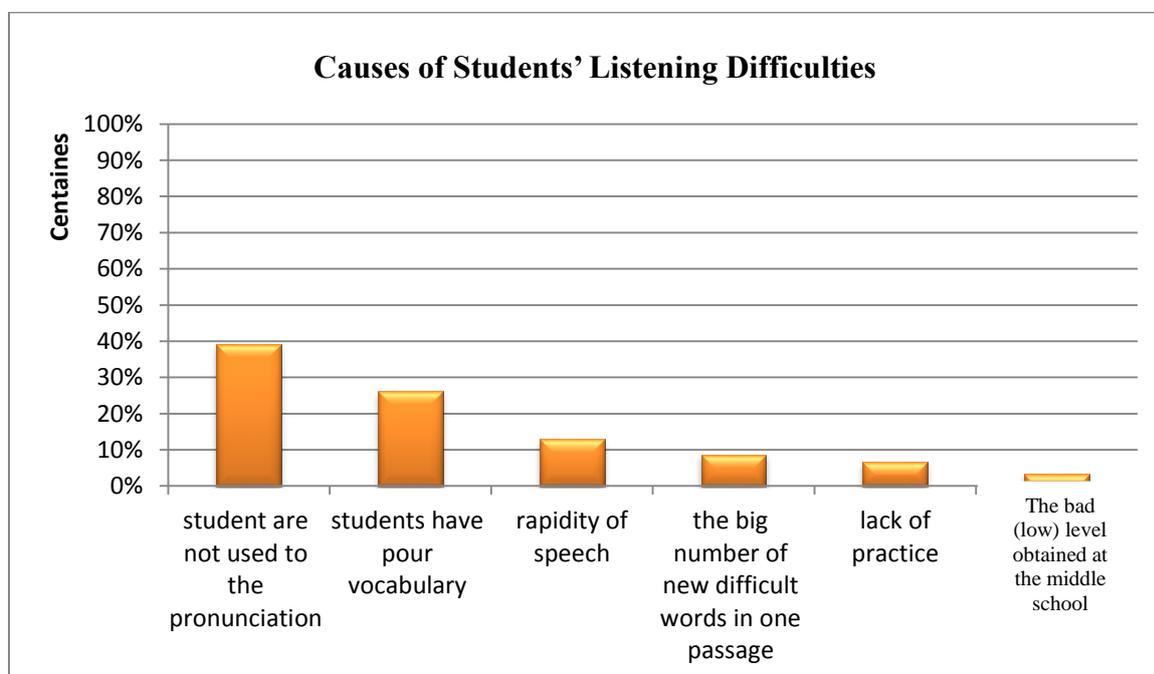


Figure 2.6: Causes of Students' Listening Difficulties

As it is displayed in the diagram, (39, 13%) of the students say that the main reason leads to listening difficulty is the pronunciation which they are not used to. While (26,10%) claims that the poor vocabulary they have is the main reason, whereas(13,04%) thinks that the reason underling their problem is the rapidity of speech. In addition to the several points of view that I get, there is(8,70%)who sees that the real reason is that the English passages they deal with contain so many new and difficult words,(6,70%) sees that the lack of practice (they have not enough listening sessions) is the major reason of their listening problems. Finally, (3,35%)complains about the bad level obtained at their middle school.

Generally speaking, I discovered that the majority of students face problems because of the variation in pronunciation, whereas less number faces problems because of the poor vocabulary they have. The new difficult words and the lack of practice were considered of a lower importance than the two first reasons causing listening difficulties and the bad (low) level obtained in the middle school was given the lowest importance.

2.2.2.3. Listening Learning Skill

This section aims to highlight the suitable method in teaching listening skills

(a) Ability of Learning Listening in English

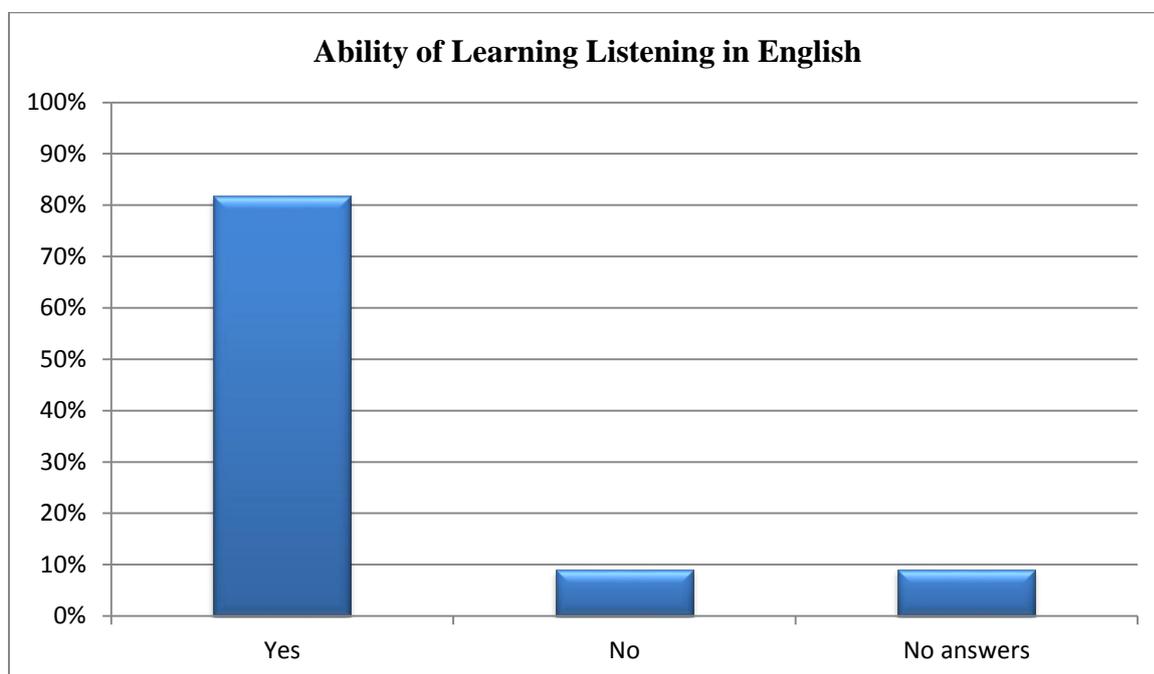


Figure 2.7: Ability of Learning Listening in English

Students were asked whether listening can be learned or not. (81,80%) agrees that it can be learnt, whereas (9,10 %) claims that it cannot be so (9,10%) did not provide any answer.

(b) Ways of Listening Learning in English

The majority of students, who agree that listening can be learnt, were asked to clarify how can this task be accomplished and their answers come as follows, Students who believe that listening carefully helps in learning listening (23,10%) and Students who believe that providing synonyms of difficult words may help (23,10%) whereas Students who believe that focusing on comprehension drills may help (23,10%), and Students who believe that using

simple words in English passages may help (7,70%) also Students who believe that the speaker must slow down (7,70%). Students who believe that listening to English songs and movies may help (7,70%), finally, Students who believe that starting more conversations in English may help in listening learning (7,70%).The following diagram will better clarify the answers:

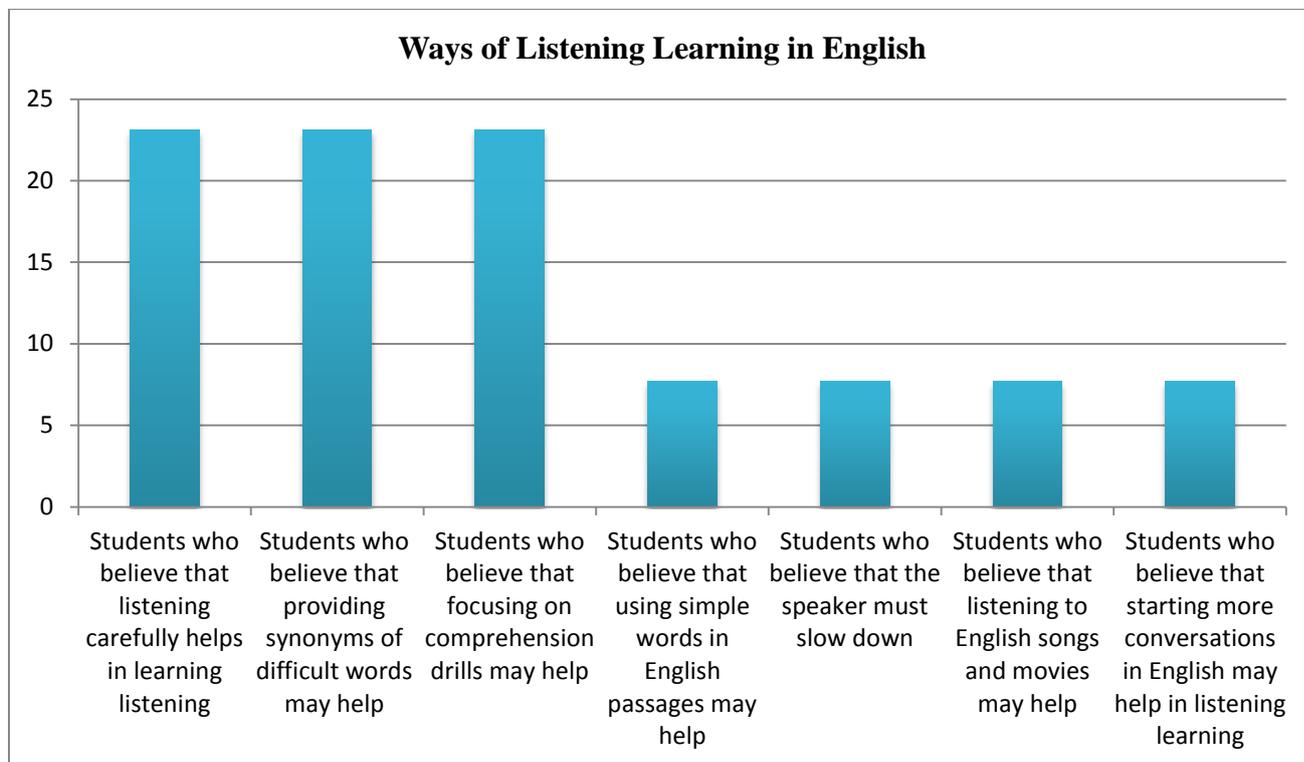


Figure 2.8: Ways of Listening Learning in English

From the result, I realize that the majority of students (23.10%) believe that listening can be learnt if we listened carefully to the passage, the same percentage (23.10%) is convinced that providing synonyms for difficult words (by the teacher) will facilitate the learning of listening. (23.10%) also sees that focusing on comprehension drills is the appropriate way to learn listening (the teacher must ask more questions about the passage the students listened to). (7.70%) says that listening learning can be achieved by using familiar words in English passages given to students, another (7.70%) believes that the speaker must slow down to follow him carefully, (7.70%) thinks that listening to English songs and movies trying to recognize and to understand new words is the best way for achieving success. Ending with (7.70%) who recommend exchanging more conversations with each other in order to get used with the language and developing their reception.

(c) Students Expectations from Listening Classes

Students expect to understand native speakers easily 50% and expect to pronounce English correctly (38.80%), they expect success (5.60%) and also expect to understand movies and TV shows on English channels (5.60%).

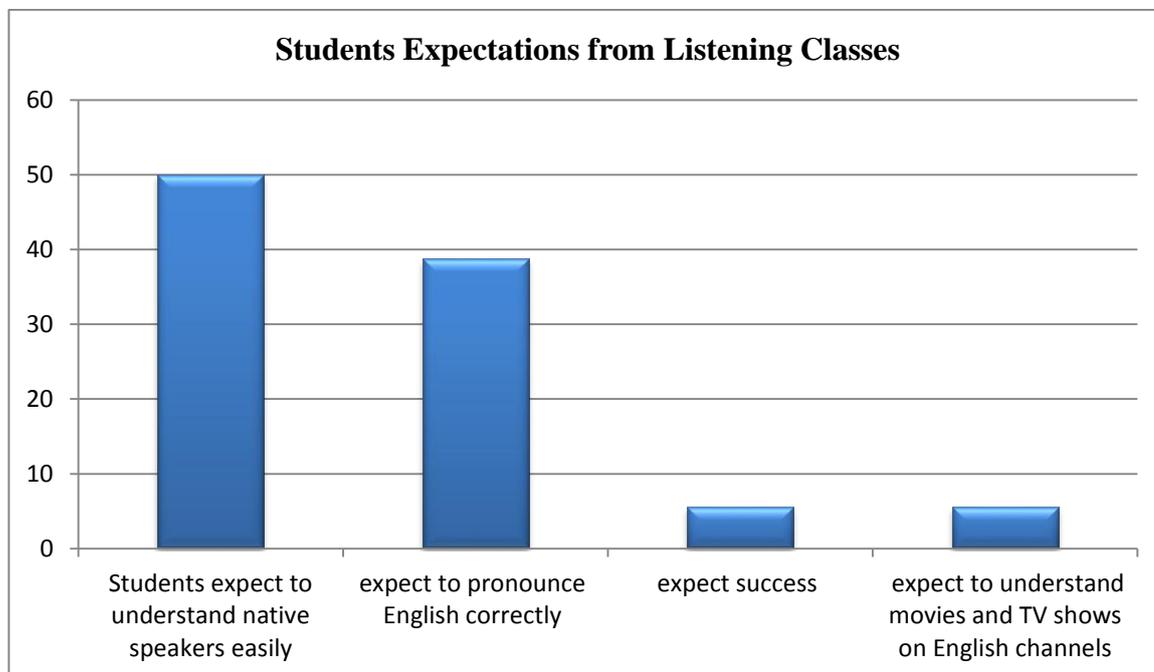


Figure 2.9: Students Expectations from Listening Classes

As the diagram details, (50%) of students expect to understand native speakers of English easily after their listening classes, (38.80%) expects to pronounce English words correctly. (5.60%) expects to succeed, whereas the same overage (5.60%) expects to understand movies and TV shows. So, the majority of students seek fluency as native speakers; they want to understand and speak English like them. This is mainly what they expect from their listening classes.

(d) The Usefulness of Practice

The results are better shown in the following diagram:



Figure 2.10: The Usefulness of Practice.

It is said that practice is very important to make the person a good listener, we ask the students whether practice can help in reaching listening objectives or not. As results, (90.90%) are convinced that it really need, whereas, (9.10%) did not think so.

So, it is safe to say that the majority of students are convinced that a better way to learn listening is that of practice.

2.2.2.4 The Students' Expectations

This section is totally based on the students' expectations toward listening as a process, and both the listener and the teacher as a part of it

(a) The Good Listener's Criteria

To be a good listener is being able to learn the language (33.33%) and To be a good listener is to recognize new words and understand them correctly(26.66%) in addition a good listener is to understand the topic of the passage(20%) and to get more information(20%).

These results are summarized in the following diagram:

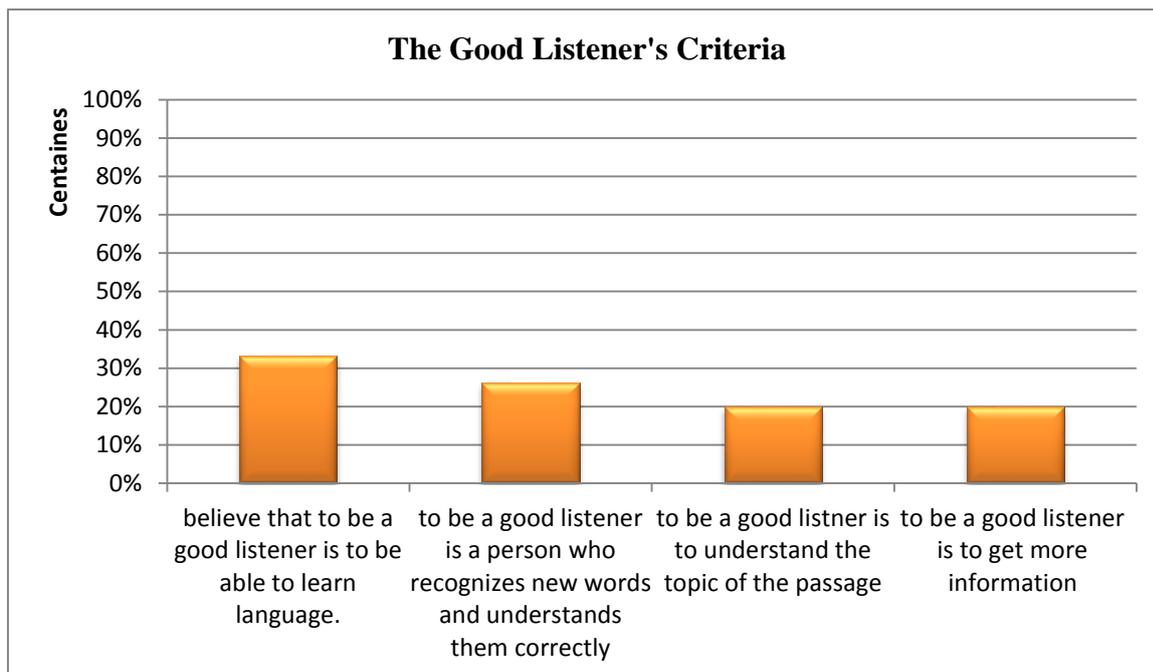


Figure 2.11: The Good Listener's Criteria

In this question, the researcher asked the students about the criteria of a good listener, the results were as follows: (33.33%) believe that to be a good listener is to be able to learn language. (26.26%) are convinced that a good listener is a person who recognizes new words and understands them correctly, (20%) of students see that if they can understand the topic of the passage, then they are good listeners, whereas (20%) think that collecting as much as information is the only sign for being a good listener. Accordingly, the researcher can say that a good listener is in the first place the person who is able to learn language, then being able to recognize and understand new words, whereas the understanding of the topic of the passage and getting more information were ranked in the third and the fourth position.

(b) Teachers' Methods during Listening Classes

This question was answered by the students as follows: The teacher is focusing on practice: (42.10%) and also is focusing on comprehension questions: (36.84%) , on grammar (10.52%) and on drills(10.52%).

Further and clearer information can be held in the following diagram:

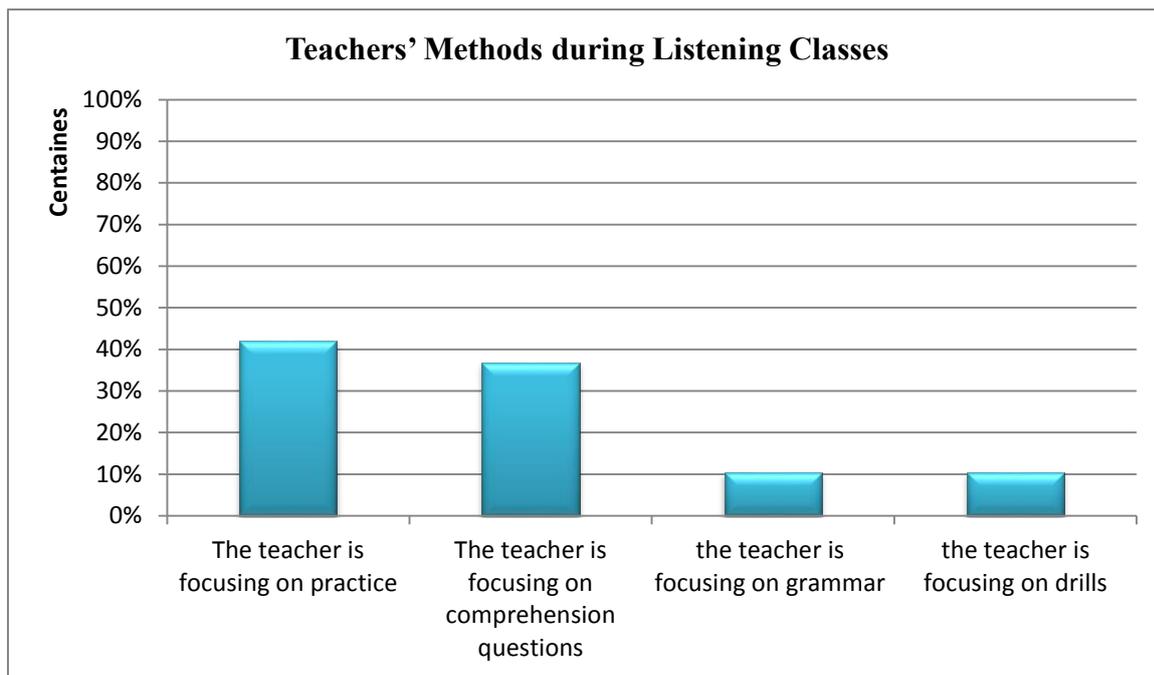


Figure 2.12: Teachers' Methods during Listening Classes

2.2.3 Teacher's interview

The interview was the second research tool used in this work to collect data about the presence of teaching listening skills in the classroom (if it is neglected or not). Through this interview, the researcher wants to find out if listening skills is based by teachers in the classroom and if it is neglected or not and gain some suggestions for being a successful listening teacher. The interview consists of four questions and each question has its own aim. Question one inquires the opinion about teaching listening skills and here the opinion of the teachers differed from one responsible to another because each of them has its own rules which she follows in the classroom. Question two concerns the importance of the four skills, teacher's opinions also varied for two teachers it is not necessary to based the classes on the four skills and for the first teacher is the contrary. Question three asks teachers if listening skills is neglected or not their answers were as follow the first teacher was with "Cinderella skill" but the other teachers neglected this skill. Questions four seeks to know some suggestions and ideas for being a successful listening teacher, about this question the researcher had obtained suggestions only from the first teacher because the other teachers do not use listening skill.

2.2.3.1 Analysis of the Findings

(a) The Importance of Teaching Listening Skills

The analysis was divided into two different opinions given by three different teachers. The first teacher replied that the four skills are important in teaching, and the teacher should not neglect any one of them, especially listening skills which she stressed that it is very crucial skill in develop student's capacity. She added that the absence of this skill push scholars to name it "Cinderella skill".

(b) Listening Skill is Neglected or Not

This teacher used this skill in the classroom by giving to student's videos and songs mainly in the course of lesson plan. As suggestions for being a successful listening teacher. She said that the teacher should take into consideration the students' choice for the passages provides in the class, suggested to focus on practice, believed that giving information step by step is a useful way, in translating the difficult words the best manner to be a successful listening teacher, she recommended patience as a more effective way and believed that asking students to repeat what they did hear is better way.

(c) Teaching Listening Skills

The others teachers said that it is not necessary to based their classes on listening skills because for them what is important is how to write well and their concern is how to write in an exam and not something else, they added that listening skills is not present in the classroom and teachers do not need it in their courses.

(d) Some Suggestions and Ideas for Being a Successful Listening Teacher

Their answer about giving some suggestions for being a successful listening teacher was as follow. we as teachers of English we do not focus on listening skills because it is not important and students do not need it in their courses because their target aim is how to write in the Back exam, they believed that the three other skills are the most crucial in teaching and they should based on them in their career. For them listening skills is additional and we can neglect it without any influence on teaching.

2.4 Conclusion

After doing our questionnaire and interview the results obtained confirm the hypothesis that listening skills is neglected in the classroom and teachers do not give much importance to it because they think that it has nothing to do with teaching and what students need is writing and reading because at the end of their career of learning they write in the exam, so the Cinderella skill is neglected. The second chapter attempted to analyze the results drawn from the students' questionnaire and the teacher's interview; I dealt in details with our case-study: "teaching listening skills strategies and difficulties". I provided 27 students whose age is between 17 and 19 years. I tried to make a clear analysis of the data collected and finally concluded with the result of the study that attempted to show the real situation existing in the third year. Finally, listening is so important that many teachers provide listening skills, listening is not a passive process, in fact the listener can, and should, be at least as engaged in the process as the speaker, and active here is used to describe this process of being fully involved. As results, teachers have to satisfy the learner's needs. They should develop students' aptitude of listening.

3.1. Introduction

The listening skill should be a major area of concern to teachers and students of a second or foreign language .It is very important for listening teachers to outline the strategies that work best with their task and help to fulfill their objective of making good listeners and speakers as well. Teachers should put big emphasis on listening, even to the point of offering special listening comprehension classes. They should bear the responsibility of teaching students the best ways to manage the process of listening comprehension. They should focus not only on language, but also on meaning and including more authentic materials in class.

In this chapter to be more accurate in our investigation, we are going to discuss the questionnaire analysis of the students and to intensify our research by some suggestions that may solve the teaching listening problems and contribute in the improvement of students' listening skills.

3.2. Data Discussion

Student's request is to be good speakers, this is what they claim in the questionnaire, the greatest majority believe that listening is useful for the main reason that it helps them both to correct their pronunciation and to know how to pronounce new words correctly, which means that students pay more attention to the production of the words and the rhythm through which they go. Scientifically speaking, they pay more attention to the suprasegmental features of the speech. So, teachers must have a background knowledge of the language, they should know how to utter words correctly with the right intonation, since the suprasegmental features carry the overall meaning of the speech.

However, in spite of the usefulness of listening claimed by the majority, students consider listening somehow difficult in terms of understanding new words and recognizing known words as well. Among the reasons leading to these two major problems, students mainly complain from the new pronunciation that they are not used to with the poor vocabulary they have.

To cope with the situation, teachers have to go slowly with the average level of their students especially first year. For instance, they should slow down their speed because students are not used to rapid English, and sometimes integrating native language (Dialect, Standard Arabic) is tolerable to explain new and difficult words. This problem of speech rapidity is frequently known in the practice session (laboratory), when teachers proceed the

session through recording a tape that includes a native speaker's conversation. This may help students to get used of such kind of speech, and it is the fact. However, students have incomplete control of language (poor vocabulary), so, they could not understand everything in the passage. In this case, in spite of recording the whole tape at once it is preferable for teachers to divide it into parts in order to allow students understand and recognize new words, and, then, to evaluate students' comprehension by asking them to identify new words and get new information.

Far from passively receiving and recording aural input, listeners actively involve themselves in the interpretation of what they listen, using their own background knowledge and linguistic knowledge to get the information contained in the text, that's why students often fall into confusion, because they rely basically on their native languages (Dialect, Standard Arabic, and French) to understand the meaning of text, which definitely lead to the misunderstanding of the content. The role of instructors in this situation is very crucial, they should encourage their students to think and talk in the target language, because what is necessary to know is the language itself rather than the content. This strategy can be better achieved by providing listening practice such as: making announcements, recommending assignments, describing the content and format of texts in the target language. This helps students to develop their listening ability.

It is obvious that language learning requires intentional that employs strategies for identifying sounds and making meaning from them. And this is the case with students, they think that listening carefully makes them learn listening, what is meant by listening carefully is that learners during listening class should concentrate on the way teachers speak and how to pronounce words in a speech. Therefore, learning listening requires a good intention and a command over language in order to achieve listening class purposes. Having talked about listening class purposes, students expect to understand and pronounce English like a native speaker. In other words, their main concern when they attend listening classes is to be fluent in their speech and comparable to native speaker which is often hard to achieve. Going back to the questionnaire analysis, there is no doubt for students that practice is the best way to reach listening objectives. As a result, teachers have to satisfy the learners' needs. They should develop students' aptitude of listening. Also, they are recommended to devote more time to practice through handling a conversation with their students and in return they should behave as authentic listeners by responding to student communication as a listener rather than as a teacher. This technique can help the learners to speak without having a hindrance of making faults because their interlocutor is a listener not a teacher. Giving the importance of

listening in language learning and teaching, it is essential for listening teachers to help their student become a good listener even if they do not have a complete control of language.

3.3. Suggestions

Having said that; the students' criterion of being a good listener is to be able to learn the language. Teachers, in their part, have to give enough time for listeners to allow them recapitulate what they have listened to, also they can ease the task by giving synonyms of some difficult words included in the text. In addition, they should motivate learners to take part in the class, in order to develop their communicative competence and to correct the faults they may make, thus enrich their vocabulary.

In order to be effective, instructors have to adopt a strategy that works best with the students' need of learning the language. Language is a set of many aspects which are gathered together in order to make the skill complete, such as: grammar, phonology, morphology and semantics. So, the way teachers should deal with this situation is practice, however, practice should not be based only on recording a tape and students answering questions because this issue with time will be mechanical and boring for students. Consequently, practice according to some linguists should be varied from focusing on question comprehension to focusing on grammar and assignments so that, learners can get a certain knowledge of language. Another reason behind adopting such strategy is that the learners' needs are different from one another. You may find listeners who understand the text, but, the lack in grammar inhibits them to express their ideas and vice versa. So, to be more useful concerning language learning, the listening task should be based on practice that focuses on grammar, listening comprehension and assignments.

Besides all what is said concerning the strategies of listening learning, we should take into considerations the students' proposals for being a successful teacher of listening as they are indispensable part in the process. Students, stress on the psychological aspect. They request from teachers to be patient with them by going step by step with their limited level, particularly, when they deliver information, they are required to slow their speech and not to mind if they are asked to repeat the idea many times. In this way teachers give the opportunity to listeners to use all their capacities to recognize and understand what is said. Also, listening teachers have to be flexible with their students; they should tolerate mistakes such as mispronunciation of words on misunderstanding of information. On the contrary, they should talk those problems in order to avoid them later, this allows the students to get more involved

in the listening task without having fear of asking questions and making faults because they know that it is repairable with the assistance of their teachers.

As future teachers, we may be exposed to such problems and, we have to manage ourselves to look for alternatives that can solve relatively those problems. To be clear there are some points that we have not discussed in our investigation and that have a great importance of students' listening skills. Listening materials: listening process involves materials such as: text books, radio, record player, television that help students to be exposed to different types of listening and to get use of it. Teachers must be selective in their data choices; texts, tapes...and they have to determine whether to enter the text from the top down (attend to the overall meaning) or from the bottom up (focus on the words and phrases), they should decide in advance what to make their listeners listen to. It is important to know about listening goals according to students; whether to obtain specific information, to understand most or the entire message, to extract the students' needs through which we determine the strategies that will work best for them. Much important, in terms of examinations we advise the administration to devote a time for listening exams because there is a simple of students that they don't have a competence of listening and exchanging ideas through target language, but they rely on the written form of the most Algerian exams. This is an obstacle for us, to identify other problems that the students face while listening. However, oral exams allow us to determine whether students perceive well listening through their way of word pronunciation and the organizations of their ideas in connected speech. We hope that the Algerian ministry of education will think seriously about this issue because the most frequent problems in the learning of foreign languages is on the level of communication

3.4. Lesson Plan

There are many ways to make a lesson plan .Actually; the teachers should respect some point to do a lesson plan and he should ask himself some questions before doing his lessen which are: What are the goals? What do I want learners to accomplish by the end of class? What listening activities will they do? How will I include a pre-listening warm-up? How will I follow up the listening tasks? What other skills will I include in the lesson? What am I doing to get the student interested in and involved with the tasks? What sequence will I teach the activities in? And how long will each activity take? According to (Harmer, 1998) offers good advice when he suggests that any successful lesson plan needs to do three things: engage the students, help them study, and activate students' knowledge. In order to achieve a

successful lesson plan, the teacher should engage his students in the classroom during the course and give them help to improve their knowledge.

There for, the listening tasks divided into three main parts: pre-listening, while-listening and post-listening. Pre-listening functions as preparation of the students for the main task. It should motivate the students and give them any needed background information. The point of pre-listening activities is, according to Underwood (1989, p.30), setting up for the while-listening activity and helping students to focus their attention to what they are about to hear. Pre-listening can be based on listening, reading, writing or all of these. Students have an opportunity to combine all language skills together. One of the pre-listening activities might be looking at pictures that are connected to the topic of the listening and revising important vocabulary and structures that will appear in the activity or describing the pictures. While-listening is the main activity that is done during the listening and the main aim is listening for comprehension and learning the spoken language sounds, speaking of pronunciation, the stress, the rhythm and the intonation so that the students can imitate it in their own speech. Post-listening gives the students feedback on how successful they were and enables them to use what they learnt in the while-listening activity. Purpose of post-listening activities is initially checking whether students understood the task and completed it successfully. It also gives inopportunity to find out why some of the students fail or miss part of the message. To be a clear on this point we try to give an example of lesson plan see the appendices(C).

3.5. Limitation of the Study

As any other type of work, this project has faced off some obstacles before being submitted. About limitations which face us in doing our research are that there were students who did not answer the questionnaire not all of them but some we cannot know the reason behind that because we give each student a paper of questionnaire and let him answer it freely that why after trying to analyze the questionnaire we find some of it missed.

Another obstacle which faces the researcher is to find teachers available to do with them an interview because some of them were busy and could not accept to do the interview but we try to find available teacher to do the interview with us and help us in doing our research. The researcher also faces another big problem which is the time limit; we as a researcher we cannot control the time because it was so short. About the information also we collect a different data but the problem is that how to order all these information and how to select the suitable once so as we can see these are the main obstacles which the researcher had face during the investigation

3.6. Conclusion

It can be said that listening skills is very important. But, it is neglected in teaching and so long as it is neglected, students will always have listening problems. Such a listening skill needs to be considered to motivate students; and to motivate them it is also necessary to teach them how to be a good listener, in order to take some rules that will help them in listening and speaking English. An idea would be giving students opportunities to use their listening skills in real life situations, giving them the sense of what they are learning in situations that they do not have in the classroom. Another way would be using new technologies, which are very useful and motivate the students because they consider them something different and funny. It is very important when teachers support students in their education and encourage them to use English, and at the same time, teachers need to be in constant contact with new techniques and materials in this changeable teaching world.

In this chapter the researcher attempted to discuss the questionnaire analysis of the students and the interview of the teachers. Also gives some suggestions and example about listening skills lesson.

General Conclusion

General Conclusion

Teaching listening skill is one of the most problematic tasks for teachers. This is because successful listening skills are acquired over time and with lots of practice. It is frustrating for students because there are no rules as in grammar teaching. Speaking and writing, also, have very specific exercises that can lead to improve skills. This is not to say that there are not ways of improving listening skills; however they are difficult to quantify.

We did focus in this work on helping students to improve their listening skill. Depending on the questionnaire analysis and interview analysis, we provided tips aiming to ease the listening teaching-learning process. These strategies that took place in the third chapter are a humble attempt to help improving English listening particularly for third year students who face considerable obstacles while dealing with various tasks such as listening to their teachers' comments as well as listening to the provided recorded material. In other terms difficulty is encountered with both non-native and native orators.

Throughout the topic covering, we tried to show that listening is an active process and a very important skill to master in foreign or second language classroom in order to gain valuable language input, but still it seems so difficult for students to deal with. So, we tended to tackle this topic by giving it so much care about the various features that effect listeners' listening ability as well as their level of comprehension. We aimed to clarify that the needs, levels and interest of the students will determine the kind of listening tasks that teachers use, it should be always realistic and authentic to provide the learner with more autonomy in his listening. Listening materials ' preparation is vital and students should be encouraged to respond to the content of the listening, not just the language. In addition, Different listening stages (pre- while -post listening) demand different listening tasks. The good teacher exploits all these factors to realize a successful listening and guide his learners towards a real productive phase.

The researcher started by chapter one, in which the researcher set the definition of listening skills from variety of roles and also the background related to the listening skills literature , focusing on its major skills, and taking a look on how it is taught. In addition to that the focus on the steps, the purposes and strategies of listening skills. Without forgetting to investigate and find the major difficulties the students find when learning the listening skill. Chapter tow was concerned with the research instruments used to gather data, and research methodology. Thus, this chapter strived to analyze the data collected through student's questionnaire and teacher's interview in order to answer the research questions. The third

General Conclusion

chapter concerned with the discussions the questionnaire analysis of the students and to intensify our research by some suggestions that may solve the teaching listening problems and contribute in the improvement of students' listening skills.

In the light of on what was mentioned; the researcher should say that the Listening skills are very important in communication. Most students feel hard to improve their listening ability when studying English because there is no English language environment in a non-native country (Algeria). In fact, the right way of practice is very useful for students to improve their listening skill. A good teacher should do anything to make their students love learning English language and they should try all possible means. Moreover, it is a great way to get students interested, motivated, self-confident, communicative and entertained. It should not be neglected at any English language class.

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Appendix A

Dear student.

This is an academic questionnaire which is set up in order to fulfill the needs of our dissertation. It is very important to notify that we need some collaboration and we will be very grateful if you answered the questions.

Finally, we thank you for your cooperation

I. Student's Perception of the Listening Skill.

1. Is listening useful skill?

Yes

No

2. If yes, why?

.....

3. To listen is?

a. A difficult task

b. Somehow difficult

c. An easy task

4. When you listen to an English passage, do you refer to?

a. Your Dialect

c. French

b. Standard Arabic

d. You don't refer to any language

II. Student's Listening Problems.

5. What are the listening difficulties that you face?

- a. Hearing problems b. difficulty in understanding new words
c. Because of different accents d. difficulty in recognizing known words

6. What are the main causes leading to these problems?

Cite some problems you meet.

.....
.....

III. The teaching of the listening skill.

7. Can listening be learnt?

- Yes No

8. If yes, how it can be?

.....
.....

9. What do you expect from listening classes?

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

10. Can practice help to reach listening objectives?

Yes

No

IV. The Student's Expectations.

11. To be a good listener is?

- a. To understand the topic of the passage
- b. To recognize new words and to understand them correctly
- c. To get more information
- d. To learn the language

12. How does listening teacher deal with listening classes?

- a. Focusing on Grammar
- b. Focusing on practice
- c. Focusing on drills
- d. Focusing on comprehension question

Appendix B

Teacher's interview

Dear colleagues

I am presently carrying out a research to identify the most important elements in listening skills for student. I would be very grateful if you could answer these questions.

Thank you.

Question one: what is your opinion about teaching listening skills?

.....
.....

Question two: what is the importance of the four skills?

.....
.....

Question three: is listening skills neglected or not?

.....
.....

Question four: what are your suggestions and ideas for being a successful listening teachers?

.....
.....

Appendix C

Lesson plan

Topic: The Educational Impact of Television

Skill: Listening

Level: 3rd year secondary school / Literary/ Foreign Languages Stream

Time Devoted: 25mn

Materials:

- ✓ Laptop (loudspeakers)
- ✓ Power Point (Worksheet)
- ✓ Projector
- ✓ Video of 00:01 :42 (English of a native speaker + images related to the audio)

Objectives of The Lesson:

- ✓ Increase the students' awareness towards the importance of listening.
- ✓ Reinforce the students' effective listening.
- ✓ Facilitate the students' understanding of the topic.

Procedure:

Before listening

- a- The teacher brings the materials listed above.
- b- The teacher talks about the topic and asks the pupils to know their background about it

While listening

- a- The teacher tells them to listen attentively without seeing pictures.
- b- The teacher tells tell them to listen again but this time with the help of picture.

After listening

- a- The teacher shows to his/her students some sentences using the power point.
- b- The teacher reads the sentences of the first activity and pupils say if it is true or false.
- c- The teacher reads the sentences of the second activity and pupils answer the questions.

Conclusion:

The teacher draws a conclusion with pupils on the impact of Tv

Student'worksheet

Before listening

- a) Bring the materials (Data Show– Laptop– Video—Loudspeakers)
- b) You tell them « We're going to listen to a girl talking about TV »
- c) Ask them if :
 - They all have a TV at home ?
 - Who likes to watch TV? How much time per day ?
 - What they like to watch ?

While Listening

- a- Tell them to listen carefully.
- b- You tell them : « we're going to listen to the same part, but this time you can watch the images. »

After listening

- a- You tell them that you are going to show them some sentences on **Power point**, and they will say if it is true or false, according to what they have understood from the video.

Statements:

- The girl watches cartoons on Saturday mornings. → True
 - Cartoons make her cry. → False → Laugh
 - Her brother likes to watch Football. → False → Baseball
 - Her brother likes comedies, He likes to laugh → True
 - The girl likes shows about monsters → True
 - Her mother do not watch TV → True
 - Her father prefer watching TV rather than reading a good book → False → He prefers reading a good book or newspapers rather than watching TV.
 - Too much TV makes you lazy → True
 - You can learn a lot from educational channels → True
- b- You ask them some questions about the video, and they'll answer according to their understanding.
 - c- What can we say about the impact of television on education? Is it a positive or a negative impact?

Conclusion:

As a conclusion of the lesson: Television has both positive and negative impact, Television is good, if you watch educational channels and if you do not spend too much time in front of it.