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**Investigating Students' Perceptions towards Listening Activities in  
Developing the Spoken Performance**

A Case study of Third Year EFL Students of English at Mohamed Kheider  
University of Biskra

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

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# Dedication

*In the name of Allah, the most Gracious, the most Merciful*

*All the praise is due to Allah alone, the Sustainer of all worlds*

*To the dearest people to my heart:*

*To my shining diamonds; to my beloved and caring mother who spent days and nights praying and asking Allah to help me, she always encouraged and supported me. My deep love and thanks to her for all her sacrifices.*

*To my best father who has motivated me and has worked hard for my success and to whom I owe a great debt.*

*May Allah bless them.*

*To my wonderful brothers: Farid, Aymen, Zakaria, and dear, gorgeous, and angel brother Abderrahman.*


*To my lovely friends: Khaoula, Safa, Hassiba, Nessrin, Sonia.*

*To my dear lovely light hand in this work: Zohra, Nerimane, Amel, Sabrina, Ahlem, and Wahida.*

*To my uncles and my aunts, my grandmothers and grandfathers*

*To all my family members who have been supported and encouraged through the fulfillment of this work.*

*I dedicate this work*

*Thank you so much *

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## **Abstract**

The present study aims to investigate the students' perceptions towards the use of listening activities in developing their spoken performance. This work attempts to highlight the significant role of listening activities in developing EFL students speaking skill at Mohammed Khieder University of Biskra. Also it clarifies the main difficulties of speaking that face English as Foreign Language students, and how classroom listening activities can develop their speaking skill. This study is based on the hypotheses that the third year EFL students may have positive perceptions towards the use of listening activities in oral expression, then the use of listening activities may develop EFL students' speaking skill. The method adopted in this study is a descriptive one, which it aims to describe the students' perceptions towards the importance of listening activities in developing their oral production. For this purpose, two questionnaires were administrated to a sample of (50) students of third year of English and (6) teachers of oral expression course. Indeed, our hypothesis was confirmed through the results of students and teachers' questionnaire which reveal that they have positive perceptions towards the listening activities to develop speaking skill, and the listening activities are very effective tool to enhance the speaking skill.

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ملخص

## **Résumé**

## **General introduction**

Foreign language teaching and learning focus on the oral skill as an important aspect, which the students enable to communicate effectively and to use the language proficiently. For instance, the main goal of teaching oral expression is to make good speakers. Normally, students who listen well usually speak well; as we hear that “a good listener is a good speaker”. For that, the teacher integrates listening as a complementary skill in teaching oral expression to enhance the student’s spoken performance; for improving the speaking skill we need to consult one of the various ways to develop it, which takes the listening activities as a technique that makes students to receive new input from the passage they listen to; and it leads them to gain and practice new vocabulary and useful expressions, it provides the students with opportunities to develop their oral proficiency. Therefore, providing the EFL classes with listening activities in order to produce an English language speaker, and it makes an excellent opportunity for the student to develop their speaking abilities.

### **1. Statement of the problem**

Speaking is one of the major skills that need to be developed for learning foreign language. There are many students in EFL classes who may face problems and difficulties in speaking because of the classical way of teaching oral expression where the teacher suggests topics to discuss, which they do not seem to be a successful way to develop student’s spoken performance. Students can be motivated to speak during the oral expression and improve their speaking skill, when the teacher uses a motivated technique or tools; as listening activities is considered as one effective tool in teaching process which may help students in overcoming their speaking difficulties and developing their oral proficiency and language use. Therefore; that current research is dealing to investigate students’ perceptions

about using listening activities in oral expression and its importance in the development of speaking skill.

## **2. Significance of the study**

The main significance of this study is to investigate the EFL students' perceptions towards the development of their spoken performance in the classroom through the listening activities. A special focus on the importance of the listening activities as an effective tool in developing the speaking skill. Moreover, this study provides the students' information to overcome the speaking difficulties through the listening sessions with different activities and materials, and to encourage them to maximize their efficiency by using listening. Furthermore, we try to attract the teacher's attention to the necessity of the use of different listening activities in the classroom in order to develop the students' spoken performance.

## **3. Objectives of the study**

The main objectives of this study are:

- ✓ Clarifying the students' perceptions towards the use of listening activities in oral expression courses in developing the spoken performance.
- ✓ Illustrating the important role of listening activities in developing EFL student's speaking skill.

## **4. Research questions**

The present study is based on the following main questions:

- ✓ What are the third year EFL student's perceptions towards the use of listening activities in oral expression module?
- ✓ To what extent may the listening activities develop EFL student's speaking skill?

## **5. Research hypotheses**

To answer our research questions we hypothesize that:

- ✓ Third year EFL students may have positive perceptions towards the use of listening activities in oral expression courses.
- ✓ The use of listening activities may develop EFL student's speaking skill.

## **6. Research methodology**

### **6.1 The choice of method**

In this research, we try to investigate the students' perceptions about the use of listening activities in the oral expression courses, and their development in spoken performance. So; we tend to use the descriptive method seems to be the most appropriate.

### **6.2 Population of the study**

This study deals with third year students of English and teachers of oral expression courses. They are selected from the Department of English at the University of Biskra during the academic year 2016/2017.

### **6.3 Sample of the study**

The sample of the study consists of 50 third year EFL students from the whole population (450) of students, and group of teachers consists 6 teachers of oral expression, they are chosen randomly at the Department of English at University of Biskra.

### **6.4 Data gathering tools**

This present research is based on one data collection tool, which is the questionnaire distributed to both teachers and students. This questionnaire is given to a sample of third year EFL students of Biskra University in order to obtain their perceptions and opinions about the use of listening activities in oral expression, and its effect on their spoken performance. Also, we submitted a questionnaire for teachers of oral expression module for given their perceptions

towards using a listening in oral expression lessons. This questionnaire aims to investigate the issue of using listening activities in teaching speaking inside the classroom.

## **7. Structure of the study**

Our research is divided into two main parts: theoretical part, which includes two main chapters, and the practical part which includes one chapter. In the first chapter, it includes to the listening skill, its definition, importance, processes, stages, types, and we will demonstrate the different classroom listening activities that help students to develop their speaking skill, general principles of teaching listening skill, and different sources of listening. Whereas; the second chapter emphasizes on the speaking skill, its definition, importance, characteristics, functions, and its main activities and we will talk about speaking difficulties that face students in oral sessions. We spot the light on the relationship between listening and speaking. Finally, the third chapter is purely concerned an analyzing and interpreting data gathered from both student's and teacher's questionnaires. Moreover, this chapter includes the results obtained in this study.

## **8. Limitations of the study**

In this research study some limitations are encountered. The first one is the instruments used, we choose the questionnaire because it can provide a great amount of information in a short period of time. We wanted to add the classroom observation in order to observe how classroom listening activities develop EFL students speaking skill, but teachers of oral expression told us that they do not use listening sessions in the second semester; they rarely use it, for that we complete our research only with teacher's and student's questionnaires. Then, concerning the limited of time, the sample size is dealt only with 50 students and 6 teachers of English at University of Biskra. The time is main obstacle in the research study because of the allocated time is not enough to cover all the elements.

# **Chapter one**

## **Listening Skill in EFL Classes**

### **Introduction**

Listening is one of the most frequent activities used among human being; it is a tool for communication. Listening is a basic skill in foreign language learning and teaching, which helps the students to develop the other skills as speaking, writing and reading. The students listen to the spoken text in order to acquire and learn good pronunciation, vocabulary, grammar, and other aspects of the language. Thus, this chapter will deal with general issues about listening skill: its definition, importance, and its types. It clarifies the processes of listening, and its three stages with the various classroom listening activities that performed by the students. Then, it will discuss general principles of teaching listening skill that consist of principles of choosing appropriate material, principles of designing listening activities. In the final, it identifies the different sources of listening in EFL classes.

### **1.1 Definitions of listening**

The term of listening has different definitions by many researchers. Many people when talk about listening they assume it as hearing. However, the way of hearing and listening are distinctive. According to Goddu (2015: 2.) “Hearing is unintentional, whereas listening requires you to pay conscious attention, our bodies hear, but we need to employ intentional effort to actually listen.” Listening is what we hear with conscious effort to understand, analyze, and interpret the message. However; hearing is just receiving sound by ear.

Listening is regarded as passive skill, but in fact, it is an active process. Listening such all acts of perception is dynamic, an active process involving the communicator and

recipient according to Steinberg (2007; 75) defines “listening skill is active which has been required concentration to understand the message with various situations.” In addition to that, Vandergrift (2002) defines listening skill as a process of receiving what the speaker actually says, constructing, and representing meaning. Therefore, listening is taken as a technique, and used for understanding and intending the meaning behind of what people are saying from speaking messages.

Listening is a receptive skill considered as a complex process, because it is an unobservable mental process not easy to describe. As defined by the Oxford (1990; 206) “listening is a complex problem-solving skill” and it is “more than just the perception of sounds. Listening includes comprehension of meaning, bearing words, phrases, clauses, sentences, and connected discourse.” Thus, the listeners employ a variety of mental processes to comprehend the received input, and to retain new information which may help them to develop the language production.

In other disciplines, the listening skill is often called listening comprehension, which is the combination of processes that transform an auditory stimulus to a mental interpretation on the part of the listener of the speaker’s purpose Poelmans (2003). Listening serves many goals in daily life and make it more important and more reliable. Besides, the listening skill allows the students to produce the knowledge that obtained from what they hear; this means that it plays a significant role in developing the process of learning a foreign language.

## **1.2 The importance of listening in teaching and learning foreign languages**

Listening is considered a necessary process of teaching and learning foreign languages. Students spent most of time of each lesson in learning FL in listening and much of what students know is acquired through listening according to Nunan (as cited in Nation



& Newton 2009: 37) state that “it has been claimed that over 50 percent of a time that students spent functioning in FL devoted to listening.” Recently, the value of listening skill, especially in the language learning more and more assumed over the years.

Listening skill plays an important role in communication, and it is considered as a tool for helping to identify and understand a speaker’s accent, pronunciation, grammar, vocabulary, and grasping the meaning. According to Wallace, Starilla, and Welberg (2004; 13) “listening skill is essential for learning since they enable students to acquire information and insights to achieve success in communicating with others.” For that; the students are offered and acquired new knowledge and used it to the benefit communication.

A good listening comprehension contributes to the success to learn elements of a foreign language. According to Rost (as cited in Chueng, 2010: 8) states that “ listening exercises provide teacher with a means for drawing learners’ attention to new forms ( vocabulary, grammar, new interaction patterns) in the language.” Therefore, through listening students learn grammar patterns, word order, rhythm, and intonation as well as listening can help them to build up a model of sounds, words, and grammar of English through what they hear, this one reason why listening is so important in teaching listening in EFL classroom.

Another reason for being listening is an essential skill in the process of learning FL, that it allows the students to learn and acquire another skill through it; Harmer (2007) points out that listening is good pronunciation models. In other words; the more students listen, the better they get, not only in understanding speech, but also at speaking themselves. Therefore; listening skill help student to develop their speaking skill; according to Cheung (2010) asserts that “listening is essential not only as a receptive skill but also is pivotal in the development of spoken language proficiency.”

In addition, teaching listening in EFL classroom can deal with other language skills. When developing listening skill at the same as reading and writing. According to Vandergrift, Chuen, and Goh (2012; 4) claim “listening is an important skill: it enables language learners to receive and interact with language input and facilitates the emergence of other language skills.” For that, the main purpose of teaching listening and learning skill is to improve this skill to help students being skillful and proficient in FL.

### **1.3 Classroom listening activities**

Listening activities are one of the major elements of teaching listening skill in EFL classes; Millrood (as cited in Abo skhela, 2010) defined the activities for teaching to listen as the acts of communicative language learning that are performed by the students. These activities are implemented by the teacher and performing by the students in the classroom. The listening activities provide the students’ ability to grasp the ideas of the spoken text.

According to Underwood (as cited in UKessays 2015) argues that the students use different processes in order to understand the listening passage; for that the teacher practice different activities for improving the students’ comprehension. Also, there are many of researchers as (Littlewood, 1981; Lingzhu, 2003; Flowerdew and Miller, 2005; Field, 2008; Richards, 2008; Hdustdn, 2016) demonstrate that the teaching of listening skill should be divided into the main stages, which these stages help the students to practice the listening activities in an effective way and to develop the spoken performance.

#### **1.3.1 Listening processes**

In the listening comprehension, the students use different processes in order to understand the content of the message. This process of listening comprehension is distinguishing three main parts of listening processes which are: bottom-up, top-down process, and combining between them Richards (2008).

### **1.3.1.1 Bottom-up process**

Bottom-up is a process that works in a more analytical way, the students focus on the specific details sounds, phrases, words, and clauses in order to understand the whole meaning of spoken text. Bottom-up deals with comprehension which begins with the received data that is analyzed as successive level of organization-sounds, words, clauses, sentences, texts until meaning derived Richards (2008).

Bottom-up is known as a process of decoding the message for generating the understanding of what is heard. Flowerdew and Miller (2005) suggest that learners who are beginners need to work on their bottom-up basics and develop their skills of decoding the language units. According to Richards (2008) classify bottom-up process into three main branches; listening for specific details, recognizing cognates, and recognizing word-order patterns. There are a numbers of activities that used in bottom-up process in order to help the students to understand enough linguistic elements of what they listen.

#### **1.3.1.1.1 Completion task**

Completion task called also “filling the gap” is common activity used to bottom up listening which is formed of uncompleted sentences or text by missing words, this activity, the students listen to the recorded text and They should concern the words. For that, the students should listen carefully in order to expect what the missing words from the activity are: verbs, adjectives, or adverbs. This task assesses a part of the speech of the words often listens the passage. Fehérváryné Horváth and Pijorn (n.d)

#### **1.3.1.1.2 True or false tasks**

Fehérváryné Horváth and Pijorn (n.d) suggests that “true or false tasks” or “yes/ no tasks” can be used in a bottom up process. In this activity, the students need to listen to the spoken text for more details in order to answer which sentence is true or false, right or

wrong. In the same idea, Ur (1996) suggests that the true or false task the spoken message includes different sentences, some of them are right and others are wrong.

### **1.3.1.1.3 Short answer question**

The short answer question is one of the common tasks in EFL classes; in this activity, the students listen to the spoken message in details in order to answer the question correctly. That is to say the student answer these questions by giving their opinions briefly with a short sentences, and consider the word numbers in which that has meaning. Therefore; the teacher should ask students to listen carefully, concentrate on the key words that help them to listen what they need. Fehérváryné Horváth and Pijorn (n.d)

### **1.3.1.2 Top-down process**

Top-down process consists of understanding the general meaning of listening selection without paying attention to specific structures. Also, in this process the learners use their previous knowledge or past experience in order to understand the content of the message and makes them to predict what the passage talk about; Richards (2008) clarify that the top-down refers to the use of background knowledge in understanding the meaning of a message. Thus, top-down provides the students opportunities to use their possessing knowledge in order to build meaning from what they listen.

Top-down process is known as a process of predicting, summarizing, generalizing the main idea which deals with the advanced level of the learner; according to Flowerdew and Miller (2005) suggest that the learners who have more advanced level and good in phonology and syntax, it is better for them to develop their top down skills. Therefore, there are some researchers provide many of top down activities in order to guess the general idea of listening task:

### **1.3.1.2.1 Ordering pictures**

It is one of the activities used in a top down process, which the teacher presents a number of pictures to the students, the aim is to arrange the pictures in the correct order according to the listening text, generally the ordering can only be done by numbering each picture according what the students listen. It is important to have many pictures or series of pictures which cannot put it easily without listening at all. Underwood (as cited in UKessays 2015)

### **1.3.1.2.2 Matching the task**

Another activity used in the top down listening process is matching the task; the teacher asks the students join two statements or items from the listening text as what the speaker says with different statements. As an example the teacher provides to the students the listening passage, and gives them to match the picture with appropriate statements according to what they listen to. Thus, this activity assesses the ability of comprehension the whole text spoken through listening on the main idea Fehérváryné Horváth and Pijorn, (n.d)

### **1.3.1.2.3 The main idea**

The main idea is considered common task that uses in EFL classes to improve the top down listening. Underwood (as cited in UK essays 2015) suggests that the teacher provides the students to listen to the passage, then they try just given only the main idea that they should know from the question they have given. As an example, the teacher use audio broadcast news in the class, and let the students listen to this report for the first time and then concentrate on the second time and asking for the main idea of this report.

### **1.3.1.3 Combining bottom-up and top-down listening processes**

The integration of both bottom-up and top-down realize successful listening comprehension process, and make good listener. It is better to suggest a combination between the two processes bottom-up and top-down according to Richards (2008). This means that although their terms of function, they are both necessary for the students in their process of developing their listening.

Both bottom-up and top-down have function simultaneously and are mutually dependent Hedge (2000). The teacher often thinks that the students hear every sound, words, or sentences before they understand the general meaning of the content of the message. However, in listening comprehension task they often adopt a top-down approach to predict the probable theme and then move to bottom-up approach to check their understanding Lingzhu (2003).

### **1.3.2 Stages of listening**

Planning listening lesson is usually categorized in three stages as pre listening, while listening, and post listening Field (2008). When students are made aware of the component of the listening process, they will be more likely to recognize their own listening abilities and engage in activities that prepare them to be effective listeners.

#### **1.3.2.1 Pre-listening stage**

It is the first stage of the listening process that the teacher prepares the students to listen. According to Rixon (1991:63) described “the pre listening stage a set of activities which are done before the listening activity itself.” So the pre listening is an overview about what the students are going to do before starting listening. At this stage the teacher asks the student to predict the content of listening passage with some activities.

Pre listening stage has main goals which are helping students to activate or to refresh student’s prior knowledge, making their expectations for coming information; and

providing the necessary context for the specific listening task. According to Field (2008) states that in pre listening lesson can the teacher use establish context of listening and create motivation for listening. These activities facilitate for the students to understand what they will hear.

During this stage the teacher can provide a number of activities in order to make their students to be aware about the purpose of the listening and what they listen. According to Underwood (1990; 35-43) suggest some activities of pre listening stage as “looking at the pictures before listening, list of items, making lists of possibilities, ideas, and reading at text before listening, prediction or speculating.” Also there are a number of activities suggested by Lingzhu (2003) that may activate student’s prior knowledge and schemata as follow:

#### **1.3.2.1.1 Semantic webbing activity**

In this activity the teacher graphically connects the various concepts and key words surrounding a particular topic on the board, helping students to see the possible relationship between ideas discussed; this process will enable them to connect what they are going to learn from what they have already known. Also, this task can be done as group work, students can be divided into several groups to discuss the topic, and usually each group will come up with different ideas. After a few minutes, the teacher can be asked the group leader to report this discussion results before listening. The students are encouraged to refer a dictionary as they generate their ideas. Lingzhu (2003)

#### **1.3.2.1.2 Questioning**

In this activity the teacher is given to the students some questions before they listen to the passage. Here the teacher may ask them to read the questions first. By reading the questions carefully, students may build up their own expectations about the coming information. And they predict the main idea of the passage. The teacher can also use the

student generated questions by giving them a topic, letting them ask questions about what kind of information they would like to know, and then asking their classmates answers to the questions. Before they listen to the text they ask about what they may talk about. Lingzhu (2003)

### **1.3.2.1.3 Looking and talking about**

Another activity, the teacher shows a picture or some pictures and tells the students “looking and talking about” or guessing the theme of the listening text. The student can write pre listening comprehension, then to see if their questions are answered, this is a good for narrative or descriptive passage Lingzhu (2003). This activity make students to be aware of the purpose of listening. As Vandergrift (1999) added some activities as playing a video or song silently and asking students to make predictions about the theme of it.

### **1.3.2.1.4 Mind map**

The mind map is one of the pre listening activities that help students to predict what they will listen. The teacher writes one word relates to the topic in the middle of the board, in big letters, draw a circle around it, and ask the students to think of terms that relates to this key word and write it on the board, Complete with this step until make different words on the board. Hdustdn (2016).

### **1.3.2.2 While-listening stage**

It is the second stage, where student at a time to practice listening through a set of activities provide by the teacher. This stage involves the activities or tasks which the students are asked to work during the time of listening itself. Therefore, while listening stage usually have some purposes, to focus student’s comprehension of the speaker’s language and ideas; to focus student’s attention on such things as the speaker’s organizational patterns; to encourage student’s critical reactions. An open ended activity



could follow to have the freedom to practice listening comprehension in the class about their daily life and speaking for further information Rost (2002).

While listening stage is considered as the important step in listening because the listening is exposed to the material and at the same time is trying to connect the new material with background in order to help to understand the task. Field (2008) suggests that while listening activities can be some questions asked before the second play of the recording the passage. At this stage the teacher can implement a set of activities for the students in order to enhance the listening level. According to Littelwood (1981) suggested some of them that the teacher can practice it while listening:

#### **1.3.2.2.1 Identification and selection**

In this activity the teacher provided of pictures which the students listen to the recorded text or conversation, and then they select the picture which is appropriate to what they hear in spoken passage, but they listen two or three different conversations or texts, they should choose which text or conversation refers to the picture Littlewood (1981).

#### **1.3.2.2.2 Sequencing**

According to Littelwood (1981) this kind of activity requires to put the pictures in the correct order as they listen. As an example, the students identify the pictures according to events of story, and ask the students to order the pictures as a form of narration; or it may concern on parts of conversation between two peoples visit the different areas.

#### **1.3.2.2.3 What's next**

This activity that is used while students are listening to a text; the teacher plays the listening passage for students, and stop the recording in the middle of a sentence, ask students to predict what happen next or which words comes next. Then continue, allowing students a few minutes to respond. Another example, the teacher can also stop the

recording and ask students to repeat the last two or three words they listened to. Hdustdn (2016).

#### **1.3.2.2.4 Correct the errors**

It is considered one of the common activities that can be used in listening stage; here the teacher gives the students a written transcript, and let them listen to spoken text or conversation, and give them instruction to find the five errors, and ask them to correct them as they listen. This activity, the students should listen carefully to find the errors and correct it Hdustdn (2016).

#### **1.3.2.2.5 Multiple choice tasks**

The teacher provides to the students to listen to the passage in order to know what the text talk about; then give them instruction to choose one correct answer from several responses according to what they listened to. The form of responses may consist of letters or numbers, but they only one is right answer. This activity is considered an easy and helpful task the students to answer because they listen to the main idea. (Fehérváryné Horváth and Piμorn, n.d).

#### **1.3.2.3 Post-listening stage**

It is the third stage of listening; it comes after the listening itself. According to Davis and Pearse (2000) point out the post listening is the stage that helps students to relate what they heard with own ideas and experiences. So; post listening activities are important because they extend students' listening skill. In other words; after listening activities the teacher reinforce students' understanding or answers some remaining question marks.

Post listening activities are most effective stage which some of these activities are extensions of the work done at the pre listening and while listening stages. As well as; it provides opportunities for the teacher to assess and check students' comprehension, and clarify their understanding; to extend comprehension beyond the literal level to the

interpretive and critical levels Rost (2002). There are some researchers provide post listening activities to check the students' understanding. According to Underwood (1997) suggested some activities may use to post listening as to complete the story, to supply the missing word or words, or summarizing the events.

### **1.3.2.3.1 Summarizing activities**

It is one of the common activities used in post listening stage in this activity, when the students are listened and understood the message. Here the teacher tells the student to giving an oral summary about what they have heard; and think aloud about what they understand for this message Underwood (1997.)

### **1.3.2.3.2 Discussion activities**

In this activity, the teacher checks the students' comprehension about what they listened to. The use of the discussion is an activity in post listening stage. As an example the teacher asks each student to compose 3 discussion questions based on the topic that come up during in the listening, and then choose some of the students to write their best questions on the board, once there are a number of questions; and put students into groups to discuss these questions Hdustdn (2016)

### **1.3.2.3.3 Dictogloss**

In dictogloss activity, The teacher tells students that you are going to read a short section of the dialogue, they should listen without writing anything; it should read it two or three times. Then say the students to write down just the key words. Here the teacher divides the students into groups and ask them to write what they listen, as close as possible to the original. When they are finished, tell them to tape their paragraph up on the board, and ask them to compare the different version Hdustdn (2016)

#### **1.3.2.3.4 Reviewing the transcript**

According to Hdustdn (2016) suggests the activity of reviewing the transcript, which the teacher provide each student with a copy of the transcript, and tell the students to underline any sections of the transcript that they think they understand; also ask them to circle any sections which they don't understand at all. Then put the students in pairs or groups to discuss the parts they underlined or circled. Finally, as students to write on the board any phrases or sentences they still cannot understand.

#### **1.3.3 Types of listening**

There are two types of listening which are extensive listening and intensive listening Harmer (2001).

##### **1.3.3.1 Extensive listening**

Extensive listening refers to listening which the student usually to outside the classroom, it uses to get further understanding and it helps students to acquire vocabulary and grammar, and develop their listening fluency. According to Harmer (2001:228) “extensive listening where a teacher encourages students to choose for themselves what they listen to and to do; so for pleasure and general language improvement can also have a dramatic effect on a student's language learning.”

Students can get materials for extensive listening from many sources, according to Harmer (2001) supposed to use audio materials like songs, movies, and videos also they can use tapes or CDs about their course book dialogues to listen them again after they have studied in the class. Also the students can involve English listening by watching an English language film; they hear English dialogue Harmer (2007). Extensive listening gives the students an opportunity to hear many different voices and styles.

### **1.3.3.1.1 Dictation**

It is important task used of assessing listening comprehension as extensive listening tasks is dictation, which the teacher reads or gives the passage to listen, and provide opportunity to listen that text for three times: first, at normal speed; then, with long pauses between phrases, or natural word groups, during which time the students write down what they have just heard, and the third time, at normal speed once more. They can check their work, and the dictation task was taught to be not much more that glorified spelling texts. Therefore, this task of dictation requires integration of listening and writing skill Brown (2004).

### **1.3.3.1.2 Communicative stimulus response tasks**

Another and most authentic example of extensive listening is communication stimulus responses task of which the teacher present with stimulus dialogue or conversation and they are asked to a set of comprehension questions. These activity used in such tasks as certainly the subsequent multiple choice questions or multiple choice comprehension items Brown (2004).

### **1.3.3.2 Intensive listening**

Intensive listening is different from extensive listening, that is usually takes place in the classroom or language laboratories; it is often occurring on the teacher that are present and guide student through listening. Intensive listening consists about study small details and trying to focus on every piece of information of a text. The student listens specifically in order to study the way of spoken and practice English listening skill Harmer (2007).

The teacher plays an important role in intensive listening because is offered the students an opportunity to interrupt and ask the teacher for more explaining. Therefore; “the teacher can read/ act out dialogues either by playing two parts or by inviting colleagues into the classroom” Harmer (2001: 231). So, Intensive listening can appear with

different forms of activities as reading aloud, storytelling, interviews, conversation, and audio materials on general.

### **1.3.3.2.1 Paraphrase recognition**

It is one of intensive listening tasks can be used on the scale of listening comprehension micro skill. As an example, the teachers are frequently assessed by providing a listening some sentences and conversation and asking their students to choose the correct paraphrase from a number of choices as they hear. The criterion of this task can be recognized by an adjective, adverb, and idiomatic Brown (2004).

### **1.3.3.2.2 Recognition phonological and morphological**

This task of intensive listening is the assessment of recognition of phonological and morphological elements of language. In this classical task which the teacher gives listening text as a statement or conversation and ask their students to identify the minimal phonemic distinctions from two or more choices as well as testing recognition of morphology. Another example the teacher provides to listen some sentences or words and ask them to identify from the choices is provided which of them are stressed or unstressed words Brown (2004).

## **1.4 General principles of teaching English listening skill**

To make successful listening process and good listening comprehension, there are some principles should be found it when teaching the listening skill that make the listening effective; the following principles have been adopted from a different researcher that (Hedge, 2000; Rost, 2002; Harmer, 2001; and Field, 2008).

### **1.4.1 Principles of choosing appropriate materials**

The use of authentic material in the classroom is considered as the main part in teaching listening skill, according to Field (2008) the purpose of selecting authentic listening materials is to ensure that the student is exposed to real speech and to give a sense

of input that is only understood in real life situations. The use of authentic material in the classroom should be chosen based on some principles for making a good listener, as a Field (2008) lists these guiding principles for choosing authentic materials.

**1.4.1.1 Relevance to the syllabus, and to learners' need:** the materials of listening should be relevant to the syllabus is important to help students to deal with certain subjects and to consider the level and the ability of the students' .

**1.4.1.2 Intrinsic interest of the topic:** Field (2008) states that the listening material should be suitably of context which the context should interest and motivate the student and make the objectives attainable.

**1.4.1.3 Variety:** When choosing listening material, the genres of material should be fully of variety and diversity. This means which can be presented text from different sources; it will attract the students and motivate them.

**1.4.1.4 Quality:** The listening material should be used clearly the speaker articulated. So the teacher should take care of the quality of the tape recorder .

**1.4.1.5 Exploitability:** It refers to how the text can be used to develop the students' competence.

**1.4.1.6 Logistical consideration:** according to Field (2008) states that when using listening material, should consider the length of the material and that may enable the students to pick up the information they missed in the first time.

## **1.4.2 Principles of design listening activities**

Listening activities in EFL classroom are essential element for developing and learning listening in FL. Hedge (2000) suggested a set of factors and principles should the teacher provide it, because it serves as useful guides for successful listening activities.

**1.4.2.1 Difficulty:** Listening activities should be planned carefully and gradually, which the teacher should take the listening activities from simple to complex while the students get more concentration on listening and language proficiency Rost (2002).

**1.4.2.2 Variety of activities:** The teachers should make different activities which can motivate the students to listening text; according to Hedge (2000; 247) state that “various activities are used to help students to become familiar with topic.”

**1.4.2.3 Activities should be taught not test:** Teaching listening activities is not to test or to prove existing knowledge. The aim of checking students’ responses has been just feedback that is a way of helping students to know how they did and how they are advancing in their target language.

**1.4.2.3 Selecting practice according to student’s need:** When practicing listening activities, the teacher should be taken into account the student’s level as beginner, immediate and upper immediate; and how these activities can be motivated the students to work on improving their listening skill Hedge (2000).

### **1.4.3 Principles of teaching listening in the classroom**

Teaching listening skill in EFL classroom should be providing a set of principles for succeeding in the process of teaching listening. Harmer (2000), Hedge (2000), Rost (2002) defines these principles both teacher and students should be clearly aware of what they dealing with.

**1.4.3.1 Top down and bottom up processing skills should be offered:** top down oriented activities encourage the students to discuss what they already know about the topic. And bottom up gives confidence in accurate hearing and comprehension of the components of the language Rost (2002).



**1.4.3.2 Teach listening strategies:** the development of listening should be encouraged when the teacher train the listening skill in the classroom, also should be teach follow the strategies of listening for make successful and listener according to Rost (2002).

**1.4.3.3 Preparation:** is vital either the teacher or the students should prepare to the listening task; it should prepare the students to made ready to listen and to be in a position to predict what is coming in listening and how deal with it Harmer (2000).

**1.4.3.4 Expose collaborative learning:** it is considered as major factors of successful listening and creates more chances for students to interact with their peers. According to Hedge (2000: 247) point out that “although the listening itself is done individually, students can be encouraged to check responses in pairs and groups.”

## **1.5 Different sources of listening in EFL classroom**

Listening is one process practiced by different people and presented by different sources, EFL classroom listening use a lot of sources according to Wilson (2008)

### **1.5.1 Videos**

It is an important tool in educational applications, it is one of the best activities which provide students an opportunity to listen, view and learn the language in interesting, attracting, and motivating way. According Wilson (2008) says that video is dynamic in that it presents moving images with ready-made context.

The using a video in EFL classroom is an effective way to improve students' language skills because they will be exposed to more naturalistic use of English. As Flowerdew and Miller (2005) indicate that the use of videos in helping students to develop listening skills has received much attention.

## **1.5.2 Songs**

Another essential source can be used in the EFL classroom is to practice listening songs in learning English. Listening to songs raises students' attention to focus on rhythm, stress, intonation, and pronunciation patterns of the English language. Lynch (2008) states that factor contribute the listening when the students listen to songs in the class; they can learn a basic patterns of language.

Songs are enjoyable, memorable and stimulating for the students because they may contain stories, which can be motivated the students. According to Wilson (2008) states that the using of songs in listening classes provides students with a number of benefits in terms of language and skills.

## **1.5.3 Audio tape**

It is one of significant tool in teaching and learning languages and it is a successful source of authentic language according to Flowerdew and miller (2005; 167) claim that "audio cassette players are the simplest and cheapest way to provide listening practice opportunities for students in classroom." So, it is considered as an effective tool to teach listening.

The use audio tape as a teaching tool will help student's to train to listen native speakers with different accent and dialects; as Hedge (2000) suggested that audio expose student's to a wide range if listening situations, speakers, voices, and speaking speeds. That is, the students will be able to understand foreign language and to develop listening skills.

## **1.5.4 Live listening: Teachers' talk**

When there is no material to use for practicing listening. The teacher's talk is considered the only source of teaching listening. According to Wilson (2008) teacher talk is an important and interactive source of input for the students because the teacher guides

and reacts to the students' needs and question, and it is presented with different forms. The teacher plans and provides pedagogical activities that used in the class for the students to listen.

### **1.5.5 Live listening: Students' talk**

It is live listening deals with pairs and groups work of students in classroom listening activities; it helps them to develop their listening skill. In this case, the teacher organizes some activities to the students talking in many topics, and it is working with the students are listening to each other and where all the students have opportunity to speak and listen Wilson (2008).

### **1.5.6 Live listening: Guest speaker**

Guest speaker is another way of live listening. It gives students authentic and real time to invite proficient or native speaker of English in the class. According to Wilson (2008) states that guest speaker is a useful source for listening, because it makes students the chances to listen directly to the language and to give them the opportunity to listen to the FL culture

## **Chapter summary**

This chapter has discussed listening skill and its importance in learning and teaching foreign languages, the aim behind tackling listening skill is to raise attention about its value in EFL classes and to provide the importance of that neglected skill. Besides this, some listening activities have been discussed in teaching listening which including listening process, stages of listening, and types of listening in order to make effective listening. In addition to that, to provide the general principles that help the teacher for teaching listening skill in EFL classroom that has a noticeable effect on successful listening activities; then to go to the sources that can be used in teaching listening.

## **Chapter two**

### **Speaking Skill in EFL Learning**

#### **Introduction**

Speaking is a basic skill which plays a significant role in foreign language learning; as it is a part of communicative language because it helps the students to interact with others, to express their ideas, to know other's ideas as well. Hence, the main purpose of EFL students is to be able to use the language and develop their spoken performance. Thus, this chapter highlights the definition of speaking skill moving to its importance, characteristics, and functions. Then, discuss some difficulties that may face the students inside the classroom, and provide some classroom activities that may help students to develop their speaking skill. Finally, identify the relationship between listening and speaking skills.

#### **2.1 Definition of speaking skill**

Speaking skill is one of the four language skills; it is considered typically productive skill which concern about the use oral language. Speaking has been defined by many researchers and scholars with different point of view. For that, this skill is regarded as a core to start communication and learning a foreign language. So, the speaking skill according to Luoma (2004) defined as an interactive process of sending and receiving messages by using verbal expression and non verbal symbols such as gestures and facial expression. Also Cora and Knight (2006) describe speaking as a process of producing the oral language to convey message in different situation and appropriate context. Hence, speaking is a productive skill for putting all elements of the language together to perform or construct the intended message.

In addition, the speaking skill is one of the most essential skills in learning foreign language. Therefore, the students need to master it to achieve language proficiency;

according to Hedge (2000: 162) claims that “learning to speak competently in English is a priority.” That is to say, the main objective of learning is to be able to use the language. Also UR (2000:120) states that

All the four skills (listening, speaking, reading and writing) speaking seems intuitively the most important: people who are know a language referred to as ‘speaker’ of the language, as if speaking included all the other kinds of knowing and many if not most foreign language learners are primarily interested to speak.

Therefore, speaking is the most important skill than the other skills in EFL classes, which concern the ability to use the language to transmit the knowledge in a different setting.

Speaking is necessary for making effective communication in FL that emphasizes how the students use their oral language to interact and communicate with others in EFL classes; as Renandya and Richard (2002: 210) defined speaking as “ one of the central elements of communication.” Hence, communication is based on the speaker’s ability to convey messages and transfer information. Then the Oxford (2009) pocket dictionary said, speaking is the action of conveying information or express one thought and feeling in spoken language. Therefore, this basic skill provides the students with opportunities to achieve their desires and wants.

## **2.2 The importance of speaking skill**

The major reason of learning English language is to be able to speak it; because the ability to speak is the most significant skill since it is the basis for communication, which means that the speaking skill has acquired a very important place in communication skills. In that way, Thornbury (2005: 1) claims that “speaking as a part of daily life that we take it for granted.” That is mean; it is an important skill that uses in everyday life. Therefore, speaking is one of the main aspects of communication.

Speaking skill is the most important skill in EFL classes than the other skills. According to Richards (2008) states that many EFL students consider the mastery of the speaking skill a priority. Besides, they evaluate their success according to their spoken language proficiency. Thus; the students in EFL classes expect to do the speaking skill more than to do the other skills, because speaking is language in use.

Speaking skill is considered the key element in language learning, as Renandy and Richards (2002: 201) clarifies that “a large percentage of the world’s language learners studies English in order develop proficiency in speaking.” So it is considered a helpful skill to build up other language skills. According to Hedge (2000: 261) declares that “ for many students, learning to speak competently in English is a priority, they may need this skill for a variety of reasons, for example to keep up a report in relationships, influence people, and win or lose negotiations.” So speaking is a fundamental medium used to convey messages, knowledge, emotions, feelings, ideas directly in an interaction with the other.

That fact led many researchers to consider the importance of speaking while teaching and learning the foreign language Nunan (1991: 39) writes “the most people, mastering the art of speaking is single most important factors of learning a second or FL and success is a major item of the ability to carry out a conversation in the language.”Therefore, it is the vehicle and medium through which successful learning languages. In addition to that, Baker and Westrup (2003: 5) said “as student who are speaking English well may greater chance for further education of finding employment and gaining promotion.” As a result, speaking plays a significant role inside and outside the classroom.

### **2.3 Characteristics of speaking**

In EFL classes, the teacher should concern several aspects of effective spoken performance, and the students must be able to speak the language fluently and to use

correct grammar, vocabulary and pronunciation (accuracy) which are considered as the main characteristics of speaking skill. According to (Backer and Westrup, 2003; Nation and Newton, 2009) declare the distinction between fluency and accuracy as major features of speaking skill.

### **2.3.1 Fluency**

The fluency is considered as very important characteristics of speakers' performance; and the speaking is a skill through which students are evaluated and assessed in terms of their performance. Luoma (2004: 89) states that “ one central part of fluency is related to the temporal aspects of speech, such as speaking rate, speech-pause relationships, and frequency of disfluency makers such as hesitation, repetition and self-corrections.” fluency is the speaker's ability to speak naturally, smoothly, rapidly, and easily without too much hesitation and pauses. Thus, the teacher should provide their students opportunities to practice the language in different situations in order to become fluent speaker without making many stops.

Fluency is the ability to speak speed with pausing; Thornbury (2005: 120) in the same context argues that speed is an important factor in fluency and pausing too, because the speaker needs to take breath and even native speakers need to pause from time to time in order to let the listener understand what they say. Also Hedge (2000: 54) adds that” the term fluency relates to the production and it is normally reserved for speech. It is the ability to link units of speech together with the facility and without strain or inappropriate slowness, or undue hesitation.” Therefore, the fluency as the ability to link words to form sentences with the use of stress and intonation and with the right pronunciation.

That fact led many language students, considers fluency as a way of speaking rapidly and proficiently; according to Nanun (2003: 55) supports that “fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or

unnatural, false start word searches.” obviously, that is considered fluency is the major characteristics of the speaker’s performance. Thus, most of the teachers interest their attention to achieve oral fluency in teaching the speaking skill.

### **2.3.2 Accuracy**

Speaking accurately is crucial in language learning since it helps the students to speak precisely through sending and receiving messages. According to Baker and Westrup (2003: 7) “accurate speakers do not make mistakes in grammar, vocabulary, or pronunciation.” So, a correct use of grammar, proper articulation, and appropriate use of words is important in developing proficiency in speaking.

#### **2.3.2.1 Grammar**

The grammatical structure is one of the components of accuracy which means the ability of the students to use it in an appropriate manner. According to IELTS (cited in Hedges 2002) the grammatical accuracy refers to the range and the appropriate use of the learner’s grammatical structure that involves length and the complexity of the utterances in addition to the ability to use the subordinating classes. Hence, it is considered a basic aspect that helps the speaker to produce a correct conversation.

#### **2.3.2.2 Vocabulary**

Speaking accurately in terms of vocabulary refers to the appropriate selection of word during speaking, it is very important for students to process a rich vocabulary in order to be able to participate successfully in different contexts and avoid problems such as lack of appropriate words and incorrect use of synonyms classes. According to Harmer (2001) the knowledge of the word classes also allows speakers to perform well formed utterances. Thus, the students should use the correct words in order to speak accurately without making mistakes.



### **2.3.2.3 Pronunciation.**

It is one of the main components of speaking skill that is pronouncing the words accurately according to Harmer (2004) argues that foreign language students should concern all aspects related to sound, intonations, where words should be stressed and the way they are produced in the speaker's sounds. That is mean, all these aspects make the students speak English effectively, and help them to achieve a better understanding of spoken English. In the same context, Hewings (2004: 11) states that "pronunciation is something that students often feel is important to them in their language learning."

## **2.4 Functions of speaking**

The speaking skill has functions to interact the student according to some researchers' attempts to classify the functions of speaking, according to Brown & Yule (as cited by Richards, 2008) claimed a distinction between three functions the interactional function aims to establish and develop social relationships, whereas; the transactional functions focus on the exchange of information, and it can perform certain tasks. Those function classified into three main categories: talk as interaction, talk as a transaction, and talk as performance.

### **2.4.1 Talk as interaction**

The function of interaction refers to what is called conversation. This interaction serves a social function which the speaker's desire to build a friendly relationship and to establish good interaction with others. In this case, speaker pays attention more about engaging in small talk with people, they are exchanging greeting, recounting recent experience and so on. Moreover, this interaction may be used in casual or formal language (Brown & Yule as cited in Richards, 2008).

### **2.4.2 Talk as transaction**

Talk as transaction refers to what is said and done by the speaker; this kind focus to make the message clear and understand rather than the participants and how they interact. Besides for that; there are two types of talk as a transaction, the first is focused on sending and receiving information where the participants focus on they said or achieved. The second type is focused on obtaining goods or services. Therefore; that this kind of transaction, such as classroom group discussion, problem solving activities, and making telephone call to obtain information Richards (2008).

### **2.4.3 Talk as performance**

The talk as performance as the third type of talk, which refers to the normal speaking or public talk which means transmit information in front of the audience. This kind of talk is closer to written language than conversational language and it tends to be in the form of monologue rather than dialogue. For instance; classroom presentation like students role play, public announcements, and speeches Richards (2008).

## **2.5 Speaking difficulties in FL learning**

When learning foreign languages the student finds many obstacles which prevent them to improve their oral language. These factors that make the students face difficulties in practicing the speaking proficiency when they try to express themselves, and there is always hesitation, repetition and too much pause.. There are some researchers point out some difficulties that could be an obstacle for EFL students in speaking in the classroom; as UR (2000) mentioned four main problems which are: inhibition, nothing to say, low or uneven participation, poor listening practice.

### **2.5.1 Inhibition**

There are some EFL students attempting to participate in the classroom, but most of them face what is called inhibition, which it is one of the psychological factors that may

hinder students while speaking a foreign language in the classroom even if the students speak the language fluently. According to UR (1991: 121) states that “learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.” Inhibition makes the students shy when they try to speak in English especially front their colleagues inside the classroom.

In EFL classes, teachers should give the students a chance through implementing different activities in the classroom in order to encourage the students to express themselves, feelings and opinions without anxiety or stress for improving their oral language. So; the effective teachers never leave a room for inhibition in their classes. According Littelwood (1999: 93) stated that “it is too easy for a foreign language classroom to create inhibition and anxiety.” Therefore, the students should not fear of making mistakes, because it prevents them to practice the speaking skill in front of their classmates.

### **2.5.2 Nothing to say**

The second problem that faces EFL students in speaking is termed “nothing to say”; especially when the teacher asks them to participate. The student may have some ideas, but they do not know how to use vocabularies appropriately, or because they are not sure about the use the correct grammar. According to Baker and Westrup (2003) support that many students find it difficult to answer when teachers ask them to say anything in the target language. Learners may have only some ideas to talk about. Therefore; students employ the common expression as “I have nothing to say”, “I don’t know”, and “no comment”.

The problems of the students use these expressions of anything to say is the lack of motivation about the chosen of the topic that led them to keep silent. According to UR

(1991: 121) confirmed that “even if they are not inhibited, you often hear learners complain that they cannot think of anything to say.” Therefore; need to choose topics which are familiar to the learner to avoid having nothing to say expression.

### **2.5.3 Mother tongue use**

“Mother tongue use” is one of the aspects of the speaking difficulties which is related to the students who do not prefer to speak English; according to UR (1996) states that there are some students use their mother tongue in classes because they feel more comfortable when using it. The reason for that difficulty may be lack of vocabularies in the target language; according to Baker and Westrup (2003: 12) assert that “Barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language.” Hence; the students are considered mother tongue as easier and it feels them more natural to speak others and it helps them to solve problems.

### **2.5.4 Low or uneven participation**

Another aspect can affect the students in EFL classroom is low participation, which some students in EFL classes who tend to classmates the floor to speak. But; find the majority of the students keep silent, fear, anxiety, and shyness. A harmer (2001) claim that steaming weak participates in groups and letting them work together, in such case they will not hide behind the stronger participators, and the teacher can achieve a high level of participation.

The students who are not interesting and participating in the classroom, they will have not an opportunity to practice and develop their spoken performance. Therefore the teacher should help students to reduce their anxiety and increase their self confidence for more development in the language; according to Goh and Burns (2012: 234) states that “speaking lessons should not be limited to simply asking learners to complete a speaking tasks there is more teacher can do to help them gradually improve their speaking.” Teacher

should be careful by designing and selecting the appropriate classroom techniques, activities, and strategies through that the students will be motivated and reduced low participation.

### **2.5.5 Poor listening practices**

The poor listening practice is one of the factors that make the students facing difficulties, especially when they speak or interact with others. Therefore the importance of the relationship between the listening and speaking skill to complete good communication as a famous adverb said “the good listeners are good speakers.” So listen plays a basic skill in communicative competence in language learning; according to Redmond and Vrchata (2007: 120) asserts that “the speakers are at the mercy of listeners.”

The problem that faces many of students in classes is misunderstanding messages in the target language because they have weakness to build well structured sentences and deficient vocabularies; so the practice of listening is the major element techniques that help students to build their knowledge and developing the spoken performance. According Anderson and Lynch (1988: 15) state that “for the L<sub>2</sub> learners proficient partner in conversation, he need to be practice in both speaker and listener.” Hence, the teacher should be practice listening activities in their classes as an important role in the communication process.

### **2.6 Psychological factors affecting students’ speaking abilities**

There are some psychological factors that affect on the students learning a foreign language. These problems has great impact on students success or failure according to Harmer (2001) argue that psychological factors such as anxiety or shyness, lack of confidence, lack of motivation, are the factors that hinder students from speaking.

### **2.6.1 Lack of motivation**

The lack of motivation is one of the main factors that influence negatively on the students speaking proficiency; the motivation plays a great role in learning a FL which means through motivation students can achieve their target according Harmer (2001: 51) argues that “without motivation we will almost certainly fail to make the necessary effort.” For instance, demotivated students want to perform something in the classroom but they get angry, shy and fear of making mistakes that for the lack of trust in their abilities. Therefore, for developing the students English they should motivate in their classes.

### **2.6.2 Lack of confidence**

Lack of confidence is another essential factor that correlates with learning a FL especially with speaking. in EFL classes many of students lost their confidence when expressing themselves as Brown (2007: 154) states that “ no successful cognitive or effective activity can be carried out without some degree of self esteem, self confidence, knowledge of your self esteem [...] belief in your own capacities to successfully perform that activity.” Thus the low and high self confidence related to the degree of FL to students’ speaking performance. The teacher should create a relaxed atmosphere and use different activities to practice the language in order to improve their students self confidence as Hedge ( 2000: 255) “ confidence comes with practice.”

### **2.6.3 Shyness**

It is one of the psychological factor that affect on students’ learning FL. Many of students suffer from shyness when they are asked to speak English In the classroom in front of the teacher and their classmates according Littlewood (1999) claim that inhibition results in the students feeling of fear related to the lack of knowledge in front of the whole classroom from one side and it appears closely related with students’ shyness and fear of making mistakes from the other side. As Pesce (2001) states that the teacher creates a friendly and

open classroom environment to help shy students to feel fine of making mistakes in the learning.

## **2.7 Classroom speaking activities**

Teaching speaking inside the classroom that is oral expression courses, which provide the students with opportunities to develop their speaking skill, and to practice the language. Therefore; speaking should be taught in attractive and communicative activities in order to enhance the students' speaking proficiency, Hedge (2000) and Thornbury (2005) stated the main activities that are commonly used in classes which are: discussion, role play, presentations, and communication games.

### **2.7.1 Discussion**

The discussion is one of the activities that the teachers use it in oral expression courses, which helps students to practice their performance as expressing and sharing their knowledge, opinions, and experiences. In that same context Hedge (2000) confirms that free discussion is an important activity for developing students' fluency. It involves students in talking about different topics and encourages them to use language to express their ideas, thoughts, and opinions.

When the teachers open a discussion in the classroom, they give a student's a topic really interesting and attracting their attention. As well as, the teacher should inform their students about the topic that they will discuss and give them enough time to accumulate their information. As Thornbury (2005: 102) says "many teachers would agree that the best discussions in the class are those that arise spontaneously, either because of something personal that a learner reports or because a topic in the course book triggers some debate." So, discussion gives a student's the chance to interact and exchange information among each others.

### **2.7.2 Role play**

Role play is the major activity that assists students to practice their speaking. The role play makes the students imagine themselves in the real life situation, because they perform different acts in front of the whole class according to Harmer (2007: 92) indicates that “role play activities those where students are asked to imagine that they are different situation and act accordingly. Hence, role plays increases students desire to participate in the classroom with high self confidence and motivation.

### **2.7.3 Presentations**

It is another activity that had been used in oral expression courses, which the students choose a topic, prepare it, and then present it in front of the whole class. According to Thornbury (2005) claims that if learners experience standing up in front of their classmates and give presentations, they will prepare themselves perfectly for real life speaking. So presentations, ask students to talk on the subject of interest to them, and the other students can give their comments and ask questions. This activity is considered as beneficial tool in developing the students their spoken performance.

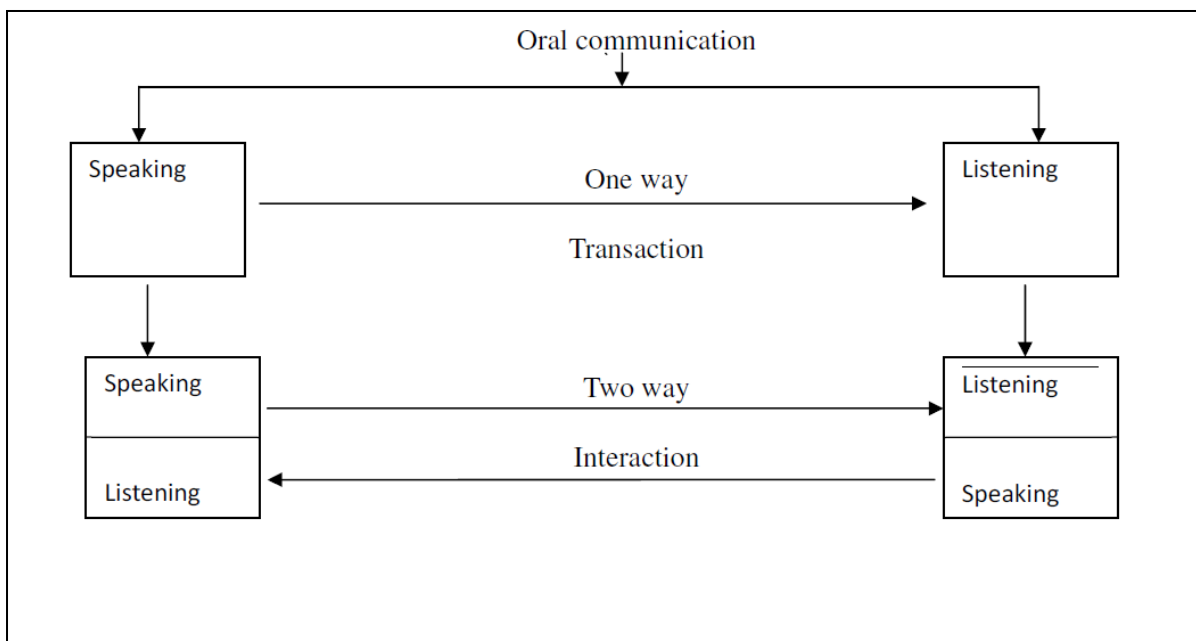
### **2.7.4 Communication games**

Communication games are seen as enjoyable and entertaining activities which the students require more interaction between classmates. Also is designed to provoke communication between students as Harmer (2001) claims that communication games are useful activity relied on an information gap, talking and discussing with other classmates in order to solve a puzzle (game), draw a picture, the correct order, or check the differences and similarities between the pictures. So; through these activities assist the student to practice the speaking skill, it comes to change classroom environment, and motivate them to participate in the classroom.



## 2.8 The relationship between speaking and listening skills

Listening and speaking skills are the two basic language skills, they are regarded the major skills for effective communication. According to Harmer (2007: 265) asserts that “when we are engaged in conversation, we are bound to listen as well as speak because otherwise we could not interact with the person we are speaking to.” So, the meaningful communication is based on mastering these two skills, which means being able to comprehend what is heard, as well as being able to convey meanings and process of information skillfully. As put by Rost (2011: 1) “listening means catching what the speaker says.” As the figure shows the integration:



**Figure 2.1:** Oral Communication ([www.languageinindia.com](http://www.languageinindia.com)).

So the relation is clear, the scope of listening should be treated as an integral part of speaking skill as Bueno, Madrid, and Melaren (2006: 334) adds “listening is important for speaking because it establishes the good basis for successful communicative exchanges.” Which is considered as complementary skills.

In addition, the listening and speaking have an essential and central importance of language learning and teaching. In teaching speaking, when the students use the language, they can sometimes be listener and sometimes be the speaker. Thus, the students who want to become good speakers they must be good listeners. According Saitakham (2012: 50) points out “listening helps students to acquire good speaking habits as a result of the spoken English they absorbed.” So listening is considered as the first necessary skill for ideal speaking according to Brown (2004: 119) demonstrates that “listening is often implied, as a component of speaking.”

Generally, speaking and listening are related to each other and there is a natural and logical link between them according to Brown (2001: 275) who stated that there is “ a natural link between speaking and listening.” So, to develop student’s speaking proficiency, the teacher should give the chance to §/.? !listening skills. In the same context Pinter (2006) adds that there is a significant relation between listening and speaking because the development of listening can be the basis of initial speaking practice. Thus, the two these skills supply the students’ opportunities to acquire a FL.

### **Chapter summary**

In general, speaking skill is considered as the most essential skill to be mastered and developed because it is necessary to evaluate students’ proficiency in the foreign language. Moreover, the main characteristics of spoken that was discussed in this chapter for the students to communicate effectively, in terms of oral proficiency (fluency) and correct utterances (accuracy). By considering the teacher should be aware of the students’ speaking difficulties. Hence, they can select appropriate types of speaking activities to improve their spoken performance. Therefore, the students can promote their speaking through knowing the relationship between speaking and listening, as well as through practicing the FL in different activities.

## **Chapter three**

### **Interpretation and analysis of results**

#### **Introduction**

The current conducted research is mainly based on finding out the students' perceptions towards the listening activities in developing their spoken performance. However, in this second part of our research, which is the field work; we collect questionnaire of both teachers of oral expression course and third year EFL student's at Biskra University. The research instruments used to devote the investigation of the students' perceptions, views, attitudes towards the listening activities in oral expression courses and its effect on their speaking skill. In addition, the teachers' questionnaire aims at investigating the teacher's perceptions and opinions about the significance and importance of listening skill as a vital element in improving their students' level and oral production through implementing with various activities and different materials. So, their perceptions and views will be significant and fruitful in this current study.

#### **3.1 Students' Questionnaire**

##### **3.1.1 Aims of students' questionnaire**

Students' questionnaire is mainly designed to investigate the importance of listening activities in EFL classes, and to determine the students' perceptions towards the use of listening activities in developing their spoken performance.

##### **3.1.2 Administration of the questionnaire**

The questionnaire was addressed to the sample of fifty (50) participants from the whole population (450) of third year LMD students of English at Mohammed Khieder University of Biskra. They are chosen randomly from different groups. It is notable that the

questionnaire was on March 2017 in Bittaibi. Almost all the questions more clear enough in order to help the students understand and thus provide us with the most appropriate answers.

### **3.1.3 Description of the questionnaire**

This current questionnaire consists of (15) questions which are organized in logical order. When the participants are asked to answer by close ended questions by ticking the appropriate answer from a number of choices, and open questions asking students to give their opinions and perceptions to justify and explain their choices, student questionnaire is divided into two sections which the first section contains 9 questions which seek information about listening skill and aim at investigating students' perceptions about the importance of listening sessions and activities in EFL classes. Whereas, this section investigates issues of speaking skill among EFL students about using listening skill to improve students' speaking skill and to what extent it is useful, and sharing students' speaking difficulties then how they can improve it.

### **3.1.4 Results of Students Questionnaire**

#### **Section One: Listening Skill**

**Question 01:** As an EFL student, where do you classify listening among the four language skills in terms of importance (listening, speaking, reading, and writing)?

<b>Options</b>	<b>Respondents</b>	<b>Percentage%</b>
1 <sup>st</sup>	19	38%
2 <sup>nd</sup>	17	34%
3 <sup>rd</sup>	10	20%
4 <sup>th</sup>	4	8%
<b>Total</b>	<b>50</b>	<b>100%</b>

**Table 3.1: Student’s Evaluation of the Listening Skill in terms of importance**

From the previous table show that the high proportion of students 19 (38%) who gave the importance of listening skill among the other skills, and 17 of them with (34%) classify it in the second place. Only 10 students (20%), they classified in the third place, and four students (8%) provided it in the fourth place. Thus, this may explain that respondents of students’ awareness about the importance of the listening skill among the four language skills in EFL classes.

**Question 02:** How do you find listening skill in EFL classes?

<b>Options</b>	<b>Respondents</b>	<b>Percentage%</b>
Easy task	24	48%
Difficult task	26	52%
<b>Total</b>	<b>50</b>	<b>100%</b>

**Table 3.2: Students’ Opinions towards Listening Skill**

From the above table, the result reveals that the highest percentage of the students (52%) demonstrate that listening is a difficult task; it means that most of students find it difficult to listen in a foreign language because as they encounter many constraints at

different levels or this refers to their level in learning English language. The 48% of students declare that listening is an easy task; this may clarify that those students have the ability to understand different accents and pronunciation of the native speakers, and they do not have any problem when listen a foreign language.

**Question 03:** Do you practice listening skill in oral expression courses?

<b>Options</b>	<b>Respondents</b>	<b>Percentage%</b>
Yes	36	72%
No	14	28%
Total	50	100%

**Table 3.3: The Practice of Listening Skill in Oral Expression Courses**

The data from this table show that the majority of the students (72%) have answered that they practice listening skill in oral expression courses; which show the students' awareness about the importance of practicing listening and the teacher give opportunity to implement it inside the classroom in order to help them to improve their speaking practice. However, only 14 students (28%) percentage say that did not practice it; maybe their teachers do not give much importance of the listening task in the classroom.

**Question 3.1:** if yes, do you practice listening activities?

<b>Options</b>	<b>Respondents</b>	<b>Percentage%</b>
Always	5	14%
Sometimes	23	64%
Rarely	8	22%
Never	0	0%
Total	36	100%

**Table 3.3.1: Students' Responses about the Practice Listening Activities**

From the result of the table above stated that 14% of the participants mention that they always practice listening activities; this show that the teacher give more opportunity to practice the listening with different activities in terms of developing the aural skills. While the majority of the students, (64%) of the participants claim that they sometimes practice listening activities; maybe their teachers try to differ the classroom activities that use it in the oral expression. Whereas, 22% of them that rarely practice listening activities.

**Question 3.2:** if no, why?

<b>Options</b>	<b>Respondents</b>	<b>Percentage%</b>
The teacher does not give importance to listening practice	0	0%
Lack of materials	4	29%
Both of them	10	71%
Total	14	100%

**Table 3.3.2: Students' Opinions towards The reasons of lack of Listening Sessions**

This table shows that the reason of the students who did not practice the listening activities in the classroom. The result mentions that most of the students (71%) think that

the reason are the teacher does not give importance to listening activities and lack of materials that the major causes of the lack of listening sessions. Whereas, (29%) of participants declare that they do not practice listening because of lack of materials which considered one of the obstacles behind not practicing listening.

**Question 4:** Do you understand all what you listen to?

<b>Options</b>	<b>Respondents</b>	<b>Percentage%</b>
Yes	17	34%
No	33	66%
Total	50	100%

**Table 3.4: Students' Responses towards their Understanding while a Listening**

In this table, the result obtained from the students' response who answered "yes" assert with percentage of 34% demonstrate that 17 students understand what they listen and concentrate well during listening. While the most of participants 66% responded negatively that is a lack of comprehension when being exposed to the listening passages. So those students who face difficulties in understanding the text when listening because of lack of practice it.

**Question4.1:** If no, you ask for



<b>Options</b>	<b>Respondents</b>	<b>Percentage%</b>
Your teacher to repeat	11	34%
Your teacher to slow down	3	10%
Try to guess the general meaning	19	56%
Total	33	100%

**Table 3.4.1: Students' Responses in Case of Lack of understanding the Listening**

The table above represents the reasons of 33 students who do not understand all what they listen to. 34% of them claimed that they ask their teacher to repeat for further understanding, and 10% of them stated that they ask their teacher to slow down. Whereas, 56% of participants they deal with this difficult of understanding the listening passage to try to guess the general meaning.

**Question 05:** what are the listening activities that used in the classroom?

<b>Options</b>	<b>Respondents</b>	<b>Percentage%</b>
Identification and selection	8	11%
Filling the gaps	28	38%
Ordering the pictures	0	0%
Short answer question	15	21%
True and false task	5	7%
Telling the story	11	15%
Others	6	8%
Total	73	100%

**Table 3.5: Students' Responses towards the Classroom Listening Activities**

This table shows the respondents of students about the listening activities that usually practice it in oral expression courses. The result reveals that the majority of students (38%) practice the filling the gap activity that is considered the common activity in listening tasks. And (21%) of students select the short answer question tasks. While the (15%) of participants practicing in their classrooms the telling stories in listening sessions. (11%) of them employ the identification and selection. Whereas some of them (7%) they select the true and false task. Therefore, these results clarify that the students practice different of listening tasks, and the teacher aware about the importance of listening activities and implement these activities by using different types of texts that the students need.

**Question 06:** which of the following authentic materials that your teacher uses in listening session?

<b>Options</b>	<b>Respondents</b>	<b>Percentage%</b>
Videos	13	26%
Songs	28	56%
Audio tape	6	12%
Telling the stories	3	6%
Total	50	100%

**Table 3.6: Students' Responses towards the Materials to be used by their Teacher**

The results of the table show the authentic materials are used in the classroom in order to practice listening. The majority of the students (56%) demonstrate that their teachers use almost songs, maybe this is useful material that help the students to obtain a more vocabulary and different accents. While, (26%) of them claimed that their teachers use videos, and (12%) they use audio tape as recording, conversation, and dialogue which gives them the chance to listen different pronunciation and intonation. Whereas, (6%) to

telling stories which they get to enjoy and interest and it is easy to understand. These materials make the students more interesting and concentrating on the listening passage in order to assist the students to learn different patterns of the language.

**Question 07:** What is the main purpose of listening activities during the oral expression course?

<b>Options</b>	<b>Respondents</b>	<b>Percentage%</b>
To learn new vocabulary	25	50%
To understand the speaker's ideas	3	6%
To develop other language skills	7	14%
To gain the native accent	15	30%
Total	50	100%

**Table 3.7: Students' Opinions towards the Main Purpose of Listening Activities**

The results that mentioned in the table above consists of students' responses towards the main purpose of listening activities that they focus during oral expression courses. The result shows that (50%) of percentage with 25 students indicated that learning new vocabulary from listening sessions to be their main purpose, which means that they give more importance to learn new vocabulary. While (30%) of students focus on obtaining the native accent, they give more attention to gain correct pronunciation, intonation, and tone. Whereas (14%) of participants focus on developing other language skills as improving the writing skill as well as the speaking skill. In addition to that (6%) of participants focus on understanding the speaker's ideas. They try to get the general meaning.

**Question 08:** Do you feel that listening activities help you to develop your speaking skill?

<b>Options</b>	<b>Respondents</b>	<b>Percentage%</b>
Yes	49	98%
No	1	2%
Total	50	100%

**Table 3.8: Students’ Perceptions towards the Role of Listening Activities in Developing the Spoken Performance**

It is clear from the above table, that the majority of the students (98%) with 49 of students select “yes” this clarifies that they believe the listening activities play a significant role in developing their spoken performance, which means that the students have answered yes they prefer listening activities in order to speak better. Whereas only 1 student chooses “no” this clarifies that they do not think that listening activities can develop their speaking skill.

**If yes or no, justify please?**

The students who answered “yes” that the listening activities can help them to develop speaking skill. They justify their answers by: these activities can help them to learn a set of vocabularies with how to pronounce it correctly, and catching the accent of native speakers; detecting the mistakes that usually used in speaking English, helping them to get new information, knowledge, and culture. In addition, motivating them to express their ideas orally, assist them to learn phonetics, stress, and tone of the words. However, the students who said “no” that the listening activities can not develop spoken performance,

they justify their answers by they should practice these activities with a lot of time to improve their speaking.

## Section two: speaking skill

**Question 09:** What level do you have in speaking English?

Options	Respondents	Percentage%
Average	14	28%
Acceptable	19	38%
Good	15	30%
Very good	2	4%
Total	50	100%

**Table 3.9: Students' Level in Speaking**

The data from this table show that the majority of the respondents have answered that their level in speaking English is acceptable with the percentage of (38%). While (30%) of them, they have a good level of speaking skill; this skill may illustrate that those students are able to communicate in the classroom. Some of them (28%) state that have average level, and (4%) of respondents indicate that have a very good level. This weak proportion may those students face difficulties when speaking the language in the classroom.

**Question 10:** according to you, is an oral expression course important?

<b>Options</b>	<b>Respondents</b>	<b>Percentage%</b>
Yes	48	96%
No	2	4%
Total	50	100%

**Table 3.10: Students' Opinions towards the importance of Oral Expression Courses**

Results represent that (96%) of participants said that the oral expression course is important for them; which is considered the only module in which the students are able to practice the language. While (4%) of them declare that the oral expression is not important for them; this may be those students find some obstacles in this course as a problem of speaking the English language.

**Question 11:** Does this course help you develop your: listening or speaking?

<b>Options</b>	<b>Respondents</b>	<b>Percentage%</b>
Listening	3	6%
Speaking	10	20%
Both of them	37	74%
Total	50	100%

**Table 3.11: Students' Views towards the Role of the Oral Expression Courses in Developing the Aural Skills**

From the table above clarify that the most of the students believe that the oral expression assist them to develop both their listening and speaking skill, with a percentage of (74%) of participants stated that which means that is may be the practice different listening and speaking activities in oral expression courses. While (20%) of participants'

answers that the oral expression develops only the speaking skill; perhaps due to this course is practiced only the speaking activities. Whereas, (6%) percent stated that this course is only developed listening skill.

**Question 12:** In oral expression courses, what kind of activities do you prefer to perform?

<b>Options</b>	<b>Respondents</b>	<b>Percentage%</b>
Role plays	14	28%
Discussion	27	54%
Communication games	6	12%
Presentations	3	6%
Total	50	100%

**Table 3.12: Students' Favorite Activities in the Classroom**

In this table, the students prefer to perform different activities in oral expression courses. The results above reveal that, (28%) of students prefer to perform role play, which this activity makes them imagine them in real life situation through it improve their speaking skill with performing various actions. Whereas, the most of them (54%) they favorite to discussion task because this activity, it involves students to talk about different topics and encourages them to use the language to express their ideas, thoughts, opinions. While some of them (12%) prefer communication games. May be this activity are seen as enjoyable and entertaining activities with the students require more interaction between classmates. And (9%) of participants choose presentations. So through these activities help them to improve speaking skill.

## Please, justify

Some of the students they justify their answers by: participants who are choosing “discussion” said that they prefer this type of activities because they can build a variety of information and vocabulary, sharing ideas with colleagues. They are considered as interactive task and encourage them to engage more effectively, helping them to learn from other’s mistakes. Whereas, students who answered “role play” said that they it is enjoyable activity, they feel more comfortable, which is regarded as an easy to perform. Students who choose communication games because of that is attractive task and the same time interact them to speak, in this activity they enjoy and practice the language in the same time. And others, they prefer presentations because the exchange their ideas that help them to be a good speaker and motivate them to participate in the classroom.

**Question 13:** what kind of difficulties do you encounter when it comes to speaking?

Options	Respondents	Percentage%
Inhibition	10	14%
Nothing to say	5	7%
Mother tongue use	16	23%
Low participation	27	39%
Lack of listening practice	12	17%
Total	50	100%

**Table 3.13: Students’ Speaking Difficulties in the Classroom**

As it is observed from this table, the results indicate that huge number of students (39%) face low participation, which is considered among the prominent speaking



obstacles, this may those students prefer to keep silent, fear of making mistakes, or anxiety, and (23%) of them they choose mother tongue use may be lack of vocabularies in the target language, or they are considered as easier to talk and it helps them to solve problems. While the others, (17%) claimed that lack of practice listening is one obstacle in speaking, perhaps they have a lack of listening materials in the class. Whereas, some of them (14%) they state that their speaking difficulties is inhibited, and (7%) responses that nothing to say that keep them silent, they usually encounter in the oral expression difficulties.

**Question 14:** Do you believe in following saying “good listeners are good speaker”?

<b>Options</b>	<b>Respondents</b>	<b>Percentage%</b>
Yes	44	88%
No	6	12%
Total	50	100%

**Table 3.14: Students’ Perceptions with the Statement of “Good Listeners are Good Speakers.”**

Looking at the results above in table 3.14 represents the students’ perceptions about good listeners are good speakers, the results show that the majority of them (88%) they believe that good speaker should be good listeners. Whereas, some of them (12%) they said “no” that they do not believe it saying and there is no relationship between them.

**Please, justify**

After the students have asked the students to justify their answers, this responses is summarized as follows: students who answered “yes” justified their chosen options by writing that they believe the listener is good speaker because of listening helps them to get

new terms and spell it in the correct way, assisting them to speak fluently as well as gain a good pronunciation. Since the more receiving the language the more producing that language. However, respondents who answered “no” said that it is not necessarily one who is a good listener to be good speakers because of some students listen well, but they feel inhibited or shy to speak. Also others said that there are some students good speakers, but they are not good listener they cannot understand all what they listen to.

**Question 15:** do you think that listening to English is one factor in developing your spoken performance?

Most the students claimed that the listening skill in one factor in developing their spoken performance, they justify their answers as those skills are important to complete each other which is regarded as complementary skills. The listening skill helps the students to gain plenty of vocabulary that help them to build their knowledge to speak; also they can obtain the native accent and speaking fluently and accurately. Some of them, they listen to English language ever outside the classroom that make the language in progress. So, it is an essential point to assist the students to speak a language.

### **3.1.5 Interpretation of results from the students’ questionnaire**

The results obtained from the students’ questionnaire clarify that the majority of the students are classified a listening skill in the first grade among the other language skills in terms of importance in learning English as foreign language. It also shows that students in EFL classes consider a listening as difficult task (52%). But some of them think that it is an easy task (48%). In the question 3 states that the most of the students practice the listening skill in oral expression courses, as well as (64%) of them said that sometimes practice the listening activities in terms of developing their oral production; whereas some of them, they have lack of listening sessions because of some reasons. the question 4 show that has

difficulties in understanding the listening task. In addition, in the questions 5 and 6 states that the students practice listening skill with various of activities and different materials, because those listening activities and materials create enjoyable atmosphere that motivate them to speak better. Furthermore, when practice listening activities, each student have the main purpose of this practice. Moreover, in the question 7 most of student, they try to learn new vocabulary as the main purpose, as well to gain a native accent. According to the question 8 shows that the majority of the students believes that the listening activities play a significant role in improving their spoken performance.

In section two was basically about the students' speaking skill; the results illustrated that their level in speaking English is acceptable and good, they consider it as an easy task. Additionally, it is remarked that the oral expression course is important for most of them for learning and practicing the oral language as well as the most of them, they consider it as help them to develop the aural skills which is listening and speaking skills. Also the participants state that they face some difficulties when they are speaking the language which they regarded as low participation as the main problem in addition to inhibition, mother tongue use, and lack of practice listening. Furthermore, they try to improve their speaking skill in the classroom and they should require practicing different speaking and listening activities. Consequently, most of third year EFL students said that they prefer to perform discussion and role plays, then communication games and presentations. They consider it to encourage them to improve their oral proficiencies and attempt to overcome the speaking difficulties. In the last questions students confirmed that the statement of good listener is good speaker is true, they are regarded as complementary skills. And the majority of the students believe that the listening skill is one factor to develop the speaking skill. The respondents of the students in this question proofed our

hypothesis which stated that the third year EFL students have positive perceptions towards in developing their spoken performance.

## **3.2 Teachers' Questionnaire**

### **3.2.1 Aims of the teachers' questionnaire**

The teachers' questionnaire is intended to investigate their perceptions and opinions about the importance of listening activities in developing students' speaking skill. Teachers thoughts are helpful to investigate how the problems encountered in speaking could be lessened through implementing listening activities.

### **3.2.2 Administration of questionnaire**

The questionnaire is designed to oral expression teachers in English at Biskra University for the academic year 2016-2017. The questionnaire was distributed to 6 teachers, they are selected randomly among the oral expression teachers. All the teacher were so helpful.

### **3.2.3 Description of the questionnaire**

This questionnaire consists of fifty (15) questions, classified into two sections, each section focuses on specific aspects; the types of questionnaire consists close ended (yes/no) questions or choosing one answer from a set of options, and open ended questions are addressed to teachers to state their justification and points of views and share their prior knowledge about the subject. The first section is composed of eight questions which aim at revealing teachers' opinions about the listening skill in EFL classes, and the importance of listening activities in developing EFL students speaking skill through implementing the activities with different authentic listening materials. While, the second section it was about the way teacher to teach oral skills in the classroom and their students' difficulties in speaking skill, and how to reduce it. As well as the last question requires to give their perceptions about if they think listening activities really develops students spoken perform.

### 3.2.4 Results of teachers' questionnaire

#### Section one: Listening Skill

**Question 01:** As a teacher of oral expression, do you use listening skill during an oral session?

Options	Respondents	Percentage%
Never	0	0%
Sometimes	3	50%
Rarely	1	17%
Always	2	33%
Total	6	100%

**Table 3.15: Teacher's Frequency in Using Listening Session**

Teachers were required to talk the frequency of how they use listening skill during oral sessions. Range options were set to this question: never, sometimes, rarely, always. The half of the number of the teacher was given to the second option "sometimes" with percentage of 50% that they use the listening skill sometimes. Then 33% of them are always using a listening skill. Whereas, one teacher with 17% of the percentage he/she rarely use the listening skill, maybe since he/she does not have enough listening materials or he/she does not give more importance the listening skill.

**Question 02:** Do you find the listening skill difficult task to be taught?

Options	Respondents	Percentage%
Yes	4	67%
No	2	33%
Total	6	100%

**Table 3.16: Teacher's Difficulties in Listening Session**

The results obtained from the table above represent that the majority of teachers 67% reported that they face difficulties when teaching listening. On the other hand, two teachers with 33% stated that they do not face difficulties in listening task when teach it, maybe those teachers have enough listening materials.

The teachers' who claimed that they face difficulties in listening session by saying that the lack of listening materials is considered one obstacle in teaching listening skill in oral session., and even the quality and the size of the classrooms are not persuasive to teach listening, in addition to that, the overcrowded classes with huge number of students, also the time of the session is not sufficient. And other teachers said that it is difficult to find who suit to the learners in terms of language fluency and some students do not understand the audio.

**Question 03:** how do you find your students' level in listening?

Options	Respondents	Percentage%
Bad	0	0%
Average	5	83%
Good	1	17%
Very good	0	0%
Total	6	100%

**Table 3.17: Teacher’s Opinions towards Student’s Level in Listening Skill**

Based on the data gathered from the table above represents the teachers’ opinions towards students’ level in listening, a clear view states that the majority of teachers 83% of them note their student’s level are average; this big proportion clarifies that those students face difficulties in listening or refer to a lack of practicing listening skills. While one teacher (17%) stated that his students’ level in listening is good. This means his students have ability to understand the listening and do not have any problem.

**Question 04:** What are the listening activities you usually use during the oral expression?

Options	Respondents	Percentage%
Identification and selection	2	9%
Filling the gaps	5	23%
Short answer question	3	13%
Multiple choices	5	23%
True and false tasks	2	9%
Discussion	5	23%
Total	22	100%

**Table 3.18: Teacher's Listening Activities**

Table above illustrates the proportions given by the teacher to the listening activities they usually use in EFL classes. Hence, the same percentage 23% states that the teacher they perform the filling the gap, multiple choices, and discussion activities which are regarded as an easy task that can be used in listening sessions, which allows their students to develop their speaking through discuss it and practice it in their classes. While 9% percent of respondents show that the teacher perform identification and selection, and true and false tasks. And 13% of them, they use short answer question. Those respondents show that the teacher uses various and different activities that confirmed that teachers are skilled, and try to assist their students speaking.

**Question 05:** which stages of listening do you use most when practice listening activities?



Options	Respondents	Percentage%
b	1	17%
b+c	2	33%
a+b+c	3	50%
Total	6	100%

**Table 3.19: Teacher’s Stages During a Listening Activities**

In this table show the stages that teachers use most during implement listening activities, one teacher (17%) prefer to use while listening stage mostly. And 33% of teachers said, they perform while and post listening stages. However, 50% of them show that they use the three stages to practice the listening activities because these levels are very necessary to be found, which the first stage provides a background for the subject “warming up”, the second stage practice and give the chance to listen and re-listen, so students will be familiar with items presented, and the third stage to check their understanding as it reflect the result of previous stages.

**Question 06:** during the course, which of the following sources of listening do you use?

Options	Respondents	Percentage%
Videos	4	20%
Songs	6	30%
Audio tape	5	25%
Teacher’s talk	3	15%
Students’ talk	2	10%
Total	20	100%

**Table 3.20: Teacher’s Preferred Listening Materials**

The result on this table revealed the teacher responses about the listening sources that they use in listening session. The most of teacher 30% employ songs as authentic listening sources. 25% of them, they prefer to use audio tape which consists of recording, conversations, dialogue. And 20% of teachers, they prefer to perform listening with videos as well as most the teachers are interested in the authentic listening materials, they are motivated to develop their students' target language. Whereas, 15% and 10% of percentage responses of the teacher about using teacher's talk and student's talk as live listening sources.

**Question 07:** What do you think about the role of the above sources in enhancing speaking and listening skills?

This question was addressed to teacher to consider their responses about the role the above sources in enhancing speaking and listening they use to help students to listen to different accents, learn new vocabulary and idioms, and gain a native pronunciation, the authentic listening sources are very useful, they contribute to the success of learning outcomes as they give a student's the chance to be exposed to the target culture. So, the listening sources are regarded as a significant tool to develop aural skills "listening and speaking skills".

**Question 08:** Does the administration provide you with the necessary materials to teach listening?

Options	Respondents	Percentage%
Yes	2	33%
No	4	63%
Total	6	100%

**Table 3.21: Teacher’s Opinions about Providing the Necessary Equipment to Teach Listening**

Since listening skill is important in EFL learning, teachers were asked about the English department to provide the materials to teach listening or not. The respondents of teacher 33% states that they English department provides them the necessary materials to teach listening. Whereas the most of teachers with the highest proportion (63%) explains that English section did not provide adequate listening materials, maybe those teachers they face obstacles in listening session.

**If no, please justify**

Those who answered “no” said that they face problems in listening session because of the lack of materials in the department; neither provides sufficient materials to teach it, that they find themselves obliged to bring their own materials as: personal computer, data show, speakers, and so on. Also the time 1h and half is never sufficient to do listening task. As well as a student’s number is crowded to the number of equipped labs for listening.

**Section two: Speaking skill**

**Question 09:** What is your student’s level of speaking skill?

Options	Respondents	Percentage%
Bad	1	17%
Average	3	50%
Good	2	33%
Very good	0	0%
Total	6	100%

**Table 3.22: Teacher’s Opinions towards Students’ Level in Speaking Skill**

Based on the analysis of teachers’ responses on this question shows that the half of teachers (50%) agree that their students’ level of speaking skill is average, it seems that the majority of students does not have a good command of English. And 33% of them said that their students’ level is good, probably because they practice different activities and techniques to develop the oral production. Whereas, 17% of respondents of teachers, they claim that the level of their students is bad, which means that they are not motivated enough to use the language inside or outside the classroom and lack of practice of the language.

**Question 10:** do you encourage your students to speak?

Options	Respondents	Percentage%
Yes	6	100%
No	0	0%
Total	6	100%

**Table 3.23: Teacher’s Encouragement to Student’s to Speak**

This question aims at demonstrating the teacher’s encouragement to student to speak, the result show that all of oral expression teacher (100%) illustrate that they

encourage their students to speak in the classroom, which means that the aim of all teachers of oral expression to develop their students speaking proficiency, they are interested and given opportunities to their students to speak better.

**If yes, explain**

Those teachers who answered “yes” explain how they encourage their students to speak in oral expression courses, they encourage them to communicate the target language even wrongly, engaging them in conversation when they find themselves to speak, as well as they encourage by practicing different classroom activities as: discussion, group work, and presentations; designing task according to their interests, needs, and language proficiency level. The teacher avoids frustrating their students by postponing and corrections of their mistakes. On the other hand, the diversity of materials and activities is one factor to encourage students to speak and motivate them.

**Question 11:** What are the speaking difficulties/ problems do your students encounter?

Options	Respondents	Percentage%
Inhibition	5	25%
Nothing to say	4	20%
Mother tongue use	4	20%
Low participation	4	20%
Lack of listening practice	3	15%
Total	20	100%

**Table 3.24: Students Difficulties in Oral Expression.**

It can be seen from the table that the teachers’ perceptions about the students speaking difficulties in oral expression. They state 25% from inhibition because of anxiety,

shyness, and stress. And 20% of respondents the equal percentage given to three options “nothing to say”, “mother tongue use”, and “low participation”. Possibly because of the poor practice the target language. And 15% of teachers declared that students speaking problem in oral expression is lack of listening practice. So these results express that most students’ difficulties in speaking are psychological reasons.

**Question 12:** in your opinion, what do you suggest to reduce your students’ speaking difficulties?

This question is mainly obtained teacher’s suggestions about reducing speaking difficulties that face their students in oral expression. The teachers said that their students have difficulties, especially psychological one, their respondents are attentive to develop their students speaking obstacles, they should give the students opportunities to speak, involve them, motivate them, and give importance to what they say with respect their views, which means the feedback would be in a peaceful way. In addition, the teacher should vary activities and topics, more time to be allocated to the course, and create a comfortable atmosphere in classes. The students should follow certain strategies as a meta-cognitive strategy to develop the speaking skill, they also need to practice listening and reading skills to acquire more vocabulary for later use (speaking). Also, they add that among the useful activities that will promote EFL learner’s oral proficiency, discussion, listening tasks, role play, and group work.

**Question 13:** Which of the following speaking activities do your students prefer to perform in the classroom?

Options	Respondents	Percentage%
Discussion	3	50%
Role play	2	33%
Communication games	1	17%
Conversation	0	0%
Total	6	100%

**Table 3.25: Speaking Activities Performance**

From the table above, the teacher responses towards speaking activities performance. The results show that the majority of teaches' 50% states that their students prefer to perform discussion and debates to create a successful interaction, they are encouraged to speak fluently and accurately, that is to say the student has the opportunity to speak with confidence in interesting ways. Whereas 33% of participants preferred role play. And 17% of them prefer to use communication games, these activities are helpful which give the students to oral language and improve it.

**Question 14:** Do you think that classroom listening activities can help EFL students in enhancing their spoken performance?

Options	Respondents	Percentage%
Yes	6	100%
No	0	0%
Total	6	100%

**Table 3.26: Teacher's opinions towards classroom listening activities**

The results show clearly that all teachers (100%) agree that classroom listening activities can help their students spoken performance, this represent that those teachers aware about the importance of listening activities in the oral expression course, that means, they develop their students speaking through implementing various classroom listening activities and give more attention to the listening sessions. For more improvement in oral proficiency and they decrease their speaking difficulties.

**If yes, please justify**

Those teachers who answered “yes”, they justify their responses by saying from classroom listening activities, students are exposed to new vocabulary, expressions, and idioms that they can use it in their future speaking and writing. And they also acquire a native accent, pronunciation, and tones; as well as the students have prior knowledge about a topic or context. So they normally would better; that is to say, the listening as a receptive skill is helpful to develop the productive one (speaking). In addition, some activities are designed to develop such skill in particular when student listens, they memorize different different items that allow them to build discussion and speaking accurately.

**Question 15:** According to you, what is the relation between the listening and speaking skills?

In this question the teachers’ responses “yes, of course” there is a significant role between the listening and speaking skill. They believe as complementary skills each skill completes another one. They justify that by pointing out their points of views about the listening plays a vital role in learning a foreign language, both are important in the communication process. When listening, students are enriching their background knowledge with different patterns of language; they become well-versed with various topics, so when it comes to speak the source language to be used in speaking. Thus, without listening we cannot speak as they said “good listeners are good speakers”.



### **3.2 Interpretation of results from the teachers' questionnaire**

Based on the data gathered and analyzed from the teacher's questions above, some facts were revealed concerning teacher's perceptions towards the importance of listening activities to develop EFL students speaking skill. First of all, it is obvious that teachers of the English language department perform the listening session in their courses, but do not always use it because of teachers encounter some difficulties when teaching the listening task, which make their students' level is average. However, the teachers use different listening activities in oral expression courses in order to give their students opportunities to improve their oral production, and they use almost all the stages of listening activities. Hence, concerning using of listening materials, the majority of oral expression teachers perform their listening skill with different authentic listening sources in order to help their students to concentrate in listening passage. Regarding the obtained result, most of teachers face difficulties in the listening session in English department do not provide the necessary equipment to teach listening.

However, it is obvious that the majority of teachers claim that the level of their students is average, and all of them, they encourage and give their students opportunities to speak in the classroom with different techniques, strategies, activities. In addition, most of teachers state that when students do not speak in class, they face some speaking difficulties and basically are those related with inhibition in addition to other problems were not given in the option in the question as lack of vocabulary, and fear of making mistakes; and then they suggest some solutions in order to reduce these difficulties. However, the oral teacher uses some classroom speaking activities which are regarded as an effective tool for EFL students help them to speak better. In the last question shows the very important results that all teachers of oral expression believe and assert that listening activities can help and

develop EFL students' speaking skill because these activities motivate, encourage, and create an enjoyable atmosphere to avoid students' boredom and enhance their spoken performance. Hence, the teacher confirmed that there is essentially role between the listening and speaking skill by saying a good speakers are good listeners.

### **Chapter summary**

To sum up, the results obtained from the teachers and students' questionnaire confirm on both positive perceptions, attitudes, and views towards the use of listening activities in developing the speaking skill, which in turn asserts the stated hypothesis Concerning to develop the speaking through the listening activities is one effective tool for reduce EFL students speaking difficulties, encourage, and motivate them to speak better in front of the whole class. This mainly explains the close link between the listening and speaking skill.

## **General conclusion**

This current research study is conducted to investigate the students' perceptions towards of listening activities in developing the spoken performance; it aims the importance of using listening activities in developing the EFL students speaking skill. Moreover, this study two chapters were designed as theoretical work. On one hand, the first chapter devoted the listening definition, processes, stages, types, and activities. On the other hand, the second one covered the speaking skill definition, characteristics, functions, and the relationship between the speaking and the listening skills. Furthermore, the third chapter is related to the practical part and it includes the description and analysis of students' and teachers' questionnaire.

Through the third chapter is aimed to confirm our hypotheses from students' and teacher' questionnaire the majority of students have positive attitudes towards the use of listening activities in oral session, arguing that these activities are useful for motivating the students to improve their spoken performance. The students claimed that a good listener is good speaker through the listening activities can acquire new vocabulary, expression and gain native accent which they are arguing that the listening activities is one of the most factors to develop their speaking skill.

On the other words, teachers of oral expression occasionally uses the listening skill because some reasons, they use different of listening activities in order to provide their students with opportunities to reduce their speaking difficulties and encourage them to speak better. Consequently, the practice of listening activities seem to be a successful solution for treating the students' speaking problems and help, encourage, and motivate them to speak the language proficiency.

Finally, on the light of these findings confirmed our hypotheses that the students have positive perceptions towards the use of listening activities in oral expression, also clarified that both students and teachers aware about the important role of listening activities in developing the speaking skill and that the use of these activities are suitable way in which supply the students chance to enhance their speaking without facing any difficulties. This study also demonstrates that the practice and the use of various listening activities with different materials in EFL classes is beneficial tool for developing the oral proficiency.

## Recommendations

In the present research, some recommendations are suggested in accordance to the significant role of listening activities in developing students' speaking skill as follow:

- Teachers should establish a relaxed and enjoyable atmosphere in order to help their students to speak without any problem.
- Teachers should be aware about the student's speaking difficulties and problems in oral session and how to reduce it.
- Teachers should use more the listening sessions because it is an effective technique that helps students to improve their listening and speaking skills.
- Teachers should encourage students to speak English language through implementing different listening activities.
- Teachers should perform various and different listening activities which can help the students grasp the information and to develop their spoken performance from what they listen to.
- Teachers must pay more attention to include all the stages of listening activities in order to complete the task successfully.
- Teachers should select the listening activities according to students' needs, preferences, and abilities.
- Teachers should vary and use the different types of listening materials because it makes students listen to the native speakers' language with following their scripts; and this is not helping just to increase speaking skill but also enhancing their listening and writing skills.
- Students should practice the listening skill inside and outside the classroom, since one hour and half is insufficient to increase their listening level.

- Department of English should provide the necessary equipments under which the students' can practice listening and speaking successfully; that is enough materials and language laboratories.

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# APPENDICES

# Appendix 1

## Students' questionnaire

### Dear volunteer students,

This dissertation aims at gathering data for a project of a Master's degree concerning Investigating Students' Perceptions Listening Activities in Developing Spoken Performance. Be assured that no full names will be mentioned in the research. You are required to respond to series of questions (close ended and open ended questions). Your help will be appreciated, so be relaxed when answering.

**Thanks in advance.**

### Section one: Listening Skill

1. As an EFL student, where do you classify listening among the four language skills in terms of importance, (listening, speaking, reading, and writing)

1<sup>st</sup>                       3<sup>rd</sup>   
2<sup>nd</sup>                       4<sup>th</sup>

2. How do you find listening skill in EFL classes?

a. Easy task   
b. Difficult task

3. Do you practice listening tasks in oral expression courses?

a. Yes                       b. No

- If yes, you practice listening activities:

- a. Always
- b. Sometimes
- c. Rarely
- d. Never

- If no, why?

- a. Teacher does not give importance to listening practice
- b. Lack of materials
- c. Both of them

**4.** Do you understand all what you listen to?

- a. Yes
- b. No

If no, you ask for:

- a. Your teacher to repeat
- b. Your teacher to slow down
- c. Try to guess the general meaning

**5.** What are the listening activities that used in the classroom?

- a. Identification and selection
- b. Filling the gaps
- c. Ordering the pictures
- d. Short answer question
- e. True and false task
- f. Telling stories
- g. Others

Others,.....

.....

.....

6. Which of the following authentic materials that your teacher uses in listening session?

- a. Videos
- b. Songs
- c. Audio tape
- d. Telling stories

7. What is the main purpose of listening activities during the oral expression session?

- a. To learn new vocabulary
- b. To understand the speaker's ideas
- c. To develop other language skills
- d. To gain the native accent

8. Do you feel that listening activities help you to develop your speaking skill?

- a. Yes
- b. No

If yes or no, justify

.....

.....

.....

**Section two: speaking skill**

9. What level do you have in speaking English?

- a. Average
- b. Acceptable
- c. Good
- d. Very good

10. According to you, is an oral expression course important?

a. Yes

b. No

**11.** Does this course help you to develop your:

a. Listening

b. Speaking

c. Both of them

**12.** In oral expression course, what kind of activities do you prefer to perform?

a. Role plays

c. Communication games

b. Discussion

d. Presentations

Please, justify

.....  
.....

**13.** What kind of difficulties/problems have you usually encountered when it comes to speaking? (You can choose more than one)

a. Inhibition

b. Nothing to say

c. Mother tongue use

d. Low participation

e. Lack of listening practice

**14.** Do you believe in following saying “good listeners who are good speaker”?

a. Yes

B. No

Please, justify

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

**15.** Do you think that listening to English is one factor in developing your spoken performance?

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

**Thank you so much for your collaboration.**



## Appendix 2

### Teacher's Questionnaire

**Dear teachers,**

This questionnaire is data collection tools for a research work that is under the title “investigating students’ perceptions towards listening activities in developing spoken performance”. Therefore, I will be very grateful if you could take part of your time and energy to share your experience by answering the questions below.

Would you please, tick (✓) the appropriate answer or give your own whenever it is necessary.

Miss: Daya Sara.

#### Section one: Listening Skill

1. As a teacher of oral expression, do you practice listening skill during the oral session?

- |              |                          |           |                          |
|--------------|--------------------------|-----------|--------------------------|
| a. Never     | <input type="checkbox"/> | c. Rarely | <input type="checkbox"/> |
| b. Sometimes | <input type="checkbox"/> | d. Always | <input type="checkbox"/> |

2. Do you find the listening skill difficult task to be taught?

- |        |                          |       |                          |
|--------|--------------------------|-------|--------------------------|
| a. Yes | <input type="checkbox"/> | b. No | <input type="checkbox"/> |
|--------|--------------------------|-------|--------------------------|

If yes, please mention some difficulties

.....

.....

.....

3. How do you find/see your student's level in listening?

- a. Bad  c. Good   
b. Average  d. Very good

4. What are the listening activities do you usually use when teach the oral expression?

- a. Identification and selection   
b. Filling the gaps   
c. Short answer question   
d. Multiple choices   
e. True and false tasks   
f. Retelling stories   
g. conversation

Others,

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

5. Which stages of listening do you use most when practice listening activities?

(You can choose more than one)

- a. Pre-listening activities (activate prior knowledge)   
b. While listening activities (practice listening itself)   
c. Post-listening activities (assess the listening comprehension)

6. During the course, which of the following sources of listening do you use?

- a. Videos   
b. Songs   
c. Audio tape

d. Teacher's talk

e. Students' talk

7. What do you think about the role of the above sources in enhancing speaking and listening skills?

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

8. Does the Administration provide you with the necessary materials to teach listening?

a. Yes

b. No

If no, explain please

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

**Section two: Speaking Skill**

9. What is your student's level in speaking skill?

a. Bad

c. Good

b. Average

d. Very good

10. Do you encourage your students to speak?

a. Yes

b. No

Please, explain how

.....  
.....

.....  
.....

**11.** What are the speaking difficulties/problems do your students encounter?

- a. Inhibition
- b. Nothing to say
- c. Mother tongue use
- d. Low participation
- e. Lack of listening practice

**12.** In your opinion, what do you suggest to reduce your students' speaking difficulties/problems?

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

**13.** Which of the following speaking activities do your students prefer to perform in the classroom?

- a. Discussion
- b. Role play
- c. Communication games
- d. Presentations

**15.** Do you think that classroom listening activities can help EFL students in enhancing their spoken performance?

- a. Yes
- b. No

If yes, please explain

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

**16.** According to you, is there a relationship between speaking and listening skills?

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

**Thank you so much for your collaboration.**

## ملخص

يعد التعبير الشفهي من أحد الصعوبات التي تواجه طلبة اللغة الإنجليزية كلغة أجنبية كما هو الحال بالنسبة لدراستنا الحالية التي تهدف إلى دراسة تصورات الطلاب نحو استخدام أنشطة الاستماع و مساهمتها في تطوير إنتاجهم الشفهي. وتهدف الدراسة الحالية إلى تسليط الضوء على دور لأنشطة الإستماع و أهميته في تحسين مهارات الكلام لطلبة اللغة الانجليزية كلغة أجنبية في جامعة محمد خيضر ،بسكرة. فالأداء الكلامي في أقسام اللغة الانجليزية من أبرز المشاكل التي تواجه الطلبة وتعرقل في عملية تعلم اللغات. و إلى أي مدى يمكن لأنشطة الاستماع تخفيض من هذه الصعوبات وتحسين مهارتهم الكلامية. و تقوم هذه الدراسة على الفرضية الأساسية أن طلاب السنة الثالثة إنجليزية كلغة أجنبية قد يكون لديهم تصورات إيجابية نحو استخدام أنشطة الاستماع في الحصص الشفهية وعليه إن استخدام مهارة الإستماع قد تحسن مهارات الكلام للطلبة السنة الثالثة. اتبعت هذه الدراسة المنهج الوصفي التحليلي بحيث جمعنا البيانات الكمية و النوعية التي يتم تحليلها بطريقة وصفية لأجل وصف المتغيرين: أنشطة الاستماع كمتغير مستقل أما مساهمته في تطوير مهارات الكلام لدى الطلاب و تعتبر كمتغير تابع، زيادة على ذلك و لإثراء هذه الدراسة بمعطيات قيمة و عليه قمنا بأعداد و توزيع إستيينين: استبيان الأول ل 6 أساتذة التعبير الشفهي من قسم اللغة الانجليزية من أجل التحقق من دور أنشطة الإستماع باعتبارها واحدة من أنجح التقنيات الكلامية و الاستبيان الثاني إلى عينة مكونة من 50 طالب من السنة الثالثة و ومن هنا تم تأكيد فرضيتنا من خلال النتائج التي تكشف على التصورات الايجابية نحو أنشطة الاستماع لتطوير مهارات الكلام و اعتبارها واحدة من ابرز العوامل التي تساعد في تحسين مستوى الطلاب في استعمالهم اللغة.

## Résumé

La présente étude vise à étudier les perceptions des étudiants à l'égard de l'utilisation des activités d'écoute dans le développement de leur performance parlée. Le travail actuel tente de mettre en évidence le rôle important des activités d'écoute dans le développement des étudiants de l'EFL qui parlent de compétences à l'Université Mohammed Khieder de Biskra. En outre, il clarifie les principales difficultés de parler qui font face aux étudiants en anglais comme langue étrangère et comment les activités d'écoute en classe peuvent développer leurs compétences en matière de parole. Cette étude repose sur les hypothèses selon lesquelles les étudiants de l'EFL de la troisième année peuvent avoir des perceptions positives à l'égard de l'utilisation d'activités d'écoute dans les séances orales, alors l'utilisation d'activités d'écoute peut développer des compétences de parole de l'élève. La méthode adoptée dans cette étude est descriptive, qui vise à décrire les perceptions des élèves quant à l'importance des activités d'écoute dans le développement de leur production orale. À cette fin, deux questionnaires ont été administrés à un échantillon de (50) étudiants de troisième année d'anglais et (6) professeurs de cours d'expression orale. En effet, notre hypothèse a été confirmée à travers les résultats, les étudiants et le questionnaire des enseignants qui révèlent qu'ils ont des perceptions positives envers les activités d'écoute pour développer leurs habiletés parlantes et les activités d'écoute sont un outil très efficace pour améliorer les compétences parlantes.