



Mohamed Khider University of Biskra
Faculty of Letters and Languages
Department of Foreign Languages

MASTER THESIS

Letters and Foreign Languages
English Language
Applied Linguistics

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**Exploring Algerian EFL Learners and Teachers' Perceptions
towards the Pre-listening Stage Activities in Listening Practices:**

The Case of First Year students at Mohamed Kheider University –Biskra

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Academic Year : 2023/2024

DECLARATION

I hereby solemnly declare that the work I am going to present in this thesis

**Exploring Algerian university EFL learners and teachers perception
towards the pre-listening activities in listening practices:
The Case of First Year students at Mohamed Kheider University –Biskra**

is my own to the limits of our knowledge, has not been submitted before to any other institution or university or degree and all sources that I have used and quoted from have been indicated by means of complete references. This work is to be carried out and completed at the University of at biskra University.

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DEDICATION

In the name of God, the most Merciful, the most Compassionate.

Every challenging work needs self-efforts as well as guidance especially from those who are close to our hearts. I dedicate this humble work to the most precious people to my heart, the ones who can never be thanked enough, for the overwhelming love and care they gave me. To

the candles who always enlighten my path,

The ones who were the source of motivation during moments of despair and discouragement,
my dearest mother **“Abla”** and my beloved father **“Ismail”**

I want to express my heartfelt gratitude for my brothers **“Youcef”** **“Moidjahid”** and **“Ammar”** and sisters **“Rabaa”** and **“Zina”**, whom have been my unwavering support and constant companion. Every step I have taken in my life have been with them by my side, guiding, encouraging, and uplifting me. Their strength, love. I am deeply thankful for their presence in my life. Without forgetting my two sister's husbands **“Bilal”** **“Yassine”** and my brother's wife **“Aichaa”**;

Thank you for being part of our family's life. Your presence adds joy to our shared days,
Grateful for the bond in so many ways."

"To the children of my dear siblings,

Arwa, Ishak Amira, Adam and Fatima”

"To my dear friends, Manal, Ouidad, Asma, Khoulou, and Maissa. You bring light to my days. Thank you for being there.

Finally yet importantly, I want to thank **myself**,

I want to thank me for believing in me,

For doing all this hard work, I want to thank me

For having no days off, I want to thank me for,

For never quitting, I want to thank me

For always being a giver and trying giving more than I receive, I want to thank me

For trying do more right than wrong, I want to thank me for just being me at all times.

ACKNOWLEDGEMENTS

First and foremost, we would like to thank ALLAH for his help and guidance throughout my life

My sincerest gratitude to my supervisor Mrs. Ben Tahar Lamia for the invaluable help provided. I am deeply thankful for your great support in helping me complete this research successfully and presenting it in a positive light. I appreciate your thoughts and efforts.

I would like to extend my thanks the board of examiners for accepting to examine and evaluate this work.

I would like also to thank the teachers who accepted to take part in the questionnaire. Finally, I wish to express my gratitude for the anonymous first year license students who responded to the questionnaire.

ABSTRACT

Most EFL students of the Algerian University, and particularly those of first year, face difficulties in understanding the English language effectively. Precisely, they face difficulties in comprehending when listening to spoken discourse, mainly because of their language proficiency level. The present work aims to shed light on listening comprehension and exploring teachers' and students' view regarding the different practices and strategies of pre-listening stage to enhance EFL learners' listening comprehension skills. We opted for a mixed method approach to conduct this study. It comprised only one data collection tool; an online questionnaire conducted with 74 students randomly, and a semi-structured questionnaire submitted to four listening and speaking EFL teachers at Mohamed Khider Biskra University. The findings indicated teachers' and students' positive attitude towards the importance of pre-listening activities and illustrated their interest in teaching and learning listening comprehension through this strategy. The findings indicate that EFL teachers use several pre-listening activities such as brainstorming, vocabulary introduction, use of visual aids, discussion, authentic audio/video material providing rich context and engagement opportunities and allowing students to share and build upon their existing knowledge

Keywords: Pre-listening activities, Listening difficulties, Listening comprehension, EFL learners.

LIST OF ABBREVIATIONS

EFL: English as a Foreign Language

IELTS: International English Language Testing System

LMD: License Master Doctorate

MALL: Mobile-Assisted Language Learning

PBT: Paper-Based Test (often referring to standardized tests like the TOEFL)

SLA: Second Language Acquisition

LIST OF TABLES

Table 2.1: Students' Gender	36
Table 2.2: Students' Age	37
Table 2.3: The Students First Language	37
Table 2.4: Students Duration of English Language study	38
Table 2.5: Students' Confidence in understanding the Listening Materials.....	39
Table 2.6: Students' Perception via listening to oral English	39
Table 2.7: Students' understanding of what said by the Teacher during the Lectures.....	40
Table 2.8: Students Frequency of find it hard to understand TV shows, Radio news headlines, or Songs.....	41
Table 2.9: Students' Discussion or Share Ideas in Listening Comprehension Sessions	41
Table 2.10 : Students' problems during listening comprehension sessions.....	42
Table 2.11: Students' type of problem that prevents them to understand aural English	43
Table 2.12: Students' Perception towards strategies currently use to improve listening comprehension skills.....	44
Table 2.13: Students' participation in pre-listening before listening to audio materials in English.....	44
Table 2.14: Students' type of pre-listening materials do you prefer.....	45
Table 2.15: Students' opinion on pre-listening activities helps in understanding the main ideas or details of a listening passage.....	46
Table 2.16: Students' view on pre-listening activities enhance ability to focus and concentrate during listening task.....	46
Table 2.17: Students' Perception towards the pre-listening activity they find most enjoyable or helpful in preparing listening task.....	47
Table 2.18: Teachers' Perception on the role of listening in the EFL listening classroom....	49
Table 2.19: Teachers Frequency of incorporating listening activates into lesson plans.....	50
Table 2.20: Teachers' Perception towards challenges students face in listening to English audio material.....	50
Table 2.21: Teachers' view on strategies or techniques they use to help students improve their listening comprehension skills.....	51
Table 2.22: Teachers' View about on how supporting students who struggle with listening comprehension.....	52
Table 2.23: Teachers' use of pre-listening activities.....	53
Table 2.24: The Teachers ' considerations when incorporating pre-listening activities.....	53

Table 2.25: The Teachers ' use pre-listening activities to the needs of students with different proficiency levels.....	54
Table 2.26: Teachers' balance between the pre-listening stage and the other stages of listening process.....	55
Table 2.27: Teachers' material that facilitate the effective incorporation of pre-listening activities in the EFL classroom.....	56
Table 2.28: Teachers' ensure that pre-listening activities provide opportunities for EFL learners	57

LIST OF FIGURES

Figure 2.1: Students' Gender	36
Figure 2.2: Students' Age	37
Figure 2.3: The Students First Language	38
Figure 2.4: Students Duration of English Language study	38
Figure 2.5: Students' Confidence in understanding the Listening Materials.....	39
Figure 2.6: Students' Perception via listening to oral English	39
Figure 2.7: Students' understanding of what said by the Teacher during the Lectures.....	40
Figure 2.8: Students Frequency of find it hard to understand TV shows, Radio news headlines, or Songs.....	41
Figure 2.9: Students' Discussion or Share Ideas in Listening Comprehension Sessions	42
Figure 2.10 : Students' problems during listening comprehension sessions.....	42
Figure 2.11: Students' type of problem that prevents them to understand aural English	43
Figure 2.12: Students' Perception towards strategies currently use to improve listening comprehension skills.....	44
Figure 2.13: Students' participation in pre-listening before listening to audio materials in English.....	45
Figure 2.14: Students' type of pre-listening materials do you prefer.....	45
Figure 2.15: Students' opinion on pre-listening activities helps in understanding the main ideas or details of a listening passage.....	46
Figure 2.16: Students' view on pre-listening activities enhance ability to focus and concentrate during listening task.....	47
Figure 2.17: Students' Perception towards the pre-listening activity they find most enjoyable or helpful in preparing listening task.....	47
Figure 2.18: Teachers' Perception on the role of listening in the EFL listening classroom...	49
Figure 2.19: Teachers Frequency of incorporating listening activates into lesson plans.....	50
Figure 2.20: Teachers' Perception towards challenges students face in listening to English audio material.....	51
Figure 2.21: Teachers' view on strategies or techniques they use to help students improve their listening comprehension skills.....	51
Figure 2.22: Teachers' View about on how supporting students who struggle with listening comprehension.....	52
Figure 2.23: Teachers' use of pre-listening activities.....	53
Figure 2.24: The Teachers ' considerations when incorporating pre-listening activities.....	53

Figure 2.25: The Teachers ' use pre-listening activities to the needs of students with different proficiency levels.....54

Figure 2.26: Teachers' balance between the pre-listening stage and the other stages of listening process.....55

Figure 2.27: Teachers' material that facilitate the effective incorporation of pre-listening activities in the EFL classroom.....56

Figure 2.28: Teachers' ensure that pre-listening activities provide opportunities for EFL learners57

TABLE OF CONTENTS

Declaration.....	
X	
Dedication	X
Acknowledgements.....	X
Abstract	X
List of Abbreviations	X
List of Tables	VII
List of Figures.....	X
Table of Content.....	X
General introduction	01
1. Review of the Literature.....	01
2. Statement of the Problem.....	03
3. Research Questions.....	04
4. Research Aims.....	04
5. Significance of the Study.....	04
6. Research Methodology.....	05
7. A Provisional Structure of the Dissertation.....	05
CHAPTER ONE: General over view about Pre-listening activities in listening practices	
Introduction.....	07
Section One: Listening Skill and Listening Comprehension.....	07
1.1. Definition of Listening.....	07
1.2 Importance of Listening.....	08
1.3 Types of Listening.....	09
1.4 Stages of Listening.....	11
1.5 The process of Listening.....	12
1.5.1. The Bottom-up.....	12
1.5.2. Top-down.....	13
1.6 Definition of Listening Comprehension.....	14
1.7 Difficulties of Listening comprehension.....	15
1.8 Strategies for Effective Listening.....	16

1.8.1. Message.....	16
1.8.2. Speaker.....	16
1.8.3. Listener.....	17
1.8.4. A Typology of Activities for a Listening lesson.....	17
Section Two: Pre-listening Activities.....	19
2.1 Stages of Teaching Listening Stages.....	19
2.1.1 Pre-listening Stage.....	19
2.1.1.1 Definition of Pre-listening Stage.....	19
2.1.1.3 Importance of Pre-listening Activities.....	20
2.1.1.4 Principles of using Pre-listening Activities.....	20
2.1.1.5 Types of Pre-listening Activities.....	21
2.1.1.6 Criteria for Selecting Pre-listening Activities.....	22
2.1.2 While Listening Stage.....	22
2.1.3 Post-Listening Stage.....	22
2.2 Adapting Activities for Different Proficiency Levels.....	23
2.3 Integrating Technology into Listening Classroom.....	24
Conclusion	26
CHAPTER TWO: Research Methodology , Results and Data Analysis	
Introduction	27
2.1. Research Design	27
2.2. Mixed Methods approach.....	28
2.2.1. Qualitative Approach.....	29
2.2.2. Quantitative Approach	30
2.3. Data collection.....	31
2.4. Population and Sample.....	31
2.5. Analysis Procedures of the Instrument	32
2.6. The Questionnaire	33
2.6.1. Students Questionnaire	35
2.6.1.1. Description and Aims of the Questionnaire.....	35
2.6.1.2. The Analysis of the Students Questionnaire Results	36
2.6.2. The Teachers Questionnaire	48
2.6.2.1. Description and Aims of the Questionnaire.....	48

2.6.2.2. The Analysis of the Teachers' Questionnaire Results	49
2.7. Discussion of Results and Interpretation of Findings.....	57
2.7.1. Discussion of the Students' Questionnaire	57
2.7.2. Discussion of the Teachers' Questionnaire	58
Conclusion.....	60
Implication and significance of the findings.....	60
Limitations of the study.....	61
Recommendations and suggestions for future research.....	62
General Conclusion	64
List of References	67
Appendixes	72
Appendix One: Students' Questionnaire	
Appendix Two: Teachers' Questionnaire	
Abstract in Arabic	

GENERAL INTRODUCTION

Languages are a fundamental part of the universal exchange of knowledge, nowadays, learning and teaching foreign languages is of crucial importance because it contributes to shared understanding and comprehensive communication. English is one of the most needed languages around the world. It dominates various fields, mainly the field of education. Moreover, it is considered as the language of communication, international business since it is the official language of many countries and taught as foreign and second language worldwide. Henceforth, mastering the English language requires proficiency of language skills, namely reading, speaking, writing, and especially listening comprehension because it is the most crucial skill in effective language communication. Due to the crucial significance, listening comprehension skill is regarded as one of the most important skills in language teaching and learning. Listening comprehension skill is a critical skill that supports the development of other language skills, facilitates effective communication, and enhances overall language proficiency.

Students' listening comprehension skills in educational contexts inevitably play a significant role in enhancing their level in the language proficiency. Hence, student engagement is a crucial value in improving their listening comprehension skills. Therefore, engaging in listening activities can be less monotonous if the right strategies used in the classroom. One of the most effective strategies is pre-listening activities, which are designed tasks, prepares the learners for listening tasks in classroom, these activities can supply an enjoyable environment, which will consequently engage students and enhance their listening comprehension skills.

1. Review of the Literature

Listening is a basic skill in language learning. It is a primary way through which people acquire their mother language from the social environment. Beside the other language

skills: speaking, reading, and writing, listening should give equal importance in language teaching. Effective communication relies on good listening skills, since they are important for comprehending spoken language. Listening comprehension process passes through three main stages: pre-listening, while listening, and post listening. The pre-listening stage is of great importance. It aims to get students' attention, activate their prior knowledge, and engage them during the listening activity.

Previous research studies discussed the importance of pre-listening activities in improving EFL students' listening comprehension. Linh studied role of background knowledge in improving (ILETS) listening score for (EFL) students at Saignon University in Vietnam, (2021). The researcher observed two groups of students learning listening module at the institution, both of them given the same test. One group provided with pre-listening activities before taking the test, and the other group listened and did the test without any prior preparation. The results showed that most of those provided with pre-listening activity completed the text on the first listening, compared to the second group who needed a second listening

In their study(karimi, chalak, & Beria, 2019), studied the effect of two types of pre-listening activities, bottom-up and top-down on the Iranian elementary EFL learners' listening comprehension performance. The researcher selected 90 learners as elementary students based on their TEFL (PBT) score. They divided randomly into two experimental groups giving them the pre-test, vocabulary preparation, and content related support as the treatment. The other control group, the learners received filler activity. Each of them contains 30 members. All the learners took a posttest to measure the effect of the treatment. The results showed significant differences between the students' pretest and posttest scores; pre-listening support had great impact on the listening comprehension performance of Iranian elementary EFL learners.

Besides, another study is from Dumlupinar University. In this study (Temur, 2010, pp.

303-305) conducted a quasi-experimental research aiming to determine the effects of pre-listening and post-listening questions on the listening comprehension skills. The study included 28 junior students at Dumlupinar University. The results showed that pre-listening questions had greater effects on listening comprehension skills compared to post-listening questions.

2. Statement of the Problem

All human beings acquire first language from the social environment since their birth. They grasp what they hear through their ears. Thus, listening is the most used skill in the process of learning any language. It should give more importance like the other skills: reading, speaking and writing. Having good listening skills is crucial for the success of any communication process; it serves in grasping and in comprehending the meaning of what said. Effective listening comprehension skills are essential for successful communication and academic achievement. In foreign language classrooms, many students face difficulties in comprehending classroom-spoken discourse. This may be due to limited vocabulary, lack of exposure to the native English language or to a less time devoted to listening tasks in the classroom.

Teaching listening comprehension is not an easy task; it passes through different stages: the pre-listening stage, the while-listening stage and the post-listening stage. According to Linh (2017), the first one considered the most important stage through which teachers try to attract their students' attention, interest and engagement in the listening task and to help them activate their prior knowledge about the listening topic. The most previous studies took an empirical approach to studying pre-listening activities while this study looked at students' perceptions towards those activities.

3. Research Questions

Throughout the current study, the researcher seeks to answer the following raised questions:

Main question:

Q1: How do Algerian University EFL learners and teachers perceive the use of pre-listening activities?

RQ2: To what extent do EFL teachers incorporate pre-listening activities?

RQ3: What types pre-listening activities are used most effectively enhance EFL learners' listening comprehension skills?

4. Research Aims

This study aims to:

- Explore the role of pre-listening activities in enhancing students' listening comprehension skills.
- Explore teachers' incorporation and the frequency of various types of pre-listening activities in improving EFL learners' listening comprehension skills.
- Getting to know different types of pre-listening stage activities teachers actually make use to help students overcome listening difficulties.

5. Significance of the Study

The significance of this study lies in its exploration of the role of pre-listening activities in enhancing EFL learners' listening comprehension abilities through systematically investigating various types of pre-listening activities, including predicting, activating prior knowledge, and setting purposes for listening. Furthermore, this study addresses a crucial need within the field of EFL instruction by offering practical recommendations for educators on the design and implementation of pre-listening activities in the classroom.

6. Research Methodology

Choice of Method:

This research work aims to explore the impact of pre-listening activities on the development of EFL learners' listening comprehension skills. The researcher will adopt a mixed-method approach, incorporating both qualitative and quantitative methods. This will involve conducting a questionnaire with teachers, and administering questionnaire to EFL students at Biskra University.

Population and Sample:

The population of this study will be first-year EFL learners. They selected because they are not familiar with listening and listening comprehension tasks in which they might exposed to different pre-listening activities and materials. From this population, a sample of 74 participants will participate in this study. Additionally, the study involves 04 EFL teachers of listening and speaking at Mohamed Khaider Biskra University whose opinions will enrich this research study with valuable data.

Data Collection Tools

The researcher will adopt a mixed-method approach for data collection. We will utilize one distinct tool to gather necessary data on pre-listening activities. Firstly, a semi-structured questionnaire with teachers will be conduct to explore their attitudes towards the integration of pre-listening activities in EFL classes. Additionally, a structured questionnaire will administered to students to assess their difficulties in listening comprehension and their attitudes towards the implementation of pre-listening activities.

7. A Provisional Structure of the Dissertation

The current work will be divided into two main chapters. The first chapter will be divided into two sections. The first section will focus on the listening skills and the comprehension

skills, their definitions, functions, and importance within language learning. The second section will provide a comprehensive overview of pre-listening activities, including their historical context, various types, and definitions. As to the second chapter, it will be devoted to the fieldwork and data analysis.

CHAPTER ONE: General over view about Pre-listening activities in listening practices

Introduction

Listening is one of the most significant skills in language learning since it is the key to acquire a language and to receive language input. Listening comprehension involves a complex dynamic process that enables learners to understand spoken language. Teaching this skill effectively requires using proper techniques and materials. One of the most useful listening strategies is the pre-listening activities. These activities are crucial components of the listening strategies because they are presented in various forms that effectively prepare students for listening tasks.

This chapter is divided into two sections the first one tackles definition of listening, its importance, its types and stages, process, definition of listening comprehension, its importance, difficulties, and strategies for effective listening. The second section contains definition of pre-listening stage, its aim, definition of pre-listening activities, principles of listening task design, and adaptation activities for different proficiency levels, and integration of technology into listening classroom.

Section One: Listening Skill and Listening Comprehension

1.1. Definition of Listening

Listening skills the key to all effective communication , lacks of the ability to listen effectively messages are easily misunderstood, communication breaks down and the sender of the message may become disappointed or displeased. Listening skills are essential in almost every aspects of life education; social interactions, professional and settings. Once we need to improve relationships in all aspects of life, we should improve our listening skills.

According to(Underwood, 1989,p.56), defined listening as “ the activity of paying attention to and try to get meaning from something we hear ’ This means that we put all our attention on what being said and trying to understand the message or Information being

transmit.

Listening also defined as a complex skill that includes multiple simultaneous processes on different levels and requires a mixture of linguistic and non-linguistic knowledge (Vendergrift, 2010)

Buck states the same point of view which he defined “Listening as a complex process in which the listener takes the incoming data, an acoustic signals, and interpret it based on a wide variety of linguistic and non-linguistic knowledge “ (247).

Rebecca, (1993)Also defined “ Listening as a fundamental language skills, but it is often ignored by foreign and second language teachers ”. This means that despite its importance, listening frequently receives less attention compared to others skills in the teaching process.

1.2 Importance of Listening

Listening is necessary for communication, learning, and building relationships. Swanda(1975) suggested that, listening is the primary element of communication, despite its crucial role, this skill often fails to receive the attention it deserve. “ Listening is even more important for the lives of students since listening is used as a primary medium of learning at all stages of education(Gilakjani, 2011, pp. 977-988). It means that, listening is very important for students because is the major exercise they learn throughout their education. (wallace, et al., 2004)They also emphasize the importance of listening skills for learning as students can acquire information insights throughout listening.

Listening is significant language skills to improve second and foreign language learning. (Juan, 2006, p. 3)claimed that, “ It is the medium through which people gain a large proportion of their education, their information, their understanding of the world and human affairs, their ideals, sense of values and their appreciation”. This means that, listening helps to gain insights into others’ thoughts and behaviors in order to interact with them.

(Rost & Micheal, 1994)Summarizes the importance of listening in language classroom in

the following points:

- a. Listening is crucial in the language classroom because it provides information for the learner. Without comprehension of the input, the learning process cannot progress.
- b. Authentic spoken language allow learners to understand the language as the natives by providing them the opportunity challenge.
- c. Listening activities aid teachers to catch learner's attention to new forms such as vocabulary, grammar, new interaction patterns.

Therefore, listening skills play a great role in our daily life, classroom setting and academic contexts since it is create well effective communication. In addition, listening is the support for developing the other skills.

1.3 Types of Listening

Listening is principle element of language learning. However, it could be challenging to enhance listening comprehension in English language context. Therefore, there are two types of listening, the first one is Extensive listening and the second one is Intensive listening. These are two terms of characteristic features.

Different situations require different types of listening. In the classroom setting; students can enhance their listening skills and gain worthy information by participating in both extensive and intensive listening methods (J, 1998)

J, (1998) Described these two characteristic terms to have essential importance. They enable students to listen to a range of different voices beyond their teachers. ‘They help them to develop their pronunciation and require good speaking habit they absorb ‘ (J, 1998, p. 228)

- Extensive Listening

In EFL, listening can be define as listening for enjoyment and interest without focusing on the language details, it seen as a valuable way to enhance listening comprehension(Rixon,

1986).

It generally occurs outside the classroom and done because it is valuable in itself, and the teachers' role is to guide. Regarding the material, nowadays there is easy access to a wide different of sources and materials, such as (Passages from books, Recordings, Stories, TV, Radio...). However, the main aspect is that the material should be understandable, meaningful, enjoyable, and suitable for the learners' level. According to (waing.R, 2003), extensive listening includes material with lot of text that listeners can easily understand without the need to read text or questions. Authentic recorded materials considered useful resources for learners when practicing extensive listening.

According to (J, 1998), EFL teachers can reinforce their classes with effective approach to extensive listening by using carefully selected and suitable recordings, then ask students to share which one they liked best. This means giving students good listening materials that match their level and what they are learning.

Finally, Extensive listening simplify the foreign language in many ways is the primary source of language learning. It allows learners to improve their other language skills.

a) - **Intensive listening**

One approach that still commonly used in foreign and second language classroom in the real time called intensive listening. It refers to “ process of listening for precise sounds words, phrases, and grammatical units ‘(Rost M. , 2002). It practices in everyday settings. In addition,(B, 1999, p. 232) point out “ Intensive listening exercises are aimed at focusing learners attention on features of the language system once text meaning has been established to some extent “.

The format of the lesson normally includes three stages, which presented by (Renandya, 2011)pre-listening, while listening, post listening.

1.4 Stages of Listening

Tyagi (2013) states that, the process of listening comprises five stages that are hearing, understanding, evaluation, remembering, and responding.

1. **Hearing:** Refers to the physical response when sound waves stimulate the sensory receptors of the ear resulting in the perception of these waves, it considered the perception of the sound waves and it is necessary for the process of listening. However, listening is not always required for hearing. Effective listening relies on perception, which based on attention i.e. the brain catches only a few things to focus on these selective perceptions that called attention, which is important for good listening.

2. **Understanding:** This process helps to comprehend the symbols that we perceive to understand the meaning. These symbols are not just words; they also include sounds and sights. The meanings that related to these symbols are a function of our experience and the situation in which these symbols are used. Signals have symbolic meanings. When the listener understands the intended meaning and context presented by the speaker, effective interpersonal communication occurs.

3. **Evaluation:** Listeners focus on and engage with the information they have received. During this stage, they analyze the information critically, differentiate between facts and opinions and assess if there is bias in the message or not. A good listener does not analyze the message until it ends; evaluation starts after receiving the message completely to carry on listening to the next message.

4. **Remembering:** Remembering it involves not only receiving and analyzing information but also storing it in the mind's memory bank for future retrieval or use. While the listening process, the listener focus on specific information that is relevant to their needs, interests, and goals. What remembered from a listening experience may differ from what actually seen and heard.

5. Responding: At this step, a verbal or non-verbal reaction occurs; the listener responds with actions or words. Through this interactions, the speaker will understand if the message was effectively conveyed or not and determine to what extent was the message understood by the listener.

1.5 The process of Listening

The listening process involves continuously building and understanding of spoken information. Many researchers emphasize how listeners analyze this information. Richards presents two commonly mentioned processes related to this: Bottom-up and Top-down processing.

1.5.1. The Bottom-up

Bottom-up processing involves the listener constructing the message gradually, beginning with smallest linguistic unit such as phonemes (bottom) and progressing towards the complete text (up), (Buck, 2001)

He also argue that: “ Listeners assumes that acoustic input is first decoded into phonemes then this is used to identify individual words, then processing continues on the next higher stage, the syntactic level followed by an analysis of semantic content to arrive at literal understanding of the basic linguistic meaning. Finally, the listener interprets that literal meaning in terms of communicative situation to understand what the speaker means ‘(Buck, 2001, p. 2)

The listener build their understanding by starting with signal sounds, combining them into words, then forming phrase, clauses, to achieve a literal meaning. Harmer supports the above view that: “ the listeners focus on the individual words and phrases and achieve understanding by starting these detailed elements together to build the whole “ (Harmer, 2001, p. 201).

In addition, to simplify that (Peterson, 1991)noted “ the lower level process (Bottom-up)

are triggered by sounds, words and phrases which the listener has as they attempt to decode speech and assign meaning ‘‘ (P, 109).

In conclusion, the bottom-up processing is seen as a significant as the top-down at the highest level of listening proficiency.

1.5.2. Top-down:

Richards mention the top-down process refers to ‘‘ the use of background in understanding the meaning of the message’’ (Richards, 199, p.51).

Moreover, Helegesen and Brown identified that: ‘‘ Top-down process is the opposite of Bottom-up, the student start from their background ‘‘ (Helegesen, Brown, 1995, x).

In addition, for more clarification,(Harmer, 2001) indicates that this process occurs when learners prediction according to prior knowledge to guess what the speaker intention.

In other words, when the listener is able to connect what he is about to hear with something already known before in background knowledge this help them to comprehend what they hear well. Richards (1990) emphasizes that background knowledge can come in various forms such as, prior knowledge about the topic of discourse, situational or contextual knowledge and stored in the form of schemata and script. Schemata is the plural of schema. It defined by(Humbert, 1998) ‘‘ Data structure is the generic concept stored in the memory. It can use to represent our knowledge about all concepts: those underlying objects, events, sequences of events, actions and sequences of actions. ‘‘

Additionally, (Carrel, 1983) pointed out that: schemata divided into two kinds; the first one is content schemata and the second one is formal schemata.

Content Schemata : It refers to the cultural knowledge of various subjects. It contains knowledge acquired from a variety of sources and experiences.

FormelSchemata : Also known as,rhetoricalschemata based on our understanding of the structure and organization of discourse gender and both of them simplify the listener's comprehension.

In the end, these two processes aid the listener to understand the language meaning of the speakers.

1.6 Definition of Listening Comprehension

Listening comprehension is a difficult process. It can acquire only when the listeners can understand what said, by activating their vocabulary and background knowledge. Many researchers and scholars have defined this concept.

(Rost M. , 2002)Stated that Listening comprehension considered as a complex and interactive Process in which listeners are participated in a dynamic construction of meaning. Listeners comprehend the oral information from sound discrimination, prior knowledge of vocabulary, grammatical structures, stress and intonations, as well as use linguistic clues in contextual utterance. (p.117).

In addition, Purdy (1997, as cited in (Gilakjani, 2011, p. 987)stated ‘’ Listening is the active and dynamic process of attending, perceiving, interpreting, remembering and responding to the expressed (verbal and non-verbal) needs, concerns and information offered by the other human beings.’’ In the other words, listening is a difficult process in which the listener is required to distinguish between sounds, comprehend vocabulary and grammar, then interpret all of them to get the intended meaning of the message.

Finally, listening comprehension is a crucial aspect of the language learning process; learners enabled to understand the content of listening material concerning its linguistic and grammatical challenges.

1.7 Difficulties of Listening comprehension

The process of listening comprehension is a complex attempt for language learners. It requires the students to be more active in terms of a variety of sources such as phonetics (sound and intonation), semantics (vocabulary knowledge), and lexis (grammatical structure)...So, the complexity of this skill demands variety and challenging activities for EFL students. Learners often face many challenges during listening that interrupt their comprehension of the message. According to (Yagang.F, 1993), listening comprehension difficulties can be categorized into four main sources: the message to be received, the speaker, the listener and the physical setting.

-The message: It is subdivided into two parts:

-Content: Facing unfamiliar or advanced vocabulary and students cannot catch the words of the content because of the rapid speed of the listening material.

-Linguistic Features: They will struggle to distinguish between the words when they are pronounced in connected speech with some phonetic rules such as assimilation. In spontaneous conversations, there are a lot of colloquial words.

-The speaker : Redundancy: refers to expressions used by the speaker that involve repeating information, rephrasing, or adding meaningless expressions such as: you see, as you know. Different accents of the speaker also are another difficulty for learners. (Yagang.F, 1993) also added other difficulties of listening comprehension in the speaker: Spoken prose, like news broadcasts and reading written texts aloud, usually has a stable tone, pitch, and intonation. On the other hand, everyday conversations include hesitations, pauses, and change in intonation. Students who are used to the first type of listening material may find the second type challenging to understand. (p.104)

-The listener: The student's level in the comprehension that they cannot guess what is missing in the spoken message or interprets new words. Their physical or psychological factors could influence how they perceive and understand things in a negative way. A limited knowledge of social, cultural, and contextual aspects of the target language.

-Physical setting: The noise, whether in the listening material or the surroundings, can bother the students and lead to a lack of focus and concentration. While listening, learners lack visual signals and body language to understand the speech. The unclear sounds caused by poor-quality recording.

1.8 Strategies for Effective Listening

The teacher can employ various methods to help learners get and understand what they listen whatever its difficulty. In this regard, (Yagang.F, 1993) has presented various strategies for teachers to aid their students in improving their listening skills. He divided them according to message, speaker, listener and typology of activities for listening lesson.

1.8.1. Message

-Evaluate listening material based on the students' level and offer authentic materials.

-Design exercises focused on specific tasks to catch students' interest and help them learn listening skills indirectly.

-Provide learners with various types of information such as Lectures, Films, and Radio news, TV plays.

-Look for visual aids or create drawings and diagrams related to the listening topic to make the guess and imagine actively.

1.8.2. Speaker

- Provide exercises on liaisons and elisions to help students recognize the sound patterns of the rapid material speech.

- Make the students become familiar with different English accents by providing them variety of speech either British or American each time.
- Select easy short listening passages for beginners, and choose harder, more repetitive materials for advanced learners.

1.8.3. Listener

- Give background knowledge and linguistic knowledge like complex sentence structures, and informal words and expressions.
- Provide and try to get as much feedback as possible. It can help learners build confidence in their ability to manage listening difficulties.
- Help students develop their listening abilities such as listening for specific knowledge, analyzing and making inferences.

1.8.4. A Typology of Activities for a Listening lesson

- Use a range of exercises, tasks, and activities suitable for different stages of a listening lesson.
- Moreover, students should employ different strategies to become proficient listeners and achieve the advantages of the listening skills. According to Lynch (1996), these strategies divided into three groups:

a- Cognitive strategies : They used to understand what we hear and guess its content. They can be:

Predicting/ inference.

Elaborating.

Contextualization.

Imagery.

Summarization.

Translation.

Repletion.

Transfer from other language(s).

Deduction.

Fixation.

b-Meta-cognitive Strategies: They related to learning in general and have long-term benefits.

Planning.

Comprehension.

Directed attention.

Selective attention.

Evaluation.

c-Socio-effective: They focus on how learners interact with other speakers their attitude towards leaning. The can be:

Questioning.

Cooperation.

Anxiety.

Relaxation.

Section Two : Pre-listening Activities

2.1 Stages of Teaching Listening Stages

2.1.1 Pre-listening Stage

2.1.1.1 . Definition of Pre-listening Stage

The pre-listening stage is the initial stage of the listening process. It prepares the learners and engage them before they listen in order to enable them comprehend the text (Richards, Jack, Schmidt, & Richards, 2002, p. 451). (rost, 2016, p. 175) Shows that the pre-listening stage serves as a preparatory stage in teaching, aimed at activating learners for the listening. This stage may include short activities to help learners to understand what is coming up or it could be consisting of discourse frameworks, which allow the learners to connect with the listening material. (wilson, 2008, p. 60)Mention that pre-listening prepares or trains listeners for what they will listen to, also supports them succeed in any tasks. (Renadya, willy, widodo, & handoyo, 2016, p. 117) Demonstrate that the use of pre-listening stage is particularly beneficial and crucial for beginner-level listeners. When the teacher effectively prepares the learners for the listening material, students will get more benefits from the listening tasks.

2.1.1.2 Aim of the Pre- listening Stage

The pre-listening stage aims to encourage learners by asking them to predict what information they will hear (Richards and (Richards J. C., 2002, p. 243). (Juan, 2006, p. 42) Agree with Richards andRenadya, by saying that pre-listening stage motivates the learners to engage their prior knowledge of a specific cultural topic that will be discussed in the text. When the teacher encourages the learners to reflect on the passage helps them better understand the activities or text, which in turn helps them address any listening problem they may face. In addition to that, pre-listening stage helps learners enhance their skills in recognizing listening strategies and applying them to solve any challenges they encounter

during the listening process (ibid).

2.1.1.3 Importance of Pre-listening Activities

Pre-listening tasks play a crucial role in any listening stage since the success of other aspects depends on the teacher's ability to engage students in recalling prior knowledge, guiding them towards grasping the listening objectives (Chastain, 2007, p. 200). The primary purpose of pre-listening activities is to provide learners with frameworks that facilitate their comprehension of the discourse. Therefore, learners will participate in the listening process without any challenges (MacDonough, 2013, p. 78).

(Stojkovic, 2015, p. 311) Argues that pre-listening activities are a short activity that should be completed within a period of no more than four minutes, as well as the teacher should tailor the activities according to the learner's purpose of listening. In other words, when the learner comprehends the activity before it starts and has a quick look at the activity, this helps them understand what they will hear without any trouble.

2.1.1.4 Principles of using Pre-listening Activities

The following points show the main principles that pre-listening activities should have:

- a) Pre-listening activities should incorporate language and topics familiar to the learners; therefore, the learner will participate with these activities (Donaldson, 2006).
- b) Pre-listening activities should help the learner to enhance and foster meta-cognitive skills, which develop the learners' capacity to think while learning (ibid).
- c) Pre-listening activities should include all components of listening and enable learners to make guesses and predictions about upcoming content (ibid).
- d) Although, pre-listening activities hold significance, it is essential for the teacher to devote appropriate time to them, balancing with the need to cover other skills during

the lesson. Therefore, the typical duration for employing pre-listening activities should range from three to five minutes.

2.1.1.5 Types of Pre-listening Activities

- a) **Brainstorming:** Brainstorming is an effective technique to encourage learners to produce a large number of ideas related to the topic before they start listening. The purpose is to have learners freely discuss the context of the topic first in order to stimulate their thinking and produce as many ideas as possible, before they begin the actual listening activity(Richards, Jack, Schmidt, & Richards, 2002, p. 87).
- b) **Predicting:** Predicting activity requires engaging learners to guess and reflect about what they will listen for. The learners' prediction may consider as a brief overview of the topic or unfinished statement. Therefore, predicting is a beneficial practice during the pre-listening stage(Nation, 2008, p. 161)
- c) **Pre-teaching key words:** Pre-teaching key words or vocabulary is the process of introducing and teaching new and unfamiliar terms,that learner will face during the listening task (J, 1998, p. 277), Pre-teaching key words is employed when the teacher think that there are certain words crucial for the learner to understand before listening, in order to have more comprehension. It also gives the learner confidence to listen in addition to that; it offers them with insights into the passage(wilson, 2008, p. 76) .
- d) **Picture Description:** Picture description activity requires introducing the picture before learners listen to the spoken text and discuss the picture, whichrelated to the passage(Richards j. , 2015, p. 394).
- e) **Questioning:** Questioning activities engage the learners to consider about the topic before they start to listen and create several questions related to what they expect the teacher will ask them (ibid, p.394).

- f) **Story Building** Story building activities involve guiding the learners to create a story and expect the events that take place in the story by giving them a set of eight to ten pictures and engage them to arrange the pictures in the correct order to form a story (ibid, p.394).

2.1.1.6 Criteria for Selecting Pre-listening Activities

The selection of these activities depends on various factors such as time available, the material available, the ability of the class, the interest of the class, the interest of the teacher, the setting where the activity takes place, the nature and the content of the listening text itself(Underwood, 1989, p. 33). Among the various factors that influence the selection of listening activities, the nature and content of the listening text itself is particularly crucial. When selecting pre-listening activities the teacher must creatively and flexibly choose tasks that align with various factors, particularly the nature and content of the listening material. Additionally, the teacher must also prepare the pre-listening activities with great care and attention. Learners need a range of beneficial activities for subsequent steps, ensuring the pre-listening phase is concise compared to the listening task. Activities should be engaging without overwhelming students to maintain their interest.

2.1.2 While Listening Stage

In the while listening stage, learners are participating in the listening process. They listen in order to obtain certain information. The educator motivates the learners to work in pairs or groups in order to interact together and examine their answers. They will motivate them to discuss another idea. It is necessary that the educators should provide various types of activities, which help the learners to develop their listening skills(wilson, 2008, p. 60).

2.1.3 Post-Listening Stage

It is the final stage of listening comprehension, which also known as the evaluation stage. In this stage, the learners review their answers and they discuss any difficulties they

encountered during listening, like unfamiliar words, and respond to the message either orally or in written form.

2.2 Adapting Activities for Different Proficiency Levels

According to (Budden, 2008), while rewriting and grading reading text to suit different proficiency levels may be an ideal solution in a perfect world, many teachers cannot realistically undertake an extremely time-consuming process.

The reality is that adapting materials in this way is not feasible for most teachers especially when working with mixed-level groups.

Additionally, (Budden, 2008) notes that providing different texts to students can be awkward and may inadvertently label them as ‘‘weak’’ or ‘‘strong’’ learners. This can have a determinably effect on the motivation of weaker students, as they may feel singled out or stigmatized (Budden, 2008)

(Budden, 2008), mention the following tips for good classroom management with mixed ability groups:

-Grouping: It can be beneficial to both groups' stronger students together and mix stronger and weaker students. The key is to experiment with different grouping approaches depending on the task and class dynamic.

-Giving instructions : Providing clear instructions is crucial for weaker students to follow the class. Use gestures along with words, and have stronger students check and even explain the instructions in their own language if needed.

-Error correction : Stronger students can handle more error correction. Avoid over-correcting weaker students as it can hurt their confidence. Encourage students to correct each other and expect higher accuracy from the stronger students.

-Setting goals : Setting goals for the class or term can help focus the students. The goals can be tailored to each student's level, but achieving them should give all students a sense of accomplishment.

2.3 Integrating Technology into Listening Classroom

The increasing use of technology in educational settings aims to enhance teaching and learning both in and out of the classroom. The rapid progress in technology integration has led to the development of improved teaching methods, significantly affecting language learning and instructional practices (Gilakjani A. P., 2017). Listening skills can be effectively taught and acquired through a variety of media, such as computers which can improve these skills and contribute to achieving better outcomes (Alsied, 2013). Computers in EFL classrooms can provide learners with access to a wide range of multimedia content, as well as both pedagogical and authentic language models all of which can be accessed and controlled individually by the students. Mobile technologies in the classroom show promise for enhancing learners' attention to input during focus on form listening tasks, indicating their value of investigation within an attention framework for SLA. Mobile-assisted language learning (MALL) in the classroom enables the use of instructional technology to achieve specific pedagogical objectives. Technology should not hinder, but rather support and enhance the attentional and language processing capabilities of students (De La Fuente, 2014). Another study examined how students' listening comprehension in an EFL classroom was enhanced using podcasts, leading to increased students' motivation in learning English due to the podcasts offering authentic materials, engaging listening exercises and relevant objectives (Abdulrahman, 2018). Moreover, a study demonstrated the use of YouTube as an instructional tool for teaching listening skills. Teachers find YouTube indispensable in the classroom due to its ability to enhance the teaching experience significantly, offering a range of valuable and engaging benefits, incorporating YouTube Videos into the learning process in

an enjoyable experience for students. Additionally, watching these videos allows students to gain deeper insights into the culture associated with the language they are studying.

These benefits enable dynamic and creative EFL teachers to design and implement challenging activities in their listening classroom that engage students, stimulate critical thinking and creatively foster language production and enhance genuine interactions among learners in the target language.

Written expression is recognized as an important subject in the study of a second or foreign language which is the ability to convey thoughts , ideas, and information clearly and effectively in a written form. Mastering and engaging in academic writing helps EFL students to improve their language proficiency also organizing and presenting their ideas in a coherent, scholarly manner, which are essential for producing essays, research papers and dissertations. In order to make the learning process easy and exciting and thought-provoking for students and teachers alike, English as a foreign language educators have focused on developing new techniques for teaching language and enhancing the learner's writing skills.

Academic writing can be a problematic and complex process for EFL students as it requires mastery of advanced language skills, critical thinking, structural and stylistic standards. However, AI-powered writing assistants provide monitoring the writing process and offering valuable productive feedback to students. The computer-based applications are increasingly becoming alternatives to facilitate writing using automated writing evaluation.

The primary goals of Artificial Intelligence for EFL students in academic writing include Automated Writing evaluation, Automated Essay Scoring, and Automated written, Corrective Feedback functions in one integrated program. Additionally, AI applications can provide personalized learning experiences tailored to individual students' needs, targeting areas of improvement and offering targeted practice exercises. By leveraging AI, EFL students can overcome language barriers more effectively, gain confidence in their writing

abilities, and produce higher-quality academic work.

Conclusion

In short, this theoretical chapter has provided definitions of the most fundamental concepts that are essential to the present study. It has first defined listening and listening comprehension. Then, it has presented and highlighted the importance of listening in EFL classroom. It has also given an account of the types of listening as well as its process. Finally, it has introduced the second section which includes pre-listening stage activities upon which the study is based, it shed the light on its definition, importance, types and principles. The subsequent chapter describes the methodology and analysis used to conduct the present investigation.

CHAPTER TWO: Research Methodology, Results and Data Analysis

Introduction

The present chapter is devoted to analyse the obtained data. The principle aim behind this study is to elicit answers for the raised research questions which aim to explore Algerian university EFL learners and teachers perception towards the pre-listening activities in listening practices .Therefore; we will start focusing some light on research methodology since it is the basic part of any research. Moreover, we have selected for the present work data gathering tool that are the students and teachers questionnaire.

The aim of this chapter is to introduce the research methodology for the research plan, including the methodology, study participants, procedures, analysis method, and also the components. In addition, the chapter wraps up with the demonstration, analysis, and interpretation of the results obtained from research tools, as well as referring to the implications, limitations of the study and recommendations for future research.

2.1. Research Design

The methodology that we use it in the present research is a mixed-methods approach that combines quantitative and qualitative research methods was adopted to collect and analyse data, because it is more appropriate and serves our study. To support this point, Selinger and Shohamy (1989, p. 157 , as cited in Khaldoun, 2008, p. 85) affirmed that , “Research design is based on understanding a the steps within the interactive framework of the research , without isolating variables” In addition, Research design is an important component of the dissertation to answer the research questions. Then; the research design is the overall strategy for conducting research which defines a concise and reasonable plan to solve existing research problems by collecting, interpreting, analysing and discussing data.

As we mentioned before, the main purpose of the research study is to create reliable and useful knowledge based on logical arguments and evidences, and a strategy is a plan of action

designed to achieve a specific goal. Therefore, in conducting this research we used the mixed methods strategies because we believe it will be successful in achieving the aims of our research as it will offer suitable kinds of data that will help us answering the present research questions. A case study is the strategy of inquiry that will enable us to study the group of participants in action and in a limited context.

We believe that research design is a very essential element in any study. It can be defined as specific procedures or techniques used to select, identify, and analyze information about a certain topic, “In it we study the various steps that are generally adopted by a researcher in studying his research problem along with the logic behind them” (Kumar, 2008, p. 5). Similarly, Creswell (2009) expresses that “research designs are plans and the procedures for research that span the discussion from broad “.

Furthermore, a good research design is typically defined by adjectives such as adaptable, appropriate, effective and cost effective. Generally, research design is one that minimizes variance and maximizes the reliability of collected and analyzed data. In certain tests .the design with the smallest experimental error is considered the best design.

2.2. Mixed Methods approach

The term “mixed method” refers to a brand new technique of studies that mixes quantitative and qualitative statistics inside a unmarried research. Creswell (2009) described blended-technique technique as “a technique to inquiry that mixes or pals each qualitative and quantitative forms, it entails philosophical assumptions, the usage of qualitative and quantitative processes, and the combination examine of each processes” (p. 4).

Researchers can also additionally use a mixed method technique due to the fact they agree with that it the ideal studies method and a super method in which quantitative and qualitative techniques The simple premise of this system is that such integration allows a greater whole use of statistics than do separate quantitative statistics and qualitative statistics

series and evaluation. Mixed method studies comes from the social sciences and has these days increased into clinical sciences which includes fields along with nursing, own circle of relatives medicine, social work, and others. In the ultimate decade, its methods were advanced and delicate to in shape an extensive type of studies questions (Creswell & Clark, 2011)

The study examines to pursue of the implementation of a mixed method technique that necessitates the usage of qualitative and quantitative studies. Moreover, Creswell (2009) reviews that there are numerous affecting elements that the researcher need to do not forget after choosing the wanted statistics series techniques in the blended technique studies. These elements are the dimensions of the sample, the scope of the study, the help and participation of units, resources, time, and former research techniques. This will permit the researcher to nicely select the ideal statistics techniques in order to assist him in successfully accomplishing his examine. This means that the research will be using both qualitative and quantitative research methods for the collection and analysis of data.

2.2.1. Qualitative Approach

Qualitative approach regarding what is the explore Algerian university EFL learners and teachers perception towards the pre-listening activities in listening practices. This approach allowed for a deeper understanding of the important of research under investigation. A qualitative method is thematic, much less standardized and works with extensive variety of statistics inclusive of interviews, documents, or even photographs which can be must be prepared and analyzed. Nunan (1991,p55) claimed that qualitative method is characterised through way of means of verbal descriptions as its statistics, it really works to find data from data-wealthy sample, and it entails frequencies of incidence of members` beliefs, opinions, attitudes and motivation and which can be explored, analyzed, and interpreted via way of means of a few statistical strategies.

A qualitative observe is suitable whilst the intention of studies is to give an explanation

for a phenomenon through way of means of counting on the notion of a person's enjoy in a given situation (Stake, 2010, p.62). In the equal context, Creswell (2009,p.55) noted that , “A quantitative method is suitable to the researcher seeks to recognize relationships among variables”.

To conclude, the qualitative studies strategies are created to assist researchers to recognize the cultural and social contexts inside which they live. It is an interpretative method, which tries to benefit perception into the particular behaviours associated with a positive social phenomenon via the evaluation of members` subjective reports. The researcher builds concepts, hypotheses, or theories via way of means of asking questions like “why”, “how” and “in what way”. Qualitative strategies use descriptions and classes to observe human reports and realities from the subject's perspective. The qualitative observe layout is bendy and conscious of the converting situations because the observe progresses. Its number one intention is to recognize the phenomenon from the point of view of the members; with its specific institutional and social context intact. This type of statistics and context is misplaced if tries to quantify the statistics are made (Palmer & Bolderston, 2006). Accordingly , Qualitative research analysed the open ended questions designed in the teachers questionnaire.

2.2.2. Quantitative Approach

Quantitative approach is used to analyze the data. Cresswel (2009,p.172) defined “quantitative research is a means for testing objective theories by examines the relationship among variables these variables ,in turn , can be measured , typically on instruments ,so that numbered data can be analyzed using statistical procedures”.

Moreover, Blaxter et al (2006, p.09) said that: “Quantitative studies is characterised with the aid of using deductive procedures to the studies technique geared toward proving, disproving, or lending credence to current theories. This form of studies

entails measuring variables and trying out relationships among variables so as to expose patterns, correlations, or causal relationships”. That is to say, quantitative research is characterised with the aid of using numerical analysis through the sample selected by the researcher in order to explain the main issue by analysing the collected data in the form of numerical and mathematical procedures.

To sum, the quantitative research method deals with the numerical analysis of variables in order to obtain plausible results. It involves the usage of numerical data to answer questions like “who”, “how”, “what”, etc. Quantitative research analysed the closed ended questions designed in the students and teachers questionnaire.

2.3. Data collection

It is necessary to select an effective method and tools in order to present our study investigation, which includes information about the descriptive of the subjects involved in the study. It will also include information about the instruments used to collect data. There will be a discussion of the data collection that we choose it to collect the data analysis procedures will be given (questionnaire) data collection.

In order to obtain the required data of our research, we choose the mixed method , due to that, the data collection was gathered by using a questionnaire for first year LMD students of the English department at Mohamed Khider University of Biskra. This tool will be described and analyzed in details in this chapter.

2.4. Population and Sample

It is very important to identify the population and the sample of our work in order to trace an organized path for collection of the required data; we have posted questionnaires to first year students at Mohamed Khider University of Biskra for the academic year 2023 /2024.

It is important to mention that sample of this study was selected randomly. However, the population was chosen or purpose because first year students still novice in

language and they need to improve their listening skill in a way or another. For that reason, this population seems the suitable one that fits with our research questions and aims as well. The sample was required to respond 17 questions designed to fulfil the aim of our research. In addition, we dealt with a homogeneous sample composed of seventy four (74) males and females, also, four (04) EFL teachers at the University of Biskra too.

2.5. Analysis Procedures of the Instrument

The quantitative analysis of the data collected tackled the close-ended questions obtained from the questionnaire of both learners and teachers. The results are interpreted in terms of numerical data manually coded in a form of percentages which were demonstrated in the form of diagrams. Indeed, the latter is used to know Algerian university EFL learners and teachers perception towards the pre-listening activities in listening practices. In addition, the quantitative analysis uncovers the existing relationship between the variables, and points at any drawbacks of using pre-listening activities, simply to verify and measure the validity of the previously stated questions.

The teachers' questionnaire includes closed ended and open ended questions which analysed using quantitative and qualitative method with the aim to explore Algerian university EFL learners and teachers perception towards the pre-listening activities in listening practices.

Firstly , the quantitative analysis of the data collected tackled the close-ended questions obtained from the questionnaire; the results are interpreted in terms of numerical data manually coded in a Microsoft Excel document in form of percentages, then presented in form of tables and figures . The percentages are calculated by means of the Rule of three: $\times = \frac{z \times 100}{y}$. X refers to the calculated percentage. Z refers the number of answers. Y is the total number of participants under investigation.

Thirdly , qualitative method used in our investigation to analyse the two open ended

questions in of the teachers' questionnaire. Hsieh and Shannon stated that (QCA) is “ a research method for subjective interpretation of the content of text data through systematic classification process of coding and identifying themes or patterns”(p.1278). Put differently, qualitative analysis is applied in order to categorize textual data into symbols and issues, elicit meaning, and reach conclusions. Therefore, QA was used in order to analyze the qualitative data obtained from the open-ended question of the teachers' questionnaire.

2.6. The Questionnaire

The questionnaire is perhaps the most widely used for eliciting information from some target informants relative to their goals, attitudes and backgrounds. The use of this data collection tools in our research aims to explore Algerian university EFL learners and teachers perception towards the pre-listening activities in listening practices. “The Questionnaire is one of the most frequent quantitative data gathering tools. It is a set of different types of questions asked to a large number of individuals to collect statistically useful information about a given topic. It is a valuable method of collecting a wide range of information from a large number of individuals, often referred to as respondents” (Roopa& Rani, 2012,p.6).

Moreover , questionnaires are one of the most common methods of data collection in researches. The main strength of questionnaires is due to the fact that “they are easy to construct, extremely versatile, and uniquely capable of gathering a large amount of information quickly in a form that is readily process able.” (Dornyei, 2007, p, 3)

The Questionnaire has many advantages and much strength that lead most researchers to use it. Seidel et al (2012, p.151) summarized strengths in following:

- Questionnaires can be sent and returned by post or Email and they can be handed directly to the respondent
- Questionnaires are cheap to administer.
- The only costs are those associated with printing or designing the questionnaire.

- No time-consuming; it increases the speed of data collection.
- The respondent can finish it and return it back quickly.
- Using Questionnaires will reduce biasing error that is caused by the characteristics of the interviewer and the variability in interviewers' skills.

In designing the present self-completed questionnaire for research purposes, the items required answers with dichotomies (yes/no question), or picking up the most appropriate answer from a series of options, or asking the students and teachers to give their opinions or to explain their choices. The questions revolve around four headlines each one of which covers the variables selected and each particular aspect of our study.

Each Questionnaire needs to include a variety of Question types the following: Close -ended and open -ended which are used to find out the objective facts from people these questions should be clear for the respondents. Selltiz et al (2009) argue that the selection of each type is determined by the researcher objectives and the type of data that has to be collected about the relationship between teachers experience and assessment practices to improve EFL learners reading skill.

First, open questions demand the students and teachers to give their personal opinions about the subject or to explain their choices. The open ended question is intended to elicit a free response from the subject rather than one limited to stated alternatives ,Naoum improves that (2007) "open Questions seek to encourage the respondent to provide free responses ".

That is to say, open ended questions are used in quantitative research as well as finish with a section of open questions for more detailed response and collect information on our topic.

Second , closed questions required answers with dichotomies (yes/no question), or picking up the most appropriate answer from a series of options, this type of questions is easier and quicker for the researcher to record responses about attitudes towards the investigation topic and always begin with a series of closed questions with boxes to tick or

scales to rank. In this study, the researcher used only close ended questions to collect data in order to meet the goals and interpret the responses quantitatively of our research topic, in addition to its major advantages.

2.6.1. Students Questionnaire

2.6.1.1. Description and Aims of the Questionnaire

This questionnaire is designed to the target population, who are first year students in the department of English at Mohamed Khider University of Biskra, the participants of this questionnaire are 74 students from different groups, Thus they are chosen randomly to explore Algerian university EFL learners and teachers perception towards the pre-listening activities in listening practices. It also consists of 17 of questions which are arranged in a logical way .They involve “Closed ended questions” required answers with dichotomies (yes/no question), or picking up the most appropriate answer from a series of options, and or open questions demand the students to give their personal opinions about the subject or to explain their choices .

The questionnaire is divided into three sections: background information this section is about students’ Gender; their age and other personal questions. Section Two includes the students’ attitudes towards the listening comprehension difficulties and listening comprehension strategies. In addition, section three includes students view about pre-listening stage (activities).

In the present study, an online questionnaire was used to collect data. This means that the participants answered the questionnaire questions online. The questionnaire was designed using Google forms and sent to first year students Facebook group on the 4th of May 2024. By the 10th of May 2024, we received 74 responses.

Before administering the questionnaire, there is an important and necessary stage

which is the piloting stage. It was used to determine whether the questions were well-organized, appropriate, and clear and provided in a suitable manner. (Abu Hassan ,Schattner and Mazza,2006) claim that , the purpose of piloting the questionnaire is to check the clarity of the questionnaire, eliminate ambiguity and difficult terms, collect comments on the questionnaire’s overall format, determine the exact time to fill in the questionnaire and examine the Relevance of research objectives.

That is to say, piloting and validity is important for checking the growing and comprehensibility of the raised questions. Accordingly, *the questionnaire was first piloted on the 2nd of May 2024 with (10) students before its administration to the students, the piloting stage allowed the researchers to detect and correct mistakes.* After piloting the questionnaire, we did not make any changes; we ensure that the questions were clear and required no modifications since the five students answer them easily and they confirm that all the questions are clear and there is no ambiguity.

2.6.1.2. The Analysis of the Students Questionnaire Results

Section one: Background information

Item 01: What is your Gender?

Gender	Number	Percentage
Male	05	7%
Female	69	93%
Total	74	100 %

Table 2.1: Students’ Gender

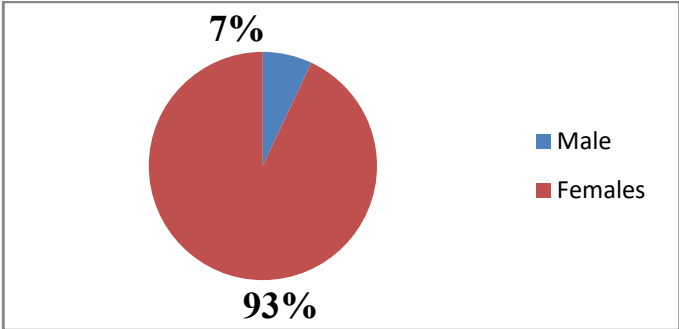


Figure 2.1: Students’ Gender

The results displayed in the table above show that the majority of students are girls (93%) who study first year students at Mohamed Khider University of Biskra, and only (7%) that represent boys from the rest.

Item 02: What is your age?

Options	Number	Percentage
19 to 21 years old	63	85%
21 to 23 years old	7	10%
More	4	5%
Total	74	100 %

Table 2.2: Students' Age

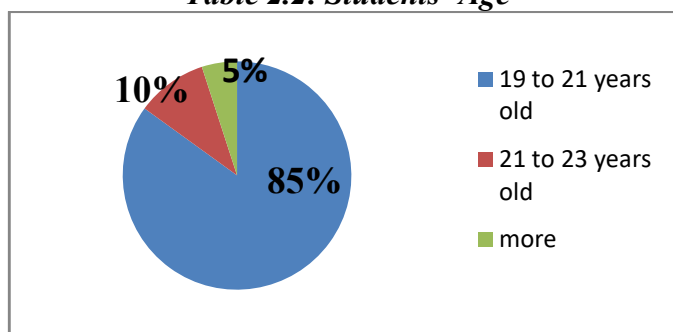


Figure 2.2: Students' Age

According to the statistics, the majority (85%) are between 19 to 21 years old. The second part (10%) represent students between 21 to 23 years old. The last part (5%) represent the aged student who may be repeat more than twice, changed his/her field of study or they get his/her Baccalaureate later on or they study English as additional diploma (More)

Item 03: What is your first language?

Options	Number	Percentage
Arabic	74	100%
French	00	00%
Berber	00	00%
Others	00	00%
Total	74	100%

Table 2.3: The Students First Language

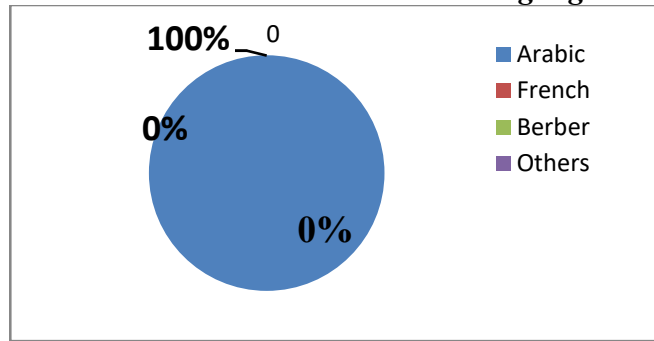


Figure 2.3: The Students First Language

It is noticeable from the results contained in the table and Figure that all students (100%) claim that their Arabic is their first language.

Item 04: How long have you been studying English?

Options	Number	Percentage
From 1-5 years	15	20%
From 6-10 years	5	7%
More than 10 years	54	73%
Total	74	100 %

Table 2.4: Students Duration of English Language study

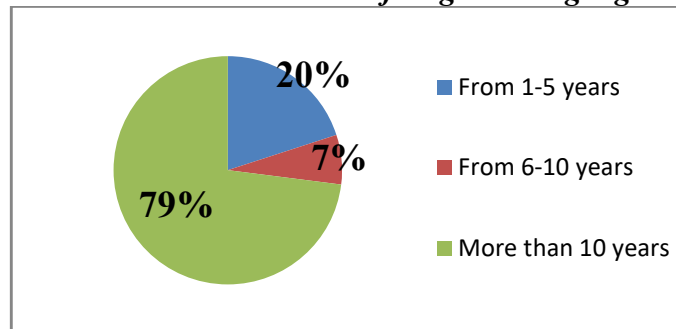


Figure 2.4: Students Duration of English Language study

The results shown in Figure 4 reveal that the majority of the respondents (79%) claim that they study English for more than 10 years. In addition, (20%) of the students choose 1-5 years. Also, (7%) of the students select 6-10 years.

Item 05: Do you feel confident when listening to English?

Options	Number	Percentage
Yes	71	96%
No	3	4%
Total	74	100 %

Table 2.5: Students’ Confidence in understanding the Listening Materials

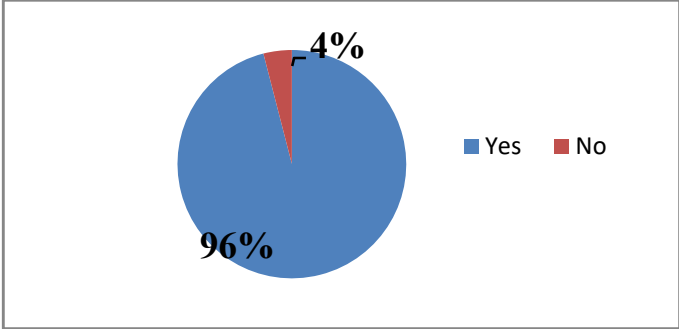


Figure 3.5: Students’ Opinion about the Teachers Use of Technologies in Teaching

Figure 5 demonstrates that the majority of the students (96%) claimed that they feel confident when listening to English. On the contrary, only (4%) of the respondents answered the question negatively.

Item 06: Is listening to oral English?

Options	Number	Percentage
Interesting	67	90%
Not interesting	7	10%
Others	00	00%
Total	74	100 %

Table 2.6: Students’ Perception via listening to oral English

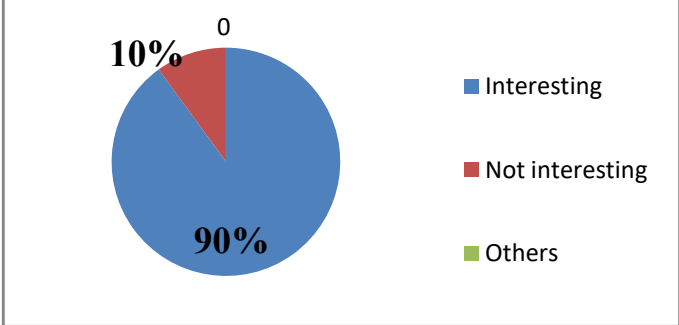


Figure 2.6: Students’ Perception via listening to oral English

The data obtained from this question reveal that the majority of students gave an affirmative answer. More specifically, (90%) of the students claimed that listening to oral English is interesting. However, only (10%) answered the question with not interesting. No one mention others .

Section Two : Listening comprehension difficulties and listening comprehension strategies.

Item 07: Do you understand what is said by your teacher during listening comprehension lectures?

Options	Number	Percentage
Yes	50	68%
No	3	4%
Sometimes	21	28%
Total	74	100 %

Table 2.7: Students’ understanding of what said by the Teacher during the Lectures

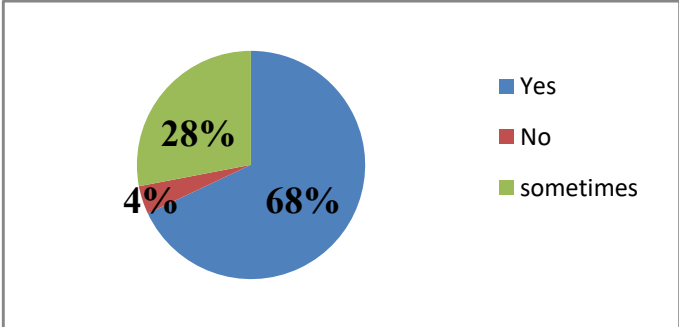


Figure 2.7: Students’ understanding of what said by the Teacher during the Lectures

Figure 7 reveals that the majority of students (68%) answered with yes that they understand what is said by their teacher during listening comprehension lectures. Others (28%) selected sometimes option . However , only (4%) of them said answer negatively with no.

Item 08: Do you find it hard to understand TV shows, Radio news headline, or songs?

Options	Number	Percentage
Always	4	6%
Sometimes	60	81%
Never	10	13%
Total	74	100 %

Table 2.8: Students Frequency of find it hard to understand TV shows, Radio news headlines, or Songs

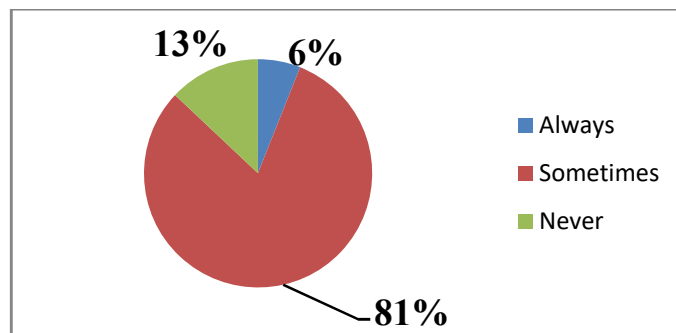


Figure 2.8: Students Frequency of find it hard to understand TV shows, Radio news headlines, or Songs

The results shown in Figure 9 reveal that the majority of the respondents (81%) claim that they sometimes find it hard to understand TV shows, Radio news headline, or songs. In addition, (13%) of the students choose never. Also, (6%) of the students select always .

Item 09: Do you discuss or share ideas in listening comprehension sessions?

Options	Number	Percentage
Yes	38	51%
No	9	12%
Sometimes	27	37%
Total	74	100 %

Table 2.9: Students' Discussion or Share Ideas in Listening Comprehension Sessions

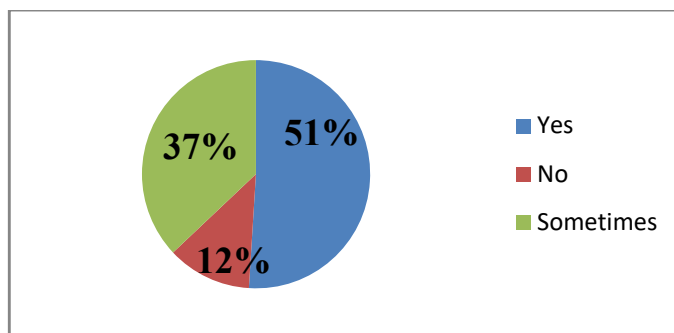


Figure 2.9: Students' Discussion or Share Ideas in Listening Comprehension Sessions

The data obtained from this question reveal that, the majority of students (51%) students answered the question positively, that is to say that EFL students claimed that they discuss or share ideas in listening comprehension sessions. Others (37%) selected sometimes , however , few part (12%) said no.

Item 10 : Do you encounter any problems during listening comprehension sessions?

Options	Number	Percentage
Yes	46	62%
No	28	38%
Total	74	100 %

Table 2.10 : Students' problems during listening comprehension sessions

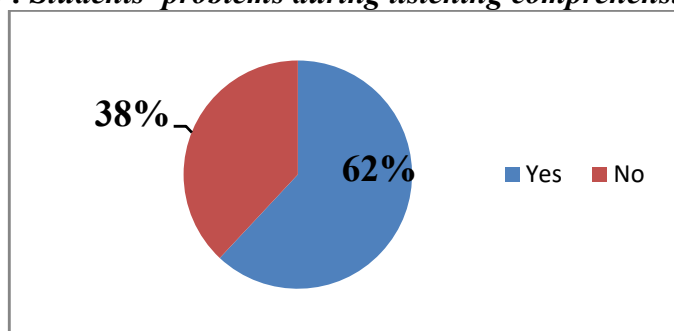


Figure 2.10 : Students' problems during listening comprehension sessions

The data presented in figure 10 reveal that the majority of the students, which is a percentage (62%), answered positively, they said that they encounter problems during listening comprehension sessions. However, (38%) of the students answered the question negatively.

Item 11: According to you, what is the problem that prevents you from understanding aural English?

Options	Number	Percentage
Accent	28	38%
Unfamiliar vocabulary	32	42%
Length and speed of the speaker	1	2%
Content	7	10%
Materials used by the teacher	3	4%
Cultural difference	3	4%
Total	74	100 %

Table 2.11: Students’ type of problem that prevents them to understand aural English

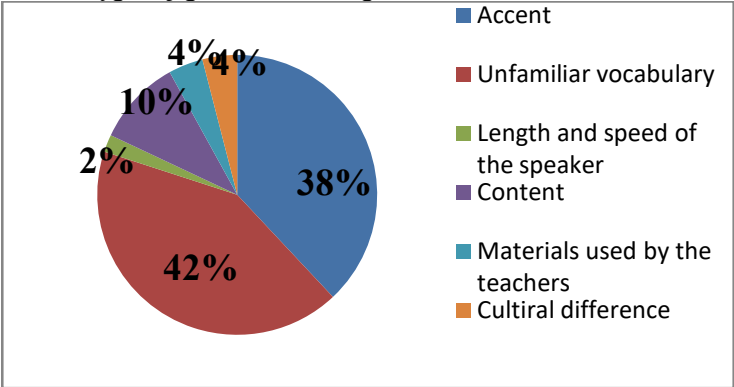


Figure 2.11: Students’ type of problem that prevents them to understand aural English

It can be seen from the statistics provided that students claim that unfamiliar vocabulary problem prevents them from understanding aural English, which was mentioned by (42%) of them. Accent, selected by (38%) of the students, the third option is content, with a percentage of (10%). However, (4%) represented students who selected each ‘materials used by the teachers and cultural difference. Also, the least percentage(4%) represented students who chose length and speed of the speaker , no students mentioned others.

Item 12: What strategies do you currently use to improve your listening comprehension skills?

Options	Number	Percentage
Not taking	15	20%
Listening	47	63%
Rewinding (back to the beginning)	5	7%
Ask for classification	7	10%
Total	74	100 %

Table 2.12: Students' Perception towards strategies currently use to improve listening comprehension skills

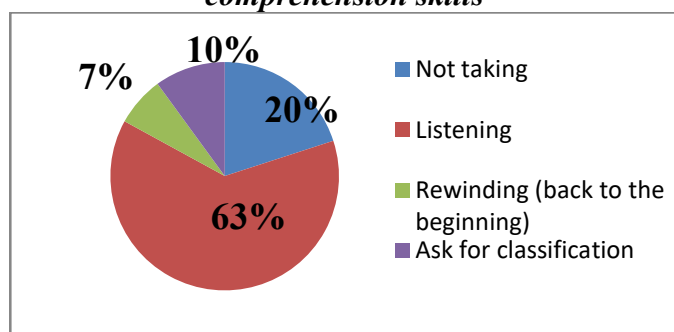


Figure 2.12: Students' Perception towards strategies currently use to improve listening comprehension skills

From figure 12, it can be observed that (63%) of the students indicated that listening is the strategy they use to improve their listening comprehension skills. It can also be seen that (20%) select not taking , also, others (10%) said ask for classification . the least percentage (7%) of students select “Rewinding (back to the beginning)”, No one mention others .

Section Three :Pre-listening stage (activities)

Item 13:Have you participated before in pre-listening before listening to audio materials in English?

Options	Number	Percentage
Yes	31	42%
No	20	27%
Not sure	23	31%
Total	74	100 %

Table 2.13: Students' participation in pre-listening before listening to audio materials in English

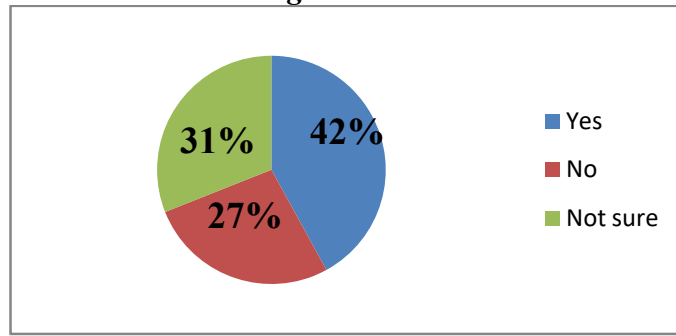


Figure 2.13: Students' participation in pre-listening before listening to audio materials in English

The data shows that the majority of the participants (42%) answer positively ; this means that EFL students participated in pre-listening before listening to audio materials in English, others (31%) selected not sure . but, (27%) of the students, on the other hand, reported with no option.

Item 14: What type of pre-listening materials do you prefer?

Options	Number	Percentage
News	5	7%
Songs	38	51%
Podcasts	31	42%
Total	74	100 %

Table 2.14: Students' type of pre-listening materials do you prefer

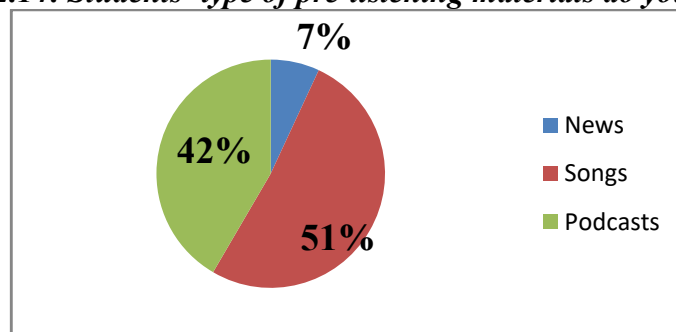


Figure 2.14: Students' type of pre-listening materials do you prefer

It can be seen from the statistics provided in figure 14 that students prefer songs as a pre-listening materials, which was mentioned by (51%) of them. Podcasts option, selected by (42%) of the students; The third option is news , with a percentage of (7%). No one mention others.

Item 15: How do pre-listening activities help you in understanding the main ideas or details of a listening passage?

Options	Number	Percentage
Activating prior knowledge	18	25%
Predictive	6	8%
Vocabulary	42	56%
Building interest	8	11%
Total	74	100 %

Table 2.15: Students' opinion on pre-listening activities helps in understanding the main ideas or details of a listening passage

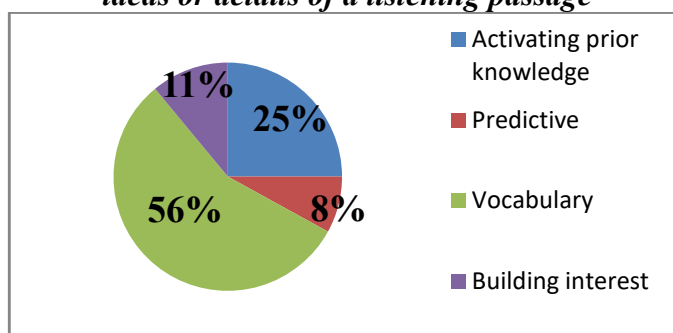


Figure 2.15: Students' opinion on pre-listening activities helps in understanding the main ideas or details of a listening passage

It can be seen from the statistics provided that students reported that pre-listening activities help them in understanding the main ideas or details of a listening passage through Vocabulary, which was mentioned by (56%) of them. Activating prior knowledge, selected by (25%) of the students. The third option is Building interest, with a percentage of (11%). However, the least percentage (8%) represented students who selected the option 'Predictive'.

Item 16: Do you think pre-listening activities enhance your ability to focus and concentrate during listening task? If yes, how?

Options	Number	Percentage
Yes	72	97%
No	2	3%
Total	74	100 %

Table 2.16: Students' view on pre-listening activities enhance ability to focus and concentrate during listening task

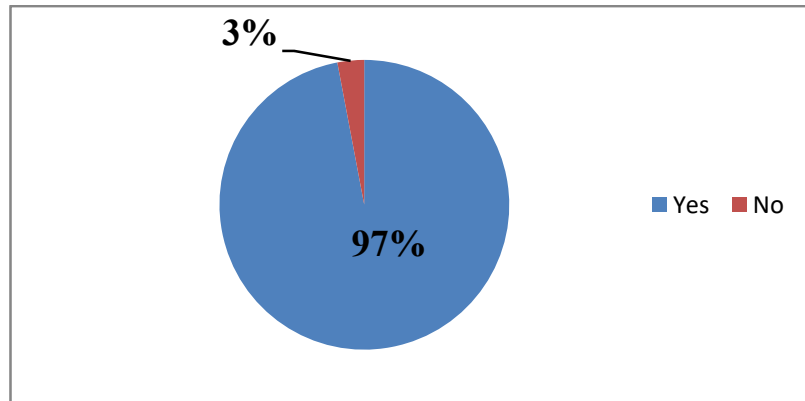


Figure 2.16: Students' view on pre-listening activities enhance ability to focus and concentrate during listening task

The data shows that the majority of the participants (97%) answer positively; this means that EFL students reported that pre-listening activities enhance their ability to focus and concentrate during listening task. However, only (3%) of the students, on the other hand, reported with no option.

Item 17: Which pre-listening activity do you find most enjoyable or helpful in preparing for listening task

Options	Number	Percentage
Discuss questions	35	48%
Vocabulary	26	36%
Prediction task	13	16%
Total	74	100 %

Table 2.17: Students' Perception towards the pre-listening activity they find most enjoyable or helpful in preparing listening task

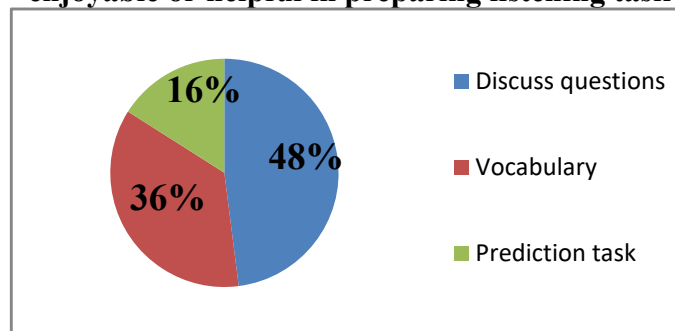


Figure 2.17: Students' Perception towards the pre-listening activity they find most enjoyable or helpful in preparing listening task

From figure 17, it can be observed that (48%) of the students indicated that discuss questions is the pre-listening activity that most enjoyable or helpful in preparing for listening task. It can also be seen that (36%) said vocabulary, also, others (16%) said “ prediction task”.

2.6.2. The Teachers Questionnaire

2.6.2.1. Description and Aims of the Questionnaire

This second questionnaire was designed for EFL teachers of listening and speaking module at Mohamed Khider University of Biskra. The questionnaire helped us to get further data needed to reach the objectives of the study and answer the research questions stated in the general introduction of this dissertation. In addition the structured and unstructured questions facilitate the information of the responses to establish the questions. Thus, this questionnaire can be good step for checking, investigation, analysing the data gathers of the subject. The questionnaire was posted on line on the 4th of May 2024. By the 9th of May 2024, we collected four (4) responses. A questionnaire consists of thirteen (13) questions which either directly or indirectly related to the research. The questions were divided into two types either closed questions, requiring teachers to choose yes” or “no” answers, or to pick up the appropriate answer from a number of choices, and open questions where teachers are requested to give explanation to their answers to gather information on our subject.

The teachers' questionnaire contained three sections. The first section attempted to gather information about the teachers view on listening comprehension. The second section sought to determine EFL teacher's attitudes towards listening comprehension and listening comprehension Strategies. The third section designed to gather information about teachers' perceptions on pre-listening activities. It should be noted that the questionnaire was piloted before to its administration on *the 1st of May 2024 with (2) teachers*, the teachers did not do

any modifications; they answered the questionnaire without any ambiguities or misunderstanding.

2.6.2.2. The Analysis of the Teachers' Questionnaire Results

Section one : Listening skills

Item 01: How do you define the role of listening in the EFL listening classroom?

Options	Number	Percentage
Essential for language classroom	4	100%
Important but secondary to speaking	00	00%
Not a priority	00	00%
Others	00	00%
Total	4	100 %

Table 2.18: Teachers' Perception on the role of listening in the EFL listening classroom

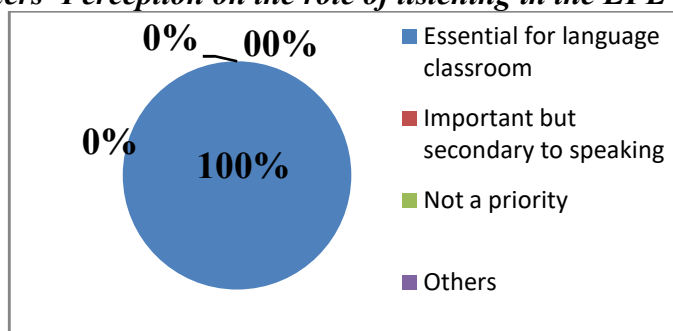


Figure 2.18: Teachers' Perception on the role of listening in the EFL listening classroom

Concerning this question, the data collected are as follows: all the questioned teachers (100%) reported that listening in the EFL listening classroom is essential for language classroom.

Item 02: How often do you incorporate listening activates into your lesson plans?

Options	Number	Percentage
Always	00	00%
Often	1	25%
Sometimes	3	75%
Rarely	00	00%
Never	00	00%
Total	4	100 %

Table 2.19: Teachers Frequency of incorporating listening activates into lesson plans

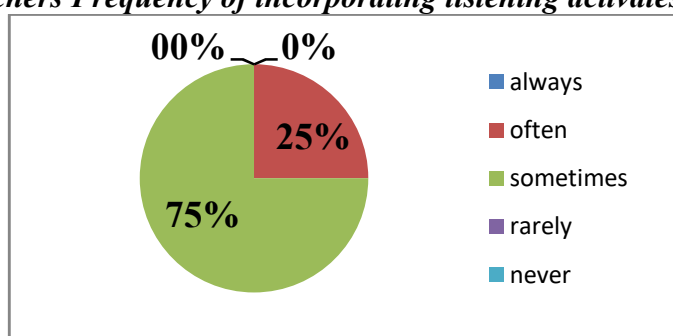


Figure 2.19: Teachers Frequency of incorporating listening activates into lesson plans

The results shown in Figure 19 reveal that the majority of the respondents (75%) claim that they sometimes incorporate listening activates into their lesson plans. In addition, (25%) of the teachers selected often option . However, none of the teachers opted ‘ always , rarely or never , ’.

Item 03: What are some common challenges students’ faces when it comes to listening to English audio material?

Options	Number	Percentage
Understanding different accents	00	00%
Vocabulary limitation	4	100%
Difficulty when listening to rapid speech	00	00%
Lack of background knowledge	00	00%
Others	00	00%
Total	4	100 %

Table 2.20: Teachers’ Perception towards challenges students face in listening to English audio material

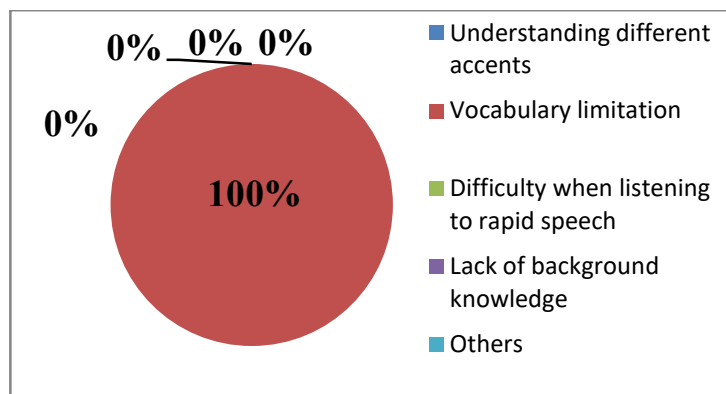


Figure 2.20: Teachers' Perception towards challenges students face in listening to English audio material

From figure 8, it can be observed that (100%) all the teachers indicated that the common challenges students' faces when it comes to listening to English audio material is Vocabulary limitation. No one selected the three other options or mention others.

Section Two : Listening comprehension and strategies

Item 04: What strategies or techniques do you use to help students improve their listening comprehension skills?

Options	Number	Percentage
Predictive listening	2	50%
Listening for specific	00	00%
Post-listening discussion	2	50%
Using audio-visual aids	00	00%
Others	00	00%
Total	4	100 %

Table 2.21: Teachers' view on strategies or techniques they use to help students improve their listening comprehension skills

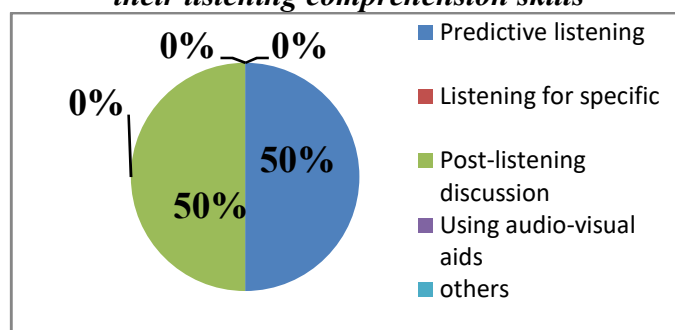


Figure 2.21: Teachers' view on strategies or techniques they use to help students improve their listening comprehension skills

As far as the listening is important skill in English language teaching and learning, indeed, half of teachers (50% for each) answered that strategies or techniques they use to

help students improve their listening comprehension skills are predictive listening and post-listening discussion .

Item 05: In your experience, how do you support students who struggle with listening comprehension?

Options	Number	Percentage
Provide visual aids	00	00%
Break tasks into smaller chunksc	00	00%
Utilize repetition	4	100%
Offer alternative formats	00	00%
Others	00	00%
Total	4	100 %

Table 2.22: Teachers’ View about on how supporting students who struggle with listening comprehension

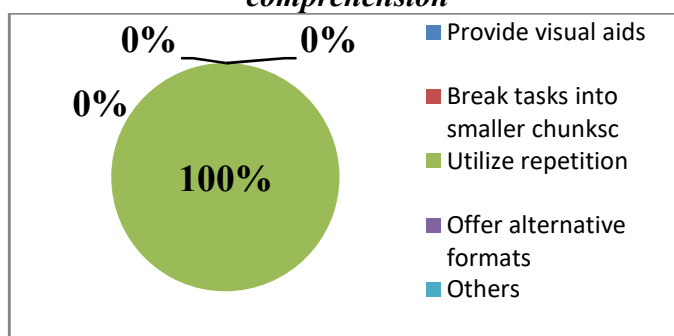


Figure 2.22: Teachers’ View about on how supporting students who struggle with listening comprehension

The table above indicates that (100%) of teachers opted for using repetition for supporting students who struggle with listening comprehension. No one mention others.

Item 06: What do you believe are the key factors that contribute to successful listening comprehension in the EFL classroom?

The question above reveals the teachers’ perception towards the key factors that contribute to successful listening comprehension in the EFL classroom. The informants assume that EFL teachers use effective listening strategies, motivation and understanding, classroom environment and interaction, and the last one pre-listening and post-listening activities. These factors collectively highlight a holistic approach to successful listening comprehension in EFL classroom.

Section Three : Pre-listening activities (Stage)

Item 07: Do you do pre-listening activities?

Options	Number	Percentage
Yes	4	100%
No	00	100%
Total	4	100%

Table 2.23: Teachers' use of pre-listening activities

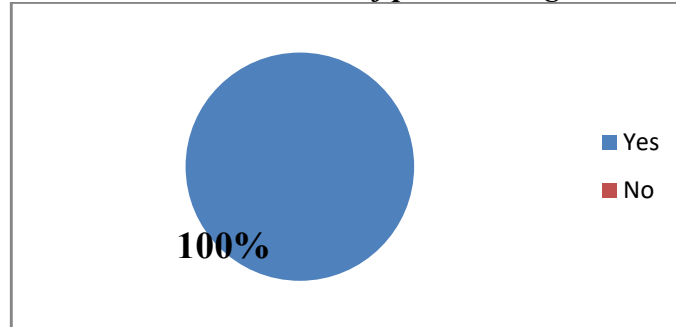


Figure 2.23: Teachers' use of pre-listening activities

From figure 23, it can be seen that all teachers (100%) answer positively that EFL teachers use pre-listening activities.

Item 08: When incorporating pre-listening activities, what considerations do you take into account?

Options	Number	Percentage
Assessing background knowledge	1	25%
Introducing key vocabulary	1	25%
Clarifying the purpose of the listening task	2	50%
Encourage prediction	00	00%
Total	4	100%

Table 2.24: The Teachers' considerations when incorporating pre-listening activities

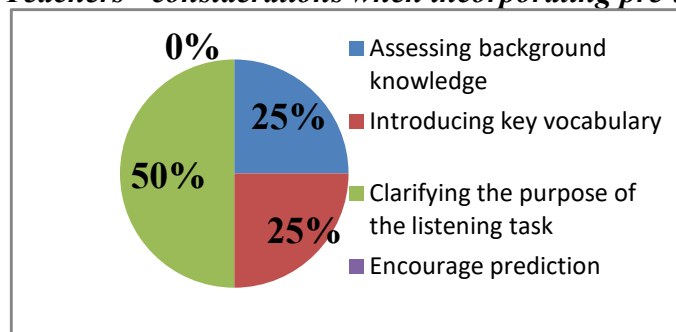


Figure 2.24: The Teachers' considerations when incorporating pre-listening activities

Figure 24 reveals that half (50%) of teachers said that clarifying the purpose of the listening is the main considerations should be taken into account, and (25 % for each) also said assessing background knowledge and introducing key vocabulary . However, none of teachers selected Encourage prediction

Other (please specify): No one mention others

Item 09: How do you tailor pre-listening activities to the needs of students with different proficiency levels?

Options	Number	Percentage
Simplify or complexity tasks	1	25%
Use graded materials	00	00%
Encourage peer collaborations	3	75%
Differentiate tasks	00	00%
Total	4	100%

Table 2.25: The Teachers ’ use pre-listening activities to the needs of students with different proficiency levels

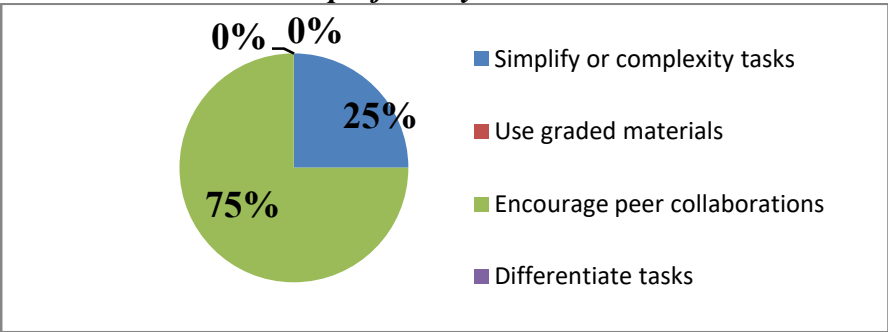


Figure 2.25: The Teachers ’ use pre-listening activities to the needs of students with different proficiency levels

The data presented reveal that the majority of teachers (75%) reported that they foster pre-listening activities to the needs of students with different proficiency levels through encourage peer collaborations. Others, (25%) said simplify or complexity tasks, none of them selected the other two options.

Others: stimulation, brainstorming

Item 10: How do you balance between the pre-listening stage and the other stages of listening process?

Options	Number	Percentage
Time allocation	00	00%
Sequencing	1	25%
Integration	00	00%
Flexibility	3	75%
Total	4	100 %

Table 2.26: Teachers’ balance between the pre-listening stage and the other stages of listening process

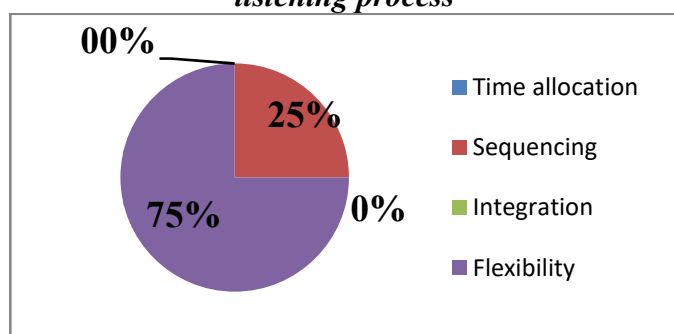


Figure 2.26: Teachers’ balance between the pre-listening stage and the other stages of listening process

Figure 26 demonstrates that (75%) of the participant reported that they balance between the pre-listening stage and the other stages of listening process through flexibility. others, (25%) selected Sequencing. None of teachers selected “Time allocation or integration” options. Other (please specify) no one mentioned others.

Item 11: Share example(s) of pre-listening activities you have used in your teaching.

This question investigates teachers to provide or share example(s) of pre-listening activities you have used in your teaching. The results of this question indicate that EFL teachers incorporate brainstorming, vocabulary and definitions, motivation and engagement, use visual aids and discussion. These activities collectively aim to create a more effective and engaging pre-listening stage, setting a solid foundation for successful listening comprehension.

Item 12: Which material do you think would facilitate the effective incorporation of pre-listening activities in the EFL classroom?

Options	Number	Percentage
Authentic audio/video	4	100%
Shore stories or anecdotes	00	00%
Songs	00	00%
News articles or headlines	00	00%
Total	4	100 %

Table 2.27: Teachers’ material that facilitate the effective incorporation of pre-listening activities in the EFL classroom

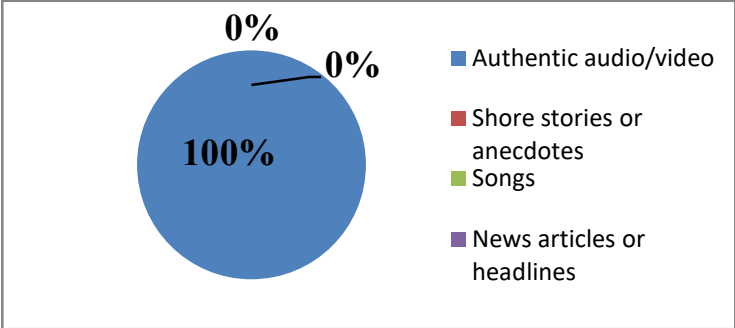


Figure 2.27: Teachers’ material that facilitate the effective incorporation of pre-listening activities in the EFL classroom

Figure 27 demonstrates that all (100%) the participant reported that authentic audio/video is the material that would facilitate the effective incorporation of pre-listening activities in the EFL classroom. None of teachers selected shore stories or anecdotes songs or news articles or headlines options.

Item 13:How do you ensure that pre-listening activities provide opportunities for EFL learners to activate their prior knowledge and background information related to the topic?

Options	Number	Percentage
Brainstorming	1	25%
Prediction	00	00%
Discussion	3	75%
Activating schema	00	00%
Personal connections	00	00%
Total	4	100 %

Table 2.28: Teachers’ ensure that pre-listening activities provide opportunities for EFL learners

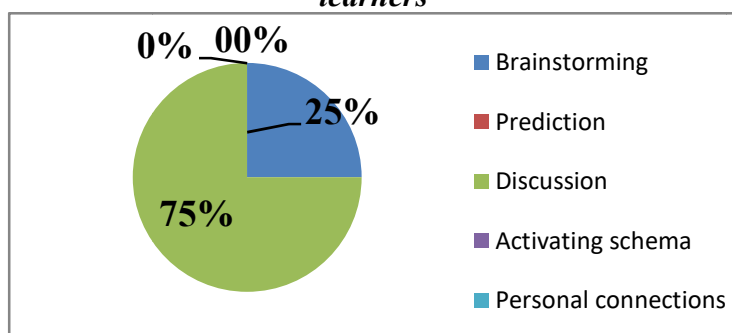


Figure 2.28: Teachers’ ensure that pre-listening activities provide opportunities for EFL learners

Figure 28 demonstrates that (75%) of the participant reported that they ensure that pre-listening activities provide opportunities for EFL learners to activate their prior knowledge and background information related to the topic through discussion. In addition, some of them (25%) reported with brainstorming. None of teachers selected “prediction, activating schema or personal connections” options. Other (please specify) no one mentioned others.

2.7. Discussion of Results and Interpretation of Findings

2.7.1. Discussion of the Students’ Questionnaire

This study tries to find out the student perception towards pre-listening activities in listening practices and the role of pre-listening activities in students learning as an EFL student , the

work conducts a questionnaire in order to answer the question mentioned earlier in the general introduction. The students' questionnaire revealed several insights into their perception and experiences with listening to English.

-Most students expressed confidence in their ability to understand spoken English, while a significant majority found listening to oral English interesting.

-When it came to understanding lectures, a notable portion understood them well, although some indicated occasional difficulties. Similarly, a majority reported encountering challenges with understanding media such as TV shows and songs.

-In terms of participation, around half of the students engaged in discussions during listening comprehension sessions, while a significant portion acknowledged facing problems during these sessions. Common barriers to understanding aural English included unfamiliar vocabulary and accents. Strategies employed by students to improve listening skills predominantly involved active listening and seeking clarification.

-Pre-listening activities were viewed positively, with students believing they enhanced their ability to focus and comprehend during listening tasks. Preferred pre-listening materials included songs and podcasts, with vocabulary activities deemed particularly helpful in understanding main ideas.

- To sum up , the data underscores the diverse experiences and strategies students employ in listening comprehension in English.

2.7.2. Discussion of the Teachers' Questionnaire

The teachers' questionnaire provided valuable insights into their perspectives and practices regarding listening skills in the EFL classroom.

-All participating teachers unanimously agreed that listening is essential for language learning, emphasizing its fundamental role in the classroom. When asked about the frequency of incorporating listening activities into their lesson plans, the majority reported doing so

sometimes, with a smaller portion indicating they do it often.

-Regarding the challenges students face in listening to English audio material, all teachers cited vocabulary limitations as the primary issue. Strategies employed by teachers to improve students' listening comprehension included predictive listening and post-listening discussions, both deemed crucial by half of the respondents.

-When supporting students who struggle with listening comprehension, all teachers highlighted the use of repetition as their preferred method.

-In terms of successful listening comprehension factors, teachers emphasized effective listening strategies, motivation, classroom environment and interaction, as well as pre-listening and post-listening activities.

-All teachers affirmed using pre-listening activities in their teaching, primarily focusing on clarifying the purpose of the listening task and assessing background knowledge.

-To provide students with varying proficiency levels, teachers primarily encouraged peer collaborations during pre-listening activities. Flexibility was identified as the key approach to balancing the pre-listening stage with other stages of the listening process, ensuring adaptability to classroom dynamics and student needs.

-Teachers pre-listening activities used in their teaching, teachers mentioned activities such as brainstorming, vocabulary introduction, motivation through engagement, use of visual aids, and discussions.

-Authentic audio/video materials were unanimously considered the most effective for facilitating pre-listening activities in the EFL classroom, providing rich context and engagement opportunities.

-To ensure activation of prior knowledge and background information during pre-listening activities, teachers predominantly relied on discussions, allowing students to share and build upon their existing knowledge. Brainstorming was also mentioned, though to a lesser extent.

- Teachers highlight a thoughtful approach to integrate listening activities effectively, address student challenges, and enhance listening comprehension through engaging pre-listening activities in the EFL classroom.

Conclusion

This chapter has presented the results of the research methods qualitative and quantitative approaches. The questionnaire for both first year EFL students and English teachers, we can say that the findings reveal an understanding insights of both students' and teachers' perspectives on listening skills in the EFL classroom. Students generally express confidence in listening to English but acknowledge challenges with accents and vocabulary. Teachers unanimously prioritize listening as essential for language learning and employ various strategies like repetition and post-listening discussions to support students. Pre-listening activities are widely used by teachers to enhance comprehension, focusing on activities such as clarifying tasks and encouraging peer collaboration. As a result, these insights underscore the importance of targeted instructional strategies and supportive classroom environments in fostering effective listening skills among EFL learners.

Implications and significance of the findings

According to the findings of the questionnaires results are regarded as highly significant. Students and Teachers' answers to the questionnaire provide significant implications for EFL (English as a Foreign Language) teaching practices, particularly in the listening comprehension. Firstly, understanding students' perceptions and experiences with listening underscores the varied challenges they face, such as vocabulary comprehension and difficulties with accents. These insights suggest a need for targeted support in vocabulary acquisition and accent recognition during listening activities.

Moreover, the positive reception of pre-listening activities by students highlights their perceived benefits in enhancing focus and comprehension. This indicates that incorporating

well-designed pre-listening tasks can effectively prepare students to engage with listening materials more effectively. Teachers' emphasis on the importance of pre-listening activities, including clarifying objectives and assessing background knowledge, further supports the notion that these activities play a crucial role in scaffolding students' understanding and engagement with listening tasks.

The teachers' strategies such as predictive listening and post-listening discussions offer practical approaches to address student challenges identified in the study. By leveraging these strategies alongside pre-listening activities, educators can create a comprehensive framework that supports students across various proficiency levels and learning styles. Furthermore, the use of authentic audio and video materials emerged as a preferred method among teachers for conducting pre-listening activities. This preference underscores the significance of contextual richness and engagement in facilitating effective language learning experiences. To conclude, the findings suggest that integrating thoughtful pre-listening activities tailored to students' needs and proficiency levels can significantly contribute to improving listening comprehension outcomes in EFL classrooms. Through addressing specific challenges and leveraging effective teaching strategies, educators can enhance students

Limitations of the study

In our study exploring Algerian university EFL learners and teachers perception towards the pre-listening activities in listening practices, we encountered various problems and limitations that influenced our research.

The first problem we faced while distributing the questionnaire was that the teachers and students were not willing to answer it. They claimed that they do not have enough time. As a result, we had to create an online version of the questionnaire to get more responses. Second , finding appropriate sources and references that would contribute to our research (lack of sources). Third , that the study was limited to first year students at Mohamed Khider

University of Biskra. Consequently, the findings of the study cannot be generalized to other levels. Fourth , Time is one of the most challenging issues that stood against a more elaborated research work. Fifth , the generality of results would be improved by boarding the range of participants to include students from different and multiple learning settings and geographical areas.

Recommendations and suggestions for future research

The educational system must include audiovisual materials lessons in the curriculum from the early years of studying English in order to improve learners' listening skills. Moreover, teachers should vary in pre-listening activities and use appropriate tool in the classroom according to the age, need and level of the learners. Additionally teachers are obliged to engage the learners during the applying of the pre-listening activities to motivate and encourage them to practice listening skill.

Encourage the learners to get engaged with pre listening activities: It is beneficial to use it , promoting their use in language learning process to improve learners' acquisition process, as well as language proficiency.

Choose appropriate tasks and activities in pre listening provides well training on the effective listening, and it offers a better understanding. Raise teachers and students' awareness about the importance and the objectives behind teaching and learning listening comprehension.

EFL teachers should select various and interesting listening activities to engage the students in the learning process and motivate them to speak and listen. So, Teachers need to pay attention more to the material used in listening activities i.e. aspects such as: pronunciation, sound quality and the accent or the dialect used.

Teachers should devote more time to practice listening; they may also devote a whole session to listening activities because of its impact on students' speaking abilities.

Teachers should make their students aware of the importance of listening in language in

general and speaking improvement in particular.

Students should practice listening not only in classroom but also outside because the exposure to the target language continuously helps in its betterment. Students should give more attention to pre-listening activities and try to focus with their teachers.

For future researchers we suggest to go through this interesting topic by doing interviews with teachers to have more justification, additionally for those who want to use a quasi experimental design, it is advisable to start it earlier to have large number of lessons for the treatment

GENERAL CONCLUSION

Pre-listening activities is surely a fundamental basis that makes up a language; therefore, our case study aims to shed the light on exploring Algerian university EFL learners and teachers perception towards the pre-listening activities in listening practices. This study tried to overview the importance of pre-listening activities to help the second/foreign language learners to enhance their listening skill. This may lead to listening enhancement especially the beginners to grasp an listening practices, especially first-year students; who need to practice this skill to enrich their proficiency in English language. Thus, foreign language teachers should make their learners aware of these pre-listening activities that foster the foreign language learners' proficiency in English, as well as, fostering listening skill.

This study is made up of two parts: the theoretical part and the practical part. The first chapter divided into two sections, the first section, shed the light on a general overview, which illustrated the listening skill and listening comprehension in EFL classrooms, which is crucial and debatable at the same time in acquiring a target language and enhancing learning English. In addition, listening is effective in reducing learners' difficulties and they will get more self-confidence to participate and share their ideas from their listening practices. The second section contains pre-listening activities and its main elements and the full explanation of using it, the practical part consisted of the second chapter which has been devoted to the fieldwork. This chapter is conserved with the analysis of the obtained data results collected from teachers and students' questionnaires, the total number of students is (N=74) from different groups, first-year students and (N= 04) teachers of English at the University of Biskra concerned of this study. This tool was used in order to gain more information about our research topic.

Additionally, the ongoing study sought to reach the main aims which have been previously mentioned in the general introduction. The study aimed at exploring how pre-

listening activities can foster first year EFL students listening practices. In order to attain the research objectives, provide answers to the research questions raised in the general introduction, a mixed method approach was adopted; to be more precise, data were collected using an online questionnaire for both students and teachers at Mohamed Khider University. The obtained data from the students' questionnaire was analyzed using quantitative data analysis technique. In addition, the teachers' questionnaire was analyzed using both quantitative and qualitative method since it includes open-ended questions.

The findings of the teachers' and the students' questionnaires revealed that first-year students have a paucity of listening competence and this of course- is because of the lack of pre-listening activities . So, it is up to the teacher to raise the awareness of pre-listening activities in order to overcome those difficulties in listening practices.

Indeed, In order to improve their process, the teacher should implement various listening activities and listening materials. Pre-listening activities are very essential strategies and techniques that can use in classroom. Therefore, we attempt to shed light on the role of pre-listening activities as an appropriate strategy in enhancing EFL students' listening comprehension skills. On this basis, the current study aimed at exploring the importance of using or degrading pre-listening activities in enhancing students' listening comprehension skills.

Accordingly, the findings gained relieved teachers and students' positive attitude towards the importance of pre-listening activities and illustrated their interest in teaching and learning listening comprehension through this strategy. So the finding answer the main research question which is, how do Algerian University EFL learners perceive pre-listening activities? Henceforth, the results also show that student engagement to learn listening plays a significant role in improving their level in listening comprehension skills, and that the integration of pre-listening activities as a strategy to improve listening comprehension

positively achieved. As a results, the findings answers the first sub question which is to what extent do EFL teachers incorporate pre-listening activities?. Moreover, the finding indicates that EFL teachers use several pre-listening activities such as such as brainstorming, vocabulary introduction, use of visual aids, and discussion, authentic audio/video material providing rich context and engagement opportunities and allowing students to share and build upon their existing knowledge the result answer the second sub question which is , what types pre-listening activities are used most effectively enhance EFL learners' listening comprehension skills? . To sum up , the finding of the teachers and learners questionnaire support the main aims and answer the research questions which have been previously mentioned in the general introduction.

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Appendix one : Students' Questionnaire

Students' Questionnaire.

Dear Students,

This questionnaire is a part of research designed as a data collection tool for the accomplishment of master dissertation in science of the language. Your insights are invaluable in helping us understand how teachers incorporate and the challenges they face in the pre-listening stage to support EFL students' listening comprehension skills. Your participation is highly appreciated!

Section one: Background information

1-What is your Gender?

- 1-Male. ...
- 2-Female. ...

2-What is your age?

- 1- 19-21
- 2- 21-23
- 3- More ...

3-What is your first language?

- 1- Arabic.
- 2- French. ...
- 3- Berber. ...
- 4- Other. ...

4-How long have you been studying English?

- 1- from 1-5 years
- 2- from 6-10 years
- 3- More than 10 years

5-Do you feel confident when listening to English?

- 1- Yes. ...
- 2- No. ...

6-Is listening to aural English?

- 1- Interesting. ...
- 2- Not interesting. ...
- 3- Other. ...

Section 2: Listening comprehension difficulties and listening comprehension strategies.

7-Do you understand what is said by your teacher during listening comprehension lectures?

- 1- Yes. ...
- 2- No. ...
- 3. Sometimes

8-Do you find it hard to understand TV shows, Radio news headline, or songs?

- 1- Always. ...

2- Sometimes. ...

3- Never. ...

9-Do you discuss or share ideas in listening comprehension sessions?

1- Yes. ...

2- No. ...

3- Sometimes

10-Do you encounter any problems during listening comprehension sessions?

1- Yes. ...

2- No.

11 According to you, what is the problem that prevents you from understanding aural English?

1- Accent. ...

2- Unfamiliar vocabulary.

3- Length and speed of the speaker.

4- Content.

5- Material used by the teacher.

6- Cultural difference.

7- Other...

12-What strategies do you currently use to improve your listening comprehension skills?

1- Not taking.

2- Listening.

3- Rewinding (back to the beginning).

4- Ask for clarification.

5- Other....

Section 3:Pre-listening stage (activities).

13-Have you participated before in pre-listening before listening to audio materials in English?

1- Yes.

2- No.

3- Not sure.

14-What type of pre-listening materials do you prefer?

1- News.

2- Songs.

3- Podcasts.

4- Other.

15-How do pre-listening activities help you in understanding the main ideas or details of a listening passage.

1- Activating prior knowledge.

2- Predictive.

3- Vocabulary.

4- Building interest.

16-Do you think pre-listening activities enhance your ability to focus and concentrate during listening task?If yes, how ?

1- Yes.

2- No. ...

17-Which pre-listening activity do you find most enjoyable or helpful in preparing for listening task.

- 1- Discuss questions.
- 2- Vocabulary.
- 3- Prediction task.

Appendix two : Teachers' Questionnaire

Teachers' questionnaire.

Dear Esteemed Educators,

Are you ready to unlock the secrets to enhanced listening comprehension in your classrooms? We invite you to share your invaluable expertise by participating in our questionnaire exploring the significance of pre-listening activities in fostering listening skills among students.

Your insights are crucial in unravelling the impact of pre-listening strategies on comprehension levels, engagement, and overall learning outcomes. Join us in this enlightening endeavor to reshape and refine our teaching practices.

Section 01 : Listening skills.

1-How do you define the role of listening in the EFL listening classroom?

- a- Essential for language classroom.
- b- Important but secondary to speaking.
- c- Not a priority.
- Others.....

2- How often do you incorporate listening activities into your lesson plans?

- A-Always
- b-Often...
- c- Sometimes...
- d- Rarely...
- e-Never...

3-What are some common challenges students face when it comes to listening to English audio material?

- a- Understanding different accents.
- b- Vocabulary limitation.
- c- Difficulty when listening to rapid speech.
- d- Lack of background knowledge. ...
- c- Other (please sepecific).....

Section 02: Listening comprehension and strategies.

4-What strategies or techniques do you use to help students improve their listening comprehension skills?

- a- Predictive listening. ...
- b- Listening for specific. ...
- c- Post-listening discussion. ...
- d- Using audio-visual aids...
- e- Other (please specify).....

5-In your experience, how do you support students who struggle with listening comprehension?

- a- Provide visual aids...
- b- Break tasks into smaller chunks
- c- Utilize repetition
- d- Offer alternative formats

Others.....

6-What do you believe are the key factors that contribute to successful listening comprehension in the EFL classroom?

.....
Section 03: Pre-listening activities (Stage).

7-Do you do pre-listening activities?

1-Yes ...

2-No ...

8-When incorporating pre-listening activities, what considerations do you take into account?

a- Assessing background knowledge....

b- Introducing key vocabulary...

c- Clarifying the purpose of the listening task...

d- Encourage prediction....

Others.....

9-How do you tailor pre-listening activities to the needs of students with different proficiency levels?

a- Simplify or complexity tasks...

b- Use graded materials...

c- Encourage peer collaborations...

d- Differentiate tasks...

Others.....

10-How do you balance between the pre-listening stage and the other stages of listening process?

a- Time allocation....

b- Sequencing...

c- Integration...

d- Flexibility

Others.....

11-Share example(s) of pre-listening activities you have used in your teaching.

.....
12-Which material do you think would facilitate the effective incorporation of pre-listening activities in the EFL classroom?

a- Authentic audio/video...

b- Short stories or anecdotes....

c- Songs....

d- News articles or headlines...

e-Others.....

13-How do you ensure that pre-listening activities provide opportunities for EFL learners to activate their prior knowledge and background information related to the topic?

a- Brainstorming

b- Prediction

c- Discussion

d- Activating schema

e- Personal connections...

Others.....

Abstract in Arabic

طلاب اللغة الإنجليزية كلغة أجنبية في جامعة الجزائر، وخاصة أولئك في السنة الأولى، يواجهون صعوبات في فهم اللغة الإنجليزية بفعالية. تحديداً، يواجهون صعوبات في فهم الكلام عند الاستماع، بسبب مستوى الكفاءة اللغوية لديهم. يهدف العمل الحالي إلى إلقاء الضوء على فهم الاستماع واستكشاف ممارسات واستراتيجيات مختلفة لأنشطة ما قبل الاستماع لتعزيز مهارات فهم الاستماع لدى متعلمي اللغة الإنجليزية كلغة أجنبية. لذلك، يحاول استكشاف أنواع مختلفة من أنشطة ما قبل الاستماع واستراتيجياتها لتعزيز فهم وتعزيز فهم متعلمي اللغة الإنجليزية. اخترنا نهج الأسلوب المختلط لإجراء هذه الدراسة. تضمن ذلك أداة جمع بيانات واحدة فقط؛ استبياناً عبر الإنترنت أُجري مع 74 طالباً عشوائياً، واستبياناً نصفياً تم تقديمه لأربعة معلمين لتعليم الاستماع والتحدث باللغة الإنجليزية في جامعة محمد خيضر بسكرة. أشارت النتائج إلى الاتجاه الإيجابي للمعلمين والطلاب نحو أهمية أنشطة ما قبل الاستماع ووضحت اهتمامهم بتعليم وتعلم فهم الاستماع من خلال هذه الإستراتيجية. يُشير البحث إلى أن متعلمي اللغة الإنجليزية يستخدمون العديد من أنشطة ما قبل الاستماع مثل التفكير الجماعي، وإدخال المفردات، واستخدام الوسائط المرئية، والنقاش، ومواد الصوت / الفيديو الأصلية التي توفر سياقاً غنياً وفرصاً للمشاركة والسماح للطلاب بمشاركة وبناء معرفتهم

الكلمات الرئيسية: أنشطة ما قبل الاستماع، صعوبات الاستماع، فهم الاستماع، متعلمو اللغة الإنجليزية كلغة أجنبية