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**Role of Listening Sessions in Enhancing English as a Foreign Language
Learners' Pronunciation**

A Case study of Fourth Year Pupils at El Amir Abdelkhader Middle-School, Ouenza, Tebessa

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Dedication

Lovingly, I dedicate this modest work to:

My dear parents Khemissi and Zineb. Allah grant them long life.

My beloved brothers Yassine and Saddame.

All my family members.

My best friends Chahrazed, Nedjla, Marwa, Amira, Lamia

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Abstract

Pronunciation is a fundamental part of foreign language learning since it directly affects learners' communicative competence and performance. So, the current study attempts to highlight the significant role of listening sessions in enhancing EFL learners' pronunciation of fourth year middle school level. Moreover, it aims at finding out the extent of listening sessions' contribution in improving their pronunciation. To achieve this aim, the researcher has adopted the descriptive method which relies on using two main research tools: a classroom observation (former) and a questionnaire (latter). The former is used to gather real and direct data during listening sessions, with reference to the teacher's roles and the learners' pronunciation. However, the latter is handed to a representative sample of fourth year pupils at El Amir Abdelkhader intermediate school, in order to discover their attitudes toward enhancing their pronunciation level during listening sessions. The findings of this study support the research hypothesis and reveal that pupils are motivated and interested in integrating learning pronunciation into listening sessions, as well as a special emphasis to the teacher's guidance and assistance because of the negligence of using authentic materials in most middle schools. Accordingly, the results clearly show that the majority of the observed learners are actively engaged in the pronunciation activity that focuses more on listening and repetition, similar to the surveyed participants' opinions, who believe that listening to the target language is one of the most important sources that enable them to develop their pronunciation. This leads to deduce that listening sessions have a significant positive influence on enhancing EFL learners' pronunciation.

Key Terms: Pronunciation, Listening, Listening Sessions, Improving Pronunciation.

List of Abbreviations

EFL: English as Foreign Language

ELT: English Language Teaching

L2: Second Language

MS: Middle School

RP: Received Pronunciation

SLA: Second Language Acquisition

TL: Target Language

List of Tables

Table 01: Listening Skill Classification among the Four Skills.....	42
Table 02: Pupils' Views toward Practicing Listening Activities.....	43
Table 03: Pupils' amount of Practicing Listening Activities.....	44
Table 04: Pupils' Rate of Comprehension while Listening.....	45
Table 05: Pupils' Responses in Case They Do not Understand.....	46
Table 06: Teacher's Role during Listening Sessions.....	47
Table 07: Pupils' Preferable Texts Material in Listening Activities.....	48
Table 08: Pupils' General Purposes from Listening Sessions.....	49
Table 09: Pupils' Attitude toward Using Authentic Materials.....	50
Table 10: Pupils' Attitudes toward Improving Language Skills in Listening Sessions.....	51
Table 11: Pupils' Attitudes toward the Importance of Learning Pronunciation.....	52
Table 12: Pupils' Sources for Learning Pronunciation.....	53
Table 13: Pupils' Methods in Learning Pronunciation.....	54
Table 14: Pupils' Difficulties in Learning Pronunciation.....	55
Table 15: Pupils' Opinions toward Speaking English Fluently.....	56
Table 16: Pupils' Viewpoints toward Improving Their Pronunciation.....	57

List of Figures

Figure 01: Listening Skill Classification among the Four Skills.....	42
Figure 02: Pupils' Views toward Practicing Listening Activities.....	43
Figure 03: Pupils' amount of Practicing Listening Activities.....	44
Figure 04: Pupils' Rate of Comprehension while Listening.....	45
Figure 05: Pupils' Responses in Case They Do not Understand.....	46
Figure 06: Teacher's Role during Listening Sessions.....	47
Figure 07: Pupils' Preferable Texts Material in Listening Activities.....	48
Figure 08: Pupils' General Purposes from Listening Sessions.....	49
Figure 09: Pupils' Attitude toward Using Authentic Materials.....	50
Figure 10: Pupils' Attitudes toward Improving Language Skills in Listening Sessions....	51
Figure 11: Pupils' Attitudes toward the Importance of Learning Pronunciation.....	52
Figure 12: Pupils' Sources for Learning Pronunciation.....	53
Figure 13: Pupils' Methods in Learning Pronunciation.....	54
Figure 14: Pupils' Difficulties in Learning Pronunciation.....	55
Figure 15: Pupils' Opinions toward Speaking English Fluently.....	56
Figure 16: Pupils' Viewpoints toward Improving Their Pronunciation.....	57

Table of Contents

Dedication	i
Acknowledgments	ii
Abstract	iii
List of Abbreviations	iv
List of Tables	v
List of Figures	vi
Table of Contents	vii
GENERAL INTRODUCTION	01
Introduction	02
1. Statement of the Problem	03
2. Aims of the Study	03
3. Significance of the Study.....	03
4. Research Questions	04
5. Research Hypotheses.....	04
6. Research Methodology	04
6. 1. Research Method and Tools.....	04
6. 2. Population and Sampling	04
7. Limitations of the Study	05
8. Structure of the Study	05
CHAPTER ONE: ROLE OF LISTENING SESSIONS	06
Introduction	07
1. Definitions of Listening Skill	07
2. The Processes of Listening.....	08
2. 1. Receiving.....	08

2. 2. Attending.....	09
2. 3. Understanding	09
2. 4. Responding.....	09
2. 5. Remembering	09
3. Types of Listening	10
3. 1. Informative Listening.....	10
3. 2. Relationship Listening	10
3. 3. Appreciative Listening	10
3. 5. Discriminative Listening.....	11
4. Listening as Comprehension and Listening as Acquisition	11
4. 1. Listening as Comprehension	11
4. 2. Listening as Acquisition.....	12
5. Stages of Listening Tasks	12
5. 1. Pre-listening Stage	12
5. 2. During Listening Stage	13
5. 3. Post-listening Stage.....	13
6. Listening Comprehension Difficulties.....	13
6. 1. Lack of Using Authentic Materials	14
6. 2. Cultural Differences	14
6. 3. Pronunciation and Accent	14
6. 4. Unfamiliar Vocabulary	14
6. 5. Length and Speed of the Listening.....	14
6. 6. Classroom Conditions	15
6. 7. Lack of Concentration.....	15
7. Teachers' Roles during Listening Sessions	15
7. 1. Controller	15

7. 2. Organizer.....	16
7. 3. Assessor	16
7. 4. Prompter.....	16
7. 5. Participant	16
7. 6. Resource.....	16
7. 7. Tutor.....	17
7. 8. Observer	17
8. Listening Strategies	17
8. 1. Cognitive Strategies	17
8. 1. 1. Bottom-up Strategies.....	17
8. 1. 2. Top-down Strategies	18
8. 2. Meta-Cognitive Strategies.....	18
8. 3. Socio-Affective Strategies	18
9. The Significant Role of Listening Sessions.....	18
10. Listening Sessions as a Training Skill.....	19
Conclusion.....	20
CHAPTER TWO: IMPROVING EFL LEARNERS' PRONUNCIATION.....	21
Introduction	22
1. A Historical Overview of Teaching Pronunciation	22
2. Definition and Importance of Pronunciation	24
3. Pronunciation and Intelligibility	25
4. Received Pronunciation Model in ELT	25
5. Features of Pronunciation.....	26
5. 1. Segmental Features	26
5. 1. 1. Vowels	26
5. 1. 2. Consonants	27

5. 2. Suprasegmental Features.....	28
5. 2. 1. Stress	28
5. 2. 2. Rhythm.....	28
5. 2. 3. Intonation	28
6. Approaches of Teaching Pronunciation	29
6. 1. Intuitive-imitative Approach.....	29
6. 2. Analytic-linguistic Approach.....	29
6. 3. Communicative Approach	29
7. Problems and Factors Affecting Learning Pronunciation.....	29
8. Teacher's Roles in Teaching EFL Pronunciation.....	32
8. 1. Perceiving Sounds.....	32
8. 2. Producing Sounds	32
8. 3. Providing Feedback.....	32
8. 4. Guiding Learners' Attention	33
8. 5. Establishing Priorities	33
8. 6. Devising Activities.....	33
8. 7. Assessing Progress	33
9. Learner's Role When Learning Pronunciation.....	33
10. Teaching Correct Pronunciation through Listening	34
Conclusion.....	34
CHAPTER THREE: DATA ANALYSIS AND DESCRIPTION.....	36
Introduction	36
1. Classroom Observation	37
1. 1. Aims of Classroom Observation	37
1. 2. Description of the Classroom Observation	37
1. 3. Classroom Observation Analysis and Discussion.....	38

2. Pupils' Questionnaire	41
2. 1. Description of Pupils' Questionnaire	41
2. 2. Pupils' Questionnaire Analysis and Discussion.....	42
3. Summary of Results and Findings.....	58
Conclusion.....	59
General Conclusion	60
Recommendations.....	63
References	64
APPENDICES.....	67
Appendix 01: Pupils' Questionnaire	68
Appendix 02: Classroom Observation Text Material.....	72
Appendix 03: The Teacher's Lesson Plan.....	73
الملخص	75

***GENERAL
INTRODUCTION***

General Introduction

Introduction

According to the Algerian educational system, pupils are supposed to learn English language from the first year middle school till the third year in secondary school. So middle school is considered as the basic phase in which youngsters start gradually to learn English as a second language, besides the French one. Therefore, teachers should implement certain activities and strategies that enable pupils to acquire the language four skills. They should also take the teaching point for one lesson and exploit it, in various techniques, to maintain their pupils' motivation and achieve a successful learning and teaching processes.

Regarding the importance of teaching the four language skills, each skill has its special place in the curriculum. As the significance of listening skill, which is represented in terms of listening sessions, and these sessions are supported by different activities in accordance with the textbook sequences. They are designed to sharpen the pupils' listening skill, as well as to provide them to listen and adapt with the language accent and pronunciation. Thus, learners have problems in acquiring accurately the target language pronunciation, despite pronunciation exercises are integrated with teaching the other skill in the textbook syllabus, but the unawareness of its importance in language learning, and the teacher's roles in the classroom, it remains as the most famous issue in our intermediate schools.

Consequently, it is crucial to incorporate pronunciation training and activities with the other skills in the classroom. So, listening sessions are taken into consideration, which may help in fulfilling this aim, since listening tasks encourage learners pay attention to the sound and intonation of the speaker' speech with more concentration. Generally, this study is an attempt to investigate the significant role of listening sessions in enhancing fourth year pupils' pronunciation, which leads to construct their communicative abilities to use correctly and apparently the language. Mostly, it seeks to discover the extent of listening sessions' contribution in ameliorating the learners' English pronunciation.

1. Statement of the Problem

Pronunciation is a major part in a foreign language learning by which a message can be transmitted clearly, while some EFL learners may easily learn its main elements and adapt with English pronunciation usage, others may find it difficult. Thus, this research is devoted to figure out the main problems that hinder four year middle school pupils to pronounce correctly the target language (TL). These problems may occur due to several factors such as: the unfamiliarity with English sounds, lack of learning materials, the insufficient time to English teaching, the teacher's proficiency and method, lack of the pupils' motivation and concentration. Listening sessions may be very helpful in enhancing pupils' English pronunciation, although it seems somehow difficult because the teacher is the only source of listening to English language. So, he/she is considered as the only source that can be listened to, and imitated in middle school listening sessions.

2. Aims of the Study

The underlined objectives of this study are:

- To determine the main pronunciation problems that hinder EFL learners' pronunciation, in order to provide the fit solution for this issue.
- To describe the extent of listening sessions contribution in enhancing the pupils' pronunciation.
- To highlight the major role of the teacher during listening sessions in improving the middle school pupils' pronunciation, and discover the extent of his/her awareness about teaching pronunciation.

3. Significance of the Study

This study has a great importance in the field of teaching and learning processes, since it attempts to find out some solutions to EFL pupils' pronunciation difficulties, by emphasizing on the role of listening sessions in eliminating these difficulties, as well as to deduce the teacher' techniques in facilitating the improvement of their students' pronunciation level by means of listening sessions.

4. Research Questions

The present study is based on two main questions:

- To what extent can listening sessions contribute to enhance middle school pupils' English pronunciation?
- How can middle school teachers ameliorate pupils' pronunciation proficiency through listening sessions?

Sub-questions:

- What are the different listening activities that can improve the pupils' pronunciation?
- What are the important features of pronunciation that the teacher should focus on in listening sessions?

5. Research Hypothesis

In the light of the research questions above, we formulate the following hypothesis:

- If the teachers use the listening sessions to train their learners on the correct Received Pronunciation (RP), pupils will ameliorate their pronunciation proficiency, in terms of pitch, stress, and intonation.

6. Research Methodology

6.1. Research Method and Tools

To show the significant role of listening sessions in improving middle school pupil's pronunciation, we choose a qualitative research that is based on descriptive method in order to describe our problems of the study and its real solutions. Moreover, to conduct this research, we used two main research tools which are: classroom observation, and pupils' questionnaire.

6.2. Population and Sampling

To examine our hypothesis and to describe our study, we select a population of fourth year pupils (101) at El Amir Abdelkader middle school (in Ouenza),Tebessa. The sample of our study consists of 30 pupils who are chosen randomly from three different classes (from each class we selected 10 pupils).

7. Limitations of the Study

While conducting this research study, a number of limitations are encountered. This research needs to be conducted by using audio aids during listening sessions, but some constraints hinder the researcher since middle school teachers do not use authentic materials, but they rely on themselves to read for the pupils. This mainly occurs because of the insufficient time for using such material in the classroom. Another limitation is related to administrative obstacles, to provide us the agreement to work in another middle school at the same time, in order to compare the teachers' strategies in implementing pronunciation training during listening sessions.

8. Structure of the Study

Our study is divided into two main parts: the theoretical part and the practical part. The former consists of two chapters which contain a study about the two variables, while the later comprises one chapter about data analysis.

The first chapter is entitled "The Role of Listening Sessions" it includes a general definition of listening skill, processes and types of listening, listening as comprehension and listening as acquisition, and the importance of listening comprehension sessions, then we discuss about the teachers' roles during listening sessions and its significant role in developing other language skills. The second chapter is entitled "Improving EFL Learners' Pronunciation» it provides a historical overview of English language teaching (ELT) pronunciation methods, it includes also features of pronunciation, and then the main problems and factors that hinder the learner's pronunciation during listening sessions, it concludes with demonstrating the importance of teaching correct pronunciation through listening sessions. The third chapter deals with data analysis, it concerns with a detailed description of our study with a deepen analysis of its research tools: classroom observation and pupils' questionnaire. Furthermore, this part is also going to show a summary of the obtained results and findings, in which our hypothesis may be proved or negated.

Finally, we sum up our study with general conclusion and recommendations about the role of listening sessions as an aid in teaching pupils, to enhance their English pronunciation.

CHAPTER

ONE

Chapter One: Role of Listening Sessions

Introduction

Listening is one of the four basic language skills; it is a receptive skill which requires complex mental processing for oral messages, and to understand new information. Moreover, listening is a very important skill in teaching and learning English language, in general, learners listen and respond to language before they learn to talk and pronounce words, they have also to spend most of the time listening to what the teacher says, who is considered as the only model to follow and to imitate. So the teacher should be responsible about what he/she is giving to the learners since their level of performance depends on his/her role in the classroom. Therefore, it is very important to incorporate listening tasks by providing numerous opportunities for learners to practice their listening skills, to become actively engaged in the listening process in order to develop the other skills and communication to be a fluent language speaker.

In this chapter, the researcher exposes and explains the role of listening sessions by emphasizing on the principal related concepts of the process of teaching and learning listening skills which are briefly: processes and types of listening, the distinction between listening for comprehension and listening for acquisition, stages and strategies of listening, the role of the teacher during a listening session, the importance of listening sessions in learning a foreign language, and the listening sessions as a training skill.

1. Definitions of Listening Skill

The word "listening" may have various meanings that have been proposed by different scholars 'views. Underwood (1989) simplified the definition of listening to "the activity of paying attention to and trying to get meaning from something we hear" (p. 01). Yet listening skill is a receptive skill, and it is usually the first language skill that we learn in a second language (L2), since it is so, it is considered as the basis for understanding and for development of other language skills, this is in agreement with Byrnes (1984) who stated that listening plays a significant role in improving learners 'understanding and developing the other language skills. Rost (2011) viewed in his introduction that

considering listening as receiving what the speaker said and getting his/her idea , Listening refers to a process in which a listener perceives aural stimuli and attempts to interpret the message of a speaker or oral text. Furthermore, Oxford defined listening as “a complex problem solving skill” and it is “more than just perception of sounds. Listening includes comprehension of meaning, bearing words, phrases, clauses, sentences and connected discourse” (1993, p. 206). She also claimed that listening is usually a difficult skill that needs hard work to master. Although these definitions are different to some extent, they basically consider listening skill as a complex process in which listeners employ a variety of mental processes to comprehend the received input, and to retain new information, which may help them in language production (output). Thus, it is important that EFL teachers should focus in listening activities to develop the process of learning a second language.

2. The Processes of Listening

According to Kline (1996), listening is a complicated process, as it is an integral part of communication because it requires the process of receiving, attending, understanding, responding and remembering. Albeit it remains, the most ignored part in SL teaching and learning processes. This negligence is due to two factors: The productive skills (speaking and writing), are the sending parts of the communication process, which are greatly remarkable and highly used because they are easier for assessment and evaluation than the listening ones, besides reading behavior also is easier and frequently to be tested than listening, in other words we are often on what we read more than on what we hear. However, the second factor is related to the learner’ unwillingness in order to develop their skills, which it occurs because of their disabilities to get the complete understanding.

2. 1. Receiving

The receiving process is concerned with the sender, who sends the message, and the receiver, the one who receives the speech, and then he/she attempts to denote the speakers’ intention. So, it requires a great attention and concentration to be comprehensible that is why much of the learners listening fail for the same reason, they are simply not connected or pay attention to the addresser speech, which is may be because of psychological problems, such as: hearing deficiency, inherited weakness, or disturbed by noise for long

time. Moreover, to clarify more, hearing and listening are not the same; hearing is reception of sounds and intonation, while listening is perception and comprehension of the meaning. But hearing is a fundamental part of the listening process Kline (1996).

2. 2. Attending

This process is also related to the previous one, but it requires listening with more attention to the speakers' message, which demonstrates the receiver interest and motivation to the listened text topic. In addition to that, paying attention to the sender' message assists learners to understand easily the context meaning, as well to answer the questions oriented activities after the listening stage, at the end realizing an effective listening session.

2. 3. Understanding

An effective communication does not occur, unless the listener understands the message because sometimes it happens that the listeners receives the message and attends his/her attention, but when it comes to comprehension he/she misunderstands the meaning. Hence, the process of understanding is prerequisite part of a successful communication; this idea is in accordance with Kline when he says: "Effective communication depends on understanding; that is, effective communication does not take place until the receiver understands the message. Understanding must result for communication to be effective" (1996, p. 20). Thus the teachers should be aware about the significance of this process, by explaining the main key words of the listening text, and any new vocabulary for them, in order to be clear and understood while listening phase.

2. 4. Responding

The listening process may finish with understanding, but responses may also needed for the communication chain, in which learners are asked to answer some questions, for the sake of testing their understanding after the listening activity, as a form of output, in different types of responses written, spoken or summarized.

2. 5. Remembering

The process of remembering depends on the listener memory hemispheres; this means that where the information is stored in the memory, during listening stage. It differs from short-term memory where information is utilized instantly within few seconds, and it has rapid forgetting amount. Long-term memory information and incidents are stored for

long periods; hours, days, weeks, and even years because this kind of memory allows us to remember them Kline (1996).

3. Types of Listening

According to Kline (1996), each situation in listening demands a type of listening for the sake of obtaining information, improving a relationship, gaining appreciation for something, engaging in a critical evaluation, or making discriminations. There are five types of listening which may be summarized as follows:

3. 1. Informative Listening

Informative listening, where the listener's main concern is to comprehend the message, by assigning meanings that correspond to the messages. Listeners will be successful insofar as their interpretation of the meaning is as close as possible to the sender's intention; this type is also known as listening to understand.

3. 2. Relationship Listening

The main purpose of this type is either to assist an individual or to improve the relationship between people. Another special type of listening derives from relationship listening is therapeutic listening which brings to mind social situations where counselors, medical personnel, or other professionals allow a troubled person to talk through a problem, it can also be used when you listen to friends or relatives to help them cure themselves. Although relationship listening requires listening for getting information, the emphasis is to understand the other person.

3. 3. Appreciative Listening

Appreciative listening is a type of listening behavior, where the ultimate response is the one from the listener (not the speaker), who seeks certain information that he/she will appreciate, it involves listening to music, poetry that one enjoys, or maybe even to other great people's speech because he/she likes their style and their choice of stirring words. So, appreciative listening does not rely on the message from the speaker, but it concerns with the listeners' responds.

3. 4. Critical Listening

The ability to listen critically is essential in different situations, in order to evaluate the authenticity and the validity of the speech, and respond with various opinions, such as listening to advocates and politicians, this subject of critical listening deserves much more attention to be checked, because the listener needs to scrutinize what is being said while analyzing it at the same time. Critical listening is also called evaluative, judgmental or interpretive listening.

3. 5. Discriminative Listening

The final type of listening is discriminative listening which is the basic of the other types, and it may be the most important type, because its objective is to focus on sounds whereby the listener is being able to distinguish between the speaker's tone, rate of speech, volume, force, pitch and emphasis which allow the listener to comprehend nuances of difference in meaning.

4. Listening as Comprehension and Listening as Acquisition

The purpose behind making distinction between listening for comprehension and listening for acquisition assists the listeners to target their objectives for listening in daily life situations or in academic ones. Thus Richards (2008) considers listening from two different perspectives; listening as comprehension and listening as acquisition, these two perspectives are summarized as follow:

4. 1. Listening as Comprehension

Listening as comprehension is at the heart of language learning, it refers to the understanding of L2 speakers; moreover, it is more than just understanding what is said, rather, it is a whole process which makes the listener being able to grasp the speakers' intention. In the same idea, Mendelsohn (1994) defines listening comprehension as the ability to comprehend the spoken language of native speakers or the intended meaning of oral text, so that he/she can respond effectively to oral communication. Indeed, Richards (2008) views that listening and listening comprehension as synonymous, because the main function of this skill; is to facilitate comprehending the spoken discourse.

4. 2. Listening as Acquisition

Listening as acquisition serves the goal of extracting meaning from messages, and sustaining concentration to decipher explicit meanings of words, sentences and expressions used by the speaker, which are temporary, carried the meaning. Therefore, the learners should try to incorporate new linguistic items into their language background, by noticing new aspects of input which are consciously acquired for the sake of using them in oral production and improving the second language acquisition (SLA) process (Richards, 2008).

5. Stages of Listening Tasks

In any classroom, the sequencing of listening sessions is divided into three tasks: pre-listening, during listening, and post-listening stages. These stages have a mainstay in teaching of listening comprehension (Holden, 2004).

5. 1. Pre-listening Stage

Before talking to the listening stage, pre-listening stage gives the learners a general overview about what are they are going to listen to, which also provides the listeners with a purpose for making decisions about where to concentrate their attention on meaning while listening; in order to prepare themselves for a particular listening task before starting it, Subsequently, the teacher should encourage discussion and involvement, with the whole class to help them predict the content of listening passage, for example by using pictures or even drawings on the board. Moreover, according to Wilson (2008) this stage can be divided into five main strategies, which are summarized as follows: The first one is brainstorming words or phrases, which means extracting meaning and generating ideas to activate learners' background knowledge on the topic. The second one is using visual aids for looking at and discussing, such as; picture cards, realia, and photos, which have relation with the listening topic, in order to assist the learners infer what they are going to listen. The third one is using words and vocabulary that introduces the topic, by emphasizing on key words, to comprehend easily the listened text, simultaneously they are provided to learn new vocabulary. The fourth one is relating situations to the real life experience, in which learners personalize the situation by performing it in different ways. The last one is opinions, ideas, and facts; this activates learners' background knowledge and supports them to use the language. Thus pre-listening stage is crucial during listening sessions, to

facilitate the learners understanding, and guide them where to focus their attention while listening stage.

5. 2. During Listening Stage

During this stage, learners are at time for practicing listening, through listening to the passage which is provided by the teacher, they should evaluate their level of comprehension and match the input they receive with the predictions they made in pre-listening phase. Furthermore, concerning how many times students should listen to the message, it differs from two views: the first says that they should listen to only for one time, since they are asking to check their guesses. While the second view relates to the listening purposes, and it states that learners have many opportunities to listen the input, also repeating the passage several times to focus on learning the language. Wilson (2008)

5. 3. Post-listening Stage

Post-listening stage provides an opportunity for the learners to check their comprehension, also to adjust their strategies for the second attempt, and extend the knowledge to other skills. This stage covers two types of activities, comprehension and evaluation activities. Comprehension activities emphasize more on checking their understanding and interpretation of the listened text, by asking them some questions that are usually offered in the textbook to test their comprehension. Then evaluation activities which aim at developing the learners' self-evaluation to make them more efficient listeners, in order to provide them a chance to practice oral activities which are intended to raise their oral capacities. In the same vein, Hedge (2000) claims: "Post-listening work can also usefully involve integration with other skills through development of the topic into reading, speaking, or writing activities." (p. 252). For example, learners may practice speaking by performing role plays on what they have been listening to, or writing their thoughts and opinions about it.

6. Listening Comprehension Difficulties

During listening sessions, many L2 learners face difficulties, they have significant problems in listening comprehension because of the fact that teachers pay more attention to structure, writing, reading and vocabulary, and do not attach importance to listening while preparing their lesson plan, to sharpen their listening skills and make them adapt with TL

sounds. Therefore, Bingol, Celik, Yildiz, & Mart (2014) have mentioned seven difficulties which may appear during or before listening comprehension activities.

6. 1. Lack of Using Authentic Materials

Despite the development of technology nowadays, some teachers do not consolidate the listening tasks by using authentic materials like broadcast, audio aids, and multimedia systems, in order to facilitate L2 learners' understanding, also to enable them involving in the classroom activities that mirror the real world of using the foreign language in different contexts, by emphasizing not only on hearing native speaker's speech, but also seeing their gestures and body language while they are speaking. Thus this total negligence of integrating these materials leads to create pronunciation problems and affects on their productive abilities.

6. 2. Cultural Differences

Cultural knowledge of language plays a great role for comprehending the context, because the listening topic may contain completely different cultural aspects that the learner is not familiar with. So, they may face obstacles to imagine the situation. In this case the instructor should give prior knowledge about the topic beforehand.

6. 3. Pronunciation and Accent

For L2 learners in particular, listening sessions may fail due to the unfamiliarity with certain variations of language aspects; enunciation, pronunciation and accent which affect on their comprehension , as well as, they can fail to recognize the speakers words since they do not pronounce them in isolation using different accent. Thus, the teacher should be aware in pronouncing fluently the language because using simple and clear language, facilitate understanding the listening passage for his/her learners.

6. 4. Unfamiliar Vocabulary

Using simple words in the listening passage may help learners to obtain the general meaning, and effects positively on their listening abilities; however, they get confused from the over usage of ambiguous words that have more than one meaning.

6. 5. Length and Speed of the Listening

Listening for long parts for a long or a short time depends on the learners' level and their abilities for keeping information in mind. Another reason makes listening text

difficult is the speed which means that if the speaker speaks faster than normal listener may have difficulties to catch target words, and to guess the real meaning

6.6. Classroom Conditions

Classrooms conditions affect learners' listening comprehension. For example, learners who are sitting on the back rows may not hear the recording as learners sit in front, also learners who are talking or whispering into each other's ears, obviously they create noise. In addition to that, crowdedness in classroom makes it difficult for teacher to manage all the class in group work activity or to get feedback from learners.

6.7. Lack of Concentration

Maintaining learners' motivation is crucial in listening comprehension tasks to attract their attention, for example, selecting an appropriate topic is very important, as it is easier for the listeners to concentrate, if the topic is appealing to them, comprehension would be easier for them. Otherwise, listeners can lose their concentration if the recording is in a poor quality or disturbed by noise. In other words, when they lose their concentration, they will be untenable to recall the information that they have forgotten during post stage.

7. Teachers' Roles during Listening Sessions

Teachers have a great role and responsibility, which is related to the success or failure of the teaching process, in their classrooms. Probably the main and the common source of listening for learners is the voice of their teacher. So, during a listening session he/she has many roles to play in order to be understood and to create enjoyable and supportive atmosphere for learning. In other words, within the classroom, teacher's role may change from one activity to another or from one stage of an activity to another. Concerning the teachers' roles, Harmer (2005) suggests eight important roles for teaching listening. For example, an instructor may act as a controller, an organizer, an assessor, a prompter, a participant, a resource, a tutor, an observer.

7.1. Controller

The first role for the EFL teacher is to act as controller in order to check the lessons specify what his/her learners should do throughout the listening stages, and controls them

if they are following him/her when he/she transmits the knowledge, then it is his/her responsibility to decide what his/her learners do, when they should speak and participate.

7. 2. Organizer

According to Harmer (2005) “An important tool in instruction is for the teacher to organize a demonstration of what is to happen. “(p.59). It is one of the most important roles because the whole success depends on teacher’s organization, through preparing various listening activities covering all the three types, In order to get learners involved, engaged, and ready for the activities since they are in the first step of learning L2.

7. 3. Assessor

Another important part of teacher’s job is to evaluate their learners’ ability and comprehension by giving them correction and feedback on their performance, that leads to classify them in various levels and grades. When acting as an assessor, teachers should be aware because learners can accept their poor performance, if it is given smoothly with support and encouragement.

7. 4. Prompter

Is the teacher who promotes his/her learners to be able to speak English correctly, rather than referring to their mother tongue, by giving them opportunities to speak and express their thoughts in different activities, as well as, he/she assists them to formulate their ideas, to be clear for comprehension and encourage their communicative abilities.

7. 5. Participant

Teacher as a participant can involve in pre and post-listening task such as free discussions, which is helpful for learners to interact with their teacher, in addition, this act is important for maintaining learner’s motivation during listening activities, it can also contribute in creating a positive atmosphere for learning process.

7. 6. Resource

When learners need to clarify things more, or simplify ambiguity, they refer to their teacher who is available and ready to answer them, as Harmer (2005) says: “When we are acting as a resource, we will want to be helpful and available.”(p. 61), this means that, when teacher acts as a resource, he/she is considered as the only source of giving

information, by facilitating the learning process for his/her learners , and he/she is available to answer his/her learners' questions, or to consult some problems.

7. 7. Tutor

It is a combination of two roles a prompter and a resource. The teacher who acts as tutor can help his/her learners during each activity to develop their ideas, for instance, when they are predicting the listening topic.

7. 8. Observer

The teacher should be careful when he/she observes what his/her learners do during listening activities, in order to control them doing the activity, at the same time to test their comprehension after the listening stage.

8. Listening Strategies

In discussing listening strategies, O'Malley & Chamot (1990) have validated the classification of listening strategies into three main types; cognitive strategies, meta-cognitive strategies, and socio-affective strategies, these strategies are considered to be effective for helping learners capitalize on the language input they are receiving, as Vandergrift (1999 cited in Bingol et al. 2014, p. 176) claims: "Strategy development is important for listening training because strategies are conscious means by which learners can guide and evaluate their own comprehension and responses". From this view, listening strategies are mentioned as follow:

8. 1. Cognitive Strategies

Cognitive strategies are ways that the learners use to acquire language and obtain data. Regarding these strategies, Bacon (1992) categorizes them under two main headings: bottom up and top-down Strategies.

8. 1. 1. Bottom-up Strategies

Peterson (2001) defines bottom-up strategies as "triggered by the sounds, words, and phrases which the listener hears as he or she attempts to decode speech and assign meaning"(p. 88), it refers to the use of incoming data as a source to understand new information, from this perspective, the process of comprehension begins with the message

received which is analyzed from different levels of organization; sounds, words, clauses, and sentences (Richards, 1990).

8. 1. 2. Top-down Strategies

Peterson (2001) defines top-down strategies as "driven by listeners' expectations and understandings of the context, the topic, the nature of text, and the nature of the world" (p.88). It refers to the previous knowledge, to comprehend the meaning of the message. In fact, these two sub strategies have a complex relationship in listening comprehension, because both are used to construct meaning and decode sounds, words, and phrases, as Buck (1994) explains.

8. 2. Meta-Cognitive Strategies

Meta-cognitive strategies can be described as conscious or unconscious mental activities that are used by the learner to organize and regulate the language learning process, which include planning, monitoring and evaluating (Vandergrift, 1999).

8. 3. Socio-Affective Strategies

Socio-affective strategies are concerned with the learners' interaction, which occurs when learners cooperate with each other, ask their teacher for more clarification or implement specific techniques to lower their anxiety level (Vandergrift, 1999).

From the point views above, it can be concluded that, language learners need to use listening strategies in order to develop their listening skills in the target language, simultaneously; it is the role of the teacher who provides them with varieties of listening tasks to help them improve their listening skill.

9. The Significant Role of Listening Sessions

It has taken many years to give the listening skill the importance it deserves in second language learning among the teaching process. We can say that: "listening is perhaps the most fundamental language skill" (Oxford, 1993, p. 205). From this view we consider Listening comprehension as the most important skill that learners need to acquire and develop in second language, since it is the starting point in teaching a foreign language, it also provides a channel of communication through which new language can be received. In addition, many researchers suggest a lot of reasons why educators are focused on the ability to understand and contribute to communication. For example Hedge (2000)

suggests that there are five reasons for listening; “to engage in social rituals, to exchange information, to exert control, to share feelings, and to enjoy yourself” (p. 243) while Rixon (1986) points out two main reasons for the importance of listening in understanding a language; to improve one’s comprehension of the spoken utterances and to provide one as model for the spoken language to imitate in oral production. Moreover, listening has a great impact in developing speaking skills; it strengthens the quality of communication and increases interaction among learners, because the more one listens the better one can speak, this point is argued with Bueno, Madrid & McLaren (2006) who declare that: “Listening is important for speaking because it establishes the good basis for successful communicative exchanges” (p. 344).As a result listening has a crucial role in enhancing learners’ abilities for understanding and negotiating the target language, also it is important in developing their oral fluency in the language.

10. Listening Sessions as a Training Skill

Teaching the language four skills; listening, speaking, reading, and writing is interrelated and interdependent process, and teaching each skill in isolation does not realize any kind of improvement in language learning. In the light of this point, spoken language is closely related to listening skills, so during listening sessions, selecting appropriate classroom activities should be integrated with the listening ones, for example, asking the learners to report orally what they have been listen to, or to perform the dialogue/the story in pair work or in group work. In addition, integrating pronunciation activities during listening sessions is considered to be important, to produce good speakers of the language. Moreover, when training learners to produce correctly the language, obviously they will be aware about the importance of listening sessions, as well as they give special attention to the speaker s’ pronunciation, since they will be provided for an opportunity to repeat and imitate what have been said, with regard to the intonation, stress, and sound discrimination in order to produce it with a high level of accuracy. Therefore, in order to teach pronunciation through listening sessions, the teacher should master the accurate form of pronouncing the language because he/she considered as the only model that the learners should imitate. Besides, using relevant tools during listening session, audio aids, broadcast, brings the real world of speaking the language into the classroom; which assists the learners to arise their motivation and learn pronunciation from native speakers. As a result,

integrating appropriate pronunciation exercises during listening sessions, training will be more effective in developing their oral performance.

Conclusion

This chapter is limited to the listening skill. It focused on its significance in language teaching and in constructing learner's abilities, to acquire the language skills and to enhance oral performance through practicing different listening tasks. As a result, the teachers should value listening skill sessions as the other skills' sessions in their classrooms. Especially when they teach young learners, because the evidence for saying that; is the lower level of pronunciation starting from middle school phase, where listening has generally been neglected as a skill in the field of ELT. So, instructors should eliminate this issue by exploiting teaching this skill, which may have an influence on improving other language proficiencies, for example, to enhance learner's pronunciation level.

CHAPTER

TWO

Chapter Two: Improving EFL Learners' Pronunciation

Introduction

Regarding that English is an international language, it is generally the second foreign language that learners must learn and acquire in middle schools. But Algerian pupils' level of English proficiency is low in comparison with other countries, because EFL teachers at this phase tend to emphasize more on teaching grammar and vocabulary, which is not sufficient for learning a language, in addition to that, they neglect teaching the basic knowledge of oral skills and its importance in constructing their learners' oral performance. Pronunciation is one of the main components of an effective communication. It demands a great consideration in a foreign language teaching and learning in order to become competent users of L2 as nonnative speakers and comprehend the native ones. So, teaching pronunciation cannot be separated from teaching the four skills, as well as integrating pronunciation training activities that should be interesting and should get the young learners' attention, it may have a positive impact in enhancing their oral abilities.

This chapter shed lights on developing EFL learners' pronunciation which is a requisite aspect of spoken English in language teaching and learning. First, it provides general historical overview of ELT pronunciation. Next, it represents briefly the definition of pronunciation supported by its importance, and relationship with intelligibility. And then, it states a general view about the Received Pronunciation (RP) model for teaching in middle school. Further, it mentions the two main features of pronunciation, which are divided between segmental and suprasegmental features, and three approaches for teaching pronunciation instructions. Moreover, it identifies the possible problems and factors that affect learning pronunciation. Finally, it concludes with the teacher's role in enhancing learners' pronunciation, as well as the learner's role in learning pronunciation.

1. A Historical Overview of Teaching Pronunciation

Teaching pronunciation is a fundamental trend in the field of ELT, there were periods of time in which pronunciation was the foremost aspect that is included in language teaching and learning instructions. Moreover, throughout ELT history, different methods were used in foreign language teaching towards pronunciation and its changing status within decades. For instance, in the Grammar Translation Method, pronunciation

was neglected and it had no importance to be taught or learnt, this method focused only on grammar rules, vocabulary, and translation of texts, contrary to this method, Celce-Murcia, Brinton & Goodwin (1996) mentions some other methods that give importance to teaching pronunciation, these methods are namely; the direct method, the reform movement, the audio-lingual, and communicative language teaching.

The direct method in the late 1800s early 1900s; It was initially developed as a reaction to the Grammar Translation Method as an attempt to incorporate the use of the target language in the classroom, it was based on oral training and emphasized in teaching pronunciation through imitation and intuition, besides, the direct method teachers improve their learners' pronunciation by providing them with a model for native like speech, to listen to the modeler and then imitate. Furthermore, the reform movement which emerged 1890s, it changed the ideas and principles of language teaching and learning which influenced pronunciation with the foundation of the International Phonetic Association (IPA), this method was also known as the method of transcriptions of target language sounds into specific phonetic symbols to establish correct speech habits, as Howatt (1982), in this context, notes that:

The heart of the Reform Movement's philosophy was the supremacy of the spoken language. The children hear the new language first, spoken properly by the teacher in the classroom, before seeing it in its written form. Moreover, when they did come to read the texts, they should not be misled by the use of the phonetically irregular and inconsistent traditional orthography, but should see the words in especially prepared, phonetically transcribed form first (p. 265).

Additionally, with audio-lingual method, teaching pronunciation gained a considerable significance, where the teachers' role should focus on correcting their learners' mispronunciation mistakes. However, in 1960s during the Chomskyan revolution, pronunciation teaching lost its credit again, and the focus of language teaching shifted to grammar and vocabulary. Therefore, pronunciation instruction was pedagogically neglected in language teaching curriculum, because of its difficulties in impeding the communicative practice (Jenner, 1996). Based on the assumption of the audio-lingual method, new approach emerged in the 1980s which is; communicative language teaching,

with the emergence of this method teaching pronunciation began to emphasize more on using language for communication and interaction as a central principle in the classroom. Despite the variations of these methods and approaches in teaching pronunciation among the history, EFL teachers should be aware about their performance in teaching pronunciation, because there is no single best method over another to teach English pronunciation.

2. Definition and Importance of Pronunciation

Pronunciation is an integral part of foreign language learning since it directly affects learners' communicative competence as well as performance, according to Dalton & Seidlhofer (1994), it refers to the production and reception of sounds of speech, that we use to make meaning; it means that being able to speak or produce sound patterns which have been learned , and being able to differentiate between that sounds by listening to the language, so pronunciation includes an attention to both segmental and supra-segmental aspects (vowels, consonants, sounds, intonation, and stress), in order to sound words when speaking, and convey meaning in contexts. In connection with this, Harmer (2005) claims that; the way how to achieve clear communication is not getting learners to produce correct sounds or intonation, but it is rather the way to show them how English is spoken in the real world use.

Pronunciation is the most important and difficult problem that non-native English learners and teachers have to face when studying and teaching English language, because learning improper pronunciation can lead to misunderstanding and ineffective communication. Zimmermann (2004), states that “Pronunciation is crucially important, as it usually the first thing people notice about a language learner s’ English” (p. 29). So paying attention to the pronunciation errors and attempting to correct them will affect the process of second language acquisition and learning. Therefore, it is crucial for EFL teachers to shed lights on teaching pronunciation through incorporating different activities that help learners to produce English sounds properly when communicating the language, as well to understand the speaker’s speech, as Hewings (1993) says that exposing EFL learners to as many pronunciation activities as possible in order to make them realize what their English pronunciation is like in comparison with native speakers. Thus, providing

valuable attention to teaching and learning pronunciation, likewise teaching grammar and vocabulary will improve the learners' oral performance.

3. Pronunciation and Intelligibility

Bad pronunciation can be a serious problem if it negatively affects learners' understanding; teaching pronunciation does not need to aim for native-speaker perfection, but rather one that allows them to make themselves understood relatively well, so that the more significant goal for teaching pronunciation is achieving learner's intelligibility, Kenworthy (1994) states one definition of intelligibility as; "being understood by a listener at a given time in a given situation" (p.13), so for her it is the same as understandability. Moreover, a successful intelligible pronunciation is closely linked to the sender and receiver, to be precise more, the former is the speaker who is the most important participant in transmitting the message in a comprehensible way, however, the latter is related to the listener who is attempting to understand what is said by the speaker, hence listening is a vital part of developing this area for comprehending and using effectively the language. Consequently, achieving an intelligible pronunciation may be tied, to a large extent, to an affective consideration; this means that if teachers teach English as SL (especially pronunciation), they should pay attention to their learners' needs, they should make them feel comfort, secure and relax during the lesson in order to make the course meaningful and effective.

4. Received Pronunciation Model in ELT

As the significance of the English language develops and its status of a global language is strengthened every day, spoken English language accents are different from one country to another between General American (GA) and Received Pronunciation (RP) varieties of accents. According to Kelly (2000), a model is a term that covers the pronunciation characteristics of the language presented to learners in the classroom, further; he also suggests that despite the variety of accent the teachers use, they should inform their learners about the existence of other accents. As well as, in the Algerian educational system, the RP model of pronunciation is considered the standard accent, which is used for teaching English as SL, it is chosen by textbook authors, teachers and institutions, this in accordance with Tench (1991), who claims that; "all British textbooks designed for teaching English as a second or foreign language also invariably use Received

Pronunciation” (p.15). Moreover, RP model is chosen because its primary functions which related to the most widely understood and acceptable form of speech and it can function as one of the principal models for EFL throughout the world (Gimson, 1984).

5. Features of Pronunciation

Two groups of features are involved in English pronunciation; segmental and suprasegmental, which are complementary refer to each other as an integral part of spoken language, actually, the researcher will move into a brief illustration of these two features only in the following paragraphs.

5. 1. Segmental Features

Segmental features include phonemes, which are the smallest distinctive units of speech sounds, for example [θ] as in they. Celce-Murcia et al (1996: 35), they also refer to the basic units of distinguishing sounds and the way that they combine to form a spoken language. Therefore, it is important for teachers to know where and how a sound is produced and its position in the mouth, in order to assist learners in producing and understanding sounds intelligibly through careful listening and practice. Kelly (2000) claims that “This set of phonemes consists of two categories: vowel sounds and consonant sounds” (p. 02).

5. 1. 1. Vowels

Vowels are sounds produced by the vocal cords, and they are always voiced, In addition, vowels can be single like [I] in fit, they can be either long or short, further they occur in combinations, as diphthongs which involves a movement from one vowel sound to another as [aʊ] in house. Thus, as EFL learners who consider as beginners, they should learn these basic sounds and being able to differentiate between them. To explain more, English vowels are classified as single vowel sounds, short vowels, long vowels, diphthongs, and triphthongs.

- Single vowel sounds may be either short or long. The symbol /:/ represents a long sound in the International Phonetic Alphabet (IPA).
- Short vowels there are seven short vowels in English, although they can have different

lengths in different contexts. Roach (2000). They are: /ɪ/ /e/ /æ/ /ʌ/ /ɒ/ /ʊ/ /ə/, as in: **it, ten, bat, much, not, put, again.**

- Long vowels, there are five long English vowels tend to be longer than the above mentioned short vowels in similar contexts (Roach 2000). They are: /i:/ /ɜ:/ /a:/ /ɔ:/ /u:/ as in: **eat, word, car, more, too.**

- Diphthongs, are sounds that consist a movement from one vowel to another, English language includes eight diphthongs, which are divided into three groups as follows;

- Centering diphthongs are three diphthongs ending in sound /ə/: /ɪə//eə//ʊə/, as in: **ear, there, sure.**

- Closing diphthongs are subdivided into two groups, such as diphthongs ending in sound /ɪ/ /eɪ//aɪ//ɔɪ/ as in: **day, buy, boy.** And diphthongs ending in sound /ʊ/: /əʊ//aʊ/, as in: **no, now.**

- Triphthongs are the most complex English sound. There is a glide from one vowel to another and then to a third vowel, all this is produced rapidly and without interruption. Here are five triphthongs in the English language and are composed with the sound /ə/ added at the end; /eɪə//aɪə//ɔɪə//əʊə//aʊə/, as in: **player, fire, soya, mower, flower.**

5. 1. 2. Consonants

Consonants are sounds that occur by causing a blockage or partial blockage in the mouth, and they differ from each other's according to different concepts, such as the manner of articulation, place of articulation and whether they are voice or voiceless, in addition, the distinction between voiced and unvoiced sounds is often more clearly heard in the amount of aspiration or forcedly heard. As a result, teaching and learning segmental features of pronunciation have a vital role in speaking fluently the target language, and conveying messages accurately. There are twenty-four consonants in most English variations which are [b, d, g, v, ð, z, ʒ, h, p, t, k, f, θ, s, ʃ, tʃ, dʒ, m, n, ŋ, l, r, j, w].

5. 2. Suprasegmental Features

Suprasegmental features of pronunciation are generally applied to groups of phonemes within an utterance, and it includes; stress in a word or sentence, rhythm and intonation. Furthermore, focusing on teaching these features is important, because it is related to the learner's intelligibility, consequently, learners should be aware of such elements as if they are pronounced the message to be conveyed might not be understood at all, or might be misunderstood.

5. 2. 1. Stress

The term stress is defined by McCarthy (1978) as; “the amount of effort expended on a syllable” (p. 107), stressed syllable (contains one or more vowel sounds) is marked by placing a small vertical line (ˈ) before the syllable it relates to. As well as, stress is an important suprasegmental feature at different levels: The word level is the first level which contains (multisyllabic words have one or more syllables that are stressed), the second level is sentence level (the most important words tend to be stressed).

5. 2. 2. Rhythm

Rhythm means the beat of language in stressed and unstressed syllables and pauses which occur between stressed syllables. It also refers to the product of word stress and sentence stress, which may change the meaning of a speech sound.

5. 2. 3. Intonation

Intonation refers to the rising and falling of voice pitch across phrases and sentences, besides Celce-Murcia et al. (1996) describe intonation as: “a melodic entity where the voice rises and falls between different levels of pitch within an utterance, depending on its role as an indicator of grammatical features or motions and attitudes” (p. 184). From this description, we conclude that the speakers use pitch which might be high or low to send various messages, that helps the speakers send the precise intention from their speech.

6. Approaches of Teaching Pronunciation

Pronunciation has been taught through two general approaches Intuitive-imitative approach and an analytic-linguistic approach as described by Celce-Murcia et al (1996). Which are supposed to improve efficiency of language teaching/learning in classrooms.

6. 1. Intuitive-imitative Approach

This approach emphasizes more on imitation and repetition, and it depends on the learner's ability to listen and imitate the speech sounds and rhythms of the target language without the assistance of any explicit information, it assumes that this approach works best with beginner learners through providing authentic listening materials to enhance their listening skill, and motivate them to imitate what they listen to, for instance; audiotapes and videos, as appropriate models of native speech besides the teacher's role.

6. 2. Analytic-linguistic Approach

Celce-Murcia et al (1996) state that: "this approach was developed to complement rather than replace the intuitive-imitative approach" (p. 02). Unlike the previous approach, in this approach learners are provided with explicit information about the production of speech sounds and rhythms of the target language, by using a variety of tools such as charts of speech, phonetic alphabets, and vowel charts through contractive exercises, in order to supplement listening, imitation, and production.

6. 3. Communicative Approach

The communicative approach appeared in the 1980s, it is currently implemented in language teaching, and its primary purpose is using language for communication, thus communication should be the main focus in the language instructions, as well focus on pronunciation as an integrated part of communication in teaching/learning the foreign language. Therefore, the current approach brings a considerable attention on using the pronunciation focused listening activities to facilitate learning of pronunciation and improve learners' speaking skills.

7. Problems and Factors Affecting Learning Pronunciation

Pronunciation can be one of the most difficult parts of language for EFL learners to acquire, and one of the least favorite topics for teachers to teach in EFL classrooms, thus learners face many problems in learning pronunciation, and each learner's problem is different from the others, this is clearly stated by Harmer (2001), when he mentions two problems in teaching and learning pronunciation; the first problem is related to learners ability for listening, because they cannot distinguish between pronunciation features in production of sounds as with /b/ and /v/, then listeners may be unable to understand the

whole meaning of the speech. However, the second problem is concerned with intonation problems which are difficult to hear or to identify its different patterns, as we stated before that the speakers' voice pitch can be high or low which leads to pronouncing English weak forms the same way as the strong forms, this may effect on receiving the message and its appropriate content. To summarize, the essence for successful pronunciation teaching is not so interested in getting learners to produce correct sounds or intonation tones, but rather to allow them listen and notice how English is spoken either on audio or videotape, or from the teachers themselves to recognize some of those problems that learners always encounter, and will be able to enhance their pronunciation. Moreover, concerning which problems affect pronunciation learning, Kenworthy (1987) and Brown (2010) propose six foremost factors that hinder the learner's pronunciation, which are; native language, age and personality, amount of exposure, phonetic ability, attitude and identity, motivation and concern for good pronunciation ability.

Native Language Factor is an important factor in learning to pronounce English. Every language has different sounds, rules of combining these sounds into words, and different stress and intonation patterns. Thus, the more differences there are the more difficulties the learner will have in pronouncing English as claimed by Kenworthy (1987), in addition to that, the mother language affects also the learner's ability to hear English sounds like we mentioned before.

Age and Personality Factor, a common observation made by researchers involved in the field of second language learning pronunciation, is that adult learners almost find difficulties in acquiring the foreign language accent, while child SL learners often attain native-like accent pronunciation, in this sense Brown (2010) states that; "Adults' greater cognitive abilities (especially analytic abilities) are less effective in learning a new pronunciation than the more natural abilities found in young children" (p. 06). In other words, EFL teachers should be very patient and aware in teaching children/adults, in order to obtain an acceptable level of learning achievement. Besides this factor, learner's personality is also another factor that affects on the pronunciation of EFL learners, which concerns with outgoing learners and introverted shy learners. In one hand, learners who are outgoing and confident are more likely to take risks, and probably have more opportunities to practice the second language since they are more willing to interact with their teacher or classmates . On the other hand, learners who are introverted, shy, and unwilling to take risks

lack opportunities for practice pronunciation. (Avery & Ehrlich, 2008). Consequently, introvert learners should be conscious of the importance of pronunciation in SL learning, and they should also consider their personality, because it affects on their learning progress, by engaging in the classroom participation.

Amount of Exposure is another factor that influences the acquisition of English sound system that the learner received, in other words, this relates to whether the learner is living to an English-speaking county or not. In fact, this does not mean that the learner should live in an English-speaking environment to use the language, but to provide opportunities to practice and communicate the language in his/her daily activities, for instance, EFL learners who use English a great deal in their daily activities are likely to pronounce the language better than those who rarely use it.

Phonetic Ability, this skill is sometimes called “aptitude for oral mimicry”, “phonetic coding ability”, or “ear perception”. This factor is related more to a common sense that different people have in various level of hearing abilities. Some people have a better ear capacity for language learning but some learners do not. So, those who have good ear capacity can easily discriminate between two sounds more accurately and be able to imitate different sounds better than others, and the result will enhance their pronunciation proficiently based on listening skills.

Attitude and Identity, pronunciation is also affected by learners’ learning identity and attitudes toward the target language speakers, personal identity issues, and their culture, which they can all support or impede pronunciation skills development. For example, EFL learners with a positive attitude toward the people who spoke the language were likely to learn pronunciation more successfully. Conversely; some other people do not believe that it is necessary to learn a second language, and they think language learning will influence the learners’ cultural development in a negative way, and their culture will be imposed on their educational system as an alien in their community, well these undesirable thoughts and beliefs impact on learning pronunciation process.

Motivation and Concern for Good Pronunciation Ability, The learners’ motivation can be the strongest factor, because if the learners’ desire for learning pronunciation is high, they will be willing to improve their abilities by themselves, as they will become interested to pay more attention to distinguish the sounds of the target language, and grasp

any opportunities for using the language. However, lower learning motivation can influence language learning rate.

Even though, these six factors have some effects on pronunciation learning and improvement, young learners or adults who have different personalities and attitudes toward EFL learning, they should be aware and responsible for learning English as SL, otherwise, EFL teachers should consider these factors in teaching EFL, by creating realistic and effective pronunciation goals and development plans for the learners, as he/she plays a crucial role in the learning process.

8. Teacher's Roles in Teaching EFL Pronunciation

Emphasizing on teaching pronunciation at middle school is very essential; teachers should give certain attention in teaching pronunciation and decide on the basic area of sounds that need for young learners, to assist them in learning the accurate pronunciation. Kenworthy (1987) stated seven teacher's roles in ELT pronunciation, which are summarized in the following statements.

8. 1. *Perceiving Sounds*

Part of the role of the teacher is to help learners perceive sounds; learners will have a strong tendency to hear the sounds of English and try to produce them. Therefore, if learners listen carefully to their teacher while he/she is speaking, they will be able to perceive and produce sounds correctly as they are produced by their teacher.

8. 2. *Producing Sounds*

The teacher's role here is to assist his/her learners to make the new sounds, if they find difficulties in imitating and producing them, because English sounds are not the same as their native language ones. Thus, through practicing the language, and correcting their pronunciation errors, learners will learn the pronunciation rules and be able to produce sounds accurately.

8. 3. *Providing Feedback*

Providing feedback is also one of the teacher's roles since the learners sometimes do not know if they are right or wrong. So, the teacher should provide them with set of instructions about their performance, and the main elements that need focus on. The most

useful feedback comes immediately after the learners' response. It should come in the form of praise if the learner's work is good. On the other hand, if he/she makes inaccurate work, the teacher should provide immediate correction to help remove the mistake and to furnish accurate information about their performance as well as their progress.

8. 4. Guiding Learners' Attention

The teacher's role also is to direct and guide the learner's attention to what to work on, because he/she may forget something important in producing sounds in different ways, which can effect on the message meaning, as Kenworthy (1987) says: "Teachers need to make learners aware of the potential of sounds"(p. 02).

8. 5. Establishing Priorities

Learners need the assistance of their teacher in establishing a plan for action, in deciding what to concentrate on, since they will able to differentiate between the features of their pronunciation, yet they will not capable to consider them as crucial to learn or not. Additional, they notice that their pronunciation is unlike the way English people do it and may automatically attempt to change the feature by a refinement, or acceptable to the English ear, or not essential for intelligible speech.

8. 6. Devising Activities

The teacher is responsible in selecting the kind of activities and exercises that are helpful, taking into consideration that the designed activities should suit the learning styles and approaches of the majority of the learners, to enhance his/her learners' pronunciation, and to avoid any kind of problems when pronouncing the language.

8. 7. Assessing Progress

As the final teacher's role, that focuses more on evaluating learners' progress, as a kind of feedback, through providing information in an activity which is often a crucial factor in maintaining motivation.

9. Learner's Role when Learning Pronunciation

Previously we have listed the various aspects of the teacher's role in teaching pronunciation; we could say very simply that it is not only the teacher who is responsible in this field, because the success of the learning process in pronunciation will depend on

how much effort the learners contribute into it. So learners have also strong willingness to take responsibility for their learning as well as their improvement. In the classroom, the learners may have to involve actively for proving that the output becomes input, through listening carefully and paying attention to the teacher's speech, interacting with the teacher and the classmates, and trying to pronounce difficult words by participating in various activities that focus on oral performance, for instance; dialogues, and reading aloud activities. As a result, all learners can do well in learning pronunciation of a foreign language if the teacher and the learner participate together in the total learning process, because success can be achieved if each has set individual teaching and learning goals.

10. Teaching Correct Pronunciation through Listening

It is well known that listening plays an important role in English language teaching (ELT), as well as in learning process; it is used as an aid for acquiring and developing the other skills. Additionally, listening tasks can be considered as an efficient approach for improving learners' English pronunciation achievement, and their overall aural comprehension of English language. Furthermore, an EFL teacher represents the reliable source of input, he/she is the only model for learners to imitate and repeat, so he/she should have a fluent speech which consists of correct pronunciation features in order to achieve successful communication, and train his/her learners to practice the language through different activities. Therefore, listening sessions have an impact on enhancing learners' pronunciation, because it requires concentration on the speech patterns, and more emphasis on recognition. Thus, the teacher should not focus only on teaching grammar and vocabulary, but he/she should always incorporate pronunciation features in various activities.

Conclusion

This chapter is limited to demonstrate the importance of improving EFL learner's pronunciation, which is considered as a fundamental part in learning English language or any other language, as a way of uttering words and sounds for transmitting messages. Teaching and learning native-like pronunciation is one of the most difficult but significant features of English language teaching and learning, and it aims at achieving intelligible pronunciation. Furthermore, due to its difficulty it has been neglected in many EFL

classrooms, this leads learners to face problems in pronouncing the target language, also in understanding the speaker's speech. Therefore, in order to improve learners' pronunciation and increase their fluency and comprehensibility, it is very essential for teachers to introduce the accurate sounds and be aware about their productions of speech to the learners, in order to make them really understand about how correct pronunciation is produced, as commonly all recognize that the teacher is the only model of pronunciation for learners, otherwise; they will imitate bad pronunciation and lead them to make mistakes. So, the teacher should incorporate different pronunciation activities that based on producing sounds, in addition, they may use authentic materials like recordings and videotapes, to provide learners to listen carefully to native speakers' accent. However, the learners also should be involved in the classroom, because the more they participate, the more they use the language and enhance their pronunciation.

CHAPTER

THREE

Chapter Three: Data Analysis and Description

Introduction

The current chapter undertakes to determine the extent to which listening sessions can contribute in improving the learner's pronunciation at the level of middle school. So, to investigate this study, the researcher has selected fourth year classes at El Amir Abdelkader middle school, which situates in Ouenza, (Tebessa), during the scholar year 2015/2016. Therefore, we need to support our research work by gathering information from pupils and their teacher of English, to check their attitudes and views towards the topic of this study; these data will be collected through classroom observation sessions and pupils' questionnaires. As a result, concerning the present work that is based on adopting the descriptive method, which helps us in identifying and analyzing the findings of the two data collection tools, then we will eventually provide a summary of these findings and general discussion about the results obtained.

1. Classroom Observation

1. 1. Aims of Classroom Observation

The classroom observation offers the opportunity for the researcher to investigate the significance role of listening activities in enhancing the learners' pronunciation; also it enables the observer to discover the participants' awareness towards teaching/learning listening skill as well as improving pronunciation. Additionally, it seeks to describe and observe the teacher's pronunciation and the learners' ones.

1. 2. Description of the Classroom Observation

Classroom observation has been taken as a main device in this study, to provide a rich description about the process of teaching listening skill and its impact on enhancing pronunciation, through investigating what occurred in various listening sessions. In the same vein, the classroom observation task was attended with fourth year middle school (4MS) classes, with the same teacher who has 21 years of teaching experience. Besides, there are three classes of fourth year (4MS₁, 4MS₂, and 4MS₃), which consist of 101 pupils (nearly ≈32 pupils in each class), who are aged between 14 and 15 years old, and they are studied English as a Foreign Language for four years, from their first year at middle school, so the researcher has attended the classroom observation with these classes. Thus,

the classroom observation lasted for eight sessions, which means eight hours during the whole observation period because 4MS class has three English hours per-week, in order to collect the essential information, by emphasizing more on listening activities and its relationship in improving the learners' pronunciation. In turn, we concentrated on the learners' participation and involvement, as well; we observed the teacher language she used, and her role in teaching listening and pronunciation in the classroom. Hence, the notes taken from classroom observation sessions will be interpreted and discussed under three main stages: Pre-observation, observation, and post observation stage.

1. 3. Classroom Observation Analysis and Discussion

Before tackling to the observational part, as a pre-observation stage, the researcher asked for the consent of El Amir Abdelkheder middle school administration, where the agreement was granted. Then, the researcher discussed with the teacher some important points about listening activities sessions and the learners' awareness for learning pronunciation. These points include: Firstly, a brief overview about our research topic and its objective. Next, we asked for the topics used during listening sessions and the awareness of pronunciation training in teaching English as a Foreign Language. Consequently, the teacher accepted our demand for collecting the required data. She said that in each unit, there are specific sessions delivered for teaching listening skill (Listen and Consider), teaching pronunciation (Words and Sounds), and teaching listening and speaking together (Listening and Speaking), according to the textbook syllabus, but teaching pronunciation instruction goes within the other language tasks, at least correcting one or two pupils' pronunciation during each session. Furthermore, textbook is used as a primary teaching resource for teaching, and it is regarded as the major source of interaction with the language besides the teacher for learning. As far as, the ELT textbook importance is concerned, the required textbook for fourth year intermediate phase is entitled: "***On the Move***", which is designed for the last year teaching English in middle school, and it consists of 192 pages, also it compels with the relevant Ministry of National Education curriculum as laid down in March 2006. In addition to that, it is organized in six didactic units, and each unit starts with a preview "***In file you will learn the following***", which announces the learning objectives that will be realized through each file. So, in accordance with the textbook sequences, which attempt to cover both productive (speaking and

writing), and receptive skills (listening and reading, the researcher decided to attend in the listen and consider, words and sounds, and listening and speaking sessions.

The first session, which was normally devoted for teaching listen and consider rubric (On The Move: 143), in file six *Fact and Fiction*. Unexpectedly, the teacher informed us that the lesson is omitted from the syllabus this year, but she prepared another lesson that is similar to the textbook one. It was generally designed to: sharpen pupils' listening skill, raise their awareness about the pronunciation, intonation and structure that characterize the grammar items under consideration, and to enable the learners discover how they can be used, by extracting the rule. So, during the observation stage, we noticed that the session started with an introduction, which takes the form of warm-up, to activate the learners' prior knowledge and to make them involve with the speaker, this introduction lasted five minutes. Then, pupils are provided with a table completion activity (appendix 03), as a pre-listening task, they have to complete the table with the appropriate verbs form (infinitive, past simple and past participle), in order to direct their attention and concentration while listening, as well as, to use the past participle to form the present perfect. In this activity, it is observed that most of the pupils pronounce correctly the verbs, and the teacher repeats the pronunciation after them, to confirm the accurate pronunciation. Moreover, the second part of the presentation is designed for listening activity (As you Listen), to check the verbs they completed above in the table, in which the teacher reads a letter (appendix02), that she prepared for this session, as mentioned previously. During listening activity, it is remarked that the majority of pupils, especially females, concentrate carefully with their teacher's speech, however, few of them (about four) are totally uninterested; drawing on the table and looking outside the classroom. In a similar vein, the researcher noticed that the teacher's language is very clear and comprehensible; she slowly reads the letter to make them understand its general meaning and to check the verbs which they completed in the table. After listening to the letter, the teacher writes seven questions (appendix03) on the board, and she asks her pupils to answer them, as they listen to the letter again. Besides, they attempt to answer the questions, by predicting and remembering what they did listen to, and then their teacher provides them another opportunity to check their answers, through listening for third time. Yet, it is clearly noticeable, that some pupils are actively participated to answer the questions, with the assistance of their teacher to formulate full

answers and corrects their mispronounced words. Ultimately, this session finishes with grammar window rule which is deduced from the letter's examples that consist of the present perfect forms. Therefore, it is precisely aims to get the learners think, ask, and answer questions about the language forms they have just come across.

Another attended session which is devoted for teaching pronunciation; it is related to words and sounds rubric, which is designed for the purpose of augmenting the learners' vocabulary knowledge, improving their pronunciation, and being able to use the dictionary, notably phonetic transcription and word formation. Among word and sounds (On The Move: 149) session, it is observed that, most of the pupils actively involved in correcting activity one which instructed for filling the gaps with the correct form of the verbs. Then, in activity two, they are asked for deriving nouns from the infinitive verbs above: (to prepare, to pronounce, to invent, to explain, to comprehend, to direct, and to admire), by adding the suffix *-tion*. The researcher noticed that, the teacher acts as a helper to aid her pupils in writing the phonetic transcription of the verbs and the derived nouns. In addition, she pronounces the words, and asks them to listen and repeat individually/collectively, to produce sounds, and to differentiate between verbs and nouns pronunciation. Furthermore, they listen to their teacher again; to put the stress on the syllable they hear most in the verbs and their derivation, for the sake of deducing the stress change, from verbs to nouns when adding the suffix *-tion* (activity three). Concerning activity four, pupils have to arrange words according to the pronunciation of the letters in bold type, for instance: **bat**, **met**, and **but**, so according to vowel sounds: /æ//e/ /ʌ/.

During this activity, the teacher writes the words on the board, and then she explains them, by translating certain words to Arabic language. Then, pupils participate to answer the task; they pronounce the word before classifying it. We observed that, whose pronunciation is wrong, their teacher or classmates correct them, at the same time, the others carefully listen to their teacher's pronunciation, and imitate her one by one.

Unfortunately, during this session which is in the evening, our observation shows that, the rate of pupils' participation is very low in comparison with the previous session, because they face difficulties in marking the stressed syllable on the one hand, and in transforming words into the appropriate phonetic symbols on the other hand. Otherwise, they are

interested in learning pronunciation because they listen and pay attention to their teacher's pronunciation, and imitate her without making mistakes.

After obtaining the accurate data, and finishing the classroom observation, over a period of nearly two weeks. As a post-observation stage, our observation confirmed that the teacher's roles and organization remain as the dominant and the most responsible of teaching/learning process, she also uses a simple and clear language to help her pupils comprehend it easily, at the same time, she always attempts to encourage them to speak and communicate the language in order to develop their pronunciation among each session. Additionally, the classroom atmosphere is generally positive and more quite during listening sessions. In fact, when the teacher talks, pupils pay attention and concentrate well, then they are actively engaged to answer the questions after listening stage, they are also motivated in repeating the words' pronunciation for several time, and writing the phonetic transcription on the board with their teacher' assistance, as well as, they are interested in marking the intonation arrow activity. As a result, regarding to the teacher's correct pronunciation and her roles during listening sessions, it would be better to start using authentic materials in middle school listening sessions, and not rely on the teacher alone to be the only English source that pupils listen to in the classroom.

2. Pupils' Questionnaire

2. 1. Description of Pupils' Questionnaire

The main purpose of the pupils' questionnaire is to investigate the significant role of listening sessions in enhancing pupils' pronunciation. The current questionnaire was submitted to a random sample of 30 fourth year pupils, from the total population (101), at El Amir Abdelkader middle school. Furthermore, in order to facilitate the process of understanding the questions and avoid any form of ambiguity, the teacher gave us an opportunity to explain them in half an hour, during the last observational session, and then it was distributed in very comfortable atmosphere with the teacher's help. Consequently, fourteen questions are included in pupils' questionnaire they are varied from yes/no questions to open questions; they are also organized in two sections: listening skill and improving pronunciation. Concerning the former, it contains eight questions; it aims to check the respondents' opinions and attitudes towards the importance of listening sessions

in developing their pronunciation performance. However the latter, it composes of six questions which targets to discover their awareness towards learning and ameliorating their pronunciation.

2. 2. Pupils’ Questionnaire Analysis and Discussion

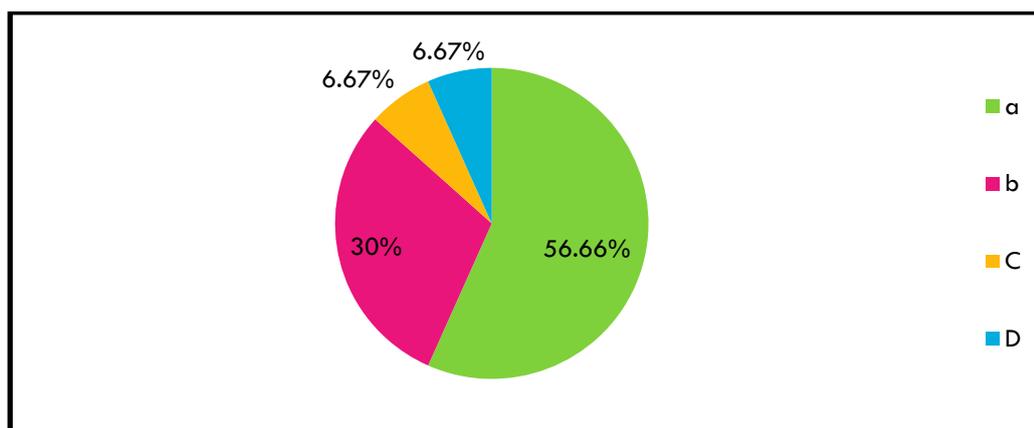
Section One: Listening Skill

Question 01: Is about pupils’ interest towards the importance of listening skill, it is intended to know, where they classify listening among the four language skills: (listening, speaking, reading, and writing), in terms of importance.

Table 01: Listening Skill Classification among the Four Skills

Responses	Number of Participants	Percentage %
a. 1 st	17	56.66
b. 2 nd	09	30
c. 3 rd	02	06.67
d. 4 th	02	06.67
Total	30	100

Figure 01: Listening Skill Classification among the Four Skills



The above table and figure show that high proportion of pupils (56.66%), who give the first rank to listening skill, among the other skills in terms of importance. While 09 of them with 30% classify it in the second place, and the 04 participants arrange its importance in parallel rank. So, from the importance given to the listening skill, we deduce

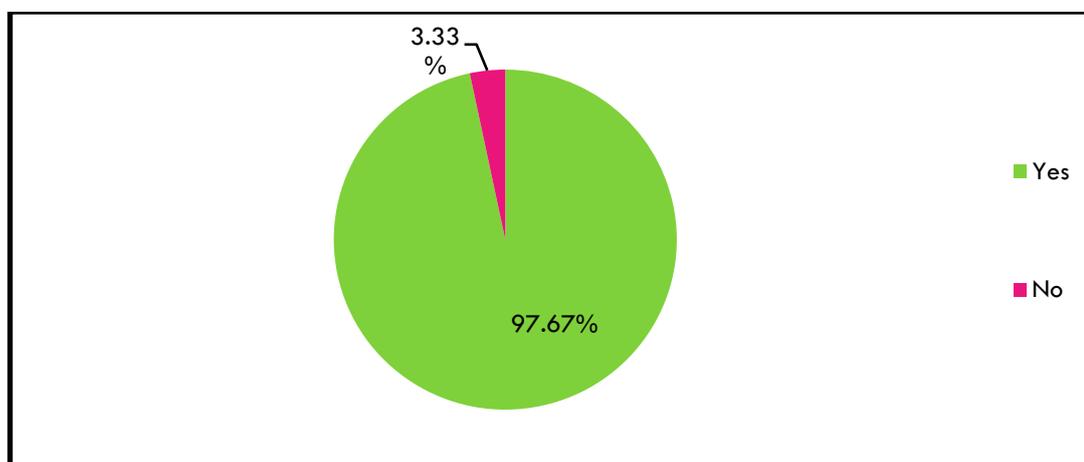
that, most of them focus on listening activities in their learning process; they also pay much attention to understand the speaker's language as they need to contribute in aural communication. Inversely, the other four pupils' views, who classified it in the third and fourth places, may be because they face difficulties during listening sessions, or they fail to understand every word while listening.

Question02: Pupils' viewpoints about practicing listening tasks inside the classroom. This question is also provided to know, how often they practice listening activities in dept, and to discover their opinions about the possible reasons for neglecting these activities. The results are shown in tables/figures 02, and 03.

Table 02: Pupils' Views toward Practicing Listening Activities

Responses	Number of Participants	Percentage%
Yes	29	96.67
No	01	3.33
Total	30	100

Figure 02: Pupils' Views toward Practicing Listening Activities



From table and figure 02, we notice that the solid majority of the pupils with 96.67% report that they practice listening activities inside the classroom, which seems that the teacher gives them the opportunity to listen and practise the language they listen to, in order to achieve their comprehension trough various tasks. However, only one pupil claims that, he/she did not practice them at all, may be because he/she finds them difficult, or this

reflects his/her level in learning English language. For those who answer (yes), they practise them:

Table 03: Pupils’ amount of Practicing Listening Activities

Responses	Number of Participants	Percentage%
a. Always	10	33.33
b. Sometimes	18	60
c. Rarely	01	3.33
Total	29	96.66

Figure 03: Pupils’ amount of Practicing Listening Activities

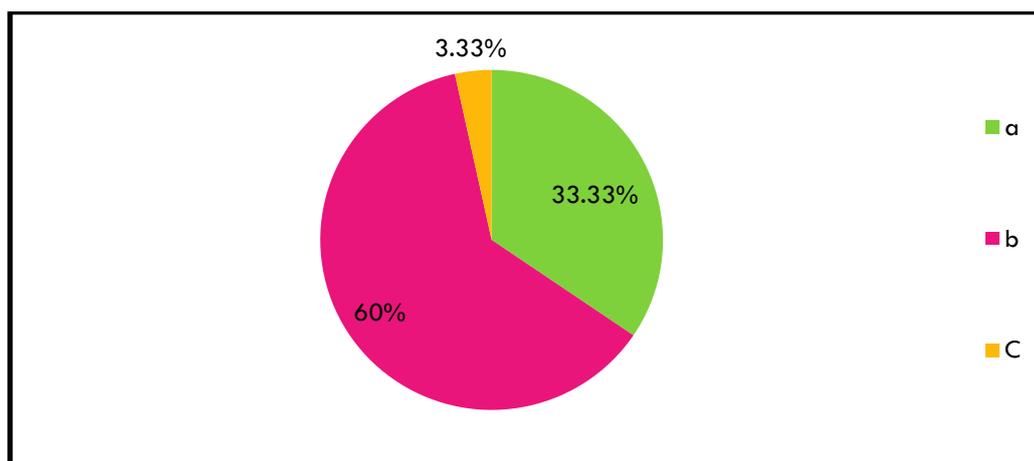


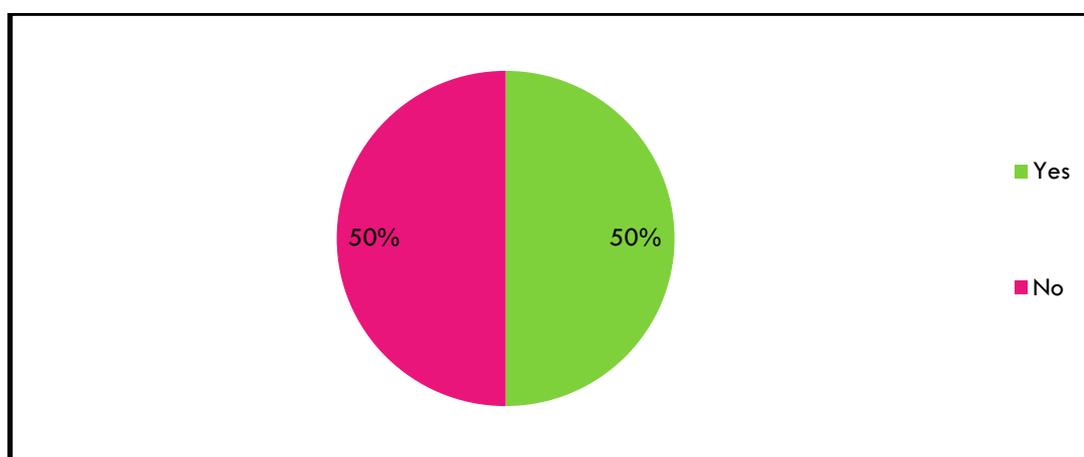
Table and figure 03 demonstrate that 60% of participants mention that, they sometimes practice listening activities, and this proportion is undoubtedly in accordance with their textbook sequences. Whereas 10 pupils always exert listening activities, which means that they even practice them outside the classroom, to rich their knowledge repertory, it also shows their awareness about the importance of practicing listening tasks. In addition to that, for the only pupil who did not practice listening activities, he/she gives us a reason that, they are not easy for him/her.

Question 03: Is devoted for asking the participants whether they comprehend all that they listen to or not. The following table and graph 04 show the results:

Table 04: Pupils' Rate of Comprehension while Listening

Responses	Number of Participants	Percentage%
Yes	15	50
No	15	50
Total	30	100

Figure 04: Pupils' Rate of Comprehension while Listening

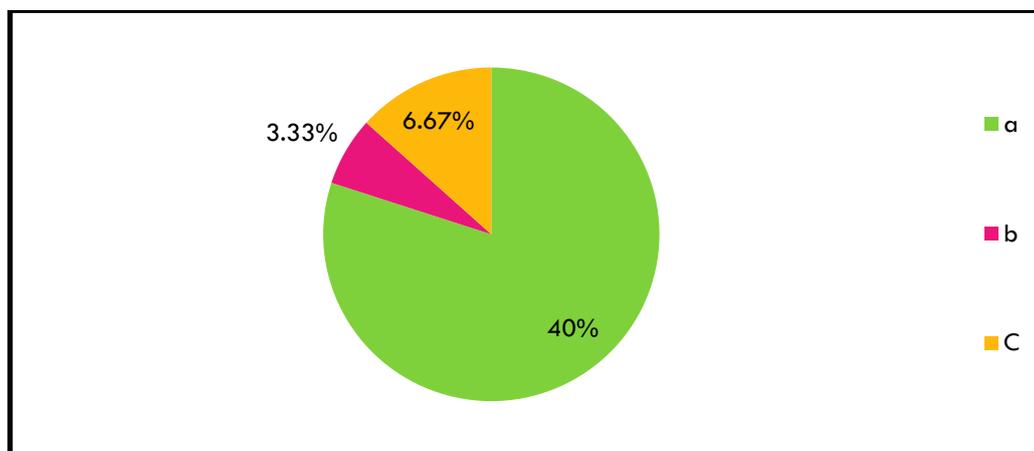


From table and figure 04, it reveals that, pupils' viewpoints towards their understanding extent when listening have the same proportion 50%. This demonstrates that 15 pupils concentrate well during listening, and they have a great amount of vocabulary knowledge, which leads them to be familiar with the language meaning. It also refers to the teacher's roles (a helper, a facilitator, and a resource), and her usage of simple language. If it is no, they attempt to comprehend through:

Table 05: Pupils' Responses in Case They Do not understand

Responses	N° of participants	Percentage%
a. Asking your teacher to repeat	12	40
b. Asking your teacher to slow down	01	03.33
c. You try to guess the general meaning	02	06.67
Total	15	50

Figure 05: Pupils' Responses in Case They Do not understand



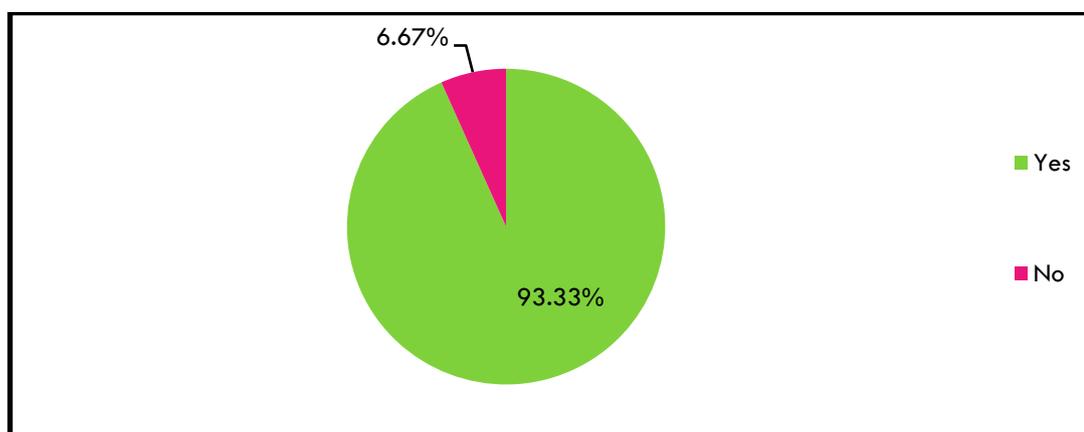
The illustrations above represent the reasons of the other 15 pupils who do not comprehend all what they listen to (the listening texts material), it may be because of their perception, which differs from one learner to another for grasping the meaning, length and speed of listening, or the classroom conditions, which are related to sitting and noise. Despite the fact that, their needs for comprehension leads them to ask for repetition, deceleration, or try to guess the general meaning.

Question 04: This question is about one of the teacher's roles during listening sessions. It is designed to investigate whether she helps their pupils to understand what she said. Their answers are shown in the following table:

Table 06: Teacher's Role during Listening Sessions

Responses	Number of Participants	Percentage%
Yes	28	93.33
No	02	06.67
Total	30	100

Figure 06: Teacher's Role during Listening Sessions



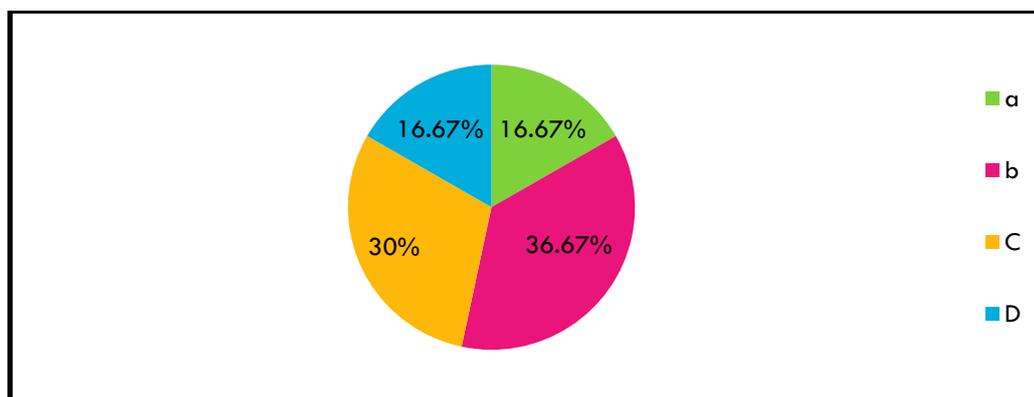
The majority of the respondents (28 pupils) state that their teacher assists them to comprehend the content of the listened text, while listening sessions. This demonstrates that middle school teachers have a big responsibility, to clarify ambiguity because their learners are considered as youngsters and beginners for learning English as SL. Thus, the teacher helps them to understand what she said; By giving them examples from our society, using pictures for illustration, translating some difficult words to Arabic language (as we observed before), or by pronouncing correctly the language and using body language, for the sake of realizing the listening sessions objectives in particular, and the whole teaching/learning process in general. But, there two pupils (06.67%), say that their teacher does not help them to understand, those pupils may be the neglected class in the classroom.

Question 05: This question is developed to know the types of listening texts material, according to the textbook activities, that the learners prefer to listen more in listening sessions, and then they are asked for justifying their options.

Table 07: Pupils' Preferable Texts Material in Listening Activities

Responses	N° of Participants	Percentage%
a. Songs	05	16.67
b. Stories	11	36.66
c. Conversations	09	30
d. Letters	05	16.66
Total	30	100

Figure 07: Pupils' Preferable Texts Material in Listening Activities



From table 07 results, we notice that the majority of the surveyed pupils 36.66% prefer to listen more to stories, in listening sessions, and they justify their preference in different views. When they listen to a story, they get enjoy and interest, as it makes them happy, it is easy to understand, it helps them to learn new words, it expands their thoughts and imagination to create new ideas, at the end they learn benefit from its wisdom in their lives. Moreover, 30% of them favor to listen to a conversation because they learn how to exchange ideas and opinions, using appropriate arguments, communicate with simple and clear language to be understood, they get interest when they perform it in the classroom. Another 05 pupils' option is songs, in order to memorize the songs' lyrics, which are seemed to be comprehensible for them. Similarly to the other 05 participants, who choose letters, which provide them the opportunity to learn how to write a letter in a correct form, and in various situations. As a result, from these different points of views, we deduce that

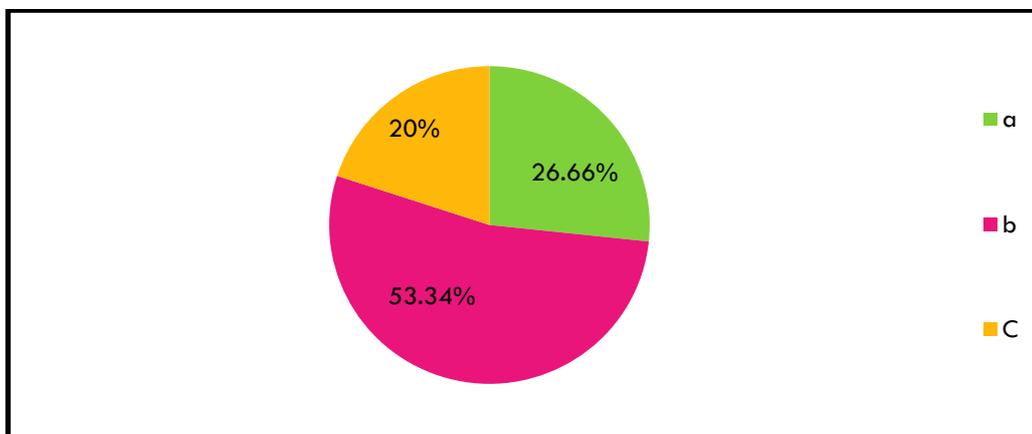
pupils practice a variety of listening activities, and the teacher’s awareness about the importance of listening sessions, in implementing these tasks, by using different types of texts that the learners need.

Question 06: The inclusion of this question is an attempt to discover the pupils’ focal purpose in listening sessions in general, besides the main listening activity objectives.

Table 08: Pupils’ General Purposes from Listening Sessions

Responses	N° of Participants	Percentage%
a. Obtain the correct pronunciation	08	26.66
b. Learn new words	16	53.34
c. Understand the speaker’s ideas	06	20
Total	30	100

Figure 08: Pupils’ General Purposes from Listening Sessions



This figure 08 includes participants’ responses towards the main purpose that they focus on during listening sessions. 53.34% pupils consider learning new words from listening sessions to be their main purpose, which means that they give more importance to learn new words, and vocabulary in general, to use them in their writing pieces as well their speaking performance. In other words, we notice that during listening sessions, the teacher clarifies any form of new vocabulary for her pupils using some techniques as: synonyms, antonyms and translation only if it is necessary, to simplify comprehension.

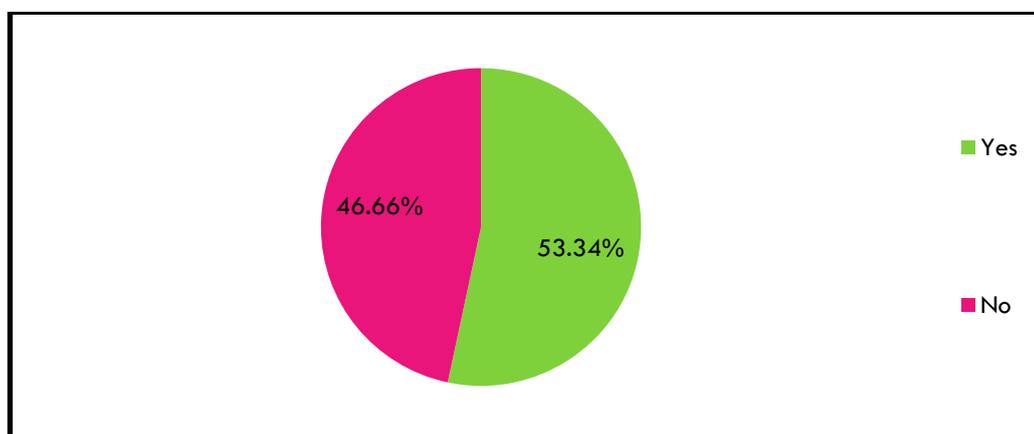
While 26.66% learners focus on obtaining the correct pronunciation, they give more attention to the speaker's intonation and tone, to learn an accurate pronunciation. Whereas the last one 20%, they just emphasize on understanding the speaker s' ideas, to get the general meaning. Therefore, three main types of listening: (as acquisition, discriminative and informative) are remarked in pupils' responses.

Question 07: This question is designed to discover the learners' attitude towards integrating authentic materials such as: Broadcasts and audio aids, in listening sessions. The following table illustrates their opinions:

Table 09: Pupils' Attitude towards Using Authentic Materials

Responses	Number of Participants	Percentage%
Yes	16	53.34
No	14	46.66
Total	30	100

Figure 09: Pupils' Attitude towards Using Authentic Materials



The illustrations above, show that high proportion 53.34% of the surveyed fourth year middle school pupils; prefer that their listening sessions are based on using authentic materials, which help them to stimulate their attention and practice the target language, directly through an exposure to the native speakers' sounds, besides their teacher's voice, to reinforce their hearing sense, to improve their pronunciation, and to motivate pupils develop their communicative competencies. Only 46.66% of them, they do not prefer to

learn with using authentic materials, it may be because of their adaptation with the teacher's language, or their teacher does not rely on using such materials in the classroom.

Question 08: The last question in this section identifies their opinions to show whether listening sessions have an influence in enhancing other language skills, or not.

Table 10: Pupils' Attitudes toward Improving Language Skills in Listening Sessions

Responses	Number of Participants	Percentage%
Yes	19	63.34
No	11	36.33
Total	30	100

Figure 10: Pupils' Attitudes toward Improving Language Skills in Listening Sessions

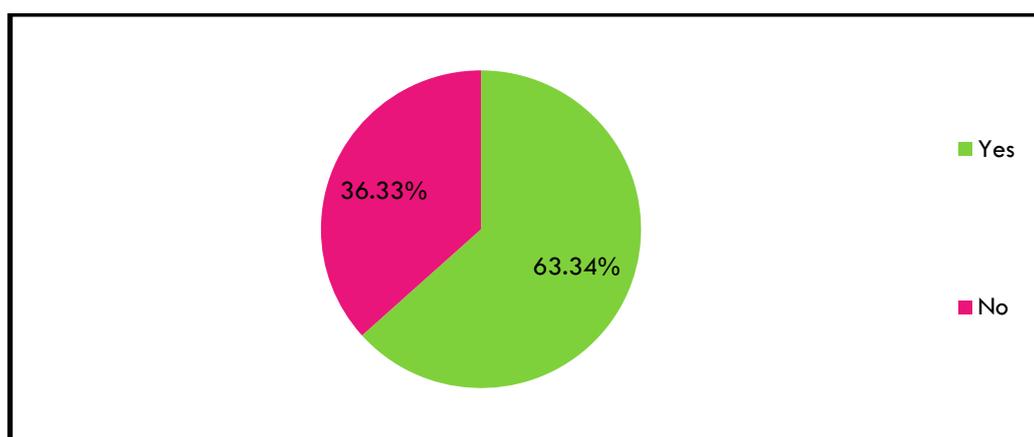


Table and figure 10 indicate that most of the pupils 63.34% have positive attitudes towards the influence of listening sessions on enhancing other language skills and proficiencies, and their justifications vary between developing their speaking skill in general, and improving their pronunciation in particular. However 36.33% of them do not think that listening sessions can enhance their language performance. In light of these results, it could imply that listening sessions have a positive impact in ameliorating pupils' pronunciation and aural performance.

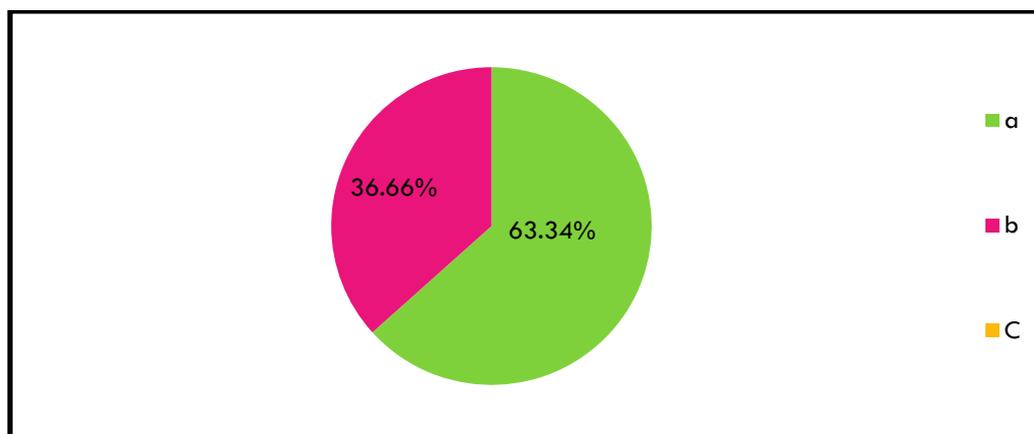
Section Two: Improving Pronunciation

Question 01: This question is provided to demonstrate the participants' perception towards the importance of pronunciation in learning English as a foreign language, and their responses are represented in the following table:

Table 11: Pupils' Attitudes toward the Importance of Learning Pronunciation

Responses	N° of Participants	Percentage%
a. Very Important	19	63.34
b. Important	11	36.66
c. Not Important	00	00
Total	30	100

Figure 11: Pupils' Attitudes toward the Importance of Learning Pronunciation



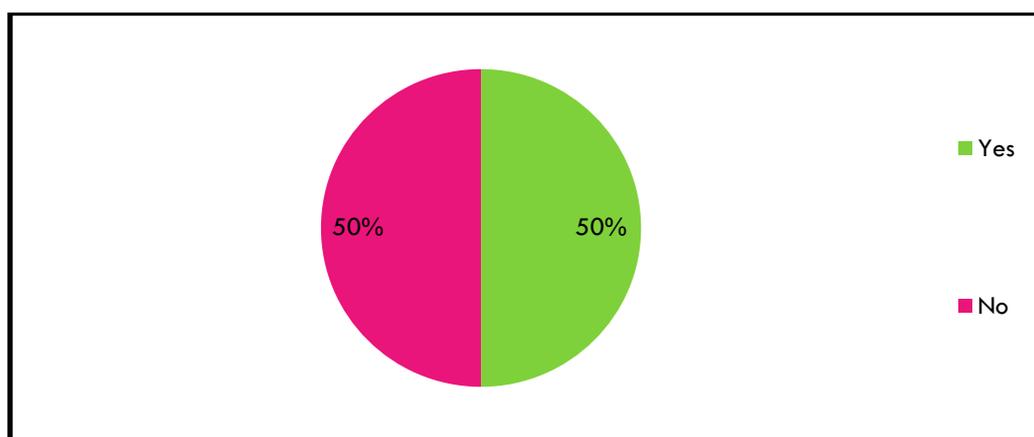
According to table 11 results, high percentage of pupils 63.34% agree that pronunciation is very important in learning English, since it enables them to speak the language, and express themselves by using the right tone of words and expressions, to be clear for comprehension, as well as to achieve an intelligible pronunciation. Only 11 pupils consider it as important, it may be because they face constraints in learning it, or they have problems of pronunciation when they speak.

Question 02: This question aimed at discovering whether fourth year MS pupils learn their pronunciation only from their teacher' speech and lessons, or they learn it from other sources, and they are asked to mention them.

Table 12: Pupils' Sources for Learning Pronunciation

Responses	Number of Participants	Percentage%
Yes	15	50
No	15	50
Total	30	100

Figure 12: Pupils' Sources for Learning Pronunciation



From the above figure 12, results show that the respondents' answers are equal in proportion 50%. Half of them learn pronunciation only from their teacher, who provides them with different activities that focus on teaching phonetic symbols of vowels and consonants, stress and intonation, as she said that during each activity, they refer to phonetic symbols (On The Move: 191), in order to revise and learn how to write the phonetic transcription of the words, besides she always corrects their pronunciation when they mispronounce a word, thus to improve their performance in language use. While the other 15 respondents share the idea that they learn pronunciation from other sources beside their teacher lessons and speech of course, for the sake of improving their level of English pronunciation. Their justifications are summarized as follows:

- They learn pronunciation from their sisters/brothers who specialized in English, and

practice with their friends.

- They learn it from TV shows, movies, and songs.
- They learn it from using monolingual/bilingual dictionaries.
- They learn it from reading aloud books and articles.
- They learn it from the internet (chatting, web sites).

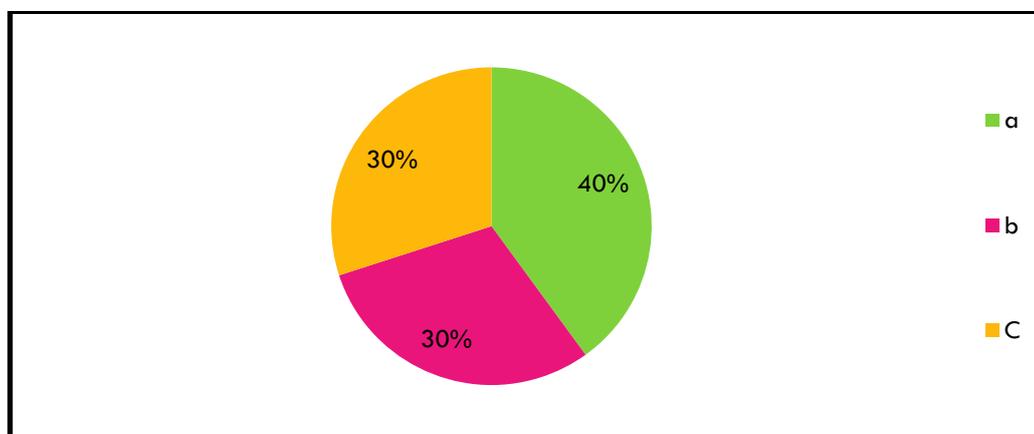
From these justifications, we notice that, although they are considered as youngsters and beginners, they are conscious about enhancing their English pronunciation, to a great extent, as they are motivated to study English in general, and they prefer to have other sources to rely on rather than their teacher alone to improve their pronunciation.

Question 03: This question is a continuation of the preceding one; it is intended to ask the learners about their appropriate methods in learning pronunciation.

Table 13: Pupils' Methods in Learning Pronunciation

Responses	N° of Participants	Percentage%
a. Imitating your teacher's pronunciation	12	40
b. Reading aloud words and texts	09	30
c. Repeating the pronounced word many times	09	30
Total	30	100

Figure 13: Pupils' Methods in Learning Pronunciation



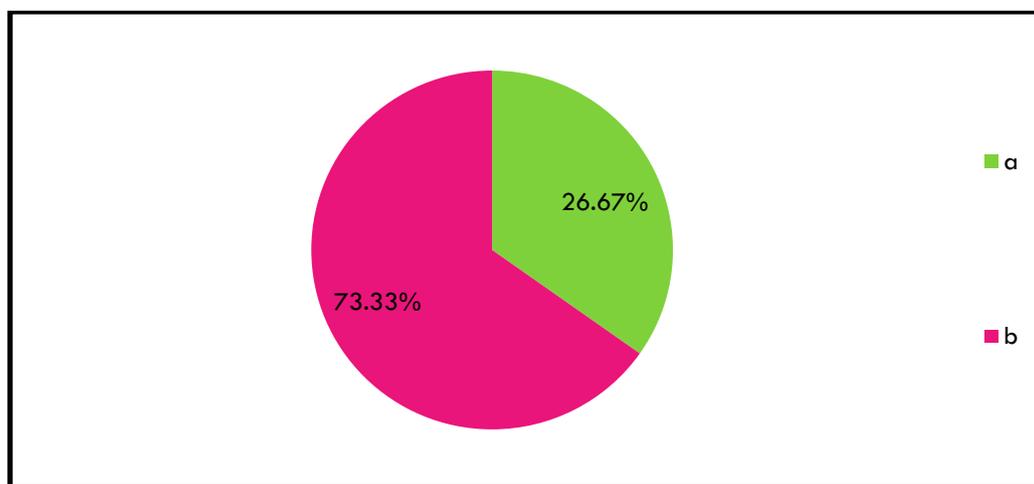
From the data provided in the table 13 above, it is clear that the majority of pupils 40% learn their pronunciation through; imitating their teacher's ones and this denotes her speech clarification and fluency. Other 09 pupils select reading aloud words and texts; they based learning pronunciation through read-aloud strategy. And the rest of them 09, they learn pronunciation by repeating the pronounced word many time, they acquire new words at the same time they learn their pronunciation.

Question 04: This question is developed to discover fourth year MS learners' constraints in learning pronunciation, which are illustrated in the following table:

Table 14: Pupils' Difficulties in Learning Pronunciation

Responses	Number of Participants	Percentage%
a. Vowels and consonants	08	26.67
b. Stress and intonation	18	73.33
Total	30	100

Figure 14: Pupils' Difficulties in Learning Pronunciation



The table and figure 14 are concerned for checking the main difficulties that faced our respondents when learning pronunciation. High rate of pupils 73.33% have problems in learning stress and intonation. On the one hand, marking stress is related to transcribing the word or sentence into phonetic symbols, and then put the stress in the stressed syllable

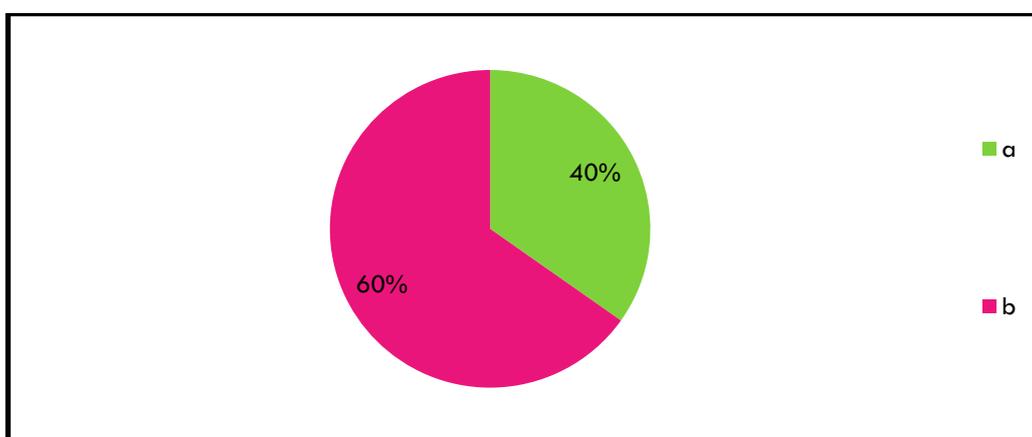
which is distinguished through pronunciation, and marking the stress differs from words' categories (verbs and nouns). On the other hand, marking the intonation refers to rising and falling forms of the voice across phrases and sentences, and it focuses on the voice's pitch. Hence, as we observed before, that they really face difficulties in marking stress and intonation, especially stress, despite their teacher's help and guidance, they correctly pronounce the word, but they make mistakes in marking it. However the other constraint is related to vowels and consonants, 26.67% of pupils face obstacles in pronouncing some vowels and consonants, and it may be because of the lack of practice, the lack of theoretical knowledge (rules), and the influence of the mother tongue.

Question 05: This question is devoted for asking them about their attitudes toward the general meaning of speaking English fluently, which is provided in two items, they answer as follows:

Table 15: Pupils' Opinions toward Speaking English Fluently

Responses	N° of Participants	%
a. Speaking quickly and exactly like a native speaker	12	40
b. Pronouncing words correctly without any mistakes	18	60
Total	30	100

Figure 15: Pupils' Opinions toward Speaking English Fluently



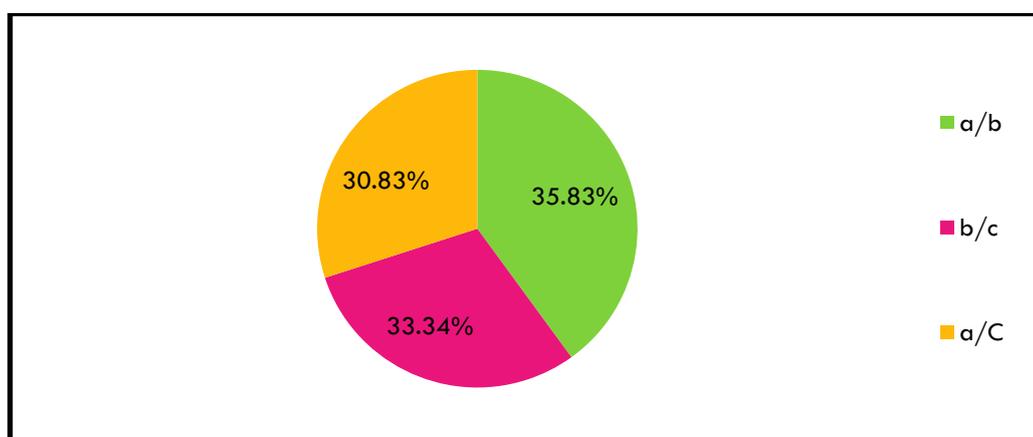
The pupils' responses in table 15 indicate that the majority of them 60% think that, they are supposed to be fluent speakers by pronouncing words correctly without any mistakes. However, just 40% of them think that they are supposed to speak quickly and exactly like a native speaker. In fact the two possibilities are important for taking them into consideration, as foreign language learners because they are supposed to produce and receive the language.

Question 06: The final question is demonstrated to know the pupils' attitudes toward improving their English pronunciation, and they are asked to choose more than one choice, their answers based on selecting two choices, between concentrating well during listening sessions (a), giving you opportunities to speak (b), and feeling motivated when you speak (c). Which are clearly represented in the following table:

Table 16: Pupils' Viewpoints toward Improving Their Pronunciation

Responses		N° of Participants		Percentage%
a	b	20	23	35.83
b	c	23	17	33.34
a	c	20	17	30.83
Total		120		100

Figure 16: Pupils' Viewpoints toward Improving Their Pronunciation



The majority of choices 35.83% believe that they can improve their English pronunciation through concentration and paying attention during listening sessions, when the teacher speaks or asks them to listen carefully; they focus more on their teacher's speech and intonation, then they practice the activities which follow the listening phase, they engage to answer orally the questions. So, those learners emphasize on their auditory side to enhance their pronunciation. 33.34% of them can improve their pronunciation basing on offering them opportunities to speak, at the same time they feel motivated and interested when they speak. Thus the more they speak and utilize the language, the more they avoid mispronunciation errors. Whereas 30.83% of 4MS pupils prefer to concentrate during listening sessions and they also feel motivated when speaking the language, which reflects on the positive environment that pushes them to speak and interact, and makes it an interesting task. This leads to the deduction that even though pupils choose different options to improve their pronunciation, the listening sessions' effects remain the suitable for enhancing pupils' pronunciation.

3. Summary of Results and Findings

After analyzing and interpreting the results of both classroom observation and pupils' questionnaire, we can deduce that fourth year MS pupils are motivated and interested in learning English as foreign language, as we noticed their desire for learning pronunciation and speaking the language through active involvement and participation, regarding to their teacher's roles in providing them opportunities to speak, and assisting them to be intelligible, besides her praise and encouragement even though, their pronunciation is bad, she corrects them and they trust on her pronunciation through repetition and imitation. Additionally, it is remarked that the textbook activities is a fundamental mean for learning and teaching process, which leads to the total neglecting of using authentic materials that bring the real use of language in the classroom, as she claimed that the inspector asks them (intermediate school EFL teachers), to use such materials for illustrations and reinforcing their performance. However, in fact, there is no provided authentic material in the school, and the time is not sufficient only three hours per week. So, during the listening sessions, listeners focus only on their teacher's speech, which is clear without pronunciation' errors, they also listen carefully and concentrate well, while listening stage because she explains at the same time to help them to understand, and then they attempt to answer the followed activities as it was mentioned previously. Moreover, concerning the results obtained from pupils' questionnaire, it is noticed that the pupils sometimes practice listening activities

inside the classroom according to the textbook sequences, by contrast to the pronunciation ones, which are always integrated in reading and speaking tasks apart to listening. Also participants state that during listening sessions they listen to variety types of texts, and their attitudes differ from one to another, which reflects on their awareness about the role of listening in improving their language proficiencies, especially pronunciation as they clarify. Whereas their opinions towards enhancing their pronunciation level demonstrate that despite they face problems in practicing stress and intonation rules, they go further to improve their pronunciation and develop their communicative abilities.

All in all, the positive findings shown through both the classroom observation and pupils' feedback questionnaire, concerning the influence and the role of listening sessions in enhancing fourth year MS learners' pronunciation have confirmed our hypothesis, to make the learner familiar with the target language pronunciation, teachers should integrate teaching pronunciation with other language skills, since it is never ending process that should take an essential part in every English lesson.

Conclusion

This chapter has presented a deep description of the data analysis and the results, which are obtained from classroom observation and questionnaire tools, to discover the significant role of listening sessions on developing fourth year MS pupils' pronunciation. According to the classroom observation findings, it is noticed that during listening sessions the teacher is the only model that the pupils listen to and rely on her pronunciation, and then the use of simple and clear language facilitate their comprehension. Besides that, after the listening stage pupils are exposed to different interactive activities which are related to the listened text, and pronunciation exercise is interestingly supplemented among these activities, it is also included teaching segmental or suprasegmental features. Furthermore, pupils face some difficulties in practicing the pronunciation rules notably which concerned with stress and intonation, but the teacher provides them opportunities for repetition and training, as we remarked their motivation and need to enhance their pronunciation. Therefore, regarding the statistical results which are obtained from respondents' questionnaire, it is clearly deduced that their paramount consideration to improve their English pronunciation, by focusing more on their teacher's pronunciation and using other technological sources to improve their communicative skill. Thus, it is confirmed that their attitudes towards focusing on listening sessions and providing them more opportunities to communicate the language, successfully enhance their pronunciation.

***GENERAL
CONCLUSION***

General Conclusion

This master thesis focused on the role of listening sessions as an aid to enhance fourth year middle school pupils' pronunciation. It is divided into two main parts, the theoretical part and the practical part. Moreover, the former part is composed of two chapters in which the study was about the two variables of the topic. The first chapter emphasized on the role of listening sessions, as it outlined the processes of listening skills, and the main three stages for a listening activity, and then the teacher's roles during this session, it demonstrated at the end the influence of listening sessions as a training skill to improve learners' oral abilities. On the other hand, the second chapter concentrated on developing EFL learners' pronunciation, in which it explained the methods and approaches of teaching pronunciation lessons, as the necessity of being able to communicate intelligibly and effectively, it also mentioned the problems and factors that hinder the learners to acquire English pronunciation, it was cleared up teaching correct pronunciation through listening sessions. Furthermore, the latter part provided a deepen description about the data analysis of the classroom observation sessions were attended, and the pupils' questionnaire was submitted to a sample random of 30 fourth year pupils from the whole population, at El Amir Abdelkader intermediate school, in order to get an insight about their attitudes and opinions towards integrating pronunciation training during listening sessions, to develop their pronunciation level. Thus the aim of this research was to confirm or reject our hypotheses that: If the teachers train their learners on the correct pronunciation, during listening sessions, pupils will ameliorate their pronunciation, and If they focus on the appropriate elements of pronunciation, in implementing listening activities, their pupils will enhance their pronunciation.

The findings of the study show that pupils are interested and motivated in practising pronunciation after listening activities, the number of pronunciation mistakes decreased through listening and repetition, with a special regard to the teacher's roles in assisting them and providing much opportunities for them to talk, as well as her guidance and patience in correcting their mistakes . Hence, the respondents' viewpoints and attitudes towards giving importance to listening sessions, and being aware during these sessions, for the sake of improving their pronunciation was rated as great and perfect views, besides,

they supported integrating pronunciation training exercises within listening ones because of their desire and need to pronounce the target language accurately.

Finally, the results of this study are in accordance with the research hypothesis, which proposes that, if the teacher uses the listening sessions as an aid to train their learners on the correct pronunciation, they will ameliorate their pronunciation. Also, the research questions are answered throughout this study, which pursues to eliminate the learners problems that face when pronouncing the language. Therefore, EFL teachers should focus on their pupils' need, level and ability, to incorporate pronunciation into the classroom activities, whenever there is opportunity and time, in order to make them adjust with the language use and communication.

Recommendations

Concerning the current study, some recommendations are suggested in accordance to the significant role of listening sessions in enhancing pupils' pronunciation as follows:

- ✓ Middle school Teacher's pronunciation should be clear and comprehensible since they are dealing with beginner learners who fully imitate their teacher.
- ✓ Educationists and related organizations should look upon the fact that technological materials are helpful in the teaching and learning processes. So, they should provide reliable and sufficient number of authentic materials, which are very beneficial to develop the learners' speaking skill in general and their pronunciation in specific.
- ✓ Schools' administration should extend the hours provided to English language learning, because three hours per-week are not sufficient for learners to acquire all the language components.
- ✓ Listening sessions need special rooms that should be protected from outside noise.
- ✓ This research is still open for future studies that would deeply investigate other points related to our topic.

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APPENDICES

c. Both of them

3. Do you understand all what you listen to?

a. Yes

b. No

If it is no, you ask for:

a. Your teacher to repeat

b. Your teacher to slow down

c. Or you try to guess the general meaning

4. During listening sessions, does your teacher help you to understand what she is saying?

a. Yes

b. No

5. In a listening comprehension session, what do you prefer to listen more?

a. Songs

b. Stories

c. Conversations

d. Letters

Please, justify your answer.....

.....

6. Despite the main listening activity purpose, you generally focus in listening to

a. Obtain the correct pronunciation

b. Learn new words

c. Understand the speaker's ideas

7. Do you prefer if your listening sessions will be based on authentic material; broadcasts, and audio aids?

a. Yes

b. No

a. Speaking quickly and exactly like a native speaker

b. Pronouncing words correctly without any mistakes

6. Do you think that you can improve your English pronunciation easily, because; (you can choose more than one choice).

a. You concentrate well, during listening activities

b. Your teacher gives you opportunities to speak

c. You feel motivated when you speak English language

Thank You



Appendix 02

Classroom Observation Text Material

Dear Sonia,

I please forgive me! I haven't written for 5 months, but that's because my family has moved to Oran. My father's company has given him a new job there. I have been in my new school since September, and I have already made some friends. I have never been so happy before. I haven't visited the most important places in Oran yet. But school holidays have just started. So I'm thinking of doing just that with my friends before going back to school in January. By the way, have you ever visited Oran? If you haven't, come to spend the summer holidays with us. It's a fantastic city! We haven't met for a long time. Here it is the occasion. Don't miss it.

Yours
Amina

Appendix 03

The Teacher's Lesson Plan

FILE : 06 Lesson: SEQUENCE : 03 LESSON : Listen and Consider. VISUAL AIDS : a letter.	SCHOOL: El Amin Abd El Kader LEVEL: 04 AM TEACHER: Baroun Lydia AIM: PPS will be able to use the present perfect																																												
FUNCTION: : Talking about past action that still happen in the present Writing different adventures.	LGE FORMS: : I have already started I haven't finished the lesson yet. we have been here for a long time we have been since 1990.																																												
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">STEPS</th> <th style="width: 35%;">TEACHER'S ROLE</th> <th style="width: 35%;">LEARNER'S ROLE</th> <th style="width: 15%;">BOARD</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Warm up</td> <td style="padding: 5px;">asking pp to write the date, place, letter</td> <td style="padding: 5px;"></td> <td style="padding: 5px;">a lead up to the next step</td> </tr> <tr> <td style="padding: 5px;">Presentation</td> <td style="padding: 5px;">*Before you listen: Complete:</td> <td style="padding: 5px;">PPS complete the table</td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">V (ing)</th> <th style="width: 15%;">P.S</th> <th style="width: 15%;">P.P</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">to write</td> <td style="padding: 5px;">wrote</td> <td style="padding: 5px;">—</td> </tr> <tr> <td style="padding: 5px;">—</td> <td style="padding: 5px;">moved</td> <td style="padding: 5px;">—</td> </tr> <tr> <td style="padding: 5px;">to give</td> <td style="padding: 5px;">gave</td> <td style="padding: 5px;">—</td> </tr> <tr> <td style="padding: 5px;">—</td> <td style="padding: 5px;">was/were</td> <td style="padding: 5px;">—</td> </tr> <tr> <td style="padding: 5px;">—</td> <td style="padding: 5px;">made</td> <td style="padding: 5px;">made</td> </tr> <tr> <td style="padding: 5px;">to meet</td> <td style="padding: 5px;">—</td> <td style="padding: 5px;">—</td> </tr> <tr> <td style="padding: 5px;">to visit</td> <td style="padding: 5px;">—</td> <td style="padding: 5px;">—</td> </tr> </tbody> </table> </td> <td style="padding: 5px;"> written to move — moved given. to be — been. to make met — met visited — visited </td> <td style="padding: 5px;"> *in order to use the pp later on to form the present perfect. </td> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;">*As you listen: 1- I reads the letter and 2- I writes qs and</td> <td style="padding: 5px;"> pps check their verbs which they completed above in the table. pps answer as they listen to letter again. </td> <td style="padding: 5px;"></td> </tr> </tbody> </table>	STEPS	TEACHER'S ROLE	LEARNER'S ROLE	BOARD	Warm up	asking pp to write the date, place, letter		a lead up to the next step	Presentation	*Before you listen: Complete:	PPS complete the table			<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">V (ing)</th> <th style="width: 15%;">P.S</th> <th style="width: 15%;">P.P</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">to write</td> <td style="padding: 5px;">wrote</td> <td style="padding: 5px;">—</td> </tr> <tr> <td style="padding: 5px;">—</td> <td style="padding: 5px;">moved</td> <td style="padding: 5px;">—</td> </tr> <tr> <td style="padding: 5px;">to give</td> <td style="padding: 5px;">gave</td> <td style="padding: 5px;">—</td> </tr> <tr> <td style="padding: 5px;">—</td> <td style="padding: 5px;">was/were</td> <td style="padding: 5px;">—</td> </tr> <tr> <td style="padding: 5px;">—</td> <td style="padding: 5px;">made</td> <td style="padding: 5px;">made</td> </tr> <tr> <td style="padding: 5px;">to meet</td> <td style="padding: 5px;">—</td> <td style="padding: 5px;">—</td> </tr> <tr> <td style="padding: 5px;">to visit</td> <td style="padding: 5px;">—</td> <td style="padding: 5px;">—</td> </tr> </tbody> </table>	V (ing)	P.S	P.P	to write	wrote	—	—	moved	—	to give	gave	—	—	was/were	—	—	made	made	to meet	—	—	to visit	—	—	written to move — moved given. to be — been. to make met — met visited — visited	*in order to use the pp later on to form the present perfect.		*As you listen: 1- I reads the letter and 2- I writes qs and	pps check their verbs which they completed above in the table. pps answer as they listen to letter again.		
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1. Why Sonia has written her letter to Amina?

2. What are the causes?

3. Since when has she been in her new school?

4. Has she made new friends?

5. Has she visited Oman yet?

6. When is she thinking to do that?

7. How long haven't they met?

- Because she hasn't written for 5 months.

- Her family has moved to Oman.
- Her father's company has given him a new job there.

- She has been in her new school since September.

- Yes, she has / Yes,
- She has already made some friends.

- No, she hasn't visited the most important places in Oman yet.

- School holidays have just started.

- They haven't met for a long time.

*After listening: Grammar Window.

Teacher writes some sentences that contain the adverbs:

since - for - already, just - yet

Consider the following sentences and answer these q's.

1. underline the verbs.

3. The underlined verbs consist of what?

4. Are the verbs in the past?

- PPS underline all the verbs.

- They consist of:
aux (have) + ppr

- No, they started in the past and still happen in the present.

So, this tense is the Present Perfect.

* PPS draw the rule of "Present Perfect" - use - form

writing step:

PPS Copy down the rule.

- We use the present Perfect to talk about past action which still happens in the present.

- Form:

S + to have + ^{already} just + ppr
(present) ^{never} ever

S + to have (present) + ppr since + point of time (in the past) for + period of time.

الملخص

اللفظ الصحيح هو جزء أساسي من تعلم اللغة الأجنبية، لأنه يؤثر مباشرة على الكفاءة التواصلية للمتعلمين. لذلك يهدف هذا البحث إلى دراسة الدور الكبير الذي تلعبه حصص الاستماع في تعزيز النطق الصحيح لمتعلمي السنة الرابعة متوسط للغة الإنجليزية، كما يهدف بشكل خاص إلى معرفة مدى مساهمة تلك الحصص في تحسين نطقهم. لتحقيق هذا الهدف، اختار الباحث النمط الوصفي، الذي اعتمد على أداتين من أدوات البحث الرئيسية: الملاحظة الميدانية للحصص التي استخدمت لجمع معلومات حقيقية ومباشرة خلال حصص الاستماع، إضافة إلى استبيان وجه لعينة من تلاميذ الأمير عبد القادر، من أجل اكتشاف مواقفهم تجاه تحسين مستواهم اللفظي من خلال حصص الاستماع. علاوة على ذلك، فإن نتائج هذه الدراسة تدعم فرضية البحث وتكشف عن اهتمام ودوافع التلاميذ بدمج تمارين النطق خلال حصص الاستماع، مع مراعاة دور الأستاذ في توجيههم ومساعدتهم على النطق السليم، نظرا لغياب استخدام الوسائل المساعدة في معظم الإكماليات. وعليه فإن النتائج تظهر أن أغلبية المتعلمين الملاحظين يشاركون بنشاط خلال التدريب على النطق الذي يركز على الاستماع بتمعن والتكرار، وعلى غرار آراء المشاركين في الاستبيان، فإنهم يعتقدون أن الاستماع إلى اللغة يعتبر من أحد أهم مصادر تمكينهم من تطوير قدراتهم الكلامية، وهذا يؤدي إلى الاستنتاج أن حصص الاستماع لها تأثير إيجابي كبير في تعزيز نطق المتعلمين.